

# Wisconsin State Personnel Development Grant

## Early Childhood Hub Final Report 2007-2013



*The opportunity to connect with others is so important to our shared work. These events have given us the chance to connect with people and find ways to work together to the benefit of all.*

This report was produced through a partnership between the Waisman Center UCEDD, University of Wisconsin-Madison and the Wisconsin Department of Public Instruction.

## Waisman Center, University Center on Developmental Disabilities (UCEDD)



### University of Wisconsin-Madison

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## Wisconsin Department of Public Instruction



### *Every Child a Graduate, Career and College Ready*

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## APPRECIATIONS for Hub Heroes

The Early Childhood Hub ongoing vital sign evaluation showed the growth of the partnerships and connected trainers. We grew from a small group of 18 key partners to over 100 active collaborators. Of this total, there is a smaller group that could be considered the “heroes” due to their intensive involvement as primary partners and collaborators over the course of the grant process. The heroes include:

Erin Arango-Escalante, Wisconsin Department of Public Instruction & University of Wisconsin-Madison

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Kathy Boisvert, Birth to 3 REsource, CESA 5 (Western Region)

Amy Carriere, CESA 10

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Linda Tuchman, Waisman Center, University of Wisconsin-Madison

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Amy Whitehead, Waisman Center, University of Wisconsin-Madison

Karen Williams, Birth to 3 REsource, CESA 5 (Northern Region)

Arlene Wright, Early Childhood Consultant, Wisconsin Model Early Learning Standards

Melissa Velez, Birth to 3 REsource, CESA 5 (Southeast Region)

### Voices from the Field:

*The SPDG EC hub has been the gateway to really make relationships with others in different sectors. These relationships helped strengthen with resources, ideas and information. My favorite aspect has always been the Intersecting Interests which has always been very worthwhile.*

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# Wisconsin State Personnel Development Grant–Early Childhood Hub Final Report 2007-2013

The Wisconsin State Personnel Development Grant (SPDG) is a system change project focused on reforming and improving the way professional development is provided in Wisconsin to influence practice change and therefore results for children with disabilities and their families.

The Wisconsin Department of Public Instruction implemented the Wisconsin State Personnel Development Grant (SPDG) by funding five hubs to use evidence-based professional development approaches and research-based educational practices to influence change.

One of those Hubs was dedicated to early childhood. The Early Childhood Hub was housed at the Waisman Center, University of Wisconsin-Madison and the Wisconsin Department of Public Instruction. Leadership was provided by Jill Haglund, Mary Peters, and Erin Arrango-Escalante for DPI along with Linda Tuchman-Ginsberg and Ann Ramminger, Waisman Center, University of Wisconsin-Madison. The SPDG Early Childhood (SPDG EC) Hub supported early childhood educators, related services providers/ therapists and program administrators in programs serving children in early intervention, early childhood special education, child care, Head Start, 4-year old kindergarten (4K), home visiting and other community early childhood programs. Jim Frasier, University of Wisconsin-Madison, Center for Education and Work served as a project evaluator.

## SPDG Early Childhood Hub

Let's begin with the end in mind. We had a strategy from the very beginning to build a robust network of individuals that we valued and moved to a high level of collaboration. We nurtured trusting relationships and the ongoing exchange of information and support. We had a long view from the beginning; as the grant has come to an end, we can see the fruits of those efforts. With this in mind, we are pleased to say that the SPDG EC Hub was instrumental in the development of an Early Childhood Professional Development/ Training and Technical Assistance Network (T/TA Network). We built an infrastructure to support new and more effective ways to provide early childhood professional development across multiple systems. And we have worked to sustain the efforts through new structures and funding sources.

## SPDG EC Hub - Driving Forces

There were three separate foundations that drove the SPDG Early Childhood Hub:

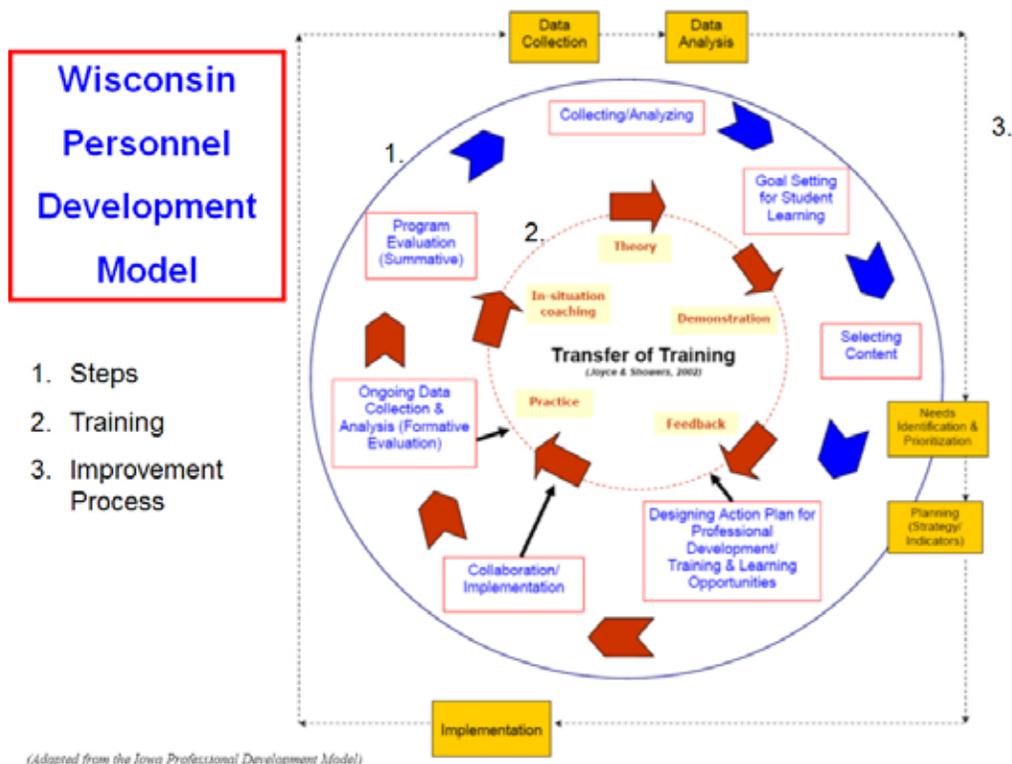
- The Wisconsin Personnel Development Model (WPDM)
- The Office of Special Education Programs (OSEP) Early Childhood Indicators
- The Wisconsin SPDG grant overall outcomes

These forces guided the project and provide the foundation for this report.

## The Wisconsin Personnel Development

**Model:** The SPDG system change initiative used the Wisconsin Personnel Development Model (WPDM) as well as concepts of Implementation Science (Blase' & Fixsen) as a framework for systems change. The WPDM became a tool to explore professional development structures and to determine what components needed to be addressed within the grant objectives. Different portions of the WPDM model were therefore applied to the content of specific objectives. For example, the objective on data based decision making was paired with the OSEP transition indicator and the data collection component of WPDM. Another example of how these were linked is the WPDM component of "transfer of training" which was applied to the transition indicator as well as the child outcomes indicator through the Wisconsin Model Early Learning Standards and the Pyramid Model. See Appendix C for the data from a Vital Signs evaluation focused on use of the WPDM by early childhood professional development providers across several systems.





