Building Blocks for Wisconsin's Future:

The Foundation for an Early Childhood System

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for Wisconsin's Future

The Foundation for an Early Childhood System

This report was developed in collaboration with

the Early Childhood Advisory Council, the Department of Children and Families,

and the Department of Public Instruction.

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Tony Evers, PhD, State Superintendent

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Building Blocks for Wisconsin's Future: A Foundation for an Early Childhood System

Letter from Co-Chairs

Dear Governor Walker:

We are pleased to provide you with the fourth 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 2013.

Highlights of last year include:

- Provided advice on supplemental funding for the Race to the Top – Early Learning Challenge (RTT-ELC) application.

- Participated in significant planning to develop the Early Childhood Longitudinal Data System which is designed to monitor children's status and use data to improve policies and programs.

- Supported local early childhood community collaborations through the American Recovery and Reinvestment Act (ARRA) and funded 16 different early childhood collaboration projects state-wide to help shape the RTT-ELC funding to support a public-private partnership, a recommendation from the ECAC for the last four years.

- Identified professional development efforts that will ensure a higher quality early childhood workforce.

- Received national attention for Wisconsin's "Blueprint" developed in 2012; and developed a more articulated set of tip sheets that grew out of the "Blueprint" that produced a roadmap for aligning the screening and assessment process for young children.

The ECAC is poised 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 vision of the ECAC that "all children are healthy, safe, nurtured, and successful." We know that getting children off to a great start has significant 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

Building Blocks for Wisconsin's Future: A Foundation for an Early Childhood System

Executive Summary

hildren'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 (see Appendix B for a summary of key research). Systemic, coordinated, and sustained efforts are needed to help Wisconsin children get off to a great start.

Last year, efforts were made to revisit the original purpose of the ECAC and to review the legacy of collaboration that served as the foundation for ECAC success; and that helped to lay the foundation for a successful initial and supplemental grant application for the Race to the Top – Early Learning Challenge (RTT-ELC) effort now underway. Efforts continue to be guided by the overriding goal that "every child will be healthy, nurtured, safe, and successful." The ECAC work continued to be supported through the first six months of 2013 with American Recovery and Reinvestment Act (ARRA) funds. The ARRA grant prepared a strong foundation for the foundational strategies rolled out of the RTT-ELC grant in 2013. The RTT-ELC now provides a critical funding source for early childhood system-building efforts, particularly those focused on quality early childhood education and professional development.

The system-level strategies identified continue to shape the state'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 2014 include:

- Increase and coordinate screening and assessment for young children.

- Develop an Early Childhood Longitudinal Data System (EC-LDS).

- Establish a foundation for 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.

"Starting at Kindergarten is too late. Language and literacy development begins at birth, and gaps in achievement appear well before kindergarten entry. Effective early care and education programs for infants and toddlers, and preschoolers can help close the gap."

— National Governors Association, "A Governor's Guide to Early Literacy: Getting All Students Reading By Third Grade"

n 2013, the ECAC advanced several important recommendations that continue to shape the early care and education landscape. Major efforts followed recommendations articulated in the ECAC reports issued in 2010, 2011, and 2012 and led to the state achieving the following:

- **Secured supplemental funding and implementing the RTT-ELC Grant.**

- **Elevated the importance of early learning through the Office of Early Learning created in the Department of Public Instruction (DPI).**

- **Created a series of bilingual fact sheets on screening and assessment and received national recognition for the "2012 Blueprint for a Comprehensive Screening and Assessment System for Young Children."**

- **Began development of the EC-LDS.** Initial support was from ARRA funding.

- **Further defined a Public – Private structure using RTT-ELC support.**

- **Updated ECAC Operating Principles.** Principles will be finalized in 2014 and 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 in 2013 included the following:

- **Tribal Listening Session in May 2013.** Tribal leaders and key early childhood stakeholders were brought together to discuss what is working well in early childhood, barriers to collaboration, and ideas for how to more effectively work together in the future.

- **Screening and Assessment Tip Sheets/Translation into Spanish.** Spanish-speaking populations and child care programs were provided access to critical information about a variety of key screening and assessment topics.

- **A Higher Education Scan.** Scan was completed with support and jointly authored by the University of Wisconsin-Madison Waisman Center and University of Wisconsin-Milwaukee. Strategic priorities for further aligning early childhood career opportunities and career paths were articulated.

- **Professional Development Coordination Efforts:**

  - Staffing support for the EC-LDS efforts over the last two years through ARRA has led to the current plans for implementation.

  - A professional development consultant position to coordinate cross-system efforts is now supported through RTT-ELC funding.

  - The Wisconsin Career Guide has been significantly updated and is available as an online searchable resource.

  - Fifty-two Wisconsin Model Early Learning Standards fifteen hour training sessions for over 1,000 early care and education professionals were implemented across the state.

  - Six Pyramid Model training sessions for nearly 300 early care and education and family support professionals were sponsored through ARRA funds across the state.

  - Support to the Registry allowed more than 900 child care professionals to cover the cost of new or renewed Registry Certificates.

  - Cross sector trainers and consultants were supported in their role through community of practice meetings on the state and regional level.

- **Two-to-Three Star Project – YoungStar.** Significant movement has been seen in programs moving from two to three stars. An intensive pilot project with Milwaukee Area Technical College worked with 251 providers offering intensive training and technical assistance to help identify barriers to moving from two to three stars.

- **Support of an EC-LDS Data Roundtable.** More than 70 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 supported 16 local early childhood system-building collaborative efforts across the state that were very successful in leveraging private resources and offered important lessons and collaborative models supporting healthy child development and learning. A full report can be found at: *http://dcf.wisconsin.gov/ecac/pdf/ECAC_meeting_061113.pdf*. A survey was begun to collect information on the various early childhood councils throughout the state, it can be found at: *http://www.collaboratingpartners.com/councils-partnerships-about.php*.

- **Family and Community Partnership Survey.** This survey identified successful components of collaboration and barriers to collaboration and will be used to develop an online compendium of best practices in 2014.

- **Oral Health Survey.** This survey identified gaps in services, promising practices, and opportunities for future collaboration to better meet early childhood oral health needs.

- **Spanish Radio Ads for Obesity Prevention Efforts.** Efforts were supported to raise the awareness of Spanish-speaking child care programs and families about the importance of healthy eating and physical activity.

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

- **YoungStar updates.** The YoungStar program has been fully operational for nearly two years. The success of the program is shown by increased participation of children in higher star levels – of particular significance is that 58% of children in Wisconsin Shares that live in Milwaukee were participating in three star or above programs and 65% statewide.

