

**Connecting the Dots for All Wisconsin's Kids:
Strengthening Wisconsin's Birth to Five Early Childhood State System**

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PROJECT SUMMARY/ABSTRACT

Project Title: *Connecting the Dots for All Wisconsin Kids: Strengthening Wisconsin's Birth to Five Early Childhood State System*

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Under the leadership and vision of Wisconsin's Governor, WI is uniquely positioned to make meaningful and lasting improvements to its Birth to 5 (B-5) early childhood state system (ECSS). Building off its initial Preschool Development Grant Birth through Five (PDG) – which served as a catalyst to mobilize stakeholders, build new allies, engage in a thorough needs assessment (NA), and develop a strategic plan (SP) – WI has developed a comprehensive road map to further connect and expand services and supports for WI's youngest, most vulnerable and underserved children and families. The PDG Renewal Grant (PDG-R) will help WI advance its priorities as identified in its SP focused on addressing the pervasive challenges around equity, access, affordability, quality, and bolstering the ECE workforce to ultimately improve the well-being and optimal development of young children through an interconnected B-5 mixed delivery early care and education (ECE) system.

During PDG, WI's NA and SP emphasized the need to support ECE and specifically child care, which reflects the impact of the COVID-19 pandemic and the immediate need to stabilize the field. With PDG-R, WI plans to build off this important work to develop a more holistic NA and SP reflective of the cross-sector ECSS, which will be updated every two years to align with the state's biennial budget cycle. By leveraging momentum for systems change at the state level and supporting local partnerships for more family-responsive services, the PDG-R will expedite WI's efforts to develop an equitable ECSS that meets the needs of families and prepares the next generation of children to succeed and thrive.

With PDG-R funds, WI will invest in efforts to expand parental knowledge about ECE options available to them – including IDEA Part C and B services – as well as the creation of a new Equity Advisory Council (EAC) focused on strengthening family and provider feedback loops to ensure WI's ECE system is more equitable and family-centered. WI will also utilize PDG-R funds to bolster evidence-based best practices to support the ECE workforce including expanding cross-sector professional development opportunities focused on trauma and inclusion and with a practice-based coaching emphasis, and to fund a new Workforce Grant opportunity for local public-private strategies to increase compensation and create new pathways for recruitment into the ECE workforce. Finally, WI will continue to support quality improvement efforts by expanding comprehensive health consultation and outreach to ECE programs; and through Community Innovation Grants, seed money to leverage collective impact to pilot or scale up existing best practices or programs, while braiding local child-centered efforts and funding streams. At the end of this grant period, WI will have more equitable early childhood state and local systems that are designed to improve outcomes for the children who need it most.

APPROACH AND EXPECTED OUTCOMES

Home to the country's first kindergarten and a state constitution that champions early education, WI's commitment to ECE is as old as the state itself. WI has strong ECE programs, partnerships and innovative cross-sector collaborations supporting its youngest children, yet challenges and barriers remain. Under the leadership of Governor Tony Evers – an educator with a lifetime of child-focused expertise and experience – WI is building new ECE champions, expanding investment, and capitalizing on cross-sector opportunities for lasting ECSS change.

Through coordinated leadership bodies – the Governor's Leadership Council on Early Years (LCEY), created under PDG and which functions as a children's cabinet of state agency executives; the Governor's Early Childhood Advisory Council (ECAC); the Pritzker Children's Initiative-funded WI Infant-Toddler Policy Project (WITPP) – and more, WI has expanded its table of powerful policymakers and influencers who understand the interconnection between ECE and WI's economy, and are advocates for a strong and robust ECE system. For example, leaders at the Department of Children and Families (DCF) and the WI Economic Development Corporation (WEDC) have worked more closely than ever to connect the dots across economic development and ECE, highlighting at every opportunity the pivotal role ECE plays as the backbone of WI's economy.

Thanks to WI's leadership and its PDG-driven investment in new ECE champions and allies, WI was well positioned to prioritize ECE in the wake of the COVID-19 pandemic, which occurred during WI's PDG-funded efforts. With the support of the LCEY and ECAC, the Wisconsin Legislature approved \$51 million and Governor Evers allocated \$81 million for a total of \$131 million of its Coronavirus Aid, Relief, and Economic Security (CARES) Act funding toward ECE, one of the highest rates of CARES Act funding invested in ECE in the

country. These funds were pivotal to stabilizing WI's child care programs and workforce, ensuring more families have a safe place to send their children so they can stay employed. In March 2020, roughly 40% of providers had temporarily closed. Thanks to these investments and the broad coalition of support behind them, that number is now down to 5%.

Going forward, WI will continue to leverage the strong, interconnected partnerships it has built to strengthen WI's families, communities, and economy. Under PDG, WI created a robust NA and 2021-23 B-5 SP, focused on equity, access, affordability, and quality, as well as bolstering the ECE workforce. WI's PDG-R grant application builds on these efforts, including an explicit focus on supporting the ECE workforce with new local Workforce Grants and an expansion of multi-sector Community Innovation Grants (CIGs). These partnerships with business and community leaders will help provide innovative support to strengthen WI's ECE system, families, and economy. WI will also leverage partnerships to improve families' access to supports and services across the ECSS, including health, nutrition, early intervention, and more.

Working together, WI will capitalize on its unique partnerships and the PDG-R opportunity to support families and communities as they build back stronger than they were before. Ensuring affordable, accessible, high-quality ECE services and programs responsive to families' needs is WI's primary goal. Investing in early childhood is fundamental to the success of WI families and communities, and to a more secure economic future for all.

ACTIVITY ONE: Statewide Needs Assessment

(1) Current Status: WI published the first iteration of its statewide NA in October 2020.

Using multiple sources of data – including other relevant needs assessments; data collected through activities funded under WI's PDG; review of ECE¹ qualitative and quantitative data; and

¹ *Early childhood care and education (ECE) programs refers to (A) a Head Start program or an Early Head Start program... (B) a State licensed or regulated child care program; or (C) a program that— (i) serves children from birth through age six that addresses the children's cognitive (including language, early literacy, and early*

extensive listening sessions of state, regional, and local stakeholders – WI’s NA addresses challenges, barriers, and opportunities to create a more cohesive B-5 ECSS².

Summary of Initial NA Findings	
Access	WI families struggle to access ECE, particularly in child care deserts, predominantly located in rural areas. Access to care for infants, toddlers, during non-standard hours, and for children with special needs is a void.
Affordability	WI families cannot afford ECE. This is especially true for single-parent families and families of color. Families who qualify for WI Shares, the state’s child care subsidy, often experience additional barriers to accessing ECE and are unable to take advantage of additional supports. The cost of providing quality care far exceeds families’ ability to pay.
Quality	Quality ECE exists in WI, but families may not be able to access or afford it. Families, communities, and other ECE stakeholders have varying perceptions of quality. ECE stakeholders expressed a need to systematically address quality, inclusion, trauma, mental health, social-emotional learning, family engagement, and other best practices to support quality ECE programs.
Workforce	WI’s ECE workforce is lacking professional respect, adequate pay, benefits, and diversity. ECE programs are unable to retain their best workers. Members of the workforce seek opportunities to meaningfully connect with one another, receive coaching/mentorships, peer-to-peer support, and professional learning engagement and opportunities.
*Note about COVID-19 Impact	WI leaders rallied behind ECE during the health emergency with legislators approving \$51 million and the Governor allocating \$81 million for a total of \$131 million in CARES Act funding to support ECE providers and the workforce. Ongoing efforts will be needed to mitigate the impact of COVID-19, which continues to exacerbate existing challenges.

mathematics), social, emotional, and physical development; and (ii) is— (I) a State pre-kindergarten program; (II) a program authorized under section 619 or part C of the Individuals with Disabilities Education Act; or (III) a program operated by a local educational agency. (Source: PDG B-5 Renewal Grant HHS-2020-ACF-OCC-TP-1855)

²“**B-5 Early Childhood State System**” refers to core ECE programs, including the Child Care and Development Fund and state child care, which may include center-based, family child care and informal care providers; Early Head Start and Head Start; the Maternal, Infant, and Early Childhood Home Visiting Program, and other state or locally funded home visiting services; Part C and section 619 of Part B of IDEA; state preschool programs; and programs funded by Title I of the ESEA. In addition, it also includes a wide range of ECE programs and services that strengthen, engage, and stabilize families and their infants and young children including supports that target health and wellness, such as Medicaid; the Children’s Health Insurance Program (CHIP); Title V Maternal and Child Health Programs; Healthy Start; Child and Adult Care Food Program (CACFP); the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC); and the infrastructure components that support these programs and services.” (Source: PDG B-5 Renewal Grant HHS-2020-ACF-OCC-TP-1855)

Partners Engaged in NA Development	
The Leadership Council on Early Years (LCEY)	Established in PDG, LCEY includes the Governor, First Lady, State Superintendent of Public Instruction, DCF Secretary, and other Secretaries and Executive Directors of WI state agencies whose work impacts children B-5 and their families, including health, mental health, nutrition, social services, early intervention, and special education, as well as workforce and economic development. LCEY, which <i>functions like a children’s cabinet</i> , accelerates ECSS strategic connections and systems alignment.
Early Childhood Advisory Council (ECAC) - WI State Advisory Council (SAC)	WI’s federally-required SAC, the ECAC includes <i>multi-sector, public/private stakeholders</i> and develops specific policy/budget recommendations and guidance to the Governor. The ECAC developed definitions and strategic priorities for the PDG throughout 2019, met in 2020 to engage in NA work, as well as planning and policy development aligned with PDG. Their recommendations are incorporated in the NA.
DCF - PDG lead agency DPI - PDG lead partner DHS - PDG partner	As the lead PDG agencies, multiple key staff and division leaders in DCF and the Department of Public Instruction (DPI) provided feedback and revisions to the draft NA, including research and data professionals, policy and program staff, content experts including 4K (WI’s state-funded pre-k program), child care, home visiting, as well as human resources (HR), procurement, budget and finance. Department of Health Services (DHS) program staff from Birth to Three Program (B3P) contributed as well.
Statewide Leadership Team (SLT)	Established to coordinate regional PDG implementation, the SLT includes <i>multi-sector, public/private partners</i> . The SLT provided feedback into the NA, facilitated participation in listening and feedback sessions from a diverse set of stakeholders, and reviewed NA drafts.
PDG Regional Workgroups	Led by the SLT, these workgroups include regional staff and partners who work with local ECE programs. These regional workgroups helped facilitate NA listening sessions and provided feedback on NA drafts.

(2) **2020 NA Process:** Prior to receiving its PDG award, WI’s ECAC developed its PDG vision that by 2023, all WI families will have access to high quality, affordable, local ECE opportunities that meet their needs and prepare all of WI’s youngest children to succeed and thrive; provided guidance on key goals; identified vulnerable/priority populations; and identified other relevant needs assessments and data to review. In February 2020, WI convened the LCEY, which provided additional, high-level guidance from the Governor and state agency executives.

ECAC and LCEY provided ongoing support and review of the NA throughout 2020. WI also aligned its PDG work with the WITPP, a Pritzker Children’s Initiative-funded coalition of state and community advocates, state agency and program leaders (see infant toddler bonus points), so ECSS stakeholders worked in tandem toward the same goals and objectives.

NA Quantitative and Qualitative Research & Outreach (2020)	
Quantitative Data and Research	WI consulted a wide body of quantitative data and research, including DCF, DPI, DHS, and WI Head Start Association data, 2018 United Way ALICE report; 2020 County Health rankings; labor force data; market rate surveys; CDC National Center for Health Statistics Data Brief; Health Affairs, Vol. 33, No 8, Trends in Black-White Life Expectancy; DHS Healthiest WI 2020 Baseline Health Disparities Report, and more.
Qualitative B-5 ECSS Stakeholder Listening Sessions (LS) (Feb-Aug 2020)	WI engaged ECSS stakeholders including parents and primary caregivers; Tribal leaders; government and community leaders; ECE professionals (child care/4K/Head Start); related service organizations, including those serving health, mental health, and special education. The goal was to gather their perspectives and ideas on challenges, solutions, and issues impacting families of children B-5, ECE programs, and communities. In total, 17 LS were held: four in-person community LS (pre-COVID-19); 10 virtual regional LS; two virtual Tribal LS; and one virtual Spanish-language LS. At least 600 unique participants attended these LS, mostly in their professional capacity.
Qualitative State Agency/ Executive Engagement in LS	Many state leaders participated in and provided introductory remarks to these LS, including DCF Secretary Emilie Amundson, and Secretaries or Executive Directors of the Departments of Workforce Development (DWD), WI Economic Development Corporation (WEDC), WI Child Abuse and Neglect Prevention Board (CANPB), and WI Housing and Economic Development Authority. Tribal LS also included the DCF Secretary, Oneida Nation Chairman Tehassi Hill, and representatives from the Great Lakes Inter-Tribal Council (GLITC). Several state legislators also participated.
Focused Interviews with Families and Child Care Providers (Aug-Sept 2020)	University of Wisconsin (UW)-Madison Center for Community and Nonprofit Studies interviewed 41 primary caregivers and child care providers representing Black, Hmong, Latinx and rural populations. Interviewees were located across WI and were asked similar questions to those asked at the LS. Interviewers had similar racial, ethnic and/or language backgrounds to the interviewed populations. Feedback from these qualitative interviews was used to inform the NA to provide a regional, community, and family context.
Qualitative Business Community	WI engaged in extensive outreach to WI’s business community through existing stakeholder venues (e.g. Governor’s Council on Workforce Investment; Governor’s Blue Ribbon Commission on Rural Prosperity); local

Outreach	chambers of commerce; and other business venues to build knowledge and understanding. This outreach informed the NA focus on strengthening the child care workforce, and led to the creation of specific guidance for WI businesses about how they can support local ECE.
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Key Indicators and Populations Addressed: To develop a holistic picture on needs of children and families across the ECSS, WI examined key background data and indicators on the overall wellbeing of communities across health, employment, poverty, and education. Differences across counties were stark, and deep racial, ethnic, geographic, and socioeconomic disparities exist across all indicators. These indicators raise underlying issues impacting communities, including access to or utilization of services, such as health care or WIC, or availability of or access to higher paying jobs that would indicate a greater ability to afford child care. A data snapshot is provided in WI’s NA summary, and PDG resources were used to build an online “PDG Sandbox,” where policymakers and the public can examine data indicators by region and county.

Indicator	Data Examples	Impact Example
Health	*Health Insurance *Vaccination Rates	*72% of all children 19-35 months are fully vaccinated, but immunization rates in many counties are substantially lower. *WI has the highest infant mortality rate for infants born to Black mothers.
Employment	*Unemployment *Asset limited, income constrained, employed (ALICE)	*Prior to COVID-19, WI had low average unemployment (3%), yet 38% of WI residents earning above the federal poverty line struggled to afford basic needs (housing, food, child care, transportation).
Poverty	*Poverty rates *Child poverty	*The number of children living in poverty varies drastically by race/ethnicity. (13% White children; 30% Hispanic children; 37% Black children) and across counties with large rural populations.
Education	*4th Grade Reading Assessment *High School Completion	*WI has the widest Black/white achievement gap in the country (2019 NAEP 4th grade reading). *92% of WI 9th graders graduate high school in 4 years, but significant graduation gaps persist.

Priority Populations: Throughout its NA, WI focused on reducing racial and ethnic disparities and improving outcomes and services among children who are vulnerable and underserved, and children residing in rural areas, including: children experiencing poverty; children of color, including children from the 11 federally recognized sovereign Tribal nations within WI’s borders; multilingual children; children with disabilities or experiencing developmental delays; children in foster care (including kinship care); children receiving in-home safety services and supports; children experiencing homelessness or housing insecurity; children whose parents are accessing workforce programs; children experiencing food insecurity; children from migrant, immigrant, and refugee families; children from military families; children with an incarcerated or formerly incarcerated parent; and children who have experienced abuse or neglect.

Rural definition: Defining rural areas is a complex issue in WI. For purposes of the NA and PDG Sandbox, WI focused on county-level data, while strategies delineated in the SP (described in Activity 2) recognize that rural census tracts exist throughout the state, and school districts are impacted differently. As WI moves forward with updating its NA in PDG-R, it will address rural contexts more directly within the PDG Sandbox and its 2021/2022 NA updates.

Addressing Differing Definitions of ‘Rural’	
School Districts (421)	WI provides “sparsity aid” to districts whose membership is no more than 745, and whose membership divided by area in square miles is less than 10. 145 districts received sparsity aid in 2018 (DPI).
Counties (72)	According to the USDA’s 2013 Rural-Urban Continuum Code, 13 of WI’s 72 counties are considered “completely rural or less than 2,500 urban population,” and only 26 are considered “metro areas.” As noted above, WI has chosen to focus on county-level data for purposes of the PDG NA and PDG sandbox.
Census Tracts (1409)	According to the WI Office of Rural Health, less than one-third of WI residents live in census-designated rural areas.

