



Building Blocks for Wisconsin's Future

The Foundation for an Early Childhood System

Building Blocks for Wisconsin's Future

The Foundation for an Early Childhood System

This report was developed jointly
by the Early Childhood Advisory Council, the Department of Children and Families,
and the Department of Public Instruction.



For additional information, contact
Jane Penner-Hoppe
Department of Children and Families
jane.pennerhoppe@wisconsin.gov

or
Jill Haglund
Department of Public Instruction
jill.haglund@dpi.wi.gov
<http://ec.dpi.wi.gov>

Additional copies are available online at <http://dcf.wi.gov/ecac/pdf/report12.pdf>

Bulletin No. 13058

© April 2013 Wisconsin Department of Public Instruction
Tony Evers, PhD, State Superintendent
Madison, WI

The Department of Public Instruction does not discriminate on the basis of sex,
race, color, religion, creed, age, national origin, ancestry, pregnancy, marital
status or parental status, sexual orientation, or disability.



Printed on recycled paper

Cover Photo: Dane County Parent Council, Madison, Wisconsin

Table of Contents

Joint Letter from Co-chairs	5
Executive Summary	7
Building the Case for Investments in Early Care and Education	11
Background and Context	13
Building Blocks - Wisconsin's Foundation of Early Childhood and Family Support Services	14
Proposed Framework for Action Wisconsin's System Building Plan	15
Recommendations for 2013	17
Comprehensive Screening and Assessment System Early Childhood-Longitudinal Data System Public-Private Funding Structure Supporting Families and Community Partnerships Cross-Sector Professional Development	
Looking Ahead	27
Appendices	
A. Governor's State Advisory Council on Early Childhood and Care Membership	29
B. Wisconsin's Early Childhood Advisory Council Operating Principles	31
C. Helpful Websites	39



Letter from Co-Chairs

Dear Governor Walker:

We are pleased to deliver the third annual report from the Early Childhood Advisory Council (ECAC), *Building Blocks for Wisconsin's Future: The Foundation for an Early Childhood System*. The ECAC has been an important force in recommending and helping to shape a range of critically important early childhood system-building developments that took place in 2012.

Highlights of 2012 include the following activities:

- Support of a grant application for the Race to the Top – Early Learning Challenge competition that will provide a critical boost to early childhood system-building efforts, particularly those focused on improving the quality of child care for high needs children and additional systematic efforts to more meaningfully engage families.
- Secure support and participate in significant planning to develop the Early Childhood Longitudinal Data System. This system is designed to better understand and track children's status and uses data to improve policies and programs.
- Support local early childhood community collaborations through the American Recovery and Reinvestment Act (ARRA) and fund sixteen different early childhood collaboration projects around the state that will shape the Race to the Top funding to support a public-private funding board for Wisconsin – a recommendation from the ECAC for the last three years.
- Provide ARRA support for a variety of professional development to strengthen the early childhood system including: a pilot project in Milwaukee focused on moving child care programs from a two star to three star rating; a one-time grant to the Registry to help significantly offset the fees for enrolling in the Registry; and expansion of training through the Pyramid Model for Social and Emotional Development and the Wisconsin Model Early Learning Standards.
- Develop a “Blueprint for a Comprehensive and Aligned System for Screening and Assessment of Young Children” that produces a roadmap for Wisconsin's continuing efforts to align the screening and assessment process for young children.

It is a very exciting time as Wisconsin prepares for implementation of the Race to the Top – Early Learning Challenge Grant, as well as continuing to make progress on all aspects of the early childhood system in our state. We look forward to continuing to work together as we move Wisconsin closer to the ECAC's vision of ensuring that “all children are healthy, safe, nurtured, and successful.” We know that getting children off to a great start has important benefits to our state now and for years to come.

Sincerely,

Eloise Anderson, Secretary
Department of Children and Families
Co-Chair, Governor's Early Childhood
Advisory Council

Tony Evers, PhD, State Superintendent
Department of Public Instruction
Co-Chair, Governor's Early Childhood
Advisory Council



Eloise Anderson



Tony Evers



Executive Summary



Children's earliest years are of critical importance to their future success. The evidence continues to build about the rapid brain development during this time, the hard wiring of a child's brain, and the essential need to have high quality experiences for infants and young children. Systemic, coordinated, and sustained efforts are needed to help Wisconsin children get off to a great start.

The Improving Head Start for School Readiness Act of 2007 required states to establish a formal State Advisory Council on Early Childhood Education and Care. Wisconsin's Early Childhood Advisory Council (ECAC) was subsequently established and has become the new hub for Wisconsin's early childhood system planning. This work has been supported by American Recovery and Reinvestment Act (ARRA) funds that began in 2010 and are available through June 1, 2013. In addition to support from ARRA, Wisconsin's ECAC has connected and leveraged a wide range of initiatives and activities over its three-year history. Also, it has benefited from more than twenty years of collaborative early childhood efforts to provide a strong foundation to promote the established goal that "every child will be healthy, nurtured, safe, and successful."

The ECAC established long-term outcomes of: (a) quality early learning experiences available for all children; (b) safe and healthy children; and (c) stable, nurturing, and economically secure families; these outcomes were identified to move Wisconsin toward this goal.

The system-level strategies identified continue to shape Wisconsin's focus on core structural issues, and include: establishing a system for assessing and screening children; aligning data across systems; generating additional public and private resources; nurturing children, families, and community partnerships; and providing cross-sector professional development opportunities.

Specific overall recommendations for 2013 include:

- **Increase and coordinate screening and assessment for young children.**
- **Implement an Early Childhood Longitudinal Data System.**
- **Track local system building efforts and establish a Public-Private Funding Board.**
- **Continue efforts to support evidence-based, culturally competent programs that build strong families and resilient communities.**
- **Strengthen and continue to align the cross-sector professional development system.**

"The private sector demands a return on investment (ROI). Taxpayers should be no less insistent. There is compelling data showing that one of the best returns comes from investment in quality early childhood programs, especially when it is paired with involved parents."

— Kurt R. Bauer,
Wisconsin Manufacturers &
Commerce



In 2012, the ECAC advanced several important milestones and activities that continue to shape the early care and education landscape in Wisconsin. Efforts followed recommendations articulated in the council's two reports issued in 2010 and 2011.

Examples of specific initiatives that the ECAC supported include:

“The more we can increase access to early childhood education, make sure it’s high quality in reaching those children in communities who historically have been underserved – that’s the best investment we can make.”

*Arne Duncan,
U.S. Department of Education*

- **Receipt of the Race to the Top – Early Learning Challenge Grant (RTTT-ELC).** Wisconsin was one of five states approved for a second round of funding from the U.S. Departments of Education and Health and Human Services that was informed by the original ECAC endorsed agenda.
- **Created an Office of Early Learning (OEL) in the Department of Public Instruction (DPI).** This office provides a heightened and more coordinated presence of early learning initiatives in the department.
- **Published the Blueprint for a Comprehensive and Aligned System for Screening and Assessment of Young Children (Blueprint).** The Blueprint outlines a vision for a comprehensive and effective system to regularly screen and assess children to ensure their optimal growth and development. Work continues to expand the Blueprint in the area of assessment.
- **Secured funding for the Early Childhood – Longitudinal Data System (EC-LDS).** The DPI Longitudinal Data System Grant III provided additional support, and RTTT funds will provide support for implementing the system.
- **Established ECAC Operating Principles.** Principles provide a clear infrastructure for committee and stakeholder engagement in ongoing system building efforts connected to the ECAC.
http://dcf.wisconsin.gov/ecac/steering_committee.htm



Examples of system building efforts based on ECAC recommendations supported by ARRA funds include the following:

- **Staff for planning of EC-LDS.** Staffing support for the EC-LDS efforts over the last two years has led to the current plans for implementation.
- **Support of an EC-LDS Data Roundtable.** More than seventy key stakeholders with expertise in program areas and data systems convened to discuss the most effective way for Wisconsin to launch an EC-LDS.
- **Support for local early childhood collaborations.** To inform the larger goal of a public-private board to support local early childhood efforts, ARRA funds will support 16 local early childhood system-building collaborative efforts across the state.
- **Conduct a Higher Education Scan.** Strategic priorities for further aligning early childhood and family support career opportunities and career paths will be articulated when this scan is complete in early 2013.