- **Four-year-old kindergarten (4K) is now offered in more than 93% of school districts, with approximately 25% of those districts using community approaches** that partner with child care centers and Head Start programs to bring 4K into community settings.

- **The Phonological Awareness Literacy Screener (PALS) Implemented to Assist Children and Teachers in the 2012-2013 School Year.** The state moved forward in early literacy screening based on initial recommendations from the Read to Lead Task Force. State school districts are now required to use PALS to determine children's literacy status and to facilitate improved literacy instruction for children in grades 4K through 1st grade.

- **Infusion of Home Visiting Resources.** An additional $8.4 million of federal funding secured to expand existing programs as well as add evidence-based home visiting programs in three communities identified in the 2010 Home Visiting Needs Assessment.

- **Strengthened Collaboration between Head Start and Child Welfare.** A "Finding the Third Way" event brought together partners from child welfare and Head Start to discuss working together more collaboratively. The intent is to improve communication, coordination, and access for children in child welfare to quality early learning opportunities in the Head Start program.

"A whole-systems approach includes an emphasis on: primary and preventive health care; early intervention; and, quality early care and education. With a coordinated, systemic response in each of these areas, families and communities are better able to prepare their children for a lifetime of learning."

Build Initiative

- **Child Welfare/Education Collaboration Grant.** This joint effort between DPI and Department of Children and Families (DCF) is working at several levels to deepen the understanding of the educational outcomes and needs of children in out-of-home care. A pilot to develop an information exchange portal is being implemented with Dane County Human Services and the Madison Metropolitan School District. State agencies are working with the University of Wisconsin Institute for Research on Poverty to link and analyze child welfare and education data. The technology created through this partnership will help to provide critical information about child well-being to school officials and child welfare workers, to assist in earlier intervention to support school success for children in out-of-home care. Pilot project efforts will also help inform the creation of the EC-LDS.

- **Care4Kids was established for strengthening health care access and support for children in out-of-home care.** 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. Demonstration programs in six Southeastern counties will begin in January 2014.

- **Received approval for the IV-E waiver to focus on the highest risk, youth population to reduce the recurrence of abuse and neglect and reduce re-entry into the child welfare system.** Wisconsin's Post-reunification Support (P.S.) program is designed to reduce re-entry into the child welfare system and improve the safety and well-being of children that have reunified with their family after living temporarily in out-of-home care.

- **Families and Schools Together (FAST) Early Childhood Pilot Program Initiated.** FAST helped Milwaukee and Beloit to support and track how intensive supports and parent engagement assist families to better nurture their children and improve child and family outcomes.

Building on a Legacy of Collaboration

- The year provided an opportunity for the council to refresh its collective memory of the strong foundation and legacy of collaboration on which the current system-building work is founded on.

- Bringing State Leadership to the table – Nearly 20 years ago, the first major cross-sector leadership gathering of high-level leaders met at WingSpread for the "Where Care and Education Converge" Conference.

- Creation of Wisconsin Early Childhood Collaborating Partners in 2005 – Development of a mid-level state structure where program managers from cross-sector department programs met on a regular basis to to identify barriers to collaboration.

- Identification of Key Issues – Fragmented service delivery, duplication of effort, gaps in services, children being shuttled between settings, labeling children in order to receive services, and affordability and access issue for families.

- Initial Vision – "A blended system of high-quality, comprehensive early childhood care and education for every child and family who wants it."

- Creating a Structure – State mid-level staff and regional action networks to assist at the regional level.

- Establishing an Early Childhood Cross-System Collaboration Action Plan – First launched in 2002-2003.

- Expanding Stakeholders – Reaching beyond child care and Head Start to connect with key health care, home visiting, and other partners.

- Alignment of Action Plan with Early Childhood Comprehensive Systems Federal Grant.

- Identification of Core Focus Areas - Professional development, healthy children, home visiting, and family support.

- ECAC officially created by the Governor formed in 2007.

- System Assessment on early care and education conducted to guide ECAC Work: *http://dcf.wisconsin.gov/ecac/pdf/assessment_report.pdf*.

- ARRA funds support key cross-system efforts that lay the foundation for successful RTTT-ELC effort.

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A Year of Change - Wisconsin's Evolving Structure

The previous year provided an opportunity to celebrate and reflect on the work of the ECAC as well as look forward to new and emerging initiatives that grew out of the ECAC such as implementation of the RTT-ELC, the EC-LDS, and articulation of a model for the Public-Private Board. It also marked the end of funding tied specifically to ECAC efforts through the ARRA funding stream.

Wisconsin was judicious in the use of ARRA funds over three years so that important initiatives could be seeded and sustained beyond the grant funding, such as the EC-LDS, the Public-Private Funding Structure, and advancement of cross-sector professional development efforts. The RTT-ELC grant provided the perfect opportunity to demonstrate a strong foundation for supporting long-standing recommendations and provides a key funding source for major components of the ECAC overall goal that every child will be healthy, nurtured, safe, and successful.

A retreat was held in 2013 to revitalize and sharpen the focus of the ECAC to plan for its activities in the absence of ARRA resources and to reflect about the most effective use of the council's advisory capacity as a guide to early childhood system-building efforts.

"The earliest years of life are a period of incredible growth. Infants need a number of important inputs to properly shape their brains and build a healthy foundation for life, including consistent relationships with caring adults and adequate health and developmental supports. Research is clear that high quality child care with warm, responsive, and skilled caregivers; healthy and safe environments; and, linkages to community supports help promote healthy development for infants and toddlers and create a strong base for the future."

Center for Law and Social Policy, 2013

Several key recommendations emerged from the retreat.

- Ensure that activities align with original and continuing Executive Order that establishes and prescribes the ECAC role.

- Revise and clarify the structure of the ECAC via revising the ECAC Operating Principles. The council voted on the revised principles in December 2013, and they will be put into effect in 2014.

- Explore expanding the scope of the ECAC to focus on birth to age eight. This aligns Wisconsin's work with research and a growing national movement and recognition of the importance of a continuum of services birth through grade 3.

WI Structure for Early Learning and Development

WI Governor's Early Childhood Advisory Council

ECAC Steering Committee

ECAC System Interventions - Focus Areas and Project teams

Comprehensive Screening and Assessment System	Data Alignment	Public Private	Families & Communities	Health & Safety	Quality Early Learning

Project Team: Screening & Assessment	Project Team: Recreated as State EC LDS Governance Team	Project Team: Public-Private Partnership**	Project Team: Family & Community Partnerships	Project Team: Obesity Prevention	Project Team: Preventive Oral Health	Project Team: Professional Development Initiative

NOTE: Steering Committee members serve as liaisons to Project Teams. State departments staff may appoint appropriate staff to Project Teams. Teams communication is supported by collaboratingpartners.com, and WECCP listserv. Associations and related groups have an opportunity to participate in a project team by indicating interest to the Steering Committee member chair or the project team leader.

