

# Wisconsin Professional Development Scan

## Prepared for the Governor's Early Childhood Advisory Council

---

Early Childhood Cross Sector Professional Development Initiative Endorsement, 12/8/11

### Introduction

Professional development is a key feature of a comprehensive system that promotes quality in the Early Childhood Profession. Research studies have found that the quality of care a child receives in a program is strongly linked with the quality and continuity of the program staff. High quality programs are often associated with well-educated, well-compensated, and well-supported providers who remain in the field.<sup>1</sup> In the last quarter century, scientific evidence has proliferated about the importance of the first five years of life. The foundation for a child's personality and learning is established during those years, and the gaps in development are hard to fill. With the majority of Wisconsin's young children spending significant amounts of time in early care and education settings prior to school, a focus on the teachers and providers who care for and teach them may be increasingly important to their success in school and life, and to our future state workforce.<sup>2</sup>



The Early Childhood Profession includes a wide variety of programs and settings including child care, preschool, Head Start, Early Head Start, Four and Five year-old Kindergarten, Birth to 3 Early Intervention, Early Childhood Special Education, Other Disability Services, Even Start, Family Resource Centers, Parent Education and Family Support, Health and Mental Health, Nutrition and Integrated Services.



**Developing statewide policy and systems to support the continuity of collaborative systems of professional development would contribute to quality programs and services for the children and families of Wisconsin.**

---

<sup>1</sup> Pathways to Early Childhood Higher Education: Attracting, Supporting and Retaining a Qualified Workforce, Summer 2010, Volume 2.

<sup>2</sup> Wisconsin Council on Children & Families, Making the Grade: Making the Case for Well-educated, Well-trained Teaching Staff in Early Care and Education. Fall, 2007, Volume 2

# Purpose

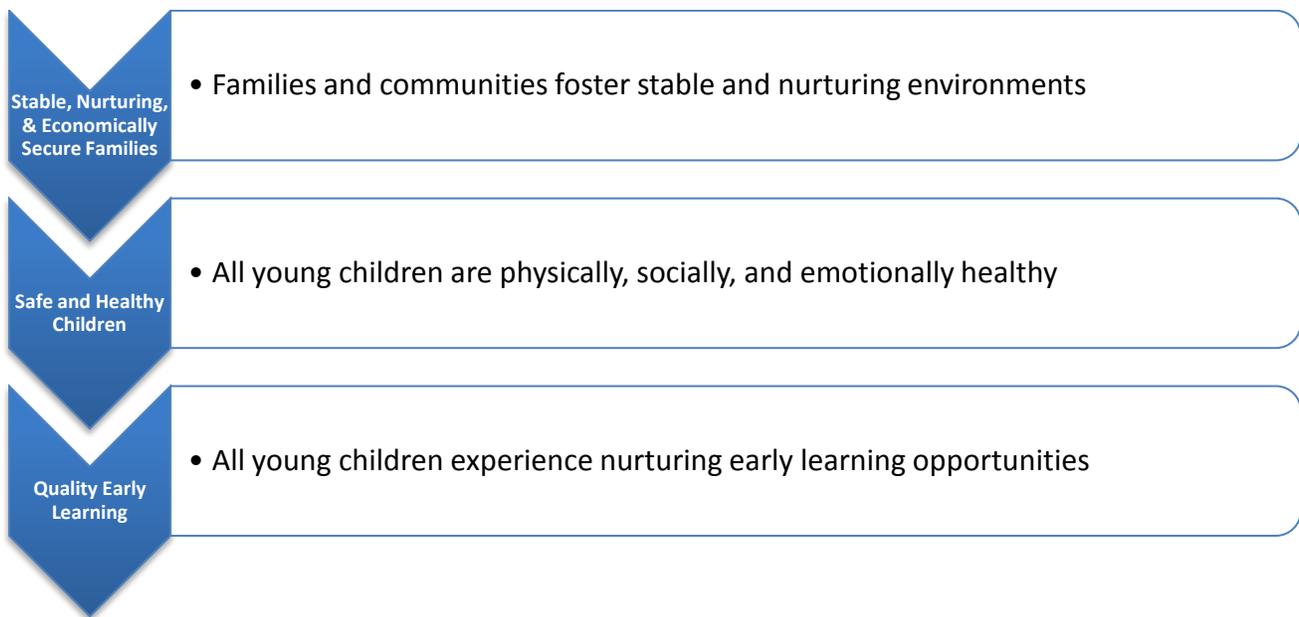
Nationwide, Early Childhood is rising in importance as evidenced by:

- Increased understanding of the importance of brain development from birth to age 5 years
- Critical link between high quality early education and later school and life success
- Growth in the number of working parents who rely on quality early childhood services (omit?)
- Value of early childhood education to the long term economic success of society, as evidenced by research by leading economists<sup>3</sup>

The Governor’s Early Childhood Advisory Council (ECAC) as described in the report, Building Blocks for Wisconsin’s Future: The Foundation for an Early Childhood System, December 2010 has outlined one broad goal and three objectives for early childhood in Wisconsin:

<http://dcf.wi.gov/ecac/pdf/report.pdf> Professional development of the early childhood workforce is essential to achieve this goal and related objectives.