Highlights of other Wisconsin efforts to strengthen the early childhood system that supported and reinforced the work of the ECAC in the last year include:

- **YoungStar updates.** Following a full year of operation, Wisconsin has made significant progress toward developing a data warehouse that now displays specific information about individual child care program ratings. Wisconsin has over 4,500 programs, while only 30 percent of programs are rated three to five stars, 46 percent of all children in YoungStar are participating in higher rated programs.
- **Four-year-old kindergarten (4K) now serves more than 90 percent of school districts, with approximately 25 percent of those districts using community approaches** that partner with child care centers and Head Start programs to bring 4K into community settings.

“All infants and toddlers need access to high-quality, affordable early care and education, health and mental health, and family support services. Programs and services that address these areas are critical; however, they are only as strong as the infrastructure that supports them.”

Zero to Three



“Human capital in today’s knowledge-based economy requires hard and soft skills.

Soft skills are shaped, to a large extent, by socialization that occurs early in life and in early childhood programs.

Supporting families and high quality early childhood programs are key economic development tools.”

*Timothy Bartik, presentation,
“Preparing Wisconsin’s Youth for
Success in the Workplace,”
February 13, 2013*

- **DPI instituted a literacy screener, Phonological Awareness Literacy Screener (PALS).** PALS was implemented in the 2012-2013 school year based on recommendations from the Read to Lead Task Force. It was designed to determine five-year-old kindergarten children’s literacy status and to facilitate improved literacy instruction.
- **Governor’s Read to Lead Task Force.** The Read to Lead Task Force has been signed into legislation. A key component of the Read to Lead Initiative is the requirement for literacy screening in five year old kindergarten, and specific teacher training to support early literacy. YoungStar also developed materials for parents about the importance of early literacy for young children.
- **Head Start and Child Welfare Memorandum of Understanding (MOU) developed in Milwaukee.** The intent of the MOU is to improve communication, coordination, and access for children in child welfare to quality early learning opportunities in the Head Start program.
- **DPI/Department of Children and Families (DCF) Educational Collaboration Grant** was received to establish a pilot project that will develop a more systemic, real time connection between schools and child welfare agencies. The technology created through this partnership will help to provide critical information about child well-being to school officials to assist in earlier intervention to identify needs interfering with school success. Efforts learned through this pilot project can also help inform the creation of the EC-LDS.
- **Strengthened Health Access and Support for Foster Children.** Department of Health Services (DHS) and DCF received approval from the Centers for Medicare and Medicaid to implement a medical home service delivery model for children in foster care. The new program will improve the quality of and access to health services for foster children by providing comprehensive, coordinated, and trauma-informed care that reflects the child’s unique needs.
- **National recognition received from the First Lady’s *Let’s Move!* Child Care Initiative** for Wisconsin’s Early Childhood Obesity Prevention Initiative (WECOPI) for exceptional work to promote young children’s health and prevent obesity.

Building the Case for Investments in Early Care and Education

Quality Early Learning Matters

- A new publication from the Harvard Center for the Developing Child concludes what we have heard before, but underscores the importance of shaping policies and programs that respond to the fact that quality early learning is critical. “Early experiences determine whether a child’s brain architecture will provide a strong or weak foundation for all future learning, behavior, and health.”¹

Wisconsin’s Number of Adult Caregivers in the Workforce

- Wisconsin’s rate of having over 72 percent of families with all available parents in the workforce means that high quality early care and education settings are critical.²

School Achievement Gap

- Wisconsin students on average perform better academically than the nation. However, while some gaps have gotten smaller over time, significant achievement gaps remain. Wisconsin’s new accountability system is designed in part to address the need to close achievement gaps. Investment in early childhood is one proven strategy for addressing the achievement gap.

Workforce Concerns

- Business leaders continue to express concerns about the readiness of the workforce in Wisconsin. There is growing recognition that the achievement gap begins at birth and is exacerbated at critical junctures in early childhood if it is not addressed.

“Wisconsin will only succeed in the global competition for talent through high-quality education and training accessible from cradle through career.”

Dennis Winters,
Chief Economic Advisor, Wisconsin
Department of Workforce
Development

¹ Center on the Developing Child at Harvard University (2011). *Summary of Essential Findings: A Science Based Framework for Early Childhood Policy: Using Evidence to Improve Outcomes in Learning, Behavior, and Health for Vulnerable Children.*

www.developingchild.harvard.edu

² KidsCount Data Center (2012) <http://datacenter.kidscount.org>

“We need preschool, we need Head Start, we need prenatal care. The education process begins even before the child is born. And if you don’t do that, you’re going to have difficulty.”

General Colin Powell, Founder of America’s Promise Alliance

- Tim Sheehy, President of Milwaukee Metropolitan Association of Commerce presented to the ECAC in 2010, his perspective regarding the importance of a cradle-to-career talent pipeline linking early childhood development with K-12 and post-secondary education (including skilled trades, technical colleges, and colleges/universities). He identified some of the cracks threatening the pipeline as family dysfunction, poverty, teen pregnancy, drugs, and crime. Indicating that half or less of the freshman in the Milwaukee Public Schools graduate four years later, Sheehy reinforced that early childhood education is the most important link in the pipeline.

Economic Benefits

- The Wisconsin Policy Research Institute 2012 Report, co-authored by Rob Grunewald of the Minneapolis Federal Reserve Bank and Don Bezruki, builds on the existing evidence about high return on investment for early childhood and reinforces the business community support for early care and education as an invaluable economic development tool. A key finding was: “Early childhood education programs can provide high rates of return when: they are of proven high quality; they reach children in greatest need, such as children in poverty; and they reach children well before they start kindergarten.”³

Early Care and Education System Building

- Wisconsin can use the renewed attention focused on early childhood that will be made available through the RTTT-ELC to better understand what is essential for improving child care quality and better serve high-need families, develop more meaningful family engagement, increase private investments, and shore up critical system building professional development and other system-building initiatives.

³ Wisconsin Policy Research Institute (2012), *The Economic Power of Early Childhood*, May.



Background and Context



The ECAC was established in December, 2008, by Executive Order #269. The Executive Order directs the council to submit a statewide strategic plan for Wisconsin's early childhood system to the Governor. The 36-member ECAC is co-chaired by the Wisconsin Department of Children and Families Secretary Eloise Anderson and the Department of Public Instruction State Superintendent Tony Evers. The council's 2012 membership list can be found in Appendix A.

