

Wisconsin Child Care Advisory and Recommendation Exchange (WI-CARE) Meeting Minutes September 11, 2026

12:00pm – 1:00pm

Attendees

WI-CARE Child Care Provider Members

- Bianca Hill, Milwaukee
- Christine Salerno, Waukesha County
- Cynthia (Cindy) Reineking, La Crosse
- Jay Martinez, Oneida
- Jen Kalis, Onalaska
- Jolynn Wendt, Arcadia
- Jose Martinez, Statewide
- Leighton Cooper, Milwaukee
- Margarita Ugalde, Madison
- Rose Catlett, Middleton
- Shelly Boelter, Hager City
- Sheri Bishop, Pulaski
- Suzette Mayotte, Ashland
- Tammy Danhoff, Oshkosh
- Tanisha Johnson, Milwaukee
- Thanh Bui-Duquette, Eau Claire
- Tricia Peterson, Juneau

DCF Staff

- Cassidy Peterson (tech/notes)
- Sherri Underwood (presenter, facilitator)
- Daria Hall (facilitator)
- Kelly Todd (notes)
- Cassidy Farrey (facilitator)
- Chelsea Haberkorn (notes)
- Alex Gagnon (facilitator)
- Nesky Johnson (notes)

Meeting Notes

Welcome, Reminder of Meeting Norms

Presented by: Daria Hall, Policy Initiatives Advisor, DCF Division of Early Care and Education

- Daria went over member logistics and meeting norms.
- Daria offered a recap of last month's meeting outcomes and presented today's meeting agenda.

Child Care Foundational Trainings (CCFTs) 2026 changes

Presented by: Sherri Underwood

- Sherri shared information on changes to CCFT course content and length.
 - Effective July 1, 2026, most course hours were reduced.
- Sherri shared information on changes to the administration of CCFTs.
 - The Professional Development Network (PDN) is the new administrator.
 - PDS Online is the online system.
 - Sherri walked through information on accessing, finding, registering for, paying for, and credit for completion of trainings.
- Sherri shared information on changes to the location of Abusive Head Trauma (AHT) trainings.
 - Now at PDS online.
 - Will continue to be free.
- Sherri shared process for continuous quality improvement.
- Sherri posed breakout room discussion questions.

Question 1: Have you or your staff used the new PDN system? If so, please tell us about your experience.

- Based on experience in home visiting, PDN is really easy to find transcripts, withdraw and add.
- Suggestion for trainings that people have already completed to transfer into PDN.
- Frustrations with PDN. Lots of accounts, such as fingerprinting and Registry, and now adding another one. Not enough user guides or actual useful tools. Searching for the right courses has been difficult. Can't put in first and last name for a trainer. Not having clarification on receiving a different link for payment when payment is not through PDN. Transcript should mean a record of grades and course taken, but in PDN it's where you go to find classes and modules.
- Concern about reply-all feature to welcome email which means we get lots of emails that aren't relevant to us.
- Roll-out was not conducive for trainers.

- Difficult time setting up a trainer profile. Set up the wrong class unintentionally because the system was confusing.
- The Registry was more intuitive. Would like to see verification list, list of attendees like in Registry.
- Payment issues, navigation confusing.
- The platform is an improvement.
- Helpful to be told they need to wait 3-4 hours.
- Appreciate that a link is sent to ask for payment. It is easier to use the link to put in credit card.
- It can be time consuming to only have CCFT on PDN and explain all other courses are still on the registry.

Question 2: What has been your experience with CCFT content since the most recent revision? How can DCF continue to improve CCFT content?

- Interest in training on Head Start rules and regulations.
- The reduction in hours has helped to focus more on the material.
- As sole provider online is preferred to in-person. There is still value in in-person networking connection, so it's a fine line.
- Stop changing it. As a trainer, not comfortable if I don't know what I'm training. Not given enough time to learn the new system. Two-year time span for revisions is too frequent.
- Every program has preferences, procedures, and trainings they prefer.
- A lot of it feels like common sense. Face-to-face is good for asking and answering questions. People learn differently. Some people need individual attention and hand-holding, others don't.
- A lot of people work full-time and physically attending trainings is challenging. Virtual trainings would be beneficial.
- The slight reduction is good knowing the intent is to introduce an individual to this field. You could create a continuum of education for people attending these trainings, and reminders are good for connecting to other fields, research, licensing. Face to face can be very beneficial. The changing in the layout of the CCFTs was a jarring change when they are familiar with the previous system. More accountability for trainer agencies who didn't do their due diligence to make sure that people are actually learning/absorbing the materials.
- What was removed to make the hours shorter for the trainings? It is concerning to take out content when you should receive all the training possible to be a child care profession.
- Appreciate the shortened face-to-face hours, it can be hard to have staff out of the classroom because it's disruptive and harder on the other staff.

Question 3: How do you choose which courses your staff take? How can DCF continue to improve course delivery?

- Interest and cost. On-demand versus specific date and time.
- On-demand would be amazing. Prefer ones that are back-to-back rather than spread out. Find trainings based on skills needed or situations coming up. Children with special needs is a huge one.
- On-demand is awesome. Also having multiple date a time offerings, like during traditional nap time, weekends, or evenings.
- Opportunities for public schools to partner with child care on serving the needs of diverse learners or children with special needs.
- Our biggest gap is time for teachers to participate in trainings. Either they're needed in the classrooms or we're closed (winter, spring, summer break).
- Based on trainer and the time-frame.
- Fastest I can get them. I have preferred trainers.
- There is a need for Saturday classes.
- Look for training that is meaningful and purposeful and isn't just because it is 2 hours.
- Are there profiles for the trainings that talks about experience in the field so I can look for experienced trainers? Someone that has worked at the classroom level and worked their way up?
- Time, cost, and applicable and practical that can be used in the classroom
- I choose the trainings based on the staff experience, the community I served and the skills and education that staff have.
- As a family care provider being by myself I would need evenings or Saturdays. It would have to be worth my time because I'm not going to give up that time if it is not worth it.
- Trainer to be knowledgeable, worked with children in a classroom, have ideas to share, "make and take it" stuff we can take to the classroom on Monday morning.
- I think trainings would be good to have available at a teacher's convenience! Self-paced, virtually or in person!
- Teachers want to hear about some practical experiences. A person who has the experience, but how do you apply that concept. How do you apply that to children. I think that is something teachers want to see. Things they can replicate in the classroom is something worth taking. Suggested "Readers" as additional resources to follow up on trainings. That would be helpful to have more tools that align with trainings. Should be noted on description.
- I have been able to find the course and time that works for our program.

Wrap Up

Presented by: Daria Hall, Policy Initiatives Advisor, DCF Division of Early Care and Education

- Next meeting:
 - Friday, October 15 at 12 p.m.
 - Topic: Child Care Provider Customer Satisfaction Survey