*Every child will be healthy, nurtured, safe and successful<sup>4</sup>*



**The purpose of this scan is to provide a snapshot of statewide efforts in the area of early childhood professional development and offer next steps to create a better coordinated, comprehensive cross-sector system.**

<sup>3</sup> GreatStart Series 4: Planning for an Early Learning System: WI Council on Children & Families, November 2009.

<sup>4</sup> Building Blocks for Wisconsin’s Future: The Foundation for an Early Childhood System. Governor’s State Advisory Council on Early Childhood Education and Care, December 2010.

# History

Wisconsin has a rich history of collaboration across systems related to Professional Development. The Wisconsin Early Childhood Collaborating Partners (WECCP) started in 1993 and continues to be a strong avenue for developing and coordinating collaborative efforts. The mission of WECCP underscores the need for a coordinated professional development system.



**WECCP Mission:** *Wisconsin communities, agencies, associations, and state government will work together as a system of high quality comprehensive early childhood services for every child and family who wants to access them.*

In 1994 the Center for Professional Development in Early Care and Education at Wheelock College awarded Wisconsin the distinction of being one of four States to participate in the Partners in Change (PIC) project. This grant provided the impetus for the Professional Development Initiative (PDI). Accomplishments included the expansion of a mentor project and creation of the Administrators Credential. PDI has had cross-sector leadership representing The Registry, The Department of Public Instruction, The State Head Start State Collaboration Office, The Wisconsin Early Childhood Association and the UW- Waisman Center. The original PDI mission was closely aligned with that of the WECCP.

**PDI Mission:** Achieve a coordinated statewide, EC PD system, comprised of the multi-faceted programs and people that support young children and their families. Develop, align and utilize core competencies in early childhood programming; design a coordinated statewide cross discipline training & technical assistance system; enhance linkages with higher education and promote professional development across fields, disciplines and systems

While PDI originally functioned in parallel to WECCP, it was incorporated into WECCP in 2003. In 2006, Wisconsin Early Childhood Collaborating Partners merged with the Early Childhood Comprehensive System (ECCS) grant to align system building priorities. PDI was incorporated into the three committees of WECCP: Early Learning, Healthy Children and Strong Families.

In 2009 the Wisconsin Head Start State Collaboration Office (WHSSCO) Advisory Committee and the Wisconsin Head Start Association (WHSA) conducted an annual needs survey of Head Start and Early Head Start programs related to collaboration with community agencies.<sup>5</sup> Recommendations from this survey included support for the creation of a comprehensive, coordinated state-wide system of early childhood professional development.<sup>6</sup>

Recently, PDI evolved into the Wisconsin Cross-Sector Professional Development Initiative to better support work of the Wisconsin Governor's Early Childhood Advisory Council (ECAC) in developing a coordinated system of professional development as part of a comprehensive statewide early childhood system.

<sup>5</sup> Head Start Act of 2007, 42 U.S.C. 9837b Sec. 642B(a)(4)(A)(i-ii).

<sup>6</sup> 2009 WHSSCO Needs Assessment Results Executive Summary

## Professional Development Infrastructure

There is an existing professional development training and technical assistance network which operates under the WI Early Childhood Collaborating Partners umbrella. This network includes partners from a wide variety of organizations and disciplines dedicated to providing quality professional development to improve positive outcomes for children and families. The WECCP website is a repository for this network to ensure consistency in Wisconsin: [www.collaboratingpartners.com](http://www.collaboratingpartners.com) The State Personnel Development Grant (SPDG) has been instrumental in bringing this group together to engage in collaborative work. The Early Childhood Hub of the SPDG grant is housed at UW Madison Waisman Center and administered with federal funds through the Department of Public Instruction.

Institutions of Higher Education in Wisconsin offer a variety of programs to provide both pre-service and inservice for early childhood education. The needs of a diverse workforce with varying educational requirements are improving through efforts to provide career pathways between two and four year institutions. Capacity was built in the WTCS systems and dialog was increased with 4-year Institutions in response to increasing numbers and diverse needs of T.E.A.C.H. Early Childhood® Wisconsin recipients. A report in September 2008 by Valora Washington and partners recommends systematic thinking in building a higher education system that meets the diverse needs of the workforce.<sup>7</sup>

## Diversity, Inclusion and Access

Throughout this document the principles of diversity, inclusion and access will be addressed as recommended by The National Association for the Education of Young Children (NAEYC), *A Policy Blueprint for State Early Childhood Professional Development Systems* (2008).<sup>8</sup>



*...The goal of an integrated professional development system is to encourage diversity but minimize discrepancies in individual and sector access to resources and opportunities, providing equal access to all early education professionals. Access is the how of addressing diversity and inclusion--it includes offering a variety of mechanisms for both information about and the actual professional development activities. All early educators should have access to equitable, high quality professional development (p. 12).*

---

<sup>7</sup> Role, Relevance, Reinvention: Higher Education in the Field of Early Care and Education. A report by Valora Washington with signatory partners of Aspire Institute, CAYL Institute, Council for Professional Recognition, Nation Head Start Association, National-Louis University, Pre-K Now & Wheelock College, September 2008.