Charge to the ECAC

- Determine key early childhood system needs and identify outcomes using the findings of the 2010 system assessment and other current research that provides critical information about the quality and availability of early childhood programs.
- Identify opportunities for collaboration and coordination.
- Develop recommendations for increasing participation in early childhood programs, including outreach to under represented and special need populations.
- Develop recommendations regarding professional development and career advancement for early childhood educators and family support workers.

Guiding Principles

Children. Our primary focus is on the best interests of Wisconsin's children, whose early years are critical to their success.

Parents. Parents and other primary caregivers are the key decision makers, teachers, and advocates for their children.

Communities. Communities must provide integrated quality services to ensure children's access to quality education, physical and mental health services, and family support.

Systems. Public, private, and government entities share the responsibility for implementing comprehensive systems.

Professional Development. Quality professional development opportunities support a skilled and stable workforce.

Financing. Adequate and equitable financing derived from multiple funding sources; supports comprehensive and continuous, quality early childhood services.

Public Policy. Wisconsin public policy should support blended funding streams to create comprehensive systems.

“The science of child development shows that the foundation for sound mental health is built early in life, as early experiences—which include children's relationships with parents, caregivers, relatives, teachers, and peers—shape the architecture of the developing brain. Disruptions in this developmental process can impair a child's capacities for learning and relating to others, with lifelong implications.”

*Harvard Center
for the Developing Child*

Building Blocks - Wisconsin's Foundation of Early Childhood and Family Support Services

“To develop truly sustainable and thriving early childhood systems, the focus must be both on the need to develop new institutions that can provide the catalyst for change and also on the process of change itself: to take advantage of countless opportunities to build positive relationships, to learn from honest assessment and analysis, to share information and resources, to trust and to become comfortable with more change.”

Sharon Lynn Kagan and Kristi Kauerz,
“Early Childhood Systems: Transforming Early Learning,” 2012



The vision of the ECAC is premised on the more than thirty early childhood programs operated by state government that provide the core services to help Wisconsin move toward the overall goals articulated by the ECAC.

Like building a house, these state government efforts in coordination with a myriad of local and regional early childhood programs and services outside of the state form a robust foundation for early childhood in Wisconsin.

The exterior, walls, and roof are the components that hold the house together well and are analogous to the core strategies and activities that Wisconsin continues to pursue to ensure that all young children get off to the best possible start.



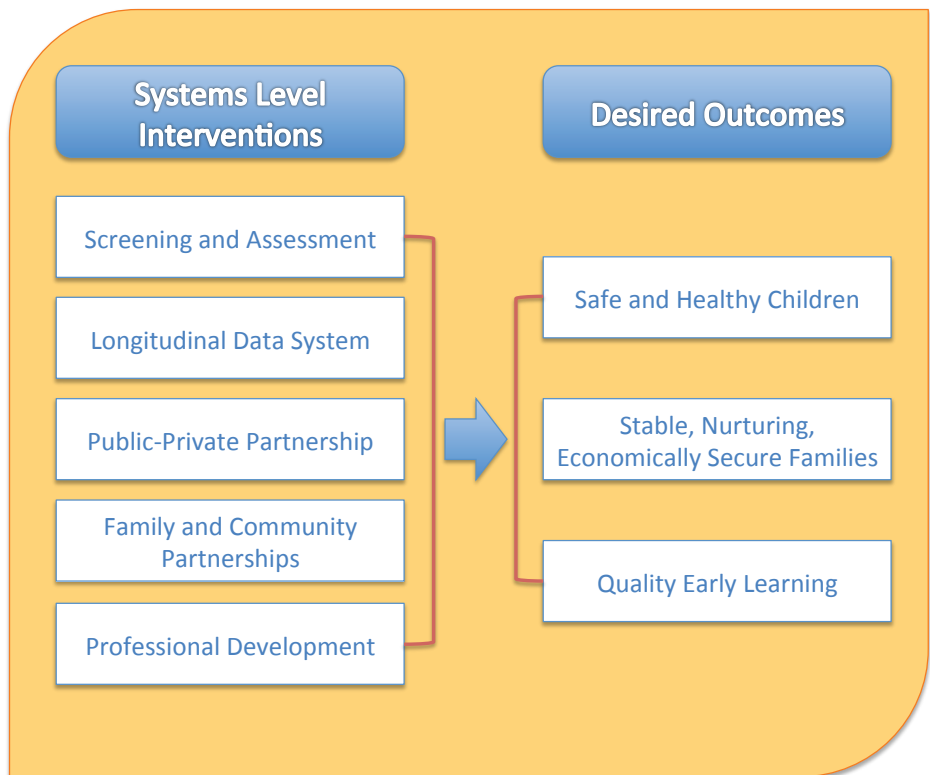
Proposed Framework for Action - Wisconsin's Child Outcome System Plan



Wisconsin continues to emphasize the importance of cross-sector leadership in developing the state's vision "to improve outcomes for children in school and in life."

The following visual was established in 2011 to highlight system-level interventions that will lead to the desired outcomes of safe and healthy children, stable, nurturing, economically secure families, and quality early learning available for all children.

ECAC GOAL
Every child will be healthy, nurtured, safe and successful.



“System building is the process that transforms the discrete pieces of direct services and infrastructure into a coherent early childhood system. System building has the potential to improve service delivery, raise quality, maximize outcomes, and maintain accountability for the use of public and private funds.”

*Helene Stebbins, President,
HMS Policy Research*

In 2012, the work of the ECAC continued to articulate a more detailed vision of how Wisconsin can move toward improving outcomes for children. A graphic depiction of a more comprehensive vision for how Wisconsin can move toward the ECAC’s established goal that “every child will be healthy, nurtured, safe and successful” is below.

This vision includes:

- Key progress measures that will demonstrate if Wisconsin is making progress toward identified outcomes for children;
- The major intervention area/system components that have been identified as necessary for improving child outcomes;
- A set of key indicators that will provide more specific evidence of improved child and family well-being in key areas; and
- Overall outcomes that these efforts are intended to help us achieve.

“While investing in individual, exemplary evidence-based programs may yield high return on investments, this does equate with closing the gap in results experienced by young children with equal opportunities for success. Developing public policy to ensure that all children start school healthy and equipped for success requires a systemic focus that responds to the universal needs of children, recognizing that children start with diverse backgrounds, under different conditions and with different capacities.”

*Charles Bruner, Founding Director,
Child and Family Policy Center*



Recommendations for 2013

Comprehensive Screening and Assessment System

Objective: Wisconsin will have better and more consistent information about young children at key developmental milestones by creating a comprehensive screening and assessment system that is used for planning early childhood policies, programs, and services.

2011 Recommendations and 2012 Progress

Adopt a timeline with recommended ages for screening and assessment.

- Developed and published “Blueprint for a Comprehensive and Aligned System for Screening and Assessment of Young Children” in February, 2012. (See http://dcf.wisconsin.gov/ecac/pdf/22112_blueprint.pdf.)
- Published a set of ten Developmental Screening Tip Sheets electronically on the Wisconsin Early Childhood Collaborating Partners (WECCP) website; and launched a series of educational and technical assistance webinars for early childhood providers across systems statewide. (See <http://www.collaboratingpartners.com/screening-early-identification-background.php>)
- Secured funding through RTTT-ELC to expand opportunities for early childhood screening and assessment training.

Continue to align screening and assessment efforts with statewide EC-LDS.