(3) **Collaborative Plans for Future NA Updates:** Several PDG data efforts are still underway, and will be incorporated into the NA in 2020 and 2021.

Addressing Data Gaps: Examples of PDG Data Collection Efforts Underway	
Health Policy Scan	A survey of child care providers' health policies.
Community Interviews	Interviews with members of WI's 11 sovereign Tribal nations.
Pilot Programs/ Parental Engagement	Analysis of new and expanded programs funded under PDG promoting parental engagement and best practices.
Child Care Access Mapping	New mapping in the online PDG Sandbox demonstrating child care access and deserts, as well closures due to COVID-19.

WI seeks PDG-R funding to host another round of in-person community LS and virtual regional LS in 2021 and 2022 as part of its process to update the NA and SP, as COVID-19 limited initial reach while offering new opportunities. Data gaps to be addressed include:

Data Need/Gap	WI Plans to Address Gaps
Parent/Family Voice	In PDG-R, WI is placing a strong emphasis on parent/family voice , including through reimagined LS, Parent Advisory Councils (PAC), and surveys noted above. PDG-R funds will support engagement with vulnerable populations where COVID-19 limited reach in PDG.
Accessing Other Relevant Needs Assessments	Several partners, including the Family Foundations Home Visiting Program (FFHV), were in the process of updating their own NAs during 2020. These data will be available for incorporation into WI's NA and PDG Sandbox indicators in late 2020 and 2021.
ECE Workforce Surveys	Development and administration of ECE workforce surveys were delayed due to the UW-Madison Survey Center (UWSC) ceasing in-person operations. Activities will resume in November 2020, and will focus on needs and critical issues facing ECE providers (e.g. career paths, job satisfaction, retention, etc.)
Health and Wellness Representation	PDG-R NA plans to include a greater emphasis on health, mental health, nutrition, early intervention, and other needs of the B-5 population, where COVID-19 impacted PDG participation and reach.
Unduplicated Count Receiving/ Awaiting Services	WI is advancing plans to complete this work and finalized a cross-agency data sharing agreement. Further, certainty around PDG-NCE funding timelines will allow for a successful hiring process and needed capacity.

WI will continue to refine its indicators, definitions, and provide deeper analysis in PDG-R:

Areas to Define, Refine, and Analyze
<ul style="list-style-type: none">● Populations of children who are vulnerable/underserved and children in rural areas, including children who are members of WI’s 11 sovereign Tribal nations.● Key concerns/issues related to ECE facilities. [PDG-funded lead remediation projects are underway, and additional facilities data will be collected in future listening sessions.]● Transition supports/gaps between ECE programs and school entry, including the need to share data as children move from ECE into the early grades (e.g. sharing early assessment data and other information learned about a child prior to school entry).

Finally, WI recognizes that its 2020 NA has a distinct focus on child care. This focus is intentional, as leaders identified stabilization of WI’s child care system and child care workforce as urgent statewide priorities, especially in the wake of COVID-19. WI’s economy relies on a stable mixed delivery system of ECE programs and supports, and WI’s NA and SP reflect this urgency (details in Activity 2).

However, future iterations of WI’s NA will further reflect the spectrum of needs of children B-5 and their families, including health, mental health, early intervention, school readiness, and more. As described in Activities 2 and 6, WI is establishing an Interagency Cooperative on Early Years (ICEY) to advance alignment and cohesion across core ECE programs. Members will serve as connection points back to other agency resources focused across the ECSS as needed. The ICEY will address data gaps and cross-system analysis, including: collaboration among ECE programs and services; transition supports; movement of children between ECE programs; school entry; ECE funding sources; and maximizing parental knowledge about programs and choices across the ECSS.

Timelines, Milestones, and Deliverables: WI will periodically update its NA incorporating new data, related needs assessments, and ongoing research, and will adopt a biennial schedule for SP updates. WI will update its PDG Sandbox, including with new data and mapping capabilities on

an ongoing basis; will provide a mid-cycle update in 2021 with data efforts launched under PDG/PDG-NCE, and complete a full, published update to its comprehensive NA by early 2022.

See Activity 6, page 53 for a more detailed timeline/deliverables.

ACTIVITY TWO: PDG B-5 Statewide Strategic Plan

(1) **Strategic Plan Development, Progress, and Next Steps**: WI published its comprehensive 2021-2023 SP in November 2020. WI’s SP was developed with stakeholders across the ECSS, including the LCEY, ECAC, SLT, Regional Workgroups, and others. WI engaged in substantial public outreach to generate feedback on the plan with the goal of reaching as many state, regional, local and Tribal agency staff, in addition to community and business leaders, educators, parents, and families from across WI.

Strategic Plan Stakeholder Engagement Process		
Partners	Timeline	Milestones and Deliverables
ECAC Engagement	Dec 2019; 4 meetings in 2020	Prior to WI’s PDG award, the ECAC met in December 2019 to advance WI’s PDG vision. The ECAC participated and provided feedback in each step of the SP development in 2020.
LCEY Engagement	Feb 2020 Sept 2020	Formed to implement the Governor’s vision to “connect the dots” across state government to produce better B-5 outcomes, LCEY provided high-level SP guidance and were invited to complete the public comment survey.
Stakeholder Listening Sessions	Feb-Aug 2020	As described in Activity 1, WI held 17 PDG LS to engage stakeholders impacted by B-5 ECSS. Feedback from these LS was used to inform both the NA and the SP.
All Stakeholders	Oct 2020	WI’s draft SP was released for public comment on its website, and was publicized through ECE listservs, PDG newsletter, Ready4K text messaging, and direct communications with PDG partners. There were 248 responses during the public comment period including 36 from parents/primary caregivers.
Virtual Feedback Sessions	Oct 2020	WI convened two statewide virtual feedback sessions with 630 total participants to receive public comment on the draft SP. Participants included members of the Legislature, ECAC and LCEY, along with stakeholders mentioned above.

DCF/DPI, SLT, Regional Workgroups	February- November 2020	As the lead agencies of PDG, multiple staff and division leaders in DCF and DPI provided feedback to the SP. These include research and data professionals, policy and program staff, and content staff at state/regional levels.
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Feedback on the SP was incorporated into a final SP, which is available on [DCF’s website](#).

SP Overview: WI’s NA identified significant gaps

and barriers across ECE programs in the areas of access, affordability, quality, and workforce.

Equity and inclusion are central to WI’s B-5 vision; thus, the SP is focused on reducing disparities and improving outcomes and services among children who are vulnerable and underserved in all respects.



WI’s SP focuses on identifying objectives, progress measures, and strategies within each of the four priority areas (access, affordability, quality, workforce), and identifies multiple cross-cutting global objectives. Beginning with a needed focus on child care, these steps will help WI achieve a more cohesive, comprehensive ECSS that improves service delivery across all ECE settings and services; build on WI’s strong history of coordination and collaboration across ECE programs; leverage new partnerships and allies; improve transitions for children; and ultimately increase the overall participation in high-quality ECE. The SP – including NA findings, SP goals, and objectives – are summarized below:

NA Finding	SP Goal	SP Objectives
WORKFORCE	The WI ECE workforce will be diverse, fairly	* Increase the size and diversity (i.e., by race, ethnicity, language, and gender) of the ECE workforce.

	compensated, and supported.	<ul style="list-style-type: none"> * Maintain the current ECE workforce and increase their job satisfaction * Increase collaboration across the B-5 ECSS and with community members to address workforce issues.
ACCESS	WI children and families, including rural and vulnerable populations, will have equitable ACCESS to ECE programs that meet their needs.	<ul style="list-style-type: none"> * Build awareness of the amount and type of B-5 local ECE that is available and/or needed in each region (i.e., for certain age groups, populations, and/or non-standard hours of service). * Increase the number of children, families served by B-5 ECE programs by opening new programs and/or expanding existing programs; prioritize programs meeting targeted needs, particularly in rural areas. * Increase collaboration across the B-5 ECSS and with community members to address needs for expansion of ECE programs.
AFFORDABILITY	ECE and related services will be affordable for WI families, including rural and vulnerable populations.	<ul style="list-style-type: none"> * Reduce the percentage of families' income spent on ECE. * Decrease the cost of operating ECE programs without reducing quality through innovative cost sharing models and economies of scale. * Increase collaboration across the B-5 ECSS and with community members to increase the affordability of ECE programs.
QUALITY	WI ECE will be high-quality and responsive to all families' needs.	<ul style="list-style-type: none"> * Increase participation among current and future ECE professionals in a range of enhanced professional learning opportunities. * Increase child care programs' participation in the YoungStar (YS) quality rating and improvement system (QRIS). * Increase movement of YS-participating programs from 2 Star ratings to 3 Stars or higher in the QRIS. * Increase collaboration across the B-5 ECSS to foster parent, provider, and community engagement in quality improvement efforts. * Expand research-based programs that ensure parents/guardians have the supports they need to promote optimal health and development for their children. * Reduce preschool suspension and expulsion rates, particularly among Black boys.

In addition, the SP identifies global tactics and best practices, including:

Global SP Strategies Addressing Multiple Goals

- Under the direction of LCEY and ECAC in collaboration with WITPP, form a statewide Equity Advisory Council to develop a shared framework/process to be used to ensure a dedicated focus on equity during policy development, review, and revision.
- Develop and promote innovative, collaborative ECE business models.
- Engage business leader ambassadors in promoting retention and expansion of ECE in their region, with example business models provided in the SP Appendix.
- Expand availability and promote participation in shared services networks.
- Promote family engagement practices, starting with parent involvement in the creation of a shared vision, updating of connected resources, policies and requirements, and measures to ensure equitable access by all providers and families.
- Increase the availability of translated materials into all relevant languages to support equitable access to information among children, parents, families, and the workforce.
- Expand ECE/K-12 collaborations to ensure young children are prepared for school entry.
- Continually conduct targeted NA and outreach to gauge demand for new/enhanced services and measure the success of ongoing activities.
- Engage in data-informed SP and decision-making related to ECE programs.

Focus on Child Care: As previously noted, leaders and partners across the ECSS, including the LCEY and ECAC, identified bolstering WI’s child care industry as a top statewide priority. In the wake of COVID-19, the long-standing issues inherent in the private pay economy of child care – including access, affordability, quality, and the stability of the child care workforce – have become even more urgent. Without a rapid course correction, DCF estimated WI could lose up to one-third of its child care providers within the year, an outcome that would devastate families and WI’s economy. As a result, WI’s NA and SP, developed concurrently with the onset of COVID-19, are heavily focused on the urgent needs of WI’s child care sector.

Further, while access, affordability, quality, and workforce were each recognized as important to address, stakeholders agreed that strategies to support WI’s child care workforce require intense focus over the next two years as all other efforts are contingent on a stable workforce. The SP objectives and strategies reflect this urgency of focus, as do activities outlined in Activities 4 and 5. While addressing this pressing need to support the workforce, remaining SP activities will lay the groundwork for an enhanced system of collaboration that will

streamline state, regional local, and Tribal efforts to increase access, affordability, and quality across all ECE programs. This coordination will result in greater efficiency and build new sustainable infrastructure to support ECE programs in the long-term. Some examples of SP strategies that will involve innovative collaboration across the B-5 ECSS include:

Example SP Strategies Promoting Collaboration Across the B-5 ECSS
<ul style="list-style-type: none"> ● Enhance access to programming for infant/early childhood mental health consultation available to professionals across all infant/young child and family serving disciplines including child care, home visiting, child welfare, Early Head Start, Birth to 3 Program early intervention, and pediatricians. ● Simplify the subsidy application process across various family support programs like FoodShare and BadgerCare; provide guaranteed, short-term subsidy (presumptive eligibility) for when parents are awaiting approval for WI Shares eligibility. ● Explore two-generation approaches and partnerships to interrupt poverty and increase resources for families (e.g., job training, education, financial counseling, housing programs) and thus, the affordability of ECE programs. ● Explore creative policies to address community challenges (e.g. lack of transportation, vacant facilities) to increase resources for families and decrease program operating costs. ● Increase ECE capacity to support children with special needs and train staff on the referral process to available programs and services, including IDEA Part C and Part B.

Next Steps: In PDG-R, WI will engage in ongoing NA and SP processes on a biennial cycle, aligned to WI’s state budget process. WI will update its *vision, logic model, Program*

Performance Evaluation (PPE) and governance structures as needed, and an updated 2023-25

SP will be published at the end of 2022. To achieve this outcome, WI will initiate a state,

regional, and local stakeholder engagement and outreach effort beginning in 2021 and

throughout 2022 to update the SP to incorporate B-5 ECSS components that need further

development, including the Birth to 3 Program (B3P), WI’s IDEA Part C; Early Childhood

Special Education (ECSE), WI’s IDEA Part B; and other family support services including

health, mental health, and nutrition. WI seeks PDG-R funds to support additional listening and

feedback sessions, focus groups, interviews, and other family and stakeholder engagement

efforts that reach into broad B-5 ECSS constituencies. WI will also access additional new data over the coming year that will support its NA and SP efforts, as described in Activity 1.

WI will continue to engage the LCEY, ECAC, and other stakeholders to review PDG and PDG-R activities; and update the SP to respond to stakeholder engagement and feedback. WI will continue to pursue greater alignment across ECE efforts, including the WITPP. Further, WI will update the membership of its ECAC as needed to ensure all ECSS stakeholders are at the table. WI will also convene an Equity Advisory Council, a collaborative body in support of PDG, ECAC, and WITPP (see Activity 3, Section 4 for more details).

(2) Lessons Learned from PDG grant activities and implications for PDG-R: A key lesson WI learned implementing its PDG activities during COVID-19 is that capacity to do this work is critical – at the state, regional, and local level and with WI’s sovereign Tribal nations.

PDG Milestones	Implications for PDG-R Activities
Activity 1: Initial comprehensive NA developed and published (September 2020)	NA will be updated with additional data funded under PDG as it becomes available. PDG-NCE and PDG-R funding will be used to support additional data capacity to support greater data integration, management, and use.
Activity 2: Initial Comprehensive SP developed and published (November 2020)	WI will engage in a broad stakeholder process to update its comprehensive SP for 2023-25, and will adopt a biennial schedule for updates thereafter.
Activity 3: Family communication and outreach methods were successfully implemented.	WI will expand and bolster effective family communications strategies, and will add additional foci in PDG-R to strengthen family supports as well as improved feedback loops between families and the ECE system. See Activity 3.
Activity 4: Best practices to support the workforce were implemented; other best practices to strengthen quality are underway	WI will continue to build and expand workforce strategies started in PDG into PDG-R Activity 4. Other successful best practices will get rolled into PDG-R Activity 5. Strategies that were not implemented due to COVID-19 barriers will not continue due to lessons learned.

<p>Activity 5: Community Innovation Grant award competition to be launched (November 2020)</p>	<p>WI will substantially expand Innovation Grants to support locally-driven efforts to achieve goals/objectives/strategies outlined in the SP. WI will identify what’s working and what can be brought to scale. See Activity 5.</p>
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(3) Incorporation and Alignment of Comprehensive Support Services: While many partners across the ECSS have been involved in the SP and other PDG efforts, WI believes more can be done to build a cohesive, comprehensive ECSS. Through PDG-NCE and PDG-R, WI will progress toward better integration, inclusion, and alignment of all ECE programs in its NA and SP including Head Start/Early Head Start, Part C and Section 619 of Part B of IDEA, home visiting programs, programs funded by Title I and/or programs operated by an LEA, including 4K/4K community approaches (4KCA). Further, WI will more comprehensively address programs and support services that strengthen and stabilize families, including health, mental health, nutrition, social services, and more. Multiple PDG-R efforts funded in Activities 3-5 reflect strategies to align comprehensive support services, including PDG-R funding to support Family Resource Centers (FRCs) and Community Innovation Grants (CIGs) that will require applicants to place an intentional focus on how these services will be provided to families.

(4) Funding Priorities and Resource Efficiencies: WI is making several recommendations to spend state money differently based on lessons learned from the PDG SP process.

<p align="center">Funding Priorities/Resource Efficiencies and Alignment</p>
<ul style="list-style-type: none"> ● The ECAC is developing funding recommendations for the Governor’s consideration, including priorities around FRCs (noted above) and social emotional learning, with a focus on reducing incidence of suspension and expulsion in ECE. ● As part of PDG, WI identified the need for greater state support for the ECE workforce. WI’s PDG-R application reflects this focus, as well as WI’s CARES Act expenditures. ● WI will adopt a biennial timeline for ongoing updates to the NA and SP to align directly with WI’s state biennial budget process. The ECAC already does this, and this approach will allow ECSS stakeholders the opportunity to identify timely priorities and advance recommendations for state-level funding, statutory and/or program changes needed. In particular, since WI’s core ECE programs – and the state and federal funding programs

that support them – exist within three separate state agencies (DCF, DPI, DHS), the WI budget process is the best opportunity to make adjustments to statutes, state funding streams, and position authority. Thus, WI can leverage its PDG efforts into greater inter-agency efficiencies, and a more unified, holistic approach to serving children from birth through kindergarten entry.