<sup>8</sup> Workforce Designs: A Policy Blueprint for State Early Childhood Professional Development Systems, National Association for the Education of Young Children, Public Policy Report, 2008.

# NAEYC Six Essential Policy Areas

The National Association for the Education of Young Children (NAEYC) has provided a blueprint that offers six essential policy areas to improve state systems and policies for professional development. Existing efforts in Wisconsin and emerging opportunities to improve integrated PD systems have been organized into these six essential policy areas for the purpose of this scan. *Detail of these six areas is found in Appendix B.*

Professional Standards	<ul style="list-style-type: none"><li>•Content of professional preparation and ongoing development.</li></ul>
Career Pathways	<ul style="list-style-type: none"><li>•Routes of continuous progress for early childhood professionals, so they can plan the achievement of increased qualifications, understand the professional possibilities, and be appropriately compensated.</li></ul>
Articulation	<ul style="list-style-type: none"><li>•Transfer of professional development credentials, courses, credits, degrees, and student performance-based competencies from one program or institution to another, ideally without a loss of credits.</li></ul>
Advisory Structure	<ul style="list-style-type: none"><li>•Coordination mechanism for an integrated early childhood professional development system, which should be free standing and have some authority or direct link to authority in the state’s governance structure.</li></ul>
Data	<ul style="list-style-type: none"><li>•Gauge impacts and systems change, as well as to inform planning, evaluation, quality assurance, and accountability</li></ul>
Financing	<ul style="list-style-type: none"><li>•Funding that all professional development systems need in order to operate.</li></ul>

# WI Policy Area 1: Professional Standards

## *Content of professional preparation and ongoing development*

*Stable and Nurturing Families– Safe and Healthy Children – Quality Early Learning*

### Snapshot

#### A. Regulating Agencies

- **Department of Children and Families (DCF)** specifies staff qualifications through child care licensing regulations, certification rules and the YoungStar Quality Rating and Improvement System: <http://dcf.wisconsin.gov/childcare/licensed/EntryLevelTrng.htm>; <http://legis.wisconsin.gov/rsb/code/DCF/DCF202.pdf>; <http://dcf.wi.gov/youngstar/training.htm>
- **Department of Public Instruction (DPI)** requires licensure of early childhood teachers and administrators and early childhood special education 3-5, based on employing agency: <http://dpi.state.wi.us/tepd/index.html>
- **Department of Health Services (DHS)** requires varying qualifications depending upon position, agency and program, e.g. home visiting programs: <http://www.dhs.wisconsin.gov/Health/mch/HomeVisiting/index.htm>
- **Department of Safety and Professional Services (DRL)** oversees a variety of personnel who may be involved in the early childhood system, e.g. social worker, therapist, interpreter: <http://drl.wi.gov/index.asp?locid=0>
- **USHHS** requires **Head Start** to adopt new requirements for 50% of center-based teachers to hold at least an early childhood bachelor degree by 9/30/13: <http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnrc/Early%20Head%20Start/supervision/staffing/Sec648AStaff.htm>
- **USHHS** requires **Early Head Start** that all teachers providing direct services to children and families in Early Head Start centers, have a minimum of a child development associate credential by 9/30/10: [http://eclkc.ohs.acf.hhs.gov/hslc/Head%20Start%20Program/Program%20Design%20and%20Management/Head%20Start%20Requirements/IMS/2010/resour\\_ime\\_006\\_102610.html](http://eclkc.ohs.acf.hhs.gov/hslc/Head%20Start%20Program/Program%20Design%20and%20Management/Head%20Start%20Requirements/IMS/2010/resour_ime_006_102610.html)

#### B. Standards

- **Cross Sector - Wisconsin Model Early Learning Standards**, Third Edition, 2011 are a comprehensive set of standards applicable to a wide variety of early education personnel to enhance quality programs and services. All domains of development are addressed including physical, social/emotional, language, cognition and approaches to learning: <http://www.collaboratingpartners.com/wmels-about.php>
- **Wisconsin Core Competencies** apply to many sectors of the early childhood system. They include the Department of Public Instruction 10 Teacher Standards, The Registry Core Knowledge Areas, Infant Mental Health (draft), WI Technical College System Program Outcomes, Children's Trust Fund Managers and Providers & Family Life Education. <http://www.collaboratingpartners.com/professional-development-core-competencies.php>
- **Professional Development Planning** services are provided through the Wisconsin Early Childhood Association, Department of Public Instruction License Renewal Support Centers (LRSC) and Quality Educator Initiative (QEI).

