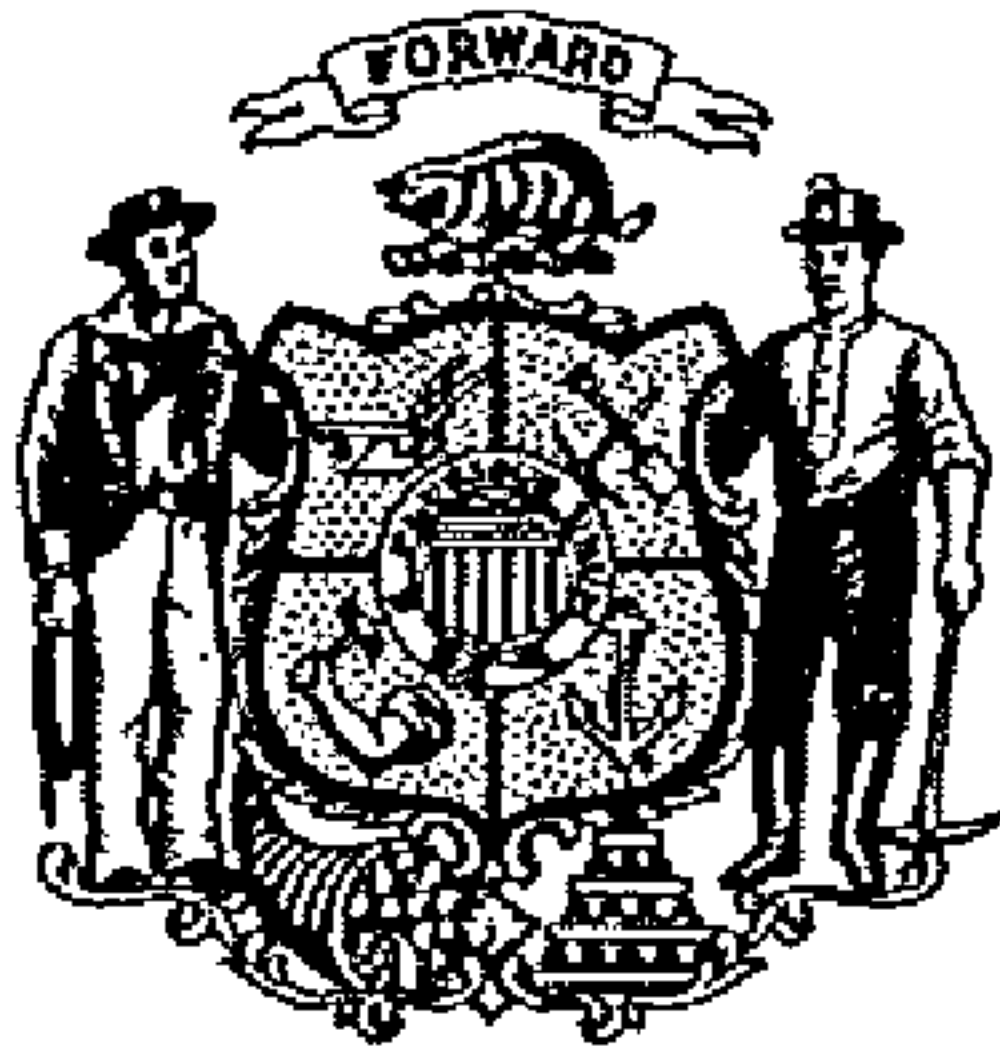


**Race to the Top - Early Learning Challenge  
Application for Initial Funding  
CFDA Number: 84.412**

**October 19, 2011**

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**SCOTT WALKER**  
**OFFICE OF THE GOVERNOR**  
**STATE OF WISCONSIN**

P.O. Box 7863  
MADISON, WI 53707

October 17, 2011

Dear Secretary Duncan and Secretary Sebelius:

On behalf of Wisconsin's children and families, I am pleased to present to you our application for the Race to the Top Early Learning Challenge.

Wisconsin has long recognized the role that high quality Early Learning and Development (ELD) programs play in ensuring that all children enter school ready to succeed. Accordingly, the state has consistently invested in high quality, accessible programs, particularly for children with high needs. Wisconsin demonstrates this commitment by (1) investing funds in ELD programs; (2) increasing the proportion of Children with High Needs enrolling in ELD programs; (3) implementing existing legislation, policies, and practices that impact ELD; and (4) using existing building blocks to support a high quality ELD system.

Building on this history, Wisconsin recognizes that more must be done to ensure that all children enter school ready to succeed. The state's reform agenda draws upon its historic commitment to expand and enhance existing ELD services within an interoperable, collaborative state system. Wisconsin intends to use funds to make strategic improvements in its current system that will improve outcomes for children with high needs and reduce the school readiness gap between these children and their more advantaged peers.

Wisconsin's application contains ambitious, yet achievable goals, supported by a comprehensive plan. This application is consistent with the goals of the Read to Lead Task Force, which I personally chair, whose aim is to reduce the achievement gap evident in our third grade reading test scores. In addition, the Co-Chairs of the Early Childhood Advisory Committee, appointed by myself highlight the partnership between our Department of Public Instruction and Department of Children and Families whom are responsible for early childhood education, child care regulation and quality improvement; have endorsed this application.

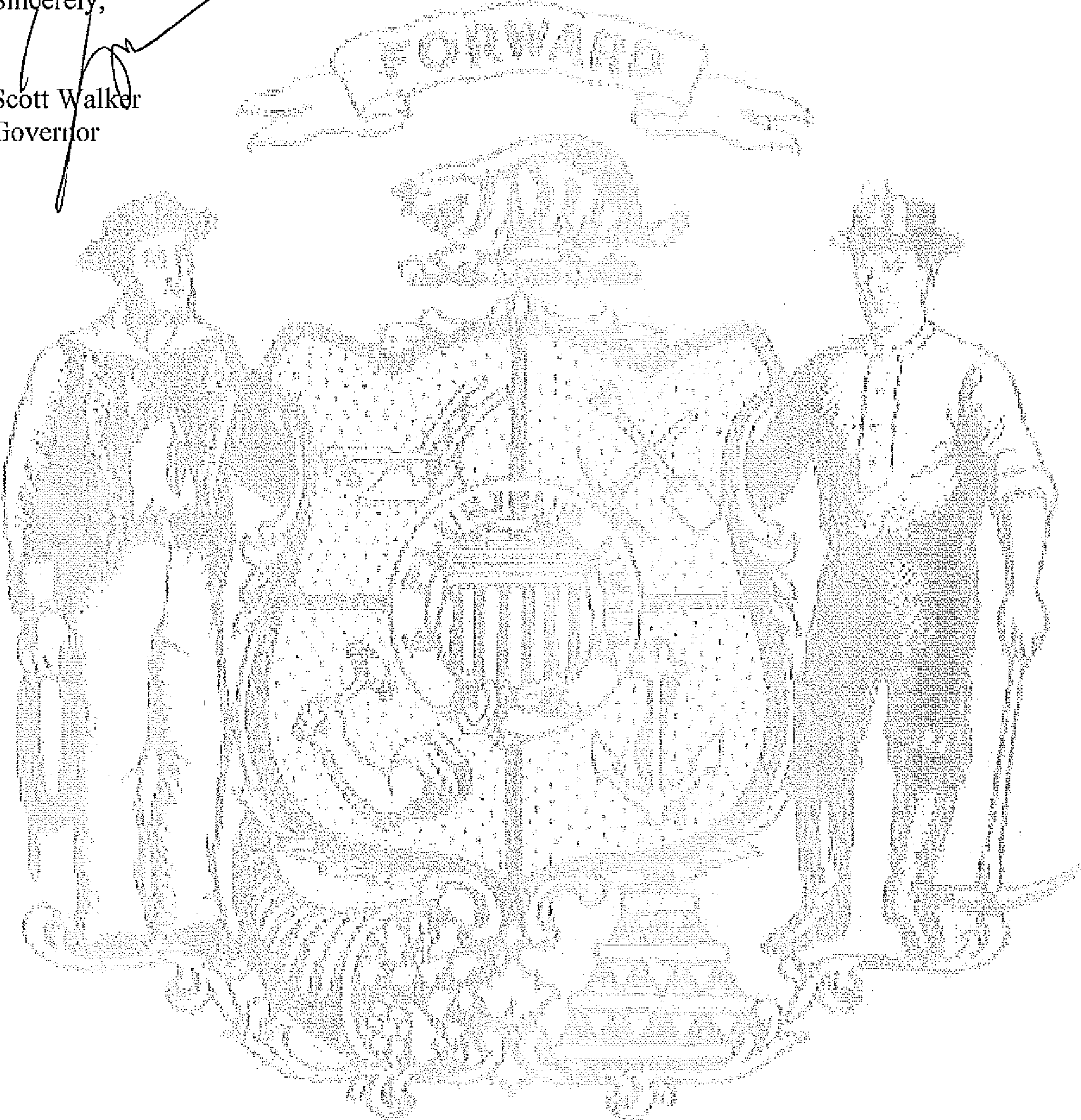
Over the next four years, Wisconsin, with your support, is on track to ensure that all children enter school ready to succeed. Our reform agenda is targeted at our state's most vulnerable children in low income families and low income children with special needs; such as infants and toddlers in foster care, Native American children, migrant children, children who are homeless, and children with disabilities.

We aim to achieve this by sustaining and building on our current strengths, improving quality, involving families, and ultimately delivering a coordinated set of services and experiences that support young children's success in school and beyond.

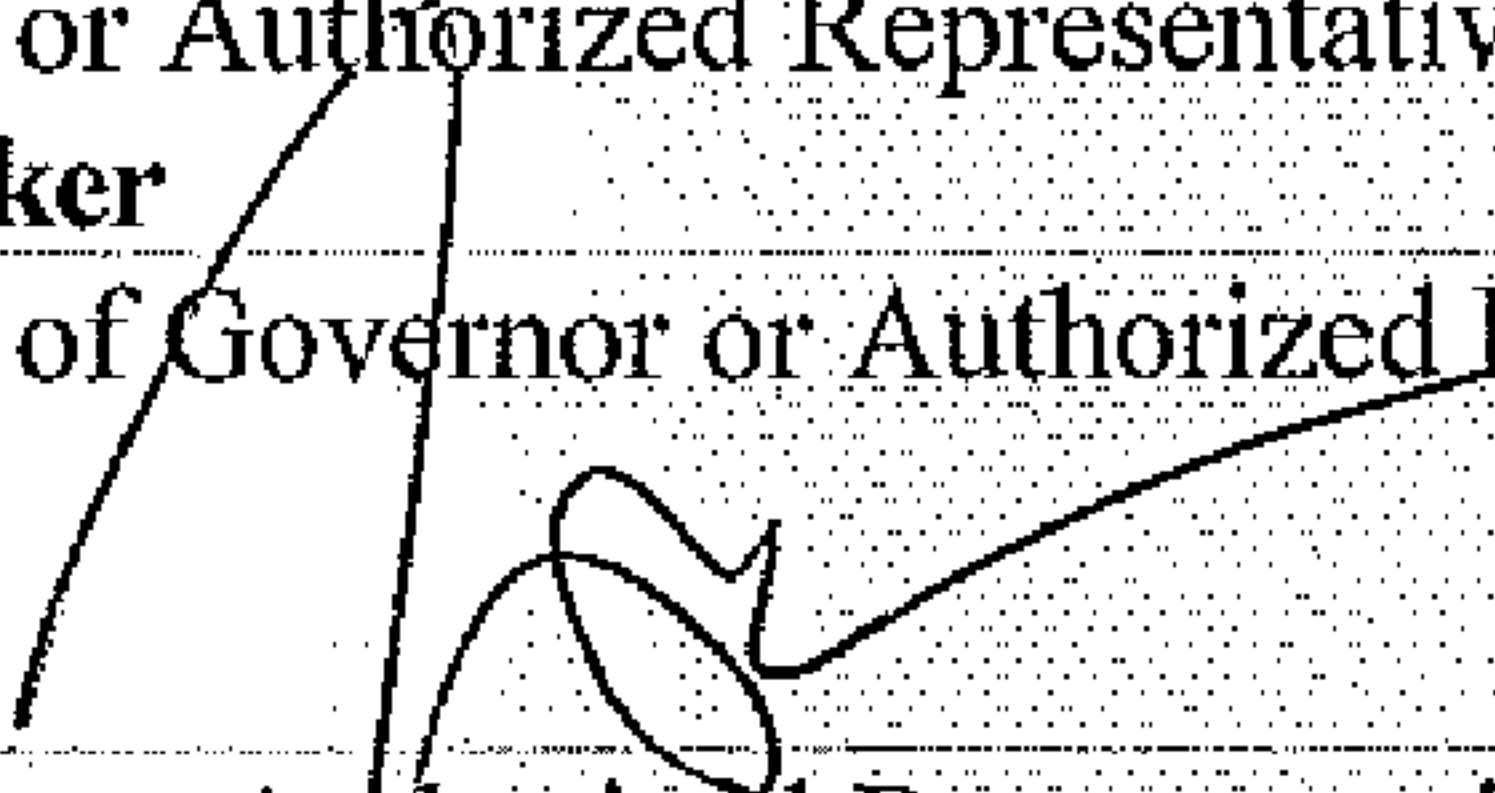

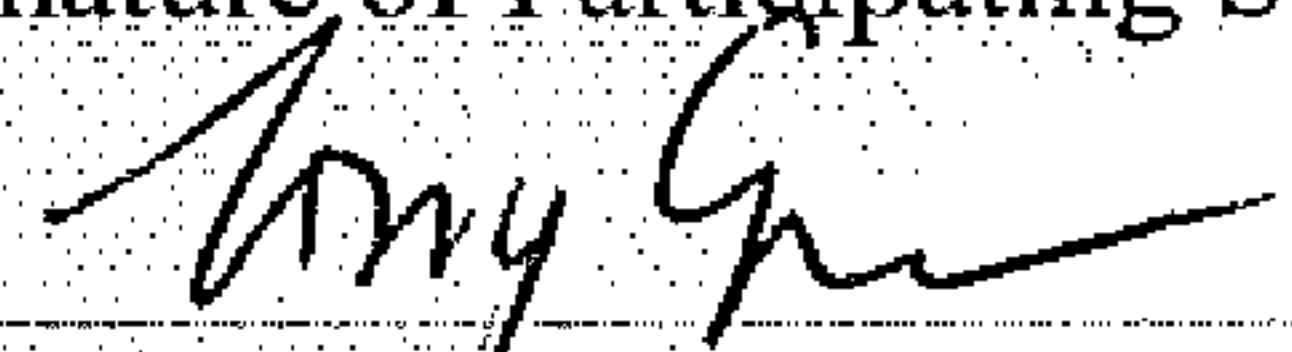
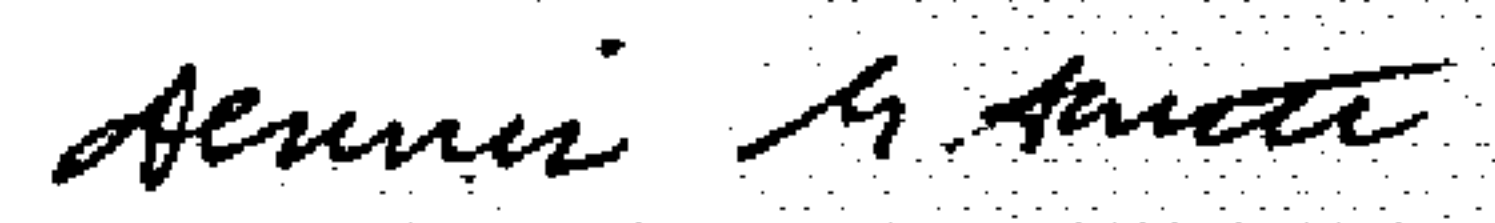
Thank you for your consideration.

Sincerely,


Scott Walker  
Governor



**IV. APPLICATION ASSURANCES AND CERTIFICATIONS**  
**Race to the Top – Early Learning Challenge**  
**(CFDA No. 84.412)**

Legal Name of Applicant (Office of the Governor): <b>Scott Walker</b>	Applicant's Mailing Address: <b>201 E. Washington Avenue</b> <b>P.O. Box 8916</b> <b>Madison, WI 53708-8916</b>
Employer Identification Number: <b>26-2265832</b>	Organizational DUNS: <b>825046159</b>
Lead Agency: <b>Wisconsin Department of Children and Families</b> Contact Name: <b>Eloise Anderson</b> <i>(Single point of contact for communication)</i>	Lead Agency Contact Phone: <b>608-267-9685</b> Lead Agency Contact Email Address: <b>Eloise.anderson@wisconsin.gov</b>
<p>Required Applicant Signatures <i>(Must include signatures from an authorized representative of each Participating State Agency. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.):</i></p> <p>To the best of my knowledge and belief, all of the information and data in this application are true and correct. I further certify that I have read the application, am fully committed to it, and will support its implementation:</p>	
Governor or Authorized Representative of the Governor (Printed Name): <b>Scott Walker</b>	Telephone: <b>608-266-1212</b>
Signature of Governor or Authorized Representative of the Governor: 	Date: <b>10-17-2011</b>
Lead Agency Authorized Representative (Printed Name): <b>Eloise Anderson, Secretary</b>	Agency Name: <b>WI Department of Children &amp; Families</b>
Signature of Lead Agency Authorized Representative: 	Date: <b>10.12.2011</b>
Participating State Agency Authorized Representative (Printed Name): <b>Tony Evers, State Superintendent</b>	Agency Name: <b>WI Department of Public Instruction</b>
Signature of Participating State Agency Authorized Representative: 	Date: <b>OCT 12, 2011</b>
Participating State Agency Authorized Representative (Printed Name): <b>Dennis G. Smith, Secretary</b>	Agency Name: <b>WI Department of Health Services</b>
Signature of Participating State Agency Authorized Representative: 	Date: <b>Oct. 11, 2011</b>

**State Attorney General Certification**

<b>State Attorney General or Authorized Representative of the Attorney General Certification</b>	
I certify that the State's description of, and statements and conclusions in its application concerning, State law, statute, and regulation are complete and accurate, and constitute a reasonable interpretation of State law, statute, and regulation:	
State Attorney General or Authorized Representative of the Attorney General (Printed Name): <i>Kevin St. John, Deputy Attorney General</i>	Telephone: <i>(608) 266-1221</i>
Signature of the State Attorney General or Authorized Representative of the Attorney General : 	Date: <i>10/14/11</i>

### Accountability, Transparency, and Reporting Assurances

The Governor or his/her authorized representative assures that the State will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards, including Davis-Bacon prevailing wages; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders, and regulations.

- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
- The State and other entities will comply with the following provisions of the Education Department General Administrative Regulations (EDGAR), as applicable: 34 CFR  
Part 74 -- Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 76 -- State-Administered Programs, including the construction requirements in section 75.600 through 75.617 that are incorporated by reference in section 76.600; 34 CFR Part 77 -- Definitions that Apply to Department Regulations; 34 CFR Part 80 -- Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81 -- General Education Provisions Act—Enforcement; 34 CFR Part 82 -- New Restrictions on Lobbying; 34 CFR Part 85 -- Government-wide Debarment and Suspension (Nonprocurement).

Governor or Authorized Representative of the Governor (Printed Name):	
Signature: <i>Scott Walker</i>	
Date:	<i>10-17-2011</i>

## V. ELIGIBILITY REQUIREMENTS

*The State must meet the following requirements to be eligible to compete for funding under this program:*

(a) The Lead Agency must have executed with each Participating State Agency a Memorandum of Understanding (MOU) or other binding agreement that the State must attach to its application, describing the Participating State Agency's level of participation in the grant. (See section XIII.) At a minimum, the MOU or other binding agreement must include an assurance that the Participating State Agency agrees to use, to the extent applicable--

- (1) A set of statewide Early Learning and Development Standards;
- (2) A set of statewide Program Standards;
- (3) A statewide Tiered Quality Rating and Improvement System; and
- (4) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

List of Participating State Agencies:

*The applicant should list below all Participating State Agencies that administer public funds related to early learning and development, including at a minimum: the agencies that administer or supervise the administration of CCDF, the section 619 of part B of IDEA and part C of IDEA programs, State-funded preschool, home visiting, Title I of ESEA, the Head Start State Collaboration Grant, and the Title V Maternal and Child Care Block Grant, as well as the State Advisory Council on Early Childhood Education and Care, the State's Child Care Licensing Agency, and the State Education Agency.*

*For each Participating State Agency, the applicant should provide a cross-reference to the place within the application where the MOU or other binding agreement can be found. Insert additional rows if necessary. The Departments will determine eligibility.*

<b>Participating State Agency Name (* for Lead Agency)</b>	<b>MOU Location in Application</b>	<b>ELD Funds administered by the Participating State Agency</b>	<b>ELD Program(s) administered by the Participating State Agency</b>
*Dept. of Children & Families	Appendix	* Child Care and Development Block Grant * Temporary Assistance to Needy Families (TANF) *Head Start State Collaboration Grant *State General Purpose Revenue (GPR)	*Wisconsin Shares, the child care subsidy program *Child care regulation (licensing) and quality improvement *State & MIEC Home Visiting *Project LAUNCH *Head Start State



<b>Participating State Agency Name (* for Lead Agency)</b>	<b>MOU Location in Application</b>	<b>ELD Funds administered by the Participating State Agency</b>	<b>ELD Program(s) administered by the Participating State Agency</b>
		*SAMHSA	Collaboration Office *State Advisory Council on Early Education and Care
Dept. of Public Instruction	Appendix	*State General Purpose Revenue (GPR) *IDEA, Part B Section 19 *Local property tax revenue *ESEA Title I	State education agency: *4-year-old kindergarten *Early Childhood Special Education program *Head Start state supplement *Child care food program
Dept. of Health Services	Appendix	*IDEA, Part C *WIC *Title V, Maternal & Child Health Block Grant *Title XIX Medical Assistance *Mental Health Block Grant *State General Purpose Revenue (GPR) *SAMHSA grant funds	*Birth to 3 early intervention (IDEA Part C) *Interagency Coordinating Council *Project LAUNCH *Public Health and Community Health Promotion *Infant Mental Health *WIC nutrition program *BadgerCare Plus (Medicaid+) *Children & Youth with Special Health Care Needs *Autism Services

(b) The State must have an operational State Advisory Council on Early Care and Education that meets the requirements described in section 642B(b) of the Head Start Act (42 U.S.C. 9837b).

*The State certifies that it has an operational State Advisory Council that meets the above requirement. The Departments will determine eligibility.*

Yes

No

(c) The State must have submitted in FY 2010 an updated MIECHV State plan and FY 2011 Application for formula funding under the Maternal, Infant, and Early Childhood Home Visiting program (see section 511 of Title V of the Social Security Act, as added by section 2951

of the Affordable Care Act of 2010 (P.L. 111-148)).

*The State certifies that it submitted in FY 2010 an updated MIECHV State plan and FY 2011 Application for formula funding, consistent with the above requirement. The Departments will determine eligibility.*

Yes

No

## A. Successful State Systems

### **(A)(1) Demonstrating past commitment to early learning and development. (20 points)**

The extent to which the State has demonstrated past commitment to and investment in high-quality, accessible Early Learning and Development Programs and services for Children with High Needs, as evidenced by the State's—

- (a) Financial investment, from January 2007 to the present, in Early Learning and Development Programs, including the amount of these investments in relation to the size of the State's population of Children with High Needs during this time period;
- (b) Increasing, from January 2007 to the present, the number of Children with High Needs participating in Early Learning and Development Programs;
- (c) Existing early learning and development legislation, policies, or practices; and
- (d) Current status in key areas that form the building blocks for a high quality early learning and development system, including Early Learning and Development Standards, Comprehensive Assessment Systems, health promotion practices, family engagement strategies, the development of Early Childhood Educators, Kindergarten Entry Assessments, and effective data practices.

*In the text box below, the State shall write its full response to this selection criterion. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.*

Evidence for (A)(1):

- The completed background data tables providing the State's baseline data for--
  - The number and percentage of children from Low-Income families in the State, by age (see Table (A)(1)-1);
  - The number and percentage of Children with High Needs from special populations in the State (see Table (A)(1)-2); and

- The number of Children with High Needs in the State who are enrolled in Early Learning and Development Programs, by age (see Table (A)(1)-3).
- Data currently available, if any, on the status of children at kindergarten entry (across Essential Domains of School Readiness, if available), including data on the readiness gap between Children with High Needs and their peers.
- Data currently available, if any, on program quality across different types of Early Learning and Development Programs.
- The completed table that shows the number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years (2007-2011) (see Table (A)(1)-4).
- The completed table that shows the number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years (2007-2011) (see Table (A)(1)-5).
- The completed table that describes the current status of the State's Early Learning and Development Standards for each of the Essential Domains of School Readiness, by age group of infants, toddlers, and preschoolers (see Table (A)(1)-6).
- The completed table that describes the elements of a Comprehensive Assessment System currently required within the State by different types of Early Learning and Development Programs or systems (see Table (A)(1)-7).
- The completed table that describes the elements of high-quality health promotion practices currently required within the State by different types of Early Learning and Development Programs or systems (see Table (A)(1)-8).
- The completed table that describes the elements of a high-quality family engagement strategy currently required within the State by different types of Early Learning and Development Programs or systems (see Table (A)(1)-9).
- The completed table that describes all early learning and development workforce credentials currently available in the State, including whether credentials are aligned with a State Workforce Knowledge and Competency Framework and the number and percentage of Early Childhood Educators who have each type of credential (see Table (A)(1)-10).
- The completed table that describes the current status of postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators (see Table (A)(1)-11).
- The completed table that describes the current status of the State's Kindergarten Entry Assessment (see Table (A)(1)-12).
- The completed table that describes all early learning and development data systems currently used in the State (see Table (A)(1)-13).

*(A)(1) Demonstrating Past Commitment to Early Learning and Development*

Wisconsin has long recognized the role that high quality Early Learning and Development (ELD – see Appendix 1 for a list of acronyms) programs play in ensuring that all children enter school ready to succeed. Accordingly, the state has consistently invested in high quality, accessible ELD programs, particularly for children with high needs. Wisconsin demonstrates this commitment by (1) investing funds in ELD programs; (2) increasing the proportion of children with high needs enrolling in ELD programs; (3) implementing existing legislation, policies, and practices that impact ELD; and (4) using existing building blocks to support a high quality ELD system. The state’s reform agenda, as expressed in later sections of the grant, draws upon this historic commitment to expand and enhance existing ELD services within an interoperable, collaborative state system.

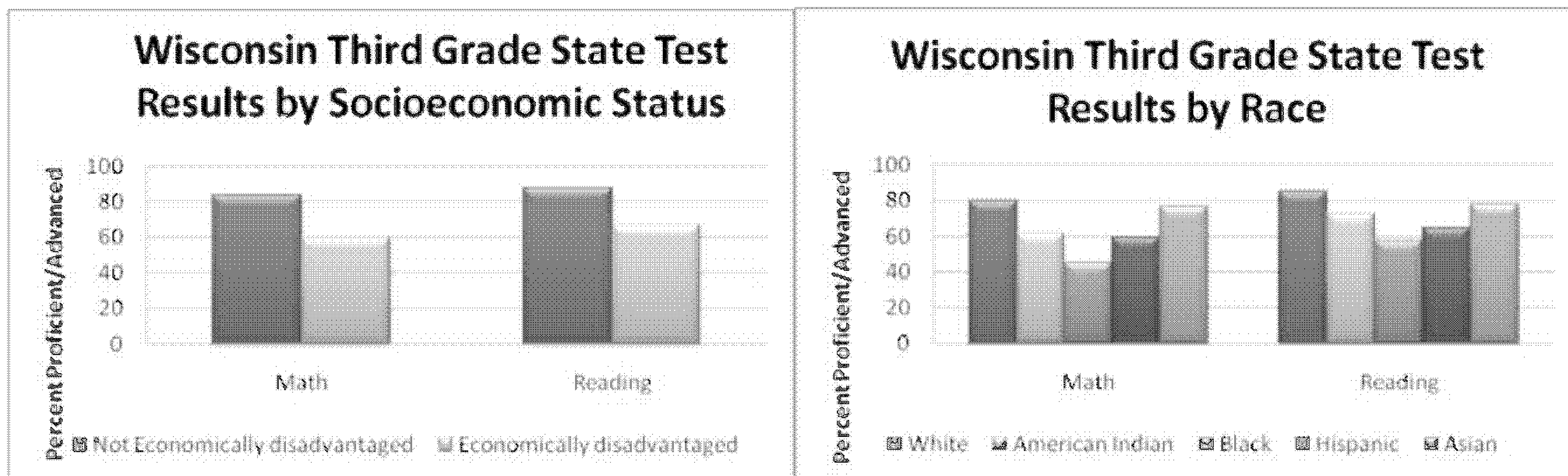
Wisconsin’s population is diversifying, and the number of children with high needs is increasing (see Tables (A)(1)-1 and 2 for data). In 2009, approximately 39 percent of Wisconsin children under age six lived in low income families; of these, approximately one-third were under age three. Research by the University of Wisconsin-Madison’s Institute for Research on Poverty (UW-IRP) suggests that the impact of the current recession is an overall increase in poverty (i.e., more low and formerly middle income families with young children are moving closer to the poverty line), as well as a broadening and deepening of poverty spreading beyond historically urban centers to other parts of the state. Specifically, 52 percent of children living in the state’s largest city, Milwaukee, and 44 percent of children living in relatively rural northern Wisconsin live in families with incomes below 200 percent of the federal poverty level (FPL).<sup>1</sup>

Furthermore, despite high aggregate levels of student achievement across the state, as measured by the Wisconsin Knowledge and

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<sup>1</sup> Isaacs, J. B., & Smeeding, T. M. (2009). *The first Wisconsin poverty report*. Madison, WI: University of Wisconsin-Institute for Research on Poverty. Accessed October 8, 2011, from [http://www.irp.wisc.edu/research/WisconsinPoverty/pdfs/First\\_Wisconsin\\_Poverty\\_Report\\_Final-2.pdf](http://www.irp.wisc.edu/research/WisconsinPoverty/pdfs/First_Wisconsin_Poverty_Report_Final-2.pdf).

Concepts Examination (WKCE), 2010 test results disaggregated by economic and racial subgroups illustrate substantive achievement gaps (see Figure ).



**Figure 1 shows Wisconsin’s 2010 achievement gap at third grade, based on state test results disaggregated by socioeconomic and race status.**

Given the robust body of research suggesting that high quality ELD programs can improve outcomes for children with high needs and close the achievement gap, investments in such programs are more important than ever. The Race to the Top-Early Learning Challenge (RTTT-ELC) application provides Wisconsin with an opportunity to build on the state’s strengths, to deepen the connections between agencies, enhance the quality of ELD programs, and reach more children with high needs.

*(A)(1)(a). Financial Investments*

Wisconsin has responded to increasing poverty rates and achievement gaps across subgroups by increasing its total investment in ELD programs over time, from \$417,985,183 in 2007 to \$432,445,601 in 2011; targeting discretionary spending toward particular populations most in need; and seeking federal funding opportunities to enhance its early childhood system (see Table (A)(1)-4). Specific examples of these strategies are described below.

Child Care Subsidies. Research indicates that child care subsidies contribute to pulling families out of poverty.<sup>2</sup> In response, Wisconsin invests heavily in its child care subsidy program, Wisconsin Shares, to ensure that children from low-income families have access to subsidized child care. Since 1997, the Wisconsin State Legislature has demonstrated strong bipartisan support for the program budget. Only 30 percent of the program budget comes from Child Care and Development Fund (CCDF) funding; the program is heavily supplemented using Temporary Assistance for Needy Families (TANF) and state General Purpose Revenue (GPR) funds. Despite state fiscal challenges, Wisconsin Shares continues to serve all low-income families who apply and meet eligibility requirements.

Quality Rating and Improvement System. The 2011-13 Wisconsin State Budget more than doubled funding for child care quality, from \$7 million to over \$16 million, to institute the new YoungStar quality rating and improvement system (QRIS). At that time, the state mandated that all programs receiving Wisconsin Shares payments participate in YoungStar, further demonstrating its commitment to improving access to quality program for children with high needs.

State Funded Preschool. Wisconsin provides stable, non-discretionary financial support for districts' four-year-old kindergarten (4K)

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<sup>2</sup> Ibid.

programs via its general school aid appropriation formula. The State funds half-day 4K slots at 50 – 60 percent of the standard per-pupil K-12 state funding allocation,<sup>3</sup> comprising approximately two-thirds of 4K funds.<sup>4</sup> While public schools directly receive 4K funds, they may subcontract with private child care centers, Head Start agencies or other community-based programs to provide preschool. Currently, 350 traditional public school districts (approximately 84 percent) provide preschool, with about one-third offering community-based programs.

Over the last decade, the percentage of Wisconsin districts offering universal access to state-funded 4K programs doubled, resulting in an increased annual state investment in 4K, from \$74,000,000 in 2007 to \$140,000,000 in 2011.<sup>5</sup> Additionally, over the past three years, the State Legislature has provided \$7.5 million in start-up grants to districts developing new 4K programs, with priority given to districts using community approaches to 4K through partnerships with child care and Head Start programs (see Table (A)(1)-4).

Supplemental State Spending on Early Head Start and Head Start. Wisconsin is one of only thirteen states that supplements Head Start funding to increase access and availability. Furthermore, Wisconsin allocates proportionately more state funding towards its supplement than most of the other 12 states.<sup>6</sup> In 2010, Wisconsin supported an additional 1,219 slots for children with high needs using the State Supplement of approximately \$6.9 million (see Tables (A)(1)-4 and 5). The state also sought and used American

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<sup>3</sup> The state funds 4K programs at 60% of the standard per-pupil K-12 state funding amount if parent support programs are provided.

<sup>4</sup> Local communities provide the remaining funds through local property taxes.

<sup>5</sup> This amount does not include additional funds from federal or local sources.

<sup>6</sup> National Institute for Early Education Research (NIEER). (2010). *The state of preschool 2010: State preschool yearbook*. Accessed October 8, 2011, from <http://nieer.org/yearbook/pdf/yearbook.pdf>



Recovery and Reinvestment Act (ARRA) funding to support six new Early Head Start programs, two of which are American Indian programs. Additionally, ARRA monies expanded services for infants and toddlers in five existing Early Head Start programs, and preschoolers in five existing Head Start programs.

Home Visiting. Wisconsin continues to expand and strengthen its state home visiting programs in order to serve special populations of high needs children, such as the growing population of children ages birth to three in foster care, and to address existing racial and ethnic disparities in birth outcomes. The state more than doubled its GPR spending on home visiting between 2007 and 2010 (see (A)(1)-4), and continues to use a creative blended funding approach to expand services. For example, Wisconsin targeted approximately \$800,000 in TANF funding for home visiting in Milwaukee in 2010. The State will also allocate \$3.1 million awarded from the Maternal, Infant, and Early Childhood Home Visiting (MIECHV) competitive grant to increase the use of evidence-based home visiting models proven to reduce child abuse and improve birth outcomes.<sup>7</sup>

Early Childhood Advisory Council. To help elevate the importance of early childhood, and to help guide and support system building efforts, Wisconsin utilized \$1,272,323 of ARRA funding to fund the Governor's Early Childhood Advisory Council (ECAC), co-chaired by the State Superintendent for Public Schools and the Department of Children and Families (DCF) Secretary. The state also sought and used supplemental ARRA funds (\$165,440) in conjunction with federal State Longitudinal Data System (SLDS) grant funds (\$311,393) to support planning for one of the ECAC's priorities, building a statewide Early Childhood Longitudinal Data System (ECLDS).

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<sup>7</sup> Paulsell, D., Avellar, S., Sama Martin, E., & Del Grosso, P. (2010). *Home Visiting Evidence of Effectiveness Review: Executive Summary*. Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. Washington, DC.

Tribal Partnerships. Wisconsin has long history of working with 11 Native American Tribes located within the state. Tribal children participate in all the early childhood programs and services described throughout the application, in addition to several other specifically-targeted engagement efforts. DCF provides both CCDF and Head Start Collaboration Office funds to Strengthening Families Together Association to support collaborative efforts among Head Start, tribal Head Start, and tribal child care. DPI funds a project focused on services to young tribal children with disabilities as well as to implement an early childhood component within the Culturally Responsive Education for All (CREATE) project. Finally, DHS provides GLITC with funds to support a staff person dedicated working with infants and toddlers with disabilities and has an established a Tribal Equities Work Group.

*(A)(1)(b) Increasing Participation of Children with High Needs*

The large, and consistently growing, proportion of Wisconsin children with high needs participating in ELD experiences illustrates the state's commitment to program access for its neediest population (see Table (A)(1)-5). Participation in particular programs is discussed below.

Wisconsin Shares. Wisconsin Shares, the state's child care subsidy program, was designed to maximize participation for children from low-income families in ELD programs. All eligible families receive services due to Wisconsin's no-waiting-list policy. The state defines eligibility using a relatively high criterion: 185 percent of the FPL at entry, and families may continue to participate up to 200 percent. As a result, the number (56,646) and percentage (34 percent) of low-income children under age six receiving subsidies

remains high compared to other states, despite the current economic climate.<sup>8</sup>

State-funded Preschool. Wisconsin's 4K program made particularly impressive gains in enrollment in the past several years. In 2010, 84 percent of Wisconsin's 414 elementary school districts (including Milwaukee Public Schools, the state's largest district) served 41,192 children (52 percent of the state's four-year-olds) in 4K programs. This represents a 48 percent increase in student enrollment since 2007.<sup>9</sup> According to NIEER, Wisconsin ranked fifth in providing access to public 4K in 2010. Enrollment numbers are projected to increase again in 2011, with the additional offering of 4K in the Madison Metropolitan School District (MMSD), the state's second largest district.

Head Start and Early Head Start. A robust Head Start and Early Head Start system operates within Wisconsin, with state funding supporting programs in 70 of the state's 72 counties. In line with the state's increasing population of children from low-income families, Head Start enrollment increased by 13 percent between 2007 and 2011, growing to serve 21,349 children with high needs. Over the same period, Early Head Start enrollment doubled, while the number of children served by Tribal Head Start and Early Head Start programs by 26 percent.<sup>10</sup>

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<sup>8</sup> Assistant Secretary for Planning and Evaluation (ASPE), Office of Human Services Policy, U.S. Department of Health and Human Services. (2008). Child care eligibility and enrollment estimates for fiscal year 2005 Policy Issue Brief (July 2008). Accessed October 7, 2011 from <http://aspe.hhs.gov/hsp/08/cc-eligibility/ib.pdf>.

<sup>9</sup> In Wisconsin, when a district offers 4K, it must be open for all age eligible children in the district; therefore, these numbers represent all children enrolled, not just those with high needs. The state does not track income data for 4K participants; however, the program reaches many low-income children, since the program is free. For example, approximately 34% of children attending Wisconsin 4K attend programs collaborating with Head Start and meet that program's income eligibility requirements (NIEER, 2010). Furthermore, approximately 24% of children in Wisconsin 4K received special education services in 2010 (NIEER, 2010).

<sup>10</sup> Head Start Program Information Report: Wisconsin, Office of Head Start. 2007, 2008, 2009, 2010, 2011. Website: <http://hses.ohs.acf.hhs.gov/pir>

Services for Children with Disabilities or Developmental Delays. The Wisconsin Birth to 3 program, administered by the Department of Health Services (DHS) is committed to early identification and service provision to children birth to three years of age who are eligible for services under the Individuals with Disabilities Education Act (IDEA) Part C. Compared to other states, Wisconsin provides broad eligibility for program enrollment, as any child with a 25 percent developmental delay in at least one of five identified areas<sup>11</sup> is eligible for the program. The number of children receiving Birth to 3 services has grown eight percent since 2001. DPI oversees the IDEA Part B program, serving children ages three-to-five-years-old. The number of children served by Part B services has grown 10 percent since 2007.

Home Visiting. From 2007 to 2010, Wisconsin increased the number of children and families receiving state-funded home visiting services by 57 percent. The state currently enrolls 1,100 children in evidence-based programs. Enrollment is expected to increase by approximately 45 percent over the course of 2011-12 as Wisconsin implements \$4.7 million in federal MIECHV grant programming. The MIECHV programming will support the expansion and the quality of home visiting services to at-risk families in nine of the state's neediest counties and six tribal regions.

*(A)(1)(c) Existing early learning and development legislation, policies, and practices*

Wisconsin's legislation, policies, and practices reflect a commitment to providing children with high needs access to high quality ELD programs, giving the state a solid foundation on which to base its reform effort. The following sections describe current legislation,

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<sup>11</sup> The Birth to 3 identified areas include 1) cognitive development; 2) physical development, including vision and hearing; 3) communication development; 4) social and emotional development; and 5) adaptive development, including self-help skills).

policies, and practices supporting ELD programs.

Child Care Regulation. A 2009 report by the National Association of Child Care Resource & Referral Association (NACCRRA) ranked Wisconsin's child care program licensing standards as the sixth most comprehensive standards in the nation.<sup>12</sup> These standards provide an outstanding foundation regarding health and safety, upon which the new, comprehensive YoungStar QRIS has been built. Wisconsin's certification program, which is state-supervised and county-administered, ensures that children in out-of-home child care programs that are license exempt meet basic health and safety requirements as measured through regular monitoring. Child care programs also participate in the Child and Adult Food Care Program (CAFCP). Parents can access automated information from licensing, certification, and YoungStar easily in an online, searchable database.

Wisconsin Shares. The state designed Wisconsin Shares to enable low-income families to afford the child care arrangements of their choice, thereby creating a critical economic support to working families and increasing families' access to quality programming. In 2011, 65 percent of licensed child care programs (i.e., group child care centers, licensed and certified family child care providers) served children participating in Wisconsin Shares.

Wisconsin Shares is particularly attentive to the needs of special populations. For example, the program provides subsidies for children with special needs up to age 13 and provides an additional reimbursement for care of children with special needs. Subsidy co-pays are waived for children in foster care, and a foster care handbook recently developed by DCF helps foster families better understand and utilize the Wisconsin Shares application process. Families can access Wisconsin Shares materials in English, Spanish

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<sup>12</sup> Schmalzried, Beverly, et al. "Leaving Children to Chance: NACCRRA's Ranking of State Standards and Oversight of Small Family Child Care Homes." National Association of Child Care Resource & Referral Association. 2009.

and Hmong and local county service agencies provide assistance to parents and providers interested in the program.

YoungStar. In 2010, Wisconsin's new YoungStar QRIS was chosen as one of the nation's top policy initiatives by national child advocacy organization, ZERO TO THREE. Implemented with strong bipartisan support, YoungStar uses a three-pronged approach to improve access to quality child care, and thus improve school readiness: (1) provide technical assistance and increase opportunities for training, education, coaching, mentoring, and ongoing support; (2) provide financial incentives and rewards for high quality providers; and (3) enable parents to easily select high quality child care with accessible information. Wisconsin's Registry Professional Development Approval System (PDAS) verifies the education, training, and experience of YoungStar providers to ensure children receive services from qualified individuals. Additionally, monitors make regular program visits to observe the quality of the technical assistance, training, coaching and mentoring delivered to teachers.

In order to participate in YoungStar, a program must be in regulatory compliance with Wisconsin's child care program licensing system. YoungStar participants earn a rating between one and five stars based on points accumulated in four areas (i.e. provider/teacher education, learning environment and curriculum, health and wellness, and business and professional practices) during annual observations conducted by highly trained and reliable monitors, or based on "alternate pathways," such as national accreditations from NAEYC, NAC, COA and National Association for Family Child Care (NAFCC). Child care providers serving Wisconsin Shares children must participate to ensure that children with high needs have access to high quality child care. Currently, 90 percent of child care programs (4,100) serving more than 58,500 Wisconsin Shares children participate in the program. When the ratings are complete in early 2012, the State projects 69 percent of participating providers will be of average or higher quality (two or more stars levels). To determine the effectiveness of YoungStar, nationally-renowned early childhood scholar Dr. Katherine Magnuson (See Appendix 2 for biographical sketch) is currently conducting an evaluation of YoungStar (see Section (B)(5) for more details).

Four-Year-Old Kindergarten. Unlike most states, Wisconsin's state constitution includes a commitment to free, public education for four-year-olds. This commitment began with the inception of 4K in 1873. As part of the state's public school funding formula, 4K programs are part of the public school system and must, therefore, offer universal access to all children in their attendance area. Many districts (109 in 2009-10) collaborate with Head Start and/or child care programs to implement 4K programs within community-based preschool education services. In 2010, Wisconsin 4K met five of NIEER's quality standards benchmarks, including: (1) implementation of early learning standards; (2) degree requirements (Bachelor's) for teachers; (3) specialized early childhood training for teachers; (4) provision of teacher in-service, and (5) onsite monitoring.

Recent studies suggest that Wisconsin's 4K programming results in greater student achievement due to an increase in school readiness. Specifically, Wisconsin 4K students participating in one study of public preschool programs across five states showed growth on all ten academic skills assessed over the academic year, as well as increased development of positive social skills and a reduction in behavior problems.<sup>13</sup> A recent benefit-cost analysis suggests that every \$1 invested in Wisconsin 4K results in a \$0.68 return to the state's education system. In the Milwaukee, the return on investment is even higher at \$0.74.<sup>14</sup>

Head Start and Early Head Start. As noted in the previous sections, Wisconsin aims to increase the participation of children from low-income families and children with disabilities, as well as enhance the quality of Head Start and Early Head Start programming using supplemental funds. Wisconsin also incorporated home-based Early Head Start programs into its new state home visiting plan,

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<sup>13</sup> Department of Public Instruction (DPI). (2011). Research related to 4K. Accessed October 11, 2011, from <http://dpi.wi.gov/ec/ec4k-research.html>.

<sup>14</sup> Belfield, C. R., & Winters, D. K. (2004). An economic analysis of four-year-old kindergarten in Wisconsin: Returns to the education system. Research paper, Trust for Early Education. Washington, D.C.: Pre-K Now. Accessed October 9, from [http://www.preknow.org/documents/WIEconImpactReport\\_Sept2005.pdf](http://www.preknow.org/documents/WIEconImpactReport_Sept2005.pdf)

expanding such services in Milwaukee and rural counties, where the model has proven particularly effective with immigrant families.

Wisconsin Head Start programs must adhere to federal Head Start Performance Standards and many participate in YoungStar QRIS. Additionally, Head Start programs partnering with district 4K programs must align to these standards. As a result, NIEER reported that state Head Start programs met seven of their ten quality standards benchmarks in 2010.<sup>15</sup>

Services for children with disabilities and developmental delays. The Birth to 3 Early Intervention program is state-supervised and county administered. Birth to 3 collaborates with other programs and agencies that refer children to the program, thereby expanding Birth to 3's capacity to impact a child's developmental trajectory. Services focus on the parent as early interventionist in the family's natural environments. Birth to 3 supports the child's development through evidence-based practices that reflect an interaction style with parents and children. Such practices have been proven to lead to achievement of family-identified functional outcomes; in 2009, 95 percent of families reported that the early intervention services helped their family to effectively communicate their child's needs.<sup>16</sup> Families who will need services beyond Birth to 3 receive specialized support and assistance through the transition process to early childhood programs within the local school system. The US Department of Health and Human Services (DHHS) and Department of Education (DOE) recently recognized the cross-agency memorandum of understanding (MOU) between DHS and DPI regarding IDEA services, which

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<sup>15</sup> National Institute for Early Education Research (NIEER). (2010). *The state of preschool 2010: State preschool yearbook*. Accessed October 8, 2011, from <http://nieer.org/yearbook/pdf/yearbook.pdf>

<sup>16</sup> The Annual Performance Report of IDEA Part C for FFY 2009 by the Department of Health Services, from [www.dhs.wisconsin.gov/bdds/birthto3/reports/wi\\_aprffy2009](http://www.dhs.wisconsin.gov/bdds/birthto3/reports/wi_aprffy2009)



allows for improved coordination and transitions between the two programs, as a best practice in cross-agency cooperation.<sup>17</sup>

As noted previously, DPI administers IDEA Part B and the comparable state legislation Wis. State Stat. 115 serving children with disabilities ages three through five. DPI has an IDEA Advisory Council to the State Superintendent of Public Instruction, whose mission is to promote the education of children with disabilities across DPI initiatives. DPI distributes IDEA funds, provides accountability measures, technical assistance, professional development, and resources on a wide variety of topics, including those associated with the 20 indicators in the State Performance Plan (SPP), to districts, and monitors the spending and use of IDEA funds.<sup>18</sup> DPI has also played a key role in early childhood cross sector collaboration and system development through the Wisconsin Early Childhood Collaborating Partners (WECCP) and other efforts.

Wisconsin uses Part B 619 funds to support early childhood special education systems in the state, such as an Early Childhood Special Education Program Consultant and initiatives, including preschool outcomes, transitions, preschool environments, culturally responsive services, and Child Find,<sup>19</sup> through a braided funding structure (described in greater detail in Section C1). Current collaborative efforts include the alignment of screening and assessment practices implemented in community programs, early

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<sup>17</sup> US DHHS & US DOE. (2011). *State issues and innovations in creating integrated early learning and development systems* Accessed October 9, 2011, from [http://www.acf.hhs.gov/earlychildhood/docs/EC2010\\_Report\\_Final.pdf](http://www.acf.hhs.gov/earlychildhood/docs/EC2010_Report_Final.pdf)

<sup>18</sup> DPI is in compliance with the 20 federal outcome indicators.

<sup>19</sup> Child Find is a continuous process of public awareness activities, screening and evaluation designed to *locate, identify, and refer as early as possible* all young children with disabilities and their families who are in need of Early Intervention Program (Part C) or Preschool Special Education (Part B/619) services of the Individuals with Disabilities Education Act (IDEA)

childhood Child Find, and Response to Intervention (RtI)<sup>20</sup> within K-12 school programs.

Home Visiting. Wisconsin continues to blend federal, state, and local dollars to support evidence-based home visiting programs for high-risk families through its statewide Family Foundations home visiting initiative, a joint effort of DCF and DHS. The initiative conducts a comprehensive needs assessment to identify high-risk communities; implements high quality, evidence-based home visiting programs to promote maternal, infant and early childhood health, safety, and development; embeds early childhood home visiting programs within the Wisconsin ELD system; monitors and evaluates programs to ensure fidelity during implementation; and supports continuous quality improvement. Each community selected to deliver home visiting services must have a family engagement and support plan in place, and prioritize at-risk families for services. Programs also must implement strategies specifically designed to engage fathers. Wisconsin's newly awarded MIECHV discretionary grant will help build a robust professional development plan that includes establishing regional and tribal Communities of Practice (CoP) in order to systematically engage home visiting participants in collaborative dialogue, reflection, and inquiry, with the goal of improving professional development and home visiting practices.

Project LAUNCH. In 2008, Wisconsin received a five-year Project LAUNCH grant to implement Well-Child Connections (WCC). WCC aligns ELD systems to develop a comprehensive plan that promotes the wellness of all young children, particularly their social and emotional development. Project LAUNCH serves families in Milwaukee through the collaboration of DCF and DHS. The Red Cliff Band of Lake Superior Chippewa Indians in northern Wisconsin also received a Project LAUNCH grant, the only tribal recipient in the nation.

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<sup>20</sup> Response to intervention (RtI) integrates assessment and intervention within a multi-level prevention system to maximize student achievement and reduce behavior problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness, and identify students with learning disabilities.

Maternal and Child Health. Wisconsin's Title V Maternal and Child Health (MCH) Block Grant, administered by DHS, initiated a five-year collaborative effort across local health partners to support the health, development, safety, and well-being of expectant mothers and young children. Two additional initiatives, Wisconsin Healthiest Families (WHFI) and Keeping Kids Alive, provide similar support to those at-risk for poor health outcomes, such as children with special health care needs and families with young children. WHFI strives to assure all families have access to a coordinated, integrated, and sustainable system of services and supports, including family supports, child development, mental health, safety, and injury prevention. Keeping Kids Alive strives to establish a sustainable, coordinated system to identify causes of all fetal, infant, and child deaths, resulting in evidence based, preventative strategies for community action.

Children and Youth with Special Health Care Needs Program. The DHS-administered Children and Youth with Special Health Care Needs Program (CYSHCN) addresses the needs of children with disabilities, developmental delays, and chronic conditions, in partnership with the Great Lakes Inter-Tribal Council (GLITC). The CYSHCN Program engages and supports families, using evidence-based practices, such as resource centers implementing the National Alliance of Information and Referral Systems standards, the Wisconsin Parent to Parent Program, the six National Performance Outcomes for CYSHCN, the Principles of Family Centered Care, Maternal and Child Health leadership competencies, New England Serve standards and indicators for CYSHCN, Health Resources and Services Administration (HRSA) Discretionary Grant Project Summary Data and the Joint Statement for Medical Home, and developmental screening according to the American Academy of Pediatrics algorithm.

Wisconsin Department of Children and Families. In 2008, the DCF was created with bipartisan support to house programs serving children and families, particularly those with high needs. Such programs include: child care program regulation (both certification and licensing); the CCDF subsidy program; child care quality improvement; child welfare and Wisconsin Works, the state's TANF program; home visiting; refugee services; and services for victims of domestic violence. This marked a significant advance in the

development of a coherent early learning and development system, as it resulted in better coordination and consolidation of early learning and development services.

DCF is the Governor-designated lead agency for the ECAC and the MIECHV grants, and houses the Head Start State Collaboration Office (HSSCO). In addition, the Children's Trust Fund (CTF), the state's community based child maltreatment prevention agency, is administratively connected to DCF. DCF monitors programs and identifies opportunities for improvement within and across programs using the KidStat performance management system approach. DCF strives to align services to families with high needs served by multiple programs across state agencies and creates an organizational structure that facilitates program efficiency and effectiveness.

Tribal Partnerships. Programs and Services within the Tribal Nations: Because of their status as sovereign nations, different policy and practice structures need to be in place to support these government to government relations. While tribal children are served in many of the programs listed above, the early childhood structures within each Tribal Government differs based on several issues including if the Tribe operates schools under the Bureau of Indian Affairs and/or their status as a Head Start grantee. Recently early childhood efforts have been coordinated with the Great Lakes Inter-Tribal Council (GLITC). The GLITC provides a structure that supports member tribes by providing services and assistance. As a coordination body among the Tribes, GLITC is often involved in efforts with the three state departments.

Children's Trust Fund. The Wisconsin Children's Trust Fund is recognized by the National Association of Children's Trust and Prevention Funds as a national leader for its efforts to address child neglect through innovative and promising practices and developing and creating a statewide network of Family Resource Centers.

Wisconsin Early Childhood Collaborating Partners. As early as 1995, Wisconsin developed a comprehensive, multi-faceted approach to supporting children and families through the creation of WECCP. This cross-sector, collaborative structure evolved over time to

focus on improving state policy and program delivery of early care and education, family supports, and health systems, as well as parent education and partnerships. An Early Childhood Comprehensive System (ECCS) grant in 2003 enhanced WECCP's work, enabling formal alignment of programs at the regional and local levels through coordination of services and supports across funding streams. The resulting system efficiently and effectively provides services to young children. In a continuous effort to build an interoperable statewide system of support, Wisconsin integrated ECCS and WECCP with ECAC initiatives to further advance the shared goal of a comprehensive and sustainable ELD system. (See Appendix 3 for participating WECCP and ECCS organizations.)

Governor's Early Childhood Advisory Council (ECAC). In December 2008, Executive Order 269 established the Governor's ECAC to bring together leaders of the state's early childhood system. The ECAC is co-chaired by the DCF Secretary and the State Superintendent; this shared authority is considered a national model of policy coordination across early learning and development systems.<sup>21</sup> The ECAC includes key leaders in early learning and development, health, child welfare, and mental health; as well as leaders from state agencies, advocacy organizations, philanthropy, business, and higher education (See Appendix 4 for list of ECAC members).

The ECAC's charge is to help build a comprehensive, sustainable early childhood system for Wisconsin, to ensure that every child will be healthy, nurtured, safe and successful. The ECAC identifies opportunities for, and barriers to, collaboration and coordination within and across ELD programs. Additional responsibilities include developing recommendations to increase enrollment in existing ELD programs, supporting work to create a comprehensive early childhood longitudinal data system, enhancing statewide ELD professional development and career advancement, and improving ELD standards. This report can be found in Appendix 5.

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<sup>21</sup> US DHHS & US DOE. (2011). *State issues and innovations in creating integrated early learning and development systems* Accessed October 9, 2011, from [http://www.acf.hhs.gov/earlychildhood/docs/EC2010\\_Report\\_Final.pdf](http://www.acf.hhs.gov/earlychildhood/docs/EC2010_Report_Final.pdf)

Read to Lead Task Force. Governor Scott Walker formed the Read to Lead Task Force in April 2011 to address early reading and its impact on student achievement. The Governor and the State Superintendent of Public Instruction co-chair the Task Force, demonstrating their joint commitment to early learning. The Task Force aims to generate and recommend legislation that will lead to improved early reading achievement. This task force met over a period of six months to discuss issues regarding reading development, including early childhood development, practices, and assessment. As a result, the Task Force submitted recommendations for statewide implementation of a Kindergarten Entry Assessment addressing literacy.

*(A)(1)(d) Current Status of building blocks for a high quality system*

Multiple “building blocks” also bolster Wisconsin’s high quality early learning and development system, including: early learning and development standards, a comprehensive assessment system, health promotion practices, family engagement strategies, development of early childhood educators, kindergarten entry assessments, and effective data practices.

Early Learning and Development Standards. Since 2003, the Wisconsin Model Early Learning Standards (WMELS) have provided guidance regarding what children from birth-to-five should know and demonstrate for all programs serving children under mandatory school age (see Appendix 6). The WMELS align with the work of the National Research Council, NAEYC and NIEER and address the National Education Goals Panel’s essential developmental domains of school readiness: Health and Physical Development, Social and Emotional Development, Language Development and Communication, Approaches to Learning, and Cognition and General Knowledge (see Table (A)(1)-6). Wisconsin’s technical colleges and university system introduce WMELS to pre-service teachers and providers through curriculum and articulation agreements, respectively. Additionally, a cross-sector professional development infrastructure has enabled collaborative coaches to provide WMELS training to practicing ELD teachers and providers. YoungStar

encourages WMELS training and curriculum alignment via its rating system. Providers can access the WMELS in English, Spanish and Hmong online or through the state's Child Care Information Center (CCIC), based within DPI.

Wisconsin continuously reviews and aligns the WMELS through a collaborative effort across three state agencies. In 2011, the state adopted the third edition. Currently, Wisconsin is aligning the WMELS with the national Common Core State Standards as well as literacy recommendations articulated by the Read to Lead Task Force for the next edition, expected in 2013.

Comprehensive Assessment System. Wisconsin screens and assesses children with high needs across programs (i.e., IDEA Part C and IDEA Part B, programs participating in YoungStar, public preschool, Head Start and Early Head Start, and state home visiting programs (see Table (A)(1)-7) to effectively align resources and services. The state also promotes implementation of assessment best practices through ongoing professional development for ELD stakeholders (e.g., schools, child care, Head Start, and home visiting). In addition, WECCP has sponsored video-conferences and shared resources addressing these topics, including presentations by national leaders, such as Samuel Meisels (Erickson Institute) and Mary McLean (University of Wisconsin-Milwaukee). The WMELS overview training and training kits also describe how to integrate assessments within the curriculum using best practices.

Health Promotion Practices. As noted in Table (A)(1)-8, Wisconsin successfully embeds high quality health promotion practices in many of its ELD programs, including state-funded preschool, Early Head Start and Head Start, IDEA Parts B and C, CCDF programs, its QRIS, state licensing requirements and home visiting. Of particular note is YoungStar's nationally recognized policy requiring programs to have physical activity requirements and nutritious meals in order to attain its highest level ratings (three to five stars). The state's evidence-based home visiting programs provide a comprehensive set of health promotion practices (see Table (A)(1)-8 for all included elements), and are required to report on and make improvements in state-defined health benchmarks.

Family Engagement Strategies. Wisconsin recognizes that high quality ELD programs engage families to actively support their child's education. Wisconsin promotes family involvement through various activities (as reflected in Table (A)(1)-9) and has a long history of supporting these practices. Since 1991, Wisconsin provides a fiscal incentive to school districts operating 4K programs that incorporate parental outreach within their programs, as measured by 87.5 hours of documented parent outreach activities. Additionally, YoungStar awards optional points for parent/family involvement practices in child care programs.

In 2003, Wisconsin's Children's Trust Fund led efforts to pilot the Strengthening Families in Early Care and Education initiative, developed by the Center for the Study of Social Policy, before most states. This model identifies and enhances parents' capabilities based on five protective factors proven to promote children's social-emotional development and early learning: parental resilience, social connections, knowledge of parenting and child development, and facilitation of children's social and emotional development. Wisconsin developed trainings for multiple ELD programs to increase continuity for families as they transition across family support services through programmatic common language and philosophies. Results of an implementation study indicated the program efficiently and effectively improved family-strengthening practices with a relatively small incentive from state and local funding.<sup>22</sup> Wisconsin communities have also implemented the SEARCH Institute's 40 Developmental Assets for Early Childhood and Families and Schools Together (FAST), which provide family strengthening practices and connections between schools and communities. The state also implements a wide array of evidence-based programs providing family engagement for children with special health care needs, which focus on building leadership skills and providing resources, referrals and peer support to families. Wisconsin requires a

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<sup>22</sup> Roach, M. Y.B. Kim, J. Laurion, and C. O'Connor. (2009). "Impact of a statewide collaborative on Strengthening Families through early care and education," *Early Education and Development*.



family engagement and support plan within home visiting programs, as well as a monitoring plan that ensures the programs serve families in the target population. Additionally, multidisciplinary groups in the communities oversee the implementation and coordination of services for families in the home visiting program in their community.

Development of Early Childhood Educators. Via its nationally recognized Professional Development Initiative (PDI), Wisconsin has worked for the past two decades to build a strong, cross-sector system of support to develop its early childcare and education workforce (see Appendix 7). The state's workforce knowledge and competency framework is based on a continuum of standards, competencies, qualifications, career progressions, professional development, and incentives that improve the quality of ELD programs and services. Each of the state's postsecondary institutions and other professional development providers aligns its program with this framework (see Table (A)(1)-11).

Wisconsin provides both an Early Childhood/Middle Childhood (birth to age 11) and Early Childhood (birth to age 8) educator license as part of the State's PK-12 educator licensing system. In an effort to improve educator quality, close achievement gaps and better serve children with high needs, the DPI promulgated the Wis. Admin. Code § PI 34, also known as the Wisconsin Quality Educator Initiative (QEI) in 2000, shifting the requirements for educator preparation and licensure to a performance-based system that is structured to ensure a seamless system of preparing, developing, and retaining quality educators.