**OSEP Early Childhood Indicators:** The U.S. Department of Education, Office of Special Education Programs Indicators guide the way early childhood special education (Part B of IDEA) and Birth to 3 early intervention (Part C of IDEA) are provided in Wisconsin. Therefore, one of the primary forces driving the SPDG EC Hub was to apply the research-based practices of the WPDM to improve the indicator results, and thus outcomes for young children with disabilities and their families.

To address the OSEP Indicators, SPDG EC Hub focused professional development activities in these content areas:

- Child development and early learning (e.g., early literacy, social emotional competence)
- Cultural responsiveness, including dual language learners
- Child find, including screening and assessment
- Family partnerships, including transition planning
- Natural/least restrictive environments

More specifically, these examples show the components of the WPDM that were applied to the OSEP early childhood indicators (Part B and Part C).

- Transitions (Part B12 and C8) - The WPDM components of data collection/analysis and transfer of training were the focus.

- Parent Satisfaction (Part B8 and C4) – The WPDM component of transfer of training was the focus for implementation.
- Outcomes (Part B7 and C3) – The WPDM components of selecting content, and transfer of training were the focus for implementation.
- Preschool Environments (Part B6 and C2) – The WPDM components selecting content, designing action plan, and transfer of training were the focus for implementation. (See Appendix A and B for Indicator data during the SPDG period.)

**WI DPI SPDG Application Outcomes:** These 5 outcomes guided the expectations for SPDG EC activities throughout the five year funding period.

- 1) Increased capacity at state and local level to utilize a research based Professional Development model.
- 2) Increased use of data based decision making.
- 3) Increased capacity of parents/family members participating as partners in professional development and leadership/ decision making.
- 4) Increased capacity of personnel to include, support and educate children with disabilities.
- 5) Improved academic, social, and behavior outcomes for children with disabilities.

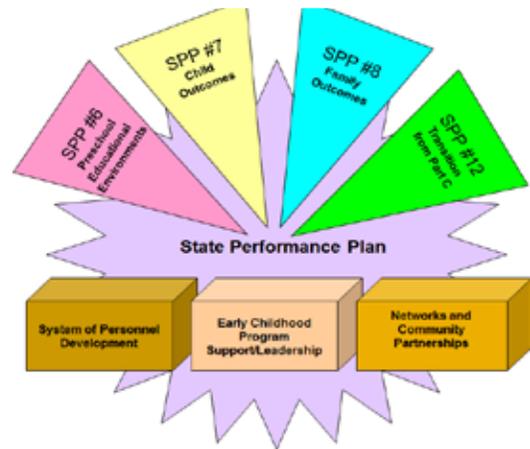
Here are examples of how the activities of the SPDG EC Hub influenced change in outcomes for young children with disabilities and their families through application of the Wisconsin Personnel Development Model in content areas informed by evidence-based practices.

1. SPDG EC Hub activities led to increased application of the WPDM components of data collection, analysis, and evaluation particularly related to the **OSEP transition indicators for Part B (Special Education) and C (Birth to 3)**. While OSEP established indicators for transition data on children leaving a Birth to 3 Program to enter special education in a school district, it was the SPDG EC Hub that brought a focus on using transition data to inform and structure the “transfer of training” through technical assistance. The SPDG EC Hub vital sign evaluation for this section focused on how the CESA Program Support Teachers (PST), Regional Services Network, and Birth to 3 Regional RESource facilitators were transferring training content to the districts and county programs. As a result of this analysis, DPI created a new, contracted position for a statewide transition coordinator. The transition coordinator was charged to develop a specific plan to work directly with targeted school districts to increase transition practices through in-situation coaching and providing feedback to schools based on child data. The increased use of child data and direct feedback to districts was supported by a cross department meeting structure tasked to routinely review, analyze, and evaluate the data for transitions from Part C to Part B.
2. **Early Childhood Technical Assistance** practices changed by focusing on the WPDM “transfer of training” component. We moved from numerous “one-stop” training meetings to a series of related training and technical assistance events in a number of content areas including 4K community approaches and the inclusion of children with disabilities in natural/least restrictive environments. We increased the number of state wide trainers who are aware of resources and best practices for serving children with disabilities by hosting communities of practice for trainers from early childhood special education, child care, Head Start, and other early childhood systems. This included communities of practice focused on supporting Wisconsin Model Early Learning Standards Trainers.
3. SPDG EC Hub activities increased focus on **selecting content, particularly in the areas of preschool environments and dual language learners**. Stakeholders came together to identify the key content needed by schools related to inclusive preschool environments. This process resulted in a framework that led to changes in the Preschool Environments grant training content as well as the method of delivering the content. New training modules were developed to support these different methods of delivering the content. The framework supported the Wisconsin Birth to 3 Program in using consistent content in rolling out professional development on implementing the primary coach approach to teaming in natural environments. Purchasing and sharing resources helped develop consistent messages around inclusive practices.
4. SPDG EC Hub was instrumental in applying the full WPDM model to frame the State’s development of a **cross sector model to address the social emotion domain of the Wisconsin Model Early Learning Standards** and the OSEP Child Outcomes Indicators (B7 and C3). Wisconsin received national technical assistance to become a “Pyramid Model – Social Emotional Foundations” state. Leadership included SPDG EC Hub members who shared the WPDM and helped shape the project to include the model components and an infrastructure for comprehensive “transfer of training” through communities of practice, in-situation coaching, and mentoring. The final SPDG EC Hub vital sign evaluation focused on the data from pilot sites to demonstrate change in child and program level outcomes.
5. The WPDM components of collaboration / implementation and selecting content moved the needle in the State work **on Child Find, screening, and assessment**. The SPDG EC Hub support for the Healthy Children Committee brought a unique set of collaborators to the table to break program silos and support an aligned approach to Child Find, screening and assessment. To continue this work on State system development, this committee became

a Project Team of the Governor’s Early Childhood Advisory Council (ECAC). This group developed early identification and screening Web Pages for [www.collaboratingpartners.com](http://www.collaboratingpartners.com). They developed a “Blueprint” document for the aligned efforts that included guiding principles and a proposed periodicity schedule to demonstrate critical time periods for universal screening and assessment of all young children. [http://dcf.wi.gov/ecac/pdf/22112\\_blueprint.pdf](http://dcf.wi.gov/ecac/pdf/22112_blueprint.pdf) They also created Tip Sheets for community approaches to development screening that is being disseminated and supported by a webinar series. Through the ECAC and Race to the Top Grant Application, this group has also taken on the charge to consider how a Comprehensive and Aligned Screening and Assessment System includes four and five year old assessments. Each of these activities advanced Child Find for both Part C and Part B of IDEA.

We moved from numerous “one-stop” training meetings to a series of related training and technical assistance events on a number of content areas related to improving outcomes for young children with disabilities and their families. We systematically put pieces of the WPDM into practice that resulted in changes in how the members of the T/TA Network provide professional development at the local, regional and state level. We changed the conversation about how members of the network across systems are planning, providing and evaluating professional development. A key to our success was collaboration across systems at all levels as indicated by use of a tool to map the collaborations that occurred throughout the duration of the funding period. Analysis of the T/TA Network maps demonstrated that a core of 38 individuals was consistently engaged in the system change activities of the SPDG EC Hub. This group doubled in size over the course of the grant.

We anticipate that a legacy of the SPDG EC Hub will be more and more implementation of the WPDM in local programs, including increased use of formative and summative evaluation data to inform decision-making, in-situation coaching, and communities of practice that support collaboration within and across programs in a community. (See Appendix C for Vital Sign Evaluation data.)