ACTIVITY THREE: Maximizing Parent and Family Knowledge, Choice, and Engagement in their Child’s Early Learning and Development

(1) Learn from, better inform, and connect families; and family choice and

engagement: Ensuring affordable, accessible, high-quality ECE services and programs that meet families’ needs is WI’s primary goal. Thus, family voices and perspectives are essential to building an equitable, culturally- and linguistically-responsive system. As evidenced in the NA and SP processes, families have a strong voice in identifying ways in which WI systems have, have not, and will better support their role as the primary caregiver, educator, and advocate for their child(ren). Likewise, meeting the needs of children, parents, and families so that all children are supported and successful is a foundational principle of WI’s efforts.

As described in Activity 1, parents and primary caregivers were involved in the virtual listening sessions as part of the NA process, and UW partners interviewed primary caregivers as part of the focused interviews to better understand ECE system strengths and challenges. The information received during the NA and gathered from parents through previous efforts, paired with anecdotal data received during COVID-19 from key partners, indicates that WI families are struggling and additional supports including simplified access to basic needs are essential. WI will increase family engagement in the PDG-R NA to learn from families on where and how to target family supports and strengthen partnerships with programs and agencies, in particular, agencies supporting Tribal communities, families of color, multilingual families, families served by IDEA, families experiencing homelessness, and families connected to child welfare.

Updated Family Communications and Partnerships: In addition to hearing from families to inform the PDG NA and SP, WI will expand efforts to strengthen family communication on ECE options and supports available to them. Because of COVID-19, WI leveraged new partnerships with the WI Hospital Association and the WI National Guard to develop its child care finder website as a means to support WI’s essential workforce. Under PDG-R, expanded, coordinated communications and family-friendly information in multiple languages and for varying reading abilities will continue as follows:

Resources	Description of Family Communication and Partnership Efforts
Expanded and Enhanced Family Communication Methods	<p>WI will continue to support a tailored version of the evidence-based Ready4K designed to increase parents’ knowledge of ECE programs and evidence-based child development practices. Available in six languages, custom text messages related to family and child well-being, key developmental milestones and where to go with concerns regarding children’s development, and other pertinent family supporting information with links to web resources and live supports will continue to be shared with families. While PDG focused on getting this service out to families served by Head Start and WI Shares families, PDG-R will expand to families served by other programs including home visiting, B3P, 4K, and the broader WI community with a focus on Tribal communities and families with children with disabilities. And, PDG-R will focus on tailoring texts by regions to share more pertinent local community resources, including stronger connections to FRCs, B3P, etc.</p>
Child Care Finder Website/Parent Portal & Provider Portal Upgrades	<ul style="list-style-type: none"> ● Due to COVID-19, DCF quickly created a new easy-to-use child care finder map to ensure WI’s essential workforce could access care. The map includes providers who are open during the pandemic including the number of slots available by age group (under 2, 2-3, 4-5, over age 6). Families can search by regular certified, licensed family, and licensed group care. ● Funds from PDG-R will be used to continue to support DCF’s enhanced child care finder website. This website allows families to find ECE programs including child care programs partnering with Head Start or 4K, as well as programs serving infants and programs with non-traditional hours. ● PDG-R will allow families to access more extensive, inclusive, and culturally and linguistically relevant information to inform their ECE choices, including allowing families to view the Child Care Finder website in multiple languages and ensuring families have electronic

	<p>access to child care subsidy authorization information in multiple languages.</p> <ul style="list-style-type: none"> ● DCF will ensure the provider portal becomes available in multiple languages and that providers can input real-time pricing information, which will give families better access to linguistically relevant ECE choices.
Statewide Multimedia Communications and Dissemination	<p>During PDG, WI developed a successful, comprehensive, family-focused communication plan on how crucial B-5 is to young children’s developing brains. WI will continue this work via an ongoing contract with a marketing firm (with a 30% in-kind match) to facilitate communications to families in urban, suburban and rural areas; Tribal populations; and delivered in multiple languages. Communications efforts will focus on the following:</p> <ul style="list-style-type: none"> ● ECSS partners such as pediatricians, family physicians, home visiting programs, health and mental health professionals, LEAs, and philanthropy, will develop and disseminate consistent information about the B-5 mixed delivery system including support for children with disabilities; resulting in common messaging around the importance and variety of ECE options that’s culturally and linguistically appropriate and meets the needs of families across WI’s urban, suburban, and rural communities. ● A focus on the ECE workforce will continue to be a messaging priority in PDG-R, including valuing the professionals who work in ECE, particularly infant and toddler teachers, with consistent messaging about the importance of a high-quality, well-compensated workforce.
USO Deployment Care Kits	<p>The children of deployed military personnel experience transition and often change in care, especially during deployment. The success of this effort in PDG will continue into PDG-R to support children and families during deployment, by providing military families with care kits that include resources and materials for children and families, such as journals and books about feelings, and ECE resources that help parents find local ECE programs and services that meets their family’s needs. Given its success, expansion to support all military families, including non-deployed military and veteran families, will be explored in PDG-R.</p>

Finally, WI has numerous statewide resources and structures to promote family engagement in their child’s development and successful transitions from ECE into elementary school. However, individual state agencies and Head Start each have their own materials and resources for families which are spread across numerous websites, not always connected to one another, nor easily accessible to providers and families. To support ECE provider and family

success, family engagement and partnership approaches must be better aligned at the state level.

During PDG-R, WI will undertake the following family engagement activities:

Desired Outcome	Family Engagement Action
Shared Vision of Family Engagement	Organizational leadership will provide resources (funding, support staff, access to organization/agency decision-makers) to increase state-level expertise and structures, ultimately resulting in a shared vision of family engagement across ECE systems.
Review and Alignment of Family Engagement Policies	A review of each state agency's commitment to, definition of, and guidance (such as Family Engagement Frameworks) around family engagement activities. This includes review of existing policies and/or requirements (such as YoungStar, IDEA Parts C and B, ESSA, 4K family outreach, Head Start parent curricula) to identify commonalities, differences and potential improvements and/or policy recommendations, including connections and supports for Tribal families and multilingual families.
Updated and Connected Family Resources	A comprehensive review of current resources (for families and providers) that are available within each organization's website, resulting in updated and connected resources, with a primary entry point, for ease of accessibility by all providers and families.

The Equity Advisory Council (EAC) (see Activity 3, Section 4 for more details) will be engaged in this review process, which will include intentional connections to, and feedback loops with, programs and families to collaboratively develop and strengthen family engagement policies and strategies as well as alignment. The needs and concerns of multilingual families (including translation and interpretation services), Tribal families, families of color, families with children with disabilities, and families experiencing homelessness will be prioritized. This statewide review will be repeated every two years to ensure that family engagement strategies are effective, meaningful, and culturally and linguistically responsive, ultimately resulting in inclusive family engagement strategies across the ECE landscape. In addition to the two-year cycle, the ICEY will partner with the EAC to seek feedback from families for continuous quality improvement opportunities to best support family engagement. WI's efforts to partner with

families will help ensure WI's ECSS is meeting the diversity of family needs, and will be part of the PDG-R evaluation in an effort to ensure efficacy and continue to strengthen this priority.

(2) Connecting families to other services: COVID-19 has shined a spotlight on the need to strengthen WI's safety net, especially for families living in poverty and families newly experiencing poverty as a result of the pandemic, which has had a disproportionate impact on communities of color. In PDG-R, WI will strengthen its **Family Resource Center (FRC) Network**, including expanding family navigator positions as a key two-generation strategy to connect families to a variety of family-supporting programs. FRCs provide supports that emphasize and build on family strengths, and offer a range of services (e.g. nutrition and housing supports, health and mental services, ECE) to meet the individual needs of each family and community. Depending upon their location, FRC services are inclusive and responsive to communities with a significant Tribal presence or whose primary language is not English.

WI's Child Abuse & Neglect Prevention Board (CANPB) provides state-level infrastructure and oversight for FRCs. Family or community navigators at FRC, provide direct assistance to help families problem solve, navigate, and access services. Family navigators are current or former beneficiaries of ECE and/or other family supporting systems. With PDG-R, WI will fund CANPB to support FRCs, with at least 80% of funds going directly to local FRCs to expand direct services to families and allow FRCs to hire family navigators where needed. The remainder of funds would be used to strengthen state-level infrastructure to more effectively work with FRCs on tracking progress and outcomes, T/TA, and ongoing cross-agency collaboration in support of a high-quality ECSS.

(3) Supporting families' concerns about development, and connections to IDEA services: COVID-19 has resulted in WI seeing a sharp drop in the number of children referred

and connected to the B3P Part C Program and similarly, children are less connected to ECSE. Even pre-COVID-19, the number of children connected to ECSE typically increased significantly when children turned four years old, likely as a result of WI's statewide 4K program and referrals made through it. Ensuring that families are supported in understanding their child's development and know who to talk to when they have concerns is a critical undertaking. WI's Child Find efforts for B3P and ECSE are done at the local level with the state providing resources, technical assistance, and oversight to IDEA Part C and B.

During 2020, WI ramped up its communications support, providing materials for more consistent messaging statewide, particularly to ensure families understand that B3P and ECSE services remain "open" during COVID-19 when WI saw a significant drop in referrals. Available in English, Spanish, and Hmong, these communications were distributed through DHS's and DPI's networks, shared broadly by WI-AAP and the WI Interagency Coordinating Council (ICC) network including Tribal partners as well as child welfare-connected and McKinney-Vento partners. WI plans to continue to share these messages widely by planning a social media strategy as well as distributing these messages through DCF's child care networks during PDG-R to ensure families and providers are aware of IDEA services available to them and are connected to B3P and ECSE. WI plans to use these materials as a launching point for an ongoing statewide messaging campaign, which will be connected to and aligned with the PDG-R funded statewide multimedia communications efforts. Finally, supporting positive relationships between families and the ECE workforce, in particular ensuring the workforce has the skills to engage in potentially difficult conversations about child development is crucial. (See Activity 4.)

(4) Improving family engagement & leadership: While WI has already-existing structures that allow families to play a key role in shaping state-level policies, these family groups are

siloed across DCF, DPI, DHS, OCMH, etc. Additionally, WI's efforts to integrate equity across the ECSS has similarly been siloed and with differing impact. In the early stages of creation through the WITPP efforts and further supported with PDG-R, WI will establish a new **Equity Advisory Council (EAC)**. The EAC will be comprised of at least 30% parents connected to WI's ECSS as well as ECE teachers, providers and other diverse stakeholders. The parents will ideally represent Tribal families and other families of color, multilingual families, families experiencing homelessness, families connected to IDEA, families connected to the child welfare system, and families disconnected from WI's ECE system are represented.

This group will be responsible for developing an equity framework that will be used with all policy recommendations coming out of the WITPP and ECAC and support the equitable implementation of PDG-R. The equity framework will ensure that policies and programs equitably improve family communication, access, and engagement with WI's ECSS in culturally and linguistically appropriate ways; and the framework will help strengthen and better align, programs, policies, and practices in more equitable family-focused ways.

The EAC will play a key role in the PDG-R by ensuring that equity is central to the NA and SP by strengthening communication and engagement of families, ECE providers, and communities; reviewing data using an equity lens; and identifying opportunities for continuous quality improvement. The EAC will also be responsible for supporting two-way communications between families, ECE programs, and the state.

The EAC will be responsible for soliciting input from ECE providers serving diverse communities and from already-existing state and local parent advisory and family leadership groups for the equity framework, NA and SP, and other efforts.

Examples of already-existing parent advisory and family leadership groups in WI

- The State Superintendent’s Parent Advisory Council (PAC) provides advice to the state superintendent on family engagement in student learning. The PAC offers members the opportunity to learn about state education programs and priorities, while encouraging parents to share information about effective practices in their schools and communities.
- Parent member(s) of the ECAC.
- Parent representatives of WI’s ICC, which plays an advisory role to assist DHS in the performance of the responsibilities established under Part C of IDEA.
- Parents with lived experiences connected to WI’s OCMH, which supports WI’s children in achieving their optimal social and emotional well-being, including a focus on infants and toddlers. OCMH convenes stakeholders around improving the children’s mental health system and access to treatment, and authentically includes families with lived experiences – including that of parents of young children – in its efforts.
- The DCF Division of Safety and Permanence’s (DSP) Parents Supporting Parents program pairs parents who were formerly connected to the child welfare system and have successfully been reunited with their children with parents who are newly connected to the child welfare system and have children in foster or kinship care. Parent mentors’ direct experiences with the child welfare system and ability to offer hope and realistic advice makes this program highly effective.
- The Parent Affiliate of the WI Head Start Association is a group of parent leaders with children enrolled in HS who play an advisory role to WHSA. HS Policy Councils, which are responsible for the design and implementation of HS programs at the agency and/or delegate levels include parent engagement and parent partnership strategies.

Parent representatives of the EAC will be compensated for their time, including travel and child care needs, as well as outreach activities they do on behalf of the State of WI. A parent coach will support the EAC parent representatives to ensure they receive adequate support, preparation, and coaching to be able to authentically participate in EAC meetings. The EAC will also incorporate protocols to ensure a balance of power that allow parent perspectives are central to EAC discussions. Translation and interpretation services will also be available.

ACTIVITY FOUR: Sharing Best Practices and Professional Development for the Early Childhood Workforce

The ECE workforce is essential to WI’s framework to support access, affordability, and quality in a comprehensive mixed delivery ECE system. Prior to the pandemic, the importance of the ECE workforce – with a focus on recruiting, retaining, and adequately compensating the child care workforce – has been recognized as a clear priority and lifted up by the WITPP,

ECAC, and the SP. COVID-19 has only exacerbated this problem. Pre-COVID-19, child care programs struggled to attract and retain providers of high quality, due to inadequate compensation. According to DCF, 53% of WI's child care workforce rely on public assistance to support their own families; programs serving a high percentage (50% or more) of children subsidized through WI Shares had staff who received lower wages, were less likely to have a degree, and more likely to turn over than the statewide average. Stabilizing the “workforce behind the workforce” is a priority for both WI's ECE and business community to recover from COVID-19 and build back a stronger ECE system.

Through PDG and in response to COVID-19, WI laid a solid foundation from which to stabilize the child care workforce as an essential pillar to rebuild a high quality ECE system. Through PDG-R, WI will continue to bolster the child care workforce, while also expanding collaborative best practices to support the broader ECSS workforce through professional development (PD) opportunities that support trauma-informed practices, as well as inclusion, and support for children with disabilities and developmental delays.

(1) Current and proposed professional development and best practices

Stabilizing the child care workforce: As a result of COVID-19, the Wisconsin Legislature approved \$51 million and Governor Evers dedicated \$81 million for a total of \$131 million in federal CARES Act dollars to provide funding to support ECE programs including workforce wages through incentive pay (aka hazard pay). This funding was essential to slow the hemorrhaging of child care teachers leaving an industry hard hit by COVID-19. At the same time, WI leveraged PDG funds to begin providing free membership to The Registry, WI's workforce registry for the ECE workforce; and funded T.E.A.C.H. scholarships to support the educational advancement of early childhood educators. This combination of higher wages,

scholarships to support PD, and free Registry membership has laid essential groundwork for WI to continue to support the ECE workforce during PDG-R.

Through PDG-R, WI will continue to provide free **Registry** membership. The Registry is a simple way for the ECE workforce to track coursework and credentials, assess PD needs, and understand professional growth opportunities and career trajectories. The Registry is also a critical data infrastructure component for WI to understand the demographics, credentials and competency levels, compensation needs, and other pertinent information about the ECE workforce; and free membership has made the Registry a more reliable database. The Registry also allows the ECE workforce to access REWARD, which is a salary stipend based on one's Registry Career Level and a critical tool to boost compensation and subsequently retention of the workforce.