- DPI is working on how to include PALS assessments in the EC-LDS. In addition, the EC-LDS workgroup is considering how to include data on screening and assessment in different early childhood systems in their implementation of the EC-LDS.

Develop and implement a comprehensive statewide kindergarten entry assessment process.

- The Governor’s Read to Lead Task Force recommended and the legislature approved that the state implement an early literacy screening in five-year-old kindergarten. The DPI investigated and selected the Phonological Awareness Literacy Screener (PALS) from the University of Virginia as the literacy tool to begin the assessment process. PALS began implementation this year in all school districts across the state. RTTT-ELC has provided funding to continue to explore how Wisconsin could move to a more comprehensive kindergarten assessment process.

“Screening and assessment processes should be considered the cornerstone of informed decision making in early childhood. All parents and practitioners make many decisions about how to care for children. These decisions are best made when they are informed by knowledge about the specific child as well as accumulated evidence from practice and science.”

Blueprint for Screening and Assessment

Recommendations for 2013

- Implement strategies to institute the timeline recommendations in the Blueprint.
- Develop strategies and promote a more consistent and effective cross-system screening and assessment process within communities.
- Promote the Blueprint and screening recommendations within the various state programs.
- Continue to disseminate information and train early childhood providers across systems in evidence-based developmental screening and assessment to increase implementation of a regular schedule of screenings and assessments for young children.
- Develop support for collaborative approaches to preventive oral health services.
- Continue to align and integrate developmental screening initiatives with 4/5 K assessments emphasizing use and purpose of results.
- Begin exploration of the potential for identifying and implementing a future comprehensive kindergarten assessment process.



Early Childhood — Longitudinal Data System

Objective: Wisconsin will be better able to measure child outcomes across systems to better evaluate young children's progress. Longitudinal data will guide early childhood system planning and decision making.

2011 Recommendations and 2012 Progress

Host data roundtable to engage key stakeholders.

- Hosted and facilitated a Wisconsin Early Childhood Data Roundtable in February, 2012, with 76 key early childhood stakeholders to identify relevant questions and issues to help shape the EC-LDS.

Identify data to determine linkages needed between agencies and identify data gaps.

- Completed an inter-department data survey identifying 32 state agency programs, including source systems and availability of various data elements.

Formalize data governance, usage, and privacy policies.

- Completed research and recommendation papers — Identifying Capacity, Unique Identifiers, and Data Governance to inform the best methodology to share data across sectors and formalize data-sharing agreements. These papers can be found at http://wise.dpi.wi.gov/wise_p20ec.
- An inter-department team of five attended the national Privacy Technical Assistance Center (PTAC) Workshop in August, 2012, in Utah focused on data governance, usage, and privacy policies to further inform Wisconsin's work.

Develop methodology to share data.

- Completed research and recommendation papers on: Entity Resolution Tool, Potential System Architecture, and Stakeholder Involvement to complete the best practice recommendations regarding data sharing. These papers can be found at http://wise.dpi.wi.gov/wise_p20ec.

Identify and secure resources to implement EC-LDS.

- Secured funding for system implementation through RTTT-ELC and developed a detailed work plan for implementation.

Develop an annual and ongoing public reporting function.

- Work continued towards public reporting in 2012.

“By ensuring that data are accessible and stakeholders have the capacity to use data appropriately, coordinated state early care and education (ECE) data systems will promote data-driven decision-making to improve the quality of ECE programs and the workforce, increase access to high-quality ECE programs, and ultimately improve child outcomes.”

Early Childhood Data Collaborative

Recommendations for 2013

- Establish data governance structure and Memorandum of Understanding (MOU) between the Department of Health Services (DHS), Department of Children and Families (DCF), and Department of Public Instruction (DPI).
- Hold data governance workshop to launch Data Governance Committee.
- Begin build of DHS Division of Public Health Customer Hub.
- Begin strengthening and linking related data systems in DCF.
- Explore use of unique identifier across multiple data systems (select matching tool).
- Complete data linkage testing across early childhood programs in DHS, DCF, and DPI.
- Launch initial public dashboard on initial key indicators.



Public-Private Funding Structure

Objective: Wisconsin will generate more private resources that can be targeted toward desired outcomes and priorities for young children by aligning and leveraging regional and local resources, and engaging the business, private, and philanthropic sectors as partners to improve early childhood outcomes.

2011 Recommendation and 2012 Progress

Wisconsin should establish a Public-Private Funding Board that will leverage resources and engage communities to improve early childhood development.

- Received consultation from other states and from the Birth to Five Policy Alliance on the best means of creating a local funding structure to support statewide work.
- Developed process for early childhood community system building grants. The Celebrate Children Foundation was selected to administer this grant program. The foundation received applications from 23 local early childhood collaboratives.
- Approved applications from 16 local early childhood community collaborations to support comprehensive early childhood system efforts in alignment with ECAC goals. Projects were funded throughout the state and focused on: improving child care quality; forging strong connections with business leaders, and community health, and developmental services; organizing stakeholders to develop more comprehensive local collaborations to support early childhood; and developing specific materials for parents and communities to expand awareness and education about early childhood issues. A full list of projects can be found at http://dcf.wisconsin.gov/ecac/pdf/investing_early_ECAC.pdf
- Secured support through RTTT-ELC to establish a public private board.

Recommendations for 2013

- Use lessons learned from early childhood system grantees to help develop robust local infrastructures to support public-private board created.
- Develop specific options for a public-private entity to be shared with RTTT-ELC implementation team.
- Provide recommendations about board structure, governance and operation to be shared with the ECAC and RTTT-ELC Leadership.
- Explore methods to provide technical assistance to local communities to form early childhood collaborations.

“Economic development starts at birth.”

*James Heckman, Ph.D.,
Nobel Laureate, University of Chicago*

- Establish accountability measures for funded early childhood community system initiatives.
- Explore alignment with Read to Lead Task Force.
- Implement mechanism to determine Return on Investment.



Supporting Families and Community Partnerships

Objective: Wisconsin families will be better supported to provide healthy, stable, and nurturing environments for their children.

2011 Recommendations and 2012 Progress

Implement a comprehensive training and technical assistance plan to assist all existing and new home visiting programs in moving toward evidence-based models.

- Established a new ECAC Project Team on Family and Community Partnerships that provides cross-sector guidance and support in planning for home visiting and other early childhood support services.
- Enhanced existing and provided new opportunities for professional development of home visitors and home visiting program supervisors.

Focus all prevention programs on key outcomes: reducing child abuse/neglect and improving school readiness.

- These outcomes continue to guide all Wisconsin early childhood planning.

Improve connections between children in the child welfare system and high quality early childhood experiences.

- Developed two specific Head Start Child Welfare Memoranda of Understanding (MOUs) between the Bureau of Milwaukee Child Welfare and Milwaukee Public Schools, and between BMCW and the Social Development Commission, to create a formal mechanism for referring children in foster care to Head Start and ensure that children in child welfare have access to high quality early care and education.
- Significantly increased consistent communication between early childhood and the child welfare staff at DCF.

Additional areas of progress include:

- Promoted better access to information about key services for families. A specific example that can serve as a model for other communities is the needed improvements made to the Impact 2-1-1 website, as well as distribution of user-friendly marketing materials to promote the enhanced 2-1-1 resources to parents and providers throughout the area. This effort was led by Project LAUNCH, the DCF, the DHS, and the City of Milwaukee Public Health Department in coordination with Impact 2-1-1.