### Emerging Opportunities

- Update the WI Core Competencies to reflect current standards which will enhance cross sector usage
- Link professional development across sectors to the WI Core Competencies
- Continue to explore possibilities for creation of an individual licensure for early childhood professionals after completion of a 2-year Associate Degree program
- Increase credit-based options for WMELS training at AA, BA and MA levels

# WI Policy Area 2: Career Pathways

*Routes of continuous progress for early childhood professionals, so they can plan the achievement of increased qualifications, understand the professional possibilities, and be appropriately compensated*

*Stable and Nurturing Families– Safe and Healthy Children – Quality Early Learning*

## Snapshot

Career Pathways are crucial to an effective early childhood system due to the varying levels of educational qualification required in various sectors:

- **WI Technical College System (WTCS)** has instituted an Early Childhood Education Statewide Curriculum across institutions that ensure consistency upon completion of a 2-year child care associate degree.
- **UW System** works with **WTCS** to adopt articulation agreements that allow transferability from 2 year AA programs to Junior status
- **Registry Credentials** (infant/toddler, preschool, administrator, leadership, inclusion) are credit bearing and link to WTCS.
- **T.E.A.C.H. Early Childhood**® **Wisconsin** scholarship program provides credit-based educational scholarships to EC professional who work in regulated settings: <http://www.wecanaeyc.org/teach/>
- **R.E.W.A.R.D. Wisconsin** stipend programs provides annual wage enhancement in the form of stipends to child care teachers, directors, and family child care providers who demonstrate commitment to the field through longevity and significant educational attainments
- **Credit for Prior Learning** is being offered at Northeast WI Technical College in Green Bay with the “Experienced Teacher Fast Track” that awards credit for prior learning as part of their Early Childhood Associate Degree Program: [http://www.nwtc.edu/academics/ProgTeamSites/EarlyChildhood/Documents/Fast\\_Track\\_Handbook.pdf](http://www.nwtc.edu/academics/ProgTeamSites/EarlyChildhood/Documents/Fast_Track_Handbook.pdf)
- **Other career pathway information** can be obtained from the report, Wisconsin Credit for Prior Learning Efforts: [http://wecanaeyc.org/uploads/media/First\\_Pathways\\_Brief.pdf](http://wecanaeyc.org/uploads/media/First_Pathways_Brief.pdf)
- **Wisconsin Career Guide** has been a valuable resource for capturing the complexity of options in early education and providing resources for further exploration

## Emerging Opportunities

- Update the Wisconsin Career Guide
- Through the higher education scan, additional opportunities for career pathways could be explored between WTCS and 4 year institutions
- Continue to create the necessary link between enhanced educational qualifications and improved compensation, and examine all future policies for integrated early childhood professional development systems for their contribution towards increasing compensation parity
- Use existing career pathway report as a reference. Wisconsin Early Childhood Association – Child Care Workforce Study: [http://wecanaeyc.org/uploads/media/Workforce\\_Child\\_Care\\_Professionals\\_2010.pdf](http://wecanaeyc.org/uploads/media/Workforce_Child_Care_Professionals_2010.pdf)

# WI Policy Area 3: Articulation

*Transfer of professional development credentials, courses, credits, degrees, and student performance-based competencies from one program or institution to another, ideally without a loss of credits*

*Stable and Nurturing Families– Safe and Healthy Children – Quality Early Learning*

## Snapshot

Efforts are underway to coordinate existing professional development structures to create an aligned system to train teachers, caregivers and other providers. This effort must involve colleges and universities, YoungStar, DPI Licensing, and WI T.E.A.C.H. Early Childhood and other relevant partners.

- Credit for Prior Learning Experiences “Milestones: Advancements to Pathways for Early Childhood Higher Education” brief developed by the Wisconsin Council on Children & Families and the Wisconsin Early Childhood Association provides a helpful summary of ongoing efforts in Wisconsin: [http://www.wccf.org/pdf/pathways\\_four\\_ece\\_workforce\\_education.pdf](http://www.wccf.org/pdf/pathways_four_ece_workforce_education.pdf)
- **WI Model Early Learning Standards** training is now included for credit in the WTCS Early Childhood Statewide Curriculum
- **Articulation of 2-year child care associate degrees exist to the following 4 year institutions**
  - UW Green Bay
  - UW La Crosse
  - UW Milwaukee
  - UW Oshkosh
  - UW Platteville
  - UW River Falls
  - UW Stevens Point
  - UW Stout
  - UW Superior
  - UW Whitewater

For a complete listing of transfer options visit: <http://tis.uwsa.edu/resources/ga/wtcs-uw.shtml>

## Emerging Opportunities

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

# WI Policy Area 4: Advisory Structure

*Coordination mechanism for an integrated early childhood professional development system, which should be free standing and have some authority or direct link to authority in the state's governance structure.*

*Stable and Nurturing Families– Safe and Healthy Children – Quality Early Learning*

## Snapshot

Several advisory structures exist to address statewide Early Childhood systems:

- **Governor's State Advisory Council on Early Childhood Education and Care** was established in December 2008 with one of its goals to develop recommendations regarding PD and career advancement plans for EC educators: <http://dcf.wi.gov/ecac/default.htm>
- **Wisconsin Early Childhood Collaborating Partners** has been promoting collaboration across sectors since 1993 and since December 2008 joined in efforts with the Governor's ECAC. WECCP has a statewide, regional and committee structure: <http://www.collaboratingpartners.com/about.php>
- **Wisconsin PK-16 Leadership Council** has goals to expand opportunities for early childhood education, and teacher training and professional development: <http://www.wisconsin.edu/pk16/history.htm>
- **Birth to 3 Interagency Coordinating Council** is a cross system council appointed by the Governor to advise DHS Birth to 3 Program: <http://www.b3icc.state.wi.us/index.htm>
- **Wisconsin Cross-Sector Professional Development Initiative** has been formed to assist in the development of an integrated professional development system