☐ ECAC Systems

☐ Focus Areas

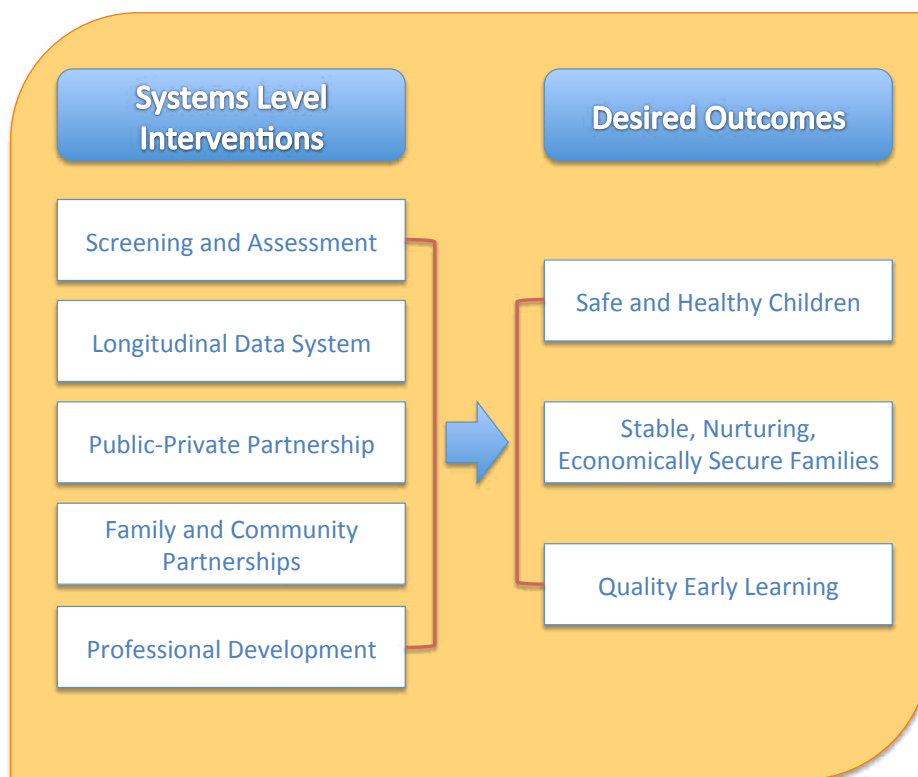**Building Blocks for Wisconsin's Future: A Foundation for an Early Childhood System**

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

isconsin 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 and continues to reflect how Wisconsin believes it can meet 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.

Systems Level Interventions

- Screening and Assessment
- Longitudinal Data System
- Public-Private Partnership
- Family and Community Partnerships
- Professional Development

Desired Outcomes

- Safe and Healthy Children
- Stable, Nurturing, Economically Secure Families
- Quality Early Learning

"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

The ECAC continues to follow the model articulated in 2012 to demonstrate overall progress toward improving the well-being of young children and families.

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.

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

Progress

- Better data to track children across programs and time spans

- Increased percent of children that receive appropriate screening at key developmental stages

- Increased public and private investments in early childhood

- Decreased number of young children in multiple out-of-home placements

- Increased number of evidence-based programs/services

- Decreased number of young children expelled from early childhood programs

Measures

- Percent of young children enrolled in high quality early childhood programs

- Percent of young children with disabilities or other special needs referred for special services

- Percent of kindergarten students assessed using PALS that met or exceeded the benchmark

- Percent of young children with health insurance

- Percent of young children fully immunized

- Percent of young children who are obese

- Percent of young children in poverty

- Percent of young children with substantiated child abuse/neglect

- Percent of young children in multiple out-of-home placements

Recommendations for 2014

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.

2012 Recommendations and 2013 Progress

Implement strategies to institute the timeline recommendations in the "Blueprint for a Comprehensive and Aligned System for Screening and Assessment of Young Children."

- Extensive work to develop the best practices template based on the Blueprint including newborn blood screening, maternal depression, hearing, vision, blood lead content, obesity, oral health, autism, and general developmental screening.

Develop strategies and promote more consistent and effective cross-system screening and assessment processes within communities.

- Developed and promoted awareness of tip sheets on a community approach to developmental screening and posted them online.

- Translated the tip sheets into Spanish.

- Increasing connections with local efforts focused on screening and assessment

Promote the Blueprint recommendations within the various state programs.

- The Blueprint was shared with all key departments and the ECAC, as well as receiving national attention.

- Wisconsin was asked to share the effort and Blueprint at the regional meeting sponsored by the Great Lakes Comprehensive Center, Midwest Comprehensive Center, and the Center on Enhancing Early Learning Outcomes (CEELO).

"Early nurturing, learning experiences and physical health from birth to age five greatly impact success or failure throughout one's life. Quality early childhood education packages cognitive skills with the character skills necessary for later achievement—attentiveness, persistence, motivation, self-control, and team work. This is the foundation on which children build their lives, families build their upward mobility, and the nation builds a stronger, more resilient and adaptable workforce."

First Five Years Fund

Continue to disseminate and train early childhood providers across systems in evidence-based developmental screening to increase implementation of a regular schedule of screenings and assessments for young children.

- Development and dissemination of "An Early Childhood Balance System of Screening and Assessment by Purpose Table."

Develop support for collaborative approaches to preventive oral health services.

- Best practices template for oral health screening and assessment developed and shared with key stakeholders.

- Oral health survey conducted to find best practices in oral health and to identify barriers to comprehensive early oral health services.

Continue to align and integrate developmental screening initiatives with 4/5 K assessments emphasizing use and purpose of results.

- DPI Task Force on Screening and Assessment continues to look at this.

- Learning from PALS early literacy process now in place.

Begin exploration of the potential for identifying and implementing a future comprehensive kindergarten assessment process:

- Learning from local initiatives how this is working and how it may be replicated.

- Small pilot project supported through supplemental RTT-ELC funding.

Recommendations for 2014

- Prioritizing key areas for action.

- Continue to identify opportunities that will increase access to screening and assessment and also connect families to services.

- Continue to identify local efforts focused on screening and assessment; and strengthen connections to these efforts to share learning and best practices.

- Connect to other ECAC Committees to leverage additional opportunities to collaborate cross-sector. Explore how screening and assessment information could be integrated into EC-LDS in the future.

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.