“It doesn’t matter who you are or where you’re from. Family involvement at home and in schools promotes student success. And there’s more than 30 years of research to back that up.”

National Parent Teacher Association

- Incorporated the Head Start Parent/Family/Community Engagement Framework into the DCF YoungStar parent engagement standards.
- Proposed and will use RTTT-ELC grant funds to hire a full-time family engagement facilitator at DCF and a half-time family/community partnership coordinator in the Office of Early Learning at DPI in 2013.

Recommendations for 2013

- Identify best partnership practices statewide and develop an online best practices resource compendium.
- Provide incentives for early childhood programs to implement evidence-based family partnership and parent leadership programs.
- Continue efforts to partner with early childhood partners including Head Start and other early childhood programs to align family engagement and early childhood efforts with the Head Start Parent Family Community Engagement Framework.
- Provide training and technical assistance to early childhood and family support providers regarding strategies to more effectively partner with parents and caregivers.
- Consider expansion of the Bureau of Milwaukee Child Welfare Head Start MOUs and other models that promote collaboration between early childhood and child welfare systems.

Cross-Sector Professional Development

Objective: Wisconsin’s young children will have access to quality early learning by ensuring that their early care and family support providers have increased access to cross-sector, culturally and linguistically appropriate professional development opportunities.

2011 Recommendations and 2012 Progress

Continue to develop a comprehensive cross-sector professional development system for early learning that includes teachers, caregivers, family service and support professionals, administrators and others.

- Further defined and developed the Office of Early Learning within DPI to serve as a hub for cross-sector early childhood professional development.
- Strengthened connections between Institutions of Higher Education and Training and Technical Assistance systems in the area of Wisconsin Model Early Learning Standards (WMELS) and the Pyramid Model for Social and Emotional Development. Increased training opportunities in these areas were also provided in these essential areas.
- Developing an evidence-based online Inclusive Practices course to strengthen and unify professional development across the state.

Strengthen the alignment and articulation of early childhood teaching credentials across levels and systems.

- Supported career pathways by increasing the number of Credit for Prior Learning opportunities available through the Wisconsin Technical College System, University of Wisconsin System Colleges and Wisconsin Association of Independent Colleges and Universities (WAICU).
- Provided support for the development of two new Registry Credentials for Program Development and Afterschool/Youth Development.

Align early learning standards with K-12 Common Core State Standards through connections among DPI, DCF, DHS, and the Registry.

- The WMELS have been aligned with the Common Core State Standards (CCSS) for Reading and Mathematics.
- The WMELS training content is being revised to support both classroom implementation and alignment with CCSS.

“The evidence is clear: Quality early care and education promotes success in school and in life, especially for the poorest and most vulnerable children...Yet, low quality teaching remains the norm in many programs... and we still know too little about the kinds of education and training to affect positive child outcomes...professional development has become a central feature of national- and state-level early childhood system-building initiatives.”

*Marilou Hyson and
Jessica Vick Whittaker,
“Professional Development in
Early Childhood Systems,”
Early Childhood Systems
by Kagan and Kauerz*

Facilitate implementation of best practices, including communities of practice, coaching, mentoring, and ongoing technical assistance to improve early childhood quality.

- Conducting a Higher Education Scan that will highlight barriers and opportunities for alignment of educational approaches across sectors and domains.
- Received national recognition by the First Lady's *Let's Move!* Child Care for Wisconsin Early Childhood Obesity Prevention Initiative (WECOPI) efforts.
- Developed and distributed customized communication materials and training curriculum for parents, providers, and policy makers to address childhood obesity, including *Active Early* and *Healthy Bites*.

Recommendations for 2013

- Strategic priorities for further aligning early childhood and family support career opportunities and career paths in Wisconsin will be articulated when the Higher Education Scan is complete in early 2013. These findings will be used to help develop and disseminate career pathway opportunities for early childhood and family support providers.
- Develop recommendations for cross-sector alignment across DHS, DPI and DCF.
- Review and revise the 2007 Wisconsin Core Competencies to ensure alignment and integration with statewide professional development efforts.
- Implement partial scholarship opportunity for ten early care professionals through ARRA funding for the University of Wisconsin post-graduate Infant, Early Childhood, and Family Mental Health Certificate Program, a comprehensive and intensive educational program for early care providers to learn more specific skills and strategies to support healthy social and emotional development.
- Continue efforts to boost participation in the Wisconsin Registry. A specific initiative is a one-time opportunity for the Registry to significantly reduce the first time enrollment fee through support from ARRA. It is estimated that this support will assist at least 700 child care teachers in 2013.
- Consider strengthening the requirements in YoungStar and regulations for nutrition and physical activity.
- Further expand WMELS and Pyramid Model training; include training and assistance with curriculum alignment.
- Increase the capacity of training and technical assistance providers to support mentoring, coaching, consultation, peer-to-peer and reflective practices.

Looking Ahead

As Wisconsin moves into 2013, key areas of focus will be:

- Continuing to ensure alignment of ECAC and Race to the Top efforts.
- Developing a process to learn from and support the 16 funded local early childhood system collaborations.
- Supporting programs to move from two to three star ratings and focused efforts on improving quality of all early learning settings. A specific example is that a combination of ARRA funding and Child Care and Development funding will be used to launch a YoungStar Pilot Project to advance two star programs to three star programs. An intensive package of supports for two star programs was designed in 2012 and will be implemented to move them to a three star rating and provide information on the effectiveness of targeted strategies to improve quality. Using lessons learned to inform practice based on the two to three Star Pilot Project.
- Developing more detailed protocols and procedures that leads to more synchronized and sustained engagement of project teams.
- Considering what a broader Birth to 8 agenda might look like as is being advanced at the national level organizations such as the National Governors Association.
- Revisiting discussion of branding of Wisconsin reform efforts as other states have done such as Start Smart North Carolina.

“A mountain of research shows that early education is an effective way to increase parent productivity, improve children’s lives, create jobs and grow the economy. Children don’t get to relive their first few years, and what wasn’t done right in the first place can be hard and expensive to fix. If we want a strong, competitive economy, we have no time to waste.”

*John Gomperts, President and CEO,
America’s Promise Alliance*



Appendix A

Governor's State Advisory Council on Early Childhood and Care Membership

Secretary Eloise Anderson
Council Co-Chair
Department of Children and Families

State Superintendent Tony Evers
Council Co-Chair
Department of Public Instruction

Therese Ahlers
Director
Wisconsin Alliance for Infant Mental Health

Nancy K. Armbrust
Vice President, Education and Community Relations
Human Resource Systems and Strategy (Retired)
Schreiber Foods, Inc.