Wisconsin is also a national leader in early childhood educator registration and credential tracking. Formalized in 1998 as a 501(c)(3) organization, the Registry is Wisconsin's recognition system for the childhood care and education profession. It provides a continuum of professional growth opportunities that are aligned with child outcomes; define professional standards and pathways tied to licensure, credentials, and financial incentives; and provide ongoing supports to address the needs of individual, adult learners. Wisconsin created the National Registry Alliance in 2003, which now attracts over 30 states to its annual conferences. The Registry

establishes 17 career levels based on credentials, training/ professional development, coursework credits, and degree attainment. It certifies early childhood staff in addition to overseeing the 17-level career ladder and the five professional early childhood credentials currently available in Wisconsin: Administrator, Infant/Toddler, Preschool, Inclusion and Leadership. More than one-third (36 percent) of the state's early childhood workforce is represented in the Registry.

Due to the implementation of YoungStar and the prominent role that provider education plays in the state's rating system, demand for professional development has increased over the past year. Prior to the official launch of YoungStar, Wisconsin invested \$1.5 million in immediate training and technical assistance opportunities to prepare Wisconsin's early care workforce. This resulted in nearly 7,000 child care providers participating in training opportunities and utilizing the additional scholarships offered. This combination of incentives and accountability has driven a significant increase in credential acquisition (see Table (A)(1)-10).

Kindergarten Entry Assessments (KEA). Although Wisconsin does not require a comprehensive assessment at kindergarten entry, many schools and districts administer local screening and assessment tools to inform instruction at kindergarten entry. For example, Madison Metropolitan School District (MMSD), the second largest district in the state, administers a comprehensive kindergarten screener and parent questionnaire upon enrollment, and utilizes additional assessments within the first month of school. Milwaukee Public Schools (MPS), the state's largest district, uses *Measures of Academic Progress (MAP) for Primary Grades* as a district-wide universal assessment for kindergarten students in literacy and math. Implementing a statewide KEA, as recommended by the ECAC and the Governor's Read to Lead Task Force, will help standardize practices across the state, inform instruction, and provide data to inform state policy decisions.

Effective Data Practices. Wisconsin currently collects a wealth of information about young children, early childhood programs, and educators, including many of the Essential Data Elements defined in the RTTT-ELC application (see Table (A)(1)-13). For example,

*2009 Wisconsin Act 59* (see Appendix 8) required the establishment and maintenance of an interoperable P20 longitudinal data system (LDS) that integrates K-12 and higher education data. DCF also recently upgraded its early childhood data system, allowing for linkages between Child Care Licensing, QRIS, Registry, Child Care Provider Information (e.g., attendance), and Income Maintenance Program data. These data, which primarily provide information regarding the State's most vulnerable children, are used in the Department's performance management system, KidStat, to regularly monitor progress regarding Division of Early Care and Education (DECE) goals, such as, "Children attend high quality child care and early education programs," and "Children are safe in licensed and certified child care settings." The state also has a strong legacy of interagency data sharing, evidenced in ELD programs such as home visiting and IDEA Part B and C services. An interagency Project Charter, signed by executives of each of the participating state agencies, guides this work. (See Appendix 9.)

Although Wisconsin's data infrastructure is strong, a recent systems assessment commissioned by the ECAC noted the need to improve the state's capacity to connect early childhood data across programs and services, track children's progress, and use results to assess the state's early childhood system.<sup>23</sup> Based on this assessment, the ECAC identified the creation of a comprehensive Early Childhood Longitudinal Data System (ECLDS) for planning, evaluation, and decision-making purposes as a priority. Planning efforts supported by ARRA and LDS funding are well underway, including hiring of a Project Coordinator, Data Analyst and convening of a cross-department ECLDS Project Team.

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<sup>23</sup> Magnuson, K. (2010). *WI early childhood system assessment report*. Accessed October 6, 2011, from [http://dcf.WI.gov/ecac/pdf/assessment\\_report.pdf](http://dcf.WI.gov/ecac/pdf/assessment_report.pdf)

<b>Table (A)(1)-1: Children from Low-Income<sup>[7]</sup> families, by age</b>		
	<b>Number of children from Low-Income families in the State</b>	<b>Children from Low-Income families as a percentage of all children in the State</b>
<b>Infants under age 1</b>	26,855	39.9%
<b>Toddlers ages 1 through 2</b>	54,920	39.3%
<b>Preschoolers ages 3 to kindergarten entry</b>	110,728	39.5%
<b>Total number of children, birth to kindergarten entry, from low-income families</b>	164,258	39.0%

*Data Source: National Center for Children in Poverty (NCCP) calculations based on 2007-2009 American Community Survey 3-year Public Use Microdata Sample (PUMS) data.*

<b>Table (A)(1)-2: Special populations of Children with High Needs</b>		
<i>The State should use these data to guide its thinking about where specific activities may be required to address special populations' unique needs. The State will describe such activities throughout its application.</i>		
<b>Special populations: Children who . . .</b>	<b>Number of children (from birth to kindergarten entry) in the State who...</b>	<b>Percentage of children (from birth to kindergarten entry) in the State who...</b>
<b>Have disabilities or developmental delays<sup>[8]</sup></b>		
<b>Part B:</b>	16,079	3.7%
<b>Part C:</b>	6,131	2.8%

*Data Source and year for Part B: 2010-2011 Individual Student Enrollment System (ISES)/State Longitudinal Data System (SLDS) data*

<sup>[7]</sup> Low-Income is defined as having an income of up to 200% of the Federal poverty rate.

<sup>[8]</sup> For purposes of this application, children with disabilities or developmental delays are defined as children birth through kindergarten entry that have an Individual Family Service Plan (IFSP) or an Individual Education Plan (IEP).

<b>Table (A)(1)-2: Special populations of Children with High Needs</b>		
<i>The State should use these data to guide its thinking about where specific activities may be required to address special populations' unique needs. The State will describe such activities throughout its application.</i>		
<b>Special populations: Children who . . .</b>	<b>Number of children (from birth to kindergarten entry) in the State who...</b>	<b>Percentage of children (from birth to kindergarten entry) in the State who...</b>
<i>Data Source for Part C: 2010 Federal Child Count Submission</i>		
<b>Are English learners<sup>[9]</sup> *</b> <i>Data Source: WINSS data pull (2010)</i>	20,746	5.7%
<b>Reside on "Indian Lands"*</b> <i>Data Source: Kids Count Census Data (Year: 2000)</i>	4,113	1.2%
<b>Are migrant<sup>[10]</sup> *</b> <i>Data Source: DPI ISES Count Date School Year 2011 Query: 2010-11 ISES CD specialPops0-4.xlsx</i>	291	.08%
<b>Are homeless<sup>[11]</sup></b> <i>Data Source: National Center on Family Homelessness, "America's Youngest Outcasts: State Report Card on Child Homelessness.(2009)</i>	5,060	1.0%
<b>Are in foster care*</b> <i>Data Source: Child Welfare Administrative Data (eWiSACWIS), Placement Activity Report-SM10A110,(2010).</i>	3,859	0.9%

<sup>[9]</sup> For purposes of this application, children who are English learners are children birth through kindergarten entry who have home languages other than English.

<sup>[10]</sup> For purposes of this application, children who are migrant are children birth through kindergarten entry who meet the definition of "migratory child" in ESEA section 1309(2).

<sup>[11]</sup> The term "homeless children" has the meaning given the term "homeless children and youths" in section 725(2) of the McKinney-Vento Homeless Assistance Act (425 U.S.C. 11434a(2)).

<b>Table (A)(1)-2: Special populations of Children with High Needs</b>		
<i>The State should use these data to guide its thinking about where specific activities may be required to address special populations' unique needs. The State will describe such activities throughout its application.</i>		
<b>Special populations: Children who . . .</b>	<b>Number of children (from birth to kindergarten entry) in the State who...</b>	<b>Percentage of children (from birth to kindergarten entry) in the State who...</b>
<b>Are refugees*</b> <i>Data Source: Department of State Reports on Arrivals for the year 2010.</i>	97	.02%
<p><i>*Are English Learners: The state was unable to find specific data for this category, but the counts and percentages were estimated using percent subgroups enrolled in public schools (2010-2011) and children under age five census data (2010) (U.S. Census Data: <a href="http://quickfacts.census.gov/qfd/states/55000.html">http://quickfacts.census.gov/qfd/states/55000.html</a>)</i></p> <p><i>*Reside on Indian Lands: Children under the age of five that are American Indian or Alaska Native alone.</i></p> <p><i>* Are migrant: The state was unable to find specific data for this category, but the counts and percentages were estimated using percent subgroups enrolled in public schools (2010-2011) and children under age five census data (2010) (U.S. Census Data: <a href="http://quickfacts.census.gov/qfd/states/55000.html">http://quickfacts.census.gov/qfd/states/55000.html</a>)</i></p> <p><i>*Are homeless: Data reported are for children ages six and under.</i></p> <p><i>*Are in foster care: Data reported are for children ages five and under.</i></p> <p><i>*Are refugees: Wisconsin does not collect information on secondary migrant children separately from other migrant children. In addition, the children who may have been born to refugee parents during this time, but born in Wisconsin, are U.S. citizens, and therefore not included in this count.</i></p>		

<b>Table (A)(1)-3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age</b>				
<i>Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.</i>				
<b>Type of Early Learning and Development Program</b>	<b>Number of Children with High Needs participating in each type of Early Learning and Development Program, by age</b>			
	<b>Infants under age 1</b>	<b>Toddlers ages 1 through 2</b>	<b>Preschoolers ages 3 until kindergarten entry</b>	<b>Total</b>

<b>Table (A)(1)-3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age</b>				
<i>Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.</i>				
<b>Type of Early Learning and Development Program</b>	<b>Number of Children with High Needs participating in each type of Early Learning and Development Program, by age</b>			
	<b>Infants under age 1</b>	<b>Toddlers ages 1 through 2</b>	<b>Preschoolers ages 3 until kindergarten entry</b>	<b>Total</b>
<b>State-funded preschool*</b> <i>Data Source and Year: 2010-2011 ISES enrollment data.</i>	Not Applicable	Not Applicable	41,192	41,192
<b>Early Head Start and Head Start<sup>[12]</sup></b> <i>Data Source and Year: 2011 Head Start Program Information Report (PIR). Wisconsin Office of Head Start</i>	1,107	1,795	18,447	21,349
<b>Programs and services funded by IDEA Part C and Part B, section 619</b>				
<b>Part B:</b>	Not Applicable	Not Applicable	16,079	16,079
<b>Part C:</b>	655	5,476	Not Applicable	6,131
<i>Data Source and Year:</i> <i>Part B: 2010-2011 ISES/SLDS data</i> <i>Part C: 2010 Federal Child Count Submission</i>				

[12] Including children participating in Migrant Head Start Programs and Tribal Head Start Programs.

<b>Table (A)(1)-3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age</b>				
<i>Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.</i>				
<b>Type of Early Learning and Development Program</b>	<b>Number of Children with High Needs participating in each type of Early Learning and Development Program, by age</b>			
	<b>Infants under age 1</b>	<b>Toddlers ages 1 through 2</b>	<b>Preschoolers ages 3 until kindergarten entry</b>	<b>Total</b>
<b>Programs funded under Title I of ESEA*</b> <i>Data Source and Year: Wisconsin 2010-11 End of Year Title IA report; ISES/SLDS data</i>	N/A	N/A	14,597	14,597
<b>Programs receiving funds from the State's CCDF program*</b> <i>Data Source and Year: Child Care Child Universe in WebI (Wisconsin State Administrative Data). Data based on the child's age (under age 6) as of 12/31/10.</i>	4,026	20,246	32,374	56,646
<b>Home Visiting *</b> <i>Data Source and Year: Wisconsin Public Health Information Network, 2010.</i> <a href="https://phin.wisconsin.gov/sphere/">https://phin.wisconsin.gov/sphere/</a>	774	479	190	1,443
<b>Medicaid Therapy Services*</b> <i>Data Source and Year: MMIS MA for COS Therapy for recipient, ages 0, 1,2,3,4. (2010).</i>	1,037	4,827	741	6,605
<b>Children's LTS Waivers*</b>				
<b>Non-Autism</b>	6	40	79	125
<b>Autism</b>	0	9	325	334
<i>Data Source and Year: Data is from HSRS and TPA claims, (2010).</i>				
<b>*State Funded Preschool: In Wisconsin, when a district offers 4K, it must be open for all age eligible children in the district; therefore, these numbers represent</b>				



**Table (A)(1)-3: Participation of Children with High Needs in different types of Early Learning and Development Programs, by age**

*Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.*

Type of Early Learning and Development Program	Number of Children with High Needs participating in each type of Early Learning and Development Program, by age			
	Infants under age 1	Toddlers ages 1 through 2	Preschoolers ages 3 until kindergarten entry	Total

*all children enrolled, not just those with high needs. The state does not track income data for 4K participants; however, the program reaches many low-income children, since the program is free. For example, approximately 34% of children attending Wisconsin 4K attend programs collaborating with Head Start and meet that program's income eligibility requirements (NIEER, 2010). Furthermore, approximately 24% of children in Wisconsin 4K received special education services in 2010 (NIEER, 2010).*

**Early Head Start and Head Start:** *Based on 2010-2011 Head Start Program Information Report: "Total Cumulative Enrollment" and "Children by Age." Does not adjust for turn-over or dropout rates. See Table (A) (1)-5 for Total Funded Enrollment. This data only represents Federal funding and State supplement has been subtracted out of the total and is placed in the row below.*

**\*Head Start State Supplement:** *This count is based on the number of slots budgeted, not actual enrollment. All participants are low income.*

**\*Programs funded under Title 1 of ESEA:** *Districts are required to report their participation in Title 1, but they are not required to report number of participants under age five. Some districts voluntarily collect this data (total represented here); however, this number likely represents underreporting of actual participation.*

**\*Programs receiving funds from the State's CCDF program:** *All Wisconsin Shares recipients are considered high needs, with eligibility starting at 185% FPL and continuing until income reaches 200% FPL.*

**\*Home Visiting:** *These counts include participants with data entered in the state's Public Health data base, Secure Public Health Electronic Record Environment (SPHERE). All state- and MIECHV funded programs are now required to enter data in SPHERE; however this is a very recent requirement. Therefore, totals in this table likely represent underreporting of actual participation in home visiting across the state.*

**\*Medicaid Therapy Services:** *Includes the following sub categories of service to children ages birth to over the age of 2; (outpatient and inpatient) occupational therapy, outpatient physical therapy, outpatient speech therapy, physical therapy, rehabilitative occupational, physical and speech therapies, restorative care occupational, physical and speech therapies. This also applies to School Based Services where children ages 0 to over 2 can receive speech therapy.*

**\*Children's LTS Waivers:** *Includes those with autism and other long-term disabilities; these kids are not covered by Medicaid. The waiver services are paid for by Medicaid, but there are different eligibility criteria for this population which enable them to be covered, without the waiver they would not get these services.*

<b>Table (A)(1)-4: Historical data on funding for Early Learning and Development</b>					
<b>Type of investment</b>	<b>Funding for each of the Past 5 Fiscal Years</b>				
	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Supplemental State spending on Early Head Start and Head Start<sup>[13]</sup></b> <i>Data Source: Wisconsin State Statute (WSS) Chapter 20 appropriation schedule</i>	\$7,212,500	\$7,212,500	\$7,212,500	\$6,960,100	\$6,960,100
<b>State-funded preschool*</b> <b>State School Aid Appropriation</b> <b>4K start up grants</b> <i>Data Source: 4K start up grants; WSS Chapter 20 appropriation schedule; State-funded preschool; DPI school finance formula</i>	\$74,000,000 Not Applicable	\$86,000,000 Not Applicable	\$105,000,000 \$3,000,000	\$122,000,000 \$3,000,000	\$140,000,000 \$1,500,000
<b>State contributions to IDEA Part C (GPR then Local)*</b> <i>Data Source: Birth-to-3 from county contract reconciliation</i>	\$6,973,969 \$13,994,374 <b>Total:</b> \$20,968,343	\$6,544,228 \$15,172,005 <b>Total:</b> \$21,716,233	\$6,704,087 \$12,384,097 <b>Total:</b> \$19,088,184	\$6,898,278 \$14,753,945 <b>Total:</b> \$21,652,223	\$5,558,410 \$14,076,105 <b>Total:</b> \$19,634,515
<b>State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry*</b> <i>Data Source: PI-1505 Special Education Annual Report</i>	\$14,199,800	\$14,740,500	\$14,675,300	\$14,631,400	\$14,833,400

<sup>[13]</sup> Including state- and federally-funded children participating in Migrant Head Start Programs and Tribal Head Start Programs.

<b>Table (A)(1)-4: Historical data on funding for Early Learning and Development</b>					
<b>Type of investment</b>	<b>Funding for each of the Past 5 Fiscal Years</b>				
	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Total State contributions to CCDF<sup>[14]</sup> *</b> <i>Data Source: WisMart general ledger expenditures</i>	\$131,276,536	\$137,926,194	\$92,575,228	\$87,582,655	\$52,177,481
<b>State match to CCDF*</b> <i>Exceeded/Met/Not Met (if exceeded, indicate amount by which match was exceeded)</i> <i>Data Source: WisMart general ledger expenditures</i>	Met	Met	Met	Met	Met
<b>TANF spending on Early Learning and Development Programs<sup>[15]</sup> *</b> <i>Data Source: WisMart general ledger expenditures</i>	\$154,928,467	\$136,533,442	\$216,669,054	\$155,436,320	\$181,887,833
<b>School Based Services*</b> (GPR and Local Match) <i>Data Source: SBS data from the MMIS Medicaid Claims</i>	\$3,881,677	\$3,885,935	\$3,554,852	\$2,902,633	\$3,434,867*
<b>MA Therapies</b> (GPR) <i>Data Source: MMIS Medicaid Claims</i>	\$8,007,079	\$8,090,834	\$9,179,848	\$10,014,117	\$9,442,321*

<sup>[14]</sup> Total State contributions to CCDF must include Maintenance of Effort (MOE), State Match, and any State contributions exceeding State MOE or Match.

<sup>[15]</sup> Include TANF transfers to CCDF as well as direct TANF spending on Early Learning and Development Programs.

<b>Table (A)(1)-4: Historical data on funding for Early Learning and Development</b>					
<b>Type of investment</b>	<b>Funding for each of the Past 5 Fiscal Years</b>				
	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>CLTS Waivers</b>					
<b>Non-Autism</b> (GPR and Local)	\$40,822	\$80,034	\$74,158	\$89,438	\$188,210*
<b>Autism</b> (State)	\$2,776,212	\$1,777,559	\$1,323,371	\$1,811,684	\$1,675,242*
<i>Data Source: HSRS and TPA claims data</i>					
<b>Home Visiting*</b> (GPR)	\$693,747	\$1,027,437	\$1,019,089	\$1,503,930	\$711,631
<i>Data Source: Wismart general ledger expenditures</i>					
<b>Total State contributions:</b>	\$417,985,183	\$418,990,668	\$473,371,583	\$427,584,500	\$432,445,601

*\*Note: Wisconsin's State Fiscal Year (SFY) runs from July 1 through June 30.*

*\*State Funded Preschool: The top figures represent the state share of funding for public 4K programs; funding is provided through the state's general school aid formula. The bottom figures are for the state's 4K Startup Grants.*

*\*GPR then Local: GPR=General Purpose Revenue; i.e., state tax revenue; Local=revenue from local governments, non-profits and private donations. Actual local contributions for IDEA Part C, 2011, are not yet available. To enable totaling for 2011, a previous four-year average was used as a proxy.*

*\*State contributions for special education and related services for children with disabilities, ages 3 through kindergarten entry: Early childhood related expenditures reported for state SPED categorical aid.*

*\*Total State Contributions to CCDF: Includes child care subsidies for ages 0 – 13. Wisconsin uses a small portion of pre-kindergarten (PK) state expenditures as CCDF match. The amounts are included in the "State-funded preschool" row. By year, the PK state expenditures used as CCDF match are: \$4.3M in 2007; \$4.3M in 2008; \$0.0 in 2009; \$4.0M in 2010; and \$3.8M in 2011.*

*\*State match to CCDF: Wisconsin does not report excess match but does spend additional state funds that are eligible to use as match if needed. The amount of additional eligible match is included in the "Total State contributions to CCDF" row. By year, the state funds eligible to count as match but not used as match are: \$11.7M in 2007; \$30.2M in 2008; \$8.7M in 2009; \$13.0M in 2010; and \$13.5M in 2011.*

*\*TANF Spending on Early Learning and Development Programs: The total includes child care subsidies for ages 0 – 13. Total expenditures for child care subsidies have declined since FY08, and Wisconsin used relatively more TANF and less state funding because state expenditures for child care were ineligible*

<b>Table (A)(1)-4: Historical data on funding for Early Learning and Development</b>					
Type of investment	Funding for each of the Past 5 Fiscal Years				
	2007	2008	2009	2010	2011
<i>for coverage by Wisconsin's TANF Contingency award.</i>					
<i>*School Based Services, MA Therapies and CLTS Waivers: Because of claims lag, SFY 11 claims data for SBS, MA Therapies, and CLTS are based on July-Dec 2010 data doubled.</i>					
<i>*Home Visiting: Due to the alignment of state funding with MIECHV funding, not all GPR funds were distributed by the end of FY11. Spending will increase significantly over the course of FY12.</i>					

<b>Table (A)(1)-5: Historical data on the participation of Children with High Needs in Early Learning and Development Programs in the State</b>					
<i>Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.</i>					
Type of Early Learning and Development Program	Total number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years <sup>[16]</sup>				
	2007	2008	2009 <sup>[17]</sup>	2010 <sup>[17]</sup>	2011 <sup>[17]</sup>
<b>State-funded preschool*</b> <i>(annual census count; e.g., October 1 count)</i>	27,759	33,976	38,071	41,192	Not Available

<sup>[16]</sup> Include all children with high needs served with both Federal dollars and State supplemental dollars.

<sup>[17]</sup> Note to Reviewers: The number of children served reflects a mix of Federal, State, and local spending. Head Start, IDEA, and CCDF all received additional Federal funding under the 2009 American Recovery and Reinvestment Act, which may be reflected in increased numbers of children served in 2009-2011.

<b>Table (A)(1)-5: Historical data on the participation of Children with High Needs in Early Learning and Development Programs in the State</b>					
<i>Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.</i>					
<b>Type of Early Learning and Development Program</b>	<b>Total number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years<sup>[16]</sup></b>				
	<b>2007</b>	<b>2008</b>	<b>2009<sup>[17]</sup></b>	<b>2010<sup>17</sup></b>	<b>2011<sup>17</sup></b>
<i>2007 = 2007-08 school year, etc. Data Source: 2010-2011 ISES enrollment data.</i>					
<b>Early Head Start and Head Start<sup>[18]</sup></b> <i>(funded enrollment)</i> <i>Data Source: Center for Law and Social Policy, Analysis of Head Start PIR data, August 2011 (years 2007-2010); Wisconsin Office of Head Start PIR Report (2011).</i>	18,889	18,526	18,555	19,276	21,349
<b>Programs and services funded by IDEA Part C and Part B, section 619</b> <i>(annual December 1 count)</i>					
<b>Part B:</b>	14,867	15,153	15,657	16,079	Not Available
<b>Part C:</b>	5,597	5,980	6,000	6,131	Not Available
<i>Data Sources: 2010-2011 ISES/SLDS data (Part B); federal count reports (Part C).</i>					
<b>Programs funded under Title I of ESEA*</b> <i>Data Source: Wisconsin 2010-11 End of Year Title IA report</i>	10,750	11,769	12,179	13,366	14,597
<b>Programs receiving CCDF funds*</b> <i>(average monthly served)</i>	55,432	56,848	56,114	55,597	47,873

<sup>[18]</sup> Including state- and federally-funded children participating in Migrant Head Start Programs and Tribal Head Start Programs.

**Table (A)(1)-5: Historical data on the participation of Children with High Needs in Early Learning and Development Programs in the State**

*Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.*

Type of Early Learning and Development Program	Total number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years <sup>[16]</sup>				
	2007	2008	2009 <sup>[17]</sup>	2010 <sup>17</sup>	2011 <sup>17</sup>
<i>Data Source: Child Care Attendance Data (db2 data) 2011</i>					
<b>Home Visiting*</b> <i>Data Source: Wisconsin Public Health Information Network/SPHERE. Accessed on 09/15/2011. <a href="https://phin.wisconsin.gov/sphere/">https://phin.wisconsin.gov/sphere/</a></i>	918	922	1,187	1,443	1,100
<b>School Based Services*</b> <i>Data Source: MMIS Medicaid Claims.</i>	5,204	5,311	4,814	5,264	5,701
<b>MA Therapies*</b> <i>Data Source: MMIS Medicaid Claims.</i>	5,550	5,932	6,432	6,605	6,603
<b>CLTS Waivers*</b>					
<b>Non-Autism</b>	48	84	103	125	Not Available
<b>Autism</b>	401	261	315	334	Not Available
<i>Data Source: HSRS and TPA</i>					

**\*State Funded Preschool:** In Wisconsin, when a district offers 4K, it must be open for all age eligible children in the district; therefore, these numbers represent all children enrolled, not just those with high needs. The state does not track income data for 4K participants; however, the program reaches many low-income children, since the program is free. For example, approximately 34% of children attending Wisconsin 4K attend programs collaborating with Head Start and meet that program's income eligibility requirements (NIEER, 2010). Furthermore, approximately 24% of children in Wisconsin 4K received special education services in 2010 (NIEER, 2010).

**Early Head Start and Head Start:** These numbers are only federal funding; State supplement is already subtracted out of the total and is placed in the row below.

**\*Head Start State Supplement:** This count is based on the number of slots budgeted, not actual enrollment. All participants are low income.

**\*Programs funded under Title 1 of ESEA:** Districts are required to report their participation in Title 1, but they are not required to report number of participants under age five. Some districts voluntarily collect this data (total represented here); however, this number likely represents underreporting of actual

**Table (A)(1)-5: Historical data on the participation of Children with High Needs in Early Learning and Development Programs in the State**

*Note: A grand total is not included in this table since some children participate in multiple Early Learning and Development programs.*

Type of Early Learning and Development Program	Total number of Children with High Needs participating in each type of Early Learning and Development Program for each of the past 5 years <sup>[16]</sup>				
	2007	2008	2009 <sup>[17]</sup>	2010 <sup>[7]</sup>	2011 <sup>[17]</sup>

*participation.*

**\*Programs receiving CCDF funds:** 2011 data based on attendance begin date. These numbers do not match numbers in the final column of Table A-1-3, because this section is asking for “average monthly served”; A-1-3 asks for total served in the entire year.

**\*Home Visiting:** These counts include participants with data entered in the state’s Public Health data base, (SPHERE). All state- and MIECHV funded programs are now required to enter data in SPHERE; however this is a very recent requirement. Therefore, totals in this table likely represent underreporting of actual participation in home visiting across the state. Numbers for 2011 include data through 9-14-11; due to MIECHV funding, including receipt of a competitive grant, Wisconsin will likely enroll more than 500 additional children in the coming year.

**\*School Based Services, MA Therapies and CLTS Waivers:** Recipients are unduplicated between services.

**Table (A)(1)-6 : Current status of the State’s Early Learning and Development Standards**

*Please place an “X” in the boxes to indicate where the State’s Early Learning and Development Standards address the different age groups by Essential Domain of School Readiness*

Essential Domains of School Readiness	Age Groups		
	Infants	Toddlers	Preschoolers
Language and literacy development	X	X	X
Cognition and general knowledge (including early math and early scientific development)	X	X	X
Approaches toward learning	X	X	X
Physical well-being and motor development	X	X	X
Social and emotional development	X	X	X

**Data Source:** Wisconsin has had Early Learning Standard s(WMEELS) in place since 2003, but this data was specifically taken from Wisconsin’s 2011-2013 CCDF Plan.



<b>Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State</b>					
<i>Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.</i>					
<b>Types of programs or systems</b>	<b>Elements of a Comprehensive Assessment System</b>				
	<b>Screening Measures</b>	<b>Formative Assessments</b>	<b>Measures of Environmental Quality</b>	<b>Measures of the Quality of Adult-Child Interactions</b>	<b>Other</b>
<b>State-funded preschool*</b> <i>Date Source: DPI</i>					<b>X</b>
<b>Early Head Start and Head Start<sup>[19]</sup></b> <i>Data Source: The Head Start Child Development and Early Learning Framework: Promoting Positive Outcomes in Early Childhood Programs Serving Children 3-5 Years Old, December 2010, U.S. DHHS, ACF, OHS</i>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	
<b>Programs funded under IDEA Part C*</b> <i>Data Source: DHS Policy and Procedure Manual (2010)</i>	<b>X</b>	<b>X</b>			
<b>Programs funded under IDEA Part B, section 619*</b> <i>Data Source: WI Stats 115.77 (1m)(a)</i>	<b>X</b>	<b>X</b>			

[19] Including Migrant and Tribal Head Start located in the State.

<b>Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State</b>					
<i>Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.</i>					
<b>Types of programs or systems</b>	<b>Elements of a Comprehensive Assessment System</b>				
	<b>Screening Measures</b>	<b>Formative Assessments</b>	<b>Measures of Environmental Quality</b>	<b>Measures of the Quality of Adult-Child Interactions</b>	<b>Other</b>
<b>Programs funded under Title I of ESEA*</b> <i>Data Source: 34CFR 300.304</i>	X	X			
<b>Programs receiving CCDF funds*</b> <i>Data Source: Wisconsin Department of Children and Families, Five Year Plan (see QRIS row below for additional information)</i>	X	X	X		
<b>Current Quality Rating and Improvement System requirements</b>  <i>Data Source: YoungStar policy implemented beginning November 2010; Department of Children and Families YoungStar Five Year Plan as adopted by the Wisconsin Legislature's Joint Finance Committee in Motion 42 on December 14, 2010.</i>	X-Programs that reach 3, 4, or 5 stars have had an on-site technical rating or formal rating by a valid and reliable observer. Those programs may receive points for using child screening measures.	X-Programs that reach 3, 4, or 5 stars have had an on-site technical rating or formal rating by a valid and reliable observer. Those programs may receive points for using formative assessments.	X	X (4 and 5 Star Programs)	
<b>State licensing requirements*</b> <i>Data Source: Professional Education Preparation Program's Content Guidelines for State Content Exams and/or DPI Approval</i>	X	X	X	X	X

<b>Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State</b>					
<i>Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.</i>					
Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
<b>Home Visiting</b> <i>Data Source: Wisconsin Public Health Information Network/SPHERE. Accessed on 09/15/2011.</i> <a href="https://phin.wisconsin.gov/sphere/">https://phin.wisconsin.gov/sphere/</a>	<b>X</b> ASQ-3 ASQ-SE		<b>X</b> HOME assessment	<b>X</b> HOME assessment	
<p><b>*State Funded Preschool:</b> Best practice suggests that teachers/districts screen and assess Pre-K students; however, there is no standardized state assessment system for 4K. This is a local decision, and the State does not collect this data.</p> <p><b>*Programs funded under IDEA Part C:</b> Promoting positive parent/child interactions is a fundamental cornerstone of Part C; the program does not, however, have a formal mechanism in place to measure the quality of these interactions. Many local programs use the Ages and Stages Questionnaire for this purpose.</p> <p><b>*Programs funded under IDEA Part B, section 619:</b> Per WI Stats 115.77 (1m)(a), LEAs are required to identify, locate and evaluate all children with disabilities who are in need of special education and related services. Wisconsin LEAs use screening as a method to do so. Additionally, 34 CFR-comments (page 46636) "Child Find activities typically involve some sort of screening process to determine whether the child should be referred for a full evaluation to determine eligibility for special education and related services."</p> <p><b>*Programs funded under Title I of ESEA:</b> In Title I Targeted Assistance preschool programs, participants must be identified as failing or most at risk of failing as determined by multiple educationally related objective criteria. Source: Title I students: Serving Preschool Children Under Title I Non-Regulatory Guidance, D-6 and D-11. Per 34CFR 300.304, LEAs are required to use a variety of assessment tools, technically sound instruments (valid and reliable), etc.</p> <p><b>*Programs receiving CCDF funds:</b> CCDF funds YoungStar (Wisconsin's QRIS) for more information please see Current QRIS requirements.</p> <p><b>*State Licensing Requirements:</b> Early Childhood Education BS/BA degree educator preparation programs that lead to a state Early childhood teaching license must design their programs to prepare and assess candidates in the Wisconsin content guidelines (program standards) and/or the national program NAEYC standards in teacher preparation. Wisconsin's guidelines include comprehensive assessments (screening measures and formative assessments), classroom organization and management in an early learning classroom, conflict resolution, and human relations (measures of environmental quality). Additionally, at minimum 6 observations of candidates teaching in pre-student teaching and student teaching clinical experiences must be completed (measures of the quality of adult-child interactions). Content knowledge assessments are developed according to standards adopted by the state superintendent from recommendations by the professional standards council as required under s.115.425, WI Stats., or standards adopted by the SCD using national standards, guidelines from learned</p>					

<b>Table (A)(1)-7: Elements of a Comprehensive Assessment System currently required within the State</b>					
<i>Please place an "X" in the boxes to indicate where an element of a Comprehensive Assessment System is currently required.</i>					
Types of programs or systems	Elements of a Comprehensive Assessment System				
	Screening Measures	Formative Assessments	Measures of Environmental Quality	Measures of the Quality of Adult-Child Interactions	Other
<i>societies or national organizations or other recognized groups or organizations. (PI 34.15(2) (b). Revised 2003.</i>					

<b>Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State</b>					
<i>Please place an "X" in the boxes to indicate where the elements of high-quality health promotion practices are currently required.</i>					
Types of Programs or Systems	Elements of high-quality health promotion practices				
	Health and safety requirements	Developmental, behavioral, and sensory screening, referral, and follow-up	Health promotion, including physical activity and healthy eating habits	Health literacy	Other
State-funded preschool <i>Data Source: Wis Stats. §118.07; 115.777; 121.02 (standard J)</i>	X	X	X		

<b>Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State</b>					
<i>Please place an "X" in the boxes to indicate where the elements of high-quality health promotion practices are currently required.</i>					
	<b>Elements of high-quality health promotion practices</b>				
	<b>Health and safety requirements</b>	<b>Developmental, behavioral, and sensory screening, referral, and follow-up</b>	<b>Health promotion, including physical activity and healthy eating habits</b>	<b>Health literacy</b>	<b>Other</b>
<b>Types of Programs or Systems</b>					
<b>Early Head Start and Head Start</b> <i>Data Source: Program Performance Standards for the Operation of Head Start Programs by Grantee and Delegate Agencies. (2005)</i>	X	X	X		
<b>Programs funded under IDEA Part C</b> <i>Data Source: DHS Policy and Procedure Manual (2010)</i>	X	X	X		
<b>Programs funded under IDEA Part B, section 619*</b> <i>Data Source: DHS Admin Code 144, WI State Stats 120.12 (6), WI State Stats 252.04 (2)</i>	X	X			
<b>Programs funded under Title I of ESEA*</b> <i>Data Source: DPI</i>					
<b>Programs receiving CCDF funds*</b> <i>Data Source: Wisconsin's CCDF 2011-2013 Plan</i>	X	X	X	X	

<b>Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State</b>					
<i>Please place an "X" in the boxes to indicate where the elements of high-quality health promotion practices are currently required.</i>					
	<b>Elements of high-quality health promotion practices</b>				
	<b>Health and safety requirements</b>	<b>Developmental, behavioral, and sensory screening, referral, and follow-up</b>	<b>Health promotion, including physical activity and healthy eating habits</b>	<b>Health literacy</b>	<b>Other</b>
<b>Types of Programs or Systems</b>					
<b>Current Quality Rating and Improvement System requirements</b> <i>Specify by tier</i> <i>Data Source: Point Detail Document (2010)</i> <a href="http://dcf.wisconsin.gov/youngstar/pdf/evaluation_criteria_family.pdf">http://dcf.wisconsin.gov/youngstar/pdf/evaluation_criteria_family.pdf</a>	X- All tiers must meet Licensing Requirements	X- ASQ; Family Child Care and Group Center Child Assessment. This is voluntary among the higher tiers of the QRIS.	X- YoungStar requires tiers 3 through 5 to have physical activity requirements and nutritious meals.	X- YoungStar has been working with DHS and DPI to develop Active Early and Healthy Bites books.	
<b>State licensing requirements*</b> <i>Data Source: Licensing Rules for Group Child Care Center-(2009)</i> <a href="http://dcf.wisconsin.gov/childcare/licensed/CommManuals/def251.HTM">http://dcf.wisconsin.gov/childcare/licensed/CommManuals/def251.HTM</a>	X		X		X
<b>Home Visiting</b> <i>Data Source: DCF Request for Proposal CFA 0064, Family Foundations Comprehensive Home Visiting Program (May, 2011)</i>	X	X	X	X	
<p><b>*Programs funded under Title I of ESEA:</b> There are no requirements under Title I, but there may be requirements for district programs.</p> <p><b>*CCDF Funds-</b> All CCDF programs are required to participate in YoungStar. Please refer to the Current QRIS section of this table for more information.</p> <p><b>*State Licensing Requirements (other):</b> Early Childhood Education BS/BA degree educator preparation programs that lead to a state Early childhood teaching license must design their programs to prepare and assess candidates in the Wisconsin content guidelines (program standards) and/or the national program NAEYC standards in teacher preparation. Wisconsin's guidelines include classroom organization and management in an early learning classroom (health and safety requirements); theories of child growth and development, characteristics of play and its contribution to cognitive, social, emotional,</p>					

<b>Table (A)(1)-8: Elements of high-quality health promotion practices currently required within the State</b>					
<i>Please place an "X" in the boxes to indicate where the elements of high-quality health promotion practices are currently required.</i>					
	<b>Elements of high-quality health promotion practices</b>				
	<b>Health and safety requirements</b>	<b>Developmental, behavioral, and sensory screening, referral, and follow-up</b>	<b>Health promotion, including physical activity and healthy eating habits</b>	<b>Health literacy</b>	<b>Other</b>
<b>Types of Programs or Systems</b>					
<i>communication, motor development, and learning; developmentally appropriate assessment tools; and identification of and teaching of children with exceptional needs (developmental, behavioral, and sensory screening, referral and follow-up) (health promotion); and curriculum development including motor development, physical and mental health, science, and social science (health literacy). Additional content guidelines are also covered.</i>					

<b>Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State</b>	
<i>Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.</i>	
<b>Types of Programs or Systems</b>	<b>Describe Family Engagement Strategies Required Today</b>
<b>State-funded preschool</b> <i>Data Source: Wis Stats. §121.004 (7)j (cm); 121.02 (1) (f) 2</i>	In 1991, the legislature and Governor passed and adopted Wisconsin Act 48, which provided a higher per-pupil funding rate under the state school aid formula for 4K school-based programs that meet parent outreach requirements. In order to receive funding through the state school aid formula for four-year-old kindergarten students, a district must either: <ol style="list-style-type: none"> <li>1. Provide at least 437 hours of direct instruction <u>and</u> 87.5 hours of parent outreach/engagement. Under this option, 4K students are counted as a .6 fulltime equivalent (FTE) in the school aid formula;</li> <li>2. Provide at least 437 hours of direct instruction, of which 87.5 hours <u>may</u> be parent</li> </ol>

**Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State**

*Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.*

Types of Programs or Systems	Describe Family Engagement Strategies Required Today
	<p>outreach/engagement (reducing the hours of instruction). Under this option, 4K students are counted as a .5 FTE in the school aid formula; or</p> <p>3. Provide at least 437 hours of direct instruction. Under this option 4K students are counted as a .5 FTE in the school aid formula.</p> <p>Outreach activities must target families participating in preschool and be above and beyond school wide parent engagement efforts. DPI guidance documents indentify the following eligible activities:</p> <ul style="list-style-type: none"> <li>• Orientation activities</li> <li>• General communications, such as parent calls, newsletters, etc.</li> <li>• Special classroom events</li> <li>• Evening fun gatherings/Family celebration nights</li> <li>• Pot luck/dinner meetings</li> <li>• Parenting classes</li> <li>• Classroom involvement training for parents</li> <li>• Additional parent-teacher conferences (must be beyond the usual three)</li> <li>• Home visits, usually two-to-six times per year</li> <li>• Family Resource Center/Lending Library programs;</li> <li>• Governance activities, such as parent advisory committees</li> <li>• Interface with other care/education providers, such as child care, Head Start, Even Start, county health and nutrition staff, and pediatricians.</li> <li>• Extended family and intergenerational activities</li> <li>• Transition to five-year-old kindergarten programs</li> </ul>



**Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State**

*Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.*

Types of Programs or Systems	Describe Family Engagement Strategies Required Today
<p><b>Early Head Start and Head Start</b>  <i>Data Source: The Head Start Handbook of the Parent Involvement Vision &amp; Strategies. HHS/ACF/ACYF/OHS,(1996).</i></p>	<p>All Head Start and Early Head Start programs follow federal performance standards related to family engagement. Currently, many Wisconsin Head Start programs utilize the Strengthening Families in Early Care and Education Framework.</p> <p>However, the Office of Head Start recently launched a new Parent and Family Engagement Framework featuring innovative strategies that are responsive to the cultures, goals and circumstances of individual parents; based on shared responsibility; outcomes-based and data-driven; and part of a systemic, program-wide initiative.</p> <p>The new Framework includes six goal areas: family well-being, positive parent-child relationships, parents as first and lifelong educators, parent connections to peers and community, parent leadership and advocacy, and intentional transitions.</p>
<p><b>Programs funded under IDEA Part C</b>  <i>Data Source: DHS Policy and Procedure Manual (2009)</i></p>	<p>Early Intervention works in partnership with families to develop a comprehensive, outcomes-based plan to support young children’s ability to grow and learn. The program includes support groups and training. In addition, Wisconsin’s Early Intervention program uses the Primary Coach Approach to Teaming, which helps families engage as active change agents, building competencies and confidence in enhancing their child’s early development. The program also assists parents in becoming advocates for their child, including how to participate in the decision-making process as their child transitions to other programs. Finally, early intervention parents are encouraged to participate in Parents As Leaders (PALs), a five-part, intensive leadership training highlighting public policy, programs and other initiatives affecting children with disabilities and their families.</p>
<p><b>Programs funded under IDEA Part B, section 619</b>  <i>Data Source: Wis Stats. §115.78</i></p>	<p>In addition to the statutory preschool parent engagement requirements noted above, Wisconsin has a statewide, multi-faceted parent engagement strategy around young children with special needs.</p> <p>In terms of statewide governance, more than half of State Superintendent's Council on Special Education are required to be parents of children with disabilities, and the Family Assistance Center for</p>

**Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State**  
*Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.*

Types of Programs or Systems	Describe Family Engagement Strategies Required Today
	<p>Education, Training and Support (FACETS) is represented on the State’s IDEA Part B advisory committee.</p> <p>Additionally, the DPI funds and staffs the Wisconsin Statewide Parent-Educator Initiative (WSPEI), a service for parents, educators, and others interested in parent-educator partnerships for children with disabilities. It supports increased sharing of information among parents, schools, projects, organizations and agencies by (1) organizing and providing scholarships to attend networking meetings, and conferences; as well as (2) supporting person-to-person contact and media awareness.</p> <p>Part of this effort resulted in the online Parent Hub and related-projects located on the State Professional Development Grant website (<a href="http://www.wispdg.org/ec.html">http://www.wispdg.org/ec.html</a>).</p> <p>Finally, IDEA Part B, section 616 and Wis Stats. §115.78 both require parents to be involved as IEP team members.</p>
<p><b>Programs funded under Title I of ESEA*</b>  <i>Data Source: Sections 1111 and 1118 of Title I legislation, available at:  <a href="http://www2.ed.gov/policy/elsec/leg/esea02/p g2.html#sec1118">http://www2.ed.gov/policy/elsec/leg/esea02/p g2.html#sec1118</a></i></p>	<p>Title I of the Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB), requires both state and local education agencies to engage parents as follows:</p> <p>Sect. 1111 requires the State Education Agency (SEA) to engage parents in developing a State Plan that includes:</p> <ul style="list-style-type: none"> <li>● Parent understanding of assessments and student data, per (b)(3)(c)(xii) and (xv)</li> <li>● Parent involvement and family literacy, per (c)(4), (14) and (d)</li> </ul> <p>Sect. 1118 requires each Local Education Agency (SEA) to:</p> <ul style="list-style-type: none"> <li>● Have a written parent engagement policy, developed with parents, that addresses parent engagement in academic and policy issues.</li> <li>● Reserve at least 1% of Title I funds for parent engagement activities in the LEA’s written plan.</li> </ul>

<b>Table (A)(1)-9: Elements of a high-quality family engagement strategy currently required within the State</b>	
<i>Please describe the types of high-quality family engagement strategies required in the State. Types of strategies may, for example, include parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and family literacy programs, parent involvement in decision making, and parent leadership development.</i>	
<b>Types of Programs or Systems</b>	<b>Describe Family Engagement Strategies Required Today</b>
<b>Programs receiving CCDF funds</b> <i>Data Source: Wisconsin's CCDF 2011-2013 Plan</i>	<b>NOTE:</b> Please see the Current QRIS description. All CCDF programs are required to participate in YoungStar.
<b>Current Quality Rating and Improvement System requirements</b> <i>Data Source: YoungStar Five Year Plan on Parent Outreach (2010)</i>	The goal of parent outreach in the YoungStar program is to help ensure that all parents understand YoungStar and how to access information on quality. Parents have access to objective ratings of individual child care programs based on research-proven criteria for quality. Parent outreach is reflective of diversity, and web materials are available in languages other than English.. Outreach materials are concise and easy to understand, will directly connect program ratings to program quality indicators, explain why quality matters in child care programs, and direct parents who desire more detailed information to resources that will provide answers.
<b>State licensing requirements</b> <i>Data Source: Licensing Rules for Group Child Care Center (2009)</i> <a href="http://dcf.wisconsin.gov/childcare/licensed/CommManuals/DCF251.HTM">http://dcf.wisconsin.gov/childcare/licensed/CommManuals/DCF251.HTM</a>	Parents are permitted to visit the program at any time. Regular communication between parent and center is required at least 2 times per year. Centers are required to share any written information maintained on the child with parents, upon request. Parents of children under age 2 are required to submit written information about a child's schedule including eating, sleeping and comforting needs. Parents are required complete a health history record for each child detailing any health concerns or special needs of the child.
<b>Home Visiting</b> <i>Data Source: The Wisconsin Department of Children and Families Request for Proposal CFA 0064, Family Foundations Comprehensive Home Visiting Program (May, 2011)</i>	State funded home visiting programs are required to have a family engagement and support plan with language specific to engagement of fathers. Each site must collect data related to engagement and retention of families in the program and use the data to improve their practice. Staff and supervisors use the data to help inform the individual and agency professional development plan. The Community of Practice (CoP) will provide a forum for sites to share successes and challenges in implementing family engagement and support strategies.
<b>*Programs funded under Title I of ESEA: Sections 1111 and 1118 of Title I legislation available at:</b> <a href="http://www2.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1118">http://www2.ed.gov/policy/elsec/leg/esea02/pg2.html#sec1118</a>	

Table (A)(1)-10: Status of all early learning and development workforce credentials <sup>[20]</sup> currently available in the State				
List the early learning and development workforce credentials in the State	If State has a workforce knowledge and competency framework, is the credential aligned to it? (Yes/No/Not Available)	Number and percentage of Early Childhood Educators who have the credential		Notes (if needed)
		#	%	
<b>Wisconsin Registry Credentials*</b>				
<i>Data Source: Wisconsin's Registry <a href="http://www.the-registry.org/">http://www.the-registry.org/</a>; data pull 9/23/11</i>				
<b>Administrators</b>	Yes			<b>Denominator is 1,653.</b> It is derived from the total number of Center Directors (50 or fewer), Center Directors (51 or more) and Administrators over all career levels in the Registry.
*Level 9 Credential		38	2.3%	
*Level 10 Credential		121	7.3%	
Associates Degree		328	20.0%	
Bachelors Degree		393	24.0%	
Masters Degree		88	5.3%	
Doctorate Degree		6	0.4%	
*CDA		28	1.7%	
<b>Staff- <i>Center Based</i></b>	Yes			<b>Denominator is 8,663.</b> It is derived from the total number of Teachers and Assistant Teachers over all Career Levels in the Registry.
*Level 9 Credential		254	2.9%	
*Level 10 Credential		188	2.2%	
Associates Degree		1,599	18.5%	
Bachelors Degree		1,197	14.0%	
Masters Degree		92	1.1%	
Doctorate Degree		2	0.02%	
*CDA		267	3.1%	
<b>Staff- <i>Home Based</i></b>	Yes			<b>Denominator is 1,002.</b> It is derived from the total number of Licensed Family Child Care
*Level 9 Credential		24	2.4%	

<sup>[20]</sup> Includes both credentials awarded and degrees attained.

<b>Table (A)(1)-10: Status of all early learning and development workforce credentials<sup>[20]</sup> currently available in the State</b>				
<b>List the early learning and development workforce credentials in the State</b>	<b>If State has a workforce knowledge and competency framework, is the credential aligned to it? (Yes/No/Not Available)</b>	<b>Number and percentage of Early Childhood Educators who have the credential</b>		<b>Notes (if needed)</b>
		<b>#</b>	<b>%</b>	
*Level 10 Credential Associates Degree Bachelors Degree Masters Degree Doctorate Degree *CDA		26 130 60 11 0 18	2.6% 13.0% 6.0% 1.1% 0.0% 1.8%	and Certified Family Child Care over all Career Levels in the Registry.
<b>Wisconsin PK-12 Educator Licensing*</b>				
<i>All Wisconsin educators teaching in public schools (PK-12, including four-year-old kindergarten) must have BA/BS with a valid Wisconsin Teaching License. All current licenses are issued under Wis. Admin. Rule PI-34.27.</i>				
<i>Data Source: Data pull from Wisconsin's Educator Licensure database, 9/26/11.</i>				
Early Childhood Regular Education (#70-777) (ages birth to age 8)	YES – Wisconsin and National program standards	(A) 2,128 (B) 1114	100%	This license went into effect after August 31, 2004.
Special Education (#70-809) (ages birth to age 8)	YES – Wisconsin and National program standard	(A) 1,018 (B) 600	100%	This license went into effect after August 31, 2004.
Early Childhood - Middle Childhood (#71-777) (ages birth to age 11)	YES – Wisconsin and National program standards	(A) 4,020 (B) 1,966	100%	This license went into effect after August 31, 2004.
PK; PK-K; PK-3; PK-6; and K-6 licenses issues under PI-3	YES – Wisconsin statutory language license requirements	(A) 12,405 (B) 7,561	100%	These licenses were issued prior to August 31, 2004 and are no longer available. Educators are employed in the state with these licenses.

Table (A)(1)-10: Status of all early learning and development workforce credentials <sup>[20]</sup> currently available in the State				
List the early learning and development workforce credentials in the State	If State has a workforce knowledge and competency framework, is the credential aligned to it? (Yes/No/Not Available)	Number and percentage of Early Childhood Educators who have the credential		Notes (if needed)
		#	%	
<b>REGISTRY DATA</b>				
<p><b>*Wisconsin Registry Credentials:</b> The Registry Career Level certificate acknowledges and highlights the training, experience and professionalism of the individual that is vital to quality child care programming. The Registry information used for this application is specific to current center director leadership; center based teaching staff, and family child care providers. Individuals who complete a Registry Application and submit required application fees are included in this data set. Completion of annual application materials and submittal of required application fees is voluntary. There are 11,786 child care educators in the state out of 33,000 individuals in Wisconsin's total child care workforce<sup>24</sup>; therefore, The Registry tracks approximately 36% of the total early childhood workforce in the state. Data for this table reflect the highest degree/credential earned by an individual; therefore, these numbers do not double count any individuals in the Registry.</p>				
<p><b>*Level 9 Credential:</b> Level 9 credential includes individuals with an Inclusion, Leadership, or Infant/Toddler Credential; therefore, this number represents the total number of individuals, in any role (Administrator, Staff (Center Based) or Staff (Family Based)), with any of these credentials.</p>				
<p><b>*Level 10 Credential:</b> Level 10 credential includes individuals with an Administrator or Preschool Credential; therefore, this number represents the total number of individuals, in any role (Administrator, Staff (Center Based) or Staff (Family Based)), with any of these credentials.</p>				
<p><b>*CDA:</b> The Child Development Associate (CDA) is a nationally recognized credential in early childhood education and is one entry point into credit based instruction that may lead towards credentials and degree pathways when content is completed through higher education. The CDA is based on the following core set of competency standards and functional areas:</p>				
<ol style="list-style-type: none"> <li>1.) Establish and maintain a safe, healthy learning environment</li> <li>2.) Advance physical and intellectual competence</li> <li>3.) Support social and emotional development and to provide positive guidance</li> <li>4.) Establish positive and productive relationships with families</li> <li>5.) Ensure a well-run, purposeful program responsive to participant needs</li> </ol>				

<sup>24</sup> WECA studies: [http://wecanaeyc.org/uploads/media/Workforce\\_Child\\_Care\\_Professionals\\_2010.pdf](http://wecanaeyc.org/uploads/media/Workforce_Child_Care_Professionals_2010.pdf)

<http://www.wecanaeyc.org/uploads/media/Pathway-3.pdf>

Table (A)(1)-10: Status of all early learning and development workforce credentials <sup>[20]</sup> currently available in the State				
List the early learning and development workforce credentials in the State	If State has a workforce knowledge and competency framework, is the credential aligned to it? (Yes/No/Not Available)	Number and percentage of Early Childhood Educators who have the credential		Notes (if needed)
		#	%	
6.) Maintain a commitment to professionalism				
<b>EDUCATOR LICENSURE DATA</b>				
*(A) These data reflect the total credential holders in the state.				
*(B) These data reflect the number of credential holders employed in a Wisconsin Public School for the 2010-2011 school year.				

Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators			
List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators	Number of Early Childhood Educators who are currently receiving a T.E.A.C.H scholarship to attend this entity.*	Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year*	Does the entity align its programs with the State's current Workforce Knowledge and Competency Framework and progression of credentials? (Yes/No/Not Available)
<b>University of Wisconsin System*</b>			
UW Green Bay	2	EC - 14	Yes
UW Milwaukee	206	EC - 103 EC Spec Ed - 10	Yes

<b>Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators</b>			
<b>List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators</b>	<b>Number of Early Childhood Educators who are currently receiving a T.E.A.C.H scholarship to attend this entity.*</b>	<b>Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year*</b>	<b>Does the entity align its programs with the State's current Workforce Knowledge and Competency Framework and progression of credentials? (Yes/No/Not Available)</b>
UW Oshkosh	10	EC - 68 EC Spec Ed - 10	Yes
UW Parkside	0	EC - 5	Yes
UW Platteville	105	EC - 43	Yes
UW River Falls	12	EC - 2	Yes
UW Marinette	1	N/A	Yes
UW Stevens Point	4	EC - 21 EC Spec Ed - 19	Yes
UW Stout	1	EC - 56	Yes
UW Whitewater	24	EC - 28 EC Spec Ed - 25 ECMC - 28	Yes
UW Eau Claire	0	N/A	Yes
UW La Crosse	0	ECMC - 37	Yes
UW Waukesha	1	N/A	Yes
UW Madison	1	ECMC - 45	Yes
UW Superior	10	ECMC - 18	Yes
<b>Independent Colleges and Universities*</b>			
Alverno College	1	ECMC - 21	Yes
Cardinal Stritch University	15	ECMC - 73	Yes



<b>Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators</b>			
<b>List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators</b>	<b>Number of Early Childhood Educators who are currently receiving a T.E.A.C.H scholarship to attend this entity.*</b>	<b>Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year*</b>	<b>Does the entity align its programs with the State's current Workforce Knowledge and Competency Framework and progression of credentials? (Yes/No/Not Available)</b>
Carroll University	0	ECMC - 36	Yes
Concordia University	0	EC - 11	Yes
Edgewood College	1	EC Spec Ed - 11 ECMC - 2	Yes
Maranatha Babtist Bible College	0	ECMC - 4	Yes
Silver Lake College	4	EC - 8 EC Spec Ed - 3 ECMC - 3	Yes
Viterbo University	1	ECMC - 8	Yes
Lakeland College	15	ECMC - 5	Yes
Marian University	0	ECMC - 18	Yes
Mount Mary College	1	ECMC - 5	Yes
Ripon College	0	ECMC - 4	Yes
St. Norbert College	0	ECMC - 18	Yes
Wisconsin Lutheran College	1	ECMC - 9	Yes
<b>Wisconsin Technical Colleges*</b>			
Blackhawk Technical College	31	29	Yes
Fox Valley Technical College	45	30	Yes
Gateway Technical College	13	21	Yes
Lakeshore Technical College	25	4	Yes
Madison Area Technical College	18	24	Yes

<b>Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators</b>			
<b>List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators</b>	<b>Number of Early Childhood Educators who are currently receiving a T.E.A.C.H scholarship to attend this entity.*</b>	<b>Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year*</b>	<b>Does the entity align its programs with the State's current Workforce Knowledge and Competency Framework and progression of credentials? (Yes/No/Not Available)</b>
Mid-State Technical College	30	20	Yes
Milwaukee Area Technical College	170	N/A	Yes
Moraine Park Technical College	12	20	Yes
Nicolet Area Technical College	10	3	Yes
North Central Technical College	15	17	Yes
Northeast Wisconsin Technical College	154	34	Yes
Southwest Wisconsin Technical College	1	11	Yes
Waukesha County Technical College	30	17	Yes
Western Technical College	12	15	Yes
Wisconsin Indian Head Technical Colleges	21	35	Yes
Chippewa Valley Technical College	0	16	Yes
<b>Other Professional Development Providers</b>			
CEA 1 Proficiency Based Licensure (Alternative Route)	0	ECMC - 4	Yes
CEA 6 Residency in Teacher Ed (Alternative Route)	0	ECMC - 2	Yes
CEA 7 Teacher Development Center (Alternative Route)	0	EC - 1	Yes
Milwaukee Teacher Education Center (Alternative Route)	0	EC/ECMC - 13	Yes

**Table (A)(1)-11: Summary of current postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators**

List postsecondary institutions and other professional development providers in the State that issue credentials or degrees to Early Childhood Educators	Number of Early Childhood Educators who are currently receiving a T.E.A.C.H scholarship to attend this entity.*	Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year*	Does the entity align its programs with the State's current Workforce Knowledge and Competency Framework and progression of credentials? (Yes/No/Not Available)
<p><i>*Number of Early Childhood Educators that received an early learning credential or degree from this entity in the previous year: Abbreviations are as follows: EC, Early Childhood; EC Spec Ed, Early Childhood Special Education; ECMC: Early Childhood and Middle Childhood</i></p> <p><i>*T.E.A.C.H.<sup>®</sup> Scholarship: The Teacher Education and Compensation Helps (T.E.A.C.H.<sup>®</sup>) is an initiative in Wisconsin that links training, compensation and commitment to improving the quality of early childhood care and education experiences for young children and their families. The program administers a scholarship and bonus program for child care workers. There are 1,003 active scholarships being used currently in the State of Wisconsin. The Wisconsin State Registry awards credentials to those participants who finish the set criteria. <b>Data Source:</b> Wisconsin T.E.A.C.H.<sup>®</sup> Early Childhood Scholarship Activity Program. Wisconsin Early Childhood Association (WECA)</i></p> <p><i>*University of Wisconsin System and Independent Colleges and Universities Data Source: Wisconsin Department of Public Instruction (DPI) and their Approved Programs for Licensing Wisconsin Educators Index <a href="http://www.dpi.wi.gov/tepd/indexed.html">http://www.dpi.wi.gov/tepd/indexed.html</a> (PI 34 Index of Approved Programs at Wisconsin Institutions of Higher Education)</i></p> <p><i>*Wisconsin Technical Colleges: The number of early childhood educators who graduated from each entity in the previous year was collected from each technical college for the year 2010-2011. Whether or not each Technical College offers an early childhood program was gathered from the Wisconsin Technical College System website (<a href="http://www.wtcsystem.edu">www.wtcsystem.edu</a>).</i></p>			

<b>Table (A)(1)-12: Current status of the State's Kindergarten Entry Assessment</b>					
<b>State's Kindergarten Entry Assessment</b>	<b>Essential Domains of School Readiness</b>				
	<b>Language and literacy</b>	<b>Cognition and general knowledge (including early mathematics and early scientific development)</b>	<b>Approaches toward learning</b>	<b>Physical well-being and motor development</b>	<b>Social and emotional development</b>
<i>Note: Currently, Wisconsin does not implement a Statewide Kindergarten Entry Assessment. Many individual school districts assess children upon kindergarten entry and use the information to improve instruction; however decisions regarding whether to assess children and what assessment(s) to use are locally determined. See Section E1 regarding Wisconsin's plan to implement a comprehensive kindergarten assessment that meets or exceeds all of the following criteria as part of this application.</i>					
Domain covered? (Y/N)	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Domain aligned to Early Learning and Development Standards? (Y/N)	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Instrument(s) used? (Specify)	None	None	None	None	None
Evidence of validity and reliability? (Y/N)	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Evidence of validity for English learners? (Y/N)	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Evidence of validity for children with disabilities? (Y/N)	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
How broadly administered? (If not administered statewide, include date for reaching statewide administration)	2014-15	2014-15	2014-15	2014-15	2014-15
Results included in Statewide Longitudinal Data System? (Y/N)	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

<b>Table (A)(1)-13: Profile of all early learning and development data systems currently used in the State</b>							
<b>List each data system currently in use in the State that includes early learning and development data</b>	<b>Essential Data Elements</b>						
	<i>Place an "X" for each Essential Data Element (refer to the definition) included in each of the State's data systems</i>						
	Unique child identifier	Unique Early Childhood Educator identifier	Unique program site identifier	Child and family demographic information	Early Childhood Educator demographic information	Data on program structure and quality	Child-level program participation and attendance
<b>Wisconsin Department of Health Services-</b> <i>Data Source: MITA (Medicaid Information Technology Architecture) systems review (2009), and information from data analyst staff.</i>							
<b>CARES—Client Assistance for Re-employment &amp; Economic Support</b> (MA administrative data)	X Specific to program		X By county of service	X			X By enrollment data
<b>interChange</b> (MA-MMIS) claims/encounter data	X Specific to program	X Provider info	X By county of service	X	Provider info available from Regs & Licensing		X By claims data
<b>FSIA—Functional Screen Information Access-eligibility</b> data	X Specific to program		X- By county of service	X			X Claims
<b>PPS—Program Participation System</b> (Early Intervention administrative data)	X Specific to program		X By county of service	X			
<b>KBPS—Katie Becket Case Management</b>	X Specific to program		X	X			X
<b>Long-Term Care Encounter Reporting</b> (Claims data)	X Specific to program		X	X			X
<b>Vital Records*-</b> Birth and death data	X			X			
<b>WIR-</b> Immunization records	X			X		X	

**Table (A)(1)-13: Profile of all early learning and development data systems currently used in the State**

List each data system currently in use in the State that includes early learning and development data	Essential Data Elements						
	<i>Place an "X" for each Essential Data Element (refer to the definition) included in each of the State's data systems</i>						
	Unique child identifier	Unique Early Childhood Educator identifier	Unique program site identifier	Child and family demographic information	Early Childhood Educator demographic information	Data on program structure and quality	Child-level program participation and attendance
<b>STELLAR</b> - Blood lead testing & treatment data	X			X		X	
<b>WE-TRAC</b> - Newborn hearing test, referral, diagnostic audiology, program referral data & newborn blood test data	X		X	X		X	
<b>SPHERE</b> - Individual parent/child data for home visiting and maternal and child health programs	X Specific to system		X	X		X	
<b>ROSIE</b> - Administrative data for WIC	X		X	X		X	
<b>Birth Defects Registry</b> - Information on selected birth defects for children diagnosed from birth to age two	X			X			
<b>Great Lakes Inter-Tribal Epidemiology Center</b> - Health data, including demographics, from Indian Health Centers	X		X	X			
<b>Wisconsin Department of Children and Families</b>							
<i>Data Source: Personal communication w/DECE Information Systems specialist Pirkko Moilanen 9/22/2011</i>							
<b>Child Care Data System*</b>	X	X	X	X	X	X	X

<b>Table (A)(1)-13: Profile of all early learning and development data systems currently used in the State</b>							
<b>List each data system currently in use in the State that includes early learning and development data</b>	<b>Essential Data Elements</b>						
	<i>Place an "X" for each Essential Data Element (refer to the definition) included in each of the State's data systems</i>						
	Unique child identifier	Unique Early Childhood Educator identifier	Unique program site identifier	Child and family demographic information	Early Childhood Educator demographic information	Data on program structure and quality	Child-level program participation and attendance
<b>WiSACWIS (child welfare)</b>	X			X			
<b>Wisconsin Department of Public Instruction</b> <i>Data Source: 2001 ARRA SLDS grant; 2011-13 State Budget (Wisconsin Act 32); SLDS data elements report</i>							
<b>SLDS</b>	X	X	X	X (Child)	X		X
<b>SLDS-expanded</b>	All these early childhood data elements are currently under development as part of the State's LDS grant.						
<b>Individual Student Enrollment System (ISES)</b> (LEA to SEA reporting system)	X	X	X	X (Child)	X		X
<b>Statewide Student Information System (SIS)</b>	All these data elements are currently under development as part of a state-funded Statewide Student Information System. This is a school and student information management system that will provide dashboard data to parents, educators, administrators and the State. The system is being phased in by district over five years beginning in 2012.						
<b>Head Start-</b> <i>Data Source: Data from PIR, child care licensing, YoungStar, and the Registry as of the year 2010.</i>							
<b>Head Start/Early Head Start</b>	X	X	X	X	X	X	X
<i>*Vital Records: Contains the blood card ID which can be used to link back to results of metabolic screening done by the Wisconsin State Laboratory of Hygiene shortly after birth, information on the birth event, as well as pregnancy risk factors that can indicate a need for follow-up and possible intervention.</i>							
<i>Child Care Data System: Includes CARES (Income Maintenance program eligibility), CSAW (Childcare Assistance), WISCCRS (Child Care Licensing), YoungStar (QRIS), Registry (Teacher/Administrator information), CCPI (attendance). Can also link to Department of Justice (DOJ) and WiSACWIS (child welfare system) data (i.e., for provider background checks).</i>							





**(A)(2) Articulating the State's rationale for its early learning and development reform agenda and goals. (20 points)**

The extent to which the State clearly articulates a comprehensive early learning and development reform agenda that is ambitious yet achievable, builds on the State's progress to date (as demonstrated in selection criterion (A)(1)), is most likely to result in improved school readiness for Children with High Needs, and includes--

- (a) Ambitious yet achievable goals for improving program quality, improving outcomes for Children with High Needs statewide, and closing the readiness gap between Children with High Needs and their peers;
- (b) An overall summary of the State Plan that clearly articulates how the High-Quality Plans proposed under each selection criterion, when taken together, constitute an effective reform agenda that establishes a clear and credible path toward achieving these goals; and
- (c) A specific rationale that justifies the State's choice to address the selected criteria in each Focused Investment Area (C), (D), and (E), including why these selected criteria will best achieve these goals.