## Emerging Opportunities

- Continue the Wisconsin Cross-Sector Professional Development Initiative to assist in the implementation of next steps in all policy areas
- Develop communication systems to track progress of professional development across advisory groups

# WI Policy Area 5: Data

*Gauge impacts and systems change, as well as to inform planning, evaluation, quality assurance, and accountability*

*Stable and Nurturing Families– Safe and Healthy Children – Quality Early Learning*

## Snapshot

Due to Early Childhood efforts being spread across systems and sectors the data comes from a variety of sources:

- **Department of Public Instruction** maintains a database of EC personnel with Wisconsin teaching and administrative licenses
  - **State Personnel Development Grant** has collected data showing the growing use of evidenced-based professional practices across early childhood sectors
- **Department of Children and Families** has a database of licensed group, licensed family and certified child care providers
  - **The Registry** collects and verifies information about the child care workforce such as educational level, continuing education and work history, and through an automated process transfers this information to DCF.
  - **The Registry** administers the **Professional Development Approval System (PDAS)** which provides a quality control system to ensure quality training, trainers and consultants
  - **The Regulated Child Care and YoungStar Public Search** site includes the YoungStar quality rating and regulatory compliance information  
<http://childcarefinder.wisconsin.gov/Search/BasicSearch.aspx?YoungStarProviders=true>
- **Department of Safety and Professional Services** has a database of professionals licensed in Wisconsin for early childhood related professions, e.g. mental health, allied health, social work, and health care
- **Individual Professional Development programs**, (e.g. Waisman Center, WECA, UW Extension, CESA, SFTA) maintain databases of participants in targeted professional development events, including documentation of continuing education recognition



## Emerging Opportunities

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

# WI Policy Area 6: Financing

*Funding that all professional development systems need in order to operate*



*Stable and Nurturing Families– Safe and Healthy Children – Quality Early Learning*



## Snapshot

- **State agencies** have allocated financial resources to provide professional development for their primary stakeholders. Often these funds are provided to organizations, programs and agencies with track records of providing quality professional development.
- **DPI, DCF and DHS** have partnered to provide braided funding for professional development, e.g. Community Collaboration Coaches, Wisconsin Model Early Learning Standards, Wisconsin Pyramid Model of Social Emotional Competence
- **DPI** has offered Peer Review and Mentoring grants to initial educators in early childhood settings: <http://dpi.wi.gov/tepd/initialied.html>
- **T.E.A.C.H. Early Childhood** <sup>®</sup>**Wisconsin** scholarship program provides credit-based educational scholarships to EC professional who work in regulated settings: <http://www.wecanaeyc.org/teach/>
- **R.E.W.A.R.D.** <sup>™</sup> **Wisconsin Stipend Program** awards incremental yearly salary supplements to EC professionals based on educational attainment and longevity: <http://www.wecanaeyc.org/reward/index.php>
- **Wisconsin** has a history of being awarded federal grants for professional development (e.g. State Personnel Development Grant, Head Start T/TA Network)
- **Cross Sector efforts** have provided scholarships, stipends and tuition support have been provided by a variety of organizations and agencies (Celebrate Children Foundation, Project Launch, Home Visiting, Birth to 3, Head Start) to support enrollment in the IMH Certificate Program

## Emerging Opportunities

- Continue to find ways to increase compensation, diversity, inclusion and access, i.e. YoungStar, Wisconsin Shares, T.E.A.C.H., R.E.W.A.R.D., Initial Educator Mentoring Grants, etc.
- Increase funding for programs providing professional development to traditionally low paid workforce sectors to improve parity
- Continue cross sector system building through braided funding

# Summary of Recommendations in Wisconsin Professional Development System Design

*Stable and Nurturing Families– Safe and Healthy Children – Quality Early Learning*

## State structure to maximize resources in supporting a cross-sector professional development system

- Create an inter-departmental center for early childhood professional development to align and coordinate cross-sector efforts, using braided funding as needed
- Expand and coordinate existing professional development efforts related to implementation of the Wisconsin Model Early Learning Standards, with special attention to social-emotional development, dual language learners, children and families experiencing homelessness and/or poverty, and other key content areas.
- Support alignment of early learning standards with K-12 common core standards through connections among DPI, DCF, DHS, and the Registry
- Facilitate implementation of best practices, including communities of practice, coaching, mentoring, and ongoing technical assistance
- Explore the progression of early childhood teaching credentials and licenses that articulate across systems
- Facilitate and align the opportunities below

## Professional Standards to support collaboration and consistency in essential skills, knowledge and dispositions across early childhood sectors