John Ashley
Executive Director
Wisconsin Association of School Boards

Fredi-Ellen Bove
Administrator
Division of Safety and Permanence
Department of Children and Families

Sheila Briggs
Assistant State Superintendent
Division of Academic Excellence
Department of Public Instruction

Kathleen Cullen
Vice President of Teaching and Learning
Wisconsin Technical College System

Dave Edie
Education Policy Analyst
Wisconsin Council on Children and Families

Delores Gokee-Rindal
Administrator
Red Cliff Early Childhood Center

Bessie Gray
Independent Consultant
Chief Executive Officer
Gray's Child Development Center (Retired)

Lilly B. Irvin-Vitela
Executive Director
Supporting Families Together Association

Jennifer Jones
Acting Executive Director
Children's Trust Fund

Peter Kelly
President and Chief Executive Officer
United Way Fox Cities

Kia LaBracke
Executive Director
Wisconsin American Academy of Pediatrics

Linda Leonhart *
Director
Wisconsin Head Start State Collaboration Office
Department of Public Instruction

Mary Madsen
Board President
Wisconsin Child Care Administrators Association

Lupe Martinez
President and Chief Executive Officer
United Migrant Opportunity Services
Corporate Headquarters

Kevin Moore
Executive Assistant
Secretary's Office
Department of Health Services

Judy Norman-Nunnery
Administrator
Division of Early Care and Education
Department of Children and Families

Gail Propsom
Director, Bureau of Long Term Support
Division of Long Term Care
Department of Health Services

Kevin Reilly
President
University of Wisconsin System

* Council Liaison to the Executive Committee and Wisconsin Early Childhood Collaborating Partners

Dennis Smith

Secretary
Department of Health Services

Carolyn Stanford Taylor

Assistant State Superintendent
Division of Learning Support: Equity and Advocacy
Department of Public Instruction

Jon Stellmacher

Co-Chair, Partnership for Wisconsin's Economic
Success
Senior Vice President
Chief of Staff and Administration (Retired)
Thrivent Financial for Lutherans

Ann Terrell

Director
Division for Early Childhood Education
Milwaukee Public Schools

Rolf Wegenke

President
Wisconsin Association of Independent Colleges
and Universities

Rissa Wojcik

Parent Affiliate
Wisconsin Head Start Association

ECAC Staff

Alyssa Bokelman

ECAC Assistant
Department of Children and Families

Jill Haglund

Early Childhood Consultant
Department of Public Instruction

Linda McCart

Policy Director
Office of Policy Initiatives and Budget
Department of Health Services

Jane Penner-Hoppe

Policy Advisor
Department of Children and Families

Appendix B

Wisconsin's Early Childhood Advisory Council Operating Principles

ECAC Website: <http://dcf.wisconsin.gov/ecac/default.htm>

Background:

The Governor's Early Childhood Advisory Council (ECAC) was established by Executive Order in November 2008 under the Head Start Reauthorization Act of 2007, which required a State Council to be created that would build upon the existing statewide early childhood programs and services. The ECAC builds upon the work of the Wisconsin Early Childhood Collaborating Partners (WECCP), the Children's Trust Fund Board, Partnership for Wisconsin's Economic Success, Wisconsin State Birth to 3 Interagency Coordinating Council (ICC), and other organizations interested in early childhood education and care.

Vision:

Every child will be healthy, nurtured, safe, and successful.

Mission:

The mission of the ECAC is to help ensure that all children and families in Wisconsin have access to high quality early childhood programs and services.

Responsibilities of the ECAC:

- Conducting a periodic statewide needs assessment concerning the quality and availability of early childhood education and development programs;
- Identifying opportunities for, and barriers to, collaboration and coordination among federally- and state-funded child development, child care, and early childhood education programs and services;
- Developing recommendations for increasing the overall participation of children in existing federal, state, and local child care and early childhood education programs, including outreach to under-represented and special populations; and
- Developing recommendations regarding statewide professional development and career advancement plans for early childhood providers.

Membership:

Members of the Governor's Early Childhood Advisory Council (ECAC) are appointed by the Governor as per federal requirements and executive order. The Head Start Act of 2007 specified organizations that should be represented. The Governor's appointed Co-Chairs are the Department of Children and Families Secretary and Department of Public Instruction State Superintendent.

Members include high level leaders from state agencies, advocacy organizations, foundations, businesses, and higher education that are involved

with early learning and care, health, child welfare and mental health, and provision of services to young children and their families.

Meetings:

The ECAC will meet as often as necessary but, not less than four (4) times per calendar year. Minutes will be kept of all ECAC meetings and will be approved by the ECAC at a subsequent ECAC meeting. The minutes will be posted online at the ECAC website for viewing by the public and members.

Substitutions:

When ECAC members are not available to attend a particular meeting:

- The members may send a representative to enable the constituency to have representation at the meetings. Substitutes for ECAC members shall not have voting privileges. Members who are sending a substitute will send notification to the ECAC staff indicating who the representative will be.
- When a member is absent or elects to send a substitute, it will be counted as an absence on part of the member. Reoccurring absences may result in a withdrawal of appointment.

Voting:

- Each ECAC member is entitled to one vote on each matter submitted to a vote.
- A vote of the majority present at any meeting is necessary to approve an action taken by the ECAC.
- In the event of a tie vote, the ECAC co-chairs will cast a single deciding vote.
- No member of the ECAC will cast a vote on any matter which would provide direct financial benefit to that member or otherwise give the appearance of a conflict of interest.
- In the instances where an ECAC member is employed by an organization which is a recipient of financial support from the State of Wisconsin or any affiliates, that member must disclose such potential conflict of interest.

Accountability:

The ECAC annually reports to the Governor on its progress and achievements and identifies future work.

Public Meetings:

The ECAC and Steering Committee meetings are open to the public and will provide an opportunity for public comment.

Participation by non-ECAC members:

Non-ECAC members are welcome to attend ECAC meetings. Visitors shall

not occupy seats at the ECAC meeting table but will occupy seating available around the sides of the meeting room.

- An opportunity for public comment will be held during each ECAC meeting. Prior to the beginning of the ECAC meeting, non-ECAC members may sign-up to address the ECAC. Non-ECAC members will be given up to five (5) minutes to speak depending on the number of speakers registered.

Relationship with Other Initiatives:

The ECAC will work with other early childhood initiatives to avoid duplication of efforts. The ECAC may draw from these initiatives' work to inform their deliberations prior to making recommendations.

Rules of Order:

Formal action of the ECAC will be conducted by Robert's Rules of Order (most recent edition). Additionally, the ECAC will comply with the following rules:

- The ECAC will limit discussion to items on the proposed agenda. Additional agenda items may be submitted to the ECAC staff at least one month in advance of any scheduled meeting. The Steering Committee and the ECAC co-chairs will determine and approve the final ECAC meeting agenda.
- Persons or organizations wishing to address the ECAC may be placed on the agenda by making a request to the ECAC staff at least one month before any scheduled meeting.

ECAC Staff:

- ECAC staff is expected to attend all ECAC meetings.
- Staff will be responsible for: taking minutes; distributing minutes and correspondence to the ECAC members; making necessary meeting arrangements; assisting ECAC members in reimbursement of expenses; supporting the Steering Committee and Project Teams and other duties as needed by the ECAC.
- Staff is not eligible to vote on any matters of official ECAC business.

Structure: Steering Committee

In 2011, the ECAC combined three existing committees into one Steering Committee. The Steering Committee was made up of the co-chairs of the three previous groups and is appointed by the ECAC co-chairs to serve. The Steering Committee is co-chaired by ECAC members and charged with the following responsibilities:

- Providing ongoing input to current and future funding opportunities
- Coordinating and advancing the work of the ECAC

- Guiding and coordinating the work of ECAC project teams to ensure systemic approaches to ECAC priorities
- Reviewing and assessing all formal recommendations for consideration by the ECAC
- Finalizing ECAC meeting agendas
- Preparing the annual report to the Governor, including draft recommendations for ECAC approval
- Coordinating meetings with project team chairs to ensure needed collaboration and consistency across various domains

The Steering Committee works closely with the assigned staff and project teams to accomplish ECAC goals and objectives. This reflects a structure that replaces the prior Wisconsin Early Childhood Collaborating Partners – WECCP Action Team – while retaining the other structures of WECCP, including the list serve, website, videoconferences and coaches. In addition, the Committee attempts to connect other early childhood stakeholders with the appropriate Project Teams to ensure a comprehensive, quality system of early care and education for Wisconsin’s youngest citizens.