*In the text box below, the State shall write its full response to this selection criterion. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.*

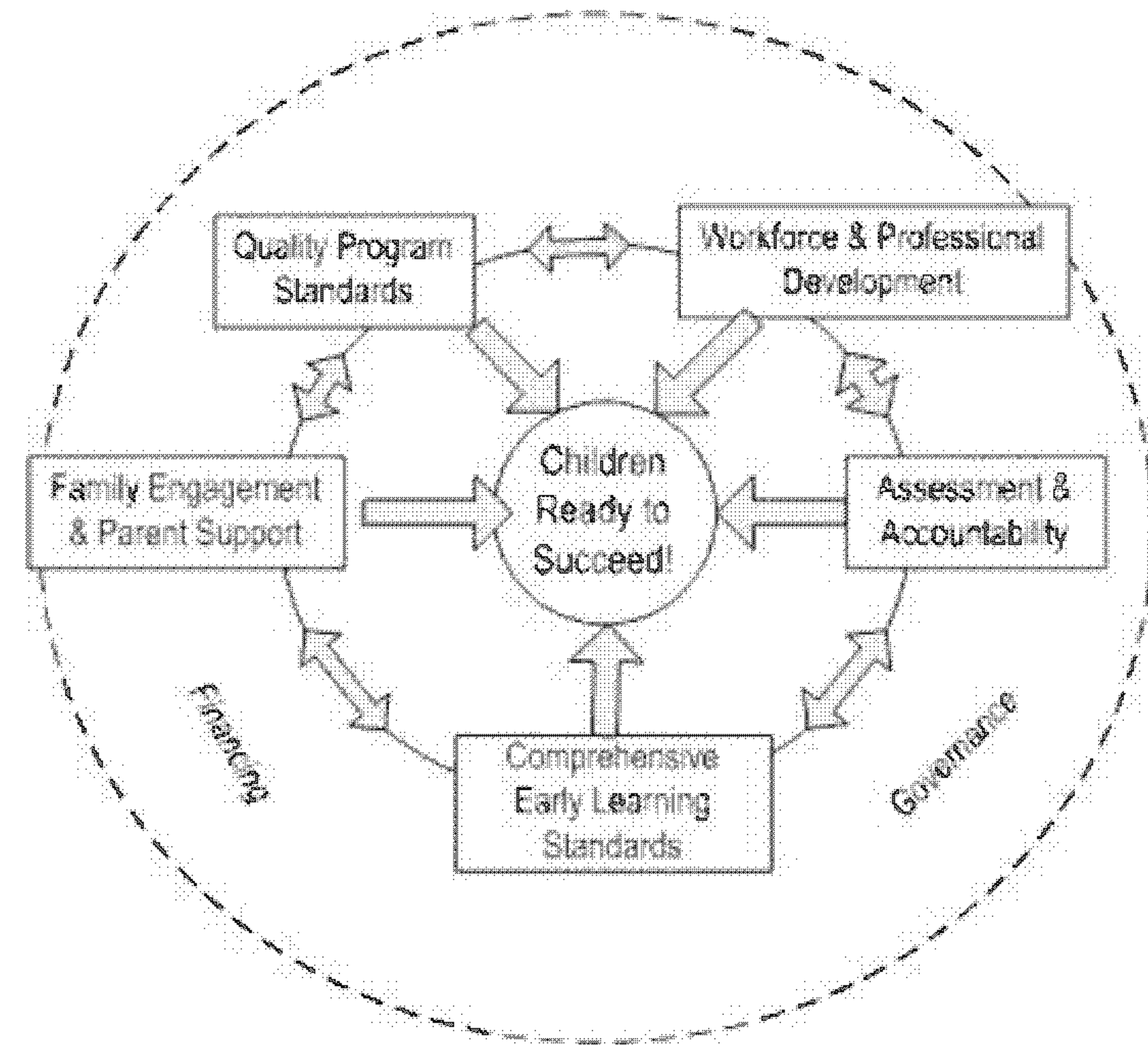
**Evidence for (A)(2)**

- The State's goals for improving program quality statewide over the period of this grant.
- The State's goals for improving child outcomes statewide over the period of this grant.
- The State's goals for closing the readiness gap between Children with High Needs and their peers at kindergarten entry.
- Identification of the two or more selection criteria that the State has chosen to address in Focused Investment Area (C).
- Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (D).
- Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (E).
- For each Focused Investment Area (C), (D), and (E), a description of the State's rationale for choosing to address the selected criteria in that Focused Investment Area, including how the State's choices build on its progress to date in each Focused Investment Area (as outlined in Tables (A)(1)6-13 and in the narrative under (A)(1)) and why these selected criteria will best achieve the State's ambitious yet achievable goals for improving program quality, improving outcomes for Children with High Needs statewide, and closing the readiness gap between Children with High Needs and their peers.

*(A)(2) Introduction: Rationale for Wisconsin’s early learning and development reform agenda and goals*

Wisconsin recognizes the potential of high quality early learning and development programs to improve child outcomes, particularly for children with high needs and, as demonstrated in Section (A)(1), has a strong legacy of supporting such programs. Building on this history, Wisconsin intends to use RTTT-ELC funds to make strategic improvements in its current system that are most likely to improve outcomes for children with high needs and reduce the school readiness gap between these children and their more advantaged peers.

Wisconsin envisions a strong early childhood system built on quality program standards embedded in a tiered QRIS; comprehensive early learning and development standards; high quality family engagement practices and supports; a great early childhood education workforce; and a



**Figure 2. Wisconsin’s Early Learning and Development System.**

strong assessment and accountability system that enables measurement of outcomes and progress (see **Error! Reference source not found.**). This system is guided and supported by effective, collaborative governance and robust financial support. Wisconsin will use RTTT-ELC funds to improve and strengthen these system components; thus, improving outcomes for children statewide.

*(A)(2)(a) Ambitious yet achievable goals for improving program quality, improving outcomes for Children with High Needs statewide, and closing the readiness gap between Children with High Needs and their peers.*

*Improving program quality.* Wisconsin's recently instituted comprehensive QRIS, YoungStar, holds great potential as a mechanism for measuring and improving ELD program and service quality. Specific goals for increasing YoungStar participation and program quality include: (1) increasing YoungStar participation rates for programs serving Wisconsin Shares children from 90 to 100 percent by July 1, 2012; (2) increasing the number of Early Head Start and Head Start programs, particularly migrant and tribal programs, to 100 percent participation by the end of the grant period; (3) building on the current inclusion of community-based prekindergarten programs in school districts, by increasing participation rates in YoungStar from five to 63 programs (50%); and (4) increasing the participation of regulated child care programs that are not otherwise required to participate from 309 to 2,681 (75%). Importantly, we will increase the number of YoungStar participating providers/programs who move to a higher rating: the number of three-star-rated programs will increase from 32 to 2,000; four-star-rated programs from 47 to 275, and five-star-rated programs from 182 to 500.

Wisconsin also knows that competent, well-supported early childhood educators (ECE) are the cornerstone of any high quality ELD program. Therefore, the State's reform agenda includes the following four-year goals to: (1) effectively double the number of ECEs receiving credentials from aligned postsecondary institutions and professional development providers (from 1,826 to 3,590); and (2) increase the number (from 11,213 to 18,385) and the percentage (from 31 to 56 percent) of ECEs who advance through the Registry's certification progression and career ladder. Both goals rely on strategies that focus on providers from diverse cultural, racial and ethnic backgrounds, and in order to expand access in targeted geographic areas the State will expand the number of ECE certification programs from 49 to 53 and degree programs from 33 to 37.

*Improving outcomes for children with high needs.* Wisconsin knows that participation in high quality ELD programs and services can help counteract the effects of poverty and other challenges faced by children with high needs. Therefore, the state has three ambitious goals that must be achieved to improve outcomes for these children: 1) Wisconsin must improve its ability to identify children in need

of services; 2) Wisconsin must ensure that high quality programs and services are available where children with high needs live; and 3) Wisconsin must improve take-up of such programs by families with high needs by improving its outreach efforts and financial support of families. Particularly, the state looks to increase the enrollment of and improve services to its African American, American Indian, Hispanic, and low-income children by employing holistic approaches and supporting cultural and linguistic competence across all systems, and by ensuring that children ages birth to five in foster care are enrolled in high quality programs. To achieve these goals, the state must also improve its capacity to measure progress, by building an ECLDS that will provide data on service need, availability, and take-up; and track child outcomes across developmental domains.

*Closing the readiness gap.* Because Wisconsin does not require a statewide KEA, currently, it is difficult to assess the magnitude of the school readiness gaps among groups of children. As noted in Section A1, however, state test scores show large existing achievement gaps in math and reading by third grade, for low-income, African American, American Indian, and Hispanic students. Given the link between school readiness and later achievement gaps, as well as increasing rates of poverty and diversification, Wisconsin must take steps to understand the magnitude of school readiness gaps and use proven ELD interventions to reduce them. As noted in Section (A)(2)(c), this need for information is addressed via the state's selection of criterion (E)(1).

*(A)(2)(b) An overall summary of the State Plan that clearly articulates how the High-Quality Plans proposed under each selection criterion, when taken together, constitute an effective reform agenda that establishes a clear and credible path toward achieving these goals.*

### **Wisconsin's Reform Agenda**

Wisconsin's reform agenda will employ innovation, data-driven decision making, and alignment to (1) increase the quality of ELD programs and services; (2) increase access to and participation in high quality programs and services; (3) increase family engagement

in their children's early development; and (4) create efficiencies that streamline services and foster system sustainability. An overall summary of each high quality plan, by section, is provided below:

*Developing the infrastructure necessary to implement the State's reform agenda (A)(3).* To facilitate effective reform, Wisconsin will create a Grant Manager position within the lead agency, DCF, responsible for implementation of Wisconsin's reform agenda across state agencies, and will serve as the key liaison to the ECAC. Wisconsin will also establish an Office of Early Learning within DPI, to coordinate cross-sector professional development and regional professional development delivery strategies.

In addition, the state will establish capacity within the lead agency, DCF, for participating state agencies to work with Wisconsin's eleven tribes to implement a comprehensive early childhood strategy, by contracting for an early childhood Tribal Liaison position to work with an ad hoc committee of the ECAC to (1) expand the current interagency agreement with the tribes to be inclusive of all children birth to six years; (2) build networks across the tribal early childhood service areas to leverage resources and improve services; (3) ensure that early childhood issues are considered in agencies' consultation implementation plan with the Tribes and the Tribal Equities Work Group; and (4) coordinate with professional development efforts. Finally, under the direction of the Grant Manager, a Family Engagement Consultant will lead the development of quality, culturally and linguistically competent family engagement program standards and implement a plan to support these standards across early learning and development programs.

*Strengthening the state tiered QRIS, YoungStar (B)(1)-(5).* Wisconsin will employ the following strategies to increase the number of high quality, accountable early learning and development programs as well as the number of participating children with high needs.

*(B)(1)* Wisconsin will elevate the roles of child assessment, family engagement standards, inclusion of children with disabilities and developmental delays, and use of health/wellness practices via improved training and technical assistance in these areas, and

by adding family engagement practice as a mandatory point in the YoungStar rating.

*(B)(2)* Wisconsin will increase the number of programs that participate in or are aligned with YoungStar by the end of the grant period, by developing alternate pathways for prekindergarten and additional accredited child care programs; and through targeted outreach to Early Head Start and Head Start programs and licensed child care programs not otherwise required to participate.

*(B)(3)* Wisconsin will increase the capacity of YoungStar to rate and monitor programs, and to make that information available and useful for parents by (1) accelerating the rating and monitoring capacity of YoungStar by increasing the number of trained and reliable observers to conduct formal rating assessments; and (2) going beyond the current YoungStar outreach campaign to develop and implement effective, targeted outreach strategies proven effective at reaching families of children with high needs, especially special populations of children with high needs.

*(B)(4)* Wisconsin will strengthen the capacity of YoungStar to improve program quality, by supporting effective training and technical assistance practices. For example, the state will increase the capacity of its training and technical assistance consultants to coach and mentor providers, and implement a “communities of practice” approach. Wisconsin will also a) use incentives to increase provider education levels, by increasing the availability of provider scholarships and underwriting Registry certification costs, and specifically targeting diverse providers for these benefits; b) provide graduated one-time quality and retention bonuses for programs that move up the star levels; and c) improve and target training content for providers related to working with special populations of children with high needs (children living in rural areas, tribes, high poverty school districts, and foster care, and children with disabilities/developmental delays).

*(B)(5)* Wisconsin will evaluate the effectiveness of YoungStar by broadening the current validation study of YoungStar.

Specifically, the state will incorporate assessments of global program quality, assess developmental gains for infants and toddlers, assess the validity of the practice of awarding automatic four and five star ratings as an alternate pathway for accredited programs, and expand parent surveys. In addition, the state will be assessing whether YoungStar affects parents' childcare selection processes.

*Effective application of the Wisconsin Model Early Learning Standards (WMELS) (C)(1).* To ensure that ELD providers, families and communities have the skills and abilities to apply the WMELS in practice, Wisconsin will (1) develop or expand training modules inclusive of each domain and sub-domain of child development in the WMELS; (2) expand the WMELS framework to align with the Common Core State Standards; (3) revise and validate the WMELS as needed to reflect evidence based practice; (4) expand regional and local capacity to deliver training to all early learning and development programs; and (5) use the Office of Early Learning to ensure consistent approaches in access, content and accountability via centralized and collaborative development of policies and local service delivery practices.

In addition, Wisconsin will improve the skills, knowledge and competencies of the workforce to provide quality evidence-based practices that are appropriate to diverse and special needs populations by (1) developing training modules on the WMELS that incorporate culturally and linguistically competent strategies to engage diverse parents, families and communities; and (2) expanding regional and local capacity to deliver this training in community settings and times accessible to parents and families as well as community-based service providers.

*Enhancing family engagement and support (C)(4).* Wisconsin will develop and embed across all early learning and development programs a progression of culturally and linguistically appropriate standards for family engagement and parent support, to ensure that families have a consistent means to partner with early learning and development programs to promote their children's school readiness. The state will conduct an assessment of current practices, review best practice in the literature and other states, and make

recommendations for their use across programs. Based on this analysis, Wisconsin will propose consistent family engagement program standards to be used across all early learning and development programs.

Subsequently, Wisconsin will develop effective training content and curriculum on family engagement practice standards, again, by assessing current training and technical assistance practices on family engagement, and identifying and implementing strategies, such as communities of practice, to ensure this knowledge is integrated into practice.

Wisconsin will also ensure that families have a consistent means to partner with early learning and development programs to promote their children's school readiness by (1) identifying current barriers faced by parents and supports/strategies needed to remove these barriers (e.g., using culturally and linguistically competent strategies to engage families of children with high needs, including fathers, and meeting the needs of special populations of children with high needs); (2) implementing identified supports and strategies; and (3) creating and implementing a communication plan that engages culturally, racially, ethnically and socio-economically diverse families.

Finally, Wisconsin will evaluate the effectiveness of strategies used to implement family engagement standards by creating benchmarks and evaluation methods to determine levels and quality of family engagement across early learning and development programs and their impact on children's school readiness; and developing and implementing continuous quality improvement practices to assess the relative success of engaging racially and ethnically diverse families and those from diverse cultural and economic backgrounds.

*A great early learning and development workforce (D)(1) &(D)(2).* To ensure the availability and retention of well-trained adults who have the necessary knowledge, skills and abilities to effectively support the development of every child, with a focus on providers working with Wisconsin's children with highest needs, Wisconsin will: (1) accelerate the alignment of educator preparation program requirements to the Common Core State Standards and integrate the new requirements into the State's continuous review process for



approval of educator preparation programs; (2) expand credit articulation agreements across two-and four-year ECE degree programs, prioritizing campuses in high needs geographic areas; (3) reduce preparation time and credentialing requirements by creating an ECE Registry credential aligned with a Wisconsin Technical College System (WTCS) associate degree; (4) align and expand T.E.A.C.H.<sup>®</sup> and R.E.W.A.R.D.<sup>™</sup> incentives with these initiatives to expedite credentialing and degree attainment and for providers to improve their YoungStar rating; and (5) increase participation in the Registry by waiving certification fees (underwriting the cost) for 500 providers (targeting diverse providers and high needs areas).

*Statewide Kindergarten Entry Assessment (E)(1) and (Competitive Preference Priority 3).* Wisconsin will implement a comprehensive assessment of children's development at kindergarten entry that is complementary to the recommendations of the Governor's Read to Lead Task Force and addresses the key domains of school readiness. The purpose of the assessment is to inform efforts to close the school readiness gap at school entry between children with high needs and their peers, and to inform instruction in the early elementary school grades.

The state will select the best instrument for Wisconsin by convening a kindergarten entry assessment (KEA) implementation team inclusive of key stakeholders to make recommendations regarding instruments. Key activities will include a literature review, researching the work of other states, cross-walking and analyzing tools currently used in the field, and making recommendations. The group will then obtain State Superintendent approval of a recommended instrument. Wisconsin will then pilot the selected instrument in selected districts. DPI will provide training and technical assistance on KEA administration and interpretation of data, and assess pilot results in order to make adjustments to implementation plans as needed.

A final statewide implementation plan will include training and professional development for staff on the administration of the selected KEA instrument, as well as interpreting and using results to inform instruction. The state will also build capacity into its

State LDS to capture and use KEA data for its intended purposes. As the KEA is administered statewide, Wisconsin will implement ongoing quality assurance and improvement measures to monitor administration and ensure data is appropriately used to inform instruction and policy.

*Accelerating the development of an early childhood longitudinal data system (E)(2).* Based on the work plan developed by the early childhood longitudinal data system (ECLDS) Project Team, Wisconsin will build the infrastructure needed to implement the ECLDS , including: (1) defining and establishing structures and policies to identify and implement Essential Data Elements and data linkages, and Data System Oversight Requirements; (2) developing MOUs between participating state agencies (PSAs) regarding data sharing, data governance and data quality assurance; (3) establishing an Advisory Group inclusive of key stakeholders, to ensure system sustainability. State agencies will also implement programming and infrastructure upgrades needed to align data collection standards, create interoperability among PSA data systems and create reporting processes and analytical capacity to answer key policy questions. Such efforts will include development of a state early childhood data “dashboard,” and ensure accessibility to data at the local provider level. Wisconsin will also develop and implement training needed to collect and use data, and identify and address data gaps.

*Ensuring that all early learning and development programs that are licensed and state regulated participate in YoungStar (Competitive Preference Priority (2)).* In addition to the increased YoungStar participation goals noted in Section (A)(2)(a), Wisconsin will pursue the inclusion of 100 percent of regulated (licensed and certified child care) programs not receiving Wisconsin Shares as well as assess the feasibility of implementing an alternate path for including school-based preschool programs in YoungStar.

*Seeding the development of a Public-Private Partnership (Invitational Priority 5).* To increase stakeholder buy-in and ensure system sustainability, Wisconsin plans to seed the development of a public-private partnership that leverages public investments with private resources to improve services at the local level. The state will use RTTT-ELC funds to support the ECAC working committee’s

recommendation to establish a public private partnership, housed in a statewide 501(c)(3) entity, by directing a seed amount to match private investments for startup activities.

### **A Clear and Credible Path**

As diagramed in the following logic model (see **Error! Reference source not found.**), taken together, these activities provide the most clear and credible path for Wisconsin to achieve its goals of improving program quality, improving outcomes for children with high needs, and reducing the school readiness gap. Wisconsin will use and strengthen its QRIS and professional development system to improve the quality of ELD programs and services as well as use innovative family engagement and support strategies to improve participation in and the effectiveness of these programs and services. Specific activities described in each section will help improve outcomes for particular populations of the state's children with high needs, focusing on practices that are culturally and linguistically competent to engage providers and families effectively. Furthermore, the state will enhance its capacity to collect and analyze meaningful early childhood data, in order to inform policies, practices, and outreach. Finally, to ensure system sustainability, Wisconsin will improve governance and engage the private sector in its efforts to improve the lives of the state's most vulnerable children.

**Logic Model: Wisconsin Race to the Top Early Learning Challenge Reform Agenda**

**Situation:** Wisconsin has components of a strong early learning and development system, but must use innovation, data driven decision making, and alignment to (1) increase the quality of ELD programs and services; (2) increase access to and participation in high quality programs and services; and (3) create efficiencies that streamline services and foster system sustainability, in order to improve outcomes for children with high needs and reduce school readiness gaps.

Inputs	Outputs		Outcomes – Impact		
	Activities	Participation	Short	Medium	Long
Comprehensive QRIS (YoungStar) Publicly supported free prekindergarten WMELS Strong professional development system Parent Support and Family engagement resources Existing data resources Legacy of successful interagency collaboration Active ECAC Engaged private sector RTTT-ELC funds	Develop reform infrastructure Strengthen YoungStar via: <ul style="list-style-type: none"> <li>▪ Elevation of role of family engagement, inclusion of children with high needs, assessment</li> <li>▪ Increased monitoring and technical assistance capacity</li> <li>▪ Provider/ program Incentives</li> <li>▪ Improved family outreach</li> <li>▪ Evaluation</li> </ul> Align public prekindergarten programs with YoungStar program standards Increase and enhance WMELS training and utilization Develop and embed across all ELD programs a progression of culturally and linguistically appropriate standards for family engagement and support Align and enhance professional development efforts; incentivize career progression for providers Implement statewide KEA Accelerate development of comprehensive ECLDS Seed development of public-private partnership to sustain reform efforts	DCF, DPI, DHS ELD program and service providers Parents and other caregivers Children with high needs (low-income, African American, American Indian, Hispanic, children in foster care, children with disabilities and developmental delays, homeless children) Private sector and other external stakeholders	Increased program participation in YoungStar rated child care programs Increased levels of education and competency of program and service providers Increased parental understanding of children’s development and relation to school success Use of data-driven decision making	Increased quality of programs and services Increased participation of children with high needs in high quality programs and services Increased parental engagement in children’s achieving developmental milestones	All Wisconsin children ready to learn upon kindergarten entry Reduction of school readiness gaps, particularly between low-income children and their more advantaged peers, as well as between racial sub-groups. Reduce achievement gaps between children with high needs and their peers Higher graduation rates

**Assumptions**  
 Participation in high quality ELD programs improves child development outcomes, particularly for children with high needs.  
 Improving outcomes for children with high needs will help reduce the achievement gap.  
 Holistic approaches and cultural/linguistic competence across all systems is necessary.

**External Factors**  
Supporting forces: Strong existing early childhood system components; demonstrated commitment to support for ELD programs.  
Constraining forces: Increasing poverty and other populations of children with high needs, scarce financial resources.

**Figure 3. Logic model for Wisconsin’s RTTT-ELC grant proposal.**

*(A)(2)(c) A specific rationale that justifies the State’s choice to address the selected criteria in each Focused Investment Area (C), (D), and (E), including why these selected criteria will best achieve these goals.*

Wisconsin’s decisions to address selected criteria in each Focused Investment Area (C), (D), and (E) are based on a recent ECAC commissioned assessment of its current early childhood system<sup>25</sup> as well as analysis of the information collected for Tables (A)(1) - 6-13) this application.

In Area (C), Wisconsin notes that it has strong, comprehensive, well-established early learning and development standards (see Table (A)(1)-6); however, such standards are only useful if they can be applied effectively and used to improve programs and services for children and their families—particularly those with high needs. Given increased demand for WMELS training resulting from the implementation of YoungStar, Wisconsin leverages RTTT-ELC resources in (C)(1) to increase training capacity, coordination, and effectiveness. Additionally, in (C)(4) Wisconsin outlines strategies to improve the usefulness of WMELS to parents and other caregivers, while ensuring family engagement and community education activities are culturally competent and effectively targeted.

Given the state’s goal of increasing participation of high quality services, particularly for children with high needs, Wisconsin also realized its need to improve family engagement and support strategies for families of children with high needs. Family engagement supports children’s success by creating connections between parents, communities, and early learning and development programs. Such practices are embedded in Wisconsin’s QRIS, and the state has several family engagement frameworks that are in use. These practices, however, are not consistent, inclusive, or entirely evidence based or culturally and linguistically competent, as noted in

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<sup>25</sup> Magnuson, Katherine (2010). Wisconsin Early Childhood System Assessment Report, Submitted to the Governor’s Early Childhood Advisory Council.

Table (A)(1)-9. RTTT funds will allow Wisconsin to consistently employ evidence-based standards and practices across the spectrum of early learning and development programs, and ensure that these programs are competent in applying emerging knowledge regarding linguistic and cultural competency practices, so as to be responsive to the diverse families of children with high needs who are also English language learners, migrant and/or American Indian.

In terms of creating a great ELD workforce, Wisconsin has a legacy of high quality, collaborative professional development. However, due to the implementation of YoungStar, demand for high quality training has increased. Providers, however, face challenges in meeting education requirements (e.g., cost, time, availability), and the state needs to ensure that training and increased credentials translate to meaningful changes in practice. Therefore, to truly meet its goal of improving program and service quality, Wisconsin will address (D)(1) by aligning its professional development efforts to increase cost-effectiveness, standardization and accountability and (D)(2) by employing effective strategies to increase the education of its workforce, with a focus on ensuring racially and ethnically diverse providers from diverse cultures and backgrounds benefit from these efforts.

Finally, although Wisconsin has a long history of collecting data on ELD programs, services, and educators as well as the children who participate in them, these data collection efforts are largely diffuse (i.e., locally driven, within programs, and across state agencies). Wisconsin realizes the need to coordinate such efforts, to address the fact that many children (particularly those with high needs) participate in multiple system components and to better understand where and how services might be better targeted. Wisconsin needs to implement a statewide KEA in order to ascertain how large school readiness gaps are upon kindergarten entry and begin addressing this problem. The State will use this information to systemically measure the effectiveness of its early child care and education system and inform improvement strategies. For these reasons, Wisconsin addresses both criteria (E)(1) and (E)(2) to improve the utility of available information and achieve high level reform goals.

**Identification of the two or more selection criteria that the State has chosen to address in Focused Investment Area (C):**

*Please check the box to indicate which selection criterion or criteria in Focused Investment Area (D) the State is choosing to address*

- (C)(1) Developing and using statewide, high-quality Early Learning and Development Standards.
- (C)(2) Supporting effective uses of Comprehensive Assessment Systems.
- (C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness.
- (C)(4) Engaging and supporting families.

**Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (D):**

*Please check the box to indicate which selection criterion or criteria in Focused Investment Area (D) the State is choosing to address*

- (D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.
- (D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.

**Identification of the one or more selection criteria that the State has chosen to address in Focused Investment Area (E):**

*Please check the box to indicate which selection criterion or criteria in Focused Investment Area (E) the State is choosing to address*

- (E)(1) Understanding the status of children's learning and development at kindergarten entry.
- (E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

**(A)(3) Aligning and coordinating early learning and development across the State. (10 points)**

The extent to which the State has established, or has a High-Quality Plan to establish, strong participation and commitment in the State Plan by Participating State Agencies and other early learning and development stakeholders by--

(a) Demonstrating how the Participating State Agencies and other partners, if any, will identify a governance structure for working together that will facilitate interagency coordination, streamline decision making, effectively allocate resources, and create long-term sustainability and describing--

- (1) The organizational structure for managing the grant and how it builds upon existing interagency governance structures such as children's cabinets, councils, and commissions, if any already exist and are effective;
- (2) The governance-related roles and responsibilities of the Lead Agency, the State Advisory Council, each Participating State Agency, the State's Interagency Coordinating Council for part C of IDEA, and other partners, if any;
- (3) The method and process for making different types of decisions (*e.g.*, policy, operational) and resolving disputes; and
- (4) The plan for when and how the State will involve representatives from Participating Programs, Early Childhood Educators or their representatives, parents and families, including parents and families of Children with High Needs, and other key stakeholders in the planning and implementation of the activities carried out under the grant;

(b) Demonstrating that the Participating State Agencies are strongly committed to the State Plan, to the governance structure of the grant, and to effective implementation of the State Plan, by including in the MOU or other binding agreement between the State and each Participating State Agency--

- (1) Terms and conditions that reflect a strong commitment to the State Plan by each Participating State Agency, including terms and conditions designed to align and leverage the Participating State Agencies' existing funding to support the State Plan;
- (2) "Scope-of-work" descriptions that require each Participating State Agency to implement all applicable portions of the State Plan and a description of efforts to maximize the number of Early Learning and Development Programs that become Participating Programs; and
- (3) A signature from an authorized representative of each Participating State Agency; and

(c) Demonstrating commitment to the State Plan from a broad group of stakeholders that will assist the State in reaching the ambitious yet achievable goals outlined in response to selection criterion (A)(2)(a), including by obtaining--

- (1) Detailed and persuasive letters of intent or support from Early Learning Intermediary Organizations, and, if applicable, local early learning councils; and



(2) Letters of intent or support from such other stakeholders as Early Childhood Educators or their representatives; the State's legislators; local community leaders; State or local school boards; representatives of private and faith-based early learning programs; other State and local leaders (e.g., business, community, tribal, civil rights, education association leaders); adult education and family literacy State and local leaders; family and community organizations (e.g., parent councils, nonprofit organizations, local foundations, tribal organizations, and community-based organizations); libraries and children's museums; health providers; and postsecondary institutions.

*In the text box below, the State shall write its full response to this selection criterion. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.*

*In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.*

Evidence for (A)(3)(a) and (b):

- For (A)(3)(a)(1): An organizational chart that shows how the grant will be governed and managed.
- The completed table that lists governance-related roles and responsibilities (see Table (A)(3)-1).
- A copy of all fully executed MOUs or other binding agreements that cover each Participating State Agency. (MOUs or other binding agreements should be referenced in the narrative but must be included in the Appendix to the application).

Evidence for (A)(3)(c)(1):

- The completed table that includes a list of every Early Learning Intermediary Organization and local early learning council (if applicable) in the State and indicates which organizations and councils have submitted letters of intent or support (see Table (A)(3)-2).
- A copy of every letter of intent or support from Early Learning Intermediary Organizations and local early learning councils. (Letters should be referenced in the narrative but must be included in the Appendix with a table.)

Evidence for (A)(3)(c)(2):

- A copy of every letter of intent or support from other stakeholders. (Letters should be referenced in the narrative but must be included in the Appendix with a table.)

*(A)(3) Aligning and coordinating early learning and development across the state.*

Wisconsin has a successful record of incubating, implementing and advancing early learning and development initiatives using a collaborative structure at the state level that supports regional and locally driven strategies. Wisconsin knows how to collaborate and does it well. The shared authority embedded in the Governor's Early Childhood Advisory Council (ECAC) is considered a national model of policy coordination across early learning and development systems.<sup>26</sup> Significant cross-sector system components (Early Learning Standards, Professional Development) have been built collaboratively and supported by braided funding initiatives and cooperative service delivery structures.

Wisconsin's shared governance structure focuses on what's best for early development regardless of specific program or funding stream limitations; allows for the leveraging of these toward a clear set of school readiness goals; and ensures the achievability of the reform agenda put forth here. Based on the work of the Early Childhood Systems Working Group (as adapted by BUILD) and Wisconsin's successful history of shared authority, the State will coordinate policymaking, quality assurance and accountability across participating state agencies, while working within a broader system framework as advanced by ECAC and its comprehensive membership of state, regional and local stakeholders.

*(A)(3)(a)(1) Organization structure*

As the designated lead agency, DCF will act as the grant's administrator, responsible for all fiscal, policy and program decisions

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<sup>26</sup> State Issues and Innovations in Creating Integrated Early Learning and Development Systems: U.S. Department of Health and Human Services, U.S. Department of Education. HHS Publication No. (SMA) 11-4661. Rockville, MD: 2011.

specific to this application. Housed in a state agency rather than the Governor's office, DCF can be more nimble in terms of administration (budgeting, procurement, contracting processes), and thus able to act quickly to implement the State's reform agenda. A Grant Manager reporting directly to the Secretary's Office will have primary responsibility for ensuring the implementation of this reform agenda. Specific responsibilities include grant leadership across the participating state agencies to ensure the scope of work as outlined in the attached MOU is effectively implemented, and acting as the formal RTTT-ELC liaison to the ECAC, to ensure that RTTT-ELC activities both advance and are informed by ECAC recommendations. In addition, the grant manager will provide direction for both a tribal and family engagement consultant. DCF is responsible for staffing the ECAC and administering the state's tiered QRIS, YoungStar, and the Wisconsin Shares subsidy program; current program staff will assume responsibility for developing and implementing program improvements as described in this application. DCF will support the development of an ECLDS by recruiting and supervising a data analyst to work with DCF databases.

The DPI will have lead responsibility for developing and implementing a kindergarten entry assessment; developing and implementing an EC LDS; and for program improvements to WMELS, prekindergarten, and professional development as described in this application. In the process, DPI will create the Office of Early Learning (OEL) in the Division for Academic Excellence. OEL's mission is to ensure cross-sector and cross-agency early childhood initiatives have the visibility and institutional support needed to advance the goal of children's readiness at school entry. Programs and services to be located in OEL include: WMELS consultant, regional training and technical assistance coaches, the HSSCO Director and an Early Childhood Education Professional Development (PD) Coordinator. The PD Coordinator will be responsible for managing a regionally-administered, cross-sector professional development program that ensures ELD programs are properly and strategically supported.

DHS will have lead responsibility for oversight and alignment of training and technical assistance activities associated with

health/wellness promotion, inclusion and early intervention competencies for early learning and development programs, and for developing and implementing those parts of an EC LDS related to DHS managed databases.

All three participating state agencies will work with the ECAC to advance a public private partnership that will leverage private funds to enhance child outcomes. The Grant Manager will have primary responsibility for administering all RTTT ELC funds directed to seed this partnership. The total costs for activities described in this Section (A)(3) are \$446,232 annually for grant years one and two and \$398,504 annually for grant years three and four, and include in-kind and RTTT-ELC funds..

*(A)(3)(a)(2) Governance related roles and responsibilities of participating state agencies*

At the lead agency for this application, DCF will provide leadership for all cross-agency coordination and planning efforts, accountability for outcomes identified in the our reform agenda, and authority for decision making within the context of the MOU, including the enforcement of rules and decisions related to these activities. Participating state agencies' governance-related roles and responsibilities are listed in Table A3 – 1. Each participating state agency will retain its current scope of authority, with primary responsibility for each activity as described in this application and the attached MOU (see Appendix 10). The governance related roles and responsibilities flow from the missions of each of these departments and the programs they administer. As befits a shared governance model, each agency will govern programs and policies within its scope of authority, and act within the parameters of the MOU to advance the State's overall reform agenda. Ultimately, the Governor, who appoints state agency leadership, is responsible for the successful implementation of Wisconsin's reform agenda.

DCF, as the Lead Agency, will work collaboratively with, and support the Participating State Agencies in carrying out, each agency's Scope of Work, as identified in Exhibit I of the MOU (See Appendix 10). It will ensure the timely award of the portion of RTTT-ELC

grant funds designated for each Participating State Agency during the course of the project period and, in accordance with the Exhibit I, and the approved budget, as proposed in section VIII; provide feedback to each Participating State Agency, inclusive of status updates, any interim reports, and project plans and products; keep Participating State Agencies informed of the status of the RTTT-ELC grant project and seek input from the Participating State Agencies, as applicable; facilitate coordination across Participating State Agencies necessary to implement the State Plan; and identify sources of technical assistance as needed, to advance Wisconsin's reform agenda.

As participating state agencies, DCF, DPI and DHS agree to use, to the extent applicable and consistent with the State Plan and Exhibit I of the attached MOU (Appendix 10):

- (a) A set of statewide Early Learning and Development Standards;
- (b) A set of statewide Program Standards;
- (c) A statewide Tiered Quality Rating and Improvement System; and
- (d) A statewide Workforce Knowledge and Competency Framework and progression of credentials.

DCF and each Participating State Agency will appoint a key contact person for the RTTT-ELC grant to enable frequent communication and facilitate cooperation under this MOU. These contacts will work with the Grant Manager to determine appropriate timelines for project updates and status reports over the course of the grant period. All personnel across Participating State Agencies will negotiate in good faith toward achieving the overall goals of Wisconsin's reform agenda, including when it requires modifications that affect the Participating State Agency, or when the Participating State Agency's Scope of Work requires modifications.

If this application is funded, DCF will provide a Final Scope of Work no later than 90 days after a grant is awarded. This final scope

of work will describe each Participating State Agency's specific goals, activities, timelines, budgets, and key personnel ("Participating State Agency Plan consistent with the Preliminary Scope of Work (Exhibit I of the MOU, in Appendix 10)), and the Budget included in section VIII, including existing funds that DCF is using for activities and services that help achieve the outcomes of Wisconsin's reform agenda. If awarded a grant, DCF and the participating state agencies agree to comply with all of the terms of the Race to the Top-Early Learning Challenge Grant, this agreement, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Race to the Top-Early Learning Challenge program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

The participating state agencies, as specified in the attached MOU, agree to actively participate in all relevant meetings or other events that are organized or sponsored by the U.S. Department of Education ("ED"), or by the U.S. Department of Health and Human Services ("HHS"); to post to any Web site specified by the State, ED, or HHS, in a timely manner, all non-proprietary products and lessons learned developed using Federal funds awarded under the RTT-ELC grant; to participate, as requested, in any evaluations of this grant conducted by the State, ED, or HHS; to be responsive to State, ED, or HHS requests for project information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered, consistent with applicable local, State and Federal privacy laws.

*(A)(3)(a)(3) Governance & Decision Making*

Governing decisions related to specific grant deliverables will be made by the participating state agency in whose scope of authority the deliverable lays as outlined in the plans that follow in each section and as specified by the MOU governing this work. This shared governance approach includes decisions related to policy, operations, budget and fund allocations, as well as the collection and use of

data, across the domains of the State's reform agenda.

As lead agency, DCF reserves authority to execute and fulfill the terms of the attached MOU, ensuring the implementation of Wisconsin's plan and assuming the right and obligation to act on any non-performance by participating state agencies and reserves the right to withhold funds in the event of non-performance. If DCF determines that a Participating State Agency is not meeting its goals, timelines, budget, or annual targets, or is in some other way not fulfilling applicable requirements, it will take appropriate enforcement action, which could include initiating a collaborative process by which to attempt to resolve the disagreements between DCF and the Participating State Agency, or initiating such enforcement measures as are available to DCF, under applicable State or Federal law.

*(A)(3)(a)(4) Stakeholder Involvement*

The ECAC will act in an advisory capacity to the participating state agencies, ensuring broad-based stakeholder participation. DCF and DPI executives co-chair the ECAC, ensuring regular reporting on progress. A performance management approach ("dashboard") will be employed to ensure public and systematic accountability for carrying out the goals and objectives of Wisconsin's reform agenda, ensuring that children enter school ready to succeed. ECAC's local and regional work teams and committees will ensure a continuous quality improvement approach to planning and implementation activities, through ongoing meetings of the ECAC Steering Committee and the RTTT ELC project manager and through the use of ECAC's committee structure for recommendations guiding the development of these activities.

*(A)(3)(b) Memoranda of Understanding*

The RTT-ELC Participating State Agency Memorandum of Understanding is attached in Appendix 10.

<b>Table (A)(3)-1: Governance-related roles and responsibilities</b>	
<b>Participating State Agency</b>	<b>Funds/Program(s) administered by the Participating State Agency</b>
<b>*Department of Children &amp; Families</b>	<p><b>Funds:</b></p> <ul style="list-style-type: none"> <li>• Federal Child Care and Development Block Grant</li> <li>• Federal Temporary Assistance to Needy Families (TANF)</li> <li>• Federal Title IV-E funds</li> <li>• State General Purpose Revenue (GPR)</li> </ul> <p><b>Programs:</b></p> <ul style="list-style-type: none"> <li>• Wisconsin Shares, the child care subsidy program</li> <li>• Child care licensing and certification</li> <li>• Home visiting</li> <li>• Child care quality improvement initiatives</li> </ul>
<b>Department of Public Instruction</b>	<p><b>Funds:</b></p> <ul style="list-style-type: none"> <li>• State General Purpose Revenue (GPR)</li> <li>• Federal Individuals with Disabilities Education Act (IDEA), Part B</li> <li>• Local property tax revenue</li> <li>• Title I</li> </ul> <p><b>Programs:</b></p> <ul style="list-style-type: none"> <li>• 4-year-old kindergarten/early childhood</li> <li>• Early Childhood Special Education program (children ages 3-5)</li> <li>• Head Start state supplement</li> <li>• Child care food program</li> <li>• Educator licensing</li> </ul>
<b>Department of Health Services</b>	<p><b>Funds:</b></p> <ul style="list-style-type: none"> <li>• Federal Individuals with Disabilities Education Act (IDEA), Part C</li> <li>• WIC</li> <li>• Maternal &amp; Child Health Block Grant</li> <li>• Medicaid</li> </ul> <p><b>Programs:</b></p> <ul style="list-style-type: none"> <li>• Birth to 3 Early Intervention program</li> <li>• Early and Periodic Screening Diagnosis and Treatment (EPSDT)</li> <li>• Public Health/Health Promotion</li> <li>• Health Services</li> </ul>



*A)(3)(c) - Letters of Support*

Letters of support from the co-chairs of the Early Childhood Advisory Council, co-chairs of the State’s legislative education committee, the Early Learning Coalition and others are located in Appendix 11 and listed below. Member agencies of the ECAC are in bold, and their support is reflected in the ECAC letter. ECAC endorsed this application at its October 4, 2011 meeting.

<b>Table (A)(3)-2: Early Learning Intermediary Organizations and local early learning councils (if applicable)</b>		
<b>List every Intermediary Organization and local early learning council (if applicable) in the State</b>	<b>Scope of Work</b>	<b>Did this entity provide a letter of intent or support which is included in the Appendix (Y/N)?</b>
Co chairs, State Legislative Committee on Education	<i>Legislators</i>	Yes
<b>Wisconsin Dept of Corrections*</b>	State agency	Yes
<b>University of Wisconsin System*</b>	<i>Postsecondary institutions</i>	Yes
<b>Wisconsin Technical College System*</b>	<i>Postsecondary Institution; adult education and family literacy State and local leaders</i>	Yes
<b>Wisconsin Association of Independent Colleges &amp; Universities*</b>	<i>Postsecondary institutions</i>	Yes
<b>Wisconsin Head Start Collaborative Office (HSSCO)*</b>	<i>State Head Start Collaboration Office</i>	Yes
<b>Wisconsin Head Start Association*</b>	<i>State Head Start Association</i>	Yes
<b>Wisconsin Council on Children &amp; Families*</b>	<i>Statewide child advocacy organization</i>	Yes
<b>Wisconsin Alliance for Infant Mental Health*</b>	<i>Statewide child advocacy organization</i>	Yes

<b>Wisconsin Affiliate, American Academy of Pediatrics*</b>	<i>Health providers</i>	Yes
<b>Wisconsin Child Care Administrators Association*</b>	<i>Early Childhood Educators or their representatives</i>	Yes
<b>Wisconsin Early Childhood Association (WECA)*</b>	<i>State NAEYC affiliate</i>	Yes
Wisconsin Early Learning Coalition	<i>Statewide early learning council</i>	Yes
<b>Interagency Coordinating Council (Part C of IDEA)*</b> (Wisconsin Council on Disabilities)	<i>Council for Exceptional Children's Division of Early Childhood</i>	Yes
<b>Wisconsin United Coalition of Mutual Assistance Associations*</b>	<i>Statewide Hmong service and advocacy organization</i>	Yes
<b>Wisconsin Education Association Council*</b>	<i>Early Childhood Educators or their representatives</i>	Yes
<b>Wisconsin Association of School Boards*</b>	<i>State association of local school boards</i>	Yes
<b>United Migrant Opportunity Services (UMOS)*</b>	<i>Affiliate of the National Migrant and Seasonal Head Start Association</i>	Yes
Great Lakes Inter-Tribal Council (GLITC)	<i>Great Lakes Inter-Tribal Council</i>	Yes
<b>Wisconsin Community Action Program (WISCAP)*</b>	<i>State community action agency association</i>	Yes
<b>Supporting Families Together Association*</b>	<i>Child Care Resource and Referral Agencies</i>	Yes
<b>Milwaukee School Readiness Philanthropy Group*</b>	<i>local foundations</i>	Yes
<b>Celebrate Children Foundation*</b>	<i>local foundations</i>	Yes
<b>Children's Trust Fund*</b>	<i>Statewide community-based child abuse and neglect prevention board</i>	Yes
<b>Buffett Early Childhood Fund*</b>	<i>Local foundation</i>	Yes

<b>Wisconsin Initiative for Neighborhoods &amp; Schools (WINS) for Children</b>	<i>State and local business, community, tribal, civil rights, and education leaders</i>	Yes
<b>Partners for Wisconsin's Economic Success*</b>	<i>State and local business, community, tribal, civil rights, and education leaders</i>	Yes
<b>*Denotes a members of the Governor's Early Childhood Advisory Council.</b>		

**(A)(4) Developing a budget to implement and sustain the work of this grant. (15 points)**

The extent to which the State Plan--

- (a) Demonstrates how the State will use existing funds that support early learning and development from Federal, State, private, and local sources (*e.g.*, CCDF; Title I and II of ESEA; IDEA; Striving Readers Comprehensive Literacy Program; State preschool; Head Start Collaboration and State Advisory Council funding; Maternal, Infant, and Early Childhood Home Visiting Program; Title V MCH Block Grant; TANF; Medicaid; child welfare services under Title IV (B) and (E) of the Social Security Act; Statewide Longitudinal Data System; foundation; other private funding sources) for activities and services that help achieve the outcomes in the State Plan, including how the quality set-asides in CCDF will be used;
- (b) Describes, in both the budget tables and budget narratives, how the State will effectively and efficiently use funding from this grant to achieve the outcomes in the State Plan, in a manner that--
- (1) Is adequate to support the activities described in the State Plan;
  - (2) Includes costs that are reasonable and necessary in relation to the objectives, design, and significance of the activities described in the State Plan and the number of children to be served; and
  - (3) Details the amount of funds budgeted for Participating State Agencies, localities, Early Learning Intermediary Organizations, Participating Programs, or other partners, and the specific activities to be implemented with these funds consistent with the State Plan, and demonstrates that a significant amount of funding will be devoted to the local implementation of the State Plan; and
- (c) Demonstrates that it can be sustained after the grant period ends to ensure that the number and percentage of Children with High Needs served by Early Learning and Development Programs in the State will be maintained or expanded.

*The State's response to (A)(4)(b) will be addressed in the Budget Section (section VIII of the application) and reviewers will evaluate the State's Budget Section response when scoring (A)(4). In the text box below, the State shall write its full response to (A)(4)(a) and (A)(4)(c) and may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.*

Evidence for (A)(4)(a):

- The completed table listing the existing funds to be used to achieve the outcomes in the State Plan (see Table (A)(4)-1).
- Description of how these existing funds will be used for activities and services that help achieve the outcomes in the State Plan.

Evidence for (A)(4)(b):

- The State's budget (completed in section VIII).
- The narratives that accompany and explain the budget, and describes how it connects to the State Plan (also completed in section VIII).

*(A)(4)(a) Funds supporting the State Plan*

Wisconsin's approach is to leverage RTTT-ELC funds to build on and accelerate the State's current efforts. As illustrated in Table (A)(4)-1, the State integrates an array of existing funds to support its aggressive reform agenda. All of the funds summarized below in Table (A)(4)-1 are incorporated in project budgets for sections (A), (B)(3), (B)(5), (C)(1), (D)(1), (D)(2) and (E)(2) as "Funds from other sources used to support the State Plan" (see Section VIII Budget Table I-1 line 14). Three state agencies have approved use of base funding resources for the implementation phase of this grant effort. Just over 70 percent of the funds in Table (A)(4)-1 are supporting existing state staff who are already working on early learning and development issues. After grant implementation is complete, all three agencies will continue allocating this base level of funding to the on-going work in each of the project areas.

In FY12, Wisconsin will meet its 4 percent quality investment requirement (\$6,997,100), discretionary quality targets for Quality Expansion (\$2,820,200) and Infant Toddler services (\$1,633,273) through support of the YoungStar QRIS and state licensing efforts. The State will meet the School Age Resource and Referral Services target (\$288,373) by supporting resource and referral agencies. Additionally, because of the scope of YoungStar and state licensing regulation, Wisconsin will exceed the quality set-aside requirements by \$11.4 million in each of the next two years.

<b>Table (A)(4) – 1 Existing other Federal, State, private, and local funds to be used to achieve the outcomes in the State Plan.</b>					
<b>Source of Funds</b>	<b>Fiscal Year 2012</b>	<b>Fiscal Year 2013</b>	<b>Fiscal Year 2014</b>	<b>Fiscal Year 2015</b>	<b>Total</b>
<i>CCDF via DCF</i>	\$589,060	\$583,360	\$494,610	\$494,610	\$2,161,640
<i>Head Start via DCF</i>	\$80,650	\$80,650	\$80,650	\$80,650	\$322,600
<i>ARRA ECAC via DCF</i>	\$91,478	\$91,478	NA	NA	\$182,957
<i>Braided \$ via DPI</i>	\$732,465	\$732,465	\$132,465	\$132,465	\$1,729,860
<i>Braided \$ via DHS</i>	\$191,000	\$191,000	\$191,000	\$191,000	\$764,000
<b>Grand Total</b>	<b>\$1,684,653</b>	<b>\$1,678,953</b>	<b>\$898,725</b>	<b>\$898,725</b>	<b>\$5,161,057</b>
<i>The funds shown in this table summarize the budget amounts from Table I-1 in line 14. Braided \$ via DPI consist of a two year state funded literacy grant for SFY12 and SFY13, IDEA Preschool discretionary funds, McKinney Vento Homeless funds and a Special Education Professional Development Grant. The Braided \$ via DHS consist of an Early Childhood Comprehensive Systems Grant and IDEA Birth-to-3 funds.</i>					

*(A)(4)(b) Summary of budget narrative and tables.*

Together with the narrative sections A-E, Competitive Preference Priority 2 and Invitational Priority 5, funds budgeted are sufficient to carry out the planned activities and scope of work, with oversight provided by a grant manager located in DCF, the lead state agency. Section VIII provides detailed tables I-1, I-2 and I-3, which details overall budget information by line item category (Table I-1), the total budget to be managed by each participating state agency (Table I-2), and the budget summary by project category (Table I-3). Within the narrative of each section, we provide a High Quality Plan for achieving specified goals and include a Gantt chart that

identifies key activities by project and the summary budgeted amount for those activities.

*(A)(4)(c) Sustainability of the State's reform agenda.*

The reform agenda proposed by Wisconsin builds on current state initiatives and invests RTTT-ELC funds in “point in time” capacity building and activities that accelerate the development of a solid framework already in place. Our proposals are intentionally tailored to take advantage of these one-time federal funds to invest in key components that are foundational to a successful early learning and development system and to minimize additional costs to continue by repurposing and/or leveraging state and federal funds strategically to support these activities. As a result of these one-time investments, we will have increased our capacity to serve children with high needs in high quality early learning and development programs, and we will sustain our support for these children and these programs with state resources leveraged by federal support through Head Start, Title I, TANF and CCDF programs.

YoungStar. There are no continuing costs for the activities outlined in Section (B) and related to the YoungStar QRIS. Proposed costs are directed to activities that will engage more programs more rapidly, improve program quality, engage more parents, and evaluate the impact of YoungStar on children, programs and parents. Specific investments made over the four years are intended to: bring more programs into the YoungStar program either through including them in the rating process or aligning standards to assure quality; accelerate the pace of child care programs and providers improving quality by providing incentives (tiered reimbursement, micro-grants, one time star increase bonuses); accessing education, training, and other supports to improve their abilities to provide high quality early care and education through coaching, mentoring and access to resources (financial and otherwise). Additional proposed improvements are one-time costs to increase the YoungStar's capacity to improve service delivery through strengthening its program standards and preparing programs to meet those standards (e.g., more training on assessment, inclusion, family engagement), increasing its capacity to rate programs, and targeting effective outreach strategies to engage families of children with high needs in

understanding and using YoungStar to improve the quality of early learning and development services they receive. Lastly, this grant will support a one-time validation study of YoungStar's impact on program quality, child outcomes and parent behavior. On an ongoing basis, Wisconsin has developed a program that has strong public and bipartisan support and will continue its commitment to both YoungStar and to Wisconsin Shares, our child care subsidy program that allows children with high needs to participate in the high quality programs they need.

Early Learning Standards. There are no costs to continue activities in Section (C)(1). The activities of this grant will allow for planning and curriculum development on use and application of early learning standards. These activities are one-time costs, as is the development of evidenced based practices to support training and technical assistance providers. Ongoing professional development activities will be supported by the Wisconsin Standards, Instruction and Assessment Center.

Family Engagement Standards. The activities involved in the development of the family engagement standards and the cross-systems training curricula are expenses that will not continue after the grant period (C)(4). The Family Engagement Project Director and the Family Engagement Performance Planner positions would continue to provide the statewide leadership of the family engagement effort, with positions supported through repurposing funding in DCF. Continuation of the communication/ media plan will come from public/private partnership investment and philanthropic organizations, to promote the grassroots outreach and the media campaign. The communities of practice will be supported through current braided funding from DCF, DPI and DHS.

Workforce and Professional Development. There are no costs to continue for activities proposed in Section (D) to incentivize credentialing and educational attainment levels of Wisconsin's early learning and development workforce. We are proposing short-term incentives that we will leverage to accelerate provider participation in and progression through the Registry, via credentialing and higher education attainment. The stakeholder activities funded in Section will be completed with results or recommendations



implemented within the four year grant period. Ongoing stipend and bonus programs will continue, subject to availability of federal CCDF quality set aside funds. The activities of this grant will allow for early childhood professional development infrastructure and service delivery network development. Ongoing professional development activities will be supported by the Wisconsin Standards, Instruction and Assessment Center.

Kindergarten Entry Assessment. Cost to continue for (E)(1) is estimated between \$1-2 million per year to administer the new assessment to all children entering kindergarten statewide, and DPI is committed to supporting this. The cost to continue amount will vary, depending on the instruments selected during the grant period. Activities preparatory to statewide implementation such as planning, selection and pilot implementation will be supported by this grant and will be complete by the end of the grant period. Continual professional development and implementation of the assessment are expected to be absorbed by repurposing state resources.

Early Childhood Longitudinal Data System. Based on our consultation with LDS experts, as well as other states' experiences, we expect an ongoing annual cost to maintain the ECLDS equivalent to approximately 20 percent of the system build cost (i.e., \$3.0 million per year). Most of these costs will come from the need to maintain staffing of the ECLDS (including the new permanent Project Manager and ECLDS Data Analysts at each PSA), and to fund enhancements of the system over time. The Project Team has already identified the need to develop a robust sustainability plan for the ECLDS. Activities will include working with PSAs to identify ways to leverage existing administrative and IT funding and staffing. In addition, the Project Manager and Project Team will work with the ECAC and the ECLDS Advisory Group to identify additional funding sources, and to coordinate with locally funded ECLDS efforts. The State will also continue to pursue federal funding opportunities to fund the system.

## B. High-Quality, Accountable Programs

### (B)(1) Developing and adopting a common, statewide Tiered Quality Rating and Improvement System. (10 points)

The extent to which the State and its Participating State Agencies have developed and adopted, or have a High-Quality Plan to develop and adopt, a Tiered Quality Rating and Improvement System that--

(a) Is based on a statewide set of tiered Program Standards that include--

- (1) Early Learning and Development Standards;
- (2) A Comprehensive Assessment System;
- (3) Early Childhood Educator qualifications;
- (4) Family engagement strategies;
- (5) Health promotion practices; and
- (6) Effective data practices;

(b) Is clear and has standards that are measurable, meaningfully differentiate program quality levels, and reflect high expectations of program excellence commensurate with nationally recognized standards<sup>27</sup> that lead to improved learning outcomes for children; and

(c) Is linked to the State licensing system for Early Learning and Development Programs.

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<sup>27</sup> See such nationally recognized standards as:

U.S. Department of Health and Human Services. (2009). Head Start Program Performance Standards. Washington, DC: U.S. Department of Health and Human Services. PDF retrieved from: 45 CFR Chapter XIII - 1301-1311

[http://eclkc.ohs.acf.hhs.gov/hslc/Head%20Start%20Program/Program%20Design%20and%20Management/Head%20Start%20Requirements/Head%20Start%20Requirements/45%20CFR%20Chapter%20XIII/45%20CFR%20Chap%20XIII\\_ENG.pdf](http://eclkc.ohs.acf.hhs.gov/hslc/Head%20Start%20Program/Program%20Design%20and%20Management/Head%20Start%20Requirements/Head%20Start%20Requirements/45%20CFR%20Chapter%20XIII/45%20CFR%20Chap%20XIII_ENG.pdf)

U.S. Department of Defense. DoD Instruction 6060.2, Child Development Programs (CDPs), January 19, 1993, certified as current August 25, 1998 (to be updated Fall 2011). Washington, DC: U.S. Department of Defense. Retrieved from:

[http://www.militaryhomefront.dod.mil/portal/page/mhf/MHF/MHF\\_DETAIL\\_1?section\\_id=20.60.500.100.0.0.0.0.0.0&current\\_id=20.60.500.100.500.60.60.0.0](http://www.militaryhomefront.dod.mil/portal/page/mhf/MHF/MHF_DETAIL_1?section_id=20.60.500.100.0.0.0.0.0.0&current_id=20.60.500.100.500.60.60.0.0)

American Academy of Pediatrics, American Public Health association, and National Resource Center for Health and Safety in Child Care and Early Education. (2011) Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Early Care and education Programs. Elk Grove Village, IL; American Academy of Pediatrics.