The remainder of this report will highlight the SPDG EC Hub accomplishments by SPDG Application Outcomes, with reference to OSEP Preschool Indicators and components of the Wisconsin Personnel Development Model

**Voices from the Field:**

*We need to have a vision of our work as a state in the area of “early childhood” as a whole and this is the only time all of the partners get together.*

## Increase capacity at state and local level to utilize a research based professional development model. System-wide Application

The activities for this outcome focused on the development of statewide systems and support for professional development providers. We helped move us from one- stop trainings on topics to more aligned structures. We supported regional systems to assure quality trainers.

### SYSTEMS ADDRESSED

Cross system providers of early childhood professional development.

- Started with a focus on an early childhood special education (Part B) and Birth to 3 early intervention (Part C) collaboration
- Spread over time to other partners who serve children with disabilities in their programs including Head Start, Child Care, Home Visiting, and Health/Mental Health programs/services.
- Included early childhood higher education faculty from:
  - Wisconsin Technical College System
  - University of Wisconsin System
  - Members of Wisconsin Association of Independent Colleges and Universities.

### EXAMPLES OF RESULTS

#### Established Training and Technical Assistance Network:

- Held 11 events attended by over 1,000 people (not unduplicated) to build the network and promote the application of the WPDM to support outcomes for young children, including those with disabilities, and their families.
  - All focused on learning to apply the WPDM and building the network.
  - Three focused on coaching, consultation and reflective practices.
  - Three included higher education faculty.
  - Two focused primarily on use of technology to deliver effective professional development.

- Based on the use of a tool, a core of 19 highly collaborative relationships of early childhood professional development providers was documented in 2010. This number grew to 38 in 2012, even though six core members changed.
- Increased inclusion of early childhood higher education faculty (i.e., technical college, UW-System and Independent private colleges) in the network.

#### Increased Capacity of EC Network to Support Children with Disabilities and Their Families:

- Members of the network produced 22 posters about resources and strategies to support children with disabilities and their families.
- 4K/ECSE increased opportunities for the inclusion of children with disabilities in least restrictive environments (LRE).
- Contributed to Inclusion Courses and a Registry Inclusion Credential for child care providers.

#### Applied the Wisconsin Personnel Development Model:

- SPDG EC Hub influenced the application of the WPDM to these statewide professional development initiatives, focusing on appropriate selection of training content, development for specific professional development content, transfer of training and use of data driven decision making to influence development and implementation of these initiatives.
  - Wisconsin Model Early Learning Standards (WMELS)
  - Pyramid Model
  - Dual Language Learners
  - UW Infant, Early Childhood and Family Mental Health Certificate Program
- Each of these initiatives included elements of collaboration and Communities of Practice.

## SPDG Outcome #1:

Increase capacity at state and local level to utilize a research based professional development model. System-wide Application

### Promoted and Used Technology to Expand Adult Learning Opportunities:

This was accomplished through the provision of training and technical assistance that resulted in online educational modules, revisions and additions to the Wisconsin Early Childhood Collaborating Partners website and use of other related web-based products.

- WI Department of Public Instruction utilized the Articulate software program to develop these online learning modules:
  - Overview of Early Childhood Indicators
  - Child Outcomes
  - Preschool Environments (with an inclusion course designed for child care providers under development)
  - Dual Language Learners
  - Pyramid Model
  - Transitions
- Influenced by SPDG EC Hub training and technical assistance, the Wisconsin Birth to 3 Program, under contract with the Waisman Center, is developing online learning modules using an Adobe Captivate.
  - This first one is on Primary Coach Approach to Teaming in Early Intervention.
- Contributed to the Wisconsin Early Childhood Collaborative Partners Website.
  - Developed these resources:
    - \* Professional Development
    - \* Early Identification and Screening
  - Contributed to these resources:
    - \* Dual Language Learners
    - \* Social Emotional Competence
    - \* Service Children with Disabilities
    - \* Wisconsin Model Early Learning Standards
    - \* Additional Uses of Technology:
  - Web-based meetings and webinars using programs such as Go To Meeting and Adobe Connect.
  - Google docs and Blogs for collaboration.

### SYSTEM OUTCOMES & SUSTAINABILITY

#### Cross Sector Professional Development Initiative (PDI):

The re-invigoration of the Early Childhood, Cross Sector Professional Development Initiative under leadership of the SPDG EC hub prepared this initiative for elevated, system level recognition and sustainability in these ways:

- PDI is as a priority for ECAC Project Teams
- ECAC ARRA Head Start funding has sustained the PDI Cross-Sector Initiative through funding to the Waisman Center for continued leadership.
- Professional development is a priority area for the Race to the Top Early Childhood Challenge Grant application. Through Race to the Top, the Waisman Center will continue to provide leadership to PDI and the continued growth of the T/TA Network.
- Collaboration with early childhood IHE Faculty has been strengthened for future engagement about partnering to meet early childhood workforce professional development needs.

#### Contributions to Braided Funding: SPDG EC

funds contributed to braided funding across agencies and influenced the activities and outcomes of these initiatives:

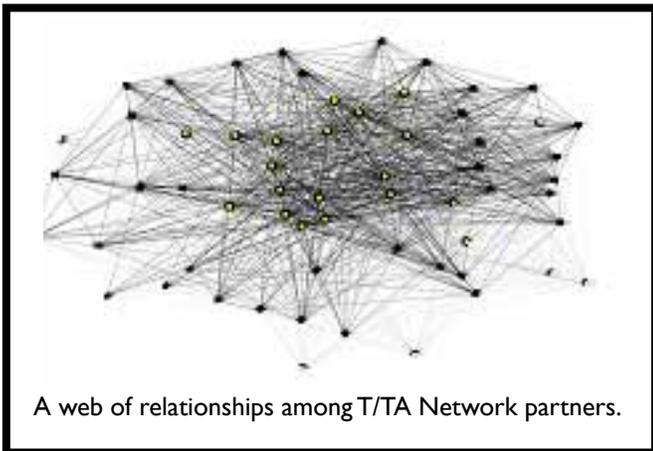
- WMELS
- Pyramid Model
- Regional Collaboration Coaches Network
- Early Dual Language Learners Initiative (EDLLI)
- The Wisconsin Early Childhood Collaborating Partners website which will continue to be a focal point for the early childhood community, including the Professional Development Section of the WI ECCP Website. <http://www.collaboratingpartners.com/professional-development-about.php>

## SPDG Outcome #1:

Increase capacity at state and local level to utilize a research based professional development model. System-wide Application

**Screening and Assessment Project Team of the ECAC:** SPDG EC Hub had a major role in leading and transforming the Healthy Children Committee of WECCP into the Aligned Screening and Assessment Project Team of ECAC.

- The scope of the team expanded from screening to endorse the alignment of screening and assessment processes across systems, domains and ages (i.e. Birth to 6).
- Blueprint for a Comprehensive and Aligned System for Screening and Assessment of Young Children was completed, submitted to the ECAC, and posted on the ECAC Website. [http://dcf.wi.gov/ecac/pdf/22112\\_blueprint.pdf](http://dcf.wi.gov/ecac/pdf/22112_blueprint.pdf)
  - o The document includes: Critical time periods for screening and assessment of all young children in Wisconsin, and the alignment of screening and assessment practices with DPI Balanced assessment.