2012 Recommendations and 2013 Progress

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).

- A sustainable EC-LDC Data Governance Structure has been developed and was discussed and detailed at a June governance workshop. A cross-departmental work group is tasked with developing a sustainable data governance structure, including recommendations regarding roles and responsibilities, as well as processes.

Begin building the DHS Division of Public Health Customer Hub.

- Efforts are underway to develop the DHS Customer Hub.

Begin strengthening and linking related data systems in DCF.

- Efforts are underway to link disparate data systems, define business requirements that will drive technical needs, and improve and standardize internal data governance at DCF.

Explore use of unique identifier across multiple data systems (select matching tool).

- An identity resolution (matching) tool has been selected and is currently under development. It is expected to be completed in 2014.

Complete data linkage testing across early childhood programs in DHS/DCF/DPI.

- Initial testing has begun, and efforts are in progress

### Launch initial public dashboard on initial key indicators.

- The timeline for the public dashboard is 2014.

"Regular developmental screenings are vital to identifying and addressing delays that can seriously impede typical maturation. Research shows that early intervention has proven benefits."

Annie E. Casey Foundation, "Kids Count Policy Report: The First Eight Years"

Recommendations for 2014

- The ECAC recognizes that this project has transitioned into a critical piece of cross-state infrastructure that will provide a valuable source of information to guide future system building efforts as such a subcommittee of the ECAC was dissolved in 2013.

- In lieu of an ongoing committee, it is recommended that the ECAC remain apprised of key developments in the EC-LDS, and when feasible be consulted about key future decisions in the development of the system.

- Ensure that components developed remain consistent with ECAC approved goals.
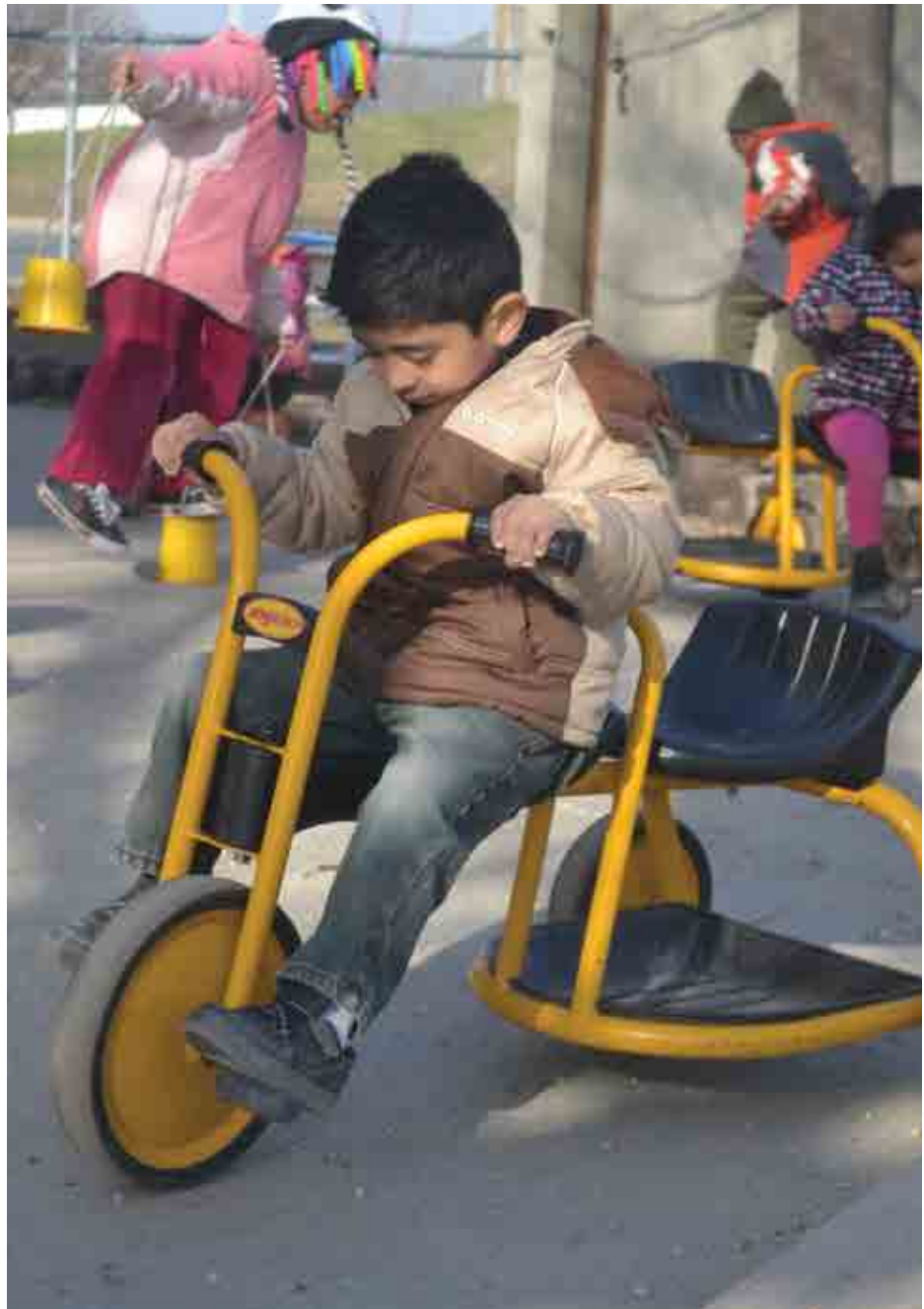
Public-Private Funding Structure

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.

2012 Recommendation and 2013 Progress

Use lessons learned from prior early childhood system grantees to help develop robust local infrastructures to support creating public-private funding structure.

- The initial grants were based on those three primary goal areas established by the ECAC – healthy and safe children, strong and nurturing families and communities, and children ready to succeed. This may be changed for subsequent grants based on other ECAC priorities.

- A potential local infrastructure was articulated as part of the state overall plan.

Develop specific options for a public-private entity to be shared with RTTT-ELC implementation team.

- In January 2013, a group of business and civic leaders, followed by a meeting of ECAC members, with a strong component of public-private partnership (PPP) work group developed recommendations that:

  - Leaned toward a board that was independent.

  - Provided grants based on the three primary areas established by the ECAC: early learning, health, and family engagement – these could be changed as further ECAC priorities are adopted.

  - Recommended that members of the board have a strong contingent from business and philanthropy.