*In the text box below, the State shall write its full response to this selection criterion. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.*

*In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.*

Evidence for (B)(1):

- The completed table that lists each set of existing Program Standards currently used in the State and the elements that are included in those Program Standards (Early Learning and Development Standards, Comprehensive Assessment Systems, Qualified Workforce, Family Engagement, Health Promotion, Effective Data Practices, and Other). (see Table (B)(1)-1).
- To the extent the State has developed and adopted a Tiered Quality Rating and Improvement System based on a common set of tiered Program Standards that meet the elements in criterion (B)(1)(a), submit--
  - A copy of the tiered Program Standards;
  - Documentation that the Program Standards address all areas outlined in the definition of Program Standards, demonstrate high expectations of program excellence commensurate with nationally recognized standards, and are linked to the States licensing system;
  - Documentation of how the tiers meaningfully differentiate levels of quality.

*(B)(1) Developing and adopting a common, statewide Tiered Quality Rating and Improvement System.*

Wisconsin's YoungStar Quality Rating Improvement System (QRIS) was initiated in 2010 with bipartisan legislative support. YoungStar's purpose is to improve child care quality for all children, while ensuring access to high quality child care for children with high needs. Wisconsin does this by (1) offering providers needed training, technical assistance and onsite coaching and mentoring to

improve their practice; (2) providing financial incentives and rewards for improving quality; (3) informing parents about the importance of quality child care for children's school readiness; and (4) making it easy for parents to identify high quality child care providers. YoungStar uses evidence-based practices and has broad sector public support.

The YoungStar rating system has five star levels, using a matrix of points and a block system. This approach establishes minimum thresholds for each star level, while providing flexibility for providers to accumulate points in four areas: provider/teacher education; learning environment and curriculum; health and wellness and business and professional practices.

To maximize the accessibility of high quality care to children with high needs, Wisconsin requires that all programs receiving Wisconsin Shares, its child care subsidy program, participate in YoungStar. Currently, 90 percent are enrolled; the State anticipates 100 percent participation by 2012.

YoungStar's rating, monitoring and training/technical assistance activities are delivered at the regional level through a contracted agency, the Consortium, which coordinates services at the local level through agencies such as the child care resource and referral and postsecondary institutions. The Consortium consists of the Supporting Families Together Association, The Wisconsin Early Childhood Association and the Celebrate Children Foundation, a philanthropic arm of Wisconsin's Children's Trust Fund (CTF). This collaboration brings a broad range of experience in creating regional strategies to support quality child care and has the express goal of leveraging private resources to support this work. The Consortium has set an initial goal of raising \$600,000 for 2011-2012.

*(B)(1)(a) Adopting a tiered quality rating and improvement system that incorporates early learning and development standards, a comprehensive assessment system, early childhood educator qualifications, family engagement strategies, health promotion practices and effective data practices.*

To be clear, access to YoungStar alone does not increase program quality; what will improve quality is a transparent rating system, mechanisms that help providers improve their star level, and culturally and linguistically competent parent outreach and education that result in their choosing higher star programs. Eventually, either low quality programs will improve or fewer parents of children with high needs will choose them.

Required program elements in YoungStar are closely aligned with Race to the Top - Early Learning Challenge (RTTT-ELC) priorities, as indicated in Table (B)(1)-1. These elements are based on licensing regulations and aligned with a point system that determines a provider's star rating. Table 1 below describes how points are earned by program category.

**Table 1. YoungStar Rating by Program Element**

Category for Earning Points	Possible Points	
	Family	Group
Family Provider Qualifications	0-14	N/A
Group Teacher Qualifications	N/A	0-9
Group Director Qualifications	N/A	0-6
Learning Environment and Curriculum (including Wisconsin Model Early Learning Standards and comprehensive child assessment)	0-14	0-13
Professional Practices (business practices, staff benefits, parent/family involvement)	0-7	0-7
Health and Wellness	0-5	0-5
<b>Total</b>	<b>0-40 points</b>	<b>0-40 points</b>

(1) Early learning and development standards. Wisconsin's Model Early Learning Standards (WMELS) cover all key domains as described in detail in Sections (A) and (C)(1). Within the Learning Environment and Curriculum category, programs can earn points by (1) having staff trained on and demonstrating a curriculum aligned with the WMELS; (2) demonstrating that they are conducting comprehensive child assessments and informing parents of results; (3) developing quality improvement plans, and (4) meeting defined thresholds in a formal rating observation using the Early Childhood Environmental Rating Scale (ECERS). (see Table (A)(1)-7 and Appendix 12 for a full listing of YoungStar program standards.)

(2) Comprehensive assessment system. As noted above, YoungStar awards points in the learning environment and curriculum category to programs that demonstrate they are conducting child assessments and informing parents of findings from child assessments. Wisconsin's school readiness achievement gap is most prominent in Milwaukee, where Wisconsin has implemented Project LAUNCH, which partners with YoungStar-enrolled child care centers to conduct *Ages and Stages* screening and assessment of Children as well as comprehensive supports for children and families.

(3) Early childhood educator qualifications. Using a career ladder established by Wisconsin's Registry System (a professional credentialing system for early care providers), provider education levels are verified and entered into a child care program profile database. Education levels are captured for center directors and staff as well as for family child care providers.

(4) Family engagement strategies. As part of the Business and Professional Practices category, child care programs earn points for parent outreach and involvement activities, such as board participation, informing parents of child activities during the day, parent newsletters and other information sharing and parent engagement practices. Additional standards in this category include: Wisconsin

Shares reporting requirements, staff evaluation plans, staff retention thresholds and participation in professional development and support activities, use of job descriptions that emphasize qualifications and education, as well as provision of staff benefits such as vacation and sick time.

(5) Health Promotion practices. In YoungStar's Health and Wellness category, points are awarded for programs that (1) have providers who receive training on and evidence competencies related to children's physical and emotional health and well-being; approved trainings include the Center for the Social Emotional Foundations of Early Learning's (CSEFEL) pyramid model modules and/or strategies, referenced in Section (C)(1);<sup>28</sup> (2) incorporate Strengthening Families<sup>29</sup> materials into staff preparation and training; (3) participate in the federal Child and Adult Care Food Program (CACFP); (4) ensure children get at least 60 minutes of physical activity per day; and (5) demonstrate the capacity to care for children with special health or developmental needs.

(6) Effective data practices. YoungStar employs effective data practices to monitor programs and inform quality improvement at several levels: (1) DCF's performance management approach, KidStat, collects and monitors YoungStar data related to where children with high needs are located in the state and the quality level of child care programs available in those geographic areas; and (2) YoungStar data systems that track (a) the number of programs at each quality tier, by region; (b) training and technical assistance services provided; (c) professional development; (d) use of T.E.A.C.H.<sup>®</sup> and R.E.W.A.R.D.<sup>™</sup> scholarship and bonus incentives; (e) formal rating observations and ratings earned; (f) quality improvement plans developed; and (g) micro-grants received.

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<sup>28</sup> CSEFEL is an evidence-based model developed by Vanderbilt University to equip programs with the skills to promote healthy social and emotional development.

<sup>29</sup> Strengthening Families is a national research based model developed by the Center for the Study of Social Policy to build protective factors in children and families to help prevent child abuse and neglect.

More broadly, Wisconsin’s Child Care Information Center (CCIC), on which the National Child Care Information Center was modeled, tracks website usage, including pages viewed, information downloaded, reference materials requested, books sold, and referrals to additional services. This information allows DCF to identify emerging patterns in provider ratings, training and technical assistance needs, and common elements in quality improvement plans that identify additional training and technical assistance needs. As noted in Table (B)(1)-1, YoungStar includes all recommended program elements and is aligned with other state ELD program standards.

<b>Table (B)(1)-1: Status of all Program Standards currently used in the State</b>							
<b>List each set of existing Program Standards currently used in the State; specify which programs in the State use the standards</b>	<b>Program Standards Elements<sup>30</sup></b> <i>If the Program Standards address the element, place an “X” in that box</i>						
	Early Learning and Development Standards	Comprehensive Assessment Systems	Qualified workforce	Family engagement	Health promotion	Effective data practices	Other
<b>YoungStar</b>	X	X	X	X	X	X	
<b>Wisconsin Model Early Learning Standards</b>	X	X	X	X	X	X	
<b>Head Start/Early Head Start</b>	X	X	X	X	X	X	
<b>IDEA Part B</b>	X	X	X	X	-	X	
<b>IDEA Part C</b>	X	X	X	X	X	X	

<sup>30</sup> Please refer to the definition of Program Standards for more information on the elements.



Wisconsin's Rating Process – Enrollment. To ensure that high needs children have access to quality child care, providers who serve children receiving Wisconsin Shares subsidies are required to participate in YoungStar. Child care providers not serving children in Wisconsin Shares who wish to benefit from YoungStar participation are required to sign a contract agreeing to enroll these children as openings are available. Participating providers must also agree to:

- Follow all Wisconsin Shares attendance reporting requirements;
- Read and agree with the Wisconsin Shares Child Care Providers' Policy Guide;
- Provide accurate and current information to The Registry, Wisconsin's recognition system for the early childhood care and education profession;
- Provide accurate information for rating;
- Accept the star rating that is received and build a Quality Improvement Plan based upon coaching and consultation with a technical assistance provider;
- Accurately represent its YoungStar rating in advertisements, publications, etc.;
- Notify its regional office in the event of significant staff or director turnover, an out of regulatory compliance finding, or program closure (within 30 days).

Rating Process. Providers choose the level and intensity of training and technical assistance they receive and the type of rating they want performed from among three options: automatic, technical, or formal with observation. Table 2 below describes the criteria required to be rated at each YoungStar level, the technical assistance provided and the corresponding reimbursement rate.

**Table 2. YoungStar Rating Process for Group Child Care**

<b>Star</b>	<b>Criteria</b>	<b>2012 Reimbursement Rate</b>
1	All providers who are out of regulatory compliance fall in this category.	Not eligible for Wisconsin Shares.
2	Provider completes Wisconsin Shares agreement and is in Regulatory Compliance. A two star provider may request technical assistance or can ask for an automated rating.	5% reduction per child in Wisconsin Shares.
3	To achieve three stars, providers must: (1) 50 percent of lead teachers must have at least six post-secondary education credits; (2) be receiving services through CAFCP (or an equivalency); and (3) demonstrate sound business practices, earning at least 10 points. Education credits are verified by technical consultants using the Registry. Programs may have a technical rating done before or after training and technical assistance is administered. Providers give technical consultants any desired information about the program before a technical rating is posted online. After receiving the desired training and technical assistance programs, the provider may receive two or three stars from their technical consultant. If a technical consultant comes into a program and believes the program is ready to have a formal rating with observation, the technical consultant can encourage the program to have a formal rating with observation.	Provider receives the same level of reimbursement as under current rates if they are a 3 star program.
4	To achieve four or five stars, programs must receive a formal rating with observation based upon interviews and selected classroom observations utilizing the Environmental Rating Scales: Early Childhood Environmental Rating Scale (ECERS), the Infant Toddler Environmental Rating Scale (ITERS) or the Family Child Care Environmental Rating Scale (FCCERS); formal rating observers must demonstrate 85 percent inter-rater reliability to be considered valid observers; Program/Business Administration Scales to address: learning environment and curriculum, business practices, professional development, staff benefits and parent/family involvement; and Health and wellness to ensure children are receiving healthy meals and are getting enough physical activity. Four star education minimums are that 50% of lead teachers have an infant/toddler or inclusion credential or 18 related credits; all other classrooms have a lead teacher with at least six credits. For ECERS, the average score must be five and no subscale less than three.	Reimbursement rate for 4 Star programs is an increase of 5% based on the number of children served by the Wisconsin Shares program.
5	Same criteria as star four, but 100 percent of lead teachers have an Associate Degree. ECERS scores must have an average of 5 for all subscales and no individual subscale less than 4. Accredited providers are automatically rated at a four or five star level, depending on the accreditation. Accreditations accepted as a direct proxy for a rating include: National Association for the Education of Young Children, National Accreditation Commission for Early Care and Education Programs, National Association for Family Child Care Accreditation, Council on Accreditation, full compliance with Head Start Performance Standards with no deficiencies identified in their most recent ACF federal performance review, and City of Madison Accreditation, whose standards exceed these accrediting bodies. Accredited family providers who enroll have their credentials verified by the Registry and receive either a 4 or 5 star rating depending on the level of credit based training attained.	Reimbursement rate is 10%; it is anticipated rate will increase 25% in 2013.

*(B)(1)(b) Standards are clear, measurable and meaningfully differentiate program quality levels.*

Wisconsin's standards are clear, measurable, and designed to assist providers and parents to meaningfully differentiate program quality levels. They also are responsive to research on factors in Wisconsin early education that contribute to quality. Research on Wisconsin child care programs conducted by the Wisconsin Child Care Research Partnership (WCCRP) in 2004 indicated that the following factors affected quality:

- Education counts. Teachers with more education had significantly higher quality interactions with children than teachers with less education.
- Director qualifications matter. Directors' education correlated with teachers' education and the quality of their interactions with children.
- Four family child care characteristics correlate with quality: (1) level of regulation, (2) training in child development, (3) business practices, and (4) professional commitment.
- Decline in education credentials: the percent of Wisconsin child care providers with a bachelor's degree declined significantly between 1980 and 2001, from 44 to 14 percent; the percent of child care directors with bachelor's degrees or above declined from 73 to 47 percent and more than half of Wisconsin's child care teachers (58 percent) and family child care providers (80 percent) identified a high school diploma as their highest level of education;
- Centers with high density of subsidy have poorer quality. Centers with higher densities of children receiving child care

subsidies, on average, had fewer degreed teachers, higher staff turnover, and lower wages than centers with lower densities.<sup>31</sup>

These findings informed the development of YoungStar criteria, along with consultation from national experts and analysis of lessons learned from other states' QRIS development, to ensure the YoungStar model was high quality. A *Quality Counts for Kids* Task Force, comprised of representatives from 21 public and private organizations, met seven times in 2004 to examine a wide range of quality rating and tiered reimbursement options, and provide recommendations. Public hearings and multiple stakeholder events were held between October 2004 and November 2008 to gather ongoing feedback from stakeholders.

Wisconsin has significantly invested in building an accountable technical assistance infrastructure for YoungStar, building its system on practices such as Together Quality Grows, which have proven impacts on child care quality through extensive pilot testing in Wisconsin. To ensure the quality of training and technical assistance services, Wisconsin established the Professional Development Approval System that ensures that both the training offered and trainings provided to early care professionals are of high quality.

YoungStar technical consultants are experienced professionals competent in coaching, mentoring and training delivery. Those using the Environment Rating Scales (ERS) must be trained and validated in environmental assessment; formal rating observers must demonstrate 85 percent inter-rater reliability to be considered valid observers. YoungStar technical consultants who deliver coaching, mentoring, technical assistance or training must go through extensive training before providing direct services. Their competencies must be assessed and verified through the Registry prior to delivering services independently. A list of required technical consultant training is provided in Appendix 13.

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<sup>31</sup> Adams, D., Edie, D., Riley, D., Roach, M., 2005

In addition to individual verification processes, DCF's Bureau of Quality Improvement conducts on-site quality assurance visits in each YoungStar office three times a year, to monitor the quality of the technical assistance, training, coaching and mentoring being delivered. Feedback is given and a continuous quality improvement approach ensures staff are well prepared and service delivery is of high quality. Finally, technical consultants are supported with resources from the Child Care Information Center that support best practice and evidence based service delivery mechanisms, such as onsite coaching and mentoring, and remote delivery such as web-based, email and phone consultation.

*(B)(1) (c) QRIS is linked to the State licensing system for early learning and development.*

Licensing serves as the foundation for Wisconsin's YoungStar program; the State's licensing system has been cited as a model for its comprehensiveness by both the National Association of Child Care Resource and Referral Agencies (NACCRRA) and the National Association of Regulatory Agencies (NARA), and it includes regulatory policies and practices aligned with the Wisconsin Model Early Learning Standards (WMELS). Programs found to be out of compliance with state licensing standards are not eligible to participate in YoungStar, nor are they eligible to receive Wisconsin Shares subsidies. Automated information from licensing, certification and YoungStar are all available in an online searchable database that is marketed to parents.

### **High Quality Plan for Moving Forward**

Wisconsin will strengthen YoungStar by providing increased provider support and training to conduct child assessments, strengthening provider's ability to engage families, incorporating practices that improve children's health and wellness, and increasing their competencies to serve children with developmental delays and disabilities. YoungStar's rating system incorporates these practices, and Wisconsin will use this opportunity to:

1. Supplement existing measures of environmental quality, to increase providers' use of comprehensive child assessments, to ensure that children's development is fully supported. Specifically, Wisconsin will:
  - Work with early education professionals and higher education representatives to identify existing opportunities for training on the use of evidence-based child assessments and link providers to these opportunities.
  - Provide additional training opportunities as identified, including training on how providers use assessment information to inform practice and how to communicate assessment information to parents.
  - Coordinate with regional professional development delivery systems to expand the provision of onsite coaching and mentoring services to providers, to ensure effective practice and application in child assessment.
  
2. Strengthen the family engagement components within YoungStar to ensure that providers engage families as partners in their children's development. Specifically, Wisconsin will:
  - Work with the Family Engagement Consultant (responsible for developing the culturally competent and linguistically appropriate family engagement standards as described in Section (C)(4)) to provide training for technical consultants on standards and best practices for family engagement.
  - Deliver culturally and linguistically competent training to early childhood providers.
  - Change the YoungStar rating scale to make family engagement a required point within the Business and Professional Practices category, needed to earn three stars.
  - Develop and implement a targeted outreach campaign for providers serving special populations of children with high needs
  
3. Reinforce and expand the Health and Wellness model components in YoungStar to ensure children's development is fully

supported in YoungStar programs. Specifically, Wisconsin will:

- Hire a health consultant to: (1) develop an evidenced-based, comprehensive train the trainer curriculum on best practices in health and wellness for use by technical consultants; (2) serve as a liaison to DHS and its range of health and wellness services and programs, connecting the YoungStar Consortium and providers with resources; as well as (3) provide training and technical assistance to the YoungStar Consortium as needed around health and wellness practices.
- Hire an inclusion consultant to: (1) develop an evidenced-based train the trainer curriculum on best practices in inclusion of children with developmental delays and disabilities for use by technical consultants; (2) serve as a liaison to the Birth to 3 and early childhood special education programs, providing access to resources and supports to YoungStar Consortium and providers; and (3) provide training and technical assistance to the YoungStar Consortium around inclusion practices.

<b>Goal B1-A: To expand child care provider knowledge of comprehensive child assessments and communication with parents about assessment findings.</b>																
<i>Application Crosswalk: B1</i>																
Key Activities	YEAR 1				YEAR 2				YEAR 3				YEAR 4			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Identify and link providers to existing child assessment training opportunities. <i>Responsible Party: DCF and YoungStar</i>	◆		◆	◆		◆		◆		◆		◆		◆		◆
Provide additional training as needed <i>Responsible Party: DCF, YoungStar and higher education partners</i>	◆	◆			◆				◆				◆			
Expand opportunities for onsite consultation, coaching and mentoring on child assessment practice and parent communication. <i>Responsible Party: DCF and YoungStar</i>		◆		◆		◆		◆		◆		◆				

<b>Goal B1-B: Strengthen family engagement standards in YoungStar.</b>																
<i>Application Crosswalk: B3</i>																
Key Activities	YEAR 1				YEAR 2				YEAR 3				YEAR 4			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Work with the Family Engagement Consultant (see Section (C)(4)) to provide training for technical consultants on the best practices for family engagement. <i>Responsible Party – DCF and YoungStar Consortium Regional Entities</i>	◆	◆	◆	◆												
Make a “train-the-trainer” family engagement curriculum available to providers and technical consultants. <i>Responsible Party – DCF and YoungStar Consortium Regional Entities</i>	◆	◆	◆	◆												
Share information and provide training on best practices in family engagement <i>Responsible Party – DCF and YoungStar Consortium Regional Entities</i>	◆				◆				◆				◆			
Make family involvement mandatory in the YoungStar rating scale. <i>Responsible Party: DCF and YoungStar</i>					◆	◆	◆	◆								
Develop and implement targeted parent engagement outreach strategies (see (C)(4)) <i>Responsible Party: DCF, YoungStar State and Regional staff</i>	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆

<b>Goal B1-D: Reinforce training and technical assistance available for providers serving special populations of children with high needs (those with disabilities/developmental delays and Children with Special Health Care Needs)</b>																
<i>Application Crosswalk: B1</i>																
	YEAR 1				YEAR 2				YEAR 3				YEAR 4			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
DHS will hire a Health Consultant <i>Responsible Party: DHS</i>	◆															
DHS will hire an Inclusion Consultant <i>Responsible party: DHS</i>	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆



Provide additional evidence based child assessment training opportunities <i>Responsible Party: DHS Health Coordinator</i>		◆		◆		◆		◆		◆		◆		◆		◆
Target additional technical assistance to assist programs in implementing child assessment training and translating information for parents. <i>Responsible Party: Provide additional</i>		◆		◆		◆		◆		◆		◆				

	Year 1	Year 2	Year 3	Year 4
<b>Total, B1 Annual Projected Costs<sup>32</sup></b>	<b>1,023,265</b>	<b>1,023,265</b>	<b>1,023,265</b>	<b>1,023,265</b>

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<sup>32</sup> See Budget Tables I-3, II-1 and II-2 for further information. Figures represent all funds: in-kind and RTTT-ELC funds.

**(B)(2) Promoting participation in the State's Tiered Quality Rating and Improvement System. (15 points)**

The extent to which the State has maximized, or has a High-Quality Plan to maximize, program participation in the State's Tiered Quality Rating and Improvement System by--

- (a) Implementing effective policies and practices to reach the goal of having all publicly funded Early Learning and Development Programs participate in such a system, including programs in each of the following categories--
  - (1) State-funded preschool programs;
  - (2) Early Head Start and Head Start programs;
  - (3) Early Learning and Development Programs funded under section 619 of part B of IDEA and part C of IDEA;
  - (4) Early Learning and Development Programs funded under Title I of the ESEA; and
  - (5) Early Learning and Development Programs receiving funds from the State's CCDF program;
- (b) Implementing effective policies and practices designed to help more families afford high-quality child care and maintain the supply of high-quality child care in areas with high concentrations of Children with High Needs (e.g., maintaining or increasing subsidy reimbursement rates, taking actions to ensure affordable co-payments, providing incentives to high-quality providers to participate in the subsidy program); and
- (c) Setting ambitious yet achievable targets for the numbers and percentages of Early Learning and Development Programs that will participate in the Tiered Quality Rating and Improvement System by type of Early Learning and Development Program (as listed in (B)(2)(a)(1) through (5) above).

*In the text box below, the State shall write its full response to this selection criterion. The State may also include any additional*

*information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.*

*In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.*

*Additionally, the State must provide baseline data and set targets for the performance measure under (B)(2)(c).*

*(B)(2) Promoting participation in the state's QRIS.*

*B(2)(a) Implementing effective policies and practices to reach the goal of having all publicly funded Early Learning and Development Programs participate in such a system.*

YoungStar has high participation rates across early learning and development (ELD) programs, as evidenced in Table A(1)(3): more than 57,000 children receiving child care subsidies were served by nearly 4,100 participating YoungStar programs in 2010. High quality ELD programs can positively impact the developmental outcomes of children with high needs, who are often concentrated in low quality programs. As such, YoungStar intentionally sought to maximize participation rates through policies and practices such as mandated participation for programs serving children who receive Wisconsin Shares subsidies. Today, nine out of ten programs serving children receiving Wisconsin Shares subsidies are enrolled in YoungStar, and 100 percent will participate by 2012 when tiered reimbursement takes effect.

YoungStar also developed alternative pathways to participation for Early Head Start and Head Start programs that meet all federal performance standards and have no deficiencies identified in their federal triennial reviews. Currently, 204 (25 percent) of Early Head Start and Head Start programs participate in YoungStar via an alternate pathway, receiving a five star rating. DCF has established alternate paths for programs accredited by national organizations including the National Association for the Education of Young Children (NAEYC), the National Accreditation Commission for Early Care and Education Programs (NAC), the Council on Accreditation (COA) and the National Association for Family Child Care (NAFCC). An accreditation model used in the City of Madison, Wisconsin's second largest urban area, also has an established alternate pathway. As a result, 378 child care programs not serving children with Wisconsin Shares subsidies are currently participating in YoungStar.

YoungStar's Early Head Start and Head Start alternate pathway also promotes participation by collaborative full day, full year programs comprised of local partnerships with child care or school based programs. Programs in which Early Head Start or Head Start programming (governed by federal performance standards) accounts for the majority of the day's curriculum qualify for the alternate pathway, if the Head Start program has no deficiencies. A "tip sheet" answers questions about this pathway requirement (Appendix 14). Programs with additional accreditations are accepted on an individual basis, as determined by a detailed crosswalk with YoungStar standards. Section (B)(5) will discuss a sample of alternative path (four and five star) programs included in the YoungStar child outcome validation study that is currently underway.

YoungStar currently enrolls child care programs that partner with public preschool programs to offer full day, full year services. One in four (105 of 414) elementary school districts (ESDs) offer collaborative community-based programs in partnership with child care and/or Head Start programs. In those instances when the child care program serves children receiving Wisconsin Shares subsidies, the program is required to participate in YoungStar. If the Head Start program provides the majority of the day's programming, the

program may elect to participate in YoungStar via the alternate rating pathway. Public schools that operate child care centers are required to participate in YoungStar if children served are receiving Wisconsin Shares subsidies. Children receiving IDEA Part B and Title I services are served in our public pre-kindergarten programs. An initial cross-walk detailed in Competitive Preference Priority 2 shows that the standards for public pre-kindergarten programs are in close alignment with the YoungStar standards and, in many cases, meet or exceed these standards, with the exception of child-staff ratios, which vary by school district. More detailed discussions of how these standards will be aligned are part of Wisconsin's high quality plan in Competitive Preference 2. As noted in (B)(1), the State will improve the capacity of YoungStar programs to serve children receiving IDEA Part C services by building targeted training and technical assistance for this purpose.

Finally, Wisconsin is in the process of developing school aged child care model standards that align with the current birth to five program standards and will require those programs participate in YoungStar participation in 2012.

*B(2)(b) Effective policies and practices to help more families afford high quality child care and maintain the supply of high quality child care in areas with high concentrations of Children with High Needs.*

Wisconsin's child care subsidy program, Wisconsin Shares, was designed to enable low income families to afford the child care arrangements of their choice, providing a critical support to working families in need of full day, full year child care. To be eligible for child care subsidies, family income must be at or below 185 percent of the federal poverty threshold; once enrolled, families may continue to receive subsidies until income rises above 200 percent of the federal poverty threshold. The Wisconsin Shares program has never had a waiting list for families, and co-pay rates are based on family income and household size, not the cost of child care. These features of the program ensure that low income families are able to secure quality child care for their children.

*B (2) (c) Setting ambitious yet achievable targets for the numbers and percentages of early learning and development programs that will participate in the YoungStar*

<b>Performance Measures for (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide Tiered Quality Rating and Improvement System</b>											
<b>Type of Early Learning and Development Program in the State</b>	<b>Number of programs in the State</b>	<i>Baseline and Annual Targets -- Number and percentage of Early Learning and Development Programs in the Tiered Quality Rating and Improvement System</i>									
		<b>Baseline (Today)</b>		<b>Target- end of calendar year 2012</b>		<b>Target -end of calendar year 2013</b>		<b>Target- end of calendar year 2014</b>		<b>Target- end of calendar year 2015</b>	
		<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
State-funded preschool offered by school districts <i>Specify: estimate based on an average class size of 16 children</i>	386 out of 414* elementary school districts offer 4K; 105 are community-based programs	5	5%	10	10%	21	20%	42	40%	63	60%
Early Head Start and Head Start <sup>33</sup>	204	25	1%	82	40%	132	65%	168	82%	204	100%
Programs funded by IDEA, Part C**	Not applicable										
Programs funded by IDEA, Part B, section 619***											

<sup>33</sup> Including Migrant and Tribal Head Start located in the State.

<b>Performance Measures for (B)(2)(c): Increasing the number and percentage of Early Learning and Development Programs participating in the statewide Tiered Quality Rating and Improvement System</b>											
<b>Type of Early Learning and Development Program in the State</b>	<b>Number of programs in the State</b>	<i>Baseline and Annual Targets -- Number and percentage of Early Learning and Development Programs in the Tiered Quality Rating and Improvement System</i>									
		<b>Baseline (Today)</b>		<b>Target- end of calendar year 2012</b>		<b>Target -end of calendar year 2013</b>		<b>Target- end of calendar year 2014</b>		<b>Target- end of calendar year 2015</b>	
		<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
Programs funded under Title I of ESEA****											
Programs receiving from CCDF funds	4,635	4,119	90%	4,635	100%						
All licensed child care	3,575	309	9%	715	20%	1072	30%	1,788	50%	2,681	75%
<p>*Wisconsin proposes to focus on collaborative school districts and align curricula with public school districts as described in the narrative.</p> <p>*Birth to 3 programs are governed by federal IDEA. Generally services are provided in a child's home.</p> <p>**Early Childhood Special Education (ECSE) services are governed by federal IDEA law and receive services in the least restrictive environment. Children who have been identified may also be participating in public school or collaborative preschool programs and will benefit from the standards alignment and services already provided.</p> <p>***Title 1 services support a variety of services for low-income families and young children. As noted for ECSE, these children are often enrolled in public school or collaborative community based pre-k programs and benefit from the alignment and services already provided.</p>											

### **High Quality Plan for Quality Plan for Moving Forward**

Wisconsin intends to expand child care options for children with high needs by: (1) increasing the YoungStar participation rate of licensed child care programs that do not serve children receiving Wisconsin Shares subsidies and of programs with other accreditations; (2) increasing YoungStar participation rates for Early Head Start and Head Start programs; and (3) developing options

for and implementing an alternate path to a four or five star designation for public pre-kindergarten programs.

<b>Goal B2-1: Increase the number of all Wisconsin Child Care programs in YoungStar</b>																
<i>Application Crosswalk: B2</i>																
Key Activities	YEAR 1				YEAR 2				YEAR 3				YEAR 4			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Conduct non-traditional outreach campaign with community partners. <i>Responsible Party: DCF YoungStar</i>				◆				◆				◆				◆

<b>Goal B2-2: Increase the number of Head Start and Early Head Start programs participating in YoungStar</b>																
<i>Application Crosswalk: B2</i>																
Key Activities	YEAR 1				YEAR 2				YEAR 3				YEAR 4			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Wisconsin HSSCO to expand outreach efforts around benefits of YoungStar. <i>Responsible Party: DCF YoungStar</i>				◆				◆				◆				◆

<b>Goal B2-3: Explore an alternate pathway to a 4K accreditation and align additional accreditation</b>																
Key Activities	YEAR 1				YEAR 2				YEAR 3				YEAR 4			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Convene a task force of school based stakeholders and early care stakeholders to consider other state models and Wisconsin options for an alternate path <i>Responsible Party: DCF &amp; DPI</i>	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆				
Explore other state models that have developed alternate pathways for public pre-k programs <i>Responsible Party: DCF &amp; DPI</i>			◆	◆	◆	◆										
Determine feasibility and cost/benefit of proposed alternatives and make recommendations to DPI for an alternate path <i>Responsible Party: DCF &amp; DPI</i>							◆	◆	◆	◆	◆	◆				



Select and implement the alternate path <i>Responsible Party: DCF &amp; DPI</i>																		◆	◆	◆	◆
--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	---	---	---	---

	Year 1	Year 2	Year 3	Year 4
<b>Total, B2 Annual Projected Cost<sup>34</sup></b>	<b>57,200</b>	<b>57,200</b>	<b>57,200</b>	<b>57,200</b>

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<sup>34</sup> See Budget Tables I-3, II-1 and II-2 for further information. Figures represent all funds, in-kind and RTTT-ELC.

**(B)(3) Rating and monitoring Early Learning and Development Programs. (15 points)**

The extent to which the State and its Participating State Agencies have developed and implemented, or have a High-Quality Plan to develop and implement, a system for rating and monitoring the quality of Early Learning and Development Programs participating in the Tiered Quality Rating and Improvement System by--

- (a) Using a valid and reliable tool for monitoring such programs, having trained monitors whose ratings have an acceptable level of inter-rater reliability, and monitoring and rating the Early Learning and Development Programs with appropriate frequency; and
- (b) Providing quality rating and licensing information to parents with children enrolled in Early Learning and Development Programs (e.g., displaying quality rating information at the program site) and making program quality rating data, information, and licensing history (including any health and safety violations) publicly available in formats that are easy to understand and use for decision making by families selecting Early Learning and Development Programs and families whose children are enrolled in such programs.

*In the text box below, the State shall write its full response to this selection criterion. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.*

*In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.*

*(B)(3) Rating and Monitoring*

An effective rating and monitoring system is critical to ensure quality and consistency in YoungStar participating programs, and to ensure parents have timely information when making child care decisions. YoungStar requires that participating programs be rated on an annual basis. Programs may be re-rated sooner if they become accredited, reaches major educational milestones, or fall out of regulatory compliance.

To participate in YoungStar, a program must be in regulatory compliance with Wisconsin's licensing system, which consistently ranks among the top ten systems in the nation for having rigorous, comprehensive standards that provide a solid foundation for children's health and safety. This provides a solid foundation for YoungStar, as some of these standards - such as prescribed teacher-child ratios and comprehensive infant care – are required in Wisconsin. In other states, such standards may be optional components of a QRIS, but are not required under state licensing regulations. Wisconsin further builds on this foundation by including standards in YoungStar for programs that participate in the Child and Adult Food Care Program (CAFCP).

Licensed providers are considered to be out of regulatory compliance upon receipt of notice from DCF that the program has (1) had its license revoked; (2) been denied a license; or (3) had its license suspended. For programs that are found to be out of regulatory compliance, the provider's rating is changed to one star. All three regulatory actions - the revocation, denial and suspension - have an associated appeal right.

In the case of revocations, denials and license suspensions, the program remains out of regulatory compliance until any and all specified regulatory enforcement actions are resolved. Future participation in the Wisconsin Shares program depends upon the conditions articulated in the final ruling or the settlement of the revocation. If a program continues to operate during the revocation or

denial proceedings, the provider will continue to have access to YoungStar training and technical assistance. If and when a provider is deemed to be in regulatory compliance, the provider's prior rating is restored.

Certified providers are considered to be out of regulatory compliance upon receipt of notice from DCF that the program has been revoked or denied re-certification. As with licensed providers, providers found to be out of regulatory compliance have their ratings changed to one star. If a provider continues to operate during the regulatory enforcement proceedings, the provider continues to have access to YoungStar training and technical assistance. If and when a provider is deemed to be in regulatory compliance, the provider's prior rating is restored.

If a provider is suspended from the Wisconsin Shares program, its rating is changed to one star. The provider remains at one star until the term of the YoungStar/Shares Participation Contract expires. At that time the provider will be removed from the YoungStar program.

*(B)(3)(a) Using a Valid and Reliable Tool*

Ensuring Accountability and Quality in Service Delivery. Wisconsin only uses valid and reliable raters who have demonstrated ECERS recommended 85 percent inter-rater reliability. Currently, there are 28 raters available to conduct assessments of YoungStar programs across the state. They are also trained to perform additional assessments, specifically the Family Child Care Environment Ratings (FCCRS), Infant Toddler Scales (ITERS) and School Aged Child Care (SACRS) to ensure that environments are evaluated for all children. Formal Rating with Observations visits for child care programs are unscheduled and include a combination of classroom observation and a director interview, lasting approximately three hours per classroom. Not all classrooms in each child care program are assessed. Rather, one-third of classrooms are assessed; they are randomly-selected from each age grouping: infants and toddlers (0-30 months), using the Infant/Toddler

Environment Rating Scale-Revised; and Toddlers/Preschool (2 ½-5 years of age), using the Early Childhood Environment Rating Scale-Revised (ECERS-R). Programs will provide a listing of individual classroom names, ages served within the classroom and the assigned lead teacher name on the YoungStar Participation Request Form and at the time of a Formal Rating with Observation Request. A rating observation manual has been developed to provide guidance to child care programs to support the provision of consistent and quality observations across the state. *Please see Appendix 15, YoungStar Group Evaluation Criteria.*

Wisconsin has separated the roles of the Technical Consultant and the Rating Observer to ensure that technical assistance and rating observation are independent and reduce the potential for rater bias. DCF policy prohibits technical consultants from performing a formal rating observation on a program for which they are also providing technical consultation. As described in (B)(1), Wisconsin's qualifications for technical assistance providers are standardized and high quality; a technical consultant manual guides their work; and oversight/quality assurance is provided at the state level.

*(B)(3)(b) Providing quality rating and licensing information to parents*

The goal of YoungStar parent outreach is to help parents better access information on the quality of specific child care settings and to better understand why it should be a factor in choosing child care. To reach parents, outreach efforts have occurred through media, social marketing forums, and word of mouth. Additionally, YoungStar relies on the partnerships already established at the regional level with community based organizations such as those that have been established through the Consortium and child care resource and referral, to ensure that YoungStar reaches high risk families who may be more challenging to reach through traditional outreach methods. These include ongoing networking between DCF and the Consortium with the Wisconsin Inter-tribal Child Care Council and different organizations that represent Hmong child care providers. DCF also specifically uses non-traditional outreach efforts that have

been successful in Milwaukee to engage providers and parents who may not be otherwise aware of the importance of quality child care and the benefits of the YoungStar program.

The “I am YoungStar” media campaign, launched in the summer of 2010, provides parents with information on child care quality using several outreach methods. Significant attention was paid to developing alternative strategies to reach families of children with high needs, including - Tribes, African American families, Hmong families, foster families and families of children with special needs. Culturally relevant, customized materials are available in multiple languages and targeted to these populations.

Wisconsin developed a website for parents that provides details on a child care program’s rating and connects parents to on-line licensing information. This resource provides transparent and comprehensive information to parents about individual child care programs. Parents are able to access information about a provider’s star level rating, points earned in the system, categories in which points were earned in, the education level of a provider as well as any information on the licensing status of a program.

The website is concise and easy to understand, provides simple yet clear explanations of the levels of quality associated with each star level, explains why quality matters in a child care program and directs parents to additional resources that may assist them with child care or with other needs. For example, the site includes a link to [www.access.gov](http://www.access.gov), an on-line portal that connects families to benefits for which they may be eligible for and allows them to apply online for these benefits (including Medicaid and related health and human services benefits).

To reduce structural barriers to children enrolling in high quality programs, Wisconsin’s needs to identify the barriers families face in making these choices and remove them. The State has simplified enrollment processes and can build on outreach strategies employed in its Supplemental Nutrition Assistance Program (SNAP) and BadgerCare Plus programs, such as providing information and assistance at food pantries and Women, Infants and Children (WIC) sites.

The Consortium, which administers YoungStar through regional offices, has significant experience in parent outreach, including parent/caregiver referrals through Child Care Resource and Referral agencies, collaborations with community agencies such as hospitals and birthing groups, phone and walk-in consultations, play groups, support groups, lending libraries, community events and fairs. Each regional office collaborates with local Family Resource Centers to provide access to a range of family and child-centered services, including home visiting, that complement and enhance child care services. A new initiative by the Children's Trust Fund will pilot evidence based strategies that build resilient communities.

### **High Quality Plan for Moving Forward**

Wisconsin is committed to excellence and consistency in its rating and monitoring of child care programs, and will build on this foundation by increasing the number of technical consultants who are trained as valid and reliable observers to perform program ratings. Wisconsin's initial outreach campaign, "I am YoungStar" initiated parent outreach, and additional investments will be used to develop targeted, proven campaign strategies that are culturally and linguistically competent, to ensure families of children with high needs understand the importance of and choose high quality child care programs.

Wisconsin will increase the number of valid and reliable assessors in Wisconsin. Currently there are 28 trained and reliable observers conducting ratings work; the State will expand this capacity by training an additional 20 individuals who are prepared to conduct formal rating observations in a valid and reliable way using the ECERS tools by the end of the project's four years.

Wisconsin will expand the State's parent outreach and education efforts to help parents make better choices using available information, recognizing that a website isn't the best tool for informing many of the families being targeting for enrollment. Wisconsin will ensure that strategies are consistent with best practice in reaching the State's targeted audiences: families of children with high needs, including special

populations of tribal and migrant children and children with developmental delays or disabilities. Wisconsin will work with stakeholder organizations to determine and pilot effective targeted outreach strategies. Organizations will include: the Wisconsin Early Childhood Tribal Child Care Council; Wisconsin Association of Families and Children’s Agency (WAFCA); Wisconsin Hmong Mutual Assistance Association; Wisconsin Disability Rights Association; the University of Wisconsin-Madison’s Waisman Center; DHS; Centers for Children with Special Health Care Needs; and other statewide and local cultural and family serving organizations.

<b>Goal B3-A: Accelerate YoungStar rating and monitoring capacity</b>																
<i>Application Crosswalk: B3</i>																
Key Activities	YEAR 1				YEAR 2				YEAR 3				YEAR 4			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Train and validate 20 current Consortium staff to be observers <i>Responsible Party: DCF YoungStar</i>	◆	◆	◆	◆												

<b>Goal B3-B: More families who have children with high needs utilize the YoungStar program.</b>																
<i>Application Crosswalk: B3</i>																
Key Activities	YEAR 1				YEAR 2				YEAR 3				YEAR 4			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Develop and pilot effective targeted parent outreach strategies. <i>Responsible Party: DCF</i>	◆	◆	◆	◆	◆	◆	◆	◆								
Implement and continuously improve parent outreach strategies <i>Responsible Party: DCF</i>			◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆

	Year 1	Year 2	Year 3	Year 4
<b>Total, B3 Annual Projected Cost<sup>35</sup></b>	<b>610,300</b>	<b>484,300</b>	<b>484,300</b>	<b>484,300</b>

<sup>35</sup> See Budget Tables I-3, II-1 and II-2 for further information. Figures represent all funds, both in-kind and RTTT-ELC.



**(B)(4) Promoting access to high-quality Early Learning and Development Programs for Children with High Needs. (20 points)**

The extent to which the State and its Participating State Agencies have developed and implemented, or have a High-Quality Plan to develop and implement, a system for improving the quality of the Early Learning and Development Programs participating in the Tiered Quality Rating and Improvement System by--

- (b) Developing and implementing policies and practices that provide support and incentives for Early Learning and Development Programs to continuously improve (e.g., through training, technical assistance, financial rewards or incentives, higher subsidy reimbursement rates, compensation);
- (c) Providing supports to help working families who have Children with High Needs access high-quality Early Learning and Development Programs that meet those needs (e.g., providing full-day, full-year programs; transportation; meals; family support services); and
- (d) Setting ambitious yet achievable targets for increasing--
  1. The number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System; and
  2. The number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.

*In the text box below, the State shall write its full response to this selection criterion. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.*

*In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.*

*Additionally, the State must provide baseline data and set targets for the performance measures under (B)(4)(c)(1) and (B)(4)(c)(2).*

*(B)(4) Promoting access to high quality early learning and development programs for children with high needs*

To promote access to high quality programs for children with high needs, YoungStar program and quality improvement efforts offer key incentives for providers to improve quality and comprehensive information to parents to help them select high quality child care. Quality investments are coupled with the Wisconsin Shares program, which parents can use to support full day, full year child care. In addition, Wisconsin Shares provides additional reimbursement to providers who care for children with special need, and it may be used for children up to age 13 with special needs. Foster care families are exempted from Wisconsin Shares co-pays, and a foster care handbook developed by DCF helps these families to understand and better utilize the subsidy program. Counties provide assistance to parents and providers to enroll in Wisconsin Shares, and informational materials are available in English, Spanish and Hmong as well as through [www.access.gov](http://www.access.gov). In addition, child care programs use the CAFCP for reimbursement purposes when their program provides nutritious meals to children with high needs. These benefits are described more fully in Section (A).

*(B)(4)(a) Developing and implementing policies and practices that provide support and incentives for Early Learning and Development Programs to continuously improve (through training, technical assistance, financial rewards or incentives, higher reimbursement rates).*

Wisconsin invested \$1.5 million in start up training and technical assistance opportunities to prepare Wisconsin's early care workforce for YoungStar. Child care providers participated in more than 7,000 training opportunities, and took advantage of additional scholarship assistance. YoungStar provides ongoing training and technical assistance through regionally-based consultants, which is a proven approach to improving program quality access for families of children with high needs. Additional supports available include access to online informational materials, access to financial resources to improve programs and overall program incentives.

YoungStar has a comprehensive website that offers providers information on how to apply, application forms, and available benefits as well as tools that can be used to improve quality. A clearinghouse of quality improvement resources is available through the Child Care Information Center (CCIC), including information on cultural competence, inclusion of children with special needs, prevention of abuse and neglect, and access to additional quality resources.

Technical assistance is available in person, by phone and online in each YoungStar regions, and it includes individually-tailored coaching or mentoring around: quality practices; optimal environments for children, fostering positive interactions with children and families (including cultural competency), quality improvement planning, inclusion strategies, and professional development planning. Additionally, the State provides technical assistance around program self-assessment strategies, including access to an online tool based on the YoungStar model. (See Appendix 16, YoungStar Group Online Assessment.)

YoungStar enrolled programs have access to financial resources for quality improvement as well; including Wisconsin's T.E.A.C.H.<sup>®</sup> and R.E.W.A.R.D.<sup>™</sup> scholarship and bonus programs. T.E.A.C.H.<sup>®</sup> pays for a large share of credit based education, with models that support attainment of credentials and bachelor degrees. R.E.W.A.R.D.<sup>™</sup> stipends provide retention bonuses to programs and teachers, recognizing the need to boost the pay of the early care workforce to increase longevity in the field. Micro-grants are available to programs and must be directly tied to individualized quality improvement plans. The increased demand for credit based education has resulted in an increased demand for T.E.A.C.H.<sup>®</sup> resources. The State anticipates this program will have a waiting list through mid-2013. Meeting this demand is critical to quality improvement. Section (A) and (B)(1) provide a clear and comprehensive evidence base that ties improved education to improved quality, particularly for high needs children. One example is the recent "Cost, Quality

and Outcomes Study” that demonstrated the elevated benefit children from low-income families receive from quality child care.<sup>36</sup>

DCF also supports child care providers by working closely with higher education institutions and technical colleges to develop early education coursework, and to implement articulation agreements to facilitate higher education for the child care workforce. These cross-sector collaborative arrangements are described in more detail in Section (D)(1).

Tiered Reimbursement. Tiered reimbursement is used to incentivize programs to improve and maintain quality and will take effect in July 2012. The State intends to have providers at higher star levels receive more support at each higher tier, as indicated in B1. In January, 2013, the rate of reimbursement is planned to increase to 25 percent for five star programs. As described in B2 and C1, Wisconsin continues collaborations to ensure alignment with YoungStar, e.g., the City of Madison’s accreditation program and Head Start’s technical assistance network

*(B)(4)(b) Providing supports to help working families who have children with high needs*

YoungStar is a critical resource for families looking to access child care information. In addition, Wisconsin has invested in supports that help working families access high quality programs, such as:

- The Wisconsin Shares subsidy program has a high eligibility threshold (185 percent of FPL to enroll, and families may participate until income rises above 200 percent of FPL); extends eligibility for subsidies for children with special needs

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<sup>36</sup> Vandell, B. et al., “Cost Quality and Outcomes Study,” 2005

up to age 13; provides additional reimbursements for care of children with special needs; and waives co-pays for children in foster care.

- The YoungStar rating system incentivizes program participation in the CACFP; and
- Community based partnerships that ensure access to full-day, full-year child care are incentivized by YoungStar and the state's prekindergarten program, via a nationally recognized model of collaboration.
- Free transportation for children with special needs, for travel to and from preschool programs.

*B(4)(c)(1) and (2) Targets for increasing the programs in top tiers of QRIS and children enrolled in programs in top tiers.*

As noted in the plan below, Wisconsin aims to accelerate the movement of at least 1,200 programs to a higher rating, resulting in fewer programs at star level one or two and an increase of 30 percent in the number of programs with star levels three-to-five (see *Table (B)(4)(c)(1)*). The State projects that 30 percent of enrolled children will move to higher star programs, with 40 percent in programs at star level four or five by the end of the grant period (see *Table (B)(4)(c)(2)*).

### **High Quality Plan for Moving Forward**

While Wisconsin has a robust incentive system in place and key services to engage families, it will use this opportunity to meet the increased demand caused by YoungStar to improve quality and accelerate the progression of child care programs to higher star levels. It will also accelerate efforts to move more children with high needs into higher rated programs. This will be accomplished by:

1. Promoting access to expanded training available through collaboration coaches for WMELS and Pyramid Model training for

social and emotional development;

2. Expanding training to better target services for child care programs that serve high needs families and their children. Wisconsin will ensure that training is culturally and linguistically competent, appropriate for dual language learners, and builds protective factors for children. YoungStar staff will work with the family engagement consultant described in (C)(4) to provide access and information to providers to receive training opportunities related to evidence-based culturally competent family engagement strategies and
3. Develop and implement a “communities of practice” for YoungStar technical consultants to improve the quality of training delivered.

Wisconsin is also proposing a “package” of incentives to improve provider and program quality and will target these to diverse providers. To increase access to high quality educational opportunities, the State will:

4. Expand funding for Wisconsin’s T.E.A.C.H.<sup>®</sup> program to provide scholarships to an additional 1,200 providers to accelerate movement up YoungStar rating tiers;
5. Underwrite the cost of Registry re-certification for 500 providers annually in Years One and Two to increase participation in the Registry (see Section (D) for more details); and
6. Offer one-time bonuses to programs that move up the star levels, as per Table 3 below. Based on the advice of QRIS expert Anne Mitchell, co-founder for the Alliance for Early Childhood Finance, it is critical for the State to incentivize upward movement in quality as well as recognize that quality costs money to maintain. Wisconsin proposes to use the following incentives to accelerate movement up the star levels:

**Table 3. Proposed One-Time Bonuses for YoungStar Rating Progression**

<b>YoungStar Progression</b>	<b>Bonus</b>
☆☆ ⇒ ☆☆☆	\$500
☆☆☆ ⇒ ☆☆☆☆	\$1,000
☆☆☆☆ ⇒ ☆☆☆☆☆	\$1,500

Using this combination of incentives, Wisconsin will accelerate the movement of at least 1,200 programs to a higher rating, resulting in fewer one or two star programs and significantly increase in the number of three-to-five star programs (by more than a factor of 10).<sup>37</sup> Table (B)(4)(c)(1) below describes the State’s targets, compared to current provider status. Projected program participation

<b>Performance Measure for (B)(4)(c)(1): Increasing the number of Early Learning and Development Programs in the top tiers of the Tiered Quality Rating and Improvement System.</b>						
	<b>Baseline (Today)</b>	<b>Target- end of calendar year 2012</b>	<b>Target- end of calendar year 2013</b>	<b>Target- end of calendar year 2014</b>	<b>Target- end of calendar year 2015</b>	<b>Percent change over four years</b>
<b>Total number of programs covered by the Tiered QRIS</b>	<b>4,113</b>	<b>4,250</b>	<b>4,500</b>	<b>4,750</b>	<b>5000</b>	<b>22%</b>
<b>Pending*</b>	2,408*	0	0	0	0	-100%
<b>Number of programs in Tier 1</b>	23	95	60	50	25	9%
<b>Number of programs</b>	1,421	2,501	2,607	2,400	2,200	55%

<sup>37</sup> The unusually high percentage growth in three-to-five star programs is partially due to the 2,408 programs currently under review (pending), which will be completed in 2012 and thus have no rating in the baseline count.

<b>in Tier 2</b>						
<b>Number of programs in Tier 3</b>	32	1,260	1,333	1,685	2,000	6150%
<b>Number of programs in Tier 4</b>	47	84	150	220	275	485%
<b>Number of programs in Tier 5</b>	182	310	350	395	500	175%
*YoungStar is in its first year of implementation and has programs waiting to receive a rating that have opted not to have an automated 2 star rating; this category will not exist after the first year. The State anticipates that most of the programs pending rating will be rated at the 2 or 3 star levels, but some will be higher.						

Table (B)(4)(c)(2) depicts the increased number of children with high needs who will be able to move more quickly to higher star tiers than current resources allow. We project that 30 percent of enrolled children will move to higher star programs by the end of the grant period and that 40 percent will be in programs at the 4 or 5 star levels.

<b>Performance Measures for (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.</b>											
<b>Type of Early Learning and Development Program in the State</b>	<b>Number of Children with High Needs served by programs in the State</b>	<i>Baseline and Annual Targets -- Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the Tiered Quality Rating and Improvement System</i>									
		<b>Baseline (Today)</b>		<b>Target- end of calendar year 2012</b>		<b>Target -end of calendar year 2013</b>		<b>Target- end of calendar year 2014</b>		<b>Target- end of calendar year 2015</b>	
		<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
State-funded preschool*	386 school districts offer 4K	5	5%	16	15%	26	25%	42	40%	52	50%



<b>Performance Measures for (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.</b>											
<b>Type of Early Learning and Development Program in the State</b>	<b>Number of Children with High Needs served by programs in the State</b>	<i>Baseline and Annual Targets -- Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the Tiered Quality Rating and Improvement System</i>									
		<b>Baseline (Today)</b>		<b>Target- end of calendar year 2012</b>		<b>Target -end of calendar year 2013</b>		<b>Target- end of calendar year 2014</b>		<b>Target- end of calendar year 2015</b>	
		<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>	<b>#</b>	<b>%</b>
<i>Specify:</i>	105 offer community-based programs										
Early Head Start and Head Start <sup>38</sup>	16,500	4,125	25%	5,775	35%	8,250	50%	12,375	75%	16,500	100%
Early Learning and Development Programs funded by IDEA, Part C *											
Early Learning and Development											

<sup>38</sup> Including Migrant and Tribal Head Start located in the State.

**Performance Measures for (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.**

Type of Early Learning and Development Program in the State	Number of Children with High Needs served by programs in the State	<i>Baseline and Annual Targets -- Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the Tiered Quality Rating and Improvement System</i>									
		Baseline (Today)		Target- end of calendar year 2012		Target -end of calendar year 2013		Target- end of calendar year 2014		Target- end of calendar year 2015	
		#	%	#	%	#	%	#	%	#	%
Programs funded by IDEA, Part B, section 619**											
Early Learning and Development Programs funded under Title I of ESEA***											
Early Learning and Development Programs receiving funds from the State's CCDF program****	65,500	12,495	21	13,755	25	19,650	30	17,030	36	26,200	40%
All child care licensing	55,500*	11,655	21	13,875	25	16,650	30	19,980	36	22,200	40%

\*Birth to 3 programs are provided in a child's home.  
 \*\*Early Childhood Special Education (IDEA Part B) services are governed by federal law, and children receive services in the least restrictive environment. Therefore, children who have been identified may also be participating in public school or collaborative preschool programs and will benefit from the standards alignment and services already provided.

<b>Performance Measures for (B)(4)(c)(2): Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning and Development Programs that are in the top tiers of the Tiered Quality Rating and Improvement System.</b>											
<b>Type of Early Learning and Development Program in the State</b>	<b>Number of Children with High Needs served by programs in the State</b>	<i>Baseline and Annual Targets -- Number and percent of Children with High Needs Participating in Programs that are in the top tiers of the Tiered Quality Rating and Improvement System</i>									
		<b>Baseline (Today)</b>		<b>Target- end of calendar year 2012</b>		<b>Target -end of calendar year 2013</b>		<b>Target- end of calendar year 2014</b>		<b>Target- end of calendar year 2015</b>	
		#	%	#	%	#	%	#	%	#	%
<p>***Title I services support a variety of services for low-income families and young children, who are enrolled in a school- or community-based pre-kindergarten program, benefiting from the aligned services already provided.</p> <p>****All Wisconsin Shared (CCDF)-funded programs must participate in YoungStar.</p>											

To accelerate the progress of both programs moving to higher star levels and children with high needs moving more quickly to higher star levels, Wisconsin proposes to supplement its current approach with the following activities:

<b>Goal B-4-(1): To accelerate the number of degreed teachers in the early childhood workforce by expanding educational opportunities to Wisconsin's early care workforce</b>																
<i>Application Crosswalk: (B)(4)</i>																
<b>Key Activities</b>	<b>YEAR 1</b>				<b>YEAR 2</b>				<b>YEAR 3</b>				<b>YEAR 4</b>			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Identify high needs areas for provider education/credentialing <i>Responsible Party: DCF</i>	◆	◆														
Expand availability of T.E.A.C.H.® scholarships and market to diverse providers. <i>Responsible Party: DCF</i>	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆

<b>Goal B4-(2): To expand training and technical assistance to expand competencies of the early care workforce in YoungStar</b>																
<i>Application Crosswalk: (B)(4)</i>																
Key Activities	YEAR 1				YEAR 2				YEAR 3				YEAR 4			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Use a health coordinator, based at DHS to develop specific identified train the trainer materials and curriculum for child care programs in the area of children with special health care need and social and emotional mental health. Cross walk with (C)(1) and (4) <i>Responsible Party: DHS</i>	◆	◆	◆	◆												
Target and increase technical assistance to programs, including self assessment, career counseling, quality improvement programming, business practices and related training and technical assistance needs. <i>Responsible Party: DCF YoungStar</i>	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆

<b>Goal B4-(3): To develop a Community of Practice to support knowledge gained, shared and applied to improve quality in early childhood settings.</b>																
<i>Application Crosswalk: (B)(1)</i>																
Key Activities	YEAR 1				YEAR 2				YEAR 3				YEAR 4			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Provide regular opportunities for communication. <i>Responsible Party: DCF</i>	◆		◆	◆		◆		◆		◆		◆		◆		◆
Provide resources, support, outside experts to TA to help improve knowledge and skills <i>Responsible Party: DCF</i>	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
To offer ongoing coaching and mentoring to assist child care programs to appropriately apply learning in their child care programs. <i>Responsible Party: DCF</i>		◆		◆		◆		◆		◆		◆				

<b>Goals B4-(4) &amp; (6): Provide incentives to providers that progress to higher YoungStar QRIS levels.</b>																
<i>Application Crosswalk (B)(4)</i>																
Key Activities	YEAR 1				YEAR 2				YEAR 3				YEAR 4			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Provide one-time quality and incentive bonuses to child care programs moving from stars 2-3 (\$500); 3-4 (\$1,000); and 4-5 (\$1,500). <i>Responsible Party: DCF</i>	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆				

<b>Goal B4-(5): Increase family engagement in YoungStar</b>																
<i>Application Crosswalk: (B)(3)(b) and B4</i>																
Key Activities	YEAR 1				YEAR 2				YEAR 3				YEAR 4			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Coordinate public outreach with activities described in (B)(3)(b) <i>Responsible Party:</i>	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Coordinate with family engagement consultant to ensure that child care programs have access to evidence-based, culturally competent family engagement training. <i>Responsible Party: DCF and YoungStar Consortium with Family Engagement Coordinator described in (C)(4)</i>	◆	◆	◆	◆												

	Year 1	Year 2	Year 3	Year 4
<b>Total, B4 Annual Projected Cost<sup>39</sup></b>	<b>\$2,983,500</b>	<b>\$2,983,500</b>	<b>\$1,943,000</b>	<b>\$1,423,000</b>

<sup>39</sup> See Budget Tables I-3, II-1 and II-2 for further information. Figures represent all funds, both in-kind and RTTT-ELC.

**(B)(5) Validating the effectiveness of the State Tiered Quality Rating and Improvement System. (15 points)**

The extent to which the State has a High-Quality Plan to design and implement evaluations—working with an independent evaluator and, when warranted, as part of a cross-State evaluation consortium—of the relationship between the ratings generated by the State’s Tiered Quality Rating and Improvement System and the learning outcomes of children served by the State’s Early Learning and Development Programs by—

- (a) Validating, using research-based measures, as described in the State Plan (which also describes the criteria that the State used or will use to determine those measures), whether the tiers in the State’s Tiered Quality Rating and Improvement System accurately reflect differential levels of program quality; and
- (b) Assessing, using appropriate research designs and measures of progress (as identified in the State Plan), the extent to which changes in quality ratings are related to progress in children’s learning, development, and school readiness

*In the text box below, the State shall write its full response to this selection criterion. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.*

*In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State’s special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.*

*(B)(5) Validating the effectiveness of the State QRIS*

*(B)(5)(a) Validating using research-based methods as described in the state plan whether the tiers in the State’s Tiered Reimbursement System accurately reflect differential levels of program quality.*

YoungStar is designed to improve the quality of children's early care and education settings; thus preparing children to enter formal schooling ready to learn. YoungStar's success is depends on three processes: (1) that the rating system distinguishes among levels of program quality that matter for children's school readiness; (2) that low-rated programs will use technical support and other resources to improve their program quality; and (3) that parents will use the rating information to select high (or higher) quality programs for their children. As a result of these processes, it is expected that the number of highly rated programs will increase over time, as low rated programs progress upward through the ratings or close as a result of a decrease in demand.

In the Joint Finance Committee motion that approved the creation of YoungStar, DCF was directed to conduct a child outcome evaluation of YoungStar to evaluate whether the investments in higher quality programs are linked with better child outcomes. YoungStar and the Wisconsin Shares program and administrative data systems were designed to respond to questions regarding the progression of providers through the rating system and subsidy-receiving parents' choice of child care providers. Validating the rating scale requires outside research expertise and an independent study.

The question of whether the quality rating levels accurately reflect differential levels of program quality is an important question. The State believes that the best way to answer this question is to directly link program star rating levels to children's outcomes. This decision was based on a careful reading of existing studies and literature indicating that the most widely-used and applicable global measures of quality (ECERS, ITERS, FCERS) were not strongly (and often quite weakly) correlated with improvements in young children's development and school readiness. Some subscales, particularly those related to language and cognitive stimulation, are more closely linked to children's development in pre-academic areas, and others, particularly related to caregiver responsiveness and sensitivity, are more closely linked to behavior and social outcomes. However, reliability and validity of these subscales are not sufficiently strong to support their independent use as indicators of "quality." Given this concern, it was decided that the best indicator

of whether ratings are associated with quality is whether program quality is directly linked to child outcomes.