### Voices from the Field:

*The speakers & their presentations have been meaningful over the years. Our team has implemented change as a result. Continue the presentations and then the regional groups that focus on application!*

*As someone new to Wisconsin (within the last 5 years) and new to the role of arranging PD opportunities in my service delivery area (within the last 2 years), the event has strengthened my understanding of State wide initiatives and how these connect to the communities we serve as well as strengthened my understanding of the big picture of early childhood in Wisconsin and brought to my attention resources that will benefit the people my agency serves.*

**Early Childhood Curriculum and Assessment Network (E-CCAN):** Through the CESA regions, with leadership from CESA 4, E-CCAN will offer a series of networking opportunities focused on latest trends and research in quality curriculum, screening/assessment, and Response to Intervention (RtI) practices for Pre-K programs. <http://www.cesa4.k12.wi.us/programs/eccan.cfm>  
This initiative will be sustained and expanded with continued SPDG funding.

**Wisconsin License Renewal Support Centers (LRSC):** With the transition to self-funding, the License Renewal Centers will be more prepared to appropriately support DPI licensed, early childhood educators, especially those who are not employed by school districts. This resulted from regular attendance by SPDG EC staff at LRSC meetings to provide information and ensure planning includes early educators.

**Early Childhood Higher Education Scan:** Results will be completed and data will be used to inform future planning and action to meet the early childhood workforce needs.

## Increased use of data based decision making. Application to OSEP Transition Indicators

The activities for this outcome focused on applying better, data-based decision making processes to the early childhood transition process (Part C to Part B). Working with improved data systems, and specifically addressing transition vital signs, resulted in districts having better data. This addressed the transfer to training component and led to improvements in early childhood transitions as measured by the OSEP transition indicator.

### SYSTEMS ADDRESSED

Part B of IDEA 619 Early Childhood Special Education Programs

- Wisconsin Department of Public Instruction
- CESA and school district based early childhood
- Program Support Teachers
- School district administrators and educators

Part C of IDEA Early Intervention Birth to 3 Program

\*Wisconsin Department of Health Services, Birth to 3 Program

- Collaboration with the Wisconsin Personnel Development Project (Waisman Center) RESource (CESA 5)
- County early intervention program administrators and providers

#### OSEP Indicators: Transition

##### Part C Indicator #8 (B-3)

Percent of all children exiting Birth to 3 who received timely transition planning to support the child's transition to preschool and other appropriate community services by their third birthday including:

- a. IFSPs with transition steps and services;
- b. Notification to LEA (Local School District), if potentially eligible for Part B; and
- c. Transition Planning Conference, if potentially eligible for Part B.

##### Part B Indicator #12 (3-5)

Percent of children with an IEP by their third birthday.

### EXAMPLES OF RESULTS:

#### Wisconsin Personnel Development Model:

- SPDG EC Hub priorities in the area of transition focused on collaboration and designing an action plan for professional development based on data analysis and decision making.
- The action plan included training content and roles for EC Program support teachers, RSN coordinators, and Birth to 3 partners at the regional and local level.

#### Cross-System Leadership Team-DPI and DHS, Birth to 3 Program:

- SPDG EC Hub had a major role in founding and facilitating cross-system partnerships that resulted in a formal, and ongoing cross-department leadership team.

#### Collaborative Training to Improve Transition Indicator Compliance:

- SPDG EC Hub partnered with DPI and DHS, Birth to 3 Program to plan and facilitate regional, cross system training related to meeting OSEP Transition indicator requirements, including data reporting and shared processes.
- Fall 2008, technical assistance staff met to prepare to facilitate regional and local interagency planning and collaboration.
- Five regional meetings were held for 475 participants, including school districts in need of assistance and all Birth to 3 county programs.

#### Evaluation of Transition Planning & Technical Assistance:

- A SPDG "vital sign" evaluation of training and technical assistance related to transitions revealed that focused technical assistance, not large scale collaborative training, would be more effective in improving compliance with the OSEP transition indicator expectations. (See Transitions Vital Sign on page 9 to learn about the types of data that informed this decision.)

## SPDG Outcome #2:

### Increased use of data based decision making. Application to OSEP Transition Indicators

- As a result, professional development shifted from general training to parents and educators to a focused technical assistance approach directed toward working with administrators.

#### **Development of Training Materials:**

Powerpoints and supporting materials were developed for the 2008 regional meetings, including a timeline for the transition from Part C to Part B, Early Childhood Special Education.

### SYSTEM OUTCOMES & SUSTAINABILITY

**Cross Department Meeting Structure:** A legacy of SPDG is the formal and ongoing meeting structure between leaders of the DPI EC transition team and the Wisconsin Birth to 3 Program.

- Identify and prioritize cross department collaboration
- Review indicator data, outcomes and strategies
- Share priorities across systems

#### **Transition Coordinator Position within DPI:**

Data analysis from the SPDG EC Hub transition vital signs led to the creation of a statewide transition coordinator. This position was filled by Wendi Schreiter, CESA 8.

**Increased OSEP Compliance for Transition Indicators for Part B and C of IDEA:** Indicator data on early childhood transitions met compliance requirements for both Part B 619 and Part C of IDEA for two years.

**Transition Products and Resources:** Legacy products are available on the DPI and WECCP websites:

- [http://sped.dpi.wi.gov/sped\\_spp-tran-presch](http://sped.dpi.wi.gov/sped_spp-tran-presch)
- <http://www.collaboratingpartners.com/disabilities-indicators-8-12.php>

**Webinar on Formative Evaluation:** Jim Frasier, project evaluator, completed a three part webinar series on using formative evaluation to inform professional development. The series is available on the WECCP website to assist the T/TA Network in gaining knowledge about strategically using formative data to guide priorities for professional development. <http://www.collaboratingpartners.com/index.php>

#### **SPDG EC Hub Evaluation on Early Childhood Transition Professional Development Practices (March 2010)**

##### **Fidelity of Implementation Vital Signs**

- Provided TA during local interagency transition meetings
- Provided TA outside of local interagency transition team meetings
- Knowledge of Interagency Agreements
- Knowledge of Annual Review and Update of Early Childhood Interagency Transition Agreements
- Knowledge of use of PPS data for individual child transition process
- Knowledge of use of PPS data to review interagency transition agreements
- Encourage use of web-based resources
- Personal use of WI Collaborating Partners Website for transition birthday

## Increased capacity of parents/family members participating as partners in professional development and leadership/decision making.

Application to System Development, Collaboration and Transfers of Training

The activities for this outcome focused on system alignment and transfer to training. SPDG EC Hub staff worked with the SPDG Parent Hub partners to develop processes to assure the parent organizations in the state were connected to early childhood professional development initiatives and the building of the T/TA Network.

### SYSTEMS ADDRESSED

- WI FACETS
- Wisconsin Parent Educator Initiative
- SPDG Parent Hub

### EXAMPLES OF RESULTS

#### **Wisconsin Personnel Development Model:**

SPDG EC Hub priorities in the area of parent/family partnerships focused on implementation and collaboration.

**FACETS Dedicated Staff Member:** The SPDG Parent Hub dedicated a staff member to become a part of most SPDG EC Hub activities.

- To name a few, this included: Training and Technical Assistance Network planning and events, Cross System Transition Team, training on coaching and consultation, Birth to 3 Institute on Primary Coach Approach to Teaming in Natural Environments, and SPDG Institutions of Higher Education (IHE) Leadership team.
- This helps ensure that parent voices and participation is a part of early professional development.