- Building on the successes and lessons learned from the Investing Early grant process, RTT-ELC leadership consulted with more than 30 key stakeholders throughout the state and several nationwide experts to develop an action plan for implementing a PPP. This approach was presented to the ECAC in December 2013, to seek comment and additional guidance. Building on the local success of the Investing Early grants, the plan focuses increased emphasis on local fundraising strategies. The plan also puts emphasis on nurturing successful local coalitions based on the recognition that successful coalitions are necessary for engagement with private funding sources and long-term relationship building.

"Being ready for kindergarten affects everything that follows. The connections from preschool to third grade reading proficiency to high school completion—a bare-minimum requirement in today's economy—could not be clearer."

— John Pepper, former CEO
Procter & Gamble

Provide recommendations about funding structure, governance, and operation to be shared with the ECAC and RTTT-ELC Leadership.

- Recommendations were provided to RTT-ELC leadership.

- Building on ECAC recommendations and experiences, the RTT-ELC recommendations focus on strategic assistance to strengthen and foster local coalitions in addition to targeted financial support.

- The RTT-ELC proposal emphasizes linking local coalitions across the state and the establishment of a common statewide message and brand.

Explore methods to provide technical assistance to local communities to form early childhood collaborations.

- The proposal for the public-private board that has been approved has a heavy emphasis strengthening local coalitions and building their capacity to engage local private support.

Establish accountability measures for funded early childhood community system initiatives.

- In alignment with RTT-ELC, Scope of Work was established.

- Sixteen funded efforts supported by ARRA were able to more than double the resources initially provided by the state. Several successes were reported at the local level around collaborative early childhood efforts. Learning from these sites has informed evolving public-private system development efforts. The final report can be found online - *http://dcf.wisconsin.gov/ecac/pdf/ECAC_meeting_061113.pdf.*

Explore alignment with Read to Lead Task Force Board.

In progress.

Implement mechanism to determine Return on Investment.

In progress.

Recommendations for 2014

- Establish a state public-private funding strategy that will include a common statewide message and brand, a linked system of local coalitions, and a state-level board guiding a multi-faceted effort to strengthen local coalitions using new tools, strategies, and models to assist their fundraising and engagement capacities.

- Continue to facilitate identification and sharing of best practices for local community efforts.

- Ensure that ECAC has input into next phases of public-private partnership planning and implementation efforts.

Supporting Families and Community Partnerships

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

2012 Recommendations and 2013 Progress

Identify best family and community partnership practices statewide, and begin the development of an online best practices resource compendium.

- Two Family and Community Partnership (FCP) surveys were designed and disseminated to help the FCP Project Team: (1) understand the extent to which early childhood programs partner and engage with families; and (2) identify specific strategies that reinforce the principles of family engagement and community partnerships. A final report outlining FCP survey results was completed in June 2013.

- The FCP surveys were the first phase of an effort to develop a compendium of practices to be shared with early childhood programs across the state.

Provide incentives for early childhood programs to implement evidence-based family partnership and parent leadership programs.

- RTT-ELC grant funds have been used to hire a full-time family engagement facilitator at DCF, and approval is pending to hire a full-time FCP consultant in the Office of Early Learning at the DPI.

- Secured additional federal funding for expansion of existing state-supported evidence-based home visiting programs and added new programs in three high-need communities.

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, and Community Engagement Framework.

- Parent training modules for the Wisconsin Model Early Learning Standards were developed and disseminated.

- Efforts to incorporate the Head Start Parent, Family, and Community Engagement Framework into YoungStar were initiated.

- The Head Start and Early Head Start Relationship-Based Competencies framework has been integrated into the work of the Professional Development Initiative's Cross-Sector Competency Work Group.

"In many (early childhood) community collaboratives and agencies, families are not currently engaged in programmatic or policy decisions. The programs that successfully engage families in higher-level decision-making report that family perspectives are valuable to service design and program outreach."

Wisconsin Family and Community Partnership Survey, 2013

Provide training and technical assistance to early childhood and family support providers regarding strategies to more effectively partner with parents and caregivers:

- DCF has begun development of this work.

Consider expansion of the Milwaukee County Head Start Child Welfare MOU and other models that promote collaboration between early childhood and child welfare systems.

- A survey of child welfare staff was conducted to determine priorities for training and technical assistance in support of Head Start/child welfare partnerships.

- The Finding Your Way collaboration event for Head Start and child welfare staff focused on strategies to strengthen partnerships across the two systems.

Recommendations for 2014

- Seek opportunities to share results of the FCP Survey and facilitate use in planning at the state, community, and program levels.

- Continue development of an online compendium of best practices in FCP.

- Work collaboratively with the Family Engagement staff at DCF and DPI to achieve relevant RTT-ELC grant goals.

- Continue to facilitate cross-sector partnerships to support young children in the child welfare system.

Cross-Sector Professional Development

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

2012 Recommendations and 2013 Progress

- Higher Education Scan completed – The scan identified key opportunities, potential gaps in services, and key career pathways for early childhood educators. See full scan at: *http://dcf.wisconsin.gov/ecac/pdf/EC_Higher_Education_PD_Scan_Full_Report_10_2013.pdf.*

- Wisconsin's Career Guide has been updated and is now available online as a searchable document. Please see: *http://www.collaboratingpartners.com/professional-development-career-guide.php.*

Develop recommendations for cross-sector alignment across DHS, DPI, and DCF.

- The Higher Education Scan articulates some of these opportunities, e.g., identifies ways to improve coordination and collaboration in higher education.

- Support from RTT-ELC has allowed the continuation of a Professional Development Coordinator that continues efforts with the cross-sector Professional Development Initiative Group.

- Progress on articulation continued in 2013 with the Wisconsin Technical College System, the University of Wisconsin System, and the Wisconsin Association of Independent Colleges and Universities.

Review and revise Wisconsin's cross-sector core competencies to ensure alignment and integration with statewide professional development efforts.

- Wisconsin Core Competencies were reviewed and revised; and competencies for Technical Assistance providers were developed with a broad cross-sector work group.

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, which is a comprehensive and intensive educational program for early care providers to learn specific skills and strategies to support healthy social and emotional development.

- Partial costs were underwritten for ten individuals to successfully complete the program. All of these individuals are currently working in early childhood settings with a comprehensive set of skills.

"Schools, colleges, and departments of education in higher education institutions throughout Wisconsin are increasingly aware of and responding to the growing early care and education workforce needs. This includes creating opportunities to increase the number of early childhood professionals in the state who have a bachelor's degree…however, schools, colleges, and departments of education are finding that they do not have the capacity to meet growing community needs as they are understaffed and under resourced at all levels."

*Wisconsin Early Childhood
Higher Education Scan*

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.

- Support allowed The Registry to cover the cost of new or renewed Registry Certificates for 929 individuals in the child care field.