T.E.A.C.H. Scholarships will also continue into PDG-R, with funds targeted to applicants living and working in child care deserts. In PDG-R, WI will further incentivize priority populations by also targeting T.E.A.C.H. scholarships to child care teachers working in communities with disproportionately high levels of racial residential isolation/segregation and families with limited income. WI will also further support child care teachers' knowledge and ability to support WI's increasing diversity by prioritizing T.E.A.C.H. scholarships to support the attainment of specialized credentials and support for child care teachers of color pursuing associate and bachelor degrees. T.E.A.C.H. funds will be used to both support the obtainment of higher education as well as professional coaching from T.E.A.C.H. counselors outside of course/instruction time to support child care teachers' professional growth. With PDG-R, WI will focus T.E.A.C.H. funds to child care teachers pursuing the following credentials:

Credential Type	Description
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Diversity Credential	Designed for anyone working in or touching the ECE field to take a deeper dive into what it means to work with children and families in a diverse society.
Family Child Care Credential	Focuses on the unique aspects of family child care with emphasis on the National Association for Family Child Care (NAFCC) Quality Standard and the WI Model Early Learning Standards (WMELS).
Inclusion Credential	Focuses on the training and education professionals need when caring for children with special needs and builds a knowledge base that allows providers to offer high quality care to all children in an inclusive environment.
Infant Toddler Credential	Focuses on how to optimally support children under the age of three, and two courses of this credential are part of the associate’s degree program at WI’s technical/community colleges.
Supporting Dual Language Learners Credential	Focuses on how to better understand the unique traits and needs of young children who are dual language learners.

In addition to Registry membership and T.E.A.C.H. scholarships, access to **Shared Services Networks (SSN)** is an essential support for WI’s child care workforce – particularly for family child care providers and infant toddler providers. SSNs pool resources such as staff, information, skills, and funds to improve the long-term capacity of regulated family and group child care providers. In addition to financial and operational business supports, SSNs focus on PD through coaches trained in Practice Based Coaching (PBC) and provide deeper on-site PD supports as well as connection to a peer network; these are often identified as one of the most crucial aspects of supporting the long-term satisfaction of home-based child care providers. SSNs can also help programs better connect to family supporting community-based services and provide wraparound services to the families they serve.

WI has a foundational SSN infrastructure, but SSNs do not cover the entire state. During PDG, WI expanded SSN to two regions covering seven counties, and had intentions to begin a fee structure to offset the public and philanthropic funds supporting SSNs. However, due to

COVID-19, a fee structure was not created, an issue that will be revisited during PDG-R. PDG-R funds would sustain and continue SSNs established with PDG; a fee structure will be created requiring future funding from employers, foundations and other sources in subsequent years; and SSNs will expand its current networks to reach additional counties.

In addition to supporting the infrastructure needs of the ECE workforce, WI will also implement strategies to reduce workforce turnover through **Workforce Grants (WG)** to address the immediate need to stabilize and bolster the ECE workforce. Funded by PDG-R, WGs will be annual grants that are renewable for up to three years to support innovative, local, public-private strategies that focus on compensating high-quality child care teachers. WGs will prioritize child care deserts in rural communities as well as urban and suburban communities that are either a child care desert or an area with no or very few high quality child care options available to WI Shares recipients. While the design of WGs will be determined at the local level, the following criteria will be used to determine successful grantees.

Workforce Grant Requirements
<ul style="list-style-type: none">● <i>Identified local private partner(s)</i>, such as businesses or philanthropy, to establish a public-private partnership funded child care workforce strategy. Specifically, these funds will be used to increase funding for child care slots in their community by braiding private dollars, PDG-R funds, WI Shares, and/or private-pay tuition that will be used to increase child care teacher compensation in local ECE programs.● <i>Workforce compensation</i> requirements for WG-funded ECE programs' teachers that includes, at a minimum, teacher salaries comparable to workers in other fields with similar education and experience, and no less than \$15/hour. The inclusion of other compensation-related supports such as signing bonuses, expanded benefits, and other compensation strategies will be encouraged.● <i>Intentional focus on equity, including serving at least one priority population</i>: Tribal families, multilingual families, or other families of color, and rural families; a focus on serving children with disabilities and other special health care needs; and/or supporting families experiencing homelessness or connected to the child welfare system.● Must serve <i>infants and toddlers, and families eligible for WI Shares</i>● <i>Local cost sharing</i> where in year one, communities will be required to contribute at least a 30% match with increasing match requirements in subsequent years.

- Agree to collaborate with an *external evaluator* as part of WI’s PDG-R efforts to understand impact (see Activity 6).

Additional consideration will be given to WG applications that:

- *Provide enhanced professional development* opportunities for child care teachers focused on social-emotional development, trauma-informed practices, inclusion, implicit bias, cultural humility, and connections to PBC including mentorship.
- *Establish/expand an apprenticeship program* that recruits and encourages individuals – particularly individuals of color – to pursue careers in ECE by pairing either an ECE high school credential or free postsecondary education focused on ECE with ongoing coaching, and work in an ECE program. As part of this program, participants must receive a living wage (based on the community), free tuition for postsecondary options, and funds to offset additional related expenses.
- Support for ECE teachers to pursue *credentials*.
- Partnership with or connection to a local *shared service network (SSN)*.

Examples of Potential WG Initiatives

- Start-up costs for a new on-site child care program at a place of employment (business) where the employer subsidizes the cost of child care for its employees;
- Business(es) partner with a licensed child care program or HS/EHS/4K site using a braided funding model where the business(es) purchase slots for its employees while public funds support child care access and wraparound supports for a priority population in their community, such as families experiencing homelessness;
- A partnership with business, philanthropy and licensed child care programs in a community that establishes a pool of funds that ensures no family pays more than seven percent of their annual salary on child care at the partnering ECE programs;
- A program that supports child care teachers of color to obtain an infant toddler credential using T.E.A.C.H. scholarships that includes additional funds to support more intensive PBC for those teachers, pays for supports not covered by T.E.A.C.H. (e.g. substitute time for child care programs while the teachers obtaining their credentials are in courses, child care or internet/technology needs for the teachers pursuing their credential or additional paid release time), and offers a salary bonus and salary raise when the credential is completed; and/or
- An intensive apprenticeship program offered to teenage mothers to get training and education not only in ECE but also business ownership and development that will support their transition to become licensed family child care providers.

In addition to supporting the child care workforce, expanding **social emotional development (SED) training, coaching, and support** for the ECE workforce is a priority across many ECSS agencies in WI including DCF, DPI, DHS, OCMH, CANPB, as well as the ECAC and WITPP. During PDG, WI expanded professional development, T/TA, and coaching that

supports child care teachers’ understanding and implementation of SED framework(s) and evidence-based strategies. These framework(s) and strategies support WI’s effort to significantly reduce suspension and expulsion rates in ECE settings by increasing teachers’ knowledge and skills in supporting positive relationships with children and families, creating engaging environments, teaching social skills, identifying and managing emotions, providing concrete teaching strategies that are culturally and linguistically relevant, and, when needed, creating individualized interventions for children. While PDG focused on supporting child care programs, PDG-R will expand these efforts in the following ways:

Strategies to Expand SED Supports
<ul style="list-style-type: none">● Expand SED training, coaching, and professional supports to the broader ECE workforce including B3P, home visiting, and child welfare in addition to early learning programs, with an emphasis on underserved rural areas, Tribal communities, and communities of color.● Offer additional PD to existing coaches and expand resources focused on mitigating adverse childhood experiences and integrating trauma-informed practices across all ECE programs.● Increase access to coaching support, including bolstering capacity to provide PBC.● Support WI’s draft policy toward reducing suspensions and expulsions while preparing young children to be successful in school.

Similarly, WI’s CANPB is the lead entity in providing **Strengthening Families Protective Factors Framework (SFPFF)** training throughout the state. SFPFF is a research-informed approach to increase family strengths, enhance child development, and reduce the likelihood of child abuse and neglect. It is based on engaging families, programs, and communities in building five key protective factors: parental resilience, social connections, knowledge of parenting and child development, concrete support in times of need, and social emotional competence of children. This training is available to parents and ECE providers, and CANPB offers this training in Spanish. CANPB also has experience working with Tribal nations to customize SFPFF training. For example, they worked with the Menominee Tribe in WI, working with Tribal members to review SFPFF training to identify adjustments and activities to

make them more culturally relevant for their Tribe, e.g. modifying the parental resilience module to community resilience. Given the intentionality around partnering with Tribes, and the need for this type of partnership work to be completed in person, PDG-R funds will be used for CANPB to work with one Tribe to replicate this process in a culturally-responsive way - with a focus on supporting both Tribal ECE providers and parents - once it is safe to do so in person.

(2) Improving the training of ECE professionals: YoungStar (YS) is WI's Quality Rating and Improvement System (QRIS), and supports the ongoing training and professional development of child care providers so they can deliver the highest level of care to the children they serve. For child care programs participating in YS, PD is provided through onsite technical assistance by a YS Technical Consultant, who is trained in PBC. And, child care teachers can connect with communities of practice (CoPs) for networking and support, and access low-cost training opportunities. Though PBC is already in place through YS, YS is planning to shift most of its general consultants to become specialized coaches in areas such as inclusion, infants and toddlers, health, and SED. This way, child care teachers and programs can receive more targeted support and PBC based on their desired professional and program quality goals. In addition to YS's PBC, WI has continued to prioritize PD focused on SED. As described previously, SED training and PD will continue to be expanded in PDG-R to the broader ECSS workforce, and all SED frameworks implemented in WI offer individualized PBC.

DCF has an already created trauma curriculum for birth and foster parents that increases parents' knowledge and understanding about trauma, helps them understand their own trauma, teaches them why it's important to respond to children in trauma-informed and trauma-sensitive ways, and how to do so. PDG-R funds will modify this curriculum to create **trauma training for the ECE workforce** to help infuse trauma-informed practices into both ECE programs and

homes where families are not connected to the child welfare system. These trainings will be made available for the ECE workforce across DCF, DPI, and DHS.

WI, through the ICEY, will also look to more intentionally link PD opportunities available through DPI, DHS, and Head Start. Trauma-informed care and ensuring trauma-informed approaches to working with children and families is a focus of DHS; and WI will explore possible collaboration, expansion or coordination with DHS programs, including their Resilient WI initiative. And, WI will collaborate with the HSCO and WHSA to offer trauma-informed training PD opportunities for Head Start teachers to the broader ECE workforce. Currently, DPI facilitates a CoP for HS teachers focused on disability and inclusion; and opportunities to link in other early childhood educators and/or to replicate this CoP will be explored. HS teachers also access PD through federal TA centers, WHSA, and other HS-focused PD, and ways to expand those tables to allow other early childhood educators to leverage those opportunities – including training on trauma-informed practices, inclusion, and family leadership – will be explored.

Additionally, B3P is implementing a two-year local innovation grant, with a focus on supporting the SED needs of children connected to both the child welfare system and IDEA Part C. These grants allow local areas to explore new and better ways to address the unique needs of children with developmental delays and disabilities through increased coordination between different partners, new trainings for staff and families, and new tools to help identify children's issues early and trigger action. DHS is looking forward to learning from these local innovation grants, which are expected to end in 2021, to help identify opportunities to best support children connected to IDEA and expand these learnings. Through PDG-R, WI will encourage ongoing collaboration and expansion of best practices learned from these B3P grants in its PDG-R

Community Innovation Grants (see Activity 5) – new grants offered to communities to support cross-sector collaboration to increase access to high quality ECE.

In addition to learnings from the B3P innovation grants, the need to better train the ECE workforce and B3P service providers to support inclusion in ECE settings is crucial. WI implements the Primary Coach Approach to Teaming for B3P which includes three components: 1) coaching families to support their child in reaching their optimal development, 2) a team approach among B3P service providers to ensure collaboration and seamless, relationship-based support for families, and 3) providing services in children’s natural environments. While the natural environments component typically occurs in a child’s home, there is an opportunity to strengthen partnerships between B3P and ECE settings (child care and EHS) to offer services in partnership with parents and early childhood educators to best support children in inclusive settings. The same is true for children served by ECSE and the need to partner with child care, 4K, and HS. Furthermore, support for early childhood educators themselves on how to engage in potentially difficult conversations with parents about children’s developmental concerns is a need that has been expressed. Given the strong local control nature in WI, these types of intentional partnerships and training have to occur at the local level, and will also be encouraged in PDG-R through Community Innovation Grants (see Activity 5).

(3) Aligning credentials, certification, and coursework: WI has laid a solid foundation of aligned credentials, certifications, and coursework for the ECE workforce. WI’s technical college system offers the early childhood program at all sixteen colleges with an aligned statewide curriculum, which means they have the same program with the same course titles, course numbers, credits, and learning outcomes. This aligned curriculum allows all articulation agreements between four-year college degree programs to automatically articulate with all of

WI's technical colleges; and the curriculum – and subsequently the articulation agreements – get updated every several years to ensure currency. The technical colleges' ECE curriculum is aligned to NAEYC standards and WI Educator Standards; and when students are enrolled in a technical college and are a Registry member, transcript information is automatically updated in the Registry when transcripts are submitted to reflect an ECE teacher's Registry level. WI's long-standing efforts, relationships, and feedback loops between the Registry and Institutions of Higher Education (IHE) have resulted in a strong system of credentials, coursework, and higher education partnership; which will help lead to a career ladder that spans across ECE, home visiting, early intervention, and the broader ECSS workforce.

To advance its ECE workforce development efforts, DCF and DPI are exploring the application of an Aspen Accelerator grant to collaborate with secondary schools and IHEs to enhance the ECE pathway for student parents in a postsecondary setting. In this proposal, DCF and DPI would enhance curriculum for pre-service ECE professionals; offer anti-bias professional learning to ECE professionals statewide and partner with local, regional and Tribal stakeholders. The plan includes proactive measures to recruit diverse new professionals into the ECE field and foster their advancement in leadership roles.

Building on this concept, WI will leverage PDG-R funds to scale implementation of a **high-school level, credit-bearing approach** that provides secondary students the opportunity to earn credits and stackable credentials toward an ECE career. Through this effort, more WI high school students would earn ECE transcribed/dual credit paired with work experience, PBC, and career counseling, ultimately articulating into an early childhood associates degree and a job placement. WI has significant experience in developing regional career pathways through its New Skills for Youth grant work, and will leverage this experience for ECE career pathways.

(4) Increasing availability of qualified providers – supporting the workforce: WI

believes the implementation and evaluation of the WGs and apprenticeship pilot will assist with increasing the availability of early childhood educators, particularly in rural areas, especially since higher wages will be a requirement of the WGs. Additionally, the demand for unregulated and unlicensed family, friend, and neighbor (FFN) child care was high in WI pre-COVID-19 and has only skyrocketed during the pandemic. Qualitative interviews during PDG’s NA identified the need for additional supports for FFN providers, particularly among Tribal families and other families of colors, and is a key equity strategy to support children wherever they spend a significant portion of their day. As a subcomponent of WGs, WI will fund **start-up grants** in child care deserts to support FFN providers to come into regulation, with a focus on caregivers of color, Tribal caregivers, multilingual caregivers, caregivers in rural communities, and caregivers of infants and toddlers. WI will use a relationship-based approach to engage with FFN providers to increase awareness and interest in regulation, including exploring the benefits and concerns around regulation, to ensure this strategy meets providers’ needs.

Key elements of start-up grants to support the family child care workforce

- All basic health and safety courses as well as background checks and fingerprinting required to become a regulated family child care provider will be free and barriers to access courses will be removed (e.g. free wifi to access online courses).
- Providers will be paired with a peer ECE mentor who can support them in their journey towards regulation and continue to provide peer support and mentorship for at least 12-months. These peer ECE mentors will receive a stipend for their time mentoring.
- Providers will receive more intensive coaching and support as they navigate the various child care systems such as licensing, YS, Shares, and other systems as they enter into regulation; and ongoing PBC for at least 12-months to support progression in YS.
- A \$10,000 start-up grant for FFN providers who become licensed family child care providers, and a \$2,500 longevity bonus if they continue to stay in operation as a licensed family child care provider. A \$2,000 start-up grant for FFN providers who become regulated family child care providers, and a \$500 longevity bonus if they continue to stay in operation as a regulated family child care provider.

ACTIVITY FIVE: Improving Overall Quality and Service Integration, Expanding Access and Developing New Programs

Strategies to address access, affordability, quality, and the workforce to strengthen an equitable cross-sector ECSS need to happen at both the state and local levels, and identified strengths and needs will vary based on community. To this end, WI will leverage a combination of local and private funds and statewide infrastructure support during the PDG-R in pursuit of improving overall quality and service integration, access expansion, and development of new programs. Some of this work will layer on top of efforts laid out in Activities 3 and 4 to bolster cross-sector collaboration.

(1) Activities to targeted communities via subgrants: As started in PDG, WI will continue to focus on local collective impact to be responsive to unique local needs, leverage financial resources, increase collaboration, and build ongoing sustainability at the community level. In PDG-R, communities will have the opportunity to support their own quality improvement initiatives through **Community Innovation Grants (CIGs)**, which began in PDG. Funding for community-based applicants to serve as incubators to fund ECE programs and evidence-based practices that are specific to their identified community needs, and that address the issues of quality, access, affordability, equity, workforce, and local collaboration. The goal of CIGs is to pilot and implement new and innovative practices or programs, or scale up existing efforts that respond to local ECE gaps, while braiding local child-centered efforts and funding streams. Ultimately, CIGs will build local infrastructure, help identify effective cross-system strategies, and identify successful community-based systems change to help inform the ECSS across multiple communities and at the state level. Given the data collection efforts and WI's efforts to embed CQI, CIGs will be one-year, renewable grants that allow for opportunity to refine and strengthen local efforts, and at least half will be awarded to rural communities.