#### **Parent Consultant Directory of Parent**

**Speakers:** Under SPDG the Directory was updated and all copies were distributed at these events: IHE Summer Institute (2010) and T & TA Network/Intersecting Interests Events

**Voices from the Field-A parent's perspective:**

*I found this conference to be one of the most practical and helpful conferences I have attended in the last two years.*

## SYSTEM OUTCOMES & SUSTAINABILITY

### **Parent Hub Products:**

- *Serving on Groups That Make Decisions: A Guide for Families.* This SPDG Parent Hub document was disseminated to early childhood partners <http://www.wispdg.org/pl/groups.html>
- Copies of the *CORE of a Good Life: Guided Conversations with Parents on Raising Young Children with Disabilities* were distributed to SPDG Parent Hub staff and distributed at SPDG EC events.
  - o The CORE supports guided conversations between parents and providers who are involved with programs and services that support the engagement of young children and their families in typical Community activities and Opportunities through Reciprocal interactions and with Enjoyment. <http://www.waisman.wisc.edu/naturalsupports/ec.php>

**Dedicated Staff Members:** FACETS and WSPEI have increased awareness of early childhood systems/programs. This includes information about opportunities to increase the quality of services for young children with disabilities and their families within IDEA services and those within their communities for all children. Initially through SPDG, and then through other early childhood partnerships, FACETS has dedicated a staff member to Early Childhood. WSPEI also had a focus on early childhood through a program support teacher position at CESA 3 that was dedicated to both early childhood and family partnerships.

## Increased capacity of personnel to include, support and educate children with disabilities.

Application to OSEP Indicators and WPDM Data and Content

The focus of activities for this outcome was to re-evaluate and align training processes and materials used to advance natural/Least Restrictive Environments (LRE) with the components of WPDM. This resulted in the creation of new, modular training materials with an emphasis on content and data based decision making.

### SYSTEMS ADDRESSED

- Part B of IDEA 619 Preschool grants program that includes:
  - CESA and school district based early childhood Program Support Teachers
  - Early childhood special education teachers, administrators and related services staff at the school district level
  - Early childhood community partners
- Part C of IDEA Early Intervention Program
  - Collaboration with the Wisconsin Personnel Development Project (Waisman Center)/ RESource (CESA 5)
  - Early intervention providers within county Birth to 3 Programs

### EXAMPLES OF RESULTS

#### **Wisconsin Professional Development Model:**

The SPDG EC Hub convened a work group to increase the use of the WPDM to improve OSEP Indicator data and opportunities for young children with disabilities and their families to participate in natural/least restrictive environments.

- A major emphasis was on the use of data to inform professional development decision making and the identification of legal requirements and evidence-based practices.
- Two products resulted from this work in April 2011 <http://www.wispdg.org/ec/ec-hubprod.htm>
  - **SPDG EC Environments Framework:** Outlines resources to support consistency in planning and implementing professional development with quality and fidelity of implementation.
  - **SPDG EC Hub - Professional Development Content Template:** Provides a template to guide professional development planning.
  - **Inclusion Credential:** Contributed to the development of the Registry Inclusion Credential for child care.

#### **OSEP Indicator: Natural/Least Restrictive Environments**

##### **Part C Indicator #2 (B-3)**

Percent of infants/toddlers receiving Early Intervention in the home or programs for typically developing peers.

##### **Part B Indicator #6 (3-5)**

Percent of preschool children with IEPs attending a:

- A. Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program; and
- B. Separate special education class, separate school or residential facility.

## SPDG Outcome #4

### Increased capacity of personnel to include, support and educate children with disabilities.

Application to OSEP Indicators and WPDM Data and Content

**Inclusion Coursework:** Developed syllabus and course content for an inclusion course designed to be offered in multiple formats to build confidence, attitudes and skills of child care providers to include children with disabilities and their families in their care.

### SYSTEM OUTCOMES & SUSTAINABILITY

#### **Environments Framework and the Content**

**Template:** Applied to the development of professional development for environments and other areas to promote the application of the WPDM.

**Inclusion Products:** These materials were printed and disseminated with funding from the EC Hub:

- *CORE of a Good Life: Guided Conversations with Parents on Raising Young Children with Disabilities* (400 copies). (See Outcome #2) <http://www.waisman.wisc.edu/naturalsupports/ec.php>

- *Thinking Guide to Inclusive Child Care* (5,000 copies). This guide offers ideas and strategies to support child care staff in developing childcare practices that consider the needs of individual children and promote an inclusive experience for families and children <http://www.disabilityrightswi.org/archives/112>
- *Together Children Grow* (15,000 copies printed). This booklet is a resource for parents and child care providers related to quality child care for children with special needs. [http://www.dpi.state.wi.us/ccic/pdf/together\\_ch\\_g.pdf](http://www.dpi.state.wi.us/ccic/pdf/together_ch_g.pdf)
- **Inclusion Course:** Will be available through an Articulate module published on the DPI Early Childhood Website.

#### **Voices from the Field:**

*We were discussing the Standards and how they are used with all children. We had been with 5 child care group programs over for 4 nights of the training and knew the stories of several children with IEPs that the programs were working with. I brought a copy of the Thinking Guide for each of the programs and was walking them through it and I wish you all would have been in that room! The response from our participants was amazing- they were so excited about the Thinking Guide. I just know that it will be used by all of these programs as they continue to serve these children/families.*

## Improved academic, social, and behavior outcomes for children with disabilities.

Application to IDEA Outcomes and WPDM Content

The activities for this outcome focused specifically on the OSEP Child Outcome Indicators. This section will feature these initiatives:

- Wisconsin Model Early Learning Standards (WMELS)
- The Pyramid Model for Social Emotional Competence
- Early Dual Language Learner Initiative (EDLLI)

Research indicates that professional development that is based on standards impacts the quality of children and families experiences and opportunities (NGA Issue Brief, 2010\*). For the SPDG EC Hub, the Wisconsin Model Early Learning Standards provided a solid, high quality foundation for professional development across all developmental domains. This approach to content development within the WPDM supports increased opportunities for improved academic, social and behavior outcomes for young children.

*\*Building an Early Childhood Professional Development System: Issue Brief (2010). Washington, DC: NGA Center for Best Practices.*

**Wisconsin Model Early Learning Standards (WMELS)** The Wisconsin Model Early Learning Standards specify developmental expectations for children from birth through entrance to first grade. The standards reflect attention to all the domains of a child's learning and development. The domains include: Health & Physical Development; Social and Emotional Development; Language Development and Communication; Approaches to Learning; Cognition and General Knowledge. Each domain is divided into sub-domains. Each sub-domain includes developmental expectations, program standards, performance standards and developmental continuum. Samples of children's behavior and adult strategies are also provided.

### SYSTEMS ADDRESSED

- A cohort of more than 90 approved WMELS Trainers registered with The Registry
- Community of practice comprised of approved trainers regionally
- State leadership team
- Early childhood/child care programs seeking YoungStar ratings

### EXAMPLES OF RESULTS

**Wisconsin Personnel Development Model:** SPDG EC Hub priorities focused on these aspects of the WPDM:

- Development of an action plan, selection of content based on data and learner needs, and collaborative implementation
- Movement of WMELS training from single trainings to a series of professional development activities.
  - 15-18 hours of training offered over a period of days (e.g. two whole days, three part days, five or more part (2-3 hours) days/evenings.
  - WMELS Trainings are available for University and Technical College Credit

## Improved academic, social, and behavior outcomes for children with disabilities.

Application to IDEA Outcomes and WPDM Content

**WMELS Content Revisions:** SPDG EC Hub resources supported a workgroup responsible for content revisions:

- Expanded content related to understanding development and supporting young children with disabilities ages birth to five and their families.
- Inclusion of early literacy and math content within the developmental framework of WMELS. This content was informed by early literacy and math bibliographies researched by the SPDG EC Hub.

