



Wisconsin Early Childhood Collaborating Partners

Working Together to Transform Early Childhood Services

<http://www.collaboratingpartners.com>

Committee Name: WECCP Early Learning Committee

Minutes Submitted by: Jill Haglund

Date: December 6, 2007

Present:

WECCP Action Team Members: (*committee coordinators, # liaisons to WECCP Steering Committee)

Kath McGurk*

Ruth Chvojicek

Dave Edie

Mary Peters*

Ann Ramminger

Anne Carmony

Jill Haglund*#

Jeannette Paulson*

Suzy Rodriguez

Linda Leonhart*#

Shelley Cousin

Others participate:

Arianna Keil

Lori Whiteman

Linda Hurst

Vikki Lane Kinsman

Michelle Davies

Deb Bilzing

Gaye Tyke

Gwen Coe

Sue Welnitz

Pamela Torres

Lita Haddal

Jude Tiecher

| AGENDA ITEM | DISCUSSION | ACTION/ RECOMMENDATIONS |
|--|--|--|
| Opening | Linda Leon hart opened the meeting with a warm-up activity. Participants shared something that they have learned or would like to learn , which others in the room would be would be unlikely to know about them. The agenda was revised because of late arrivals due to weather. | |
| WI Model Early Learning Standards (WMELS) Revisions | Kath McGuire shared that WMELS are almost been ready for final publication. There is December 13 training for "approved" WMELS trainers. This is also aligned with a new process for bringing in new trainers. Discussion: expanding the utilization/knowledge of school district administrators and curriculum coordinators, 4k has raised awareness within districts, 5k needs this, increased involvement of technical college in offering course. | Training and publication will follow. Continue discussion within DPI with Content and Learning team |
| Child Care Quality and Workforce Issues | Kath and Jeanette lead a discussion in child care quality and workforce issues. Their intention was to start to frame how this committee could be more involved in this topic. The group discussed the question: What can be done to support mentoring programs to improve quality? (see notes below) | Continue discussion at next meeting as resource mapping. Also explore broadly what measure of quality are being promoted in WI and by what groups. |
| Expanding Opportunities for Young Children with Disabilities | Mary Peters continued the previous meetings discussion about inclusive practices and what activities were occurring in Wisconsin. Mary shared several resources on strategies. There was discussion of ongoing efforts. It was noted past discussion was like a resource map. Linda Leonhart shared a new opportunity for involvement in a national effort called Special Quest. There is no decision yet if WI will participate. The group discussed this project's relevance to Wisconsin. 1) it could bring inclusion work "under an effort" as a comprehensive plan, 2) a number of Head Start programs have participated in SpecialQuest and report they have excellent resources, 3) it may duplicate the work we are already doing, 4) the project does not have funding but could bring some costs. | Focus next discussion on what can be done to make these efforts more intentional, under a common plan, and/or "under one effort". |
| Community Approaches to | Jill gave an update on the expansion of 4k and the start up grants. Information is on the DPI 4K website. | |

| AGENDA ITEM | DISCUSSION | ACTION/ RECOMMENDATIONS |
|---|---|--|
| 4K | <p>on the DPI 4K website.</p> <p>Jill and Mary gave an update on the Preserving Early Childhood Conference on March 4-6 in Madison. Ideas to address in the conference included: Program quality, Ongoing assessment of children's progress – how are you collecting and using assessment, assuring that administrators learn about WMELS and inclusion, networking time, and self assessment and competences.</p> | Attend the conference! |
| DPI Personnel Development Grant (SPDG) | <p>This portion of the meeting is combined with the WECCP Personnel Development Meeting – notes will be reflected in their minutes also.</p> <p>Deb Bilzing, DPI, gave an overview of the new DPI Professional Development Grant goals:</p> <ul style="list-style-type: none"> ▪ Application of evidence based practices ▪ Implementation through regional infrastructure that provides ongoing learning, mentors, community of practice etc ▪ Participation of communities, families, and youth to support b-26 transition <p>Three "hubs" as focus areas. One is early childhood.</p> <p>Sue Welnitz, CESA 5, shared the professional development model that is the basis of this grant.</p> <p>Mary, Jill, and Ann shared more information on the early childhood hub.</p> <ul style="list-style-type: none"> ▪ Focus of first year on learning about the model and exploring how to bring the concepts to our current work with focus on follow-up, mentoring, community of learners. ▪ WECCP (Action Team, PDI, or ELC will function as an advisory committee) ▪ Activities house at Waisman Center Personnel Development Project and DPI. <p>Discussion of how this relates to WECCP and our works:</p> <ul style="list-style-type: none"> ▪ WMELS one of the best efforts that have reached our broad audience. Building mentoring into the process would have a large impact. It could address many ways of "mentoring" including roles for supervisors. ▪ Inclusion is the second area of overlapping impact and greatest training needs. Follow-up and mentoring would really expand the impact for children, child care programs, schools, and communities. ▪ Be intentional, don't spread ourselves too thin <p>Other Discussion: Gwen shared how she uses school grants to involve the child care community in personnel development. Jude and Ann shared their concept of inclusion and child web mapping.</p> | <p>Define how WECCP can serve as the SPDG early childhood hub's advisory committee.</p> <p>Future involvement as effort "roles out".</p> |
| Prior agenda items needing to come back | <ol style="list-style-type: none"> a. Status of Think Big Start Small b. Together Children Grow c. Connection to existing screening efforts | |

What can be done to support mentoring programs to improve quality?

- prior mentor program no longer funded, some follow-up occurs now through the apprenticeship program
- Registry Trainer Approval program will support this
- A big barrier is from the man-power perspective
- We can build follow-up and mentoring into trainings and workshops
- Child care directors are in a position to mentor and support their own staff but they are also supervisors so fill another role
- Teaming and partnering in trainings will support and build mentoring
- These topics also address all of the inclusion training, TA, and efforts
- It is very difficult in the child care “system” to have a systematic approach to professional development
- The braided funding approach can really be used to support the concept of a state wide professional development system
- Early learning Coalition is considering how to advocate for a professional development system
- NAEYC Accreditation process is still active in WI (Jeannette had a handout)
- Inclusion Credential
- Registry