Community Innovation Grant Requirements

- Local data highlighting community need that informs their plan, and the estimated impact of families/children served;
- An equity-centered approach that includes authentic parent and stakeholder engagement, including how their plan prioritizes and partners with families of color, multilingual families, low-income families and other families experiencing challenges (e.g. homeless, child welfare connected, children with disabilities), as well as collaboration with Tribes;
- How their plan will address at least two of the four pillars of WI’s SP – access, affordability, quality, and the workforce.
- How their plan will meet their community needs with a detailed plan of major activities including SMARTIE (Specific, Measurable, Achievable, Relevant, Time-Scaled, Inclusive, Equitable) objectives and deliverables;
- How funds will be used for greatest impact, including a requirement to blend and braid public and private funds at the local level, and not supplant already existing funds; and
- How their local plan will collaborate with cross-sector, public and private partners.

Additional consideration will be given to CIG applications that include:

- An intentional focus on families with infants and toddlers;
- A family navigation component;
- An intentional focus on collaborative, seamless, and individualized transitions between ECE and family support programs for families and young children, including alignment of services and supports from ECE into kindergarten and the early grades; and/or
- Connections to three or more sectors (e.g. ECE, K-12, health, mental health, workforce development, transportation, child welfare, etc.)

Examples of Potential CIG Initiatives

- A home-based EHS-CCP type model connected to a SSN and FRC that provides comprehensive wraparound services in a rural community, including during non-standard hours of care;
- Start-up funds for a two-gen program that supports families with young children experiencing homelessness access stable housing, job training/search, and wraparound services paired with high quality child care;
- Strengthening collaboration and PD among the ECSS workforce through a community partnership with a local human service agency or other entity with a focus on supporting IDEA, McKinney-Vento, and/or child welfare connected children;
- Establishment of new or expanded community collaborative approaches among school districts, HS, and/or child care programs to expand half and full-day 4K offerings while retaining support/stability for community-based child care programs;
- Establishment of aligned/shared curriculum and/or curricular strategies, professional development, common family wraparound services, and transition supports between 4K, child care, and HS to K-12 with a focus on supporting IDEA, McKinney-Vento, child welfare connected children, and/or other priority populations.

- A new partnership between a community-based organization and Tribal nation to support culturally appropriate, comprehensive, family-focused B-5 services including child care, home visiting, connections to B3P and ECSE, and wraparound services.
- Strategies focused on improving nutrition access and healthy living for families through a multi-agency collaboration including child care and family medicine that leverage Farm to ECE, SNAP-Ed, Food Wise, CACFP/School Nutrition Programs, etc.

Individual CIGs will be responsible for identifying SMARTIE objectives, and WI’s objectives and deliverables will be to ensure successful grant-making, implementation, and oversight.

Community Innovation Grants SMARTIE Objectives
<ul style="list-style-type: none"> ● Specific and Measurable: Grantees will be required to define how many families and children served; family and child impact; how many cross-sector partners were engaged in local efforts; and number of services connected to families. ● Achievable: All grantees will be chosen based on achievability and feasibility of plans. ● Relevant: All grantees will be chosen based on identified local needs and how plans address those needs; connection to access, affordability, quality, and workforce. ● Time-Scaled: CIGs will be time-specific to up to two-years (annual renewal), with each plan identifying sustainability beyond the grant period. ● Inclusive and Equitable: All grantees will describe how services are targeted towards Tribal families, families of color, multilingual families, families experiencing homelessness, families connected to the child welfare system, and families with children with disabilities; and how these families are connected to advisory/leadership processes to ensure culturally and linguistically responsive programs and services.

(2) **Enhancement of early childhood systems components and infrastructure:** In addition to CIGs and start-up grants, WI will continue to advance statewide efforts started in PDG to build up the ECE infrastructure to support high quality ECSS, with a focus on Tribal communities and strengthened health connections in the ECE system. In partnership with each of WI’s Sovereign Nations and Tribal communities, DPI, and GLITC, the **Young Learners Tribal Language Revitalization Initiative (YLTLR)** would provide Tribal heritage language and cultural learning experiences for WI’s Native American children, families, communities, and others, as they progress from an ECE program into elementary school. Heritage- language immersion contributes to positive child-adult interaction and helps restore and strengthen Native

languages, familial relationships, and cultural traditions. The goals of the YLTLR are to revitalize the linguistic and cultural components of WI’s Tribal nations, address the needs of Tribal communities to improve transitions to elementary school, reduce achievement gaps, and improve academic outcomes. While COVID-19 halted the implementation of this initiative due to Tribal programs shutting down, progress was made to develop this new program, and WI anticipates implementation will begin during PDG-NCE, and continue and expand in PDG-R. Funds would support collaboration costs (e.g. materials, curriculum development, educator training), with Tribal CCDF and/or WI Tribal gaming revenue as potential funding sources to support ongoing costs in the future. Through the YLTLR, WI anticipates reaching an estimated 500 children across all of WI Sovereign nations.

Tribal Revitalization Language Initiative SMARTIE Objectives
<ul style="list-style-type: none"> ● Specific and Measurable: All First Nations will have programming in place to sustain and revitalize their tribal language and cultural practices for young children and families. Programming will include transitional components as children enter K-12. Each nation will have a sustainability plan for program continuation after PDG-R ends. ● Achievable: The PDG-R timeline will allow each nation to effectively plan, identify resources, develop materials, implement, and evaluate their programs. This allows each nation to start with a small pilot program and expand based on results. ● Relevant: All First Nations are seeing a decrease in numbers of native speakers. Traditionally, oral story sharing has been a primary method of teaching language and culture. This initiative is critical in keeping each nations’ language and culture alive. ● Time-Scaled: This grant will provide the time needed by each nation to develop a stable foundation for effective and sustainable programming and evaluation. ● Inclusive and Equitable: The YLTLR honors the sovereignty of each of WI’s nations and supports all six language families represented. Programming and resources will be accessible to family and community members, and it will create spaces for conversation/dialogue and opportunities for children and families who are not members of individual Tribes.

As began in PDG, WI will expand and support **comprehensive health consultation and outreach** to ECE programs and families. During PDG, a scan of child care program’s health policies was completed, and a training was developed to support child care programs with

meeting the health-related needs of children. These health needs could support foundational practices such as handling medications, managing a lice outbreak, or supporting children with allergies, to the currently pressing issue of how to handle a COVID-19 outbreak. WI has started health consultation trainings under PDG that are disseminated through a train-the-trainer model and will continue into the PDG-NCE to provide ongoing support from health professionals, child care licensors and other ECE providers. During PDG-R, a health consultant will be available for the ECE system to continue this work.

Additionally, ECE programs, particularly family child care programs, have and continue to struggle with obtaining personal protective equipment during the pandemic. Given the SP focus on stabilizing ECE programs and especially child care, WI will work with CCR&Rs, FRCs, and other agencies to ensure ECE programs can access personal protective equipment. Finally, comprehensive health consultation and outreach may also include a focus on improving facilities through lead remediation strategies at ECE sites as began in PDG, as well as targeted partnerships with the medical field to support optimal health and well-being of young children. Through comprehensive health consultation and outreach, WI will reach 4,300 ECE providers.

Comprehensive Health Consultation SMARTIE Objectives
<ul style="list-style-type: none">● Specific and Measurable: Number of DCF staff trained in health consultation; number of programs receiving personal protective equipment; number of programs receiving lead remediation support● Achievable: WI laid the foundation for this work during PDG, and believes the continuation and expansion of these efforts will be feasible during PDG-R.● Relevant: The success of health consultation and outreach in PDG highlights the need to provide ongoing support in this area, which has been exacerbated by COVID-19.● Time-Scaled: All of the comprehensive health consultation strategies are time-specific to be one-time only or can be completed within the PDG-R timeframe.● Inclusive and Equitable: Equity will be built into the consultation model, and be inclusive by looking at needs within rural, urban, and suburban communities.

ACTIVITY SIX: Monitoring, Evaluation, Data Use for Continuous Improvement, Meaningful Governance, and Stakeholder Engagement

Data Integration, Management, and Use

(1) Status of data collection, management and use

Integrated Data System Use in Improving ECE Mixed Delivery System - [Operational]

WI's operational integrated data systems, including **WI's Early Childhood Integrated Data System (ECIDS)** and related IT systems, link ECE client/student data across DCF, DPI, and DHS which, in turn, allows research requests to be filled more easily. Created through a RTT-ELC grant, ECIDS helps policymakers answer questions and improve programs and services for young children and families. With respect to **data governance and management**, DCF, DPI, and DHS retain full control of individual client/student data in accordance with all applicable state and federal privacy laws and regulations. For example, DCF retains full control of data within its data system, Longitudinal Information for Family Touchpoints (LIFT), including program and demographic data on participants in child care, child support, initial assessment, out-of-home care, home visiting, and more. WI has established a single cross-agency ECIDS memorandum of understanding to ensure those data governance standards are upheld, and data sharing agreements (DSA) are established for each unique ECIDS data request.

Improving Data Collection, Management, and Use Across the B-5 ECSS [Currently Planned]

WI is making a concerted effort to improve its ECE coordination at the state-agency program level as part of its PDG-NCE and PDG-R continuous quality improvement (CQI) efforts. While partners have collaborated successfully around the creation of ECIDS and throughout PDG, more can be done to take an inventory of individual program data, data literacy, and data-based accountability efforts within key programs and services (e.g. early intervention programs, PD efforts, transition services, approaches to integrate school-district based 4K in community-based

ECE programs, local efforts around data collection, management, and use). WI use PDG-R funds to help address these capacity needs.

Priority Area	WI PDG-R Plans for Continuous Quality Improvement
ECIDS Portal Enhancement, Agency Data Capacity	In PDG-R, WI will review the current ECIDS portal process for areas of improvement. WI will dedicate PDG-R funds to support additional capacity towards process improvement and management, allowing for enhancements around the current ECIDS process and systems, and increasing confidence in how data will be used/interpreted. <i>[In the Planning Process]</i>
Greater Interagency Coordination, Data Integration, and Use to Drive Better Outcomes across B-5 and beyond	As part of PDG-R, WI’s ICEY will maximize knowledge and expertise of state-agency ECE program and policy experts to identify (1) opportunities for better data integration and use; (2) opportunities for enhanced accountability around key ECE metrics and measures, through the use of the PDG Sandbox and other user-friendly dashboards; (3) opportunities for greater interagency alignment around state and locally-driven data literacy efforts underway within partner agencies that are currently disconnected; (4) coordination of currently disconnected or non-uniform data to inform transition practices, professional development, access to quality, and kindergarten readiness ; and (5) an explicit, coordinated focus on data to inform WI policy goals around equity and inclusion and closure of gaps across race, ethnicity, poverty, disability, language, and more. <i>[Envisioned]</i>
Data Literacy	As part of PDG, WI recognized data literacy as vital to a successful NA and SP and developed the PDG Sandbox, an interactive data portal through which stakeholders can come together in identifying needs in their area using a common set of data and language. WI will expand this effort with ongoing updates to the Sandbox, including more extensive data on workforce and non-child care programs. <i>[In the planning process.]</i>
Increasing Data Transparency and Knowledge	To inform stakeholders, local communities, and state and regional staff, WI incorporated a common data source on access, affordability, quality, workforce and included key background indicators around health, employment, education and poverty in the PDG Sandbox. The Sandbox is accessible to all public entities and is used to inform local policymakers of the needs of their communities. WI’s use of Collibra as a data management tool allows for a consistent business glossary of components including but not limited to HS and LIFT which ensures data is used and defined appropriately across users. As part of PDG-R, WI will utilize enhanced data integration and improvements to ECIDS to promote impactful practices for WI’s ECE workforce and ECE systems; expand and monitor best practices for areas of increased support, and continue to offer free Registry/credential updates and integrate and analyze these data. <i>[Operational/in the planning process.]</i>

(2) **Early childhood data systems and linking data [Operational]**: As previously

indicated, ECIDS and related IT systems are in place to link client/student data, which enable request processing across ECE, health, education, and human services programs and agencies.

Agency	Example ECE Program Data Available in ECIDS
DCF	Child Welfare; Home Visiting; Initial Assessment; Out of Home Care; WI Shares - Child Care Subsidy Program; Regulated Child Care Providers; YoungStar Quality; Wisconsin Works (W2); Child Support; Head Start - in progress
DHS	Birth Records; Maternal & Child Health; Immunizations; Early Hearing Detection & Intervention; Lead Screening & Remediation; Part C IDEA (Birth to 3 Program);
DPI	Student Demographic Data; Free/Reduced lunch status; English Language Learner (ELL) status; Individualized Education Plan (IEP) status; Attendance; Enrollment; Retention; Suspensions/Expulsions/Incident Type; English Proficiency; WSAS Assessments (3rd Grade Math and Reading)

System Enhancements Informing Policy and Practice Including Persistent IDs: [Operational

and in the planning process] To better understand how ECE programs serve children, WI prioritized the use of PDG funds to address known data collection/integration limitations in order to maximize key ECE data infrastructure, and will continue these investments in PDG-R.

Example Data Enhancement/Integration Efforts During PDG and PDG-R	
Expanding Workforce Data (The Registry)	WI Child Care Regulatory System (WISCCRS) captures data on key aspects of state regulated child care providers, including data from The Registry. As a result of enhanced Registry data through PDG, WI will integrate these data to better understand workforce retention within programs and ECE as a whole, and will continue as part of PDG-R as described in Activity 4.
Head Start data integration	Through PDG, DCF has initiated HS data integration into LIFT. DCF has completed DSAs and will begin trial data collection of two HS programs in December 2020. In PDG-R, DCF will complete discovery and technical solutions related to additional HS program data integration and reporting.
Child Care capacity data integration	During PDG and PDG-R, WI partnered with CCR&Rs to begin integrating data around child care enrollment, waitlists, vacancies, etc. These data will inform WI's ECE landscape as well as parental knowledge through incorporation into WI's Child Care Finder.
3K, 4K/4KCA data collection and integration	As part of PDG and PDG-R, WI is integrating data on 3K and 4K programs, HS (noted above), as well as community approaches blending these programs into

	DCF's data systems and will serve to create a broader portrait of the state's ECE environment and the children connected to them.
Addressing homelessness	As part of PDG, DCF is standardizing its definition of homeless and pursuing incorporating homelessness indicators into LIFT.
Persistent IDs development through ECIDS	PDG funds are enhancing the ECIDS system by designing, building, testing and implementing the ability for persistent IDs which will remain from one Data Request to another. WI's current ECIDS design utilizes a federated system design, and WI is exploring an approach that allows for children, families, and workforce to maintain a unique persistent ID across data requests under PDG-R.

(3) Status of Distinct and Unduplicated Count of Children Participating in ECE:*[In the Planning Process]* Under PDG, WI proposed creating an annual distinct count of children participating in ECE programs throughout the state that could be analyzed by age, quality, accessibility, geography, socioeconomic status, and child well-being indicators. Currently, each agency identifies program participants in a distinct way. ECIDS combines these data, creating a unique ID for the individual during the de-identification process that is maintained in the system. However, for each subsequent research request, a separate research ID is assigned to each client/student included in the request, making it unusable across multiple research requests. WI's approach to persistent IDs will establish the solution for maintaining these unique IDs across requests to track children and families over time and across ECIDS requests.

Several obstacles impeded WI's progress in this area, including the impact of COVID-19 on limited staff resources, staff turnover, and a failed recruitment effort to hire a PDG-funded data position to perform this work. WI intends to resume recruitment for this position under the PDG-NCE. Although COVID-19 slowed execution of the distinct count of children served, progress has been made including a DSA among agencies, ECIDS request portal submission, and interagency communication to facilitate success.