### **WMELS Community of Practice:**

- Hosted Community of Practice in January 2009 attended by 44 people representing 6 community teams.
- Developed a mentoring process for approving new WMELS trainers, including in-situation coaching.

## SYSTEM OUTCOMES & SUSTAINABILITY

**Approved Trainers and Training Content:** The inclusion of WMELS training in YoungStar helps to assure the use of the WPDM and the revised WMELS training content will be sustained to advance the knowledge of child development and developmentally appropriate practices in child care settings.

### **Foundational role for WMELS in Infrastructure for Professional Development Content Areas:**

The Race to the Top application strengthened the foundational role that WMELS provides for effective early childhood professional development. When Race to the Top is implemented, there will be renewed opportunities with the Professional Development Initiative to promote this important role for WMELS in statewide professional development.

### **Contributions to Early Childhood Response to Intervention (RtI) Content Development:**

- Math and Early Literacy Bibliographies contributed to the Early Childhood Response to Intervention content development.
- The literacy bibliography will become part of the early literacy information on the new DPI website Read Wisconsin. <http://read.wi.gov/Home>

### **WMELS Products:**

- Contributed to the development of the Wisconsin Early Childhood Collaborating Partners Website: <http://www.collaboratingpartners.com/wmels-about.php>
- Revised WMELS training content is available on the WECCP website to approved trainers and higher education instructors.
- Distributed copies of WMELS to the UW Infant Early Childhood and Family Mental Health Certificate Program fellows.

### **OSEP Indicators: Child Outcomes Part C Indicator #3 (B-3)**

Percent of preschool children with IFSPs who demonstrate improved:

- Positive social-emotional skills (including social relationships);
- Acquisition and use of knowledge and skills (including early language/communication);
- Use of appropriate behaviors to meet their needs.

### **Part B Indicator #7 (3-5)**

Percent of preschool children with IEPs who demonstrate improved:

- Positive social-emotional skills (including social relationships);
- Acquisition and use of knowledge and skills (including early language/communication and early literacy);
- Use of appropriate behaviors to meet their needs.

## Improved academic, social, and behavior outcomes for children with disabilities. Application to IDEA Outcomes and WPDM Content

**Wisconsin Pyramid Model for Social and Emotional Competence** offers an evidence based prevention/intervention framework that prevents challenging behaviors and promotes healthy social and emotional development by supporting positive relationships, creating engaging environments, providing concrete teaching strategies, and if/when needed creating individualized interventions for young children.

### SYSTEMS ADDRESSED

- Pyramid Model State Leadership Team includes:
- Staff/leaders from state agencies and statewide organizations, including SPDG EC Hub facilitators.
- Training and Technical Assistance Network, Approved Pyramid Model Trainers and Coaches

### EXAMPLES OF RESULTS

#### **Alignment of Wisconsin Pyramid Model with the Wisconsin Personnel Development Model (WPDM) to Demonstrate:**

- Utilization of an evidence based approach to professional development that aligns with the WPDM model to support practice change in local, early childhood programs.
- Alignment with the school-based Positive Behavior Intervention Supports (PBIS).
- Effective training, demonstration, practice, feedback and coaching cycles to implement developmentally appropriate, research-based content for children ages birth to six and their families with fidelity.
- Utilization of formative and summative data to inform Pyramid Model activities.

#### **Wisconsin Pyramid Model Vision**

The state of Wisconsin will have comprehensive, cross disciplinary professional development to support professionals working to ensure the social and emotional well being of infants, young children, and their families.

#### **Preparation and Support for a Master Cadre of Professionals to Train, Provide Technical Assistance and Coach Early Childhood Professionals:**

- Provided intensive training for trainers and coaches on Pyramid Model content modules.
- Supported coaches to enhance their professional development through creating a network among the coaches.
- Provided Pyramid Model program-wide implementation training to sites selected through a rigorous application process. The training focused on content mastery as well as coaching and technical assistance skills to support program-wide implementation.
- Integrated data collection and data based decision making into all aspects of the Pyramid Model program-wide implementation preparation and training to help ensure fidelity of implementation.

#### **Program-wide Implementation in Implementation Sites:**

- Pyramid Model program wide implementation sites received intensive cohort training followed by routine, onsite coaching (i.e., internal and external coach) to support the implementation of evidence-based practices.
- Implementation sites integrated data collection and review into the coaching processes.
- Basic training (e.g., 8 part series) was made available to child care providers to help improve their YoungStar quality rating.)

## Improved academic, social, and behavior outcomes for children with disabilities.

Application to IDEA Outcomes and WPDM Content

### Data Collection to Assess the Efficacy of the Model and Implementation Fidelity:

- Data collection guided coaching partnerships and intervention planning. This data demonstrates how data is utilized within the WPDM to inform decision making and coaching practices within demonstration and pilot sites.
- Tools such as Benchmarks of Quality, Teaching Pyramid Observation Tool for Preschool Classrooms (TPOT) and The Pyramid Infant Toddler Observation Scale (TPITOS) have been used to assess changes in program quality and practices.
- Behavior Incidence Reports and Intervention Plans as well as other child-level data (e.g., ASQ SE) demonstrated child development outcomes influenced by these professional development practices.

### Evaluation of Pyramid Model External Coaches:

Findings showed that a well utilized peer-to-peer network of coaches has been established to support the implementation of the Pyramid Model.

- 70% fidelity of implementation across 6 external coaches. (See Appendix D: Evaluation Report)

## SYSTEM OUTCOMES & SUSTAINABILITY

### Pyramid Model State Leadership Team & Coordination:

- SPDG EC Hub facilitators played a key role in forming and participating in the cross-disciplinary state leadership team that submitted the successful proposal for Wisconsin to receive technical assistance from the Center for Social Emotional Foundations in Early Learning (CSEFEL).

- SPDG EC Hub contributed to braided funding that supported leadership roles for Pyramid Model coordination positions: Julie Betchkal, Statewide Training Coordinator (CESA 11) and Lana Nenide, Statewide Coordinator (Wisconsin Alliance for Infant Mental Health) and the development of the state leadership team. Beyond SPDG EC Hub, The Pyramid Model leadership team and coordinator positions will be sustained through the commitment to braided funding, drawing on other funding sources.
- The Leadership Team will continue to meet quarterly to guide the state efforts around the implementation of the Pyramid Model, including the development of annual priorities and review of project accomplishments and needs. Data collection, analysis and reporting have been integral to the planning and implementation of the Pyramid model.