Consider strengthening the requirements in YoungStar and regulations for nutrition and physical activity.

- Changes are still being considered for child care licensing and YoungStar.

Further expand Wisconsin Model Early Learning Standards (WMELS) and Pyramid Model training, include training and assistance with curriculum alignment.

- ARRA resources supported six additional training opportunities in the Spring of 2013.

- A pilot project with a number of districts using the process found at *http://www.livebinders.com/play/play?id=918355* for aligning WMELS and the Common Core State Standards for literacy. We are promoting this process with other districts during this year.

Increase the capacity of training and technical assistance providers to support mentoring, coaching, consultation, peer-to-peer, and reflective practices.

- In process, will be strengthened in 2014 with RTT-ELC funding.

- Wisconsin has hosted a statewide network state meeting and many of the concepts related to these topics. In RTT-ELC we are also developing a state structure for cross-sector professional development that will incorporate some of these concepts.

Recommendations for 2014

- Ensure that the Professional Development Initiative and partners work closely with DPI in developing the teacher licensing re-design.

- Develop a Wisconsin Cross-Sector Professional Development System Portfolio to provide a foundational document that defines the systems and help track changes as they occur.

- Continue to build a structure for consistent development for Training and Technical Assistance (TA) in the areas of training, technical assistance, mentoring, coaching consultation, professional development, peer-to-peer TA, and reflective practice.

- Conduct a Cross Sector Professional Development Component Scan.

- Recommend a proposed structure for aligned professional development.

- Plan for Wisconsin Higher Education Articulation Summit in 2015.

Looking Ahead to 2014

High level recommendations include:

- Implement revised ECAC Operating Principles.

- Ensure stronger cross-sector connections and communication by more regularly convening project teams with the ECAC Steering Committee.

- Continue efforts to broaden and deepen engagement of tribal early childhood leaders.

- Explore the implications for expanding the scope of the ECAC to Birth to age 8 in terms of resources, membership, related data, and coordination needs.

- Continue to strengthen efforts to identify and address barriers between cross-system coordination efforts.

- Explore branding of early childhood system development efforts.

- Track progress in key areas of early childhood including early learning, health, and strong families that contributes to a public dashboard and aligns with work of the EC-LDS.

"Linking child-level data with K–12 and other key data systems allows policymakers to track the progress of children over time as well as better understand relationships among ECE programs and other child development programs and services."

Early Childhood Data Collaborative, 2013

Building Blocks for Wisconsin's Future: A Foundation for an Early Childhood System

Appendix A

2013 Members of Wisconsin Governor's State Advisory Council on Early Childhood Education and Care

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

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

Therese Ahlers
Executive 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

Daniel Burkhalter
Executive Director
Wisconsin Education Association Council

Dave Edie
Education Policy Analyst
Wisconsin Council on Children and Families

Morna Foy
President
Wisconsin Technical College System

Delores Gokee-Rindal
Administrator
Red Cliff Early Childhood Center

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

Jill Hoiting
Co-Director
Programs and External Relations
Supporting Families Together Association

Jennifer Jones
Associate Director
Children's Trust Fund

Jill Keenlance
Parent Affiliate
Wisconsin Head Start Association

Peter Kelly
President and Chief Executive Officer
United Way Fox Cities

Kia LaBracke
Executive Director
Wisconsin Chapter of the
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

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

Kevin Moore
Deputy Secretary
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 (Retired)
University of Wisconsin System

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

Jon Stellmacher
Senior Vice President
Chief of Staff and Administration (Retired)
Thrivent Financial for Lutherans

Ann Terrell
Director
Division for Early Childhood Education
Milwaukee Public Schools

Edward Wall
Secretary
Wisconsin Department of Corrections

Rolf Wegenke
President
Wisconsin Association of
Independent Colleges and Universities

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

**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 this fact. "Early experiences determine whether a child's brain architecture will provide a strong or weak foundation for all future learning, behavior and health."

Wisconsin has a High 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.

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.

- 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."

Capitalize on Early Care and Education System-Building Support with RTTT-ELC

- Wisconsin can use the renewed attention focused on early childhood that will be made available through the RTT-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.

Appendix C

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 Wisconsin Department of Public Instruction State Superintendent Tony Evers. The council's 2013 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 underrepresented 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.

Building Blocks for Wisconsin's Future: A Foundation for an Early Childhood System

Appendix D

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

The vision of the ECAC is premised on the more than 30 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, 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.

CHILDHOOD LEAD POISONING PREVENTION	CHILD AND ADULT CARE FOOD PROGRAM	WI SHARES (SUBSIDIZED CHILD CARE)	HEAD START/ EARLY HEAD START	
WI KIDS (CHILD SUPPORT)	FOSTER CARE/ KINSHIP CARE	4K (DISTRICT/ PARTNERSHIPS)	YOUNGSTAR (QUALITY RATING SYSTEM)	
CHILDREN AND YOUTH WITH SPECIAL HEALTH CARE NEEDS	WI WORKS (W2)	HOME VISITING	EARLY INTERVENTION	BADGERCARE PLUS
FOODSHARE	CHILDREN'S TRUST FUND	WIC	KINDER-GARTEN	IMMUNI-ZATIONS

Appendix E

Wisconsin's Early Childhood Advisory Council Operating Principles

ECAC Website: *http://dcf.wisconsin.gov/ecac/*
Revised for 2014 Implementation

Executive Order and 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 Executive Order was renewed by Governor Scott Walker in 2011. The ECAC builds upon the work of the Wisconsin Early Childhood Collaborating Partners, the Children's Trust Fund Board, Partners for Wisconsin Economic Success, Wisconsin State Birth to 3 Interagency Coordinating Council, and other organizations interested in early childhood education and care.

Defined 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.

ECAC Approved Foundations

- **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.

- **Priorities:** Priorities of the ECAC are that children are safe and healthy; their families are stable, nurturing, and economically secure; and families have access to quality early learning.

- **System components:** The ECAC is dedicated to creating a unified system including early care and education, safe and healthy children, mental health and socio-emotional well being, parenting education, and family support.

- **Guiding principles:**

  - CHILDREN: Our primary focus is on the best interests of Wisconsin's children, whose early years are crucial to their success.

  - PARENTS: *Parents* are the primary decision-makers, teachers, and advocates for their children.

  - COMMUNITIES: *Communities* must provide integrated quality services to ensure children's education, physical and mental health, 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 early childhood services.

  - PUBLIC POLICY: Wisconsin *public policy* should support blended funding streams to create comprehensive systems.

Membership:

- Members of the ECAC are appointed by the Governor as per federal requirements and the Executive Order. The Head Start Act of 2007 specifies organizations that should be represented.