*(B)(5)(b) Assessing using appropriate research designs and measure of progress that look at the extent to which changes in quality ratings are related to progress in children's learning, development and school readiness.*

DCF has contracted with a national expert, Katherine Magnuson, Ph.D., University of Wisconsin-Madison, to conduct an independent child outcome evaluation of the YoungStar program. This validation study will compare gains in school readiness across children (ages three-to-five) in higher- and lower-rated child care programs. Hold demographic and socio-economic factors constant through regression analysis, the rating system will be validated if there is a statically significant relationship between high quality programs and school readiness gains. As noted above, the decision to validate the rating scale with child outcomes was made because of the importance placed on ensuring that the rating system directly translates into (and reflects) differences in early learning environments that matter for children's school readiness. While collecting child outcome data is costly, it is paramount to assessing the effectiveness of the rating system.

More specifically, the evaluation will involve randomly selecting approximately 160 providers in three regions of Wisconsin that serve three-to-five-year-old children. The selected regions will not be randomly selected, as there is particular interest in validating the rating systems among high need and vulnerable communities. For this reason, the Milwaukee region, which has the largest number of poor children and the largest number of children receiving child care subsidies, will be selected as a region. The other two regions will be selected so that other high needs communities are adequately represented (such as Tribal communities). The programs participating in YoungStar will be stratified by type of provider (family day care and group-based center).

After randomly selected providers consent to be part of the study, consent will be obtained from parents for their children's participation. The study will enroll approximately 800 children (this will provide sufficient power to detect effect sizes of about .20 to



.30, based on a power analysis conducted with software created for planning cluster randomized studies). The study will directly assess children in several important domains of school readiness in the fall and spring of an academic year (approximately September-October and then again May-June). Although the selection of instruments is not finalized, they will be valid and reliable, nationally-normed, developmentally-appropriate assessments such as the Woodcock Johnson Achievement Tests (Letter-Word Identification and Applied Problems Subtests), Bracken Basic Concepts School Readiness Subtests, Pencil Tap test (measures self-regulation), and teacher reports of children's approaches to learning as well as social and behavioral skills. Additional survey information will be gathered from teachers/caregivers, program directors, and parents. Magnuson will work with the University of Wisconsin Survey Center to collect the data, and ensure that all data are of high quality.

Gains in school readiness over the course of the year for children in low-rated programs will be compared with high rated programs. This approach of studying "school readiness gains" has been used extensively in the research literature and is a useful way to understand the "added value" of program quality for preschool-age children. This is an important approach because children enrolled in programs of varying quality may differ in background characteristics that will likely affect their levels of school readiness. Predicting gains in school readiness, and using statistical controls for measurable background differences, will reduce the likelihood that resulting estimates of the association with star ratings are biased by such differences. After starting the project, Dr. Magnuson has consulted with several states that have evaluation and validation projects underway. She met directly with Kathryn Tout (Child Trends), the director of Minnesota's QRIS evaluation efforts and co-leader of the Administration of Children and Families, Office of Planning, Research and Evaluation (ACF-OPRE) INQUIRE network, which brings together researchers working on QRIS projects to share knowledge and expertise. Dr. Magnuson attended the INQUIRE meeting held July 2010. These opportunities to consult with researchers in the field have been invaluable in planning the Wisconsin study. For example, this had led to a plan to oversample programs in low-income communities because of higher expected rates of attrition. Dr. Magnuson plans to reduce the number of

children assessed within each program, but increase the overall number of programs to be recruited, because of difficulty in getting parental consent for a large proportion of children in each center. This meeting also led to the decision to start the study in fall 2012, which will allow sufficient time for the YoungStar program to be fully implemented. In addition, the school readiness assessments and other survey instruments will be closely aligned with instruments used in previous studies. This will enable Wisconsin to compare its results to those in other states and enable future analysis of combined datasets.

### **High Quality Plan for Moving Forward**

With additional resources available from this RTTT-ELC opportunity, Wisconsin proposes to broaden its validation efforts. There are three notable omissions in the current study plans. First, as described earlier, the current study does not validate the star ratings using other global measures of early care and education quality. Second, the study focuses on gains in school readiness among three-to-five-year-old children, although studies typically find that infants experience the lowest quality of care. Third, although parents will be included in the current study, more needs to be done to understand how satisfied parents are with the YoungStar program. As a result, in collaboration with Dr. Magnuson, Wisconsin will use funds to (1) collect independent observations of global program quality (ECERS, FCERS, ITERS), and (2) over-sample classrooms and programs serving infants and toddlers. In addition, (3) the parent survey will be expanded. Taken together, this supplement will improve the State's ability to fully evaluate and validate the tiered rating system. Furthermore, the expanded study will better inform program improvements; thus, improving the early learning environments and outcomes for Wisconsin children.

Having independent observational assessments will enable Wisconsin to better understand whether its QRIS is effectively differentiating among programs of differing quality. The results of studies in states like Indiana have found that in some instances, star ratings do not distinguish meaningfully between differences in observed quality measures.

In the context of Wisconsin, there are several reasons why this is an important undertaking. First, educational credentials are an important facet of the rating system, and incorporated into the minimum thresholds for progression across star levels. Though caregiver and director credentials and educational attainment are likely to be a good proxy for skills and competencies, it is important to make sure that otherwise high quality programs, that provide positive early learning contexts in all other ways, are not being rated lower because their staff does not meet the minimum educational requirements of the next level. Finding little difference between high and low star rated programs across global measures (and subscales) of observed quality would suggest that perhaps some aspects of the rating scale, such as the minimum education requirements, might need further examination.

Second, Wisconsin has created automatic pathways to a four and five star rated level for programs that are accredited by (or monitored by) other organizations such as Head Start programs and NAEYC. This decision was made because, after studying the standards of the accrediting and monitoring bodies, it was determined that these programs would almost certainly meet minimum standards for such ratings, and duplicated ratings efforts were deemed unnecessary. Nevertheless, for these programs, the State does not have independent ratings of program quality (ECERS, FCERS, ITERS) that could be used to validate this decision. Collecting these data will enable a direct examination of whether providers that receive automatic ratings provide environments of similar quality to those who achieve a five star through the formal rating system. If higher environmental rating scores are not consistently found in these alternate path settings, Wisconsin's leadership team will need to reconsider its use of the alternate pathway.

Third, collecting independent observational measures of program quality will allow Wisconsin to oversample infant/toddler classrooms, to carefully explore the quality of these settings and offer objective and tangible advice as to policy and practice changes that could be targeted to the youngest children in care. This is especially important because infants and toddlers typically experience lower quality care than older children.

A final evaluation objective that will advance Wisconsin’s understanding will be to build a robust parent survey questionnaire into this evaluation that elicits information from parents about their knowledge of and satisfaction with the YoungStar program. The expanded parent survey will collect more information than currently planned, and, in addition, a random subsample of parents will be asked to participate in a focus group to provide additional qualitative information and feedback about the program. The information they provide will be used to inform future communication efforts including outreach and marketing initiatives as well as program administration and policy changes.

Specific objectives include:

1. Incorporating environmental assessments using the ECERs tool to the child outcomes study; and,
2. Assessing the validity of the four and five star automatic path
3. Determining whether YoungStar information for parents has a demonstrated impact or effect on parent child care choices

<b>Goal B5-1 &amp; 2: Demonstrate YoungStar effects on child outcomes</b>																
<i>Application Crosswalk:</i>																
<b>Key Activities</b>	<b>YEAR 1</b>				<b>YEAR 2</b>				<b>YEAR 3</b>				<b>YEAR 4</b>			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Determine sample of programs <i>Responsible Party: DCF via contract with Magnuson</i>				◆												
Determine specifics of survey research to be conducted by UW Survey Research Center <i>Responsible Party: DCF via contract with Magnuson</i>	◆	◆														
Initiate first round of assessments, ECERS and provider/parent and child interviews <i>Responsible Party: : DCF via contract with</i>							◆			◆						

Magnuson																
Study and record findings <i>Responsible Party: : DCF via contract with Magnuson</i>											◆	◆	◆			
Issue preliminary report <i>Responsible Party: : DCF via contract with Magnuson</i>														◆		

<b>Goal B5-3: Determine the impact of quality rating information on parent behavior</b>																
<i>Application Crosswalk:</i>																
Key Activities	YEAR 1				YEAR 2				YEAR 3				YEAR 4			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Develop Survey <i>Responsible Party: UW with DCF</i>			◆	◆												
Identify group to survey <i>Responsible Party: UW</i>					◆	◆	◆									
Conduct Survey <i>Responsible Party: UW</i>									◆	◆	◆					
Analyze and write results <i>Responsible Party: UW</i>												◆	◆			
Consider policy and practice changes suggested by results <i>Responsible Part: DCF</i>														◆		

	Year 1	Year 2	Year 3	Year 4
<b>Total, B5 Annual Projected Cost<sup>40</sup></b>	<b>\$688,200</b>	<b>\$132,500</b>	<b>\$0</b>	<b>\$0</b>

<sup>40</sup> See Budget Tables I-3, II-1 and II-2 for further information. Figures represent all funds, both in-kind and RTTT-ELC.

## **Focused Investment Areas -- Sections (C), (D), and (E)**

*The State must address in its application--*

- (1) Two or more of the selection criteria in Focused Investment Area (C);*
- (2) One or more of the selection criteria in Focused Investment Area (D); and*
- (3) One or more of the selection criteria in Focused Investment Area (E).*

*The total available points for each Focused Investment Area will be divided by the number of selection criteria that the applicant chooses to address in that area, so that each selection criterion is worth the same number of points.*

### **C. Promoting Early Learning and Development Outcomes for Children**

*Note: The total available points for (C)(1) through (C)(4) = 60. The 60 available points will be divided by the number of selection criteria that the applicant chooses to address so that each selection criterion is worth the same number of points. For example, if the applicant chooses to address all four selection criteria in the Focused Investment Area, each criterion will be worth up to 15 points.*

*The applicant must address two or more selection criteria within Focused Investment Area (C).*

#### **(C)(1) Developing and using statewide, high-quality Early Learning and Development Standards.**

The extent to which the State has a High-Quality Plan to put in place high-quality Early Learning and Development Standards that are used statewide by Early Learning and Development Programs and that--

- (a) Includes evidence that the Early Learning and Development Standards are developmentally, culturally, and linguistically appropriate across each age group of infants, toddlers, and preschoolers, and that they cover all Essential Domains of School Readiness;
- (b) Includes evidence that the Early Learning and Development Standards are aligned with the State's K-3 academic standards in, at a minimum, early literacy and mathematics;
- (c) Includes evidence that the Early Learning and Development Standards are incorporated in Program Standards, curricula and activities, Comprehensive Assessment Systems, the State's Workforce Knowledge and Competency Framework, and professional development activities; and
- (d) The State has supports in place to promote understanding of and commitment to the Early Learning and Development Standards across Early

### Learning and Development Programs.

*If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.*

*In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.*

Evidence for (C)(1)(a) and (b):

- To the extent the State has implemented Early Learning and Development Standards that meet any of the elements in criteria (C)(1)(a) and (b), submit--
  - Proof of use by the types of Early Learning and Development Programs in the State;
  - The State's Early Learning and Development Standards for:
    - Infants and toddlers
    - Preschoolers
  - Documentation that the standards are developmentally, linguistically and culturally appropriate for all children, including children with disabilities and developmental delays and English Learners;
  - Documentation that the standards address all Essential Domains of School Readiness and that they are of high-quality;
  - Documentation of the alignment between the State's Early Learning and Development Standards and the State's K-3 standards.

*(C)(1)(a) Includes evidence that the Early Learning and Development Standards are developmentally, culturally, and linguistically appropriate across each age group of infants, toddlers, and preschoolers, and that they cover all Essential Domains of School Readiness.*

## **Quality Standards**

The Wisconsin Model Early Learning Standards (WMELS) identify what children under mandatory school age should know and be able to do (See Appendix 6, *Wisconsin Model Early Learning Standards*). The WMELS address the essential domains for children from birth to first grade including: Health and Physical; Social and Emotional; Language and Communication; Approaches to Learning; and Cognition and General Knowledge (See Table A.1.6). Each domain is divided into relevant sub-domains, which include developmental expectations, program standards, performance standards, and a developmental continuum. The standards also include observable “samples” of what children might do as they demonstrate accomplishments at each level of the developmental continuum, as well as “samples” of what adults might do to assist the child to gain knowledge or learn skills at each level.

WMELS developers ensured that the standards were developmentally, culturally, and linguistically appropriate across the birth through first grade age span. Research and best practices formed the basis for standard development, and various advisory groups were involved, as referenced within the WMELS document. The WMELS’ cross-agency leadership continues to keep the standards updated, based on the latest research. Since the original publication in 2003, two revisions have added a developmental continuum and increased emphasis on infants and toddlers. Wisconsin is already looking to its next revision, with goals for expanding WMELS professional development structure and content, particularly focused on applying WMELS to improve the outcomes of children with high needs.

*(C)(1)(b) Includes evidence that the Early Learning and Development Standards are aligned with the State’s K-3 academic standards in, at a minimum, early literacy and mathematics.*



## **Alignment of early learning standards and academic standards**

The WMELS were designed to closely align with the Wisconsin Model Academic Standards to assure connections between the two sets of standards and their application to four- and five-year-old kindergarten. The State promoted alignment, and communities began to work together using these standards. This goal was reshaped in 2011 when Wisconsin was the first state to adopt the national Common Core State Standards. The WMELS Edition 3 provides an introduction to this alignment and formally advises school districts to consider the WMELS and Common Core State Standards as they plan for four- and five-year-old kindergarten. DPI is currently revising the content in the language and communication domain to better reference early literacy content and terminology with a special emphasis on reading. A further revision will align the common core kindergarten standards within in the WMELS developmental continuum and include examples of child and adult behavior. To assure quality and evidence-based practices after the various revisions, an outside reviewer will be obtained to provide a comprehensive review of the final changes.

*(C)(1)(c) Includes evidence that the Early Learning and Development Standards are incorporated in Program Standards, curricula and activities, Comprehensive Assessment Systems, the State's Workforce Knowledge and Competency Framework, and professional development activities.*

## **Standards, Curriculum, Instruction and Assessment**

WMELS are used across the state by child care, Head Start, home visiting, public school four-year-old kindergarten, five-year-old kindergarten programs, and IDEA Part B programs. Wisconsin licensing rules require programs to provide children with experiences that promote the WMELS, and programs that have staff trained in the WMELS or align their curriculum with them receive points in the state's QRIS. Communities work together to use these standards across programs to guide quality practices and as they develop

common screening, assessment, and curriculum approaches. The utilization of these standards in the state's technical college curriculum and articulation with the university system are described in Section D.

The cross-department professional development infrastructure provides the development of WMELS content modules, regional coordination of delivery, trainer approval, and communities of practice. The infrastructure provides a cross-system approach based on evidence-based practices in professional development, with standardized training content and materials. Trainers must be qualified and are paired with a mentor to ensure fidelity of content delivery. (See Appendix 17, WI Cross-Department Professional Development Infrastructure) defines the components of this structure. The WMELS leadership team is exploring strategies to expand access, provide more domain specific content, and provide a range of related content and resources, including topics on homelessness/poverty, inclusion, dual language learners, and others (see Appendix 18, Content Specific and Targeted Training Modules).

The WMELS website demonstrates the important foundation that WMELS provides related to connecting curriculum, instruction, and assessment. For example, the site provides resources regarding curriculum alignment, screening and assessment, training, and working with special populations of children with high needs. The document itself also provides guidance for applying the WMELS, as well as other resources. WMELS overview training presents these topics using hands-on activities. Training kits provide screening, assessment and curriculum resource materials. State level video conferences provide training on screening, assessment, and curriculum with the WMELS as a foundational component. Wisconsin is at a pivotal point to take its WMELS work even further into the areas of curriculum, instruction, and assessment, to promote intentional planning and individualized service delivery in programming.

*(C)(1)(d) The State has supports in place to promote understanding of and commitment to the Early Learning and Development Standards across Early Learning and Development Programs.*

## **Braided Funding & Interagency Support**

The inclusion of the WMELS in the state's QRIS and the alignment with the Common Core State Standards as described in Sections (B)(1) and (C)(1) show the high level of commitment from DCF and DPI to align standards with practice.

WMELS work is also supported by a cross-department "early childhood braided funding initiative," which has existed for close to 10 years. It currently includes ongoing funds from three state departments (DPI, DCF, and DHS) and six different funding streams (IDEA Part B 619, McKinney Vento Homeless, Child Development Fund, Head Start Collaboration Office, Early Childhood System Change Grant, and IDEA State Professional Development Grant). The braided funding account is managed by DPI with approximately \$200,000 direct funding from the three departments. Funding supports six regional coaches, two process coaches (one of whom leads the WMELS effort) and regional mini-grants.

Each of the funding partners not only contributes to the base initiative, but also builds the effort into its other funded professional development structures. For example, DCF contributes to the braided funding effort and also funds trainers within its YoungStar technical assistance contracts. DPI provides IDEA funding to Cooperative Educational Services Agency Early Childhood Program Support Teachers to support their time, to receive WMELS and Pyramid Model training. DHS also funds the Wisconsin Infant Mental Health Alliance involvement in the Social and Emotional Pyramid Model Training. Some programs have provided one-time funds to the braided funding effort, such as DHS IDEA Part C ARRA funds, to increase the number of infant and toddler and Spanish-speaking trainers.

The WMELS are also easily accessible to providers and the public. Copies can be downloaded on-line or purchased through the Child Care Information Center (CCIC). The publication is available in English, Spanish, and Hmong.

## **High Quality Plan for Early Learning Standards Expansion**

Wisconsin has a high quality, comprehensive set of Early Learning and Development Standards and is committed to ensuring that early learning and development providers, families and communities have the skills and abilities to apply the WMELS in practice, preparing children with high needs for school. Wisconsin is also committed to providing high quality professional development for the people who touch the lives of children from birth to first grade. The state has a strong history of aligning professional development, and collectively recognizes the importance of consistency, fidelity, and evidence based practices. Wisconsin's existing WMELS infrastructure shows that an aligned structure can support the various commonalities and differences among state systems, and that this alignment is cost-effective because resources are shared. The community stories on the WMELS website also demonstrate that it results in better outcomes for the participants, and therefore better quality in classrooms. Wisconsin is working to enhance its infrastructure, to support these values in its professional development cross-structure. To fulfill its vision, the state must address the following challenges:

- The current regional coaching positions are part time and unable to meet existing demand, which will increase due to RTTT-ELC grant activities;
- The successful alignment of WMELS and promotion of YoungStar has created increased need for training, but access is limited—particularly for children with high needs and the children that serve them;
- Stakeholders have identified a variety of topics for professional development modules, but they need to be aligned to a common message and framework;
- Cross sector and community implementation models are important but difficult to sustain; and

- There is a demonstrated need for a consistent approach to access, content, and accountability, yet there is no recognized structure to move the policy, practice, and procedural issues forward.

The high quality WMELS expansion plan detailed below will ensure: (1) that the WMELS are directly connected to curriculum development and practice in early learning and development programs; and (2) that parents with high needs, families and communities understand child development domains and are able to support school readiness in the home. The plan is embedded in a formal cross-department professional development infrastructure, as described in section A. It will expand the capacity of the regional coaches to facilitate regional planning and implementation, thereby increasing access, content, delivery, and quality. It will continue work to align WMELS to the Common Core State Standards. The plan will start with the successful braided funding infrastructure and professional development components in the WMELS training approach and will build a structure for a series of evidence-based content modules. This plan aligns with activities in Sections (B)(1) and (D).

Goal 1. Promote Early Learning and Development Outcomes through expansion of the WMELS Professional Development Structure.

1. Work with the new Office of Early Learning to formalize and expand the existing professional development infrastructure by:
  - Building upon the existing cross department “braided funding initiative;”
  - Realigning role responsibilities and expanding hours of personnel, thus increasing WMELS process, content, and coaches to full time positions;
  - Continuing cross department commitment to braided funding; and
  - Building networks and structures within early childhood and among educational systems.
2. Revise the current WMELS by:
  - Completing revisions of the content in the language and communication domain to better reference early literacy content

and terminology with a special emphasis on reading;

- Expanding the framework to align with the Common Core State Standards;
- Addressing the common core kindergarten standards in the WMELS developmental continuum, including examples of child and adult behavior;
- Assuring that the document remains true to quality, evidence-based practices after the various revisions, by bringing in an outside reviewer to provide a comprehensive review of the final changes;
- Reprinting Publications to address recommended revisions, as well as to provide translations to providers who speak languages other than English; and
- Disseminating changes and updating the WMELS website.

3. Expand Content Specific and Targeted Training Modules by:

- Identifying a common expanded framework for new modules using the components and infrastructure as a foundation;
- Working with groups who currently are planning and implementing trainings to identify commonalities and direction needed to align;
- Identifying effective formats for additional professional development materials;
- Monitoring implementation of training; and
- Maintaining modules on the WMELS website.

4. Strengthen technical assistance structures for coaching by:

- Strengthening technical assistance structures for coaching and communities of practice for WMELS trainers, and expanding these structures to other training areas;

- Training Delivery Coordination through the Registry, including training content delivery approval, individual tracking of training, training registration, with expansion of the Registry’s database capabilities;
- Coaching/mentoring support to put the training content into practice – individualizing to the program level; and
- Promoting evidence based professional development practices, based on the DPI State Professional Development Model.

<b>Goal 1: Promoting Early Learning and Development Outcomes for Children through expansion of the Wisconsin Model Early Learning Standards Professional Development Structure</b>																
<i>Application Crosswalk: (C)(1)(a)-(d)</i>																
Key Activities	YEAR 1				YEAR 2				YEAR 3				YEAR 4			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Formalize and expand the existing braided funding professional development structure. <i>Responsible Party: DPI OEL</i>	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Reading and Common Core State Standards alignment <i>Responsible Party: DPI OEL</i>	◆	◆	◆	◆												
Expand the domain specific and special topics content <i>Responsible Party: DPI OEL</i>	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Strengthen technical assistance structures for coaching and community of practices for WMEL <i>Responsible Part: DPI OEL</i>	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆

	Year 1	Year 2	Year 3	Year 4
<b>Total, C1 Annual Projected Cost<sup>41</sup></b>	<b>\$1,088,700</b>	<b>1,068,700</b>	<b>1,068,700</b>	<b>1,068,700</b>

<sup>41</sup> See Budget Tables I-3, II-1 and II-2 for further information. Figures represent all funds, both in-kind and RTTT-ELC.

**(C)(2) Supporting effective uses of Comprehensive Assessment Systems.**

The extent to which the State has a High-Quality Plan to support the effective implementation of developmentally appropriate Comprehensive Assessment Systems by--

- (a) Working with Early Learning and Development Programs to select assessment instruments and approaches that are appropriate for the target populations and purposes;
- (b) Working with Early Learning and Development Programs to strengthen Early Childhood Educators' understanding of the purposes and uses of each type of assessment included in the Comprehensive Assessment Systems;
- (c) Articulating an approach for aligning and integrating assessments and sharing assessment results, as appropriate, in order to avoid duplication of assessments and to coordinate services for Children with High Needs who are served by multiple Early Learning and Development Programs; and
- (d) Training Early Childhood Educators to appropriately administer assessments and interpret and use assessment data in order to inform and improve instruction, programs, and services.

*If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.*

*In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.*

**Wisconsin did not respond to selection criterion (C)(2).**



(C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness.

The extent to which the State has a High-Quality Plan to identify and address the health, behavioral, and developmental needs of Children with High Needs by--

- (a) Establishing a progression of standards for ensuring children's health and safety; ensuring that health and behavioral screening and follow-up occur; and promoting children's physical, social, and emotional development across the levels of its Program Standards;
- (b) Increasing the number of Early Childhood Educators who are trained and supported on an on-going basis in meeting the health standards;
- (c) Promoting healthy eating habits, improving nutrition, expanding physical activity; and
- (d) Leveraging existing resources to meet ambitious yet achievable annual targets to increase the number of Children with High Needs who--
  - (1) Are screened using Screening Measures that align with the Medicaid Early Periodic Screening, Diagnostic and Treatment benefit (see section 1905(r)(5) of the Social Security Act) or the well-baby and well-child services available through the Children's Health Insurance Program (42 CFR 457.520), and that, as appropriate, are consistent with the Child Find provisions in IDEA (see sections 612(a)(3) and 635(a)(5) of IDEA);
  - (2) Are referred for services based on the results of those screenings, and where appropriate, received follow-up; and
  - (3) Participate in ongoing health care as part of a schedule of well-child care, including the number of children who are up to date in a schedule of well-child care.

*If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.*

*In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.*

*Additionally, States must provide baseline data and set targets for the performance measures under (C)(3)(d).*

Evidence for (C)(3)(a):

- To the extent the State has established a progression of health standards across the levels of Program Standards that meet the elements in

criterion (C)(3)(a), submit--

- The progression of health standards used in the Program Standards and the State's plans for improvement over time, including documentation demonstrating that this progression of standards appropriately addresses health and safety standards; developmental, behavioral, and sensory screening, referral, and follow-up; health promotion including healthy eating habits, improved nutrition, and increased physical activity; oral health; and social and emotional development; and health literacy among parents and children;

Evidence for (C)(3)(b):

- To the extent the State has existing and projected numbers and percentages of Early Childhood Educators who receive training and support in meeting the health standards, the State shall submit documentation of these data. If the State does not have these data, the State shall outline its plan for deriving them.

Evidence for (C)(3)(d):

- Documentation of the State's existing and future resources that are or will be used to address the health, behavioral, and developmental needs of Children with High Needs. At a minimum, documentation must address the screening, referral, and follow-up of all Children with High Needs; how the State will promote the participation of Children with High Needs in ongoing health care as part of a schedule of well-child care; how the State will promote healthy eating habits and improved nutrition as well as increased physical activity for Children with High Needs; and how the State will promote health literacy for children and parents.

**Wisconsin did not respond to selection criterion (C)(3).**

(C)(4) Engaging and supporting families.

The extent to which the State has a High-Quality Plan to provide culturally and linguistically appropriate information and support to families of Children with High Needs in order to promote school readiness for their children by--

- (a) Establishing a progression of culturally and linguistically appropriate standards for family engagement across the levels of its Program Standards, including activities that enhance the capacity of families to support their children's education and development;
- (b) Increasing the number and percentage of Early Childhood Educators trained and supported on an on-going basis to implement the family engagement strategies included in the Program Standards; and
- (c) Promoting family support and engagement statewide, including by leveraging other existing resources such as through home visiting programs, other family-serving agencies, and through outreach to family, friend, and neighbor caregivers.

*If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.*

*In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.*

Evidence for (C)(4)(a):

- To the extent the State has established a progression of family engagement standards across the levels of Program Standards that meet the elements in criterion (C)(4)(a), submit--

- The progression of culturally and linguistically appropriate family engagement standards used in the Program Standards that includes strategies successfully used to engage families in supporting their children's development and learning. A State's family engagement standards must address, but need not be limited to: parent access to the program, ongoing two-way communication with families, parent education in child development, outreach to fathers and other family members, training and support for families as children move to preschool and kindergarten, social networks of support, intergenerational activities, linkages with community supports and adult and family literacy programs, parent involvement in decision making, and parent leadership development;
- Documentation that this progression of standards includes activities that enhance the capacity of families to support their children's education and development.

Evidence for (C)(4)(b):

- To the extent the State has existing and projected numbers and percentages of Early Childhood Educators who receive training and support on the family engagement strategies included in the Program Standards, the State shall submit documentation of these data. If the State does not have these data, the State shall outline its plan for deriving them.

Evidence for (C)(4)(c):

- Documentation of the State's existing resources that are or will be used to promote family support and engagement statewide, including through home visiting programs and other family-serving agencies and the identification of new resources that will be used to promote family support and engagement statewide.

*(C)(4)(a) Establishing a progression of culturally and linguistically appropriate standards for family engagement* Family engagement supports children's success by creating connections among parents, community and early learning and development programs. Early learning and development programs that have demonstrated significant short and long-term benefits for children, including school

readiness, all have family engagement support components.<sup>42</sup> Wisconsin has demonstrated a strong commitment to parent and community engagement and support for children, (*See Table (A)(1)-9*) but family engagement standards across systems across systems have not been established.

As noted in Table 4 below, Wisconsin has implemented several evidence-based family engagement strategies, but their reach is limited. Wisconsin will use RTTT-ELC funding to build a more unified approach to culturally competent and linguistically diverse family engagement strategies, using toolkits such as those prepared by the Annie E. Casey Foundation,<sup>43</sup> by increasing, integrating and aligning resources to support families and staff. We will use approaches known to be effective such as grassroots outreach using community leaders to engage families in discussions about barriers and how to address these, and to involve them in the development of standards. Families will receive a stipend to participate, and meals and childcare will be provided as well as travel reimbursement. A multicultural advisory group will also provide a venue for parent participation. Once standards have been identified and adopted, Wisconsin will establish and embed a progression of culturally and linguistically appropriate family engagement standards across systems.

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<sup>42</sup> H. Westmoreland, H. M. Rosenberg, M.E. Lopez, and H. Weiss, “Seeing is Believing: Promising Practices for How School Districts Promote Family Engagement,” Harvard Research Project Issue Brief July 2009

<sup>43</sup> *Building Culturally & Linguistically Competent Services to Support Young Children, Their Families, and School Readiness*. Kathy Seitzinger Hepburn: 2004. Accessed at <http://www.aecf.org/upload/publicationfiles/hs3622h325.pdf>

**Table 4. Wisconsin’s Family Engagement Efforts**

Program	Description	Numbers
Strengthening Families	This framework is based on five protective factors that build resilience in families. Wisconsin has integrated this framework across several systems, including child care, prevention/early intervention, child welfare and foster care	472 Individuals trained 300+ program assessments
SEARCH Institute’s Developmental Assets	The 40 Developmental Assets framework provides a holistic approach to supporting children and families.	750 sites
FAST	Families and Schools Together provides family strengthening and engagement to promote school readiness for children.	39 Baby or Pre-K sites
Touchpoints	The Brazelton Touchpoint approach is a partnership between parents and providers to support families in meeting the needs of their children.	3 sites
Epstein Framework	Six types of parent involvement approaches. (See Appendix 19)	37 schools in 9 districts
Four Year Old Kindergarten	Outreach activities are intended to support, nurture, and instruct parents in their role as the primary educator of their children and are sensitive to cultural, racial and religious differences among families.	386 sites
Head Start and Early Head Start	Prescribed parent involvement and shared governance. (Educare Center in Milwaukee)	70 of 72 counties
Children and Youth with Special Health Care Needs And Birth to 3	Wisconsin Statewide Parent-Educator Initiative; Parent Leadership Hub; Imagine a Child’s Capacity program; Regional Resource Centers; Parent to Parent; CYSHCN Collaborators Network; Family Voices of Wisconsin; Wisconsin Family Assistance Center for Education, Training and Support These programs focus on building parent leadership skills and providing resources, referrals and peer support	N/A
Home Visiting	Required family engagement and retention plan with specific efforts around engaging fathers	11 sites
Honoring Our Children	Eight tribal communities are using to improve outcomes for young children	8 sites
Project LAUNCH	Wisconsin is only state to have two sites: the Red Cliff Band of Lake Superior Chippewa (using Touchpoints) and Empowering Families of Milwaukee (focusing on most challenging zip codes in the city)	2 sites
QRIS	The Quality Rating Improvement System awards optional points for parent/family involvement to program implementing family engagement strategies.	Unknown

(C)(4)(b) *Increasing the number and percentage of Early Childhood Educators trained and supported on an on-going basis to implement the family engagement strategies included in the Program Standards.* There are three ways family engagement training is recorded in the Registry: Family Services Core Knowledge training, the Strengthening Families in Early Care and Education training and the Family Services credential. It is estimated that one-third of the potential early learning and development staff report information to the Registry. Of these, as noted in Table 2 below, many providers have taken the core training course offered on family services. The numbers in the *Error! Reference source not found.* reflect providers who have applied or renewed with the Registry since 01/01/2009 and have indicated employment at a regulated care facility. Wisconsin will use RTTT-ELC resources to expand training opportunities for these providers on culturally competent family outreach and support practice.

**Table 5. Current EC educators with Registry-approved training in Family engagement**

<b>Program</b>	<b>Number</b>	<b>Percentage</b>
Family Services credentials	76/12,053	0.63%
Family Services Core Knowledge training	7,842/12,061	65.02%
Strengthening Families in Early Care and Education training	472/12,052	3.92%

Wisconsin will also increase the availability of cross system training on family engagement and cultural and linguistically competent practices, create a Community of Practice to enhance the skills and cultural competence of Early Care Educators, target resources to enhance the quality of early learning and development programs, including family, friends and neighbor care, in the areas where families with high needs children reside, and evaluate the effectiveness of the family engagement strategies to improve school readiness across systems.

*(C)(4)(c) Leveraging existing resources.* As noted in Table 6, Wisconsin has invested state resources in home visiting and through a network of family resource centers funded by its Children’s Trust Fund; obtained federal funding for Project LAUNCH; and serves a broad range of children with developmental delays and disabilities through Birth to 3 (IDEA Part C) - all aimed at promoting family success. Wisconsin will bolster this support network available to families of children with high needs by improving providers’ ability to connect families to these resources and to reinforce their efforts with enrolled families.

**Table 6. Existing Resources to Promote Family Engagement and Support Statewide**

<b>Organization</b>	<b>Mission</b>
Home Visiting	Wisconsin’s evidence-based home visiting program includes family engagement and culturally competent approaches. Community agencies, including faith-based organizations, are a part of the planning and implementation of the home visiting programs to assure the services are coordinated, family-centered, and culturally appropriate and the families are connected to the resources they need.
Head Start/Early Head Start	Framework for family engagement and support includes active partnering with families at all levels of programming. This framework can be used in the development of cross-system family engagement.
Project LAUNCH	Wisconsin is the recipient of two Project LAUNCH grants, one in the Red Cliff Band of Lake Superior Chippewa and one at WI DHS focused on Empowering Families of Milwaukee. The Project LAUNCH grants have family engagement and support through the Touchpoints program and 2-1-1 Milwaukee. 2-1-1 Milwaukee is a resource for information on area services. Project LAUNCH dollars have been used to build on this existing system to elevate the children and family resources available in Milwaukee.
Touchpoints	The UW-Cooperative Extension and the Red Cliff Band of Lake Superior Chippewa provides training on the program to engage families and other caregivers to support all domains of children’s development that are essential to early learning.
Honoring Our Children	Eight tribal communities have the initiative focusing on improving outcomes for young children. Further efforts can use the lessons learned on providing services in a culturally competent manner and engaging fathers in services.
Supporting Families Together Association	Supports quality care for infants and toddlers through training and technical assistance including training on Strengthening Families in Early Care and Education training.
Children’s Trust Fund Family	The CTF Family Resource Centers provides services to families such as the Community Response program, home



Resource Centers	visiting and parenting classes. They also provide education for family support workers. The Community Response Program is designed to help families connect with community resources. CTF is partnering with the WI Child Welfare Professional Development System to provide family engagement training for family support workers.
Child Welfare	The Wisconsin Child Welfare Professional Development System has tailored a family engagement training to fit the needs of child abuse and neglect prevention programs and is looking at expanding the outreach to be able to offer the training across systems. Resources to evaluate the effectiveness of the trainings are also in place and could be built upon to broaden the reach to trainings across systems.
Foster Parents	The Wisconsin Child Welfare Professional Development System has tailored the Strengthening Families training to foster parents and child welfare workers. Resources are also being developed to include trauma informed care in the training of foster parents.

Wisconsin will sustain and build on the strengths of these evidence-based initiatives to increase the number of programs that successfully engage families as partners in their child’s development and school readiness. Although these initiatives each have a unique approach to family engagement and support, the basic elements (parent access to the programming, ongoing, two way communication, parent education on child development, social networks, linkage to community supports and parents involved in leadership and decision-making) are embedded in each. Wisconsin will integrate and align the resources of these current initiatives to provide a more uniform approach and reduce inefficiency. Further, we will ensure our efforts include a trauma-informed approach, which recognizes the impact of adverse childhood experiences on young children’s brain development and targets strategies that build on protective and resiliency factors. Evaluation of the implementation and the outcomes for children and families will be used for continuous quality improvement. Finally, a Communities of Practice approach to supporting service providers offers a forum to build the skills of early care educators.

### **High Quality Plan to Move Forward**

The High Quality Plan detailed below will ensure that 1)culturally competent, linguistically appropriate family engagement and support standards will be implemented across systems; 2) the unique needs of special populations will be addressed through input of

families and community members at all levels, especially families of children with disabilities or developmental delays, with low-incomes, who are English learners, migrant and/or Native American; 3) parents and families will have access to high-quality early learning and development programs in the communities where they live and work to enhance their children’s school readiness; and 4) continuous quality improvement in family engagement and support strategies for programs will ensure providers have the resources they need to successfully engage diverse families who stand to benefit the most from their children’s participation in high quality early learning programs. A family engagement consultant reporting to the RTTT-ELC Grant Manager will lead and ensure the completion of the activities described below, supported by a contract for a performance planner whose primary responsibility is the development of continuous quality improvement methods.

<b>Goal (C)(4)(a): Develop a progression of culturally and linguistically appropriate standards for family engagement across the levels of the Program Standards to enhance children’s school readiness.</b>																
<b>Key Activities</b>	<b>YEAR 1</b>				<b>YEAR 2</b>				<b>YEAR 3</b>				<b>YEAR 4</b>			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Hire a family engagement consultant. <i>Responsible Party: DCF</i>	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Convene a workgroup of parents, early childhood educators and community members <i>Responsible Party: DCF Family Engagement Consultant</i>	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Convene a multicultural advisory committee. <i>Responsible Party: DCF Family Engagement Consultant</i>	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Conduct focus groups or surveys to identify possible barriers and needed support in engaging parents of high need children using natural leaders of the community to assist <i>Responsible Party: DCF Family Engagement Consultant</i>		◆	◆	◆												
Develop and implement the culturally competent, trauma informed family engagement program standards. <i>Responsible Party: DCF Family Engagement Consultant with DPI and DHS.</i>					◆	◆	◆	◆								
Create and implement a communication plan. Both media			◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆

and grassroots outreach with members of the community <i>Responsible Party: DCF Family Engagement Consultant.</i>																	
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<b>Goal (C)(4)(b) - 1: Train early learning and development staff and administrators on culturally competent, evidence-based strategies to engage and support families, especially families with high needs children.</b>																
<b>Key Activities</b>	<b>YEAR 1</b>				<b>YEAR 2</b>				<b>YEAR 3</b>				<b>YEAR 4</b>			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Assess the current training and technical assistance regarding family engagement and support. <i>Responsible party: DCF Family Engagement Consultant</i>	◆	◆														
Design a staff development plan in culturally and linguistically appropriate, trauma informed, evidence-based family engagement and support. <i>Responsible party: DCF Family Engagement Consultant</i>			◆	◆	◆	◆										
Develop and pilot cross discipline training on culturally competent, trauma informed family engagement and support strategies. <i>Responsible Party: DCF Family Engagement Consultant with DPI and DHS</i>					◆	◆	◆									
Train staff and administrators in culturally competent, trauma informed, evidence-based family engagement and support strategies/models, including how to work with interpreters and translators. <i>Responsible party: DCF Family Engagement Consultant with DPI and DHS</i>									◆	◆	◆	◆	◆	◆	◆	◆
Train interpreters and translators in the early learning and development field. <i>Responsible party: DCF Family Engagement Consultant with DPI and DHS</i>									◆	◆	◆	◆	◆	◆	◆	◆
Embed family engagement and support in the early learning and development system using Community of Practice. <i>Responsible party: DCF Family Engagement Consultant with DPI and DHS</i>									◆	◆	◆	◆	◆	◆	◆	◆
Develop college curriculum to prepare future staff in family engagement strategies/models, multicultural diversity and					◆	◆	◆	◆								

socio-economic issues, and trauma informed care in service delivery in order to better engage and support families with high needs children. <i>Responsible party: DCF Family Engagement Consultant with DPI</i>																
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<b>Goal: (C)(4)(b) - 2 Evaluate the effectiveness of evidence-based, culturally competent parent engagement and support strategies on school readiness for children.</b>																
<b>Key Activities</b>	<b>YEAR 1</b>				<b>YEAR 2</b>				<b>YEAR 3</b>				<b>YEAR 4</b>			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Hire a performance planner for the family engagement efforts. <i>Responsible Party: DCF Family Engagement Consultant</i>	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Create Benchmarks and evaluation methods for family engagement and support. Evaluate the child/family outcomes and the implementation of culturally competent, trauma informed evidence-based family engagement and support standards <i>Responsible Party: DCF Performance Planner</i>		◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Train sites on data collection. <i>Responsible Party: DCF Performance Planner</i>				◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Assess data entry quality. <i>Responsible Party: DCF Performance Planner</i>				◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Create a report on the effectiveness of family engagement and support with culturally competent and linguistically appropriate standards on levels of family engagement across programs; use data to target areas for improvement. <i>Responsible Party: DCF Performance Planner</i>																◆

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<b>Total, C4 Annual Projected Cost<sup>44</sup></b>	<b>\$1,206,013</b>	<b>1,464,013</b>	<b>1,434,013</b>	<b>1,434,013</b>

<sup>44</sup> See Budget Tables I-3, II-1 and II-2 for further information. Figures represent all funds, both in-kind and RTTT-ELC.

#### **D. A Great Early Childhood Education Workforce**

*Note: The total available points for (D)(1) and (D)(2) = 40. The 40 available points will be divided by the number of selection criteria that the applicant chooses to address so that each selection criterion is worth the same number of points. For example, if the applicant chooses to address both selection criteria in Focused Investment Area (D), each criterion will be worth up to 20 points.*

*The applicant must address one or more selection criteria within Focused Investment Area (D).*

#### **(D)(1) Developing a Workforce Knowledge and Competency Framework and a progression of credentials.**

The extent to which the State has a High-Quality Plan to--

- (a) Develop a common, statewide Workforce Knowledge and Competency Framework designed to promote children's learning and development and improve child outcomes;
- (b) Develop a common, statewide progression of credentials and degrees aligned with the Workforce Knowledge and Competency Framework; and
- (c) Engage postsecondary institutions and other professional development providers in aligning professional development opportunities with the State's Workforce Knowledge and Competency Framework.

*If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State shall include the evidence listed below and describe in its narrative how each piece of evidence demonstrates the State's success in meeting the criterion; the State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.*

*In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for*

*the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.*

Evidence for (D)(1):

- To the extent the State has developed a common, statewide Workforce Knowledge and Competency Framework that meets the elements in criterion (D)(1), submit:
  - The Workforce Knowledge and Competencies;
  - Documentation that the State's Workforce Knowledge and Competency Framework addresses the elements outlined in the definition of Workforce Knowledge and Competency Framework in Definitions (section III) and is designed to promote children's learning and development and improve outcomes.

### **Building on Wisconsin's Strong Workforce Knowledge & Training System**

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 (see Figure 4). The goal of this ongoing work is to improve child and family outcomes, especially creating greater access to quality early care and education for families with high needs.

As early as 1995, Wisconsin began developing a cross-sector approach to early childhood professional development through creation of the Professional Development Initiative (PDI). Since 1998, the PDI has been facilitated by an evolving cross-sector team representing child care, Head Start, early intervention, 4K, and others. As the PDI has developed over time, achievements have included the following: periodic revision of the Registry Career Ladder, development of five professional credentials, creation of

statewide core curriculum leading to common courses in early childhood education for the Wisconsin Technical College System (WTCS), development of twelve articulation agreements between the WTCS and individual Baccalaureate Institutions, development of a cross-sector comparison of early childhood professional core competencies, and completion of a professional development policy scan using NAEYC's *Workforce Designs: A Policy Blueprint for State Early Childhood Professional Development Systems*.

Wisconsin has been nationally recognized for this work, and was one of three states highlighted during the NAEYC Professional Development Institute in 2005, and one of several states featured in an ACF paper addressing the key role Head Start State Collaboration Offices can play in early childhood professional development planning. Additionally, a paper recognizing Wisconsin's professional development efforts is posted on the Head Start Early Childhood Learning and Knowledge Center (ECLKC). Finally, Wisconsin played a crucial role in creating the National Registry Alliance, which now attracts over 30 states to its annual conference. (See *PDI Chronology* in Appendix 7 for additional details.)

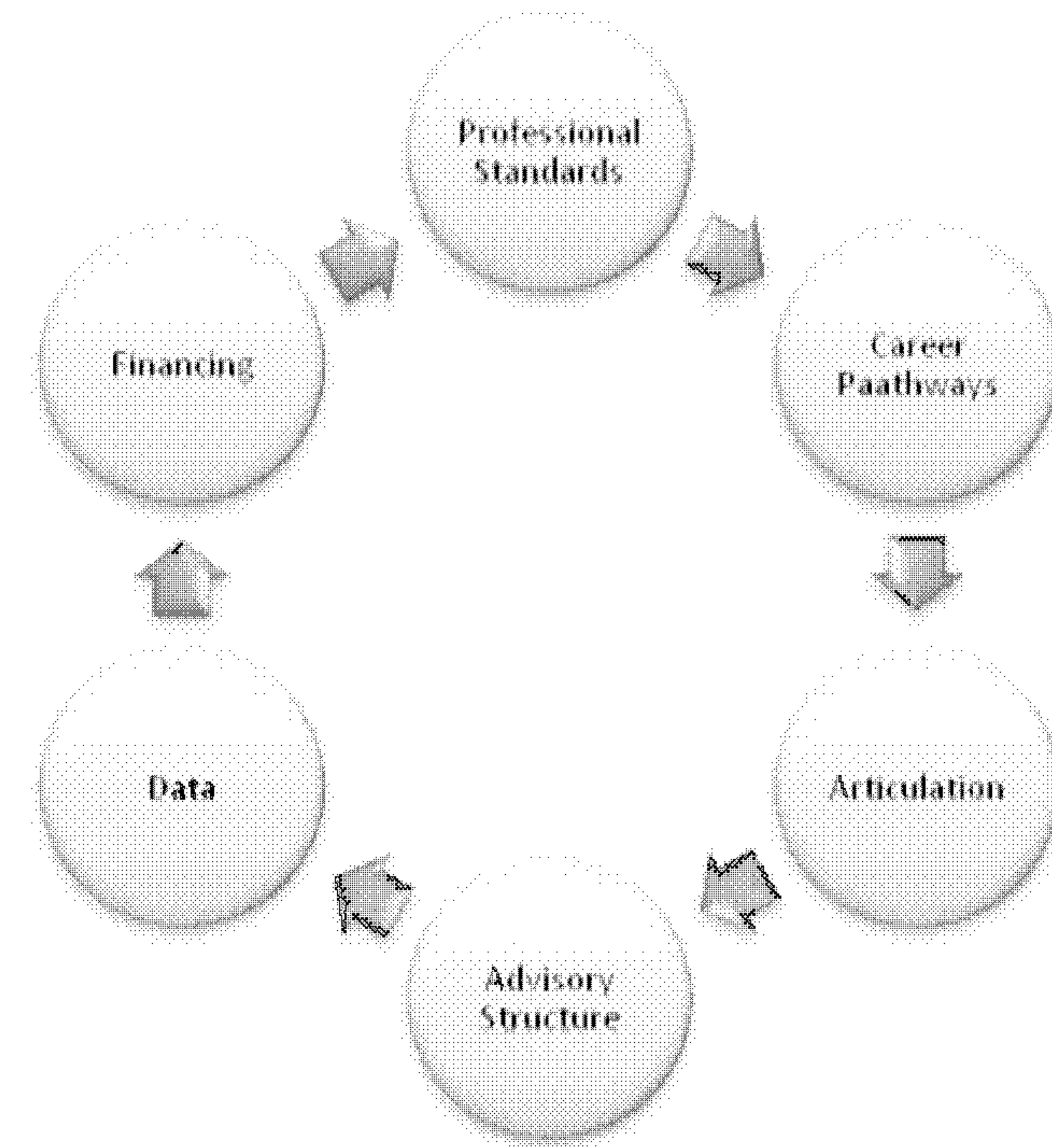
The State conducted a professional development policy scan in 2010 to identify areas of greatest need and next steps in the system building process. Using NAEYC's *Policy Blueprint* as a guide (see **Error! Reference source not found.5**), the State identified a set of emerging opportunities in each policy area as well as a list of recommendations, which are discussed below.



**Figure 4. Wisconsin's Early Childhood Workforce Continuum.**

State structure: Maximize resources supporting a cross-sector system professional development.

- Create an inter-departmental center for early childhood professional development to align and coordinate cross-sector efforts, using braided funding as needed and focusing special attention on programs and services for children and families with highest needs. (See (A)(3)(a)(1)).
- Expand and coordinate existing professional development efforts related to implementation of the Wisconsin Model Early Learning Standards (WMELS), with special attention to social-emotional development, dual language learners, children and families experiencing homelessness, poverty, etc. (Figure 3 and (C)(1)).
- Support alignment of WMELS with Common Core State Standards through connections among DPI, DCF, DHS, and the Registry.
- Facilitate implementation of best practices, including communities of practice, coaching, mentoring, and ongoing technical assistance. (As described in (D)(2)).
- Explore the enhancement of the progression of early childhood teaching credentials and licenses that align and cross systems. (D)(2).



**Figure 5. Essential Policy Areas for an Integrated Early Childhood Professional Development System, NAEYC Policy Blueprint.**

Professional Standards: Support collaboration and consistency in essential skills, knowledge and dispositions across early childhood sectors.

- Update the Wisconsin Core Competencies (see **Error! Reference source not found.**4) to reflect current standards which will enhance cross sector usage.
- Link professional development across sectors to the Wisconsin Core Competencies.



- Continue to explore possibilities for creation of a state license or certificate aligned with a two-year Associate Degree in early childhood education from the Wisconsin Technical College System (D)(2).
- Increase credit-based options for WMELS training at the AA, BA and MA levels.

Career Pathways: Facilitate recruitment, retention, and career mobility.

- Use the Wisconsin Career Guide, a comprehensive resource for early care professionals that identifies career pathways and career opportunities, to support recruitment, retention, and career mobility.
- Identify additional opportunities for career pathways between WTCS and four-year institutions through higher education scan.
- Increase compensation parity through policies that link enhanced educational qualifications and professional development to improved compensation.
- Use the Wisconsin Council on Children and Families' (WCCF) Career Pathways report<sup>45</sup> as a reference for action planning.
- Support the development of new credit-based and online options to facilitate attainment of higher education degrees.

Articulation: Facilitate transferability of credits across two- and four-year degree programs.

- Through the higher education scan, explore additional opportunities for articulation between WTCS and 4 year institutions, credit for prior learning, more bilingual courses, and other approaches to build a diverse workforce in Wisconsin.
- Continue efforts started by WCCF and WECA through a Joyce Foundation grant to advance Credit for Prior Learning initiatives, including a potential T.E.A.C.H scholarship to support child care professionals in developing portfolios and a higher education system to integrate portfolios for credit.

Advisory Structure: Provide a coordinating mechanism for an integrated professional development system

- Continue to strengthen the Wisconsin Cross-Sector Professional Development Initiative in all policy areas.

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<sup>45</sup>Pathways Brief 4: Advancement to Pathways for Early Childhood Higher Education: Wisconsin Council on Children and Families: Winter 2010-2011; retrieved at [http://www.wccf.org/pdf/pathways\\_four\\_ece\\_workforce\\_education.pdf](http://www.wccf.org/pdf/pathways_four_ece_workforce_education.pdf)

- Develop communication systems to track and coordinate progress of professional development efforts across sectors.

Data: Inform decision making and ensure accountability

- Continue to develop a longitudinal data system, to be used in planning and decision-making to ensure that ECAC outcomes are measured and evaluated.

Financing: Ensure the structure is supported, accessible to the field, and supports compensation strategies.

- Continue to explore options to increase compensation, diversity, inclusion and access, e.g., YoungStar, Wisconsin Shares, T.E.A.C.H.<sup>®</sup>, R.E.W.A.R.D.<sup>™</sup>, Initial Educator Mentoring Grants, etc..
- Increase professional development funding options to improve access to these opportunities for traditionally- low- paid workforce providers, and improve compensation parity across sectors.
- Continue to use braided funding strategies as needed to support cross- sector professional development system building.

In response to these recommendations, DPI will create an Office of Early Learning, described in Section (A)(3)(a)(1), to provide a center for statewide early childhood professional development efforts as well as WMELS, regional T/TA coaches, and Head Start State Collaboration Office. A Professional Development Facilitator/Coordinator will be paid by ARRA funds awarded to the ECAC through June 2013, and, subsequently, by RTTT-ELCG funds. Responsibilities include: supporting development and implementation of a cross-sector early childhood professional development system that is state-supervised and regionally/locally implemented; ensuring that all early learning and development programs are supported in their professional development efforts, especially diverse providers and providers serving children and families with highest needs.

This strong history of EC professional development, coupled with the creation of the YoungStar QRIS, and development of an early childhood longitudinal data system currently underway, have presented new opportunities to target professional development, credentialing opportunities and incentives. As Wisconsin moves forward, the state will leverage RTTT-ELC grant resources to

expedite or implement the following goals:

- (1) Align educator preparation program requirements to the Common Core State Standards and new state literacy recommendations.
- (2) Expand the number and accessibility of ECE certification and degree programs in targeted geographic areas.
- (3) Increase the quality, number and percentage of early childhood educators progressing through the Registry career ladder and certifications.

*(D)(1)(a) Develop a common, statewide Workforce Knowledge and Competency Framework designed to promote children's learning and development and improve child outcomes*

### **Core Knowledge & Competencies**

Wisconsin has well-established core competencies and professional standards associated with the Registry and Wisconsin Model Early Learning Standards (WMELS), as described in Section (C). The PDI used these standards as a basis to align core competencies for professionals working with young children and their families across six early childhood sectors, including public schools. The Department of Public Instruction's (DPI) educator license system governs the knowledge and competencies for early childhood educators, which are discussed later in the educator licensure section.

Wisconsin Model Early Learning Standards (WMELS). As detailed in Section (C)(1), the WMELS specify developmental expectations for children from birth through the completion of kindergarten and address the major domains of a child's learning and development. Originally developed in 2003, the WMELS have been revised by the WECCP several times as part of a process of continuous review and alignment. Revisions are conducted in conjunction with postsecondary partners, including representatives from

the Wisconsin Technical College System (WTCS), University of Wisconsin System (UW System), and the Wisconsin Association of Independent Colleges & Universities (WAICU). The third edition was adopted in 2011, and the State is currently updating the latest edition to ensure alignment with the Common Core State Standards and new State literacy goals. The state's educator license system, housed within DPI, is also working with the Registry to align requirements and competencies across system, as discussed in the Licensure section below.

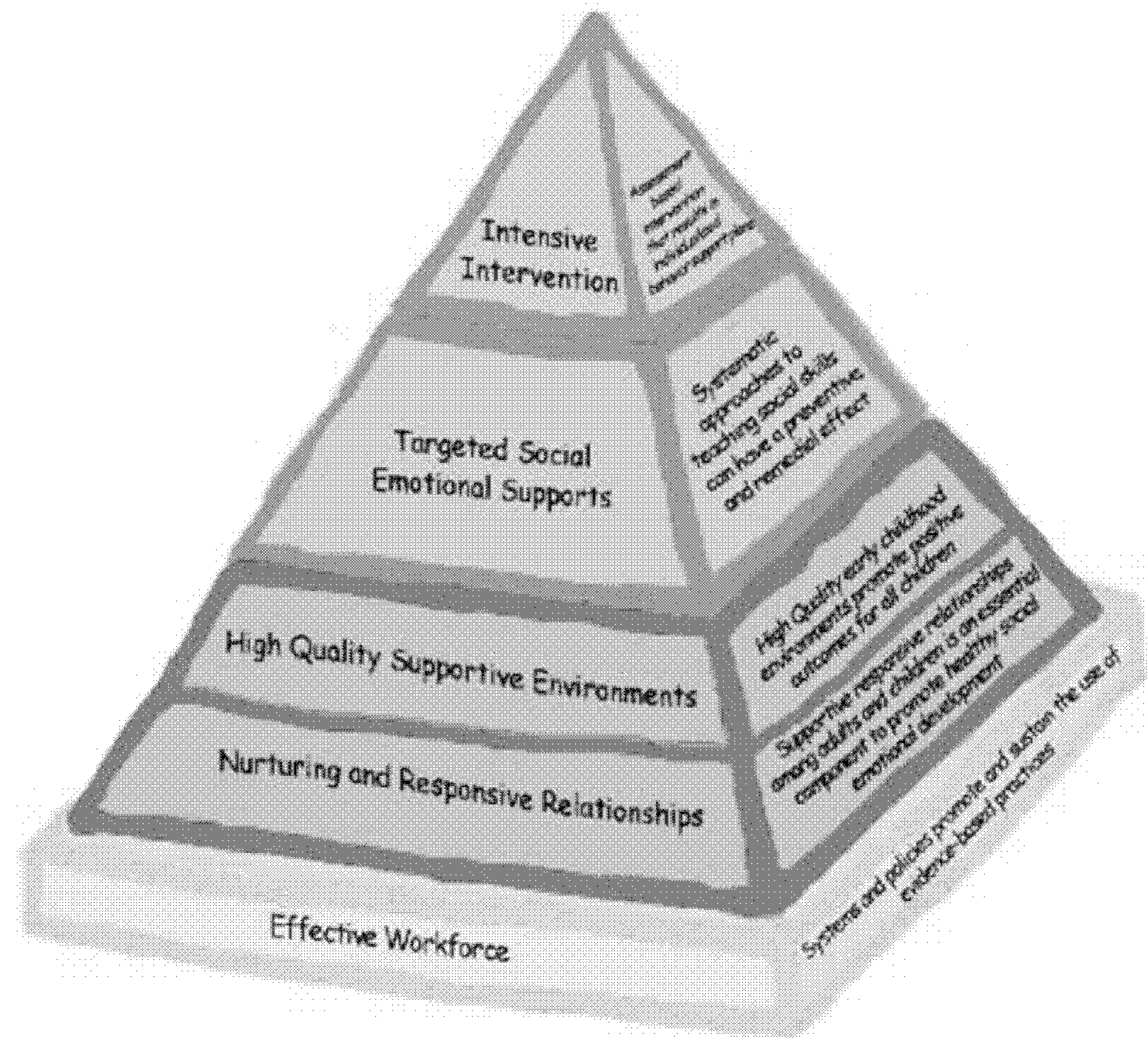
Pyramid Model for Social/Emotional Well-Being. In order to better meet the socio-emotional needs of high needs children, in 2009 Wisconsin applied for and received a three-year technical assistance grant from the Center on the Social and Emotional Foundations for Early Learning to support implementation of the Pyramid Model. The Pyramid Model is an evidence-based tiered prevention and intervention framework to promote social and emotional well-being and prevent challenging behaviors (see **Error! Reference source not found.6**).

This program is aligned with the state-supported Positive Behavior Interventions and Supports (PBIS) system in Wisconsin's K-12 system. PBIS was implemented in the Milwaukee Public Schools (MPS) as part of the State's Corrective Action Requirements. The introduction of these socio-emotional and behavior management programs has led to a 40 percent reduction in suspensions in MPS during the 2010-11 school year. Not surprisingly, the greatest gains were among middle and high school students; however, notable improvements were also made in behavior management at the 4K and elementary levels.

To address early childhood behavior and health issues, UW-Madison established an Infant, Early Childhood and Family Mental Health Certificate Program in 2011. To expand access for providers, scholarships were created and collaboratively funded by multiple entities across early childhood sectors (e.g. Celebrate Children Foundation, Birth to 3, HSSCO, Home Visiting, and Project LAUNCH). The program recently graduated its first cohort of providers, who now work in high needs areas throughout Wisconsin.

Finally, one major challenge in infant mental health is that there is not a nationally acknowledged framework of required competencies for early childhood professionals working with infants, young children and their families. Consequently, in 2011 the Wisconsin Alliance for Infant Mental Health established a multi-level, competency-based system of endorsement to recognize infant mental health knowledge and training among professionals across disciplines.

Cross Sector Competencies As referenced above, the *Core Competencies for Professionals Working with Young Children and Their Families* were developed by the PDI in 2007. The intended purposes of this document, summarized in Table 7, include use as a self-assessment tool to guide individual professional development planning, an organizing framework for professional portfolios, and a common framework for professional development planning across sectors and levels (e.g. individual, program, community, and state).



**Figure 6. The Pyramid Model is based on an effective workforce that uses diagnostic data and observations to provide targeted and intensive behavioral interventions.**

**Table 7. Wisconsin Core Competencies for Professional Working with Young Children and Their Families**

<b>Excerpt from: <i>Wisconsin Core Competencies for Professional Working with Young Children and Their Families, 2007.</i></b>						
<b>Common Title</b>	<b>10 Teacher Standards</b>	<b>Registry Core Knowledge Areas</b>	<b>Infant Mental Health (DRAFT)</b>	<b>WTCS Early Childhood Program Outcomes</b>	<b>Children’s Trust Fund (Managers and providers)</b>	<b>Family Life Education</b>
1. Child Development	1. Child Development 2. Early Learning	1. Child Development	B. Child Development C. Biological and Psycho-social influences	A. Apply child development theory to practice	1. Child and Life Span Development	#3 Human Growth and development over the Life Span #4 Human Sexuality
2. Diversity	3. Diversity	4. Diversity		F. Provide a respectful, diverse, and inclusive program	6. Diversity in Family systems	#2 Internal Dynamics of Families
3. Learning strategies and curriculum	4. Instructional Strategies 6. Technology 7. Content Knowledge and curriculum	8. Developmentally Appropriate Practice	D. Observation, Screening, Assessment, Diagnosis & Intervention	C. Implement developmentally appropriate curriculum		
4. Health and safety		5. Health and Safety		E. Integrate health, safety, and nutrition practices according to local, state, and national standards	5. Health and Safety	#4 Human Sexuality
5. Child Guidance and Nurturing	5. Relationships/guidance	6. Guidance	D. Observation, Screening, Assessment, Diagnosis & Intervention	D. Incorporate developmentally appropriate guidance strategies	4. Guidance and Nurturing	# 5 Interpersonal Relationships
6. Observation and Assessment	8. Assessment	7. Observation	D. Observation, Screening, Assessment, Diagnosis & Intervention	B. Observe, record, and assess child growth and development		

*(D)(1)(b) Develop a common, statewide progression of credentials and degrees aligned with the Workforce Knowledge and Competency Framework.*

### **Qualification, Licensure & Certification**

The Wisconsin Registry. As described in Section A1 and Section B, Wisconsin is a national leader in ECE registration and credential tracking. Formalized in 1998 as a 501(c)(3) organization, the Registry is Wisconsin's recognition system for the childhood care and education profession, which highlights the training, experience, and professionalism that is vital to quality programs and services for young children. The Registry awards a certificate verifying that entry level and continuing education requirements defined by the Department of Children and Families (DCF) have been met. Individual provider verification data includes:

- Career Level;
- Degrees;
- Credit based training;
- Registry Credentials;
- WMELS Training;
- SEFEL Training;
- Mandatory Reporter (Scan-Mart); and
- Strengthening Families Training.