### Training and Coaching:

- Training reached many early childhood special education/general education professionals as well as other early childhood community partners (2,586 professionals trained).
- There were 18 Pyramid Model program-wide implementation sites across the State, including children with disabilities and their families.
- Recruitment, support and coaching are available for new pilot sites to continue.
- A well trained cadre of coaches have established peer-to-peer networks to help sustain implementation of the Pyramid Model.
- Ongoing training is provided by a number of organizations/agencies committed to building Wisconsin's capacity and spreading the impact of the Wisconsin Pyramid Model. This includes:
  - o Home Visiting
  - o Supporting Families Together Association
  - o CESAs
  - o Head Start Training and Technical Assistance

## Improved academic, social, and behavior outcomes for children with disabilities. Application to IDEA Outcomes and WPDM Content

- o UW Extension
- o WI-Alliance for Infant Mental Health
- o Wisconsin Early Childhood Association
- o Waisman Center, UW-Madison

### UW Infant Early Childhood and Family Mental Health Certificate Program:

- This program complements the Pyramid Model through a comprehensive, multifaceted program that addresses individualized assessment and treatment to promote healthy parent child relationships and social emotional development for the most vulnerable and high risk, young children and their families.
- Pyramid Model training has been integrated in the Certificate Program along with other essential WPDM elements.

### Pyramid Model Products:

- Wisconsin Pyramid Model Website: EC SPDG funds helped to develop and host the Pyramid Model Website on the Wisconsin Early Childhood Collaborating Partners Website: <http://www.collaboratingpartners.com/social-emotional-competence-sefel-pyramid.php>
- Wisconsin Pyramid Model Postcard: SPDG provided funding to print 7,000 copies (5,000 in English and 2,000 in Spanish) of the Pyramid Model postcards designed for public outreach and awareness in English and Spanish

### Voices from the Field:

*“What has become clear in our coaching sessions is that teachers have changed the way they are thinking about behavior. The focus has shifted to what we can do or do differently”.*



## Improved academic, social, and behavior outcomes for children with disabilities. Application to IDEA Outcomes and WPDM Content

The Early Dual Language Learner Initiative (EDLLI) provides resources, professional development, and technical assistance to community partners regarding culturally and linguistically responsive practices for young children, birth through age 5. Through an advisory committee and steering committee, EDLLI coordinates and advances efforts on behalf of young children who are dual language learners (DLL) and their families throughout Wisconsin.

### SYSTEMS ADDRESSED

- EDLLI Advisory Team includes over 25 stakeholders from agencies and organizations representing a cross section of early childhood programs.
- The EDLLI Steering Committee of the Advisory Team plans and guides the activities of the Advisory Team and statewide activities.
- Training recipients at a variety of statewide and regional events (e.g., CESAs) .

### EXAMPLES OF RESULTS

#### **Wisconsin Personnel Development Model:**

SPDG EC Hub priorities focused on selecting appropriate content based on evidence-based practices.

- EDLLI members provided resources to inform training
- Content development with focus on DLL
- Spanish translation of WMELS

**Higher Education Focus Groups:** Held focus groups with IHE faculty to gather data to identify strengths/resources, gaps and needs to better prepare early childhood professionals to serve young children who are dual language learners and their families.

#### **JoLynn Beeman Memorial Lecture Series:**

EDLLI partnered with the Wisconsin Division for Early Childhood and Waisman Center to sponsor a day session, April 15, 2011 on “Getting it Right for Young Children from Diverse Backgrounds: Applying Research to Improve Practice”, featuring Linda M. Espinoza, PhD.

- 55 attended from schools, Head Start, Birth to 3 Programs, and IHEs.

### SYSTEM OUTCOMES & SUSTAINABILITY

#### **Dual Language Learners Professional Development:**

- SPDG EC funds supported the meetings of the EDLLI Advisory Team. These meetings will continue to occur with support from other sources.
- Ongoing collaboration among advisory team members and other state initiatives will continue to promote the inclusion of content about young dual language learners and their families in different statewide trainings. This includes training provided by Wisconsin Model Early Learning Standards (WMELS), Preschool Options Project, and the Wisconsin Pyramid Model for Social Emotional Competence.

#### **Dual Language Learners Products:**

- Wisconsin Early Childhood Collaborating Partners Website includes:
  - [http://www.collaboratingpartners.com/dual-language-learners\\_about.php](http://www.collaboratingpartners.com/dual-language-learners_about.php)
    - o Facts and Tip Sheets
    - o Learning Modules
    - o Resources
- Results of the Dual Language Learner Focus group will be integrated into the final report for the Wisconsin Higher Education Early Childhood Scan.

# Appendices

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## Appendix A:

### Summary of OSEP Preschool Indicator Data for Part B of IDEA

The following data was provided by the Wisconsin Department of Public Instruction and Summarized from

Annual Performance Reports. Additional information and data about the OSEP Preschool Indicators are available on:

- the Wisconsin DPI website: <http://sped.dpi.wi.gov/>
- Wisconsin Early Childhood Collaborating Partners website: <http://www.collaboratingpartners.com/disabilities-about.php>

Indicator 6: Educational Placements Educational Placements Ages 3-5	
School Year	Data
2006-07	Not required to report
2007-08	Not required to report
2008-09	Not required to report
2009-10	Not required to report
2010-11	Not required to report
2011-12	Regular early childhood program and receiving the majority of special education and related services in the regular early childhood program 30.98% Separate special education class, separate school or residential facility 25.89%

## Indicator 7: Preschool Outcomes

School Year	Data
2006-07	Not required to report
2007-08	Not required to report
2008-09	<b>Outcome A: Positive social-emotional skills (including social relationships)</b>
	1. Of those preschool children who entered the preschool program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program 79.0%
	2. The percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program 69.5%
	<b>Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)</b>
	1. Of those preschool children who entered the preschool program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program 81.9%
	2. The percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program 61.7%
	<b>Outcome C: Use of appropriate behaviors to meet their needs</b>
	1. Of those preschool children who entered the preschool program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program 81.8%
	2. The percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program 80.3%
	2009-10
1. Of those preschool children who entered the preschool program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program 78.4%	
2. The percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program 67.0%	
<b>Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)</b>	
1. Of those preschool children who entered the preschool program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program 82.1%	
2. The percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program 59.6%	
<b>Outcome C: Use of appropriate behaviors to meet their needs</b>	
1. Of those preschool children who entered the preschool program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program 83.4%	
2. The percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program 79.5%	

## Indicator 7: Preschool Outcomes

School Year	Data	
2010-11	<b>Outcome A: Positive social-emotional skills (including social relationships)</b>	
	1. Of those preschool children who entered the preschool program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program 79.3%	
	2. The percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program 65.7%	
	<b>Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)</b>	
	1. Of those preschool children who entered the preschool program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 80.7%	
	2. The percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program 54.7%	
	<b>Outcome C: Use of appropriate behaviors to meet their needs</b>	
	1. Of those preschool children who entered the preschool program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 82.1%	
	2. The percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program 78.6%	
	2011-12	<b>Outcome A: Positive social-emotional skills (including social relationships)</b>
		1. Of those preschool children who entered the preschool program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program 80.5%
		2. The percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program. 69.1%
<b>Outcome B: Acquisition and use of knowledge and skills (including early language/communication and early literacy)</b>		
1. Of those preschool children who entered the preschool program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 82.8%		
2. The percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program. 59.2%		
<b>Outcome C: Use of appropriate behaviors to meet their needs</b>		
1. Of those preschool children who entered the preschool program below age expectations in Outcome A, the percent who substantially increased their rate of growth by the time they turned 6 years of age or exited the program. 83.5%		
2. The percent of preschool children who were functioning within age expectations in Outcome A by the time they turned 6 years of age or exited the program 79.7%		

Indicator 8: Preschool Only  
Parent Involvement

<b>SchoolYear</b>	<b>Data</b>
2006-07	75.9%
2007-08	81.5%
2008-09	78.8%
2009-10	77.0%
2010-11	85.0%
2011-12	79.0%