- The Governor's appointed Co-Chairs are the Secretary of the Department of Children and Families and the State Superintendent of the Department of Public Instruction.

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 member 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 delegate a substitute should 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 the part of the member. Reoccurring absences may result in a withdrawal of appointment.

Voting:

- Each ECAC member is entitled to one (1) 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 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, achievements, and future opportunities.

Public Meetings:

The ECAC and Steering Committee meetings are open to the public.

- 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, with the actual time limit depending on the number of speakers registered.

- Non-ECAC members are welcome to attend ECAC meetings. Visitors shall not occupy seats at the ECAC table, but are invited to join staff in designated seating areas.

- During ECAC small group discussions, visitors may be asked to participate in groups with ECAC members or as separate input groups.

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 (1) month in advance of the next scheduled meeting. The Steering Committee will recommend and the ECAC Co-Chairs will determine and approve the final ECAC meeting agenda.

- Persons or organizations wishing to address the ECAC will be considered for inclusion on the agenda by making a request to the ECAC staff at least one (1) month before the next scheduled meeting.
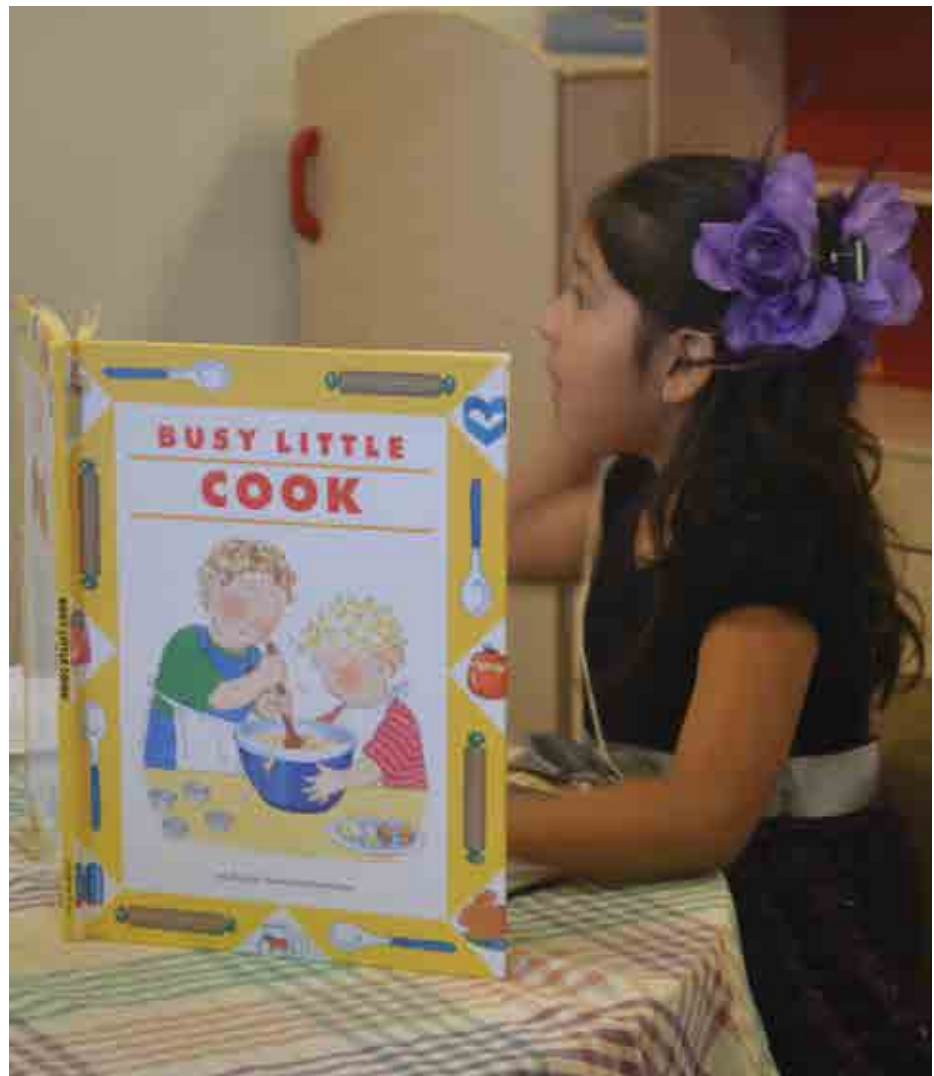
Structure:

Steering Committee:

In 2011, the ECAC combined three original committees into one (1) Steering Committee composed of the prior co-chairs for each committee. From these members, the ECAC Co-Chairs then appointed two (2) Steering Committee Co-Chairs, both ECAC members. Other members include at least one (1) senior manager from each of the three key state agencies – the Department of Children and Families, the Department of Public Instruction, and the Department of Health Services – who serve as staff to the ECAC and the Steering Committee. The ECAC Co-Chairs may review and make changes to the membership and responsibilities of the Steering Committee based on the priorities of the ECAC.

The Steering Committee is 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, assessing, and advising the ECAC Co-Chairs on all recommendations for consideration by the ECAC.

- Making recommendations to the ECAC Co-Chairs on ECAC meeting agendas.

- Drafting the annual report to the Governor, including 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. In addition, the Steering 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.

Project Teams:

The ECAC shall designate Project Teams as needed 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 Project Teams will be maintained on the official ECAC website.

The Steering Committee will help create the Project Teams' overall purpose statements and offer suggestions for membership. Project Teams will serve to inform and make recommendations to the ECAC.

- A member of the Steering Committee/Staff Team will be assigned to be a liaison between the Steering Committee and the Project Team.

- The Steering Committee and Project Team Co-chairs will meet quarterly to assure coordination and collaboration among efforts and support the flow of information.

Each Project Team will have at least two (2) 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 utilize the reporting template to provide reports on their progress at the quarterly meetings with the ECAC Steering Committee.

- Project Team progress and updates are described in the annual report.

- Project Teams may have additional reports and/or recommendations that are submitted to the ECAC Steering Committee. The Steering Committee makes recommendations to the ECAC Co-Chairs with regard to which reports and recommendations should be submitted to the ECAC. If reports are submitted, the ECAC will decide whether to approve the Project Teams recommendation and/or adopt the recommendation as that of the ECAC.

Project Team membership should be designed to create a balance of ECAC members/designees and non-members serving on Project Teams. Each Project Team will consist of membership from:

- ECAC members/designees;

- related program areas within state departments;

- relevant agencies and associations;

- established input groups; and

- other stakeholders.