Monitoring, Evaluation, and Continuous Improvement

(1) Tools and Methods to Promote Accountability in ECE Mixed Delivery System: WI

uses multiple accountability tools and methods across the state’s ECE system, including:

ECE Program	Example Accountability Tools and Methods
Child Care Programs (family child care, group child care, day camps)	DCF is accountable for the statewide licensure of child care facilities and promotes accountability for licensing requirements through ongoing inspections. DCF is accountable for establishing standards for the certification of persons who are not otherwise required to be licensed as a child care program. DCF is responsible for monitoring the contracted certification functions within local counties and tribes. With the exception of Milwaukee County, which is administered by DCF. (Source: DCF)
Child Care programs operated/contracted by Public Schools	All child care programs operated or contracted by a public school seeking to receive WI Shares payments on behalf of an eligible family, or that will participate in YoungStar, must be monitored annually by DCF for compliance. (Source: DCF)
Public Schools (4K)	WI public schools, including those that include 4K programs, are accountable to local school boards, while state law governs certain aspects of public school administration including educator licensure. Using local data, DPI creates annual state and federal reports that measure and summarize school/district performance using a variety of metrics. State law requires the administration of a locally-determined reading screener from 4K-2. (Source: DPI)
Head Start	WI funds the WI Head Start State Supplement Grants, which supplement the federally-driven program, with sites accountable to their specific HS Program Performance Standards and their approved HS State Supplement Grant Activities. HS programs that are licensed or monitored by DCF or participate in YoungStar have additional requirements.
YoungStar (QRIS)	YoungStar objectively measures child care quality by awarding up to a 5 Star rating to DCF regulated child care providers.
Contracts/Grants for ECE programs and services (including PDG)	For any funding provided through state contracts, WI requires accountability for meeting program standards and performing requirements through its standard contract and/or grant terms.

(2) Addressing Fragmentation/Overlap Across WI’s Mixed Delivery System: DCF,

DPI, and DHS administer most state ECE programs. Since 1994, the agencies have partnered on

the Wisconsin Early Childhood Collaborating Partners (WECCP) initiative, and have successfully developed a number of ECE innovations, such as the WMELS and the WI Core Competencies for Professionals Working with Young Children and their Families. Through WECCP, the agencies have utilized blended and braided ECE program funds to advance local and regional technical assistance and other successful collaborations.

While WI has multiple collaborations and two strong leadership bodies with LCEY and ECAC, there is no complementary working group of the state’s core ECE program, content, and policy staff across different divisions in DCF, DPI, and DHS, leading to fragmentation across WI’s ECE programs. In response, WI will establish an Interagency Collaborative on Early Years (ICEY), comprised of core state-administered ECE program administrators, content experts, and policy advisors who will work together to address areas of fragmentation and overlap and improve coordination, efficiency, effectiveness, and, ultimately, delivery of services to children B-5 and their families. ICEY’s work will align with PDG-R deliverables around gap analyses/ needs assessment, strategic planning, data management and use; resource alignment and CQI. Envisioned outcomes would include: greater, sustained policy cohesion across programs; alignment of best practices, innovative strategies, PD and training efforts, and funding opportunities; enhanced focus on successful transitions and school readiness; and improved family engagement across systems. Further, the ICEY will support the work of the ECAC, LCEY, and state agencies by filling a critical need for *interconnected* state-level ECE policy and implementation support. See Bonus Points #3 (page 61) for more information and specific examples of envisioned ICEY deliverables.

Interagency Cooperative on Early Years (ICEY)		
State Agency	Core ECE Program <i>*Example Connected B-5 State</i>	Lead Agency Participants (Core state-level ECE program administrators and policy staff,

	<i>Agency Programs and Services</i>	who also serve as connection points to other B-5 ECSS services within their agencies as needed.)
DCF	Child Care Head Start Collaboration Office <i>*Connections to home visiting, child welfare, etc.</i>	Division of Early Care and Education - Child Care Division of Early Care and Education - HS/EHS coordinator Division of Early Care and Education - PDG and WITPP policy and data capacity
DPI	4K/4KCA, ECSE <i>*Connections to ESSA (Title I, Title III, etc. programs serving vulnerable populations; nutrition programs; ECIDS</i>	Division for Academic Excellence - Teaching and Learning Team; Early Childhood; Title III Division for Learning Support - Special Education Team; (ECSE)/IDEA Part B; Division for Student and School Success - Title I Data and policy capacity as needed during PDG-R
DHS	Birth to 3 Program <i>*Connections to Medicaid Services; Public Health</i>	Division of Medicaid Services - Birth to 3 Program/IDEA Part C; Data and policy capacity as needed during PDG-R

WI will utilize PDG-R funds to create capacity needed to successfully launch and support the initial years of this effort (e.g. support DCF, DPI, and DHS staff engaged in ECE program oversight and management staff to more intentionally integrate and connect their work together; address key data capacity needs within each agency; create an inventory of ECE activities and resources funded and supported by each agency; interagency liaison needs; meeting facilitation). While the ICEY will focus on core ECE program alignment and cohesion, members from each agency will serve as connection points back to other agency resources focused across the ECSS.

(3) Approach and Timeline to Updating, Enhancing, and Implementing WI’s Program Performance Evaluation Plan (PPE)

PPE purpose, audience, and evolution: The purpose of WI’s PPE is to build a sustainable, rigorous evaluation infrastructure that will inform CQI for ECE programs extending beyond the PDG-R grant period. The PPE will provide data to help inform state ECE programs; state-level leaders and stakeholders participating in ECAC and LCEY; and ECSS stakeholders statewide.

Key PPE Objectives

- Analyze existing ECE data infrastructure, identify gaps and make recommendations that enhance alignment between ECE data systems and support better decision-making;
- Build data, staff, and methodological infrastructure to measure intended grant outcomes and build evidence-informed policymaking and practice into the ECSS;
- Use results from the NA and SP to develop and refine the research/evaluation agenda, including alignment of logic model, going forward;
- Complete process and implementation analysis of grant activities, goals, and objectives;
- Increase state ECE system CQI capacity.

WI's PPE has evolved from its original proposal as a result of lessons learned during PDG. WI's PPE now relies on existing DCF cross-agency expertise and capacity to monitor progress and impact, which will continue into PDG-R. WI will target funds in PDG-R for an external evaluation of the proposed PDG-R Workforce Grants, as well as evaluate its efficacy and impact focused on family engagement strategies under Activity 3. WI proposes utilizing long-standing partnerships with University of Wisconsin (UW) System experts to facilitate the external evaluation. The activities of the PPE will leverage and add capacity to deepen and broaden systematic, meaningful data collection; regular examination of key progress indicators; and timely policy and practice modifications informed by empirical evidence.

Alignment with Strategic Plan: PPE activities are directly aligned with WI's vision and have evolved to meet the goals and objectives outlined in the NA and SP. Specifically, WI's PPE will measure the success of PDG-R while creating data-informed measures for short, medium, and long-term progress toward improved equity, access, quality, and affordability for the state's children and families; improved recruitment, retention, and support of a high-quality ECE workforce; and improved outcomes among children entering kindergarten. Evaluation activities will be grounded in a broad and culturally informed framework, and informed by diverse perspectives and methodological lenses to build evidence needed to understand the impact of strategies in diverse communities and populations aligning with the SP. The PPE is built around

a formal PDG performance monitoring system and comprehensive implementation evaluation, which will facilitate learning and drive CQI.

Key personnel involved and their responsibilities: WI will utilize existing partnerships, skilled DCF staff, and engage new partnerships to plan, evaluate, and implement CQI. To achieve the goals, objectives and activities defined in this PPE, DCF will leverage staff and a variety of internal data and analytic, IT, governance, performance management, quality assurance (QA)/CQI and contract administration resources and infrastructure, including:

Role	Description
Evaluation Lead (DCF)	Research Analyst will coordinate staff, collaborate with partners to evaluate pilots and grant deliverables, and oversee progress towards CQI;
Staff Capacity (DCF)	DCF’s Bureaus of Performance Management, Information & Technology; DPI key staff; DHS key staff; DCF key staff; PDG Grant Manager; PDG Workforce Grant/Innovation Grant Manager; PDG Research Analyst, PDG Assistant Grant Manager, PDG Strategic Initiatives Advisor
Data Management	DCF Data Management IT work team, DPI/DHS data partners
CQI Resources	LEAN practitioners, program area QA/CQI subject matter experts

Current Data Sources, Data Capacity, Metrics and New Data Sources: WI has coordinated core ECE data, analyses, and reports during PDG, and incorporated all relevant data into a cohesive NA, including data from state, local and Tribal organizations, partner data from FFHV, B3P, Maternal Child Health, 4K, GLITC, HS and others. PDG efforts have painted a much richer description of WI’s ECE programs and PDG-R efforts will build on this success.

Example Completed / In-Progress Activities (See Activity 1 for more detail)
Development of annual, persistent, distinct count of children being served in ECE programs.
Surveys of providers, teachers and workforce to unpack drivers of ECE workforce crisis.
Refined mapping to produce more precise estimates of child care deserts, especially in WI’s more rural, less developed areas of state (thus, a clear understanding of access and availability).
In-depth, targeted qualitative research, interviews and observational studies, in all regions to better understand the specific context, needs, barriers/obstacles and strengths.

As part of PDG-NCE and PDG-R, WI will reevaluate the intent of these activities, updating where necessary with the continued commitment of identifying barriers to families and the number of children unable to access ECE. WI will also use the knowledge it has gained to adjust the goals of vital workgroups like ICEY to a more sustainable and effective format. Lastly, WI is finalizing the metrics it will use to monitor implementation of its SP, and will update the PPE and logic model accordingly.

PPE Grant Evaluation Strategy: WI will utilize PDG-R to fund a research partnership within the UW System to evaluate the largest new initiatives stemming from its SP and proposed in PDG-R: Workforce Grants. WI's UW evaluation partner will have the following skills to provide consultation and work with DCF staff dedicated to leading and implementing the PPE and CQI: knowledge of WI's ECE system; experience with a wide variety of evaluation methods (e.g. **data collection, sampling, measurement, analysis**); knowledge of impact-driven evaluation; and experience promoting CQI in state government.

Results from the implementation analysis throughout the funding period will be regularly communicated to and used by LCEY, ECAC, and ICEY to ensure alignment with the state's vision statement, refine the project logic model and PPE, modify the SP and other PDG-R activities, and support CQI efforts. To evaluate the entirety of the PDG, WI will use internal capacity to analyze key research questions for implementation analysis including: 1) How did grant activities impact ECE systems, programs, children B-5, and families? 2) What data gaps are present in the current ECE structure? 3) What metrics will be used to determine grant activity success? 4) Who will implement CQI beyond grant completion? 5) Have grant activities been implemented and completed as proposed?

Leveraging findings to support CQI and Updating/Aligning the NA and SP: WI will integrate the findings in its PPE to support CQI within DCF and partner agencies. In addition, WI will adapt its NA and SP based on PPE results through the biennial process outlined in Activities 1 and 2, and identified in the table below. Finally, WI will update its PPE and logic model after each round of NA and SP updates, resulting in a stronger cross-agency and cross-system CQI process. WI has updated its PPE to align with the current PDG NA and SP activities as described above, and has aligned its logic model as detailed on page 71.

Building Continuous PDG Progress and Funding Implications: WI’s PDG-R expenditure plans are directly informed by its NA and SP processes. As outlined throughout Activities 3-5, WI’s funded activities reflect the priorities identified by ECSS stakeholders, including a distinct focus on stabilizing WI’s ECE system; expand and support the ECE workforce; and build support for new, innovative cross-sector community-based partnerships. Further, WI will seek additional state funds through the state budget process for core SP activities as appropriate; and maximize resource efficiency across funded-ECE programs to achieve more unified and holistic program delivery across ECE programs.

NA, SP, PPE Timeline for Updates: WI will utilize all that it has learned to date, as well as the stakeholder and governance improvements outlined above, to implement updates outlined below:

Year	PDG, PDG-NCE, and PDG-R Milestones and Deliverables <i>PPE in italics</i>
2020	<ul style="list-style-type: none"> ● Statewide NA summary published (September 2020) ● 2021-23 B-5 Statewide SP published (November 2020) ● ICEY forms (late 2020) ● NA work funded under PDG continues ● PDG Innovation Grant proposal released ● <i>Vision, logic model, Program Performance Evaluation (PPE) plan, and governance structures updated as needed based on PDG Year 1</i>
2021	<ul style="list-style-type: none"> ● Implementation of 2021-23 SP continues; LCEY/ECAC monitor implementation of

	<p>PDG SP; identify areas for future focus.</p> <ul style="list-style-type: none"> ● PDG-NCE and PDG-R NA work continues; statewide NA summary is updated to include new elements ● ECIDS unduplicated count, other data systems improvements implemented ● WI forms an EAC in partnership with WITPP ● Workforce Grants released (mid 2021) ● PDG-R Community Innovation RFP released (2021) ● <i>PDG staff, ICEY, ECAC, and LCEY monitor key indicator data in SP to assess progress and outcomes, inform cost and resource efficiency, and support continuous improvement.</i> ● <i>ICEY meets on a regular basis, identifies opportunities for cross-agency collaboration and partnership, shares proposals and recommendations with LCEY and/or ECAC as appropriate.</i> ● <i>Contract with UW evaluator for Workforce Grants and parent engagement efforts secured and evaluation begins.</i> ● <i>Internal DCF PPE continues, updated as needed based on updated NA</i>
2022	<ul style="list-style-type: none"> ● Implementation of 2021-23 SP continues ● 2023-25 SP process begins using updated PDG-R NA ● Stakeholder feedback and listening sessions are held with emphasis on strengthening WI's comprehensive, statewide ECSS, including ECE programs (child care, 4K/4KCA, early intervention, home visiting, etc.) and programs/ services supporting young children/families (health, wellness, nutrition, etc.) ● ECAC and LCEY provide high-level direction, feedback ● EAC work continues ● State agencies, ECAC submit budget requests to the Governor, including any items directly related to ECE (September 2022) ● 2023-25 B-5 Statewide Strategic Plan is published (late 2022) ● <i>Vision, logic model, and governance structures are updated as needed.</i> ● <i>UW Evaluation of Workforce Grants and parent engagement continue</i> ● <i>PDG staff, ICEY, ECAC, and LCEY monitor key indicator data in SP to assess progress and outcomes, inform cost and resource efficiency, and support continuous improvement, and address ongoing sustainability.</i> ● <i>Internal DCF PPE continues, updated as needed.</i>
2023	<ul style="list-style-type: none"> ● Formal WI legislative budget process begins (January - June) ● Stakeholders utilize updated NA and SP to advocate for state-level changes ● Implementation of updated 2023-25 SP. ● WI 2023-25 state budget process begins (January - July). Stakeholders utilize updated NA and SP to advocate for state-level changes and funding ● <i>PDG staff, ICEY, ECAC, and LCEY monitor key indicator data in SP to assess progress and outcomes, inform cost and resource efficiency, support continuous improvement, and address ongoing sustainability.</i> ● <i>Vision, logic model, and governance structures are updated as needed.</i> ● <i>UW Evaluation of WGs and parent engagement continues and final report is published (late 2023)</i>

- *Internal DCF PPE continues, updated as needed based on updated NA.*

Meaningful Governance and Stakeholder Engagement

(1) WI State Governance Structure:

As previously noted, DCF, DPI, and DHS administer most state ECE programs. DCF and DHS are led by Secretaries appointed by WI’s governor, whereas DPI is overseen by an independently elected state superintendent. As a result, strong cross-agency coordination

is necessary to build and sustain a successful ECE system in WI. The map of WI’s ECSS

decision-making path

outlines this governance structure, as well as *key advisory roles*,

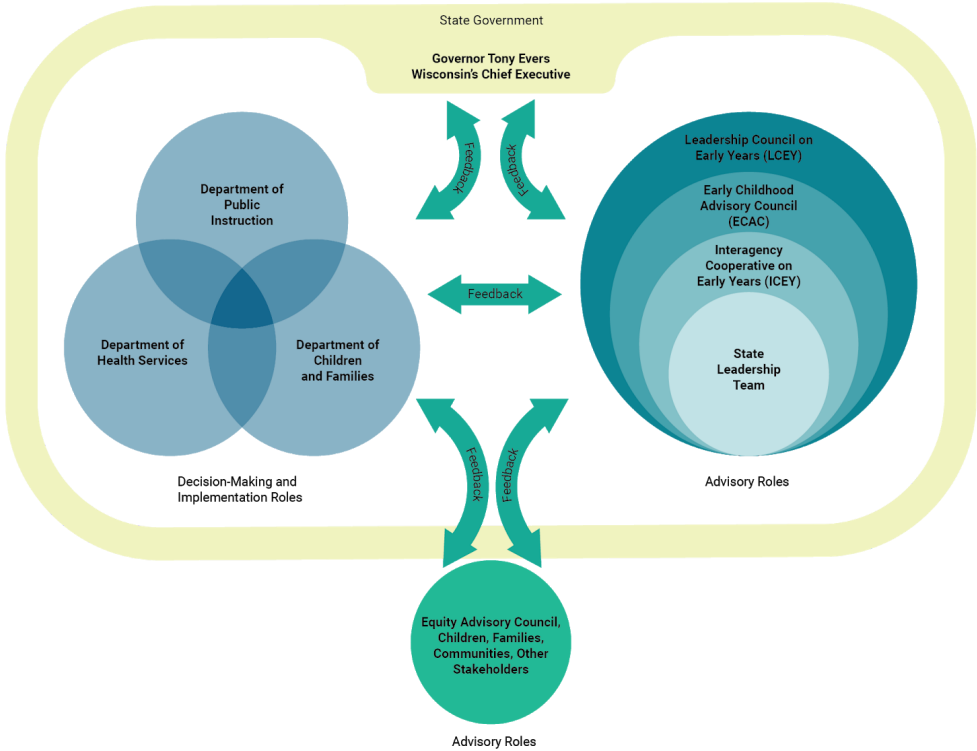
summarized below.