Structure: ECAC Project Teams

Project Teams shall be designated as needed by the ECAC to serve functions specified by the ECAC. Such Project Teams shall exist for periods of time deemed necessary by the charge to the Project Team by the ECAC. A list of the current ECAC Project Teams will be maintained on the official ECAC website.

- The ECAC Steering Committee will help create the project teams’ overall purpose statements and offer suggestions for membership.
- A member of the ECAC Steering Committee/Staff Team will be assigned to be a liaison between the ECAC Steering Committee and the Project Team.
- Each project team will have at least two co-chairs representing the public and private sectors. These co-chairs will finalize membership, define key considerations, define reporting processes, and set timelines.

Project Teams will serve to inform and make recommendations to the ECAC. The ECAC will make final decisions. The ECAC Steering Committee determines what reports and recommendations are submitted to the ECAC. The following procedures apply for transmitting recommendations and findings from teams to the ECAC:

- Project Teams submit reports to the ECAC Steering Committee;
- the Steering Committee determines if report goes to the ECAC; and

- ECAC will decide whether to approve the committee recommendation and/or adopt the recommendation as that of the ECAC.

Efforts will be made to create a balance of ECAC members/designees and non-members serving on Project Teams. Each project team will consist of membership from:

- within the ECAC members/designees
- related program areas within state departments
- relevant agencies and associations
- established input groups
- other stakeholders

Structure: Cross Department Staff Resources

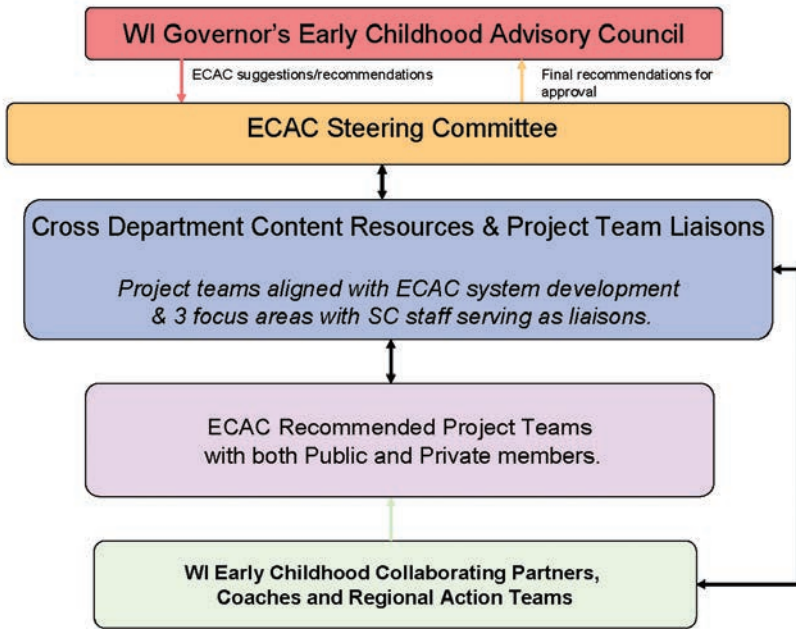
In 2012, each state department identified a list of department staff to serve as resources to support the work of the ECAC and the Project Teams. These Cross Department Staff Resources will:

- Reduce fragmented activities and promote interagency coordination and collaboration
- Support the ECAC Steering Committee and various committees
- Align work of ECAC and departments
- Maximize state resources, reduce duplication, and identify gaps

Amendments:

These Operating Principles may be amended when necessary by two-thirds majority of the ECAC membership. Proposed amendments must be submitted for review by the full ECAC at least one (1) month prior to the meeting where a vote will take place.

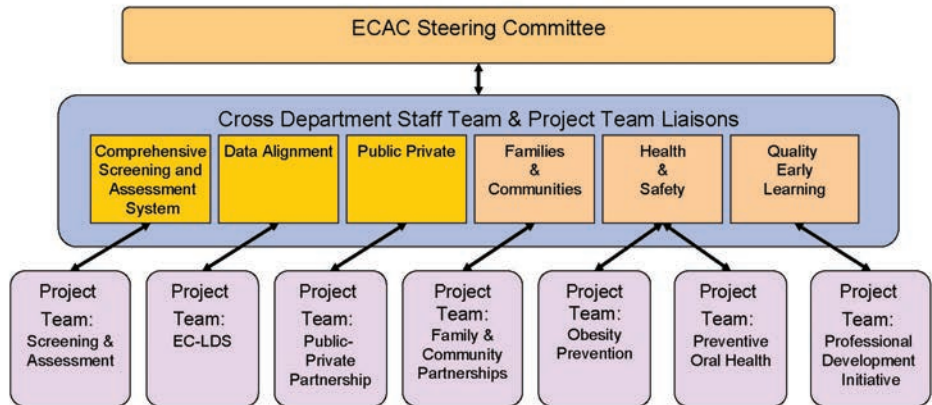
WI Structure for Early Learning and Development



*The WI Early Childhood Collaborating Partners Action Team has been folded into this revised committee structure.

WI Structure for Early Learning and Development

Project teams aligned with ECAC system development & 3 focus areas with SC staff serving as liaisons.



*The Wisconsin Early Childhood Collaborating Partners Action Teams have been folded into this structure.

*Outside Individuals/Groups have an opportunity to participate in a project by indicating interest to the SC member chair or the project team leader.

ECAC Systems
 Focus Areas

Governor's Early Childhood Advisory Council
Working Draft 3/20/12

<i>Section to be completed by the ECAC Steering Committee</i>	
Name of Project Team:	
Co-Chairs: Public- Private-	
ECAC Steering committee Liaison	
Other Staff Resources	
Related ECAC Goal, Charge, or Recommendation	
Brief Rationale: Why this is important:	
Charge:	
Membership Considerations:	
<i>Section to be completed by the Project Team Co-Chairs</i>	
Final Membership:	
Meeting Schedule	
Objectives or Strategies to addressed charge:	
Measurement Of Success:	
Plan for spending up to \$2,000 before 12/20/2012	
Reporting Timeline: May August October	
Outcomes: Deliverables and/or Recommendations:	
Notes:	



Appendix C

Helpful Websites

Specific Report References

**Wisconsin’s Governor’s Early Childhood Advisory Council
Building Blocks for Wisconsin’s Future: The Foundation for an Early
Childhood System**

December 2011, Governor’s Early Childhood Advisory Council’s yearly report to the Governor.