- Update the WI Core Competencies to reflect current standards which will enhance cross sector usage
- Link professional development across sectors to the WI Core Competencies
- Continue to explore possibilities for creation of a state license or credential aligned with a 2-year Associate Degree in early childhood from a Wisconsin Technical College System
- Increase credit-based options for WMELS training at the AA, BA and MA levels

## Career Pathways to facilitate recruitment, retention, and career mobility

- Keep the Wisconsin Career Guide to support recruitment, retention, and career mobility
- Through the higher education scan, additional opportunities for career pathways could be explored between WTCS and 4 year institutions
- Continue to create the necessary link between enhanced educational qualifications and improved compensation, and examine all future policies for integrated early childhood professional development systems for their contribution towards increasing compensation parity
- Utilize the Wisconsin Council on Children and Families' Career Pathways report as a reference for action planning
- Support the development of new credit- based and online options to facilitate attainment of higher education degrees

### Articulation for transferability of credits across two- and four-year degree programs

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

### Advisory Structures

- Continue and strengthen the Wisconsin Cross-Sector Professional Development Initiative to assist in the implementation of next steps in all policy areas
- Develop communication systems to track progress of professional development across advisory groups

### Data to inform decision making and assure accountability

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

### Financing to assure the structure is supported, accessible to the field, and supporting compensation

- Continue to find ways to increase compensation, diversity, inclusion and access, i.e. YoungStar, Wisconsin Shares, T.E.A.C.H., R.E.W.A.R.D., Initial Educator Mentoring Grants, etc.
- Increase funding for programs providing professional development to traditionally- low- paid workforce sectors to improve parity
- Continue to utilize braided funding strategies as needed to support cross- sector professional development system building.



**Wisconsin Professional Development Scan**  
**By**  
**The Cross-Sector Professional Development Initiative**

**Primary Author: Ann Ramminger\***  
**UW Madison Waisman Center**

**Contributors to the Scan:**

*Children's Trust Fund, Jennifer Jones*  
*Department of Children and Families, Leslie McAllister*  
*Department of Children and Families, Katherine McGurk*  
*DCF, State Head Start Collaboration Office, Linda Leonhart \**  
*Department of Health Services, Darsell Johns*  
*Department of Health Services, Linda McCart*  
*DHS and DCF, Jennie Mauer*  
*Department of Public Instruction, Erin Arango-Escalante*  
*Department of Public Instruction, Jill Haglund \**  
*DPI - Cooperative Educational Service Agency 5, Joan Rice*  
*Harmony House, Jane Robinson*  
*Parents Plus, Suzy Rodriguez*  
*Wisconsin Early Childhood Center, Head Start TTA Office, Joanna Parker*  
*Supporting Families Together Association, Lilly Irvin-Vitela*  
*The Registry, Jere Wallden*  
*UW Madison Waisman Center, Linda Tuchman \**  
*UW Extension, Pence Revington*  
*UW Extension, Cailin O'Connor*  
*UW Milwaukee, Pam Boulton*  
*Wisconsin Alliance for Infant Mental Health, Therese Ahlers*  
*Wisconsin Alliance for Infant Mental Health, Lana Nanide*  
*Wisconsin Council on Children and Families, Dave Edie*  
*Wisconsin Early Childhood Association, Peggy Haack*  
*Wisconsin Early Childhood Association, Andrea Murray*  
*Wisconsin Early Childhood Association, Jeanette Paulson*  
*Wisconsin Early Childhood Association, Ruth Schmidt*

**\* Members of the CSPDI Leadership Team**

## Appendix A: Policy, Statutes and Related References

### Department of Public Instruction

- **PI34 Administrative Rule, Department of Public Instruction:** Applies to teachers, principals, special education, nurses, and 4K program teachers in community approaches. A bachelor's degree is required at minimum: <http://www.dpi.state.wi.us/tepd/PI34.html>
  - **PI 34.25 DPI License Renewal:** Renewal of license includes PDP (if licensed after 8/31/2004) or 6 related credits. Also applied to early childhood special education: <http://www.dpi.state.wi.us/tepd/renewal.html>
  - **PI34 Administrative Rule:** 10 Teacher Standards; 7 Administrator Standards; 7 Pupil Service Standards: <http://www.dpi.state.wi.us/tepd/standards.html>
  - **PI34.17.4 - DPI Subchapter V: Licenses and Stages, Advancement** Requirements from initial educator to professional and master educator. Employers may increase compensation for higher levels: <http://www.dpi.state.wi.us/tepd/PI34.html#initialeducatorlicense3417>
  - **PI 34 WI Quality Educator Initiative** maintains a listing of licensed educators in a variety of disciplines: <http://dpi.wi.gov/tepd/qualedinit.html>