LCEY: As described in

Activity 1, the LCEY

functions as a “children’s cabinet.” It complements the public/private ECAC in achieving WI’s B-5 ECSS vision.

WI ECSS Decision-Making Path



Leadership Council on Early Years (LCEY)
<ul style="list-style-type: none"> • Office of the Governor & the First Lady • Department of Children and Families (DCF)

- Department of Public Instruction (DPI)
- Department of Health Services (DHS)
- Child Abuse and Neglect Prevention Board (CANPB)
- Department of Administration (DOA)
- Department of Agriculture, Trade, and Consumer Protection (DATCP)
- Department of Corrections (DOC)
- Department of Financial Institutions (DFI)
- Department of Natural Resources (DNR)
- Department of Revenue (DOR)
- Department of Safety and Professional Services (DSPS)
- Department of Transportation (DOT)
- Department of Tourism (DOT)
- Department of Veterans Affairs (DVA)
- Department of Workforce Development (DWD)
- Office of Children’s Mental Health (OCMH)
- Office of Commissioner of Insurance (OCI)
- Public Service Commission (PSC)
- Wisconsin Economic Development Corporation (WEDC)
- Wisconsin Housing and Economic Development Authority (WHEDA)

ECAC: As described in Activity 1, the ECAC is chaired by DCF Secretary Amundson and State Superintendent Stanford Taylor and consists of public/private stakeholders across the ECSS in positions to lead, implement, and sustain change. In PDG-R, WI will consider greater representation among health and related support services on the ECAC.

ICEY: See Activity 1 (page 11) and Activity 6 (page 48) for more information.

PDG State Leadership Team (SLT) and Regional Workgroups: In PDG, WI established Regional Workgroups and a SLT to oversee regional alignment of its PDG efforts. In PDG-R, WI will build on this work and utilize ICEY to address regional fragmentation and overlap, and identify additional opportunities to strengthen local and regional support networks.

Examples of Regional Variations in ECE Service Delivery	
DCF - 5 Regions	DCF supports local agencies administering DCF programs (e.g. child welfare, child care, child support, and W-2 financial assistance) in 5 distinct regions; and utilizes staff within each of its five regions to better coordinate service delivery, technical assistance, and local and regional ECE partnerships.

CESAs - 12 Regions	Cooperative Educational Service Agencies (CESAs) work in partnership with local school districts and DPI in 12 regions across WI. The WI Response to Intervention (RTI) Center, a collaboration between DPI and the CESA State Network, supports DPI’s work in early intervention.
DPI/ WECCP - 3 Regions	DPI, through its management of WECCP’s ECE braided funding and in partnership with CESA 5, supports outreach specialists in three regions. Outreach specialists also have statewide areas of focus, including WMELS training, and also serve on the PDG SLT. They include: <ul style="list-style-type: none"> • A Northeast Region Outreach Specialist with statewide content focus on 4K Content and inclusion practices and WMELS Statewide Coordinator; • A Northwest Region Outreach Specialist with statewide content focus on Culturally and Linguistically Responsive Practices and an emphasis on Tribal Nations; and • A Southern Region Outreach Specialist with a statewide content focus on children experiencing homelessness/ use of McKinney-Vento funding.
CCR&Rs - 8 regions	Wisconsin has 8 separate Child Care Resource and Referral (CCR&R) regions to help families access child care.
DHS - 5 Regions; 4 regions B3P	While DHS as a state agency uses 5 regions for communication and coordination, individual programs within DHS may define regions differently. B3P has 4 regions, including technical assistance staff that support local programs, and Children and Youth with Special Health Care Needs (CYSHCN) have regional centers and outreach specialists, as well.

Equity Advisory Council (EAC): As noted in Activity 3, WI will convene the EAC in partnership with the WITPP to reflect its focus on equity and inclusion. In addition to establishing a common equity framework, the EAC will enhance connections to and feedback loops with families, providers, and community voices through PDG-R activities.

(2) Stakeholder Involvement in Assessment, Planning, and Implementation:

As described in Activities 1 and 2, Wisconsin has engaged in extensive stakeholder engagement as part of its NA and SP processes, and reached many others through its PDG activities. As part of PDG-R, WI will continue placing a strong emphasis on outreach to WI’s business community (e.g. WEDC, DWD, Governor’s Council on Workforce Investment, local chambers of commerce); parents and primary caregivers; and Tribal nations, as well as the wealth of partners

engaged throughout the B-5 ECSS. The table below provides a sampling of the stakeholders who participated in formal advisory roles (i.e. LCEY, ECAC, etc.), who participated in PDG activities including the NA and/or SP, and others who are targeted for future outreach in PDG-R.

B-5 State System	Formal Advisory Stakeholders* and Others Engaged/To be Engaged (Not exhaustive)
Parents and Families, Advocacy Organizations	Individual families from diverse backgrounds; military families (e.g. USO WI); family/parent advocacy organizations (e.g. WI PTA, WI FACETS, WHSA Parent affiliate* HS/EHS parent policy councils*); The Parenting Network*; DPI's Parent Advisory Council; DHS Parent Councils; EAC*
Economic Development	WEDC*; Governor's Council on Workforce Investment*; local Chambers of Commerce*; WI Economic Development Regions*
ECE Professionals	WI Early Childhood Association*; Supporting Families Together Association*; WI Child Care Administrators Association (WCCAA)*; WI Family Child Care Association (WFCCA)*; WHSA*; WI Afterschool Network; WI-HSCO*; Milwaukee Early Care Association; United Migrant Opportunity Services*; The Registry; CCR&R; FRCs; Home Visiting Partners*
K-12	DPI*; CESA; WI Association of School District Administrators; WI Association of School Boards* Association of WI School Administrators; WI Education Association Council; AFT-WI; WIDA; Wisconsin Division of Exceptional Children; WI Rural Schools Alliance; State Superintendent's 4K Advisory Council*; other DPI Councils*
ECE State/Regional/Local Collaboratives	WECCP*; CANPB*; WI Readiness Equity Network; B3P ICC*; WITPP*; WI StriveTogether Partnership* (a collaboration across Milwaukee Succeeds, Higher Expectations for Racine County, Building Our Future in Kenosha County, and Achieve Brown County); Milwaukee Succeeds; City of Milwaukee Office of Early Childhood Initiatives*; City of Madison Accreditation
Nonprofit and Philanthropic	Kids Forward; Greater Milwaukee Foundation; ROR; W.K. Kellogg Foundation; United Way/2-1-1*; Pritzker Family Foundation; Alliance for Early Success
Health	DHS*; WI-AAP*; Children's Health Alliance of WI; WI American Academy of Family Physicians; Medical College of WI; WI Rural Health Cooperative; WI Primary Health Care Association; WI Office of Rural Health; WI Community Health Fund; WI Primary Care Program; WI Dental Association; Marquette University School of Dentistry; UW School of Medicine and Public Health; Children's Hospital of WI; American Family Children's Hospital; WI Alliance for Infant Mental Health*; WI Hospital Association
Tribal/First Nations	GLITC*; WI Inter-Tribal Child Care Association*; WI Indian Education Association; Tribal Councils representing 11 Tribal Nations located in WI; Tribal HS programs*; Tribal health organizations
Civil Rights	NAACP; LULAC; Disability Rights WI

Faith-Based	WI Council of Churches; WI Catholic Conference; Lutheran Social Services; WISDOM; MICAH
Local Government	WI Counties Association; WI League of Municipalities; WI Towns Association; WI County Human Services Association
State Government	Governor's Office*; Legislative Partners (e.g. Children's Caucus; Children and Families and Education Committees; etc.); LCEY*; WI National Guard
Higher Education	University of WI (UW) System*; UW Extension*; WI Association for Independent Colleges and Universities* (WAICU); WI Technical College System* (WTCS); College of Menominee Nation; Lac Courte Oreilles Ojibwe Community College; Erickson Institute.

BONUS POINTS: Coordinated Application, Eligibility, Enrollment for Families

A streamlined application, eligibility, and enrollment process for a variety of ECE and family supporting programs does not currently exist in WI, making access to these programs confusing and burdensome for families. While WI streamlined the application form for SNAP, Medicaid, Family Planning, and WI Shares, the process continues to be challenging, and these programs are under-utilized. During PDG-R, the LCEY will form an ad-hoc workgroup that includes systems leaders, diverse families who are beneficiaries of these programs, and community-level program leaders to identify ways to simplify processes for families to access a variety of public benefits. The ad-hoc group may include individuals connected to Well Badger (a health information and referral program operated by the WI Women’s Health Foundation), United Way’s 2-1-1, CCR&Rs, FRCs, Community Action Agencies, and other organizations and referral systems and will be tasked with the following.

First, the group will review and identify opportunities to revise, align, and streamline eligibility and enrollment for family-supporting and two-gen programs such as: WI Shares, home visiting, WIC and SNAP, Medicaid and CHIP, as well as other family supporting programs including TANF, child support, housing vouchers, training and employment programs, etc. to simplify access for families. An intentional focus on reviewing these eligibility and enrollment

processes from the lens of Tribal families, other communities of color, families whose primary home language is not English, families experiencing homelessness, and families with children with disabilities will be incorporated into the scan. To this end, the ad-hoc group will leverage the EAC and WI's various parent advisory groups (see Activity 3, section 4) for consultation and input on current barriers, to identify potential recommendations for better coordination and streamlining across these programs, and to review and prioritize recommendations.

Additionally, this ad-hoc group will review feasibility to implement automatic eligibility determination for family supporting programs at income maintenance offices, local DHS/DCF offices, and other community centers to develop "one-stop-shop" options for families to access the variety of family supporting programs available to them when specifically seeking out a singular program, such as food assistance. Triggering automatic eligibility to eliminate wait times will also be pursued for families connected to the child welfare system, families experiencing homelessness, and other families who are categorically eligible for ECE and other family support programs. These families too often experience a lag in access to services when they should not have to wait for eligibility approval.

The ad-hoc workgroup will then connect with DCF, DPI, and DHS's information technology (IT) divisions to conduct a feasibility study on how to ensure WI's IT infrastructure can adjust to accommodate the recommendations. Final research and recommendations will be presented to the LCEY, who will partner with the ECAC to identify priority recommendations and next steps. Final recommendations may include administrative changes, legislative changes, and budget requests.

In addition to this coordinated effort around a variety of WI's social services, WI will also **develop coordinated enrollment guidance** for ECE programs to establish "no wrong door"

policies. Currently, when families seek out an ECE program, they may not understand the variety of options available to them (e.g. EHS/HS, 4K, child care, blended programs); and DCF, DPI, and HS continue to hear about competition at the local level to enroll families in programs, even if a more robust option is available to them (e.g. a family seeking a spot in a private child care program potentially being eligible for HS). WI will develop coordinated guidance for local implementation, with the EAC responsible for parent input.

BONUS POINTS: Infant Toddler Emphasis

After a year of planning with multiple stakeholders including families, in 2020, WI was awarded a Pritzker Children’s Initiative grant to support a visionary, comprehensive, and robust policy agenda to expand high quality, affordable child care and promote optimal child development and well-being for low-income families with infants and toddlers. The WITPP has three goals: 1) all low-income families have equitable access to the information and supports they need to promote optimal early childhood development and well-being; 2) all low-income families will have equitable access to a range of affordable, high quality, culturally- and linguistically- responsive child care options that meet their employment and family needs; and 3) the ECE workforce will have the skills, training, and support to deliver high quality care with commensurate compensation. The alignment between WITPP and PDG are intentional, and the WITPP goals and focus on infants and toddlers were similarly elevated by the PDG NA and integrated throughout WI’s PDG-R activities.

PDG-R areas focused on infants and toddlers
<ul style="list-style-type: none"> ● Activity 3, Section 3: Birth to 3 Program (page 23) ● Activity 3, Section 4: Equity Advisory Council (page 24) ● Activity 4, Section 1: T.E.A.C.H. infant toddler credential; SSNs; Workforce Grants; SED training, coaching, and support (starts on page 27) ● Activity 4, Section 2: Trauma training for the ECE workforce (page 33) ● Activity 4, Section 4: Start-up Grants (page 37)

- Activity 5: Community Innovation Grants (page 38)

BONUS POINTS: Collaborative Transition and Alignment From B-Early Grades

WI has woven an intentional focus on collaborative transition and alignment from B-early grades throughout its PDG-R application, including through the creation of Community Innovation Grants (CIG) in Activity 5, and the ICEY.

Under PDG-R, communities will have the opportunity to apply for **Community Innovation Grants** to fund locally-driven ECE priorities. WI will award bonus points to applicants who pursue a local pilot or expansion of an existing effort that supports smoothing transitions and alignment of services for children and families across ECE into kindergarten and the early grades. During the PDG-R development, stakeholders identified activities aligned with WI’s Model Early Learning Standards that could be pursued through CIGs, including common/aligned local curricular strategies; PD; and improved data sharing.

Also previously described, WI will leverage the collective expertise of the **ICEY** to strategically “connect the dots” at the program level, support local efforts by providing best practices, and/or reviewing outcomes of CIGs focused on collaborative transition and alignment from birth-early grades.

Examples of local efforts on collaborative transition and alignment from B-early grades

- Collaborative approaches to 4K and/or 3K in local communities;
- A common framework for authentic family engagement;
- Support for local communities seeking to implement a shared curriculum or shared curricular strategies across child care/Head Start/4K programs;
- Shared/co-located professional development opportunities between school districts and community-based ECE programs (trauma-informed practices; social-emotional development; early intervention practices, etc.);
- Enhanced local data sharing efforts to promote information sharing about children as they move within ECE programs and child care into 4K/K and the early grades; and/or
- Collaborative consultation and coaching models around early intervention, developmentally appropriate practices, prevention of suspension/expulsion from ECE, etc.

- Expanding state agency capacity to support multilingual learners through WIDA Early Years State Planning.

PROGRAM PERFORMANCE EVALUATION (PPE) PLAN

WI's PPE plan is described in Activity 6 (page 49). WI's updated logic model is on page 71.

PROJECT SUSTAINABILITY PLAN

(1) Partnerships and Coalitions to Sustain Efforts: Governor Evers and WI's executive branch leaders have made systems change to support WI's children and families a cornerstone of their agenda. Multiple state agency leaders have committed their time to implementing PDG, including the heads of WEDC and DWD, because they directly align with the Governor's overarching vision for supporting children and working families, including working mothers who have been disproportionately displaced from the workforce due to COVID-19. Through the establishment of LCEY in PDG and ICEY in PDG-R, as well as coordinated inside-outside approaches across ECAC and the WITPP, WI has multiple partnerships and coalitions working together to leverage, streamline, and maximize WI's existing state and federal ECE funds, and advocating for increased state funds to support the sustainability of the ECSS. Governance, decision-making, and implementation efforts in WI aim to align NA and SP efforts with the state legislative and budget processes to sustain the ECSS after the grant period is over.

(2) Building on progress from PDG, and using the ECIDS system developed and other lessons learned from RTT-ELC, WI will focus on building up and sustaining collaborative partnerships for collective impact and best practices at the state level (ICEY/ECAC/LCEY), and identifying promising practices through WDGs and CIGs that can be scaled and sustained at the local level. To the extent additional resources are needed to continue efforts beyond the initial grant period, existing funds may be reallocated, and new local, state and federal funding sources blended to support projects that have continuing implications (e.g. CCDF, TANF, IDEA Part C

and Part B 619, state GPR, etc.). WI will continue to align the timing of key grant activities with state agency planning for the state biennial budget process.

DISSEMINATION PLAN

WI will continue to publish updated NA, SP, and other relevant data on its website, the PDG sandbox, and share widely within ECSS networks, listservs, the PDG newsletter, and other relevant committees, organizations, agencies, and groups that participated, as well as on relevant state websites. Materials and resources developed under PDG-R will be disseminated widely to increase awareness and access to high-quality programs and ECSS resources.