<http://dcf.wisconsin.gov/ecac/pdf/report11.pdf>

Wisconsin’s Race to the Top Second Round Application

http://dcf.wisconsin.gov/ecac/pdf/rtt_elc_app2.pdf

**Blueprint for a Comprehensive and Aligned System for Screening and
Assessment of Young Children Report**

http://dcf.wisconsin.gov/ecac/pdf/22112_blueprint.pdf

Early Childhood Longitudinal Data System Website

<http://ec.dpi.wi.gov/>

Public-Private Partnership Report

http://dcf.wisconsin.gov/ecac/pdf/10411_public_private.pdf

**Celebrate Children Foundation, Early Childhood System Collaborative
Grants**

http://dcf.wisconsin.gov/ecac/pdf/investing_early_ECAC.pdf

Cross-Sector Professional Development Policy Scan Report

http://dcf.wisconsin.gov/ecac/pdf/10411_pdi_policy_scan.pdf

Wisconsin Early Childhood Obesity Prevention Website

<http://www.dhs.wisconsin.gov/physical-activity/>

Family and Community Involvement

<http://www.hfrp.org/family-involvement>

Oral Health

<http://wohc.ilikemyteeth.org/>

Professional Development

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

Additional Helpful Early Childhood Resources

Early Childhood System Level

Center on the Developing Child, Harvard University

Center's mission is to "advance that vision by using science to enhance child well-being through innovations in policy and practice."

<http://developingchild.harvard.edu/>

Child Trends

Child Trends is a nonprofit, nonpartisan research center that studies children at all stages of development. It seeks to improve the lives of children and youth by conducting high-quality research and sharing it with the people and institutions whose decisions and actions affect children.

<http://www.childtrends.org/>

National Center for Children in Poverty (NCCP)

NCCP is the nation's leading public policy center dedicated to promoting the economic security, health, and well-being of America's low-income families and children. NCCP uses research to inform policy and practice with the goal of ensuring positive outcomes for the next generation. They promote family-oriented solutions at the state and national levels.

<http://www.nccp.org/>

National Conference of State Legislatures (NCSL)

The NCSL website provides information regarding the return on investment from high-quality early education, including the work of Art Rolnick and Rob Grunewald from the Federal Reserve Bank of Minneapolis.

<http://www.ncsl.org/default.aspx?tabid=16436>

National Institute for Early Education Research (NIEER)

The NIEER website is a compendium of research on early care and education.
www.nieer.org

Pew Center for the States

Pew highlights research on the financial benefits of early childhood programs, such as the NorthStar Economics Report on 4K in Wisconsin. This report highlights findings of a 2005 study that showed 4K programs generated strong fiscal benefits for the state, such as reduction in crime and reliance on welfare, as well as benefits to children and their families.

http://www.pewcenteronthestates.org/initiatives_detail.aspx?initiativeID=31672

Science of Early Childhood Development

A ground-breaking study on early childhood development, *From Neurons to Neighborhoods: The Science of Early Childhood Development*, by the National Research Council and the Institute of Medicine, 2000.

http://www.nap.edu/openbook.php?record_id=9824&page=1

Wisconsin Census Data

Census data on Wisconsin children and families at state and county levels.

http://www.wccf.org/kidcount_data.php

Wisconsin's Early Care and Education Landscape: Planning for a Coherent System

Provides an overview of early care and education in Wisconsin and options for a system plan, 2009.

http://www.wccf.org/pdf/ece_planning_system_11-2009.pdf

Zero To Three

National Center for Infants, Toddlers, and their Families – a national, nonprofit organization that informs, trains, and supports professionals, policymakers, and parents in their efforts to improve the lives of infants and toddlers. The organization includes a policy centered, nonpartisan, research-based resource for federal and state policymakers and advocates on the unique developmental needs of infants and toddlers.

<http://www.zerotothree.org/public-policy/>

Safe and Healthy Children

Head Start National Training and Technical Assistance Center on Health

<http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/health>

Earlier Is Better

Earlier Is Better is a parent oral health education program for children and pregnant women served by Wisconsin Early Head Start (EHS) programs. The goal of this initiative is to reduce the dental caries experience of Wisconsin Early Head Start children by training home visitors to provide oral health education to parents, caregivers, and pregnant women.

<http://www.chawisconsin.org/oralhealth.htm>

Infant and Early Childhood Mental Health Competency and Endorsement System

This endorsement focuses on early childhood development and relationship-based practices. The endorsement system verifies and recognizes the knowledge, training, and experience among those working with infants, young children, and their families.

<http://www.wiimh.org/education/Endorsement/endorsement.htm>

Information: Certificate for Infant Mental Health

An overview of the new Infant, Early Childhood, and Family Mental Health Certificate.

<http://www.dcs.wisc.edu/pda/mental-health/infant/index.html>

Pyramid Model for Social and Emotional Well-Being

The Pyramid Model is an evidence-based prevention/intervention framework that promotes healthy social and emotional development by supporting positive relationships, creating engaging environments, providing concrete teaching strategies, and, as needed, creating individualized interventions for children.

<http://www.collaboratingpartners.com/social-emotional-competence-sefel-pyramid.php>

Wisconsin's State Health Plan

Wisconsin's State Health Plan, *Healthiest Wisconsin 2020: Everyone Living Better, Longer*

<http://www.dhs.wisconsin.gov/hw2020/report2020.htm>

Stable, Nurturing, and Economically Secure Families

Wisconsin State Home Visiting Plan

http://dcf.wi.gov/children/home_visiting_needs_assessment/pdf/home_visiting_plan.pdf

Wisconsin Children's Trust Fund

What it will take: Investing in Wisconsin's future by keeping kids safe today.

<http://wchildrenstrustfund.org/index.php?section=stats-and-reports>

Home Visitation: Assessing Progress, Managing Expectations

A report from the Ounce of Prevention Fund in Chicago, provides an overview of home visiting services.

<http://www.ounceofprevention.org/research/pdfs/HomeVisitation.pdf>

Embedding Home Visiting within a System of Early Childhood Services

This briefing describes a University of Chicago, Chapin Hall study by Deborah Daro. It delineates strategies for incorporating home visiting into early childhood services and systems.

http://dcf.wisconsin.gov/ecac/pdf/home_visitation.pdf

2009 Governor's Building Bridges to Family Economic Success Summit Report

This report provides an overview of recommendations regarding poverty reduction and family economic security.

http://dcf.wisconsin.gov/building_bridges_summit/default.htm

Quality Early Learning

Eager to Learn: Educating Our Preschoolers

A 2001 National Research Council Study of Early Learning

<http://www.nap.edu/openbook.php?isbn=0309068363>

Information on YoungStar, Wisconsin's Quality Rating and Improvement System

This website provides detailed information about YoungStar, Wisconsin's Quality Rating and Improvement System for child care.

<http://dcf.wisconsin.gov/youngstar/>

Information on Department of Public Instruction Programs

<http://www.dpi.wi.gov/>

Information on the history of Wisconsin's collaborative efforts and issues

This information is highlighted on the Wisconsin Early Childhood Collaborating Partners website.

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

Information on 4K in Wisconsin

<http://www.dpi.wi.gov/ec/ec4yrbpag.html>

Information on children with disabilities - Wisconsin Early Childhood Collaborating Partners website

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

Information on Wisconsin Early Childhood Special Education Services at Department of Public Instruction

http://ec.dpi.wi.gov/ec_ecspedhm

Information on Head Start and Early Head Start in Wisconsin

www.whsaonline.org

Information on the Wisconsin Head Start State Collaboration Office

<http://whsaonline.org/about-head-start-collaboration-offices/wisconsin/>

Learning to Read: Early Warning! Why Reading by the End of Third Grade Matters

A KIDS COUNTS Special Report from the Annie E. Casey Foundation, 2010, includes recommendations on the need for a coherent system of early care and education.

<http://datacenter.kidscount.org/includes/PDF%20of%20Special%20Report%20Printer%20Friendly.pdf>

National Resources on Serving Children with Disabilities

The National Early Childhood Technical Assistance Center

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