### Department of Health Services

- **DHS90.11 (6) (a) & (b), Department of Health Services:** Applies to early intervention personnel for children from Birth to Age 3 with Developmental Needs. Early Intervention team must be qualified in accordance with related profession: <http://legis.wisconsin.gov/rsb/code/dhs/dhs090.pdf>
  - **Early Intervention** Team members follow required continuing education based on profession: [http://drl.wi.gov/profession\\_list.asp?locid=0](http://drl.wi.gov/profession_list.asp?locid=0) *Example:* Speech Language Pathologist requires 20 hours of board approved continuing education. <http://legis.wisconsin.gov/rsb/code/has/has008.pdf>
  - Each member of **Early Intervention** team has competencies specific to his or her profession. *Example:* Physical Therapist has competencies set forth by the American Physical Therapy Association: [http://journals.lww.com/pedpt/Citation/1991/00320/Competencies\\_for\\_Physical\\_Therapists\\_in\\_Early.5.aspx](http://journals.lww.com/pedpt/Citation/1991/00320/Competencies_for_Physical_Therapists_in_Early.5.aspx)
- **Home Visitation Personnel. H.R. 3590, SEC. 2951.** Amends Title V of the Social Security Act (42 U.S. C. 701 et seq.) adding: SEC. 511 Maternal, Infant, and Early Childhood Home Visiting Programs. (c) (3) (B) (ii) The program employs well trained and competent staff, as demonstrated by education or training, such as nurses, social workers, educators or child development specialists: <http://healthcarereform.procon.org/sourcefiles/HR3690TitleII.pdf>
  - Children's Trust Fund Core Competencies in the field of family support: <http://wctf.state.wi.us/home/Core%20Competencies.htm>

### Department of Children and Families

- **DCF - YoungStar Child Care Quality Rating and Improvement System:** As implementation of YoungStar progresses, all programs that provide services to children birth through age five who receive Wisconsin Shares child care subsidy are required to participate in YoungStar, programs that serve school age children and receive Wisconsin Shares will begin participation in 2012, all other regulated child care programs can volunteer to participate in YoungStar: <http://dcf.wi.gov/youngstar/default.htm>
  - **Continuing education: YoungStar** optional points can be earned when lead teachers and directors or family child care providers complete continuing education in WI Model Early Learning Standards, WI Pyramid Model of Social Emotional Competence, curriculum/assessment, child outcomes, professional

practices, business practices, inclusion, nutrition, child abuse and neglect prevention, and professional development planning: [http://dcf.wi.gov/youngstar/pdf/point\\_detail.pdf](http://dcf.wi.gov/youngstar/pdf/point_detail.pdf)

- **DCF 251 Group Child Care:** Applies to child care administrators, directors, teachers, teacher assistants and related personnel. Requires experience and education. Registry levels specified for some positions: [http://dcf.wi.gov/childcare/licensed/CommManuals/GCC/251\\_05.pdf](http://dcf.wi.gov/childcare/licensed/CommManuals/GCC/251_05.pdf)
  - **DCF 251.05 (2) (c)** 25 hours/year if work more than 20 hours per week; 15 hours/year if work 20 hours or less per week. [http://dcf.wisconsin.gov/childcare/licensed/pdf/pcf\\_p\\_205.pdf](http://dcf.wisconsin.gov/childcare/licensed/pdf/pcf_p_205.pdf)
- **DCF 250.05 Family Child Care:** 3-credit course in child development. Non-credit course in operating a business if licensed after Jan 1, 2009. [http://dcf.wi.gov/childcare/licensed/CommManuals/FCC/250\\_05.pdf](http://dcf.wi.gov/childcare/licensed/CommManuals/FCC/250_05.pdf)
  - **DCF 250.05 DCF:** 15 hours of continuing education per year. [http://dcf.wi.gov/childcare/licensed/CommManuals/FCC/250\\_05.pdf](http://dcf.wi.gov/childcare/licensed/CommManuals/FCC/250_05.pdf)
- **DCF 202.08 Child Care Certification: Standards for family child care and in-home child care.** A Level I (regular) certified family and in-home child care operator under s. DCF 202.04 (5) (a) shall have completed at least 2 credits of early childhood training or non-credit department-approved training prior to Level I (regular) certification: <http://legis.wisconsin.gov/rsb/code/pcf/pcf202.pdf>
- **The Registry** awards a certificate verifying entry level and continuing education requirements defined by DCF. Training and education is verified and represented by the levels of The Registry's career ladder and quantified by 17 Core knowledge areas as defined by the National Association for the Education of Young Children (NAEYC) and CDA content areas as defined by the Council for Professional Recognition: <http://www.the-registry.org/Home/About-Us/>

## Office of Head Start

- **US DHHS ACF-IM-HS-08-12:** Head Start Teacher requirements include CDA, Associate or Bachelor degree in ECE. Early Head Start requires a CDA or equivalent. [http://www.acf.hhs.gov/programs/ohs/policy/im2008/acfimhs\\_08\\_12.html](http://www.acf.hhs.gov/programs/ohs/policy/im2008/acfimhs_08_12.html)
  - **US DHHS ACF- Sec. 648A (5):** No less than 15 hours of continuing education. <http://eclkc.ohs.acf.hhs.gov/hslc/Head%20Start%20Program/Program%20Design%20and%20Management/Head%20Start%20Requirements/Head%20Start%20Act/headstartact.html#648A>
  - **Sec. 641A** Performance Standards guide staff competencies. [http://www.acf.hhs.gov/programs/ohs/legislation/HS\\_act.html#641A](http://www.acf.hhs.gov/programs/ohs/legislation/HS_act.html#641A)