PROJECT BUDGET AND BUDGET JUSTIFICATION

Line Item	Year 1	Year 2	Year 3	Total Federal Request
Personnel	\$151,133	\$453,253	\$453,253	\$1,057,639
Fringe Benefits	\$64,398	\$170,589	\$170,589	\$405,576
Indirect Charges	\$0	\$0	\$0	\$0
Travel	\$6,688	\$0	\$0	\$6,688
Equipment	\$0	\$0	\$0	\$0
Supplies	\$0	\$0	\$0	\$0
Contractual	\$3,435,000	\$4,535,000	\$5,815,000	\$13,785,000
Other (DCF)	\$6,342,781	\$4,841,158	\$3,561,158	\$14,745,097
Total	\$10,000,000	10,000,000	10,000,000	\$30,000,000

Personnel: \$151,133 Year 1; 453,253 Year 2; 453,253 Year 3

Justification: DCF will use PDG grant funds to manage and oversee grant activities with the existing PDG team of 3.0 full-time equivalent (FTE) staff and 2.0 limited-term equivalent (LTE) staff, as well as an additional 2.0 FTE. Existing staff will be covered by funds from the PDG NCE funding, while additional staff will be funded by PDG-R funding. All personnel in Years 2 and 3 will be covered by the PDG-R funding.

Fringe Benefits: \$64,398 Year 1, \$170,589 Year 2, \$170,589 Year 3

Justification: Fringe benefits for PDG grant staff employed by DCF are calculated at an average rate of 42.61% of total salary costs. Standard state employee benefits included in this rate are: WI Retirement System employer contributions; state employee health insurance;

Social Security/Medicare contributions; etc. Year 1 fringe benefits will only cover the 2.0 additional staff, while Year 2 and Year 3 will cover all staff.

Indirect Charges: \$ 0

Justification: Indirect costs are a per-FTE cost that is contained within the Other category.

Travel: \$6,688 Year 1; \$0 Year 2; \$0 Year 3

Justification: Required travel cost for at least four individuals to attend a 3-day meeting in Washington D.C. The estimated cost for travel to Washington D.C. for a three-day meeting is approximately \$1,672 per traveler (\$550 airfare, \$825 hotel stay for three nights, \$175 in per diem, and \$122 for other expenses).

Equipment: \$0 (Covered under other)

Supplies: \$0 (Covered under other)

Contractual: \$3,435,000 Year 1; \$4,535,000 Year 2; \$5,815,000 Year 3

Justification: DCF will use a combination of Intergovernmental Agreements, Sole Source Agreements, and Competitive Bids to contract for PDG-R activities. The following shows planned contracts in different PDG-R Activities:

- Activity 3: \$3,370,000 over 3 years to support empowering parents, including text-message based family engagement, a statewide multi-media campaign, USO kits, and FRCs
- Activity 4: \$4,110,000 over 3 years to support sharing best practices and providing PD, including data collection through The Registry, increased SED training and coaching, T.E.A.C.H. scholarships, SSN, and SFPPF training
- Activity 5: \$4,490,000 over 3 years for improving overall quality including CIGS, health consultation and outreach, and tribal language revitalization efforts
- Activity 6: \$1,500,000 over 3 years for partnerships with the UW System to inform strategic planning, perform the evaluation portions of the grant activities (\$500,000 in year 1, year 2, and year 3). This includes data consultation and evaluation on the implementation of WGs and parent engagement strategies.
- Collaborative Transition and Alignment from Birth to the Early Grades: \$315,000 over 3 years for WIDA Early Years Planning.

Other: \$6,342,781 Year 1; \$4,841,158 Year 2, \$3,561,158 Year 3

Justification: WI will invest funds to support PDG activities in the following ways:

- Personnel and capacity: \$2,785,057 over 3 years for general capacity needs (LCEY facilitator, contractor to review needs/data gaps, etc., strategic planning consultation, data capacity; health care consultation support and facilitation; and LEAN facilitator/feasibility study of universal common application), ECIDS/LIFT enhancements, and per-FTE indirect charges for personnel costs. The per-FTE charge is set at \$33,200 per position to cover infrastructure and IT costs for its employees. This figure reflects the indirect necessary to support positions under this project.
- Activity 1: \$10,000 in year 1 to support community engagement sessions in order to complete the NA.
- Activity 2: \$10,000 in year 2 to support community engagement sessions in order to incorporate feedback to update the SP.

- Activity 3: \$1,640,000 over 3 years including IT updates to improve WI's child care finder, communications contract and texting services, funding for translation services, and support for EAC.
- Activity 4: \$10,300,000 over 3 years for WGs.

Total Request: \$10,000,000 Year 1; \$10,000,000 Year 2; \$10,000,000 Year 3

Commitment of Non-Federal Resources: \$3,000,000 Year 1, \$3,000,000 Year 2, \$3,000,000 Year 3

Justification: DCF and its PDG partners have made substantial contributions of matching funds (described below). These funds represent DCF's 30% match requirement and are not claimed as non-federal matching funds for any other federal grant award. The required 30% match will be met by the end of the 12-month federal grant period.

- \$2,522,076 each year in state GPR match from the DPI HS State Supplement;
- \$477,924 each year in private foundation and non-federal grant funding, including the WITPP, and contractual match/in-kind requirements for PDG-R subgrantees.

OVERSIGHT OF FEDERAL AWARD FUNDING AND ACTIVITIES

WI uses PeopleSoft ERP system as the financial system to meet the standards of 45 CFR Part 75 Part D. DCF's Bureau of Finance is responsible for accounting and financial reporting for all funds administered by DCF (approximately \$1.2 billion annually, \$618 million of that Federal grant expenditures in 2019). It provides procurement and contract services, collection services for public benefit programs, audit and review services, and financial consultation for program divisions to promote fiscally informed decisions and consistent financial policy and procedures. It complies with the WI State Accounting Manual, WI State Procurement Manual and internal policies to ensure proper oversight of federal funds and activities. DCF annually reviews and updates its internal control plan and complies with state and federal record retention policies. WI has subsystems to assist in subrecipient monitoring, specifically a contract tracking system that tracks information about vendor and grant contracts, a system for payment and contract tracking that collects information from subrecipient for payment and other related information, a provider audit tracking system to ensure receipt of subrecipient audits, risk assessments of subrecipients and audit finding tracking, and a performance report collection and review subsystem.

ORGANIZATIONAL CAPACITY

DCF is WI’s lead agency and fiscal agent for the PDG, and is responsible for administering numerous state and federal programs supporting children and families including CCDBG, TANF, and others. DPI will serve as a partner in administering the grant, and likewise has substantial experience leading, managing, and administering major federal programs, including Title I, IDEA, etc. Both agencies have substantial experience successfully managing competitive grant programs and partnering together, including RTTT-ELC and PDG.

DCF: WI’s lead agency and fiscal agent for the PDG.	
Staff/Capacity	Description
Secretary Emilie Amundson	Secretary Amundson provides strategic statewide leadership for ECE, chairs LCEY and Co-Chairs the ECAC. She will continue to commit a substantial portion of her time during the grant period toward achieving the state’s ECSS goals and objectives.
Erin Arango-Escalante, Division Administrator for Division of Early Care and Education (DECE)	Erin Arango-Escalante serves as lead sponsor/project director of PDG, and will oversee the PDG-R grant, including staff directed toward PDG-R success. DECE houses Child Care Licensing and Certification, Milwaukee County Child Care Administration, the YoungStar Program, WI Shares, Operations and Planning, and Program Integrity. Previously, Ms. Arango-Escalante worked at WIDA and led the development of the WIDA Early Years System.
DECE Staff	Priya Bhatia, DECE Policy Initiatives Advisor, will ensure connection and alignment to operational bureaus within DECE. Members from the Bureaus of Young Star, led by Kath McGurk, Child Care Subsidy Administration, led by Junior Martin, Early Care and Regulation led by Mark Andrews will provide direction to Activities 3-5. The Bureau of Operations and Planning, led by David Timmerman, will support contracts/budget, IT, data, project management, and communications, in collaboration with other Divisions within DCF. A newly formed section that includes a heavy emphasis on research, lead TBD, will support Activities 1-6.
PDG-specific positions	PDG funds will continue to be used to support strategic positions within DCF to ensure successful implementation of PDG-R, including: Kristen Burton (PDG Grant Manager); Rebecca Turpin (PDG Asst. Grant Manager); Andrea Camillleri (PDG Strategic Initiatives Advisor); Rebecca Martin (PDG Research Analyst); Pakou Kunche (PDG Communications Specialist); and two new positions to support

	PDG-R grants and outreach works (Workforce/Community Innovations Grant Manager; Communications Specialist).
Other key staff at DCF	The Division of Management Services, led by Jen Fogel, will provide contractual and fiscal support as well as IT services. Other teams, including HR, legal counsel, and budget will be involved in various aspects throughout PDG 2.0. Stephanie Lozano, DCF Tribal Liaison, and Bianca Shaw, Director of Urban Development, will facilitate tribal meetings and engage with key stakeholders in the regions.
DPI: DCF's primary state agency PDG partner	
Staff/Capacity	Description
State Superintendent Carolyn Stanford Taylor	State Superintendent Stanford Taylor has made early childhood a focal point of her equity agenda. She serves as the ECAC Co-Chair and participates in the LCEY.
Dr. Sheila Briggs, Assistant State Superintendent, Division of Academic Excellence (DAE)	Dr. Briggs partnered in the PDG-R application development and will serve as a lead partner with DCF in PDG-R grant administration. DAE oversees many programs within DPI, including the Office of Early Learning, which provides support to the ECE community to increase collaboration and coordination at local, regional, and statewide levels.
DPI Teaching and Learning Team (T<)	T<, headed by Tamara Mouw, includes the Office of Early Learning and will provide leadership and support for PDG implementation. Key staff include Sherry W. Kimball, Early Childhood Consultant; and David O'Connor, DPI's American Indian Studies Consultant.
Other key staff at DPI	Kurt Kiefer, Assistant State Superintendent of Libraries and Technology, will partner with regard to data systems. Staff under his direction include Melissa Straw, Director of the Data Warehouse and Decision Support Team, along with an ECIDS project manager. DPI continues to be the lead agency for ECIDS in WI. DPI will also provide support from its Special Education and Title I teams as appropriate for the ICEY and other cross-agency collaborations.
Other State Agencies and Partners	
Organizational capacity throughout state government will be utilized to achieve PDG-R outcomes, including those previously noted as members of the LCEY. In particular, DHS will serve as a primary partner in many grant activities, including the ICEY and those related to health. The University of Wisconsin System will be a lead partner for evaluation and research.	

PROTECTION OF SENSITIVE AND/OR CONFIDENTIAL INFORMATION

As previously noted, DCF, DPI, and DHS retain full control of individual client/student data in accordance with all applicable state and federal privacy laws and regulations. For example, DCF

retains full control of data within its data system, LIFT, including program and demographic data on participants in child care, child support, initial assessment, out-of-home care, home visiting, and more. WI has established a single cross-agency ECIDS memorandum of understanding to ensure those data governance standards are upheld.

THIRD PARTY AGREEMENTS

Multiple relevant interagency agreements/third party agreements/letters of commitment established under PDG that will continue under PDG-NCE and/or PDG-R are on file at DCF:

Example Letters of Commitment
<ul style="list-style-type: none">● DPI letter of commitment (2019)● University of Wisconsin letters of commitment (2019)● DPI/DCF/DHS ECIDS memorandum of understanding; data sharing agreements (discussed in Activity 6)

In addition, WI is including a letter of commitment from CANPB regarding new activities in PDG-R, attached on the next page.



November 13, 2020

Department of Children and Families
201 East Washington Avenue, Second Floor
Madison, WI 53703-8916

Dear Secretary Amundson:

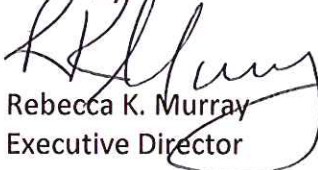
On behalf of the Wisconsin Child Abuse and Neglect Prevention Board (Prevention Board), I am pleased to support and collaborate on the implementation of Wisconsin's Preschool Development Grant Birth through Five renewal (PDG-R) grant efforts.

The Wisconsin Child Abuse and Neglect Prevention Board (Prevention Board) is the state agency charged with leading child maltreatment primary prevention efforts and the Governor designated community-based child abuse prevention (CBCAP) lead. CBCAP is authorized from federal legislation, Child Abuse Prevention and Treatment Act (CAPTA), with the purpose to prevent child abuse and neglect and to support the coordination of resources and activities to better strengthen and support families. The Prevention Board partners with organizations throughout the state, providing support for proven programming so that children across Wisconsin grow up in safe, stable and nurturing families and communities.

The Prevention Board provides state-level infrastructure and oversight for Wisconsin's Family Resource Centers (FRCs) and in collaboration with DCF, is poised and ready to build upon this foundation in the PDG Renewal Grant efforts to better support families with young children who experience hardships, particularly families and communities of color who have been disproportionately impacted by the COVID-19 pandemic. The Prevention Board is also the lead entity in providing Strengthening Families Protective Factors Framework (SFPFF) training throughout the state, and we are excited to collaborate on this important training with our Tribal partners with PDG-R support. The Prevention Board looks forward to these and other efforts to continue to "connect the dots" to strengthen Wisconsin's early childhood systems at the state and local levels.

The Prevention Board is committed to supporting and honored to collaborate on the implementation of Wisconsin's Preschool Development Grant Birth through Five renewal grant efforts. Through these efforts, the Prevention Board and our partners will strive to ensure that children across Wisconsin grow up in safe, stable and nurturing families and communities.

Sincerely,


Rebecca K. Murray
Executive Director

Goal: WI will utilize funds from PDG-R to build on current strengths, address known challenges, and maximize and expand multi-sector partnerships to align goals and implement strategies that will improve ECE access, quality, and affordability for WI’s children and families with particular attention to vulnerable or underserved populations; improve recruitment, retention, and support of a high quality and effective early childhood workforce; and improve outcomes among children entering kindergarten.

Inputs	Activities	Outputs	Outcomes		
Pre-Grant Work PDG Grant and Match Existing ECE Data Infrastructure Governor’s ECAC LCEY Business Community Existing ECE Workforce Engaged Community Stakeholders (EAC, WITPP) ECE Programs Complementary Initiatives Political Will	Needs Assessment (NA) Expand data gathering and analysis; Increase diversity of stakeholder engagement including families	Robust, equitable, and holistic NA; Expanded regional and statewide networks; Expanded count of children being served and count of children awaiting services; Identified alignment opportunities; Expanded data on the needs of families, providers, workers and the community	<u>SHORT TERM (1-2 yrs)</u> Increased Knowledge: Better understanding of WI ECE landscape, ECSS and regional variation; Improved data systems and coordinated needs assessments; More providers are equipped to implement affordable, high-quality practices; More parents understand their role in development and are empowered in their decision-making and inform ECE policies and system; Identification of evidence-based ways to improve child and family well-being; Identification of new funding models and policies to support and sustain the ECE workforce Increased Collaboration: Multi-sector partners engaged in the strategic plan; Processes and tools for sharing best practices with providers; More opportunities and supports for ECE workforce Changes in WI ECE System: Removal of barriers and increased opportunities for professional development, education; Improved tools for informing parents about quality and ECE options	<u>INTERMEDIATE (3-4 yrs)</u> Increased Collaboration: Better alignment of policies and procedures within ECE programs and across other related programs; Smoother transitions between ECE and school; More affordable ECE options across WI; Sustainable community based ECE programs that leverage public and private funds Changes in WI ECE System: More providers implement high-quality practices; Consistent messages about ECE programs; Increased job satisfaction and retention among the ECE workforce; Authentic and consistent representation of parent/family voice in policy across ECSS	<u>LONG TERM (5+ yrs)</u> More children attend local high-quality, affordable, culturally and linguistically responsive ECE programs that meet their family’s needs Coherent, collaborative, equitable, and integrated B-5 ECSS Stable ECE workforce including increased childcare workforce compensation and decreased reliance on public assistance More children and family experience improved health and educational outcomes Reduced racial disparities in child outcomes, family outcomes, and the B-5 ECSS Compensation parity across ECE workforce
	Strategic Plan (SP) Establish an iterative process of feedback and collaboration with a robust, diverse group of stakeholders including families	Updated ECSS Strategic Plan that is responsive to the need of children, families and providers			
	Maximize Parental Choice & Leadership Communications; Family engagement policy & procedure review; FRCs; Family knowledge re: child development & IDEA; Parent leadership, including EAC	Aligned messages for families; and continued enhancement of childcare finder and multi-media campaign; Revised policies and practices; Family navigation; Family connections to IDEA services; Family voice shaping ECE			
	Sharing Best Practices for the ECE Workforce Expand supports for ECE workforce; WGs, incl. high-school level credit-bearing model and start-up grants; ECSS cross-sector PD; ECEWT	Support for Registry and expansion of T.E.A.C.H. & SSN; Local public-private funding models to increase childcare workforce compensation and strengthen recruitment/retention; Expansion of PBC, SED, SFPFF, trauma, and inclusion focused PD for ECE workforce; Recommendations to further support ECE workforce			
	Improve Quality CIGs; YLTLR; Comprehensive health consultation & outreach	Funding for communities and Tribal nations; Language & cultural learning experiences for Native children; ECE programs supported with health policy consultation and outreach			