Early Childhood Credentials. As part of the Registry, Wisconsin developed five professional credentials to meet the unique needs of the childhood care and education practitioners: **Administrator, Infant/Toddler, Preschool, Inclusion, and Leadership**. Each professional credential was developed by a team of experts from Wisconsin and across the United States. Each applicant is required to complete a credit-based coursework series, including a capstone course, as well as a portfolio project, which is reviewed and approved through a commission process. The Registry website provides professional development materials, resource guides, and commission

meeting schedules for prospective applicants. **Error! Reference source not found.**8 below outlines the growth in Registry credential.

**Table 8. Registry credentials issued (1998-2011)**

<b>Registry Credentials</b>	<i>Administrator</i>	<i>Infant/Toddler</i>	<i>Preschool</i>	<i>Leadership</i>	<i>Inclusion</i>	<i>Annual Total</i>	<i>Cumulative Total</i>
1998	40	0	0	0	0	40	40
1999	22	0	0	0	0	22	62
2000	48	5	0	0	0	53	115
2001	67	103	0	0	0	170	285
2002	86	135	0	0	0	221	506
2003	96	135	0	0	0	231	737
2004	91	117	0	0	0	208	945
2005	67	26	0	0	0	93	1,038
2006	79	56	1	0	0	136	1,174
2007	55	41	19	0	0	115	1,289
2008	54	36	17	0	0	107	1,396
2009	67	16	15	0	10	108	1,504
2010	97	49	24	0	16	186	1,690
2011	54	42	17	9	5	127	1,817
<b>Total</b>	<b>923</b>	<b>761</b>	<b>91</b>	<b>9</b>	<b>31</b>	<b>1,817</b>	<b>1,817</b>

PK-12 Early Childhood Education Licensure (EC/MC & EC) Wisconsin also provides both an Early Childhood/Middle Childhood and Early Childhood educator license as part of the State’s PK-12 educator licensing system. In order to receive a license, educators must complete a state-approved educator preparation program of at least 22 semester credits of professional education including all of the following:

1. Growth and development of children from birth through age eight.



2. Educational psychology or psychology of learning.
3. Methods and curriculum in early childhood education.
4. Assessment of children from birth through age eight.
5. Language development.
6. Parent involvement in early childhood education.
7. Function and guidance of play.
8. Models of early childhood education programs.

Educator preparation programs that lead to a educator license must design their programs to prepare and assess candidates in the Wisconsin content guidelines (program standards) and/or the national program NAEYC standards in teacher preparation. Wisconsin's guidelines include comprehensive assessments (screening measures and formative assessments), classroom organization and management in an early learning classroom, conflict resolution, and human relations (measures of environmental quality). Additionally, a minimum of six observations of candidates teaching in pre-student teaching and student teaching clinical experiences must be completed as a measure of the quality of adult-child interactions.

### **Pathways & Progression**

Registry Career Ladder. In Wisconsin, early childhood professionals and the organizations that serve them have long held that training, experience and professionalism are the hallmarks of quality care. The Wisconsin Registry establishes 17 career levels based on credentials, training/professional development, coursework credits, and degree attainment (see Table 9).

Program ratings under the YoungStar QRIS incorporate staff and director attainment and progression under the Registry career ladder and align with Wisconsin's T.E.A.C.H.<sup>®</sup> and R.E.W.A.R.D.<sup>™</sup> incentive programs. This combination of incentives and accountability has driven a significant increase in credential acquisition, as reflected in Table 3.

**Table 93. Wisconsin Registry career ladder progression.**

Level 1	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8	Level 9	Level 10	Level 11	Level 12	Level 13	Level 14	Level 15	Level 16	Level 17
Entry Level training requirements for any Wisconsin regulated position	Level 1 requirements + Verified High School diploma or GED	Approved Training			Non-Credit Credentials CDA OR School-Age Credential OR Non-credit Family Services Credential	Credit Based Credentials				Early Childhood and Youth Development Degrees						
		80 hours tiered training (any tier)	120 hours tiered training (any tier)	160 hours tiered training (40 of which are tier 2 or 3 training)		Mentor and Mentor-Protégé (5 credits)	Family Services Credential (6-9 credits)	Registry Credentials Infant/Toddler (12 credits) OR Inclusion (12 credits) OR Leadership (12 credits)	Registry Credentials Administrator (18 credits) OR Apprenticeship (18 credits) OR Preschool (18 credits)	1 Year Diploma OR Any 2 Registry Credentials	Associate Degree	Associate Degree + Registry Credential	Bachelor's Degree OR Bachelor's + DPI License	Bachelor's Degree + Registry Credential OR Bachelor's + Registry Credential + DPI License <sup>2</sup>	Master's Degree OR Master's + DPI License	Doctorate OR Doctorate + DPI License
		This includes entry level course hours				Credit based increments				Credit Based Increments	Degree in Another Field					
						6 related credits	12 related credits	18 related credits	24 related credits	30 related credits	Bachelor's Degree OR Associate Degree + 30 related credits	Bachelor's Degree + Registry Credential OR Bachelor's Degree + 30 related credits	Master's Degree OR Bachelor's Degree + 36 related credits	Doctorate OR Master's Degree + Registry Credential	Master's Degree + 36 related credits	Doctorate + 36 related credits

<sup>1</sup>Montessori and other Credentials submitted from other states will be evaluated on an individual basis and placed on a Wisconsin Career Level.

<sup>2</sup>DPI Licenses recognized are numbers 080, 083, 086, 088, 090, 100, 103, 106, 108, 109, 808, and 809.

<sup>3</sup>Must be taken as role of Mentor.

<sup>4</sup>Those with a degree in another field *must also meet* entry level requirements for the position held.

<sup>5</sup>Approved Training is training awarded a specific tier as approved by the Registry and taught by a Registry approved instructor. Must also meet entry level requirements.

<sup>6</sup>Preschool Credentials awarded with 15 credits are awarded a Level 9.

PK-12 Multi-Tiered Educator Licensure System. In an effort to improve educator quality, close achievement gaps, and better serve high needs students, the DPI promulgated the Wis. Admin. Code § PI 34, also known as the Wisconsin Quality Educator Initiative

(QEI), in 2000, shifting the requirements for educator preparation and licensure to a performance-based system structured to ensure a seamless system of preparing, developing, and retaining quality educators.

Wisconsin's tiered licensure system and advancement process are outlined in 10 below. Perhaps most significantly, educators are required to document measurable goals based on at least two educator standards, and provide evidence of student growth, particularly among high needs students. Professional Development Plan (PDP) rigor is ensured through the external review and goal setting process, but flexibility within the process encourages educators and reviewers to focus on improving differentiation and using the pedagogical techniques most useful for that student population.

**Table 10. Wisconsin's Multi-Tiered Educator Licensing System Progression**

<p><b>Initial educator license:</b> This is a five-year, nonrenewable initial license. Initial educators are provided with a qualified mentor, support seminars and an ongoing orientation by the employing school district.</p>	<p><i>Advancement:</i> Candidates must successfully complete a minimum of three years as an initial educator and complete a professional development plan (PDP) that demonstrates increased proficiency, evidence of student growth, evidence of collaboration and is aligned with State standards.</p>
<p><b>Professional educator license:</b> This is a five-year renewable license.</p>	<p><i>Renewal:</i> Candidates must successfully complete a professional development plan that demonstrates increased proficiency, evidence of student growth, evidence of collaboration and is aligned with State standards.</p>
<p><b>Master educator license:</b> This is a ten-year renewable license for educators based on the National Board for Professional Teaching Standards (NBPTS) certification or the Wisconsin Master Educator Assessment Process (WMEAP). If the educator is not successful in the assessment, s/he still may renew their current Professional educator license on the basis of completing the NBPTS or WMEAP application and portfolio process.</p>	<p><i>NBPTS:</i> Allows teachers to participate in a rigorous assessment process and receive NBPTS certification. This option is available to teachers in most subject areas and to incentivize master teachers, a stipend is offered to help offset the cost of applying for the certification. Additionally, in order to retain master teachers, especially in hard to staff schools, an additional stipend is provided for successful candidates that remain as teachers in Wisconsin.</p> <p><i>WMEAP:</i> Targets educators, such as administrators, pupil services personnel, and teachers licensed in subjects not available through NBPTS and who want to be master educators. Interested educators must submit an application to the DPI. If accepted, the educator has up to two years to complete a performance-based portfolio that is then assessed by DPI-trained WMEAP Assessors.</p>

*(D)(1)(c) Engage postsecondary institutions and other professional development providers in aligning professional development opportunities with the State's Workforce Knowledge and Competency Framework.*

## **Postsecondary Engagement**

For the past nine years, Wisconsin has incorporated resources from the federal State Personnel Development Grant to engage and support an array of postsecondary and professional development providers around early childhood education, intervention and transition services. As part of this work, the State created a comprehensive online professional development hub in order to ensure alignment among EC providers, K-12 schools, higher education preparation programs, and professional development providers. This hub incorporates web-based resources around early childhood, parent leadership, personnel development, transition services and higher education.

To help translate research into action, the DPI also provides mini-grants to improve outcomes for children with disabilities through professional development efforts aligned to the workforce knowledge and competency framework. The grants are intended to promote innovation, change and partnerships across disciplines and institutions as well as support programs that focus on improvement at the institutional/cross institutional, programmatic, course and/or classroom levels in the following areas of emergent practice:

- Measuring and raising academic achievement of all learners;
- Reducing special education referrals through universally accessible and differentiated instruction;
- Developing collaborative teaching and learning partnerships; and
- Reducing over-identification of students of color through culturally responsive and relevant pedagogy.

Additionally, the DPI has organized an annual convening with faculty from two-and four-year public and private institutes of higher education to strategize and improve the recruitment and preparation of general and special education educators. Recent work has focused on preservice preparation and alignment around the State's core competencies.

### **(D)(1) High Quality Plan: Accelerate Revision & Alignment of Standards and EC Programs**

Goal #1 Alignment. Even though the State recently revised WMELS, Wisconsin subsequently was among the first states to adopt the Common Core State Standards and Governor Walker's Read to Lead Task Force identified new educator preparation literacy

requirements as part of a comprehensive strategy to reduce the State’s reading achievement gap. To address these developments, in Year One DPI will convene a program standards review committee to align educator preparation program requirements to the Common Core State Standards as well as the Read to Lead Task Force literacy recommendations.

Subsequently in Years Two and Three, DPI will integrate the new requirements into the State’s continuous review process for approval of educator preparation programs, and provide technical assistance to the IHE on implementing any new requirements. Since this proposal is an accelerated version of the State’s existing realignment process, it will be supported by existing state funds.

<b>(D)(1)-1 Align educator preparation program requirements to the Common Core State Standards and new state literacy recommendations.</b>																
<i>Application Crosswalk (D)(1)(a)</i>																
Key Activities	YEAR 1				YEAR 2				YEAR 3				YEAR 4			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Convene educator program standards review committee. <i>Responsible Party:</i> DPI	◆															
Conduct comprehensive review and alignment process. <i>Responsible Party:</i> Educator Program Review Committee		◆	◆													
Adopt revised preparation requirements and integrate into educator preparation program continuous review process. <i>Responsible Party:</i> DPI				◆												
Provide technical assistance to IHE revising program standards <i>Responsible Party:</i> DPI, PDI				◆	◆	◆	◆	◆	◆	◆	◆	◆				

	Year 1	Year 2	Year 3	Year 4
<b>Total, D1 Annual Projected Cost<sup>46</sup></b>	<b>\$160,650</b>	<b>\$160,650</b>	<b>\$160,650</b>	<b>\$160,650</b>

<sup>46</sup> See Budget Tables I-3, II-1 and II-2 for further information. Figures represent all funds, both in-kind and RTTT-ELC.

**(D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities.**

The extent to which the State has a High-Quality Plan to improve the effectiveness and retention of Early Childhood Educators who work with Children with High Needs, with the goal of improving child outcomes by--

- (a) Providing and expanding access to effective professional development opportunities that are aligned with the State's Workforce Knowledge and Competency Framework;
- (b) Implementing policies and incentives (*e.g.*, scholarships, compensation and wage supplements, tiered reimbursement rates, other financial incentives, management opportunities) that promote professional improvement and career advancement along an articulated career pathway that is aligned with the Workforce Knowledge and Competency Framework, and that are designed to increase retention;
- (c) Publicly reporting aggregated data on Early Childhood Educator development, advancement, and retention; and
- (d) Setting ambitious yet achievable targets for--
  - (1) Increasing the number of postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework and the number of Early Childhood Educators who receive credentials from postsecondary institutions and professional development providers that are aligned to the Workforce Knowledge and Competency Framework; and
  - (2) Increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

*If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.*

*In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.*

*Additionally, the State must provide baseline data and set targets for the performance measure under (D)(2)(c)(1) and (D)(2)(c)(2).*

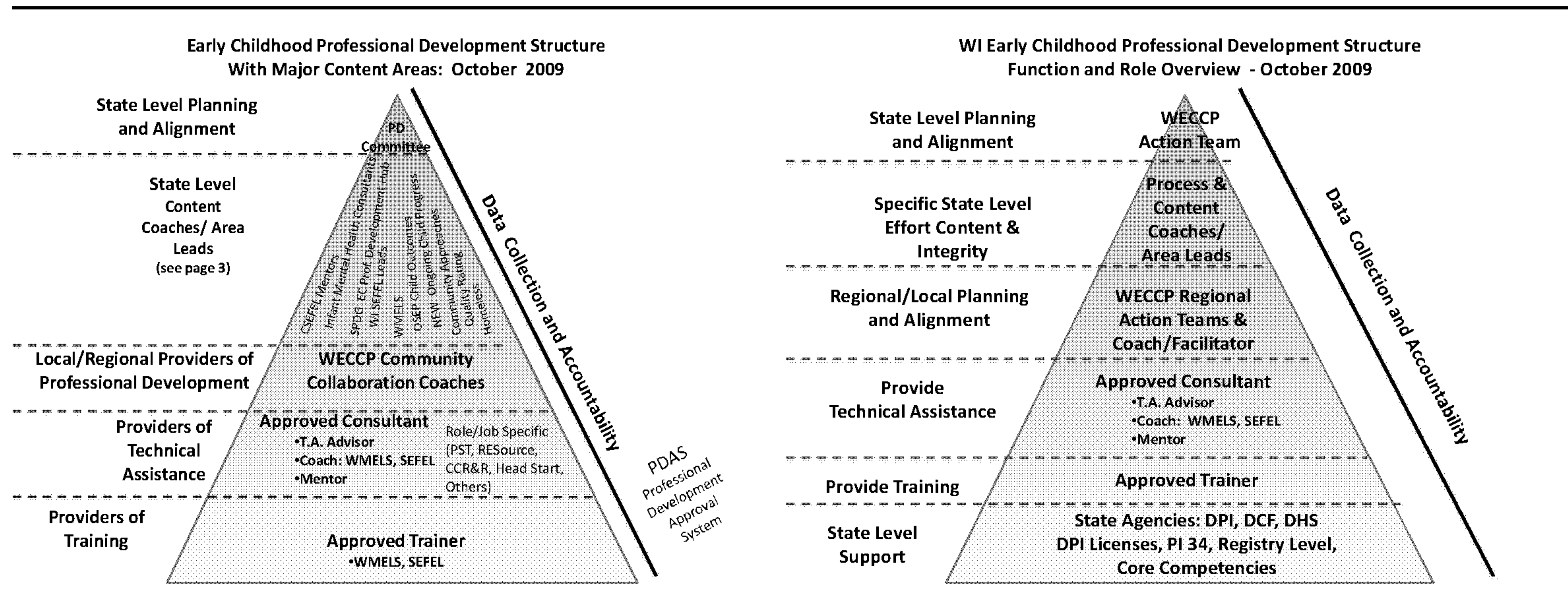
*(D)(2)(a) Providing and expanding access to effective professional development opportunities that are aligned with the State's Workforce Knowledge and Competency Framework.*

## **Professional Development**

An extensive professional development, training, and technical assistance network currently operates under the umbrella of the Wisconsin Early Childhood Collaborating Partners (WECCP) and the Professional Development Initiative (PDI), which are affiliated with the Early Childhood Advisory Council (ECAC). This network includes partners from a wide variety of organizations and disciplines dedicated to providing quality professional development to improve positive outcomes for children and families. The WECCP website is a repository for network resources to support consistency across Wisconsin, including a career guide, information on core competencies, a professional development provider searchable directory, a technical assistance directory, licensure renewal information, and other resources. The framework for Wisconsin's professional development system is diagrammed in **Error! Reference source not found.7**.

Professional Development Approval System (PDAS): As discussed in Section B, Wisconsin is a national leader in integrating quality assurance into the State's professional development system. All trainers hired for the YoungStar QRIS are approved through the Registry's PDAS. The approval process assures that instructors are qualified and competent in their areas of instruction and that the training has quality content. Additionally, this system enables the state to assess the number and quality of professional development providers across the state, which shapes policy and resource distribution decisions. In order to maintain uniformity, DCF developed a detailed Technical Consultant Manual for the YoungStar program to spell out procedures for working with programs across the state to ensure consistency and quality in services delivered across the state.

Figure 7. Wisconsin Professional Development Structure (2009)



(D)(2)(b) Implementing policies and incentives that promote professional improvement and career advancement along an articulated career pathway that is aligned with the Workforce Knowledge and Competency Framework, and that are designed to increase retention;

### Incentives & Rewards

T.E.A.C.H.<sup>®</sup> Early Childhood<sup>®</sup> Wisconsin. T.E.A.C.H.<sup>®</sup> is a statewide scholarship program designed to help child care center teaching staff, Head Start teachers, family child care providers, center directors and administrators meet their professional development goals while continuing their current employment in regulated early childhood and school age care settings. T.E.A.C.H.<sup>®</sup> links education, compensation and commitment to improving the quality of early education. Currently there are four scholarship



models available to support credit-based education: Credential Scholarship, Associate Degree Scholarship, Bachelor Degree Scholarship and 3-8 Credit Scholarship.

R.E.W.A.R.D.<sup>TM</sup> (Rewarding Education with Wages and Respect for Dedication) Stipend Program. R.E.W.A.R.D.<sup>TM</sup> is a compensation and retention initiative for members of the early care and education workforce. Incremental yearly salary supplements are awarded to individuals based on their educational attainments and longevity in the field. The goals of the program are to:

- Increase compensation of early childhood professionals.
- Reward and retain professionals who have attained education specific to the field.
- Encourage continued education.
- Reduce turnover.
- Improve the quality of care received by Wisconsin children.

*(D)(2)(c) Publicly reporting aggregated data on Early Childhood Educator development, advancement, and retention; and*

### **Accountability & Public Reporting**

In order to provide public accountability and reporting on a range of child care and early education issues, DCF established a performance management system, KidStat, which tracks Registry levels of providers, percentage of providers at each Registry level and uses this information to determine how DCF is progressing toward the goal that “children attend high quality care and education programs.” Data are presented to DCF management to use for program tracking and determining effectiveness of program strategies. DCF produces an annual report on all department KidStat measures. YoungStar has a searchable database that is detailed in Section B.3 which provides comprehensive information on a provider’s star level and links to the DCF licensing database offering information on licensing issues and reports for individual programs.

Similarly, DPI maintains a searchable online licensure database for PK-12 educators, allowing parents to look up an educator's licensure and history. To further increase transparency and usability, DPI is currently using SLDS grant resources to create an online educator licensing system that will include new online public reporting tools on educator licensure. This reporting will be aligned with the State's new educator effectiveness system data to evaluate the equitable distribution of educators throughout Wisconsin.

*(D)(2)(d)(1) Increasing the number of postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework and the number of Early Childhood Educators who receive credentials from postsecondary institutions and professional development providers that are aligned to the Workforce Knowledge and Competency Framework.*

**(D)(2) High Quality Plan: Increase Postsecondary and Professional Development Opportunities**

Goal #2 Expand Certification and Degree Opportunities in Targeted Areas. Wisconsin's comprehensive approach to early childhood has helped institutions of higher education offer well-aligned pre-service and in-service programs to educators and providers. Notably, over the last few years, the Wisconsin Technical College System, as well as four-year public and private institutions, have expanded capacity in response to the increasing numbers and diverse needs of T.E.A.C.H.<sup>®</sup> recipients. These educational opportunities are aligned the state's early learning standards, core competencies and approved ECE instructional strategies.

However, there are still areas of the state that do not have adequate access to quality EC educators and programs. In order to improve access and quality, DCF has begun using YoungStar data to better target state resources and support. Due to the significant number of new providers that are expected to complete the initial YoungStar certification and rating process in 2012 (grant Year One), the State will have to re-evaluate its high needs geographic areas in Year Two (and possibly Year Three). In addition to YoungStar data, Wisconsin is currently engaged in a series of policy scans around the availability of professional development (completed 2011) and

alignment of higher education programs (expected 2012). These documents also will help determined high needs geographic areas.

Using the available data, DCF will work with WTCS, UW System and Wisconsin Association of Independent Colleges & Universities (WAICU) to expand credit articulation agreements across two-and four-year ECE degree programs, prioritizing campuses in high needs geographic areas. Currently, most Institutes of Higher Education (IHEs) in Wisconsin offer at best one EC credential or degree, but these agreements will improve credit transfers among institutions and increase access to different credential and degree programs. Additionally, DCF will work concurrently with WTCS and EC stakeholders to create an ECE Registry credential aligned with a WTCS associate degree. Currently, Registry Level 13 requires candidates with an associate degree to separately earn one of the five Registry credentials. The State would instead create a streamlined process for Registry Levels 13 and higher, in which candidates who earned a particular associate degree would automatically also earn their Registry credential. This will increase the number of qualified candidates by reducing preparation time and credentialing requirements. Furthermore, because the new degree likely will be offered system-wide, it will immediately be available in the State's targeted high needs geographic areas.

Furthermore, the additional T.E.A.C.H.<sup>®</sup> and R.E.W.A.R.D.<sup>™</sup> incentives discussed in (D)(2)(d)(2) will be aligned with both initiatives to expedite credentialing and degree attainment in these areas. Coupled with RTTT-ELC grant resources, Wisconsin will effectively double (a 96 percent increase) the number of credentialed EC providers in the state.

Since these activities are largely policy and administrative changes, the only costs are the travel and meeting expenses for the analyses in Year One analyses and relevant stakeholder processes in Years Two and Three.

<b>Goal D2-(1) Expand the number of certification and ECE degree programs in targeted geographic areas.</b>																
<i>Application Crosswalk (D)(1)(a)</i>																
<b>Key Activities</b>	<b>YEAR 1</b>				<b>YEAR 2</b>				<b>YEAR 3</b>				<b>YEAR 4</b>			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Revised statewide “high needs” areas based upon additional YoungStar data. <i>Responsible Party:</i> PDI, ECAC			◆	◆												
Conduct policy scan of higher education programs currently under development <i>Responsible Party:</i> PDI, ECAC			◆	◆												
Expand credit transfer articulation agreements across 2-and 4-year ECE degree programs. <i>Responsible Party:</i> UW System, WTCS, WAICU, and ECAC					◆	◆	◆	◆	◆	◆	◆	◆				
Create a state credential aligned to a WTCS associate degree <i>Responsible Party:</i> WTCS and ECAC					◆	◆	◆	◆								

<b>Performance Measures for (D)(2)(d)(1): Increasing the number of Early Childhood Educators receiving credentials from postsecondary institutions and professional development providers with programs that are aligned to the Workforce Knowledge and Competency Framework</b>					
	<b>Baseline (Today)</b>	<b>Target - end of calendar year 2012</b>	<b>Target - end of calendar year 2013</b>	<b>Target - end of calendar year 2014</b>	<b>Target – end of calendar year 2015</b>
<b>Registry Credential</b>					
Total number of “aligned” institutions and providers	49	49	51	51	53
Total number of Early Childhood Educators <i>credentialed</i> by an “aligned” institution or provider	1,826	2,267	2,708	3,149	3,590

<b>Educator License</b>					
Total number of “aligned” institutions and providers	33	33	35	35	37
Total number of Early Childhood Educators <i>licensed</i> by an “aligned” institution or provider	19,571	20,311	21,051	21,791	22,531
<p><b>Registry Data Source and Notes:</b> Wisconsin’s Registry <a href="http://www.the-registry.org/">http://www.the-registry.org/</a> and Registry data pulls. Projected increases are based on trend data by Registry level over the last two years.</p> <p>The Registry Career Level certificate acknowledges and highlights the training, experience and professionalism of the individual that is vital to quality child care programming. The Registry information used for this Race To The Top application is specific to current center director leadership; center based teaching staff, and family child care providers. Individuals who complete a Registry Application and submit required application fees are included in this data set. Completion of annual application materials and submittal of required application fees is voluntary. There are 11,786 child care educators in the state out of 33,000 individuals in Wisconsin’s total workforce. The Registry tracks approximately 36 percent of the total early childhood workforce in Wisconsin.</p> <p><b>Educator Licensure Data Source &amp; Notes:</b> The educator licensure data reflect the total credential holders in the Wisconsin for the 2010-11 school year (not the number employed in a Wisconsin Public School). While the State does not anticipate any new IHEs will begin offering educator preparation programs, it is likely there will be a net increase of alternative route programs over the next four years (as reflected in the totals above).</p> <p>Baseline data was pulled from Wisconsin’s Educator Licensure database. Projected staff increases are based on Wisconsin’s 1202 Supply and Demand Report. The three-year average (2007-09) of early childhood educators completing a preparation program is 740, which the State used to project future growth.</p>					

*(D)(2)(d)(2) Increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.*

**Increase ECE Registry Progression**

Goal #3 Increase the quality, number and percentage of ECE progressing through the State’s career ladder. As identified in Section B, to improve the quality and number of ECE educators moving through the Registry career ladder, Wisconsin will:

*Create a Community of Practice.* DCF and the ECAC will expand Wisconsin’s Technical Assistance System by creating a Community of Practice (CoP) for YoungStar Technical Consultants around improved technical assistance, coaching and

mentoring to improve child care quality. Sections C1 and C4 outline other Community of Practice applications for child care and home visiting providers. These structured opportunities for consultants and experts will allow for exchange of ideas, discuss common efforts, share resources, and apply new learning to practice through coaching and mentoring. These efforts will be aligned with (1) the expanded credential and degree offering discussed in Goal #2; and (2) the professional development activities to be organized by the Office of Early Learning (OEL).

*Expand funding for scholarship programs.* Section B outlines in greater detail the State's proposal to expand incentives for EC providers to progress through the 17 Registry levels as well as incentives for providers to improve their YoungStar rating. This dual approach expands the holistic system of incentives and rewards, which will be directed to targeted geographic areas and to educators serving high needs students. Specifically, Wisconsin will use RTT-ELC funds to provide scholarships to early childhood program staff or providers that are diverse, work in the established targeted geographic areas, and/or serve high needs children. Additionally, the early care workforce will benefit from a package of supports and incentives described in (B)(4) including access to expanded training and technical assistance, one time bonuses for increasing star levels; and higher rates of reimbursement at higher YoungStar levels.

*Underwrite Registry certification.* The project will support underwriting the cost of Registry certification for 500 providers to increase participation in the Registry. This incentive will target diverse providers whose acquisitions of higher Registry levels will correspondingly increase their YoungStar rating. Additionally, the new data will be used to improve data collection efforts as well as improve the accuracy of the Early Childhood Longitudinal Data System described in (E)(2).

<b>Goal D2-(2) Increase the quality, number and percentage of EC educators progressing through the Registry career ladder and certifications.</b>																
<i>Application Crosswalk (D)(1)(b) and (D)(2)(d)</i>																
Key Activities	YEAR 1				YEAR 2				YEAR 3				YEAR 4			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Establish a Community of Practice for YoungStar technical consultants. <i>Responsible Party:</i> DCF	◆	◆	◆	◆												
Engage in a stakeholder planning process to expand PDAS to home visiting, mental health and other early childhood services. <i>Responsible Party:</i> DCF					◆	◆	◆	◆								
Expand PDAS to home visiting, mental health and other early childhood services. <i>Responsible Party:</i> DCF, Registry Staff									◆	◆	◆	◆	◆	◆	◆	◆
Revise target geographic areas, based on updated YoungStar data and PD/IHE policy scan. <i>Responsible Party:</i> DCF, Registry Staff				◆												
Implement additional T.E.A.C.H. <sup>®</sup> & R.E.W.A.R.D. <sup>™</sup> incentives for professionals supporting high needs children. <i>Responsible Party:</i> DCF, Registry Staff	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆

<b>Goal D2-(3) Increase the number of early care providers using Wisconsin's Registry</b>																
<i>Application Crosswalk:</i>																
Key Activities	YEAR 1				YEAR 2				YEAR 3				YEAR 4			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Up to 500 programs apply for a one-time bonus of having Registry fees covered for one year. <i>Responsible Party:</i> DCF	◆	◆	◆	◆	◆	◆	◆	◆								

Wisconsin's EC reform agenda will both increase the number of individuals participating in the Registry as well as the percentage of

individuals participating at each level. The launch of YoungStar coupled with the infusion of resources from this RTTT-ELCG opportunity will result in significant numbers of diverse early care professionals moving into the Registry. However, **Error! Reference source not found.**<sup>11</sup> shows that certain Registry credentials and levels are more important than others, due to the corresponding relationship to YoungStar rating.

**Table 11. Sample of Registry credential and level impact on YoungStar rating**

<b>Registry Credentials</b>	<b>Impact on YoungStar Rating</b>
Administrator Credential	Required for the director in a group child care center to reach Star 3
Infant/Toddler Credential; Inclusion Credential; or 18 related credits	Required for a family child care provider to reach Star 3.
50% of the lead teachers have an: Infant/ Toddler Credential; Inclusion Credential; or 18 related credits	Required for group child care provider to reach Star 4
<b>Registry Levels</b>	<b>Impact on YoungStar Rating</b>
Level 7	Required for at least 50% of lead teachers for Star 3
Level 9	Required for at least 50% of lead teachers for Star 4
Level 12	Required for all lead teachers for Star 5

As demonstrated in the Performance Measures for (D)(2)(d)(2), Wisconsin will leverage current efforts and RTTT-ELC resources to generate significant projected growth in both the number and percentage of Registry participants from diverse backgrounds. This will improve educational quality for children with high needs as well as generate higher star levels for YoungStar. Notably:

- Administrators Credential will grow from 927 today to 1,840 in four years, nearly doubling the number in the workforce;
- The Infant Toddler Credential will grow from 764 to 1,214, an increase of 59 percent;
- The Preschool Credential will more than double, growing 150 percent; and,



- The Inclusion Credential will grow from 31 today to 156 in four years, a nearly 500 percent increase.

	Year 1	Year 2	Year 3	Year 4
<b>Total, D2 Annual Projected Costs<sup>47</sup></b>	<b>\$652,500</b>	<b>\$652,500</b>	<b>\$2,500</b>	<b>\$2,500</b>

<b>Performance Measures for (D)(2)(d)(2): Increasing number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.</b>																
Progression of credentials	<i>Baseline and Annual Targets -- Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year</i>															
	Baseline (Today)		Target- end of calendar year 2012			Target- end of calendar year 2013			Target- end of calendar year 2014			Target- end of calendar year 2015			Grant Period	
	#	%	#	%	Total	#	%	Total	#	%	Total	#	%	Total	#	%
<b>Registry Credentials</b>																
Administrator	927	51%	228	25%	<b>1,155</b>	229	20%	<b>1,384</b>	228	16%	<b>1,612</b>	228	14%	<b>1,840</b>	913	98%
Infant Toddler	764	42%	113	15%	<b>877</b>	112	13%	<b>989</b>	113	11%	<b>1,102</b>	112	10%	<b>1,214</b>	450	59%
Preschool	95	0%	59	62%	<b>154</b>	60	39%	<b>214</b>	59	28%	<b>273</b>	60	22%	<b>333</b>	238	251%
Leadership	9	5%	9	100%	<b>18</b>	10	56%	<b>28</b>	9	32%	<b>37</b>	10	27%	<b>47</b>	38	422%
Inclusion	31	2%	31	100%	<b>62</b>	32	52%	<b>94</b>	31	33%	<b>125</b>	31	25%	<b>156</b>	125	403%
<b>Total</b>	<b>1,826</b>	<b>100%</b>	441	24%	<b>2,267</b>	441	19%	<b>2,708</b>	441	16%	<b>3,149</b>	441	14%	<b>3,590</b>	<b>1,764</b>	<b>97%</b>
<b>Registry Level</b>																
Level 1	965	9%	132	14%	<b>1,097</b>	150	14%	<b>1,247</b>	170	14%	<b>1,417</b>	194	14%	<b>1,611</b>	646	67%
Level 2	2,539	23%	415	16%	<b>2,954</b>	484	16%	<b>3,438</b>	562	16%	<b>4,000</b>	655	16%	<b>4,655</b>	2,116	83%
Level 3	685	6%	102	15%	<b>787</b>	118	15%	<b>905</b>	135	15%	<b>1,040</b>	155	15%	<b>1,195</b>	510	74%

<sup>47</sup> See Budget Tables I-3, II-1 and II-2 for further information. Figures represent all funds, both in-kind and RTTT-ELC.

**Performance Measures for (D)(2)(d)(2): Increasing number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.**

Progression of credentials	<i>Baseline and Annual Targets -- Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year</i>															
	Baseline (Today)		Target- end of calendar year 2012			Target- end of calendar year 2013			Target- end of calendar year 2014			Target- end of calendar year 2015			Grant Period	
	#	%	#	%	Total	#	%	Total	#	%	Total	#	%	Total	#	%
Level 4	124	1%	12	10%	136	13	10%	149	15	10%	164	16	10%	180	56	45%
Level 5	44	0%	13	30%	57	17	30%	74	21	28%	95	28	29%	123	79	180%
Level 6	306	3%	26	8%	332	28	8%	360	31	9%	391	33	8%	424	118	39%
Level 7	536	5%	78	15%	614	89	14%	703	102	15%	805	117	15%	922	386	72%
Level 8	369	3%	50	14%	419	57	14%	476	64	13%	540	73	14%	613	244	66%
Level 9	315	3%	32	10%	347	35	10%	382	39	10%	421	43	10%	464	149	47%
Level 10	309	3%	38	12%	347	43	12%	390	48	12%	438	55	13%	493	184	60%
Level 11	836	7%	103	12%	939	117	12%	1,056	130	12%	1,186	147	12%	1,333	497	59%
Level 12	2,018	18%	247	12%	2,265	277	12%	2,542	311	12%	2,853	349	12%	3,202	1,184	59%
Level 13	286	3%	17	6%	303	18	6%	321	19	6%	340	20	6%	360	74	26%
Level 14	1,624	14%	171	11%	1,795	190	11%	1,985	209	11%	2,194	232	11%	2,426	802	49%
Level 15	67	1%	10	15%	77	12	16%	89	14	16%	103	16	16%	119	52	78%
Level 16	184	2%	15	8%	199	17	9%	216	17	8%	233	20	9%	253	69	38%
Level 17	6	0%	1	17%	7	2	29%	9	1	11%	10	2	20%	12	6	100%
<b>Total</b>	<b>11,213</b>	<b>31%</b>	<b>1,464</b>	<b>13%</b>	<b>12,677</b>	<b>1,664</b>	<b>13%</b>	<b>14,341</b>	<b>1,891</b>	<b>13%</b>	<b>16,232</b>	<b>2,153</b>	<b>13%</b>	<b>18,385</b>	<b>7,172</b>	<b>64%</b>
<b>Educator License</b>																
Early Childhood (birth to 8) PI-3 & 34	14,533	74%	550	4%	15,083	550	4%	15,633	550	4%	16,183	550	3%	16,733	2,200	15%
Special Ed (birth to 8)	1,018	5%	38	4%	1,056	38	4%	1,094	38	3%	1,132	38	3%	1,170	152	15%
Early /Middle Childhood (birth to 11)	4,020	21%	152	4%	4,172	152	4%	4,324	152	4%	4,476	152	3%	4,628	608	15%

**Performance Measures for (D)(2)(d)(2): Increasing number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.**

Progression of credentials	<i>Baseline and Annual Targets -- Number and percentage of Early Childhood Educators who have moved up the progression of credentials, aligned to the Workforce Knowledge and Competency Framework, in the prior year</i>															
	Baseline (Today)		Target- end of calendar year 2012			Target- end of calendar year 2013			Target- end of calendar year 2014			Target- end of calendar year 2015			Grant Period	
	#	%	#	%	Total	#	%	Total	#	%	Total	#	%	Total	#	%
<b>Total</b>	19,571	100%			20,311			21,051			21,791			22,531	2,960	15%

**Registry Data Source and Notes:**

Wisconsin's Registry <http://www.the-registry.org/> and Registry data pulls. Projected increases are based on trend data by Registry level over the last two years.

The Registry Career Level certificate acknowledges and highlights the training, experience and professionalism of the individual that is vital to quality child care programming. The Registry information used for this Race To The Top application is specific to current center director leadership; center based teaching staff, and family child care providers. Individuals who complete a Registry Application and submit required application fees are included in this data set. Completion of annual application materials and submittal of required application fees is voluntary. There are 11,786 child care educators in the state out of 33,000 individuals in Wisconsin's total workforce. The Registry tracks approximately 36% of the total early childhood workforce in Wisconsin.

To project Registry participation, the State established a baseline three-year rolling average of the change in participation.

	Baseline Change		Projected Growth After Four Years	
	<i>Three-year rolling average</i>		<i>Current Resources</i>	<i>With RTTT-ELC Resources</i>
<b>Administrator</b>		+73	292	913
<b>Infant/Toddler</b>		+36	144	450
<b>Preschool</b>		+19	76	238
<b>Leadership</b>		+3	12	38
<b>Inclusion</b>		+10	40	125
			<b>564</b>	<b>1,764</b>

*\*Due to the economy, the State expects the number of providers to decrease slightly in the next few years and then recovery or slightly increase by the end of the grant period. Because these changes are difficult to model, the State used the current number of providers as the benchmark for goal setting.*

***Educator Licensure Data Source & Notes:***

*The educator licensure data reflect the total credential holders in the Wisconsin for the 2010-11, not the number employed in a Wisconsin Public School. Given the economy, these projections may overstate the expected level of growth, even though school-based preschool programs will continue to expand over the next four years. The State used the current licensure distribution to estimate how the projected growth will be distributed among the three licensure types.*

*Baseline data was pulled from Wisconsin's Educator Licensure database.*

*Projected staff increases are based on Wisconsin's 1202 Supply and Demand Report. The three-year average (2007-09) of early childhood educators completing a preparation program is 740, which the State applied proportionate across licensure type to project future growth.*

## E. Measuring Outcomes and Progress

*Note: The total available points for (E)(1) and (E)(2) = 40. The 40 available points will be divided by the number of selection criteria that the applicant chooses to address so that each selection criterion is worth the same number of points. For example, if the applicant chooses to address both selection criteria in Focused Investment Area (E), each criterion will be worth up to 20 points. The applicant must address one or more selection criteria within Focused Investment Area (E).*

### (E)(1) Understanding the status of children's learning and development at kindergarten entry.

The extent to which the State has a High-Quality Plan to implement, independently or as part of a cross-State consortium, a common, statewide Kindergarten Entry Assessment that informs instruction and services in the early elementary grades and that--

- (a) Is aligned with the State's Early Learning and Development Standards and covers all Essential Domains of School Readiness;
- (b) Is valid, reliable, and appropriate for the target population and for the purpose for which it will be used, including for English learners and children with disabilities;
- (c) Is administered beginning no later than the start of school year 2014-2015 to children entering a public school kindergarten; States may propose a phased implementation plan that forms the basis for broader statewide implementation;
- (d) Is reported to the Statewide Longitudinal Data System, and to the early learning data system, if it is separate from the Statewide Longitudinal Data System, as permitted under and consistent with the requirements of Federal, State, and local privacy laws; and
- (e) Is funded, in significant part, with Federal or State resources other than those available under this grant, (e.g., with funds available under section 6111 or 6112 of the ESEA).

*If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.*

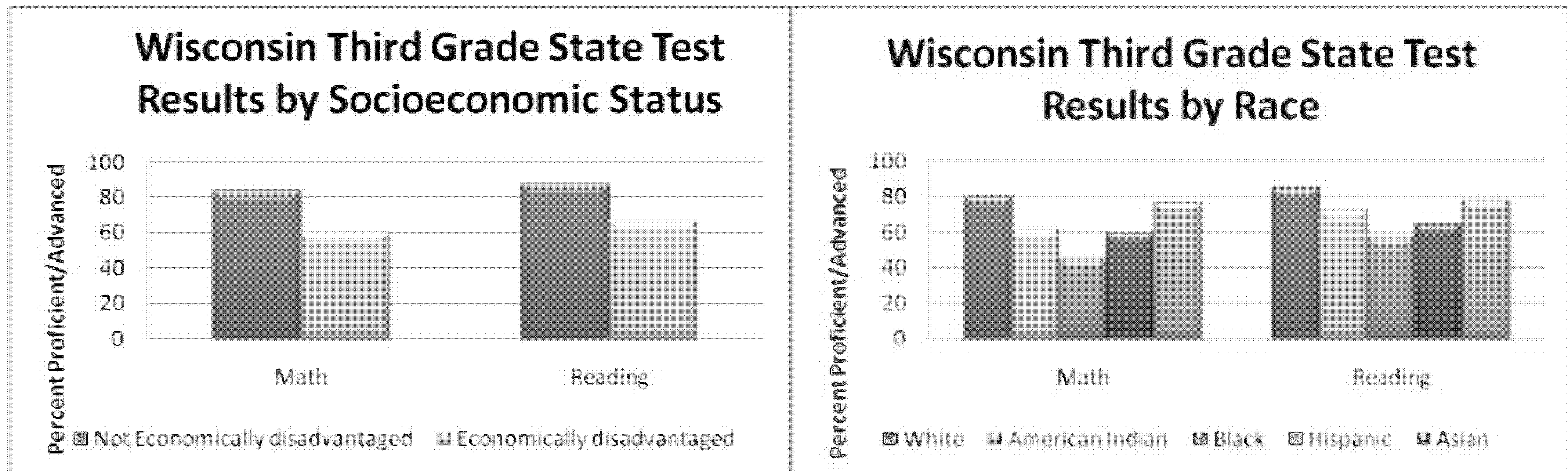
*In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.*

**\*\*\*Please note that because requirements for Sections (E) focus on the kindergarten assessment and early childhood LDS, the State structured these sections around the current level of implementation and the high quality plan. Consequently, references to the grant criteria (a) through (e) are embedded throughout the section, rather than as subheadings.\*\*\***

*(E)(1) Understanding the status of children's learning and development at kindergarten entry.*

**Importance of a Kindergarten Entry Assessment.** Overall, Wisconsin is an academically high achieving state with nation-leading graduation rates. However, this obscures one of the State's greatest challenges – closing the achievement gap. As shown in Figure 3, Wisconsin's 2010 third grade reading and math state test scores show large achievement gaps between white students and students of color as well as between economically disadvantaged and non-disadvantaged children. Depending on grade and subgroup, Wisconsin's achievement gap can be as large as 45 percentage points.

A large portion of this gap is already present when children enter school at kindergarten; however, Wisconsin does not currently have a statewide Kindergarten Entry Assessment (KEA) to help measure or understand this gap. Creating and improving diagnostic and longitudinal data on school readiness are vital element of the State's strategy to close the achievement gap.



**Figure 8 shows Wisconsin’s 2010 achievement gap at third grade, based on state test results disaggregated by socioeconomic and race status.**

National studies<sup>48</sup> have shown that these gaps that exist at kindergarten entry persist throughout school. The state of Maryland found that:

“...children’s early learning affects their school success well beyond kindergarten. The data show, for instance, that as kindergarten school readiness results improve, third-grade reading and math scores rise correspondingly. A child’s readiness to start kindergarten is the most important educational milestone in his or her life.”<sup>49</sup>

Wisconsin needs to begin collecting this important data point in a consistent and systematic manner to improve outcomes for children

<sup>48</sup> Snyder, 2010 & Rouse, Brooks-Gunn, McLanahan, 2005

<sup>49</sup> Maryland School Readiness Report, 2010-2011, p. 2

with high needs statewide and close the readiness gap between children with high needs and their peers. Although Wisconsin will be careful to use assessment tools as they were designed, the results of the KEA will be important on many levels. It may be used to increase communication with parents about their child's development, guide professional development decisions, inform school and district planning, help in making decisions about resource allocation, and assist in transition planning between early childhood and elementary school. By using a consistent statewide assessment, this compiled data will provide an important resource for early childhood educators, four year-old kindergarten teachers, schools, legislators, public libraries, and community leaders, to help with making decisions to strengthen the school readiness of Wisconsin children. It is critical that Wisconsin have a measure for kindergarten readiness for planning forward, as well as looking backward to determine if the State's investments are effective and where it might need to make adjustments. Furthermore, a comprehensive assessment will highlight the importance of preparing children for success on all essential domains of school readiness.

Although conversations and background work has begun in this area, the state's Department of Public Instruction does not currently require that children be assessed at kindergarten entry. Adding this assessment is a critical step that will build the foundation of all other aspects of the State's high quality plan. Without this overall benchmark, the State has no way of measuring the outcomes of current early childhood efforts. Wisconsin is committed to this important component, and what follows outlines the steps that have been taken to date, and the State's high quality plan for implementation.

Wisconsin began the first stages of implementation of a KEA in December, 2008, when the Governor's Early Childhood Advisory Council (ECAC) was formed with the purpose of building a comprehensive, sustainable early childhood system for Wisconsin. After two years of research and collaboration, in December, 2010, ECAC presented key findings and recommendations (Appendix 5) to the Governor. The first recommendation articulated Wisconsin's need to "Create a Comprehensive Screening and Assessment System"



for early childhood. A KEA has been identified as one component of this system. The ECAC Healthy Children Committee has begun to explore this recommendation.

The DPI has provided extensive professional development on best practice in screening and assessment across the state, and schools and districts in Wisconsin also have a long tradition of locally selected screening and assessment tools used to inform instruction at kindergarten entry. The quality and consistency of district assessments vary. For example, the Madison Metropolitan School District, the second largest district in the state, uses a comprehensive kindergarten screener and parent questionnaire given upon enrollment, and then a Primary Language Arts Assessment and a Primary Math Assessment that is given within the first month of school. Milwaukee, the largest district in Wisconsin, uses the MAP for Primary Grades as a district-wide universal assessment for kindergarten students in literacy and math. Neither assesses for all five domains, and this data is not collected or used by the state.

With technical assistance from the state, several communities, including Milwaukee, Brown County, and Racine have begun grassroots efforts to develop screening and assessment systems that include ages birth through first grade. Although this is not a statewide effort, DPI has been supportive of these efforts and the potential pilots that will ensue. These communities, along with many others will welcome the move to a statewide KEA that will allow for consistency across the state with the ability to ensure best practices in assessment are being used for all students.

Preparation continued with the formation of the Governor's Read to Lead Task Force in April, 2011. This task force met over a period of six months, and a great deal of energy was devoted to early screening and assessment. Of the six meetings that the task force held, every meeting addressed screening and assessment and one meeting was devoted entirely to early childhood education. As a result of these meetings, the Task Force submitted draft recommendations for statewide implementation of a KEA in the area of literacy. This report references the earlier recommendations of the ECAC, reinforcing the need for a comprehensive screening and assessment

system. It is expected that based upon the contents of the report, the legislature will consider legislation making assessment required for all publicly funded kindergarten students in Wisconsin. Additionally, the \$1.2 million dollars that the Governor allocated in the current budget to implement the outcomes of this task force will be used to fund the KEA.

Wisconsin is well poised for the next steps of implementation of a KEA for many reasons. The most critical is the strength of the Wisconsin Model Early Learning Standards (WMELS) (Appendix 6) and Wisconsin's early adoption of the Common Core State Standards. The WMELS are highly developed and aligned with the Essential Domains of School Readiness and as mentioned in section (C)(1), are currently being edited to align with the Common Core State Standards. Not only do these standards make the definition of school readiness clear, they have also helped to create an aligned system from birth through the elementary years. All of the work on selecting assessment tools has been and will continue to be aligned with these standards. Additionally, the WMELS document specifically outlines how the standards are appropriate for use with all students, including students with various linguistic, cultural, and socioeconomic backgrounds, as well as students with disabilities.<sup>50</sup>

***Application Crosswalk: (E)(1)(a) Is aligned with the State's Early Learning and Development Standards and covers all Essential Domains of School Readiness.***

Any instrument selected or designed must be valid, reliable and appropriate for kindergarten students. Wisconsin has an ever growing population of English Language Learners. Any assessment selected must be available in multiple languages, be culturally relevant, and appropriate for students with disabilities and

***Application Crosswalk: (E)(1)(b) Is valid, reliable, and appropriate for the target population and for the purpose for which it will be used, including for English learners and children with disabilities***

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<sup>50</sup> Wisconsin Model Early Learning Standards, Third Ed. (2011) The Wisconsin Model Early Learning Standards Committee., p.4 Available at <http://www.collaboratingpartners.com/documents/EarlyLearningStandards3rdedition-web.pdf>

be aligned with the WMELS. Pilot testing will be a critical step in ensuring that results are valid. Wisconsin is also open to working with a cross-state consortium in this process to create a valid and reliable instrument. Wisconsin has a wealth of resources and a history of strong partnerships with the University of Wisconsin-Madison, through both the Wisconsin Center for Education Research (WCER) and the World-Class Instructional Design and Assessment Consortium (WIDA) that will be explored for this purpose.

The state recognizes that there is a danger in using an assessment tool for any purpose beyond that for which it is designed. In all planning, Wisconsin will be clear about the purpose of the assessment tool or tools that are selected, and will stay true to their purpose, so that results remain valid.

### **Wisconsin's High Quality Plan**

Wisconsin has an ambitious, yet achievable plan to implement a common, statewide KEA over the next four years. This KEA (1) will be administered in the first few months of the start of kindergarten, (2) will cover all essential domains of school readiness—language and literacy development, cognition and general knowledge (including early mathematics and early scientific development), approaches toward learning, physical well-being and motor development (including adaptive skills), and social and emotional development, (3) will conform with the recommendations of the National Research Council reports on early childhood, (4) will be valid and reliable for their intended purposes and for the target populations and aligned to the WMELS, and (5) will be used to inform efforts to close the school readiness gap at kindergarten entry and to inform instruction in the early elementary school grades (not for prevention of entry into kindergarten).

Key goals of the plan. Wisconsin's two main goals for administering a KEA are to inform efforts to close the school readiness gap, and to inform instruction in the early elementary school grades. Because the state will be collecting these data on all children,

Wisconsin will be able to analyze the information in a disaggregated manner and begin to gauge how different groups of children are progressing in the various domains, as well as to provide information at the school and school district level on a state-wide basis. In addition to informing classroom instruction in the elementary grades, this data will also help the state to make improvements to early childhood education and work to close any readiness gaps across the state in various domains. As the KEA is administered every year, the state will also be able to track progress over time on the overall goals of improving outcomes for high needs students and closing readiness gaps at kindergarten entry.

Wisconsin believes strongly in the value of family engagement and support. This belief will remain at the forefront of all processes to evaluate and select instruments, as well as in the KEA itself. There must be a level of family input into the developmental assessment of preschool children, such as parent questionnaires. Families must also be provided results so that they can further support their children and integrating the data into the statewide student information system makes this possible. Through this communication effort, school districts will be able to provide guidance to parents on how they can foster their child's learning and development in the home. Because family partnerships are critical, without this important step, closing achievement gaps will not be possible.

Key activities in the plan. Much of the background work in Wisconsin has been completed in assessing the need and preparing for a KEA. A wide variety of stakeholders have been involved in these discussions and recommendations. The following include next steps in the State's move toward a statewide KEA. RTTT-ELC funding will allow the State to accelerate this work. At every step along the way, there will need to be a communication plan to keep all stakeholders involved and aware of the process and status of KEA implementation.

1. Select the best instrument for Wisconsin:
  - a. *Develop and convene a KEA implementation team.* (SY 2012-2013) This group will consist of stakeholders that

represent different perspectives, including kindergarten teachers, pre-school teachers, administrators, parents, experts in assessment of young children, experts of *children with high needs*, representatives from higher education, and staff from DPI, DHS, and DHS. It will be absolutely critical that this group not only have diverse interests, they must also have diverse backgrounds and perspectives including members that are linguistically and racially diverse. A balance of expertise between early childhood practitioners and experts and educators from the early childhood through grade three fields will also be important. This group will be responsible for coordinating and implementing all steps in the KEA implementation and will communicate regularly with the ECAC.

- b. *Review the literature on best practices in assessment of young children.* (SY 2012-2013) The group that will be making recommendations on a statewide assessment must use the current research base to ensure that they are well informed of best-practices in this area. Work done by the National Research Council (2008) will be the cornerstone of this literature review.
- c. *Research the work of other states that have developed a KEA.* (SY 2012-2013) In a report issued by SRI International (2008) to the Washington State Department of Early Learning, they detailed their comprehensive process for implementing a KEA. At the time, their report was based upon research and 19 other states' work. Two years later, that number increased to 25.<sup>51</sup> This report as well as others will inform the work of the KEA implementation team.
- d. *Conduct a detailed cross-walk and analysis of current tools.* (SY 2012-2013) This team needs to assess what is

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<sup>51</sup> Early Learning Challenge Collaborative, 2011

currently happening in the field, and compare that to research and best-practices on early assessment to determine gaps. The team will need to determine the best method for gathering this input from all stakeholders.

- e. *Determine what instruments will be administered.* (SY 2012-2013, SY 2013-2014) As mentioned previously, there are clear criteria that will be used when selecting assessment instruments, including (a) age appropriate for kindergarten children at all ability level, (b) covers all Essential Domains of School Readiness, (c) conforms with the recommendations of the National Research Council (2008) reports on early childhood, (d) is valid and reliable for the intended purposes for which it will be used, and for the target populations in Wisconsin, including English Language Learners, students with various racial and cultural backgrounds and students with disabilities, (e) aligns with the WMELS and the Common Core State Standards, (f) is a good match for the knowledge and expertise of the persons administering the instrument, (g) is cost effective and sustainable, and (h) provides data in a format that can be easily interpreted and used by classroom teachers and others. Wisconsin is open to the possibility of multiple instruments to fully assess all domains, particularly with the need to satisfy the requirements of the Read to Lead Task Force recommendations around the literacy portion of the instrument. There is intent to consider multiple types of instruments, including those that rely on teacher observation, family input, direct/on-demand assessments, and those that employ the use of technology for presenting questions and tasks to ease recording of observations by teachers. Regardless of what is chosen, all schools will use the same instrument(s). If it becomes clear that an instrument will need to be developed, Wisconsin is open to working with a cross-state consortium in this process to create a valid and reliable instrument. Wisconsin has a wealth of resources and a history of strong partnerships with the University of Wisconsin-Madison, through both the Wisconsin Center for Education Research (WCER) and the World-Class Instructional Design and Assessment Consortium (WIDA) that the State will explore accessing for this purpose. Once an instrument is selected, final approval will rest with the State Superintendent.

2. Pilot the selected instrument in selected districts:

- a. *Select pilot districts.* (SY 2013-2014) The state will solicit willing districts that represent a cross section of the state's population to pilot test the new instrument.
- b. *Provide training and professional development for staff.* (SY 2013-2014) There will be two major strands of training and professional development required for all kindergarten teachers and support staff in the pilot. The first will be on administration of the assessment itself, and the second will be on interpreting and using results to inform instruction. The DPI will partner with the CESA network and the proposed Wisconsin Standards, Instruction, and Assessment Center to develop and provide the necessary training statewide. It is estimated that this will require three full days of training done regionally.
- c. *Administer pilot, assess results and make adjustments to implementation plans as needed.* (SY 2014-2015) Additional support will be provided for administration in pilot sites. Feedback will be gathered from participating districts to inform adjustments to implementation.

<p><b><i>Application Crosswalk: (E)(1)(c) Is administered beginning no later than the start of school year 2014-2015 to children entering a public school kindergarten; States may propose a phased implementation plan that forms the basis for broader statewide implementation.</i></b></p>
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3. Finalize a detailed statewide implementation plan:

- a. *Provide training and professional development for staff.* (SY 2013-2014, 2014-2015) As with the pilot, there will be two major strands of training and professional development required for all kindergarten teachers and support staff in the state. The first will be on administration of the assessment itself, and the second will be on interpreting and using results to inform instruction. The DPI will partner with the CESA network and the proposed Wisconsin Standards, Instruction, and Assessment Center to develop and provide the necessary training statewide. It is estimated that this will require three full days of training done regionally.

- b. *Computer programming for data capturing and use.* (SY 2013-2014) Programmers will work with the assessment tool that is selected or created, and develop or integrate the reporting system so that the data can be captured in the statewide student information system, and results can be integrated into the Wisconsin Longitudinal Data System.
4. *Administer the KEA.* (SY 2015-2016) The assessment will be administered to all kindergarten students in publicly funded programs within the first few months of school.
5. *Reflect on administration of KEA and results of assessment and take action to make adjustments.* (SY 2015-2016) As with any large scale initiative, it will be critical to reflect back on the process and make adjustments for future administration. It will be important to include ongoing quality assurance measures to monitor how the assessment is administered. Statistical checks will be included to identify anomalies in results and follow up with individual districts. Finally and most importantly, will be to reflect on the results that the KEA provides, ensuring that elementary school teachers are using the individual student data to inform instruction, and that the early childhood community utilizes the data to measure their success in preparing students for kindergarten and make adjustments to programs so that the outcomes for children with high needs statewide can be improved and the readiness gap can be closed.

Timeline. General school year timelines are included above for each major activity being proposed for implementation of the grant. The following graphic outlines this timeline in more detail.

<b>Implement a Statewide Kindergarten Entry Assessment (KEA) for all publicly funded kindergarten students.</b>																
<b>Key Activities</b>	<b>YEAR 1</b>				<b>YEAR 2</b>				<b>YEAR 3</b>				<b>YEAR 4</b>			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Select the best instrument for Wisconsin <i>Responsible Party: DPI</i>	◆	◆	◆	◆	◆	◆										
Pilot test the instrument(s) <i>Responsible Party: DPI</i>					◆	◆	◆	◆	◆	◆						
Finalize a detailed statewide implementation							◆	◆	◆	◆	◆	◆				



plan. <i>Responsible Party: DPI</i>																
Administer the KEA. <i>Responsible Party: DPI</i>													◆			
Reflect on administration of KEA and results of assessment and take action to make adjustments. <i>Responsible Party: DPI</i>														◆	◆	◆

	Year 1	Year 2	Year 3	Year 4
<b>Total, E1 Annual Projected Cost<sup>52</sup></b>	<b>\$323,983</b>	<b>\$323,983</b>	<b>\$1,323,983</b>	<b>\$4,198,983</b>

Parties Responsible. Although the entire effort described in this grant proposal is a collaborative effort between DPI, DCF and DHS, with input from all stakeholders, this portion regarding implementation of a KEA will be the primary responsibility of the Department of Public Instruction. DPI is responsible for all assessment in the K-12 schools, and DPI plans to make the KEA part of that system. The Assistant State Superintendent, Division for Student and School Success will be the administrator that oversees and is responsible for implementation of this work.

Wisconsin stands prepared to integrate these new assessments into the statewide student information system. This single system used across all Wisconsin school districts assures that real-time data are accessible to every teacher. It is critical in an era of increasingly mobile student populations that their data move with them wherever they attend school in Wisconsin. In addition, the use of a single system

***Application Crosswalk: (E)(1)(d) Is reported to the Statewide Longitudinal Data System, and to the early learning data system, if it is separate from the Statewide Longitudinal Data System, as permitted under and consistent with the requirements of Federal, State, and local privacy laws.***

<sup>52</sup> See Budget Tables I-3, II-1 and II-2 for further information. Figures represent all funds, both in-kind and RTTT-ELC.

ensures that every teacher knows how to access that information regardless of where they teach, and every parent can track their child's performance wherever they move within Wisconsin. The State's strategy makes that possible. By adding this new assessment at kindergarten, Wisconsin will significantly expand the information available to parents, schools and state agencies for making instructional and policy decisions.

Wisconsin's annual assessment expense has been approximately \$7.3 million in federal funding, and \$2.8 million in state funding for FY12 and \$4.6 million for FY13 for all Wisconsin students in grades 3 through 10. This includes required assessments for the Wisconsin Student Assessment System, which includes an alternate assessment for students with disabilities. DPI anticipates that the new assessment system, which is being created through the SMARTER Balanced Assessment Consortium with a full implementation timeline of 2014-2015, may be covered under this amount. However, DPI does not currently know the full extent of those costs, as development of the assessments has not yet been completed and additional funding sources may be required. It is anticipated that a new KEA will require the State to economize current expenses, shift funding, and/or provide additional funds. The Governor's commitment of the \$1.2 million allocated to the Read to Lead Task Force to complete their recommendations illustrates additional dedication to funding this assessment.

***Application Crosswalk: (E)(1)(e) Is funded, in significant part, with Federal or State resources other than those available under this grant, (e.g., with funds available under section 6111 or 6112 of the ESEA).***

(E)(2) Building or enhancing an early learning data system to improve instruction, practices, services, and policies.

The extent to which the State has a High-Quality Plan to enhance the State's existing Statewide Longitudinal Data System or to build or enhance a separate, coordinated, early learning data system that aligns and is interoperable with the Statewide Longitudinal Data System, and that either data system--

- (a) Has all of the Essential Data Elements;
- (b) Enables uniform data collection and easy entry of the Essential Data Elements by Participating State Agencies and Participating Programs;
- (c) Facilitates the exchange of data among Participating State Agencies by using standard data structures, data formats, and data definitions such as Common Education Data Standards to ensure interoperability among the various levels and types of data;
- (d) Generates information that is timely, relevant, accessible, and easy for Early Learning and Development Programs and Early Childhood Educators to use for continuous improvement and decision making; and
- (e) Meets the Data System Oversight Requirements and complies with the requirements of Federal, State, and local privacy laws.