Cross-Department Staff Resources:

The ECAC Co-Chairs will each designate lead department staff to serve as resources to support the work of the ECAC, Steering Committee, as well as to the related Project Teams. Other state department member agencies may also designate lead staff to the Steering Committee and staff related to Project Teams. Each department will designate staff to Project Teams in relationship to the team charge and the agencies' related role. Staff is not eligible to vote on any matters of official ECAC business.

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.

Co-Chairing Departments Lead Staff Role

Expectations for staff include the following:

- Attend all ECAC meetings.

- Ensure that minutes are taken and distributed.

- Make necessary meeting arrangements.

- Support the Steering Committee and Project Teams and other duties as needed by the ECAC.

- Support and assist the Steering Committee, including communication between the committee, state agencies, and ECAC Co-Chairs.

Member Departments Lead Staff Role

Expectations for staff include the following:

- Attend all ECAC meetings.

- Support and assist the Steering Committee, including communication between the committee and state agencies.
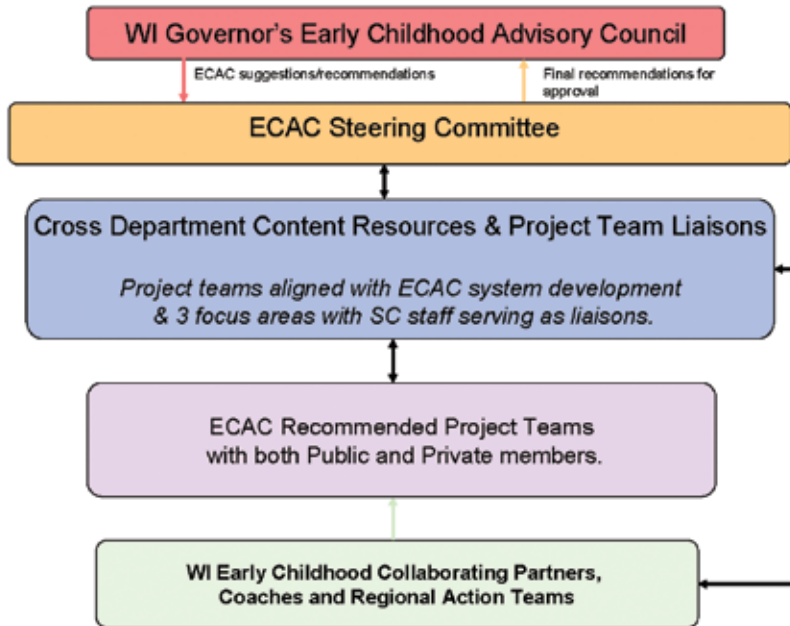
Project Team Staff Role

- Attend assigned Project Team meeting, acting as a liaison between the department and the Project Team (as further described in the Project Team section).

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.
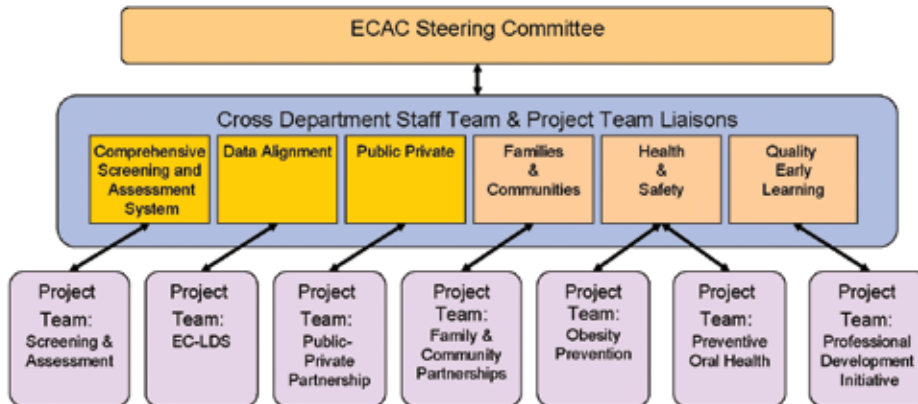
WI Structure for Early Learning and Development

WI Governor's Early Childhood Advisory Council

ECAC suggestions/recommendations | Final recommendations for approval

ECAC Steering Committee

Cross Department Content Resources & Project Team Liaisons

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

ECAC Recommended Project Teams
with both Public and Private members.

WI Early Childhood Collaborating Partners, Coaches and Regional Action Teams

*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.

ECAC Steering Committee

Cross Department Staff Team & Project Team Liaisons

| Comprehensive Screening and Assessment System | Data Alignment | Public Private | Families & Communities | Health & Safety | Quality Early Learning |

| Project Team: Screening & Assessment | Project Team: EC-LDS | Project Team: Public-Private Partnership | Project Team: Family & Community Partnerships | Project Team: Obesity Prevention | Project Team: Preventive Oral Health | Project Team: Professional Development Initiative |

*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

Section to be completed by the ECAC Steering Committee	
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:	
Section to be completed by the Project Team Co-Chairs	
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 F

Helpful Websites

Report References and Key Websites for ECAC Committees

2012 ECAC Report
http://dcf.wisconsin.gov/ecac/pdf/building-blocks-2012.pdf

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 Screening and Assessment 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/

Building Blocks for Wisconsin's Future: A Foundation for an Early Childhood System

Additional Helpful Early Childhood Resources

System-Building

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)
The 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. Promotes 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, 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://pewstates.org/projects/pre-k-now-328067

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://datacenter.kidscount.org/data#W1/2/0

Wisconsin's Early Care and Education Landscape: Planning for a Coherent System, 2009, provides an overview of early care and education in Wisconsin and options for a system plan.
http://www.wccf.org/new-wccf-paper-on-planning-an-early-care-and-education-system/

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 center, a 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/

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/oral-health.php?pg=59

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://continuingstudies.wisc.edu/pda/mental-health/infant

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://wichildrenstrustfund.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 2001National 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://dpi.wi.gov/

Information on the history of Wisconsin's collaborative efforts and issues
Highlighted on the Wisconsin Early Childhood Collaborating Partners website.
http://www.collaboratingpartners.com/

Information on 4K in Wisconsin
http://ec.dpi.wi.gov/ec_ec4yrpag

**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 DPI
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,*** Annie E. Casey Foundation, 2010, includes recommendations on the
need for a coherent system of early care and education.
*http://www.aecf.org/~/media/Pubs/Initiatives/KIDS%20
COUNT/123/2010KCSpecReport/AEC_report_color_highres.pdf*

**National Resources on serving children with disabilities: The National
Early Childhood Technical Assistance Center**
http://www.collaboratingpartners.com/disabilities-about.php