## Other Key Early Childhood Professional Development

- **Registry Credential Programs:** Five credentials: Infant Toddler, Administrator, and Preschool, Inclusion and Leadership. Consist of 12-18 credit courses with required portfolio/project & commission process. Accepted into several AA and BA degree paths and pathway to Infant Mental Health Endorsement: <http://www.the-registry.org/Credentials/> also accepted into CDA Credential process. **Registry Career Levels:** Seventeen career levels: <http://www.the-registry.org/Home/About-Us/>
- **Child Development Associate Credential (CDA):** Credential awarded by the Council for Professional Recognition in preschool, infant/toddler, family child care and family and home visitor. Based on a core set of competency standards. <http://www.cdacouncil.org/the-cda-credential>
- **Family Service Credential:** A comprehensive, competency and credit based training experience, designed to support direct service staff in their work with children and families. <http://www.portageproject.org/fsc/index.htm>

- **Strengthening Families:** A professional development initiative designed to increase the number of child care programs in the state that build protective factors with families, enhance relationships between child welfare and early care and education, and improve coordination across fields that work with young children and their families: <http://wctf.state.wi.us/home/StrengtheningFamilies.htm>
- **WI Model Early Learning Standards.** Align to K-12 Common Core Standards and Office of Special Education Outcomes. Framework for common language to inform curriculum, assessment, intentionality and ecological thinking. <http://www.collaboratingpartners.com/wmels-about.php>
- **Pyramid Model of Social Emotional Competence.** The Pyramid Model is an evidence-based tiered prevention and intervention framework to promote social and emotional well-being and prevent challenging behaviors. <http://www.collaboratingpartners.com/social-emotional-competence-sefel-pyramid.php>
- **Infant, Early Childhood, and Family Mental Health Postgraduate Certificate Program** provides specialized training for cross sector early childhood application: <http://www.dcs.wisc.edu/pda/mental-health/infant.htm>
- **WI Infant Mental Health Endorsement** is a verifiable process that recognizes the knowledge and training among professionals across disciplines within an organized system of culturally sensitive, relationship-focused learning and work experiences that promote infant mental health. There are 4 levels of endorsement based on qualifications and level of consultation. <http://www.wiimh.org/>



## Appendix B: National Association for the Education of Young Children Policy Areas

### Professional Standards

Define the *what*, or the content, of professional preparation and ongoing development. State policies should specify qualifications and ongoing development required for all early care and education professionals. These specifications should address levels and content of education as well as ongoing development. The preparation and ongoing development requirements for these various roles also should be explicitly detailed in career-pathways policies aligning and connecting content.

### Career Pathways

Professional standards, described in the previous policy area, should align and create coherent career pathways for early childhood professionals. State policy should support continuous progress of individuals. Early childhood professionals need to be able to plan and sequence the achievement of increased qualifications, understand the professional possibilities resulting from such acquisitions, and be appropriately compensated. Policies should institutionalize or embed pathways in all sectors and for all roles- both direct service (those individuals working with young children and their families” and non-direct service (those working on behalf of children and families in training, resource, and other administrative roles).

### Articulation

Articulation includes the transfer of professional development credentials, courses, credits, degrees, etc., as well as student performance-based competencies, from one program or institution to another, ideally without a loss of credits. States should require colleges and universities to form articulation agreements that assist early childhood professionals in moving seamlessly through and across undergraduate and graduate degree programs. Grants or specific directions for resource allocations should be attached to such policy requirements; colleges and universities will need fiscal support to change or augment long-standing, institutionalized processes.

### Advisory Structure

Effective professional development systems are supported by a policy requiring a specific group of people to focus on this work. The advisory body should be free standing and have some authority or direct link to authority in the state’s governance structure. The work must be transparent, include cross sector participation and not depend on the different funding streams for different types of programs or families served. Each sector must respect and be willing to collaborate with other sectors to create an integrated system that does not depend on the varied funding streams for different types of programs or families served.

### Data

Data are essential to gauge any impacts and systems change. State policies should require the methods and collection of specific data and also mandate non-duplication of efforts, cross-sector data collection, sharing and alignment. Data may be gathered and maintained by multiple partners such as workforce/practitioner registries, researchers at higher education institutions, and others. State policies should require the methods and collection of specific data and also ensure non-duplication of efforts, cross-sector data collection, sharing and alignment. Policies should also require comprehensive workforce studies at regular intervals and ongoing collection of professional development utilization and improvement indicators.

### Financing

State policies should support financing of integrated professional development systems in four specific areas:

1. Financial support for early childhood professionals to obtain education and ongoing development, based on need.
2. Financial support for programs/workplaces that facilitate professional development through resources for release time and substitute staff, teacher mentors and coaches, purchase of materials and equipment, and other supports.
3. Explicit rewards and compensation parity for attainment of additional education and development.
4. Financing of the professional development system infrastructure, which may include the advisory body, data systems, support to higher education and training institutions, and quality assurance processes.