*If the State chooses to respond to this selection criterion, the State shall write its full response in the text box below. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.*

*In scoring the selection criterion, peer reviewers will determine, based on the evidence the State submits, whether each element of the selection criterion is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); the extent to which the different types of Early Learning and Development Programs in the State are included and addressed; and the extent to which the unique needs of the State's special populations of Children with High Needs are considered and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.*

(E)(2) *Building or enhancing an early learning data system to improve instruction, practices, services, and policies.*

Wisconsin collects a wealth of information about young children, early childhood programs, and educators, including many of the Essential Data Elements defined in the RTTT-ELC application; however, most data is collected within programs located in a number of different State Departments (See Table A-1-13). As a result, a recent systems assessment commissioned by the ECAC noted the need to improve the State's capacity to connect early childhood data across programs and services, track children's progress, and use results to assess the State's early childhood system.<sup>53</sup> Based on this assessment, the ECAC identified the creation of a comprehensive Early Childhood Longitudinal Data System (ECLDS) for planning, evaluation, and decision-making purposes as one of its top priorities.<sup>54</sup> An ECLDS would greatly enhance Wisconsin's ability to engage in effective data-driven decision making, to improve instruction, practices, services, and policies. In particular, the system would provide ways of measuring progress on the State's goals of improving the quality of Early Learning and Development Programs, and ensuring that children with high needs enter kindergarten ready to succeed.

Data Collection. Wisconsin is well-poised to develop an ECLDS, and has many of the pieces in place to ensure successful data system building. For example, the State has a legacy of national recognition for its early childhood data collection and actively uses these data to improve programs and services. The Wisconsin Child Care Research Partnership (WCCRP), operating between 2000 and 2005, was one of nine federally-funded research partnerships in the United States. Beginning with funding from the Child Care Bureau in the

***Application Crosswalk (current implementation):***  
**(E)(2)(b) Enables uniform data collection and easy entry of the Essential Data Elements by Participating State Agencies and Participating Programs.**

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<sup>53</sup> Magnuson, K. (2010). *WI early childhood system assessment report*. Accessed October 6, 2011, from [http://dcf.WI.gov/ecac/pdf/assessment\\_report.pdf](http://dcf.WI.gov/ecac/pdf/assessment_report.pdf).

<sup>54</sup> Governor's State Advisory Council on Early Childhood Education and Care. (2010). *Building blocks for WI's future: The foundation for an early childhood system*. Accessed October 6, 2011, from <http://dcf.WI.gov/ecac/pdf/report.pdf>.

Department of Health and Human Services (DHHS), the WCCRP housed a research and evaluation team at University of Wisconsin-Extension that conducted surveys, studies, and administrative data reviews related to early care and education. The DCF also recently upgraded its early childhood data system, allowing for linkages between Child Care Licensing, QRIS, Registry, Child Care Provider Information (e.g., attendance), and Income Maintenance Program data. These data, which primarily provide information regarding the State’s most vulnerable children, are used in the Department’s performance management system, KidStat, to regularly monitor progress regarding Division of Early Care and Education (DECE) goals, such as, “Children attend high quality child care and early education programs,” and “Children are safe in licensed and certified child care settings.”

Data Exchange. The State has also begun to make data connections across Departments, in order to improve service coordination and delivery, particularly for children with high needs who participate in multiple programs. A number of interagency early childhood program data sharing agreements already exist in Wisconsin; for example, between the DHS and DCF regarding home visiting, and between DHS and DPI regarding the Child and Adult Food Program. The Master Client Index (MCI) application establishes and maintains a unique identification number for citizens who are enrolled in various State health and social services programs, allowing the tracking of individuals across several DHS and DCF systems, with the potential to expand to many more. The cross-agency MOU between DHS and DPI, which includes data sharing across IDEA Part C and Part B Section 619 services and allows for improved coordination and transitions

*Application Crosswalk (current implementation):*  
**(E)(2)(c) Facilitates the exchange of data among Participating State Agencies by using standard data structures, data formats, and data definitions such as Common Education Data Standards to ensure interoperability among the various levels and types of data**

between the two programs, was recognized as a best practice in cross-agency cooperation.<sup>55</sup>

The DCF also has a long-standing Administrative Data Sharing agreement with the University of Wisconsin Institute for Research on Poverty (UW-IRP), enabling high quality research projects to inform management, policy, and practice. For example, the federally funded Integrated Data Systems project is focused on identifying ways to link and learn from data across programs such as Temporary Assistance to Needy Families (TANF), Child Support, Supplemental Nutrition Assistance Program (SNAP), Medicaid, Unemployment Insurance, Child Care Subsidies, Child Protective Services, and Corrections.

Furthermore, in 2009, Wisconsin Act 59 was signed into law, requiring the establishment and maintenance of a P20 longitudinal data system (LDS) (See Appendix 8). To build the system, Wisconsin took full advantage of federal advocacy and fiscal support for LDS, and was awarded three grants via The U.S. Department of Education Institute for Education Sciences (IES)-sponsored State Longitudinal Data System (SLDS) Grant Program. As part of the State's current SLDS grant, DPI partnered with the University of Wisconsin System (UW System), the Wisconsin Technical College System (WTCS), and the Wisconsin Association of Independent Colleges and Universities (WAICU) to develop an interoperable data exchange system that safely and efficiently links K-12 and postsecondary data systems. All of these efforts have enabled more informative education research, particularly focused on addressing issues related to achievement gaps and dropouts.

Data-Informed Decisions & Improvements. As a result of the SLDS grants, the DPI has a high functioning LDS, complete with an

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<sup>55</sup> US DHHS & US DOE. (2011). State issues and innovations in creating integrated early learning and development systems Accessed October 9, 2011, from [http://www.acf.hhs.gov/earlychildhood/docs/EC2010\\_Report\\_Final.pdf](http://www.acf.hhs.gov/earlychildhood/docs/EC2010_Report_Final.pdf)

individual student ID system; a series of student-level data collections, including course-level data that will enable reporting at a classroom level; and secure reporting tools, including a tool that takes advantage of longitudinal data to provide basic growth information on the state assessment for groups and individual students. The Multi-Dimensional Analytic Tool (MDAT) was released in January 2010 and well over 300 of Wisconsin's 425 districts are signed up to use the tool. The DPI also began implementation of a business intelligence (BI) data model and reporting solution for the state, to be released in a secure capacity directly to district users in the fall of 2011. This suite of reporting tools will significantly and systematically streamline and improve DPI's reporting capacity, increasing the number and quality of dashboards and reports district users (and eventually the public) will access and use to inform key educational decisions.

*Application Crosswalk (current implementation):*  
**(E)(2)(a) Has all of the Essential Data Elements; and  
(E)(2)(d) Generates information that is timely, relevant, accessible, and easy for Early Learning and Development Programs and Early Childhood Educators to use for continuous improvement and decision making.**

Recently, DPI also made plans to purchase a statewide student information system, which will provide a single platform for schools and districts to collect and manage the day-to-day data of "school," in combination with the business intelligence reporting resources, will dramatically improve both data quality and data access throughout the state. Specifically, the state student information system will allow DPI to provide value to districts by generating BI dashboards, reports, and associated professional development for close to real-time data. System building has been strongly supported by varied training and communications efforts, reaching classroom, building, and district staff across the state.

Data Privacy Protections. Wisconsin's LDS and the proposed EC expansion comply with all Federal, State and local privacy laws. In order to provide the greatest amount of access to data while protecting student privacy, the current

*Application Crosswalk (current implementation):*  
**(E)(2)(e) Meets the Data System Oversight Requirements and complies with the requirements of Federal, State, and local privacy laws.**

LDS data has a secured access model with three distinct levels, including (1) online public (aggregate) reporting; (2) authorized access for teachers, administrators, and district personnel that includes individual student-level data; and (3) complete data sets for research purposes.

### **Current ECLDS Implementation Efforts**

Although work on the Wisconsin LDS has been prolific, the system does not yet capture information about the state's youngest learners. To remedy this, the most recent SLDS grant, awarded to DPI in July, 2010, included funds to develop a high quality plan to link information about children ages birth to five and the Early Learning and Development Programs that serve them to the current SLDS. Initial efforts to build an ECLDS have also been financially supported by the ECAC, via American Recovery and Reinvestment Act (ARRA) funding supporting the creation, work, and goals of the ECAC.

These initial efforts include the establishment of an interdepartmental ECLDS Project Team composed of ECAC members and Steering Committee members, data and program experts from the DPI, DCF, DHS, and DWD, as well as the Director of Wisconsin's Head Start State Collaboration Office. This group has been instrumental in helping to define the vision, scope, and stakeholders for the ECLDS project, as captured in the initial Project Charter signed by all three Participating State Agency (PSA) leaders, including the Secretaries of the DCF and DHS, as well as the State Superintendent (See Appendix 9, *EC LDS Project Charter*). SLDS and ARRA funds were also used to hire a part-time ECLDS Project Coordinator and full-time data analyst, housed at the DPI, to help implement the Charter, which identifies four key objectives that lay the groundwork for development of a comprehensive ECLDS: (1) analyze the current early childhood data environment; (2) establish data sharing methodologies; (3) create a work plan to begin the data sharing and analysis process; (4) develop strategies for data governance, long term system usage and sustainability.



The Charter also designates the Project Coordinator, supported by the Data Analyst and Project Team, to guide and manage production of two high-level deliverables, to be completed by December 31, 2011. First, the group will complete an inventory of early childhood programs and services, and the data currently collected by them (including individual-, provider-, and program-level data). This document will also include information about the accessibility, quality, and transferability of collected data, as well as identify existing data gaps. The group will also develop a work plan to build and sustain the ECLDS, including: key policy questions to be answered by the ECLDS; options for assigning a unique ID to children, providers and programs; identification of short-term (low-cost, high return) opportunities for data linkages; identification of long-term data sharing architecture and strategies; strategies for addressing existing data gaps; strategies for data governance and usage; strategies for data quality assurance; strategies for privacy protection and security practices and policies; strategies for engaging state and local stakeholders, including the ECAC, policymakers, researchers, service providers, and parents, in system building and sustainability efforts; and identification of additional funding sources for building and maintaining the system. In other words, the work plan will identify State needs and options regarding Essential Data Elements and Data System Oversight Requirements, as defined by the RTTT-ELC grant applications.

Work to meet the defined Charter objectives and complete these deliverables is well under way, and is complementary to internal efforts at DCF and DHS to improve interoperability of within-department data systems. Key activities for the Project Coordinator and Team in the planning stage for Fall 2011 include convening a Data Roundtable of critical stakeholders to further explore five key processes for designing a unified ECLDS that authorizes interdepartmental data sharing, including: identification of key end users, identification of key questions, identification of the data elements that answer those questions, identification of where those elements are tracked [or where potential gaps may be in the ten core data elements identified by the Early Childhood Data Collaborative (ECDC, 2010)], and identification of how to add and link data to answer the key questions. The Data Roundtable will be followed by the launching of a system wide survey of current early childhood program data elements collected by a multitude of programs housed

in DPI, DHS, and DCF that have impact on the early care, well being, and education of young children. Additionally, the Project Coordinator and Team continue to take advantage of national-level and federal ECLDS resources and best-practice learning opportunities, and to monitor and collaborate with localized data system-building efforts in places like Milwaukee, Racine, and Brown County. These local efforts have been largely supported by private philanthropy, demonstrating the broad stakeholder commitment to the use of data-driven decision making around early childhood practices and policies in the State.

### **High Quality Plan to Accelerate Implementation of the ECLDS**

As demonstrated above, Wisconsin's extensive early childhood data and LDS infrastructure, tradition of interagency collaboration, and strong track record in utilizing federal data system-building funds, make the State well-poised to take dramatic, positive steps toward building a comprehensive ECLDS. While system planning, stakeholder buy-in, and cross-agency cooperative agreements have been established, the State lacks the large up-front investment needed to actually staff the project and make the ECLDS a functioning reality. Therefore, funds from the RTTT-ELC will build on current project momentum, to accelerate and strengthen current efforts to build a separate, federated ECLDS that aligns and is interoperable with the Statewide LDS.

Key Goals. The main goal of the State's LDS efforts is to develop an interoperable system that supports data exchanges as well as ad hoc research requests. Specifically, Wisconsin will build an ECLDS that (a) has all of the Essential Data Elements; (b) enables uniform data collection and easy entry of the Essential Data Elements by PSAs and Participating Programs; (c) facilitates the exchange of data among PSAs by using standard data structures, data formats, and data definitions such as Common Education Data Standards to ensure interoperability among the various levels and types of data; (d) generates information that is timely, relevant, accessible, and easy for Early Learning and Development Programs and Early Childhood Educators to use for continuous improvement and decision making; and (e) meets the Data System Oversight Requirements and complies with the requirements of

Federal, State, and local privacy laws.

This system will follow students as they transition from early childhood programs through K-12 schools, and on from K-12 to post-secondary institutions. This data stream will enable stakeholders to complete meaningful research that will ultimately inform and improve the early childhood education and services provided throughout Wisconsin. Particular efforts will be made to use data to improve services for children with high needs and close achievement gaps. The first pieces of the ECLDS will be built using easily accessible Administrative Data (e.g., Child Care Subsidy and QRIS data, Birth to 3 data) that can be linked with the State LDS, which already contains State Pre-K data. Eventually, the system will incorporate data from other early childhood programs and services (e.g., non-subsidy child care providers, Head Start, home visiting, health data).

Information from the ECLDS will be used to improve instruction, practices, services, and policies. As recommended by the ECDC (2010), the ECLDS Project Team began its work by identifying the initial key policy questions that the State would like to be able to answer using its ECLDS: (1) Are children, birth to age five, on track to succeed when they enter school and beyond? (2) Which children and families are (and are not) being served by which programs and services? (3) Which children have access to high quality early childhood programs and services? (4) What characteristics of programs and services are associated with positive child outcomes, for which children? (5) What are the educational and economic returns on early childhood investments?

These questions were vetted by early childhood system stakeholders during the Early Childhood Collaborating Partners video conference on August 11, 2011. Wisconsin's system will thus be designed to collect information regarding a comprehensive set of early childhood programs and services, child outcomes, child and family demographics, teacher qualifications and experience, program quality, and program demographics (e.g., staff salaries and benefits). This information will be used to support the goals of the RTTT-ELC, to improve the quality of early learning and development and close the achievement gap for children with high needs.

Key Activities. The following plan, organized by Grant Year, identifies (a) key activities and the rationale for these activities; (b) a realistic timeline, including key milestones, for implementing each key activity; (c) the party or parties responsible for implementing each activity and other key personnel assigned to each activity; and (d) an explanation of appropriate financial resources to support successful implementation of the plan. In addition, when applicable, an explanation is provided regarding where in the State the activities will be initially implemented, and where and how they will be scaled up over time to eventually achieve statewide implementation. (See Gantt Chart for a high level summary of activities across years.)

Year One. Year One activities will involve implementing the work plan developed by the ECLDS Project Team and continuing to build the infrastructure needed to get the ECLDS up and running. The focus will be on leveraging and improving the interoperability of existing early childhood data systems. Specific Year 1 activities and milestones will include:

1. *Establish a permanent, full-time ECLDS Project Manager.* Having a project champion to coordinate efforts across agencies and stakeholders will be crucial to the ECLDS's success. Currently, SLDS and ARRA funding have been used to hire a part-time Project Coordinator for planning purposes. In order to accommodate the accelerated roll out of the ECLDS, RTTT funds will be used to establish a full-time Project Manager position at the DPI. The Project Team will develop a comprehensive position description and identify funding sources to make the position ongoing and permanent.
2. *Establish a permanent, full-time ECLDS Research Analyst.* The main reason for building the ECLDS is to garner information that can be used to improve Wisconsin's early childhood system, in order to improve child outcomes. Therefore, the State will use this grant to employ a dedicated research analyst to work with ECLDS data to answer the key defined policy questions, and act as a liaison to external researchers. The Project Team will develop a comprehensive position description and identify funding sources to make the position ongoing and permanent.

3. *Hire and support ECLDS data analysts at each PSA.* Currently, SLDS and ARRA funding have been used to support one full-time Data Analyst for planning purposes. In order to accommodate the accelerated roll out of the ECLDS, RTTT funds will be used to establish full-time ECLDS Data Analyst positions at each PSA. The Project Team will develop a comprehensive position description and identify funding sources to make the positions ongoing and permanent; however, the team will also develop a plan to leverage existing Information Technology (IT) budget lines and FTEs.

4. *Define and establish structures and policies to identify and implement initial Essential Data Elements and data linkages.* Using information garnered as a result of Project Team charter activities, IT Staff and Administrators from each PSA will work with the Project Manager and Project Team to:

- a. Identify and institute the best option for assigning unique child, program, and early educator identifiers, going forward.
- b. Conduct research to identify short-term (low-cost, high return) opportunities for data linkages. For example, work with UW-IRP, leveraging its Integrated Data System work, to identify and employ highly accurate, proven matching methods to link data between existing administrative systems (particularly between DCF child care data and the DPI LDS) and leverage work at DHS regarding the MCI.
- c. Establish and institute long-term data sharing architecture and strategies.
- d. Identify, plan, staff, and fund programming and infrastructure upgrades needed to align data collection standards and create efficient and reliable interoperability between PSA data systems, including standardization of child and family

***Application Crosswalk (High Quality Plan):***  
**(E)(2)(a) Has all of the Essential Data Elements;**  
**(E)(2)(c) Facilitates the exchange of data;**  
**(E)(2)(b) Enables uniform data collection and easy entry of the Essential Data Elements; and**  
**(E)(2)(d) Generates information that is timely, relevant, accessible, and easy to use for continuous improvement and decision making.**

demographic data collection, Early Childhood Educator demographic information; and program-level data.

5. *Define and establish structures and policies to identify and implement Data System Oversight Requirements.* Specifically, Information Technology (IT) Staff, Administrators, and Legal Staff from each PSA will work with the Project Manager and Project Team to:

<p><i>Application Crosswalk (High Quality Plan):</i> <b>(E)(2)(e) Meets the Data System Oversight Requirements.</b></p>
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- a. Establish a data governance policy that identifies the elements that are collected and maintained.
- b. Establish who will have access to data in the system and how data may be used.
- c. Set criteria for determining the legitimacy of data requests.
- d. Set appropriate internal controls to restrict access to only authorized users.
- e. Establish processes that verify the accuracy, completeness, and age of the data elements maintained in the system.
- f. Set procedures for determining the sensitivity of each inventoried element and the risk of harm if those data were improperly disclosed.
- g. Establish procedures for disclosure review and auditing.
- h. Ensure that all data collection and usage policies and practices are in compliance with Federal, State, and local privacy laws.
- i. Develop and publish a transparency policy that informs the public, including families, Early Childhood Educators, and programs, of the existence of data systems that house personally identifiable information, explains what data elements are included in such a system, enables parental consent to disclose personally identifiable information as appropriate, and describes allowable and potential uses of the data.
- j. Ensure that data collectors and users engage in culturally competent practices and address the needs of English learners.

6. *Develop MOUs between DPI, DCF, and DHS re: data sharing, data governance, and data quality assurance.* It will be important to formalize and institutionalize data sharing and ECLDS operational agreements. MOUs will be drafted by State Legal Staff and signed by PSA Secretaries.
7. *Establish ECLDS Advisory Group.* To ensure system sustainability, the Project Manager and Project Team will work with the ECAC to establish a stakeholder buy-in and feedback process, and to identify additional future funding sources to sustain the system (e.g., within-agency operational budgets, federal grant opportunities, private philanthropy). It will also be important to garner and apply feedback regarding the utility and effectiveness of the ECLDS, as perceived by various end-users. To facilitate these processes, the State will form an ECLDS Advisory Group made up of State stakeholders (including ECE professionals, business leaders, researchers, legislators, foundation representatives, and parents) to provide ongoing feedback regarding parts of the system, public opinion, and decision points.

Year Two. Year Two activities will focus on enhancing ECLDS design, development, and implementation. Specific Year 2 activities and milestones will include:

1. *Implement programming and infrastructure upgrades needed to align data collection standards and create efficient and reliable interoperability between PSA data systems.* IT Staff will work with the Project Team to identify and carry out the next round of inter-agency data linkages (e.g., between DHS, DCF, and DPI).
2. *Develop training for system users.* Trainers will work with PSA staff, Project Team, and Project Manager to develop training for end users of the ECLDS (e.g., researchers, county planners, school districts, etc.), including an on-line user tutorial.
3. *Begin building reporting processes and analytical capacity, to answer key policy questions.* The focus here will be on

answering the key policy questions identified in the Project Charter, as well as identifying strategies and for utilizing data and improving services within PSAs.

4. *Address data gaps.* The Project Team will work with State IT Staff and community stakeholders to identify ways to collect and link the following data and Essential Data Elements, which are not currently available in State Administrative Data Sources:
  - a. Information regarding Wisconsin children and programs not participating in the Wisconsin Shares Program,
  - b. Head Start data;
  - c. Program-level data regarding child suspension and expulsion rates, staff retention, staff compensation, and work environment.

Data standardization and collection policies, quality assurance policies, and privacy assurance policies for these entities will also be developed.

5. *Obtain feedback via the ECLDS Advisory Group.* This group of stakeholders will continue to meet regularly, to monitor system needs and challenges.

Year Three. Year Three activities will also focus on enhancing ECLDS design, development, and implementation; in particular, collecting new data and increasing access to new sets of users. Specific Year Three activities and milestones will include:

1. *Continue to implement programming and infrastructure upgrades needed to align data collection standards and create efficient and reliable interoperability between PSA data systems.* IT Staff will work with the Project Team to identify and carry out the next round of inter-agency data linkages (e.g., between DHS, DCF, and DPI).



2. *Implement data collection plan to address data gaps.*
3. *Increase access to and usefulness of data at local, provider level.* State IT staff will work the Project Team and community stakeholders to identify and address reporting needs of program and service providers. Specifically, they will begin to develop both secured analytical tools and public reports that allow a variety of users to access ECLDS data on an ad hoc basis, and provide training to end users throughout the state.
4. *Plan for incorporation of statewide kindergarten readiness assessment data.*
5. *Obtain feedback via the ECLDS Advisory Group.* This group of stakeholders will continue to meet regularly, to monitor system needs and challenges.

Year Four. Year Four activities will focus on community impact planning; e.g., how data can be shared with the public and other stakeholders, and how it can be used to help make better policy decisions and improve practice. Specific Year 4 activities and milestones will include:

1. *Collect and analyze first-year statewide kindergarten readiness assessment data.* This data will provide the state with an important “baseline” measure of children’s school readiness and potential achievement gaps, by which to monitor future progress in improving school readiness and reducing achievement gaps.
2. *Continue to develop state early childhood “dashboard.”*
3. *Explore options for enhancing system to include case management capabilities.*
4. *Obtain feedback via the ECLDS Advisory Group.* This group of stakeholders will continue to meet regularly, to monitor ongoing

needs and challenges of the system.

In sum, Wisconsin has the demonstrated track record, momentum, and high quality plan necessary to develop a comprehensive and sustainable ECLDS. The RTTT-ELC grant will provide the large, upfront investment needed to carry out and accelerate the plan, and to build needed data system infrastructure that can be maintained using state resources going forward. Information from the ECLDS will help Wisconsin meet the needs of children with high needs, specifically by (a) identifying which children with high needs lack access to high quality programs and services; and (b) identifying which program and service characteristics are associated with improved outcomes for these children. This information will allow the State to make more effective and efficient early childhood investments.

<b>Goal:</b> Develop separate, federated ECLDS that supports data exchanges as well as ad hoc research requests. <i>Application Crosswalk: E2(a-e)</i>																
<b>Key Activities</b>	<b>YEAR 1</b>				<b>YEAR 2</b>				<b>YEAR 3</b>				<b>YEAR 4</b>			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Establish and employ a permanent, full-time ECLDS Project Manager <i>Responsible Parties: Project Team to design positions; DPI to employ</i>	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Establish and employ a permanent, full-time ECLDS Research Analyst <i>Responsible Parties: Project Team to design positions; DPI to employ</i>	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Establish and employ ECLDS Data Analysts at each PSA <i>Responsible Parties: Project Team to design position; DPI, DCF, DHS to employ</i>	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Establish ECLDS Advisory Group; solicit, and apply feedback from Group <i>Responsible Parties: Project Team to identify members and establish; ongoing work by ECLDS Advisory Group, in</i>	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆

<i>conjunction with Project Manager and Project Team</i>																		
Define and establish structures and policies to identify and implement the first crucial Essential Data Elements and linkages. <i>Responsible Parties: Project Manager, Project Team, DPI, DCF, DHS</i>	◆	◆	◆	◆														
Define and establish structures and policies to identify and implement Data System Oversight Requirements. <i>Responsible Parties: Project Manager&amp; Team, DPI, DCF, DHS</i>	◆	◆	◆	◆														
Develop MOUs between DPI, DCF, and DHS re: data sharing, data governance, and data quality assurance. <i>Responsible Parties: Project Manager, Project Team, State Legal Staff, DPI, DCF, DHS Leadership</i>				◆														
Implement programming and infrastructure upgrades needed to align data collection standards and create efficient and reliable interoperability between PSA data systems <i>Responsible Parties: Project Manager, Project Team, DPI, DCF, DHS IT Staff</i>					◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Begin building reporting processes and analytical capacity, to answer key policy questions <i>Responsible Parties: Project Manager, Project Team, DPI, DCF, DHS IT, Policy, and Program Staff</i>					◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Develop training for system users. <i>Responsible Parties: Training Developers</i>							◆											
Address data gaps <i>Responsible Parties: Project Manager, Project Team, DPI, DCF, DHS IT, Policy, and Program Staff</i>					◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Increase access to and usefulness of data at local level, and provide training for system users. <i>Responsible Parties: Project Manager, Project Team, DPI, DCF, DHS IT, Policy, and Program Staff</i>									◆	◆	◆	◆	◆	◆	◆	◆	◆	◆

Plan for and incorporate statewide kindergarten readiness assessment data <i>Responsible Parties: Project Manager, Project Team, DPI IT, Policy, and Program Staff</i>										◆	◆	◆	◆	◆	◆	◆	◆
Explore options for enhancing system to include case management capabilities <i>Responsible Parties: Project Manager, Project Team, DPI, DCF, DHS IT, Policy, and Program Staff</i>														◆	◆	◆	◆

	Year 1	Year 2	Year 3	Year 4
<b>Total, E1 Annual Projected Cost<sup>56</sup></b>	<b>\$3,748,269</b>	<b>\$4,493,269</b>	<b>\$3,260,269</b>	<b>\$2,596,269</b>

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<sup>56</sup> See Budget Tables I-3, II-1 and II-2 for further information. Figures represent all funds, both in-kind and RTTT-ELC.

## VII. COMPETITION PRIORITIES

Note about the Absolute Priority: *The absolute priority describes items that a State must address in its application in order to receive a grant. Applicants do not write a separate response to this priority. Rather, they address this priority throughout their responses to the selection criteria. Applications must meet the absolute priority to be considered for funding. A State meets the absolute priority if a majority of reviewers determines that the State has met the absolute priority*

### Priority 1: Absolute Priority – Promoting School Readiness for Children with High Needs.

To meet this priority, the State’s application must comprehensively and coherently address how the State will build a system that increases the quality of Early Learning and Development Programs for Children with High Needs so that they enter kindergarten ready to succeed.

The State’s application must demonstrate how it will improve the quality of Early Learning and Development Programs by integrating and aligning resources and policies across Participating State Agencies and by designing and implementing a common, statewide Tiered Quality Rating and Improvement System. In addition, to achieve the necessary reforms, the State must make strategic improvements in those specific reform areas that will most significantly improve program quality and outcomes for Children with High Needs. Therefore, the State must address those criteria from within each of the Focused Investment Areas (sections (C) Promoting Early Learning and Development Outcomes for Children, (D) A Great Early Childhood Education Workforce, and (E) Measuring Outcomes and Progress) that it believes will best prepare its Children with High Needs for kindergarten success.

Note about Competitive Preference Priorities: *Competitive preference priorities can earn the applicant extra or “competitive preference” points.*

### Priority 2: Competitive Preference Priority – Including all Early Learning and Development Programs in the Tiered Quality Rating and Improvement System. (10 points)

Competitive Preference Priority 2 is designed to increase the number of children from birth to kindergarten entry who are participating in programs that are governed by the State’s licensing system and quality standards, with the goal that all licensed or State-regulated programs will participate. The State will receive points for this priority based on the extent to which the State has in place, or has a

High-Quality Plan to implement no later than June 30, 2015--

- (a) A licensing and inspection system that covers all programs that are not otherwise regulated by the State and that regularly care for two or more unrelated children for a fee in a provider setting; provided that if the State exempts programs for reasons other than the number of children cared for, the State may exclude those entities and reviewers will score this priority only on the basis of non-excluded entities; and
- (b) A Tiered Quality Rating and Improvement System in which all licensed or State-regulated Early Learning and Development Programs participate.

*If the State chooses to respond to this competitive preference priority, the State shall write its full response in the text box below. The State may also include any additional information it believes will be helpful to peer reviewers. If the State has included relevant attachments in the Appendix, these should be described in the narrative below and clearly cross-referenced to allow the reviewers to locate them easily.*

*In scoring this priority, peer reviewers will determine, based on the evidence the State submits, whether each element of the priority is implemented or planned; the quality of the implementation or plan (see the definition of a High-Quality Plan for the components reviewers will be judging); and the extent to which the different types of Early Learning and Development Programs in the State are included and addressed. The State is responsible for providing clear and detailed information to assist the peer reviewers in making these determinations.*

## **Competitive Preference Priority 2**

*Including all Early Learning and Development Programs in The Tiered Quality Rating and Improvement System*

*(A) Licensing and Inspection System.*

Wisconsin developed and implemented licensing rules that are considered among the best in the country for protecting the health and well-being of children. Wisconsin is one of only a few states that require that subsidy payments are not made to any program that is

not regulated, ensuring that public dollars for child care are held to a high standard. The National Association of Regulatory Agencies (NARA) selected Wisconsin as one of the top ten states for its strong and effective regulatory program for licensed children's facilities, and a 2009 National Association of Child Care Resource and Referral Agencies (NACCRRA) Report ranked Wisconsin's licensing standards as the sixth most comprehensive in the country.<sup>57</sup> NARA frequently uses Wisconsin's licensing procedures and enforcement tools as a model when consulting with other states. This system provides the solid foundation upon which the state's Quality Rating and Improvement System (QRIS), YoungStar, has been built. Licensing rules are consistently reviewed and revised to ensure that they maintain the highest quality standards. Some examples of this include:

- Wisconsin requires the highest number of continuing education hours for child care center directors of the 43 states in the nation that report on this requirement. Further, the initial qualifications required of child care center directors rank Wisconsin ninth in the nation.
- Wisconsin requires caregiver background checks on individuals working in licensed programs. The Sudden Infant Death Syndrome (SIDS) risk reduction and Shaken Baby Syndrome prevention training requirements are also recent examples of legislative requirements of training that must be provided to caregivers in licensed programs.

The licensing rules address key indicators that contribute to quality. Many states incorporate, as optional ways of attaining points in their quality rating systems, indicators such as staff to child ratios and infant care requirement; however, Wisconsin *requires* such indicators for all licensed child care. Additional licensing indicators in Wisconsin include: strong requirements around staff to child

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<sup>57</sup> Koch Consulting for National Association of Regulatory Agencies, "Report on Effective Legal Proceedings to Ensure Provider Compliance," (2006).

ratios; infant care requirements; group size; center director and teachers qualifications; required training such as CPR, health and safety orientation; annual continuing education requirements (required by the Department of Public Instruction, DPI); and background check requirements. Programming must also address the seven developmental domains: (1) Self-esteem and positive self-image, (2) social interaction, (3) self expression and communication skills, (4) creative expression, (5) large and small muscle development, (6) intellectual growth, and (7) literacy; and be consistent with the Wisconsin Model Early Learning Standards (WMELS). Wisconsin is pleased to have the consistency of the WMELS to guide practice across early childhood settings.

Many licensed programs have access to the Child and Adult Food Care Program (CAFCCP), which reimburses programs that provide nutritious meals. Wisconsin is well positioned with strong standards for oversight of regulation and licensing; expanding regulation to settings with two or fewer children would not be required or necessary to further strengthen what is already in place.

*(B) A Tiered Quality Rating and Improvement System in which all licensed or state regulated programs participate.*

Wisconsin proposes to increase the number of early learning programs participating in YoungStar by focusing on all out of home care settings and aligning the standards used in public school four-year-old kindergarten (4K) programs and child care centers, to ensure that quality standards are used in these settings. As described in section B2, Wisconsin already has a good start in this regard.

By mandating that all programs that receive Wisconsin Shares participate in YoungStar, Wisconsin currently has a 90 percent participation rate for these programs, and by 2012 will have a 100 percent participation rate. Currently, 25 percent of Head Start and Early Head Start programs participate in YoungStar; the state has set a goal of 100 percent involvement for these programs by the end of the grant period. Educators in public school early childhood education programs for ages birth to five in Wisconsin are licensed as educators under Wis. Admin. Code § PI 34.27, not under the child care licensing system. However, if programs receive funding from



the Wisconsin Shares program, they are required to participate in YoungStar.

In the City of Milwaukee, which contains the Wisconsin's largest school district and has the highest concentration of children with high needs, there are several programs that are already participating in YoungStar. Any public school program that collaborates with child care program that includes children enrolled in Wisconsin Shares also is required to participate in YoungStar. The child care program submits the application to participate on behalf of the collaboration.

Of the remaining estimated 3,575 programs that are licensed in Wisconsin but do not receive Wisconsin Shares, which also include a number of school based child care programs, the State is projecting a 75 percent participation rate by the end of the four year grant period.

In particular, Wisconsin plans to work with its strong pre-k program. Wisconsin was the first state in the nation to provide free education to four-year-olds, establishing the first four-year-old kindergarten in 1873. As noted in Section A, Wisconsin has demonstrated a strong and building commitment to ensuring that 4K programs are funded in the state that has been nationally recognized by the National Institute for Early Education Research (NIEER) and Pre-K Now, a national advocacy organization focused on building early childhood quality.

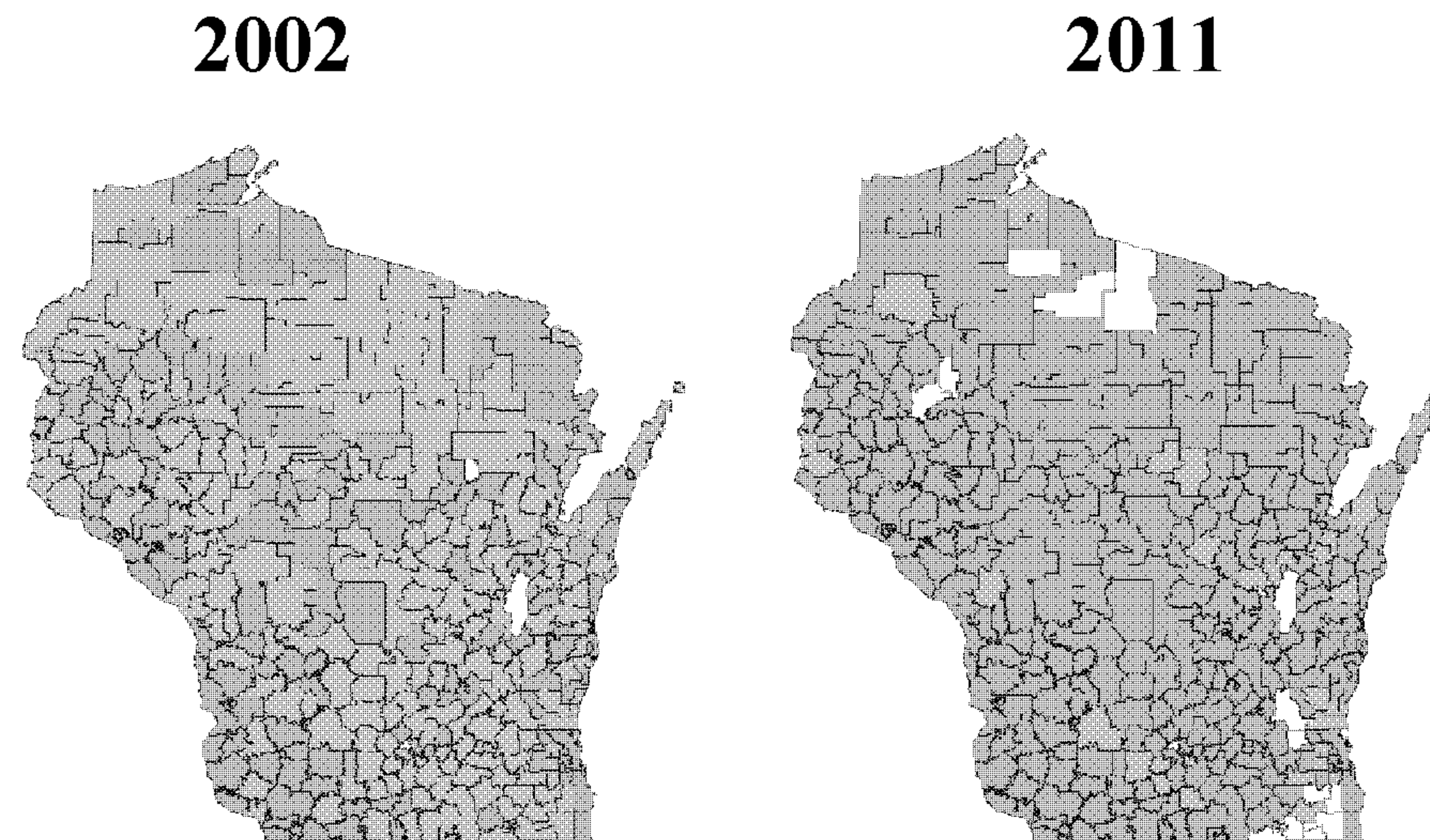
Wisconsin ranks seventh in terms of access to preschool for four year olds. As noted by the Wisconsin Council on Children and Families (WCCF), "A significant strength of 4K is that services are free and universal, so families face no affordability issues in

accessing 4K. Enrollment has more than doubled since the 2002-2003 school year.”<sup>58</sup> Unaudited data for 2011-2012 shows 89 percent of Wisconsin’s school districts will offer 4K.<sup>59</sup> Figure 9 shows the growth in access to 4K programs in the state over the last decade.

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**Change in Access to Four-Year-Old Kindergarten Programs (2002-2011)**

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**Figure 9. Change in the number school districts offering Four-Year-Old Kindergarten programs.**

Wisconsin’s pre-k efforts have been linked to improved school readiness for children. The National Center for Early Development and Learning (NCEDL) 2005 study looked at 11 states including Wisconsin. The study showed important school readiness gains for

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<sup>58</sup> Wisconsin Council on Children and Families, 2009

<sup>59</sup> NIEER, The State of Preschool, 2010.

children who participated in pre-k, including improved skills in language, literacy and numeracy; as well as improved social skills, reported by teachers. The study also found that Wisconsin pre-k teachers were well-educated, and child-teacher ratios were generally in the recommended range of 1:8.<sup>60</sup>

Pre-K Now featured Wisconsin's program in a unique research project conducted in 2005 that found economic benefits to participating in 4K programs in Wisconsin:

“According to the economic analysis, for every \$1 invested in pre-k, Wisconsin would recoup 68 percent in future savings if the program were expanded to all families who are willing to take advantage of it. In Milwaukee alone, the benefits are even greater at 76 percent saved for every \$1 invested. The report emphasizes ‘a clear economic motive’ for expansion of the 4K program to a significantly larger number of children in the state. The proposed program would generate strong fiscal benefits for the state, such as reduction in crime and reliance on welfare, as well as benefits to the children and their families.”<sup>61</sup>

These findings recommend the high quality of Wisconsin pre-k programs, even though they are not widely included in the state's current QRIS system.

Some pre-k programs already participate in YoungStar. For example, if a public school is collaborating with a child care program that receives Wisconsin Shares funding, that child care program is required to participate in YoungStar and applies to YoungStar on behalf

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<sup>60</sup> NCEDL, (2005)

<sup>61</sup> Pre-K Now Press Release, September 21, 2005 announcing *An Economic Analysis of Investments in Pre-Kindergarten in Wisconsin* was prepared by Clive Belfield, Ph.D., of Queens College City, University of New York and Dennis Winters, Ph.D., V.P./Director of Research, NorthStar Economics, Inc.

of the partnership. In 2011, 105 school districts report that they implement these community approaches. Wisconsin's collaborative community based approach has been held up as national model by Pre-K Now; Wisconsin has been featured on webcasts about best practices for early care and education and has been referenced in Pre-K Now publications. These arrangements provide an opportunity for the school district to establish service delivery models with community partners that work to meet the needs of families. Coordinating with Head Start and child care has the added advantage of not destabilizing the supply of child care in the community. In addition, Wisconsin has found that collaborative 4K benefits children because it minimizes transitions and benefits child care and Head Start through greater access to resources, such as computers, per child funding, and professional development to improve teacher competencies and skills. This approach has led to the development of community-wide use of common standards, curriculum and referral for special services across child care and pre-k.

Further, pre-k programs have high education standards for teachers, which are equated with the five star minimums for YoungStar. Over the four year grant, Wisconsin proposes to further align the standards and determine if an alternate path for accreditation for pre-k programs would be possible in Wisconsin.

An initial cross-walk highlighted earlier in Section (B)(2) demonstrated that there is already a high degree of alignment between YoungStar and public and collaborative 4K programs. Table 12 demonstrates that in most cases, the 4K standards meet or exceed the YoungStar requirements. The one exception is child-staff ratio.

**Table 12. Crosswalk of YoungStar QRIS Group Center Program Standards and 4K Requirements**

YoungStar Program Standard Areas	YoungStar Required Minimums and Optional Points	DPI Requirements and Optional Areas of focus for 4K programs
<b>Education</b>	<p><u>3 Star Required:</u> Lead teachers in 50% of classrooms have 6 credits or more beyond high school required for level 3.</p> <p><u>4 Star Required:</u> Lead teachers in 50% of classrooms for a center have an Infant/Toddler Credential or 18 related credits.</p> <p><u>5 Star Required:</u> Lead Teachers in all classrooms have an Associate Degree</p>	<p>4K exceeds this requirement with a Bachelor’s Degree and an appropriate Early Childhood license from DPI; this would be equivalent to 5 star minimum for YoungStar</p>
<b>Learning Environment and Curriculum</b>	<p><u>Required:</u> Program self-assessment</p> <p><u>Optional points:</u></p> <p>Training of staff in WMELS; and alignment of curriculum with WMELS</p> <p>ECERS, FCCRS and ITERS assessments are available to programs at higher star levels</p> <p>Child assessments, providing referrals to services and tracking child outcomes</p>	<p>Wis. Stat. § 118.01(1) states, in part: “Each school board should provide curriculum, course requirements and instruction consistent with the goals and expectations established under sub. (2).”</p> <p>Wis. Stat. § 118.01(2) EDUCATIONAL GOALS.</p> <p>(a) <i>Academic skills and knowledge.</i> Since the development of academic skills and knowledge is the most important goal for schools, each school board shall provide an instructional program designed to give pupils:</p> <ol style="list-style-type: none"> <li>1. Basic skills, including the ability to read, write, spell, perform basic arithmetical calculations, learn by reading and listening and communicate by writing and speaking...</li> <li>4. The skills and attitudes that will further lifelong intellectual activity and learning.</li> </ol> <p>Wis. Stat. § 118.015 Reading instruction. (1) PURPOSE AND INTENT. It is the purpose and intent of this section to provide for a developmental reading program for pupils at all grade levels.</p> <p>Wisconsin Stat. § 121.02(1)(k)1, defines subject areas that should be addressed by a school board. They include:</p>

YoungStar Program Standard Areas	YoungStar Required Minimums and Optional Points	DPI Requirements and Optional Areas of focus for 4K programs
		<ul style="list-style-type: none"> <li>• Reading;</li> <li>• Language arts;</li> <li>• Mathematics;</li> <li>• Social studies;</li> <li>• Science;</li> <li>• Health;</li> <li>• Computer literacy;</li> <li>• Environmental education;</li> <li>• Physical education;</li> <li>• Art; and</li> <li>• Music.</li> </ul> <p>DPI encourages the use of WMELS in 4K programs and supports training in the standards in collaboration with DCF as described in section (C)(1).</p> <p>Many districts use ECERS or CLASS to assess program quality.</p> <p>Districts assure that there are screening and assessment systems to support their legal obligations under IDEA Special Education Child Find. They also use screening and assessment processes such as Response to Intervention or ongoing student assessment.</p>
<b>Professional and Business Practices</b>	<p><u>Required:</u> Program demonstrates strong business practices</p> <p><u>Optional Points:</u></p> <p>Although currently optional, points for family outreach will be required as a result of RTTT-ELC. Parent engagement can include involving parents on the board, developing materials for parents such as newsletters, and other methods of involving parents</p>	<p>School boards oversee business practices and budgets for school district programs providing assurance of strong business practices. Schools follow DPI fiscal practices and are audited.</p> <p>The school funding formula promotes parent outreach:</p> <p>Wis. Stat. § 121.004(7)(cm) states:</p> <p style="padding-left: 40px;">A pupil enrolled in a 4-year-old kindergarten program, including a 4-year-old kindergarten program being phased in under s. <u>118.14 (3) (b)</u>, that provides the required number of hours of</p>

YoungStar Program Standard Areas	YoungStar Required Minimums and Optional Points	DPI Requirements and Optional Areas of focus for 4K programs
	<p>in child care.</p> <p>Program provides professional development for staff</p> <p>Program provides vacation, health care and other benefits for program staff</p>	<p>direct pupil instruction under s. <u>121.02 (1) (f) 2.</u> shall be counted as 0.6 pupil if the program annually provides at least 87.5 additional hours of outreach activities.</p> <p>Wis. Stat. § 121.02(1)(f)2. states:</p> <p>2. Annually, schedule at least 437 hours of direct pupil instruction in kindergarten, at least 1,050 hours of direct pupil instruction in grades 1 to 6 and at least 1,137 hours of direct pupil instruction in grades 7 to 12. Scheduled hours under this subdivision include recess and time for pupils to transfer between classes but do not include the lunch period. A school board operating a 4-year-old kindergarten program may use up to 87.5 of the scheduled hours for outreach activities.</p> <p>4K programs meet or exceed professional development standards as they must be licensed and follow the professional development requirements defined in D1.</p> <p>4K programs are part of the school system and meet or exceed this standard</p>
<b>Health and Wellness</b>	<p><u>Required:</u></p> <p>CAFP participation or its equivalent, which demonstrates program serves nutritious meals</p> <p>Physical activity for 60 minutes a full day program prorated for hours of a program.</p> <p>Strengthening Families training to build protective factors for children and teach providers strategies for working with families to prevent child abuse and neglect.</p> <p>Programs that have been trained and/or are</p>	<p>Based on the number of the hours of the class, programs would also follow the guidelines for the CAFPCP or USDA guidelines for school based nutrition programs requiring nutritionally balanced meals.</p> <p>Physical education is required for thirty minutes a day, 3 times a week. 4K has access to the school nurse to assist with any health and wellness need.</p> <p>4K teachers also participate in Strengthening Families training.</p> <p>DPI funds staffing and support for the CSEFEL Pyramid model training and school districts across the state access that training for teachers, administrators and parents.</p>

YoungStar Program Standard Areas	YoungStar Required Minimums and Optional Points	DPI Requirements and Optional Areas of focus for 4K programs
	incorporating CSEFEL Pyramid model or other demonstrations of training on inclusion and children’s social and emotional health  Inclusion training and demonstration of practices	School districts follow all federal and state requirements under IDEA and are required to provide services to children with disabilities in least restrictive environments Training is provided by the DPI in a wide variety of related topics with focus on the OSEP Indicator
<b>Meets licensing requirements</b>	<u>Required</u> for participation	Child-staff ratios (in 4K) currently may not be consistent with licensing standards for child care. This is an identified area for discussion in regards to alignment of standards.

**High quality plan for moving forward**

Goal 1. Increase the number of early learning and development programs in YoungStar by:

1. Increasing the participation of all early learning and development programs, so that 90 percent of regulated child care is participating;
2. Increasing the participation of Head Start and Early Head Start from its current level of 25 percent to 100 percent by 2015; and
3. Increasing the number of community-collaborative approaches in 4K programs participating in YoungStar, so that by the end of 2015, 60% of these programs are participating.



<b>Goal CPP2-1: Increase the number of early learning and development programs in YoungStar</b>																
<b>Key Activities</b>	<b>YEAR 1</b>				<b>YEAR 2</b>				<b>YEAR 3</b>				<b>YEAR 4</b>			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Increase the participation of all early learning and development programs so that 90% of regulated child care is participating. <i>Responsible Party: DCF YoungStar State level staff and YS Consortium</i>				◆				◆				◆				◆
Increase the participation of Head Start and Early Head Start from current 25% to 100% by 2015. <i>Responsible staff: DCF, YoungStar Consortium, Head Start Collaboration Project and Wisconsin Head Start Association</i>	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Increase the number of community-collaborative approaches in 4K programs participating in YoungStar so that by the end of 2015, 60% of these programs are participating <i>Responsible Staff: DCF, DPI and Wisconsin Head Start Association</i>	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆

Goal 2. Explore an alternate pathway to a 4K YoungStar accreditation with DPI by

1. Exploring other state models that have developed alternate pathways for public pre-k programs;
2. Convening a task force of school based stakeholders and early care stakeholders to consider other state models and Wisconsin options for an alternate path;
3. Providing recommendations to the State Superintendent of Public Instruction (DPI) and DCF Secretary for standards, infrastructure and cost to administer an alternate path; and
4. Determining feasibility and benefit of proposed alternatives.

<b>Goal CPP2-2: Explore an alternate pathway to a 4K YoungStar accreditation with DPI</b>																
<b>Key Activities</b>	<b>YEAR 1</b>				<b>YEAR 2</b>				<b>YEAR 3</b>				<b>YEAR 4</b>			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Explore other state models that have developed alternate pathways for public pre-k programs <i>Responsible Party: DCF and DPI</i>	◆	◆	◆													
Convene a task force of school based stakeholders and early care stakeholders to consider other state models and Wisconsin options for an alternate path <i>Responsible Party: DCF and DPI</i>			◆	◆	◆	◆	◆	◆								
Provide recommendations to the State Superintendent of Public Instruction and DCF Secretary for standards, infrastructure and cost to administer alternate path <i>Responsible Party: DCF and DPI</i>									◆							
Determine feasibility and benefit of proposed alternatives <i>Responsible Party: DPI</i>										◆						

<b>Total, CPP 2 Annual Projected Cost</b>	<b>**Cost included in Section (B) budget**</b>
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Priority 3: Competitive Preference Priority – Understanding the Status of Children’s Learning and Development at Kindergarten Entry. (10 points)

To meet this priority, the State must, in its application--

- (a) Demonstrate that it has already implemented a Kindergarten Entry Assessment that meets selection criterion (E)(1) by indicating that all elements in Table (A)(1)-12 are met; or
- (b) Address selection criterion (E)(1) and earn a score of at least 70 percent of the maximum points available for that criterion.

*For Competitive Preference Priority 3, a State will earn all ten (10) competitive preference priority points if a majority of reviewers determines that the State has met the competitive preference priority. A State earns zero points if a majority of reviewers determines that the applicant has not met the competitive preference priority.*

*Applicants do not write a separate response to this priority. Rather, applicants address Competitive Preference Priority 3 either in Table (A)(1)-12 or by writing to selection criterion (E)(1).*

*Under option (a) below, an applicant does not earn competitive preference points if the reviewers determine that the State has not implemented a Kindergarten Entry Assessment that meets selection criterion (E)(1); under option (b) below, an applicant does not earn competitive preference points if the State earns a score of less than 70 percent of the maximum points available for selection criterion (E)(1).*

*Specify which option the State is taking:*

- (a) Applicant has indicated in Table (A)(1)-12 that all of selection criterion (E)(1) elements are met.
- (b) Applicant has written to selection criterion (E)(1).

**Wisconsin wrote to Preference Priority #3 via (b), writing to selection criterion (E)(1).**

*Note about Invitational Priorities: Invitational priorities signal areas the Departments are particularly interested in; however addressing these priorities will not earn applicants any additional points.*

**Priority 4: Invitational Priority – Sustaining Program Effects in the Early Elementary Grades.**

The Departments are particularly interested in applications that describe the State’s High-Quality Plan to sustain and build upon improved early learning outcomes throughout the early elementary school years, including by--

- (a) Enhancing the State’s current standards for kindergarten through grade 3 to align them with the Early Learning and Development Standards across all Essential Domains of School Readiness;
- (b) Ensuring that transition planning occurs for children moving from Early Learning and Development Programs to elementary schools;
- (c) Promoting health and family engagement, including in the early grades;
- (d) Increasing the percentage of children who are able to read and do mathematics at grade level by the end of the third grade; and
- (e) Leveraging existing Federal, State, and local resources, including but not limited to funds received under Title I and Title II of ESEA, as amended, and IDEA.

**Wisconsin did not write to Invitational Priority #4**

Priority 5: Invitational Priority – Encouraging Private-Sector Support

The Departments are particularly interested in applications that describe how the private sector will provide financial and other resources to support the State and its Participating State Agencies or Participating Programs in the implementation of the State Plan.

*Priority 5: Invitational Priority – Encouraging Private-Sector Support*

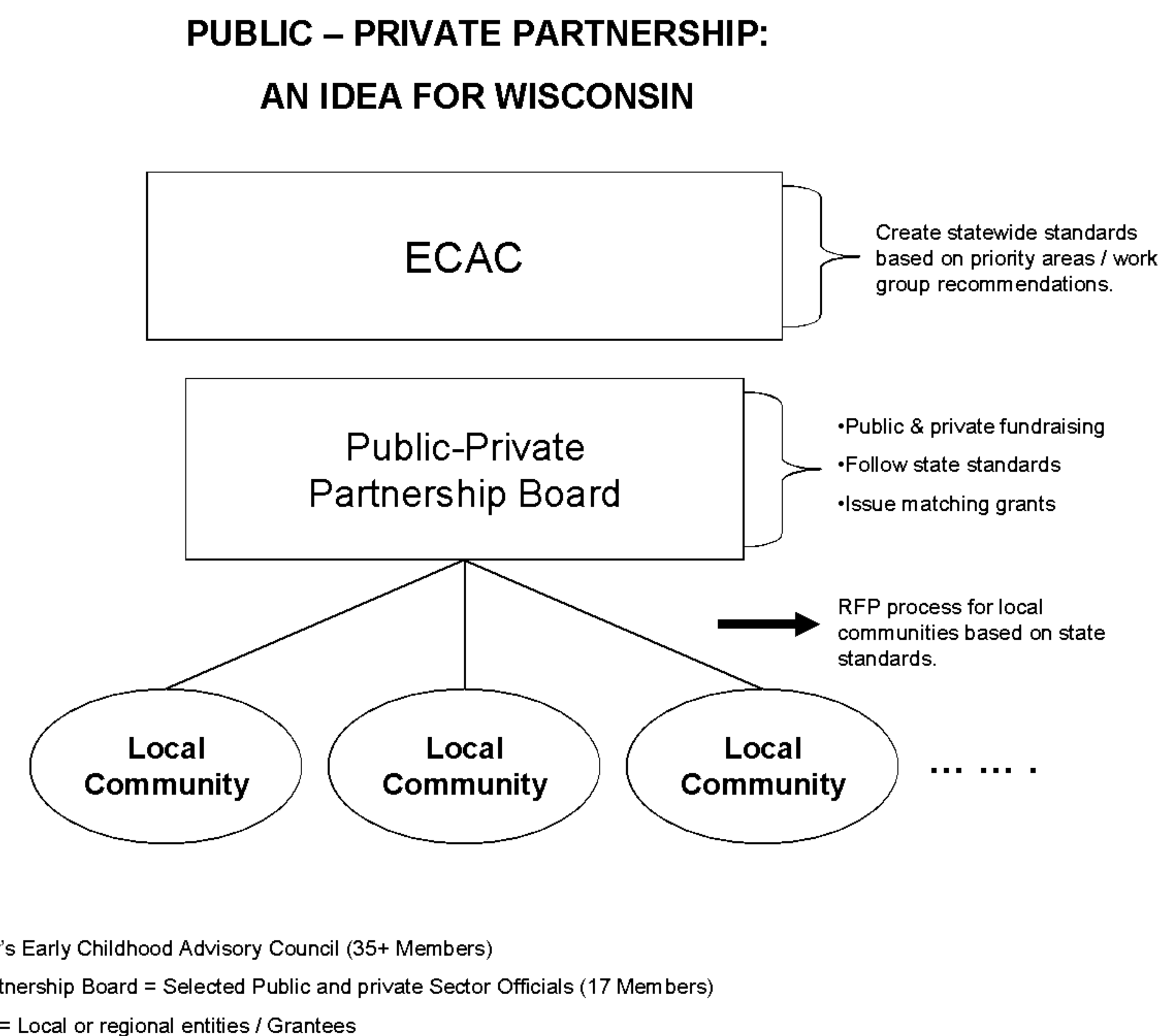
**Public Private Partnership**

Innovative funding strategies have always been important to building state early childhood care and education systems. State early childhood system-building efforts have benefitted from philanthropic support and the infusion of federal dollars through the American Recovery and Reinvestment Act (ARRA), and they will benefit from the Race to the Top-Early Learning Challenge (RTTT-ELC) fund. However, because federal grant funds are not a sustainable or dedicated funding stream, collaboration remains a top priority as Wisconsin strategically plans how best to continue and expand this work in the future. In order to best leverage additional resources, Wisconsin is pursuing a public-private partnership strategy with both private and philanthropic resources.

Wisconsin's private sector has a vested interest in supporting the development and improving the quality of early care and education programs. The Partnership for Wisconsin's Economic Success (PWES) consists of Wisconsin business leaders, economists, and nonprofit executives, whose goal is to increase awareness of the economic benefits of proven investments in children from before birth to age five and to advocate for these investments. It is the first state chapter of the Partnership for America's Economic Success, which is managed and housed at The Pew Charitable Trust. Its mission is to make the success of every child one of Wisconsin's top economic priorities.

The State regularly works with several donor collaboratives, including the School Readiness Philanthropy Group (SRPG) and the Donors Forum, which educates and engages funders around early childhood and school readiness issues. The SRPG was instrumental in advocating and supporting the creation of the YoungStar Quality Rating and Improvement System (QRIS). SRPG Chair, Linda Davis, Executive Director of the Davis Family Foundation, also sits on the Governor’s Early Childhood Advisory Council (ECAC). Michael Burke, Program Director of the Buffet Early Childhood Fund, also participates in both groups.

In July 2011, Wisconsin’s ECAC established a Public-Private Partnership (P3) Work Group to explore and make recommendations for the development of an infrastructure model that would align with and leverage state, regional and local resources, engaging business, private and philanthropic sectors as partners to improve early childhood outcomes. The ECAC is currently in the process of establishing a public private partnership, and the State is proposing to use \$75,000 per year in RTTT-ELC funds to provide seed funding to accelerate the implementation and operation of this public private partnership. The funding will be structured as a challenge grant, calling for a dollar-for-dollar private or philanthropic match to support initial organizational and implementation activities, including identifying staff



**Figure 10. Wisconsin’s Public-Private Partnership Model.**

resources, establishing governing documents, creating operational protocols, and determining fundable projects. Additionally, The P3 will raise funds to support early childhood projects identified by its governing board.

<b>Goal:</b> Develop a public private partnership to support early childhood educational opportunities.																
<i>Application Crosswalk: Invitational Priority #5</i>																
<b>Key Activities</b>	<b>YEAR 1</b>				<b>YEAR 2</b>				<b>YEAR 3</b>				<b>YEAR 4</b>			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Adopt public private partnership model <i>Responsible Parties: ECAC</i>	◆															
Identify staff resources, governing documents and operational protocols <i>Responsible Parties: ECAC, P3</i>	◆	◆	◆	◆												
Raise private or philanthropic matching funds and additional funds to support priority projects <i>Responsible Parties: P3</i>	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆
Identify and fund priority EC projects <i>Responsible Parties: P3</i>	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<b>Total, IPS Annual Projected Cost<sup>62</sup></b>	<b>\$75,000</b>	<b>\$75,000</b>	<b>\$75,000</b>	<b>\$75,000</b>

<sup>62</sup> See Budget Tables I-3, II-1 and II-2 for further information. Figures represent all funds, both in-kind and RTTT-ELC.

## BUDGET PART I: SUMMARY

### BUDGET PART I—TABLES

<b>OVERALL STATEWIDE BUDGET</b>					
<b>Budget Table I-1: Budget Summary by Budget Category</b> (Evidence for selection criterion (A)(4)(b))					
<b>Budget Categories</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	831,100	831,100	831,100	831,100	<b>3,324,400</b>
2. Fringe Benefits	342,000	342,000	342,000	342,000	<b>1,368,000</b>
3. Travel	39,900	39,900	39,900	39,900	<b>159,600</b>
4. Equipment	0	733,000	0	0	<b>733,000</b>
5. Supplies	276,900	276,900	276,900	276,900	<b>1,107,600</b>
6. Contractual	7,092,175	6,874,175	6,343,675	8,054,675	<b>28,364,700</b>
7. Training Stipends	0	0	0	0	<b>0</b>
8. Other	822,000	414,000	414,000	414,000	<b>2,064,000</b>
<b>9. Total Direct Costs (add lines 1-8)</b>	<b>9,404,075</b>	<b>9,511,075</b>	<b>8,247,575</b>	<b>9,958,575</b>	<b>37,121,300</b>
10. Indirect Costs*	29,119	29,119	29,119	29,119	<b>116,478</b>
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	1,841,250	2,041,250	1,951,250	1,931,250	<b>7,765,000</b>
12. Funds set aside for participation in grantee technical assistance	100,000	100,000	100,000	100,000	<b>0</b>
<b>13. Total Grant Funds Requested</b> (add lines 9-12)	<b>11,374,444</b>	<b>11,681,444</b>	<b>10,327,944</b>	<b>12,018,944</b>	<b>45,002,778</b>
14. Funds from other sources used to support the State Plan	1,684,653	1,678,953	898,725	898,725	<b>5,161,057</b>
<b>15. Total Statewide Budget</b> (add lines 13-14)	<b>13,059,098</b>	<b>13,360,398</b>	<b>11,226,669</b>	<b>12,917,669</b>	<b>50,563,834</b>
<p>Columns (a) through (d): For each grant year for which funding is requested, show the total amount requested for each applicable budget category.</p> <p>Column (e): Show the total amount requested for all grant years.</p> <p>Line 6: Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6.</p> <p>Line 10: If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</p> <p>Line 11: Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners.</p> <p>Line 12: The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.</p> <p>Line 13: This is the total funding requested under this grant.</p>					



<b>OVERALL STATEWIDE BUDGET</b>					
<b>Budget Table I-2: Budget Summary by Participating State Agency</b>					
<b>(Evidence for selection criterion (A)(4)(b))</b>					
<b>Agency Name</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
<b>DCF</b>	8,028,023	7,589,323	5,625,595	4,441,595	<b>25,684,536</b>
<b>DPI</b>	3,850,716	4,317,716	4,420,716	7,295,716	<b>19,884,862</b>
<b>DHS</b>	1,180,359	1,453,359	1,180,359	1,180,359	<b>4,994,436</b>
<b>&lt;Agency 4&gt;</b>	0	0	0	0	<b>0</b>
<b>&lt;Agency 5&gt;</b>	0	0	0	0	<b>0</b>
<b>&lt;Agency 6&gt;</b>	0	0	0	0	<b>0</b>
<b>&lt;Agency 7&gt;</b>	0	0	0	0	<b>0</b>
<b>&lt;Agency 8&gt;</b>	0	0	0	0	<b>0</b>
<b>&lt;Agency 9&gt;</b>	0	0	0	0	<b>0</b>
<b>&lt;Agency 10&gt;</b>	0	0	0	0	<b>0</b>
<b>Total Statewide Budget</b>	<b>13,059,098</b>	<b>13,360,398</b>	<b>11,226,669</b>	<b>12,917,669</b>	<b>50,563,834</b>

<b>OVERALL STATEWIDE BUDGET</b>					
<b>Budget Table I-3: Budget Summary by Project</b>					
<b>(Evidence for selection criterion (A)(4)(b))</b>					
<b>Project</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
A-St Systems	446,232	446,232	398,504	398,504	1,689,471
B1- TQRIS	1,023,265	1,023,265	1,023,265	1,023,265	4,093,058
B2- Inc Prog	57,200	57,200	57,200	57,200	228,800
B3- Rating	610,300	484,300	484,300	484,300	2,063,200
B4-Hi Need	2,983,500	2,983,500	1,943,000	1,423,000	9,333,000
B5-Validate	688,200	132,500	0	0	820,700
C1- WMELS	1,088,700	1,068,700	1,068,700	1,068,700	4,294,800
C4-Fam Eng	1,201,299	1,459,299	1,429,299	1,429,299	5,519,197
D1-Crdent'ls	160,650	160,650	160,650	160,650	642,600
D2-Ed Suppt	652,500	652,500	2,500	2,500	1,310,000
E1-K Assess	323,983	323,983	1,323,983	4,198,983	6,170,932
E2-Data Syst	3,748,269	4,493,269	3,260,269	2,596,269	14,098,076
Inv Priority 5	75,000	75,000	75,000	75,000	300,000
<Project 14>	0	0	0	0	0
<Project 15>	0	0	0	0	0
<b>Total Statewide Budget</b>	<b>13,059,098</b>	<b>13,360,398</b>	<b>11,226,669</b>	<b>12,917,669</b>	<b>50,563,834</b>

## **BUDGET PART I -NARRATIVE**

*1. How the participating state agency plans to organize its operations to manage RTTT ELC funds and accomplish the scope of work as set forth in the MOU*

### **DCF**

As the Lead Agency, DCF will organize its operations to manage the RTTT ELC funds and accomplish the work set forth in the MOU and scope of work by hiring a Grant Manager and Program Assistant, to be located in the Secretary's Office. The Grant manager's primary responsibility is to ensure the implementation of WI's RTTT ELC reform agenda. Specific responsibilities include grant leadership across the participating state agencies (PSAs) to ensure the scope of work as outlined in the MOU is effectively implemented and acting as the formal RTTT-ELC liaison to the Early Childhood Advisory Council and other external stakeholders. The Grant Manager will be supported in this work by a Program Assistant, who provides office support for all tasks related to planning and implementation of the RTTT ELC scope of work, including meeting logistics planning, drafting and delivering communications, and ordering and organizing materials. The grant manager supervises a tribal early childhood consultant and a family engagement consultant, and coordinates and oversees the work of DCF staff assigned to the RTTT-ELC, including the Division of Early Care and Education Bureau of Quality Improvement, responsible for implementation of WI's tiered QRIS. The grant manager works directly with key managers at the Participating State Agencies, and ensures the EC LDS Data Analyst works in cooperation with the Early Childhood Longitudinal Data System (EC LDS) project manager located in DPI. Administrative support services (budget, finance, procurement, human resources, facilities, etc.) will be available to the grant manager as needed to fulfill the scope of work.

### **DPI**

The Assistant Superintendent who leads the DPI Division for Academic Excellence serves as the DPI lead manager for managing the RTTT ELC funds and work set forth in the MOU and scope

of work. She will work within DPI to assure the scope of work is accomplished as set forth in this application, providing direct oversight of the Office of Early Learning (carrying out the activities described in Sections C1 and D), and coordinating with the Assistant Superintendents for the Division for Student and School Success and the Division for Libraries, Technology and Community Learning, who respectively will oversee the work to develop and implement a Kindergarten Entry Assessment (KEA) and an EC LDS. A KEA consultant will be employed to carry out the activities of the grant period as described in Section E1, in collaboration with the Division for Student and School Success. An EC LDS project manager, research analyst and data analyst will be employed to carry out the activities of the grant period as described in Section E2.

## **DHS**

The Division Administrator for Public Health serves as the DHS lead manager for the RTTT ELC funds and Scope of Work, and will collaborate with the Division Administrators for Long Term Care and Enterprise Services to ensure the work of the grant is accomplished, including the development and implementation of health promotion, inclusion and early intervention curricula and professional development plans as described in Section B; the Division Administrator for Enterprise Services will ensure the EC LDS data analyst works in cooperation with the EC LDS project manager located in DPI.

2. *Participating State Agency's roles and Responsibilities.* Table 1 describes each participating State agency's high level roles and responsibilities by selection criterion of the application. Taken together, these projects comprise Wisconsin's reform agenda/State Plan.

**Table 1.**

<b>Selection Criterion</b>	<b>Participating Party</b>	<b>Roles &amp; Responsibilities/Type of Participation</b>
<b>(A)(1)</b>	N/A	
<b>(A)(2)</b>	N/A	
<b>(A)(3)</b>	DCF Secretary's Office DPI Division for Academic Excellence	DCF will employ an RTTT ELC grant manager with overall authority to carry out and enforce under the terms specified in the MOU as the lead agency representative. DPI will establish an Office

<b>Selection Criterion</b>	<b>Participating Party</b>	<b>Roles &amp; Responsibilities/Type of Participation</b>
		of Early Learning in the Division for Academic Success.
<b>(B)(1)</b>	DCF Division of Early Care and Education, Bureau of Quality Improvement (BQI); DHS Division of Public Health, Maternal and Child Health Section (MCH); and DHS Division of Long Term Care, Bureau of Long Term Support (LT)	BQI administers YoungStar, and will lead development and implementation efforts related to improving key components of the system, including standards, rating, monitoring and training and technical assistance. DHS will supervise Project positions in MCH and LT, to develop and implement training and technical assistance (TA) activities for providers in the areas of health promotion, inclusion and early intervention.
<b>(B)(2)</b>	DCF Division of Early Care and Education, Bureau of Quality Improvement	BQI administers YoungStar, and will lead specific initiatives aimed at increasing the number of programs that participate in or are aligned with YoungStar, collaborating with DPI for PK and Wisconsin Head Start programs
<b>(B)(3)</b>	DCF Division of Early Care and Education, Bureau of Quality Improvement	BQI administers YoungStar, and will lead specific initiatives that increase its capacity to rate and monitor participating programs and to implement a targeted outreach campaign to increase participation in YoungStar of children with high needs, especially those in special populations
<b>(B)(4)</b>	DCF Division of Early Care and Education, Bureau of Quality Improvement	BQI administers YoungStar, and will lead specific initiatives to improve program quality, including building the capacity of training and technical assistance (TTA) consultants to coach and mentor providers, and creating communities of practice for TTA consultants. It will lead efforts to improve TTA content and to target this TTA to providers serving special populations of children with high needs.
<b>(B)(5)</b>	DCF Division of Early Care and Education, Bureau of Quality Improvement	BQI administers YoungStar and manages the current validation study contract; it will amend the contract with the evaluator to broaden the validation study to include additional assessments and surveys as specified.
<b>(C)(1)</b>	DPI Division for Academic Excellence, Office of Early learning	OEL is responsible for implementing the Wisconsin Model Early Learning Standards (WMELS) professional development initiatives across sectors and will lead specific initiatives to

<b>Selection Criterion</b>	<b>Participating Party</b>	<b>Roles &amp; Responsibilities/Type of Participation</b>
		expand current training and technical assistance on the WMELS.
<b>(C)(2)</b>	N/A	
<b>(C)(3)</b>	N/A	
<b>(C)(4)</b>	DPI Division for Academic Excellence, Office of Early Learning	OEL is responsible for leading the development of family engagement Standards for embedding in DCF's YoungStar and DPI PK programs, in collaboration with DCF and DHS early learning program administrators and the Early Childhood Advisory Council workgroup on family engagement. It will also develop evaluation and quality improvement practices to ensure effective implementation of these standards, in collaboration with these program administrators.
<b>(D)(1)</b>	DPI Division for Academic Excellence, Office of Early Learning	OEL is responsible for leading a cross sector initiative to align program requirements, expand certification and degree programs and related activities intended to formalize, improve and expand the workforce and professional development system for ELD teachers and providers.
<b>(D)(2)</b>	DCF DECE/BQI	BQI will implement a package of incentives aimed at increasing provider education levels and program star levels in YoungStar.
<b>(E)(1)</b>	DPI Division for Student and School Success	This division will lead the development and implementation of a Kindergarten Entry Assessment, including broad stakeholder involvement and collaboration with the Early Childhood Advisory Council.
<b>(E)(2)</b>	DPI Division of Libraries, Technology & Community Learning and Division for Academic Excellence, Office of Early Learning	This division will lead the development of the Early Childhood (EC) Longitudinal Data System (LDS), including an MOU with DCF and DHS specifying roles and responsibilities for development and implementation. The Division for Academic Excellence will lead research and reporting efforts to answer key policy questions and lead the development of a state EC data dashboard.
<b>Competitive Preference Priority 2</b>	DCF Department of Early Care and Education, Bureau of Quality Improvement and Bureau	DCF BQI administers YoungStar, and will work with BECR to increase the participation of regulated child care programs in YoungStar, and with DPI to identify strategies to align PK

<b>Selection Criterion</b>	<b>Participating Party</b>	<b>Roles &amp; Responsibilities/Type of Participation</b>
	of Early Care Regulation (BEER), and DPI Division of Academic Excellence, Office of Early Learning	programs with YoungStar
<b>Invitational Priority 5</b>	DCF Project Manager	The DCF grant manager will participate with the Early Childhood Advisory Council in a competitive process to select a 501(c) (3) organization to house Wisconsin's EC Public Private Partnership, providing start up funds for infrastructure development aimed at increasing private sector resources for early learning and development.

## **BUDGET PART II: PARTICIPATING STATE AGENCY**

*The State must complete Budget Table II-1, Budget Table II-2, and a narrative for each Participating State Agency with budgetary responsibilities. Therefore, the State should replicate the Budget Part II tables and narrative for each Participating State Agency, and include them in this section as follows:*

- *Participating State Agency 1: Budget Table II-1, Budget Table II-2, narrative.*
- *Participating State Agency 2: Budget Table II-1, Budget Table II-2, narrative.*

### **BUDGET PART II -TABLES**



<b>Participating State Agency-Level Budget Table II-1 (Evidence for selection criterion (A)(4)(b))</b>					
<b>Budget Category</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	198,700	198,700	198,700	198,700	<b>794,800</b>
2. Fringe Benefits	82,400	82,400	82,400	82,400	<b>329,600</b>
3. Travel	12,000	12,000	12,000	12,000	<b>48,000</b>
4. Equipment	0	243,000	0	0	<b>243,000</b>
5. Supplies	63,900	63,900	63,900	63,900	<b>255,600</b>
6. Contractual	4,777,500	4,651,500	3,151,000	1,987,000	<b>14,567,000</b>
7. Training Stipends	0	0	0	0	<b>0</b>
8. Other	736,500	186,500	186,500	186,500	<b>1,296,000</b>
9. Total Direct Costs (add lines 1-8)	<b>5,871,000</b>	<b>5,438,000</b>	<b>3,694,500</b>	<b>2,530,500</b>	<b>17,534,000</b>
10. Indirect Costs*	795	795	795	795	<b>3,179</b>
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	1,460,000	1,460,000	1,420,000	1,400,000	<b>5,740,000</b>
12. Funds set aside for participation in grantee technical assistance	100,000	100,000	100,000	100,000	<b>0</b>
<b>13. Total Grant Funds Requested</b> (add lines 9- 12)	<b>7,431,795</b>	<b>6,998,795</b>	<b>5,215,295</b>	<b>4,031,295</b>	<b>23,277,179</b>
14. Funds from other sources used to support the State Plan	596,228	590,528	410,300	410,300	<b>2,007,357</b>
<b>15. Total Statewide Budget</b> (add lines 13- 14)	<b>8,028,023</b>	<b>7,589,323</b>	<b>5,625,595</b>	<b>4,441,595</b>	<b>25,684,536</b>
<b>Columns (a) through (d):</b> For each grant year for which funding is requested, show the total amount requested for each applicable budget category.					
<b>Column (e):</b> Show the total amount requested for all grant years.					
<b>Line 6:</b> Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6					
<b>Line 10:</b> If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.					
<b>Line 11:</b> Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through contracts, interagency agreements, MOUs or any other subawards allowable under State procurement law. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.					
<b>Line 12:</b> The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.					
<b>Line 13:</b> This is the total funding requested under this grant.					

**DCF**

**Participating State Agency-Level Budget Table II-2  
(Evidence for selection criterion (A)(4)(b))**

<b>Project</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
<b>A-St Systems</b>	446,232	446,232	398,504	398,504	<b>1,689,471</b>
<b>B1- TQRIS</b>	6,000	6,000	6,000	6,000	<b>24,000</b>
<b>B2- Inc Prog</b>	57,200	57,200	57,200	57,200	<b>228,800</b>
<b>B3- Rating</b>	610,300	484,300	484,300	484,300	<b>2,063,200</b>
<b>B4-Hi Need</b>	2,960,500	2,960,500	1,920,000	1,400,000	<b>9,241,000</b>
<b>B5-Validate</b>	688,200	132,500	0	0	<b>820,700</b>
<b>C1- WMELS</b>	0	0	0	0	<b>0</b>
<b>C4-Fam Eng</b>	0	0	0	0	<b>0</b>
<b>D1-Crdent'ls</b>	0	0	0	0	<b>0</b>
<b>D2-Ed Suppt</b>	0	0	0	0	<b>0</b>
<b>E1-K Assess</b>	0	0	0	0	<b>0</b>
<b>E2-Data Syst</b>	3,184,591	3,427,591	2,684,591	2,020,591	<b>11,317,365</b>
<b>Inv Priority 5</b>	75,000	75,000	75,000	75,000	<b>300,000</b>
<b>&lt;Project 14&gt;</b>	0	0	0	0	<b>0</b>
<b>&lt;Project 15&gt;</b>	0	0	0	0	<b>0</b>
<b>Total Statewide Budget</b>	<b>8,028,023</b>	<b>7,589,323</b>	<b>5,625,595</b>	<b>4,441,595</b>	<b>25,684,536</b>

Columns (a) through (d): For each grant year for which funding is requested, show the total amount this Participating State Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.

Column (e): Show the total expenditure, across all grant years, for the Project.

The Total Statewide Budget for this table should match Line 15 for Budget Table II-1.

<b>Participating State Agency-Level Budget Table II-1</b>					
<b>(Evidence for selection criterion (A)(4)(b))</b>					
<b>Budget Category</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	447,200	447,200	447,200	447,200	<b>1,788,800</b>
2. Fringe Benefits	179,500	179,500	179,500	179,500	<b>718,000</b>
3. Travel	18,900	18,900	18,900	18,900	<b>75,600</b>
4. Equipment	0	217,000	0	0	<b>217,000</b>
5. Supplies	149,100	149,100	149,100	149,100	<b>596,400</b>
6. Contractual	1,789,675	1,697,675	2,667,675	5,542,675	<b>11,697,700</b>
7. Training Stipends	0	0	0	0	<b>0</b>
8. Other	62,500	204,500	204,500	204,500	<b>676,000</b>
9. Total Direct Costs (add lines 1-8)	<b>2,646,875</b>	<b>2,913,875</b>	<b>3,666,875</b>	<b>6,541,875</b>	<b>15,769,500</b>
10. Indirect Costs*	20,166	20,166	20,166	20,166	<b>80,662</b>
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	106,250	306,250	256,250	256,250	0
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	0
<b>13. Total Grant Funds Requested (add lines 9-12)</b>	<b>2,773,291</b>	<b>3,240,291</b>	<b>3,943,291</b>	<b>6,818,291</b>	<b>15,850,162</b>
14. Funds from other sources used to support the State Plan	1,077,425	1,077,425	477,425	477,425	<b>3,109,700</b>
<b>15. Total Statewide Budget (add lines 13-14)</b>	<b>3,850,716</b>	<b>4,317,716</b>	<b>4,420,716</b>	<b>7,295,716</b>	<b>19,884,862</b>
<p><u>Columns (a) through (d):</u> For each grant year for which funding is requested, show the total amount requested for each applicable budget category.</p> <p><u>Column (e):</u> Show the total amount requested for all grant years.</p> <p><u>Line 6:</u> Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6</p> <p><u>Line 10:</u> If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.</p> <p><u>Line 11:</u> Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through contracts, interagency agreements, MOUs or any other subawards allowable under State procurement law. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.</p> <p><u>Line 12:</u> The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.</p> <p><u>Line 13:</u> This is the total funding requested under this grant.</p>					

**DPI**

**Participating State Agency-Level Budget Table II-2**  
(Evidence for selection criterion (A)(4)(b))

<b>Project</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
<b>A-St Systems</b>	0	0	0	0	0
<b>B1- TQRIS</b>	0	0	0	0	0
<b>B2- Inc Prog</b>	0	0	0	0	0
<b>B3- Rating</b>	0	0	0	0	0
<b>B4-Hi Need</b>	0	0	0	0	0
<b>B5-Validate</b>	0	0	0	0	0
<b>C1- WMELS</b>	1,088,700	1,068,700	1,068,700	1,068,700	4,294,800
<b>C4-Fam Eng</b>	1,201,299	1,459,299	1,429,299	1,429,299	5,519,197
<b>D1-Crdent'ls</b>	160,650	160,650	160,650	160,650	642,600
<b>D2-Ed Suppt</b>	652,500	652,500	2,500	2,500	1,310,000
<b>E1-K Assess</b>	323,983	323,983	1,323,983	4,198,983	6,170,932
<b>E2-Data Syst</b>	423,583	652,583	435,583	435,583	1,947,334
<b>Inv Priority 5</b>	0	0	0	0	0
<b>&lt;Project 14&gt;</b>	0	0	0	0	0
<b>&lt;Project 15&gt;</b>	0	0	0	0	0
<b>Total Statewide Budget</b>	3,850,716	4,317,716	4,420,716	7,295,716	19,884,862

Columns (a) through (d): For each grant year for which funding is requested, show the total amount this Participating State Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.

Column (e): Show the total expenditure, across all grant years, for the Project.

The Total Statewide Budget for this table should match Line 15 for Budget Table II-1.

<b>Participating State Agency-Level Budget Table II-1</b>					
<b>(Evidence for selection criterion (A)(4)(b))</b>					
<b>Budget Category</b>	<b>Grant Year 1 (a)</b>	<b>Grant Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
1. Personnel	185,200	185,200	185,200	185,200	<b>740,800</b>
2. Fringe Benefits	80,100	80,100	80,100	80,100	<b>320,400</b>
3. Travel	9,000	9,000	9,000	9,000	<b>36,000</b>
4. Equipment	0	273,000	0	0	<b>273,000</b>
5. Supplies	63,900	63,900	63,900	63,900	<b>255,600</b>
6. Contractual	525,000	525,000	525,000	525,000	<b>2,100,000</b>
7. Training Stipends	0	0	0	0	<b>0</b>
8. Other	23,000	23,000	23,000	23,000	<b>92,000</b>
9. Total Direct Costs (add lines 1-8)	<b>886,200</b>	<b>1,159,200</b>	<b>886,200</b>	<b>886,200</b>	<b>3,817,800</b>
10. Indirect Costs*	8,159	8,159	8,159	8,159	<b>32,636</b>
11. Funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners	275,000	275,000	275,000	275,000	<b>1,100,000</b>
12. Funds set aside for participation in grantee technical assistance	0	0	0	0	<b>0</b>
<b>13. Total Grant Funds Requested (add lines 9- 12)</b>	<b>1,169,359</b>	<b>1,442,359</b>	<b>1,169,359</b>	<b>1,169,359</b>	<b>4,950,436</b>
14. Funds from other sources used to support the State Plan	11,000	11,000	11,000	11,000	<b>44,000</b>
<b>15. Total Statewide Budget (add lines 13- 14)</b>	<b>1,180,359</b>	<b>1,453,359</b>	<b>1,180,359</b>	<b>1,180,359</b>	<b>4,994,436</b>
<u>Columns (a) through (d):</u> For each grant year for which funding is requested, show the total amount requested for each applicable budget category.					
<u>Column (e):</u> Show the total amount requested for all grant years.					
<u>Line 6:</u> Show the amount of funds allocated through contracts with vendors for products to be acquired and/or professional services to be provided. A State may apply its indirect cost rate only against the first \$25,000 of each contract included in line 6					
<u>Line 10:</u> If the State plans to request reimbursement for indirect costs, complete the Indirect Cost Information form at the end of this Budget section. Note that indirect costs are not allocated to line 11.					
<u>Line 11:</u> Show the amount of funds to be distributed to localities, Early Learning Intermediary Organizations, Participating Programs, and other partners through contracts, interagency agreements, MOUs or any other subawards allowable under State procurement law. States are not required to provide budgets for how the localities, Early Learning Intermediary Organizations, Participating Programs, and other partners will use these funds. However, the Departments expect that, as part of the administration and oversight of the grant, States will monitor and track all expenditures to ensure that localities, Early Learning Intermediary Organizations, Participating Programs, and other partners spend these funds in accordance with the State Plan.					
<u>Line 12:</u> The State must set aside \$400,000 from its grant funds for the purpose of participating in RTT-ELC grantee technical assistance activities facilitated by ED or HHS. This is primarily to be used for travel and may be allocated to Participating State Agencies evenly across the four years of the grant.					
<u>Line 13:</u> This is the total funding requested under this grant.					

**DHS**

**Participating State Agency-Level Budget Table II-2**  
(Evidence for selection criterion (A)(4)(b))

<b>Project</b>	<b>Grant Year 1 (a)</b>	<b>Grnat Year 2 (b)</b>	<b>Grant Year 3 (c)</b>	<b>Grant Year 4 (d)</b>	<b>Total (e)</b>
<b>A-St Systems</b>	0	0	0	0	0
<b>B1- TQRIS</b>	1,017,265	1,017,265	1,017,265	1,017,265	<b>4,069,058</b>
<b>B2- Inc Prog</b>	0	0	0	0	0
<b>B3- Rating</b>	0	0	0	0	0
<b>B4-Hi Need</b>	23,000	23,000	23,000	23,000	<b>92,000</b>
<b>B5-Validate</b>	0	0	0	0	0
<b>C1- WMELS</b>	0	0	0	0	0
<b>C4-Fam Eng</b>	0	0	0	0	0
<b>D1-Crdent'ls</b>	0	0	0	0	0
<b>D2-Ed Suppt</b>	0	0	0	0	0
<b>E1-K Assess</b>	0	0	0	0	0
<b>E2-Data Syst</b>	140,094	413,094	140,094	140,094	<b>833,378</b>
<b>Inv Priority 5</b>	0	0	0	0	0
<b>&lt;Project 14&gt;</b>	0	0	0	0	0
<b>&lt;Project 15&gt;</b>	0	0	0	0	0
<b>Total Statewide Budget</b>	<b>1,180,359</b>	<b>1,453,359</b>	<b>1,180,359</b>	<b>1,180,359</b>	<b>4,994,436</b>

Columns (a) through (d): For each grant year for which funding is requested, show the total amount this Participating State Agency plans to spend for each Project in the State Plan. If this Participating State Agency has no role in a particular Project, leave that row blank.

Column (e): Show the total expenditure, across all grant years, for the Project.

The Total Statewide Budget for this table should match Line 15 for Budget Table II-1.

## **BUDGET PART II – PSA NARRATIVE & TABLES**

As detailed in Section (A)(3)(a)(1), the Wisconsin RTTT-ELC grant will be implemented by three state agencies, the Department of Children and Families (DCF) as lead agency, the Department of Public Instruction (DPI) and the Department of Health Services (DHS).

### **1) Personnel**

#### **Department of Children and Families**

DCF will act as the lead agency for Wisconsin's management of the RTTT ELC funds, including grant oversight and fiscal reporting. To accomplish this, DCF will hire three full-time equivalent (FTE) positions.

Grant Manager. A new 1.0 FTE Grant Manager will be located in the DCF Secretary's Office, which is responsible for the overall grant administration. As noted in Part I, the Grant Manager's primary responsibility is to ensure the implementation of Wisconsin's RTTT ELC reform agenda across the participating state agencies (PSAs) and act as the formal RTTT-ELC liaison. The grant manager coordinates and oversees the work of DCF staff assigned to the RTTT-ELC, including the Division of Early Care and Education Bureau of Quality Improvement, responsible for implementation of Wisconsin's tiered Quality Rating Improvement System (QRIS); and works directly with key managers at the Participating State Agencies.

Program Assistant. The Grant Manager will be supported in this work by a new 1.0 FTE Program Assistant in the Secretary's Office. The program assistant will provide office support to the Grant Manager in all aspects of RTT-ELC implementation, including meeting

logistics, drafting and delivering communications, and ordering and organizing materials.

Data Analyst. Located in DCF's Bureau of Information Technology Services (BITS), a new 1.0 FTE Data Analyst will perform technical work with the ECLDS, including building, testing, and maintaining system architecture and reporting capacity in cooperation with the Early Childhood Longitudinal Data System (ECLDS) project manager in DPI..

Family Engagement Project Consultant. A new 1.0 FTE Family Engagement Project Consultant, reporting to Grant Manger, will work with an existing early childhood consultant, professional development position and regional coaches to coordinate activities of a workgroup and advisory committee to develop and implement family engagement program standards; oversees creation and implementation of a TTA plan and a communication plan and alignment of standards in the professional development framework.

Family Engagement Performance Planner. A new 1.0 FTE Family Engagement Performance Planner reporting to the Grant Manager will evaluate the effectiveness of family engagement and culturally competent strategies and provide needed training and technical assistance.

Additional administrative support services (budget, finance, procurement, human resources, facilities, etc.) will be available to the grant manager as needed to fulfill the scope of work.

### **Department of Public Instruction**

The lead manager in DPI will be the existing Assistant Superintendent, who leads the DPI Division for Academic Excellence, will oversee the development and implementation of a Kindergarten Entry Assessment and an Early Childhood Longitudinal Data System.



Supporting this effort will be several new positions funded by the RTTT-ELC.

ECLDS Data Analyst. Located in the Office of Early Learning, a new 1.0 FTE Data Analyst will analyze, interpret and communicate information, using EC LDS data to answer defined policy questions, and act as a liaison to external system users and researchers.

Kindergarten Assessment Project Director. Located in the DPI Division for Student & School Success, Office of Educational Accountability, a new 1.0 FTE Kindergarten Assessment Project Director will coordinate the selection and implementation of the Kindergarten Entry Assessment (KEA), including drafting final recommendations to the State Superintendent for instrument selection. The position will work with the CESA network and the proposed Standards, Instruction and Assessment Center to develop and deliver professional development activities related to the new KEA.

Kindergarten Assessment Office Associate. A new 1.0 Kindergarten Assessment Office Associate will provide office support to the Project Director in all aspects of KEA implementation, including planning for and implementation of the KEA, meeting logistics planning, assisting with gathering research, drafting and delivering communications to members and stakeholders, and ordering and organizing assessment materials.

ECLDS IT Project Manager. Located in the DPI Division for Libraries, Technology and Community Learning, a new 1.0 FTE ECLDS IT Project Manager position will lead and coordinate efforts to establish structures and policies needed to identify and implement Essential Data Elements and Data System Oversight Requirements, and build system interoperability in coordination with existing LDS staff and across the participating agencies. This position will also manage communications with external stakeholders and lead efforts to sustain the ECLDS.

Data Analyst. Located in DPI's Division for Libraries, Technology and Community Learning, a new 1.0 FTE Data Analyst will perform technical work with the ECLDS, including building, testing, and maintaining system architecture and reporting capacity under the direction of the DPI ECLDS project manager.

### **Department of Health Services**

The Division Administrator for Public Health will serve as the lead manager for the Wisconsin Department of Health Services. The Public Health Division Administrator will collaborate with the Division Administrators for Long Term Care and Enterprise Services to ensure the development and implementation of health promotion for children from birth until Kindergarten Entry and professional development on health issues for this population.

Health/Wellness Promotion Consultant. Supporting the Public Health Administrator will be a new 1.0 FTE Health/Wellness Promotion Consultant within the Maternal and Child Health Bureau. This position will develop health promotion curriculum, promote strategies for application in child care settings, collaborate with YoungStar technical consultants and regional coaches to ensure providers' competencies; and work in consultation with the YoungStar program and the DPI Office of Early Learning.

Inclusion/Early Intervention Consultant. A new 1.0 FTE Inclusion/Early Intervention Consultant will be located in the Division of Long Term Support, Bureau of Long Term Care and reporting to the Bureau Director. This position will develop early intervention and inclusion curriculum, promote strategies for application in child care settings, collaborate with YoungStar technical consultants and regional coaches to ensure providers' competencies and consult with the YoungStar and DPI Office of Early Learning.

Data Analyst. Located in DHS's Division of Enterprise Services, a new 1.0 FTE Data Analyst will perform technical work with the

ECLDS, including building, testing, and maintaining system architecture and reporting capacity in cooperation with the ECLDS project manager in DPI.

As described above, the following positions are requested as part of the RTT-ELC grant. Salary amounts are estimated based on the current salary structure in place based on Wisconsin's current compensation plan for state positions.

Working Title	Classification	FTE	Hourly Salary	Annual Salary	Year 1	Year 2	Year 3	Year 4	Totals
<b>DCF:</b>									
Grant Manager	Policy Initiatives Advisor-Admin	1.00	\$41.00	\$ 85,300	\$ 85,300	\$ 85,300	\$ 85,300	\$ 85,300	\$341,200
Program Assistant	Office Management Specialist	1.00	\$19.50	40,600	40,600	40,600	40,600	40,600	\$162,400
Data Analyst Family Engagement	IS Data Services Senior	1.00	\$35.00	72,800	72,800	72,800	72,800	72,800	\$291,200
Project Director Family Engagement	Education Consultant	1.00	\$30.00	62,400	62,400	62,400	62,400	62,400	\$249,600
Performance Planner	Education Consultant	1.00	\$30.00	62,400	62,400	62,400	62,400	62,400	\$249,600
<b>DCF Total</b>				<b>\$323,500</b>	<b>\$323,500</b>	<b>\$323,500</b>	<b>\$323,500</b>	<b>\$323,500</b>	<b>\$1,294,000</b>
<b>DPI:</b>									
Kindergarten Entry Assessment Project Director	Education Consultant	1.00	\$30.00	\$ 62,400	\$ 62,400	\$ 62,400	\$ 62,400	\$ 62,400	\$249,600
Office Associate	Office Management Specialist	1.00	\$19.50	40,600	40,600	40,600	40,600	40,600	\$162,400
IT Project Manager	Research Analyst-Advanced	1.00	\$40.50	84,200	84,200	84,200	84,200	84,200	\$336,800
Data Analyst	IS Data Services Senior	1.00	\$35.00	72,800	72,800	72,800	72,800	72,800	\$291,200
Research Analyst	Research Analyst-Advanced	1.00	\$30.00	<u>62,400</u>	<u>62,400</u>	<u>62,400</u>	<u>62,400</u>	<u>62,400</u>	<u>\$249,600</u>
<b>DPI Totals</b>				<b>\$322,400</b>	<b>\$322,400</b>	<b>\$322,400</b>	<b>\$322,400</b>	<b>\$322,400</b>	<b>\$ 1,289,600</b>
<b>DHS:</b>									
Health/Wellness Consultant	Nursing Consultant 2	1.00	\$27.00	\$ 56,200	\$ 56,200	\$ 56,200	\$ 56,200	\$ 56,200	\$ 224,800
Early Intervention Consultant	Nursing Consultant 2	1.00	\$27.00	56,200	56,200	56,200	56,200	56,200	\$ 224,800
Data Analyst	IS Data Services Senior	1.00	\$35.00	<u>72,800</u>	<u>72,800</u>	<u>72,800</u>	<u>72,800</u>	<u>72,800</u>	<u>\$ 291,200</u>
<b>DHS Totals</b>				<b>\$185,200</b>	<b>\$185,200</b>	<b>\$185,200</b>	<b>\$185,200</b>	<b>\$185,200</b>	<b>\$ 740,800</b>
<b>Project Totals</b>				<b>\$831,100</b>	<b>\$831,100</b>	<b>\$831,100</b>	<b>\$831,100</b>	<b>\$831,100</b>	<b>\$ 3,324,400</b>

**2) Fringe Benefits**

Fringe benefit rates are established each biennium for all Wisconsin agencies and include funding for FICA/Medicare, sick leave, unemployment compensation insurance, worker’s compensation insurance, health, life and retirement benefits. The following rates have been applied to the salary costs for the participating agencies in this grant.

Department of Children & Families: 41.45% Department of Public Instruction: 39.61% Department of Health Services: 43.22%

<b>Positions</b>	<b>Annual Salary</b>	<b>Annual Fringe</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Totals</b>
<b>DCF:</b>							
Grant Manager	\$ 85,300	\$35,400	\$35,400	\$35,400	\$35,400	\$35,400	\$141,600
Program Assistant	40,600	16,800	16,800	16,800	16,800	16,800	\$67,200
Data Analyst	72,800	30,200	30,200	30,200	30,200	30,200	\$120,800
Family Engagement Project Director	62,400	25,900	25,900	25,900	25,900	25,900	\$103,600
Family Engagement Performance Planner	<u>62,400</u>	<u>25,900</u>	<u>25,900</u>	<u>25,900</u>	<u>25,900</u>	<u>25,900</u>	<u>\$103,600</u>
<b>DCF Total</b>	<b>\$323,500</b>	<b>\$134,200</b>	<b>\$134,200</b>	<b>\$134,200</b>	<b>\$134,200</b>	<b>\$134,200</b>	<b>\$536,800</b>
<b>DPI:</b>							
Kindergarten Entry Assessment							\$98,800
Project Director	62,400	24,700	24,700	24,700	24,700	24,700	
Office Associate	40,600	16,100	16,100	16,100	16,100	16,100	\$64,400
IT Project Manager	84,200	33,400	33,400	33,400	33,400	33,400	\$133,600
Data Analyst	72,800	28,800	28,800	28,800	28,800	28,800	\$115,200
Research Analyst	<u>62,400</u>	<u>24,700</u>	<u>24,700</u>	<u>24,700</u>	<u>24,700</u>	<u>24,700</u>	<u>\$98,800</u>
<b>DPI Totals</b>	<b>\$322,400</b>	<b>\$127,700</b>	<b>\$127,700</b>	<b>\$127,700</b>	<b>\$127,700</b>	<b>\$127,700</b>	<b>\$510,800</b>

**DHS:**

Health/Wellness Consultant	\$ 56,200	\$24,300	\$24,300	\$24,300	\$24,300	\$24,300	\$97,200
Early Intervention Consultant	56,200	24,300	24,300	24,300	24,300	24,300	\$97,200
Data Analyst	<u>72,800</u>	<u>31,500</u>	<u>31,500</u>	<u>31,500</u>	<u>31,500</u>	<u>31,500</u>	<u>\$126,000</u>
<b>DHS Totals</b>	<b>\$185,200</b>	<b>\$80,100</b>	<b>\$80,100</b>	<b>\$80,100</b>	<b>\$80,100</b>	<b>\$80,100</b>	<b>\$320,400</b>
<b>Project Totals</b>	<b>\$831,100</b>	<b>\$342,000</b>	<b>\$342,000</b>	<b>\$342,000</b>	<b>\$342,000</b>	<b>\$342,000</b>	<b>\$1,368,000</b>

### 3) Travel

It is anticipated that some of the project staff will incur travel costs in conjunction with their roles in implementing the RTTT-ELC grant. Cost estimates are based on maximum allowable rates established by the State of Wisconsin, which includes: mileage at \$0.465/mile, lodging expenses of \$70-\$80 depending on the city, and meals at \$8 for breakfast, \$9 for lunch and \$17 for dinner.

The travel expenditure estimates for the DCF Grant Manager, Family Engagement Consultant and Performance Planner and the DPI Kindergarten Assessment Project Director are calculated as follows:

Mileage: 4 trips per month x 12 months at average of 200 miles per trip @ \$0.465/mile	= \$4,464
Lodging: 1 overnight stay per month x 12 months @ \$75/night	= \$ 900
Meals: 1 overnight stay per month x 12 months x \$51/trip (5 meals)	= \$ 612
3 trips per month w/o overnight x 12 months x \$9/meal	= <u>\$ 324</u>
<b>Annual Total</b>	<b>\$6,300</b>

For the DHS Health/Wellness and Early Intervention Consultants, travel expenditures are calculated as follows:

Mileage: 3 trips per month x 12 months at average of 200 miles per trip @ \$0.465/mile	= \$3,348
Lodging: 7 overnight stays per year @ \$75/night	= \$ 525

Meals: 7 overnight stays per year x \$51/trip (5 meals)	= \$ 357
30 non-overnight stays per year x \$9/meal	= <u>\$ 270</u>
Annual Total	\$4,500

For the DCF Program Assistant, travel expenditures are calculated as follow:

Lodging: 7 overnight stays per year @ \$75/night	= \$ 525
Meals: 7 overnight stays per year x \$51/trip (5 meals)	= \$ 357
13 non-overnight stays per year x \$9/meal	= <u>\$ 112</u>
Annual Total	\$1,000

For technical consultants to the YoungStar program, it is estimated that they will average 1,000 per month in mileage expenses.

Mileage: 1,000 miles per month x 12 months for 10 consultants @ \$0.465/mile = \$4,700

<b>Positions</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Totals</b>
<b>DCF:</b>					
Grant Manager	\$6,300	\$6,300	\$6,300	\$6,300	\$25,200
Program Assistant	1,000	1,000	1,000	1,000	\$4,000
Family Engagement Project Director	\$6,300	\$6,300	\$6,300	\$6,300	\$25,200
Family Engagement Performance Planner	<u>6,300</u>	<u>6,300</u>	<u>6,300</u>	<u>6,300</u>	<u>\$25,200</u>
<b>DCF Total</b>	<b>\$19,900</b>	<b>\$19,900</b>	<b>\$19,900</b>	<b>\$19,900</b>	<b>\$79,600</b>
<b>DPI:</b>					
Kindergarten Entry Assessment Project Director	<b>\$ 6,300</b>	<b>\$ 6,300</b>	<b>\$ 6,300</b>	<b>\$ 6,300</b>	<b>\$25,200</b>
<b>DHS:</b>					
Health/Wellness Consultant	\$4,500	\$4,500	\$4,500	\$4,500	\$18,000
Early Intervention Consultant	<u>\$4,500</u>	<u>\$4,500</u>	<u>\$4,500</u>	<u>\$4,500</u>	<u>\$18,000</u>
<b>DHS Totals</b>	<b>\$9,000</b>	<b>\$9,000</b>	<b>\$9,000</b>	<b>\$9,000</b>	<b>\$36,000</b>
YoungStar Technical Consultant	<b>\$4,700</b>	<b>\$4,700</b>	<b>\$4,700</b>	<b>\$4,700</b>	<b>\$18,800</b>
<b>Project Totals</b>	<b>\$39,900</b>	<b>\$39,900</b>	<b>\$39,900</b>	<b>\$39,900</b>	<b>\$159,600</b>

#### 4) Equipment

Implementation of the various components of this grant will require upgrades to the information technology infrastructure for the three participating agencies. All equipment costs are expected to occur in the second year of the grant period.



Equipment Description	Unit Cost	DCF	Agency		Totals
			DPI	DHS	
Application server	\$6,000	\$12,000	\$6,000	\$12,000	\$30,000
Database server	60,000	60,000	60,000	60,000	180,000
Development/Test Application Server	6,000	6,000	6,000	6,000	18,000
Development/Test Database Server	\$30,000			30,000	30,000
Network Infrastructure	15,000	15,000	15,000	15,000	45,000
Oracle database software	30,000	30,000	0	30,000	60,000
SAN Expansion	40,000	40,000	0	40,000	80,000
Business Objects Software	80,000	80,000	0	80,000	160,000
SQL server software	30,000	0	30,000	0	30,000
Microsoft database reporting software	20,000	0	20,000	0	20,000
Versifit business intelligence software	80,000	0	80,000	0	80,000
<b>Totals</b>		<b>\$243,000</b>	<b>\$217,000</b>	<b>\$283,000</b>	<b>\$733,000</b>

### 5) Supplies

A standard annual supplies and services package is budgeted for each new position. The package includes communications (\$600), rent and premises maintenance (\$2,700), printing and supplies (\$300); miscellaneous services (\$900) and central office overhead (\$16,300) as approved in DCF's cost allocation plan. Costs are based the most recent year's actual expenditures.

<b>Participating Agency</b>	<b>FTE</b>	<b>Per FTE S&amp;S</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Totals</b>
DCF	5.0	\$21,300	\$106,500	\$106,500	\$106,500	\$106,500	\$426,000
DPI	5.0	\$21,300	\$106,500	\$106,500	\$106,500	\$106,500	\$426,000
DHS	3.0	\$21,300	\$63,900	\$63,900	\$63,900	\$63,900	\$255,600
<b>Totals</b>			<b>\$276,250</b>	<b>\$276,250</b>	<b>\$276,250</b>	<b>\$276,250</b>	<b>\$1,107,600</b>

#### **6) Contractual**

As part of this project, the various participating agencies will contract for a number of products and professional services. The Departments will follow state procedures under Ch. 16 Wisconsin Statutes and federal procedures for procurement under 34 CFR Parts 74.40 – 74.48 and Part 80.36.

Tribal Services. Provide early childhood leadership among the Wig Tribal Nations and State Government to assure the provision of quality services and programs for tribal children from birth to age 8, including: establishing mechanisms for communication; expanding state/tribal interagency agreements; alignment with state screening, assessment, and data systems, promoting local agreements; creation of cultural responsive professional development content, and aligning of professional development structures.

Infrastructure Development. Provide seed funding for Wisconsin’s Early Childhood Advisory Council public-private partnership that would be matched by philanthropic entities to support initial organizational and implementation activities, including identifying staff

resources, establishing governing documents, creating operational protocols, and determining fundable projects.

Child Assessment Training. Provide six training sessions per year to improve child assessment skills in the provider community. Cost of \$1,000 per training for 35-50 participants per session.

ECERS Training. Provide one-time training on the Early Childhood Environment Rating Scale for 28 people at a unit cost of \$4,500 per individual.

Child Care Provider Retention Bonuses. Distribute one-time retention bonuses to child care providers who have moved up the quality rating scale and report on the outcome.

Master Client Index. Provide IT programming, annual maintenance, and report development to connect seven programs to the DHS Master Client Index (MCI). The MCI is a system that provides a unique common identifier for an individual that allows all program in the system to access the index and connect all client records that have been created. Candidate systems to add include WIC (Women, Infants and Children), WIR (WI Immunization Registry), WE-Trac (Newborn Screening), SPHERE (Secure Public Health Electronic Record), and WBBR-WEDS (Electronic Disease Surveillance).

Reading and Common Core Alignment. Provide comprehensive review of final changes in the Reading and Common Core standards alignment.

WMEL Coaches. Provide technical assistance structures for coaching and communities of practice groups for implementing Wisconsin Model Early Learning standards.

Professional Development Training. Providing facility specific professional development training and workshops to child care providers.

Stakeholder Meetings. Facilitate stakeholder meetings including room rental (if necessary), stipends, mileage and child care for parents, family members, program representatives, and community members to attend workgroup meetings. The meetings will be held at least monthly, with the possibility of some subgroups meeting in addition to the larger meeting to formulate proposals for the larger group to respond.

Advisory Group Meeting Facilitation. Facilitate monthly advisory committee meetings to review the family engagement standards to ensure strategies are inclusive of all parents. The group will also advise the communication/media campaign.

General Public Communication Plan. Develop a communication/media plan to promote the importance of early learning to the general public. The multicultural advisory group will be a part of the development of the plan.

Parental Communication Plan. Recruit community leaders as volunteers, provide stipends, develop plan for promoting the message of the importance of early learning and development via canvassing door-to-door in neighborhoods, or by having advocates go to places where families with young children frequent such as faith-based organizations, homeless shelters, domestic violence shelters, WIC sites, child welfare agencies, health care providers (physical, mental and behavioral), hair and nail salons, barber shops, laundry mats, grocery stores, and community centers.

Parent Focus Groups. Focus groups or surveys will be developed to identify possible barriers and needed support to engage parents of high needs children. Work includes devising a culturally competent questionnaire and facilitate conducting the focus group or survey

with the advice of the Multicultural Advisory Committee.

Curriculum Development. Develop/embed best practice in college curriculum to prepare future staff in evidence-based family engagement strategies/models; multicultural diversity and socio-economic issues in order to better engage and support families with high needs; and trauma informed care in service delivery.

Evaluation Benchmarks. Create benchmarks and evaluation methods for culturally competent, trauma informed, evidence-based family engagement and support. Establish baseline data and develop a dashboard or some other method to make data understandable to parents, staff and community members to show outcomes for children and families and implementation.

Kindergarten Entry Assessment. Identify and select assessment instruments, which would be funded for Years 1 and 2 only (\$125,000 per year). Create training and professional development tools for staff that use the instruments and interpret the results in Year 3 (\$1,050,000). Develop IT programming to integrate assessment data within the statewide student information system for analysis via the statewide longitudinal data system in Year 3 (\$75,000). In Year 4 the assessment instrument would be purchased (\$4,000,000).

Longitudinal Data System Programming. Contract for IT programming services for the statewide longitudinal data system. Estimated hours for the programmers at \$80/hr. is 37,000 hours in Years 1 and 2, 31,250 hours in Year 3 and 22,950 hours in Year 4.

<b>Title</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Totals</b>
Tribal Services	\$ 70,000	\$ 70,000	\$ 70,000	\$ 70,000	\$ 280,000
Infrastructure Development	75,000	75,000	\$ 75,000	\$ 75,000	\$ 300,000
Child Assessment Training	6,000	6,000	\$ 6,000	\$ 6,000	\$ 24,000
ECERS Training	126,000	-	\$ -	\$ -	\$ 126,000
Child Care Provider Retention Bonuses	1,500,500	1,500,500	\$ 500,000	\$ -	\$ 3,501,000
Master Client Index	525,000	525,000	\$ 525,000	\$ 525,000	\$ 2,100,000
Reading & Common Core Alignment	200,000	200,000	\$ 200,000	\$ 200,000	\$ 800,000
WMEL Coaches Technical Assistance	67,500	67,500	\$ 67,500	\$ 67,500	\$ 270,000
Professional Development Training	428,175	428,175	\$ 428,175	\$ 428,175	\$ 1,712,700
Stakeholder Meetings	93,000	93,000	\$ 93,000	\$ 93,000	\$ 372,000
Advisory Group Meeting Facilitation	54,000	54,000	\$ 54,000	\$ 54,000	\$ 216,000
General Public Communication Plan	300,000	300,000	\$ 300,000	\$ 300,000	\$ 1,200,000
Parental Communication Plan	200,000	200,000	\$ 200,000	\$ 200,000	\$ 800,000
Parent Focus Groups	122,000	-	\$ -	\$ -	\$ 122,000
Curriculum Development	-	30,000	\$ -	\$ -	\$ 30,000
Evaluation Benchmarks	200,000	200,000	\$ 200,000	\$ 200,000	\$ 800,000
Kindergarten Entry Assessment	125,000	125,000	\$ 1,125,000	\$ 4,000,000	\$ 5,375,000
Longitudinal Data System Programming	3,000,000	3,000,000	\$ 2,500,000	\$1, 836,000	\$10,336,000
<b>Totals</b>	<b>\$7,092,175</b>	<b>\$6,874,175</b>	<b>\$6,343,675</b>	<b>\$ 8,054,675</b>	<b>\$28,364,700</b>

### 7) Training Stipends

No training stipends will be provided for this project.

### 8) Other

In addition to supplies costs related to positions, the RTTT-ELC grant would support a number of other initiatives to strengthen the

early learning system in Wisconsin.

## **DCF**

RTTT-ELC grant funds will support a number of initiatives related to Wisconsin's Quality Rating Improvement System (QRIS) Youngstar program, including:

YoungStar Provider Outreach. Funding will be provided to support an ongoing informational outreach program to YoungStar providers, estimated at \$50,000 annually.

YoungStar Alternative Path Task Force. The YoungStar Alternative Path Task Force is expected to incur costs estimated at \$2,500 per year.

YoungStar Alternative Path Outreach. An ongoing informational campaign targeted at high-risk families will be conducted by DCF, estimated at \$125,000 annually.

YoungStar Longitudinal Outcome Evaluation. A YoungStar longitudinal outcome evaluation conducted by UW-Madison researchers, estimated at \$550,000 in the first year of the project.

YoungStar Longitudinal Outcome Evaluation. Ongoing support will be provided to the longitudinal data base stakeholders advisory group. The estimate assumes 6 meetings per year at \$1,500 per meeting.

## **DPI**

Reading & Common Core Alignment. The Reading and Common Core alignment will incur printing and translation services at an estimated cost of \$30,000 for each in Year 1 of the grant.

Professional Development Content Review. The DPI will convene stakeholders for professional development content review and assessment. Costs are estimated at \$10,000 per meeting with four meetings per year beginning in Year 2.

Community of Practice Support. Monthly Community of Practice meetings will be held in five different regions beginning in Year 2. Each meeting is expected to cost \$2,500.

YoungStar Alternative Path Task Force. Funding will be needed by DPI to support the YoungStar Alternative Path Task Force, estimated at \$2,500 per year.

Data User Training Curriculum. One-time funding will be needed in Year 2 to develop a training curriculum for data users, estimated at 100 hours at \$100 per hour.

On-Line Tutorial. One-time funding will be utilized in Year 2 to develop an online tutorial for data users, estimated at 20 hours at \$100 per hour.

Statewide Training Sessions. Statewide monthly training sessions will be held beginning in Year 3 for data users. Estimated cost are \$1,000 per session.

## **DHS**

Health/Wellness and Early Intervention Training. Ongoing training will be provided beginning in Year 1 to YoungStar providers on



the health/wellness and early intervention standards developed for YoungStar providers. Twenty-three sessions per year at \$1,000 per session are planned.

<b>Activity</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Total</b>
<b>DCF:</b>					
YoungStar Provider Outreach	\$50,000	\$50,000	\$50,000	\$50,000	\$200,000
YoungStar Alternative Path Task Force	2,500	2,500	2,500	2,500	\$10,000
YoungStar Alternative Path Outreach	125,000	125,000	125,000	125,000	\$500,000
YoungStar Longitudinal Outcome Evaluation	550,000	-	-	-	\$550,000
YoungStar Longitudinal Advisory Group	<u>9,000</u>	<u>9,000</u>	<u>9,000</u>	<u>9,000</u>	<u>\$36,000</u>
	<b>\$736,500</b>	<b>\$186,500</b>	<b>\$186,500</b>	<b>\$186,500</b>	<b>\$1,296,000</b>
<b>DPI:</b>					
Reading & Common Core Alignment	\$60,000	\$0	\$0	\$0	\$60,000
Professional Development Content Review	-	40,000	40,000	40,000	\$120,000
Community of Practice Support	-	150,000	150,000	150,000	\$450,000
YoungStar Alternative Path Task Force	2,500	2,500	2,500	2,500	\$10,000
Data User Training Curriculum	-	10,000	-	-	\$12,000
On-Line Tutorial	-	2,000	-	-	\$4,000
Statewide Training Sessions	<u>-</u>	<u>-</u>	<u>12,000</u>	<u>12,000</u>	<u>\$20,000</u>
	<b>\$62,500</b>	<b>\$204,500</b>	<b>\$204,500</b>	<b>\$204,500</b>	<b>\$676,000</b>
<b>DHS:</b>					
Health/Wellness & Early Intervention Training	<b>23,000</b>	<b>23,000</b>	<b>23,000</b>	<b>23,000</b>	<b>\$92,000</b>
<b>Totals</b>	<b>\$822,000</b>	<b>\$414,000</b>	<b>\$414,000</b>	<b>\$414,000</b>	<b>\$2,064,000</b>

**9) Total Direct Costs**

The budget by year across all categories of expenditures is shown below.

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Totals</b>
<b>Totals</b>	<b>\$9,404,075</b>	<b>\$9,511,075</b>	<b>\$8,247,575</b>	<b>\$9,958,575</b>	<b>\$37,121,300</b>

**10) Indirect Costs**

Each of the participating state agencies has a federally-approved indirect cost allocation plan by its cognizant federal agency. For DCF and DHS, the cognizant federal agency is the Department of Health and Human Services. For the DPI, the cognizant federal agency is the Department of Education. For this grant, that federally-approved indirect rate is for each participating state agency is applied to the salary costs for the new individuals requested in the grant. The indirect rate applied for each agency is listed below.

DCF: 0.40%

DPI: 6.10%

DHS: 4.80% and 3.50%

<b>Agency</b>	<b>Annual Salary</b>	<b>Indirect Rate</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Totals</b>
DCF	\$323,500	0.40%	\$1,294	\$1,294	\$1,294	\$1,294	\$5,176
DPI	\$322,400	6.10%	\$19,666	\$19,666	\$19,666	\$19,666	\$99,368
DHS	\$129,000	4.80%	\$6,192	\$6,192	\$6,192	\$6,192	\$24,768
	<u>\$ 56,200</u>	3.50%	<u>\$1,967</u>	<u>\$1,967</u>	<u>\$1,967</u>	<u>\$1,967</u>	<u>\$7,864</u>
<b>Totals</b>	<b>\$630,24</b>		<b>\$29,119</b>	<b>\$29,119</b>	<b>\$29,119</b>	<b>\$29,119</b>	<b>\$116,478</b>

**11) Funds distributed to Localities, Early Learning Intermediary Organizations, Participating Programs, or Other Partners, through MOUs, Interagency Agreements, Contracts, or Other Mechanisms Authorized by State Procurement Laws**

The participating agencies will distribute funding to local agencies through MOUs, contracts, interagency agreements.

**DCF**

TEACH Scholarships. Funding will be provided from this grant to supplement current funding for the Teacher Education and Compensation Helps (TEACH) program that provides scholarships for early childhood and school age providers to attend technical or private colleges or universities to achieve a higher educational level, by completing a specific educational path. Funds are budgeted for 1,250 scholarships at \$4,000 per year.

Community of Practice Training. Funding will be provided for Community of Practice training and technical assistance for child care providers to do assessments, budgeted at \$50 per hour at 1,000 hours per year.

Child Care Quality Improvement. Increase training and technical assistance hours for general child care provider quality improvement, budgeted at \$40 per hour for 4,000 hours for Years 1 and 2, 3,000 hours for Year 3 and 2,500 hours in Year 4.

**DPI**

Family Engagement Curriculum MOU. MOU to develop family engagement curricula, train cross discipline trainers and provide

community based training events, budgeted at \$2,500 per event for 80 events per year beginning in Year 2

Professional Development Services. Consultant services to coordinate alignment and access to professional development opportunities for early learning and development programs, budgeted at 450 hours at \$125 per hour.

Registry Waivers. Funding would be granted to provide a one-time waiver to join the Registry, that provides a certificate that acknowledges and highlights the training, experience and professionalism that is vital to quality child care. Funding is provided in Years 1 and 2 at \$100 per waiver with 500 waivers per year.

**DHS**

Health/Wellness MOU. MOU to develop health and wellness curriculum to enhance WMELS and YoungStar trainings and sponsor training events, budgeted at \$2,500 per event for 110 events per year.

	Year 1	Year 2	Year 3	Year 4	Totals
<b>DCF</b>					
TEACH Scholarships	\$1,250,000	\$1,250,000	\$1,250,000	\$1,250,000	\$5,000,000
Community of Practice Training	50,000	50,000	50,000	50,000	\$200,000
Child Care Provider Quality Improvement	<u>160,000</u>	<u>160,000</u>	<u>120,000</u>	<u>100,000</u>	<u>\$540,000</u>
<b>DCF Totals</b>	<b>\$1,460,000</b>	<b>\$1,460,000</b>	<b>\$1,420,000</b>	<b>\$1,400,000</b>	<b>\$5,740,000</b>

<b>DPI</b>					
Family Engagement Curriculum MOU	\$0	\$200,000	\$200,000	\$200,000	\$600,000
Professional Development Services	56,250	56,250	56,250	56,250	\$225,000
Registry Waivers	<u>50,000</u>	<u>50,000</u>	<u>0</u>	<u>0</u>	<u>\$100,000</u>
<b>DPI Totals</b>	<b>\$106,250</b>	<b>\$306,250</b>	<b>\$256,250</b>	<b>\$256,250</b>	<b>\$925,000</b>
<b>DHS</b>					
Health/Wellness MOU	\$275,000	\$275,000	\$275,000	\$275,000	\$1,100,000
<b>Totals</b>	<b>\$1,841,250</b>	<b>\$2,041,250</b>	<b>\$1,951,250</b>	<b>\$1,931,250</b>	<b>\$7,765,000</b>

**12) Funds Set Aside for Participation in Grantee Technical Assistance**

This RTTT-ELC grant application sets aside \$100,000 in each year of the grant for grantee technical assistance activities facilitated by the Department of Education or the Department of Health and Human Services, including travel costs.

**13) Total Grant Funds**

	Year 1	Year 2	Year 3	Year 4	Totals
<b>Totals</b>	<b>\$11,374,444</b>	<b>\$11,681,444</b>	<b>\$10,327,944</b>	<b>\$12,018,944</b>	<b>\$45,002,778</b>

**14) Funds from other sources used to support the State Plan**

As shown in Budget Table I-1 on line 14 (see Section VIII), Wisconsin will use a total of \$5,161,057 from other fund sources over the four year grant period to support the projects outlined in this State Plan. The fund sources, amounts planned for the grant

period and activities by project are:

- Child Care Development Block Grant funds from DCF at \$2,161,640. During year one and two DCF is paying \$270,700 for an evaluation of the implementation and outcomes from the initial startup of its quality rating system, YoungStar. This coincides with section B5. The remainder of the CCDF funds supports state staff working directly on the implementation and administration of YoungStar as it relates to section B3. The evaluation deliverables are due by June 30, 2013.
- Head Start Collaboration Office funds from DCF at \$322,600. These funds represent 50% of the Head Start Collaboration Office Director's time as it relates to section D1 for the development of a Workforce Knowledge and Competency Framework and a progression of credentials.
- ARRA Early Childhood Advisory Council funding from DCF (two years total) at \$182,957. These funds represent 25% of two state staff who will provide technical and administrative support for the Council to ensure alignment between the RTTT – ELC grant activities and the ECAC as described in section A.
- Braided funding from DPI made up of a two-year GPR literacy grant, IDEA Preschool funds, McKinney Vento Homeless funds and Special Education Professional Development Grant at \$1,729,860. During year one and two DPI will use \$1,200,000 from the literacy grant to support its Lead to Read efforts outlined in section D2. The remaining \$529,860 represents four years of state staff support, at varying FTE levels ranging from 10% to 25%, for activities described in sections C1 for early learning standards, D1 for development of credentials, and E2 for the longitudinal data system.
- Braided funding from DHS made up of state an Early Childhood Comprehensive Systems Grant and IDEA Birth-to-3 funds at \$764,000. These funds pay for four years of state staff support, at varying FTE levels ranging from 10% to

25%, for activities described in sections C1 for early learning standards, D1 for development of credentials, and E2 for the longitudinal data system.

**15) Total Statewide Budget**

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Totals</b>
<b>Totals</b>	<b>\$13,059,098</b>	<b>\$13,360,398</b>	<b>\$11,226,669</b>	<b>\$12,917,669</b>	<b>\$50,563,834</b>

## BUDGET: INDIRECT COST INFORMATION

To request reimbursement for indirect costs, please answer the following questions:

Does the State have an Indirect Cost Rate Agreement approved by the Federal government?

YES    

NO     

If yes to question 1, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement (mm/dd/yyyy):

**DCF:** From:   07  /  01  /  2011        To:   Until Amended   Via HHS

**DPI:** From:   07  /  01  /  2011        To:   06  /  30  /  2012   Via ED

**DHS:** From:   07  /  01  /  2010        To:   Until Amended   Via HHS

Approving Federal agency:     ED    HHS    Other

*(Please specify agency):*   DCF and DHS via HHS     DPI via ED  

Directions for this form:

1. Indicate whether or not the State has an Indirect Cost Rate Agreement that was approved by the Federal government.
2. If “No” is checked, the Departments generally will authorize grantees to use a temporary rate of 10 percent of budgeted salaries and wages subject to the following limitations:
  - (a) The grantee must submit an indirect cost proposal to its cognizant agency within 90 days after the grant award notification is issued; and
  - (b) If after the 90-day period, the grantee has not submitted an indirect cost proposal to its cognizant agency, the grantee may not charge its grant for indirect costs until it has negotiated an indirect cost rate agreement with its cognizant agency.

If “Yes” is checked, indicate the beginning and ending dates covered by the Indirect Cost Rate Agreement. In addition, indicate whether ED, HHS, or another Federal agency (Other) issued the approved agreement. If “Other” was checked, specify the name of the agency that issued the approved agreement