Indicator 12: Preschool Transition  
Part C to Part B,

<b>SchoolYear</b>	<b>Data</b>
2006-07	74.35%
2007-08	88.94%
2008-09	96.78%
2009-10	98.72%
2010-11	99.03%
2011-12	99.23%

## Appendix B: Summary of OSEP Indicator Data for Part C of IDEA FY 2006 to 2011

The following data was adapted from Wisconsin Annual Performance Reports submitted by the Wisconsin Department of Health Services, Birth to 3 Program to the U.S. Department of Education, Office of Special Education Programs and available to the public at: <http://www.dhs.wisconsin.gov/children/birthto3/reports/apr/index.htm> (February 2013)

TABLE 1 SPDG EC Hub Related Indicator	Target	Results 2011 -2012	Results 2010-2011	Results 2009- 2010	Result 2008-2009	Results 2007-2008	Results 2006-2007
2. Percent of infants and toddlers with IFSPs who primarily receive early intervention services in the home or community-based settings.	96.30%	96.13%	95.43%	95.80%	94.68%	93.98%	95.21%
3. Percent of infants and toddlers with IFSPs who demonstrate improved:							
A. Positive social-emotional skills (including social relationships);	*72.6% **74.10%	59% 66.1%	61.8% 66.5%	63.0% 67.6%	72.5% 74%	NA * % of children who entered below age expectation that substantially increased rate of growth by the time of exiting the program.	NA ** % of children functioning within age expectations by the time of exiting the program.
B. Acquisition and use of knowledge and skills (including early language/communication); and	*78.3% **59%	66.1% 50.7%	68.0% 50.2%	70.6% 52.2%	78.2% 58.9%		
C. Use of appropriate behaviors to meet their needs. [Results Indicator]	*76.8% **76.5%*	69.5% 68.5%	72.7% 68.0%	72.5% 70.3%	76.7% 74.0%		
4. Percent of families participating in Part C who report that early intervention services have helped the family:							
A. Know their rights;	90%	82.83%	86.25%	85%	73.65%	80.36%	83%
B. Effectively communicate their children's needs; and	94%	87.49%	82.37%	95%	87.25%	89.47%	90%
C. Help their children develop and learn. [Results Indicator]	94%	85.20%	80.78%	92%	90.65%	85.09%	89%

TABLE 1 SPDG EC Hub Related Indicator	Target	Results 2011 -2012	Results 2010-2011	Results 2009- 2010	Result 2008-2009	Results 2007-2008	Results 2006-2007
5. Percent of infants and toddlers birth to 1 with IFSPs compared to national data: [Results Indicator]	0.95%	1.03%	0.94%	0.98%	0.86%	0.91%	0.95%
6. Percent of infants and toddlers birth to 3 with IFSPs compared to national data [Results Indicator]	2.84%	2.80%	2.89%	2.78%	2.72%	2.62%	2.61%
8A. Percent of toddlers with disabilities exiting Part C with timely transition planning for whom the lead agency has: Developed an IFSP with transition steps and services at least 90 days and at the discretion of all parties, not more than 9 months, prior to the toddler's third birthday; [Compliance Indicator]	100%	99.55%	99.23%	99.06%	96.45%	95.48%	83.32%
8B. Percent of all toddlers with disabilities exiting Part C with timely transition planning for whom the lead agency has: Notified (consistent with any opt-out policy adopted by the state) the SEA and LEA where the toddler resides at least 90 days prior to the toddlers 3rd birthday for toddlers potentially eligible for Part B preschool services; [Compliance Indicator]	100%	100%	98.13%	94.69%	95.46%	95.59%	80.71%

TABLE 1 SPDG EC Hub Related Indicator	Target	Results 2011 -2012	Results 2010-2011	Results 2009- 2010	Result 2008-2009	Results 2007-2008	Results 2006-2007
8C. Percent of all toddlers with disabilities exiting Part C with timely transition planning for whom the lead agency has: Conducted the transition conference held with the approval of the family at least 90 days, and at the discretion of all parties, not more than 9 months, prior to the toddlers 3rd birthday for toddlers potentially eligible for Part B preschool services. * [Compliance Indicator]	100%	98.68%	98.09%	96.87%	96.87%	95.39%	82%

## APPENDIX C:

### Vital Signs for Fidelity of Implementation of WPDM (April 2011)

Percentage of Responses in the Always/Most of the Time Range by Professional Development Group					
<b>When Planning an EC Professional Development event or activity, the group(s) that I work with _____</b>	EC Program Support Teachers N=18	Birth to 3 REsource/ WPDP N=9	Statewide Professional Development Group N=41	WECCPT/ TA Events Planning Group N=8	Early Childhood Coaches N=61.
1. Collects and analyzes data before deciding on what we are trying to change.	55%	55%	59%	75%	50%
2. Sets goal(s) that state(s) what we want to occur as an end result before we begin to implement the event or activity.	89%	78%	83%	88%	67%
3. Identifies evidence-based materials before we decide on what will be used in an Early Childhood event or activity.	83%	89%	85%	88%	83%
4. Designs an action plan before we begin implementation of the event or activity..	61%	78%	76%	88%	100%
5. Works collaboratively to develop the event or activity implementation plan.	94%	89%	90%	88%	83%
<b>6. During the implementation of an EC professional development event or activity, the group(s) that I work with _____ periodically collects and analyzes data about how well we are doing in implementing the activity or service.</b>	50%	67%	51%	75%	50%
<b>7. After the implementation of an EC professional development event or activity, the group(s) that I work with _____ conduct(s) an evaluation to determine whether the goal(s) of your activity or event has/have been met.</b>	78%	78%	78%	100%	50%
<b>8. When conducting an EC Professional Development event or activity, the group(s) that I work with _____ provides activities that support the transfer of knowledge and research into practice (e.g. coaching, case studies, video analysis, onsite TA).</b>	78%	89%	76%	75%	50%

# Appendix D: Wisconsin's CSEFEL Pyramid Model Fidelity of Implementation Evaluation Report

## Purpose of Evaluation

The purpose of this evaluation was to provide information that can be used by the Wisconsin State Personnel Develop Grant (SPDG) Early Childhood Hub to increase understanding about the progress that has been made in implementing with fidelity the Center on Social/Emotional Foundations of Early Learning (CSEFEL) Pyramid Model for supporting social and emotional competence in infants and toddlers. The purpose of this evaluation is to also gather information to more fully inform the SPDG Early Childhood Hub about the tools and strategies used by CSEFEL Pyramid Model External Coaches to support internal coaches within their respective implementation sites.

## Development of Personal Interview Questions

The Evaluator acting as a "critical friend" (Fetterman, 2005) worked in close consultation with the SPDG Early Childhood Hub Management Team and Wisconsin's Pyramid Model Training Coordinator, Julie Betchel to develop: (1) a set of questions for the Evaluator to use when conducting personal

interviews with the External Coaches responsible for implementing the CSEFEL Pyramid Model in Wisconsin, and (2) an External Coach Questionnaire to be completed by the External Coach before ending the personal interview.

## Conduct of the Interviews

The interviews were first announced to CSEFEL Pyramid Model External Coaches via a personal email from Julie Betchkel. The email provided a statement about the purpose of the interviews and identified the SPDG Evaluator as the person who would be contacting them to arrange for a personal interview. The Evaluator contacted each of the External Coaches requesting an interview and scheduled a date, time and location to conduct the personal interview.

During May, the Evaluator conducted personal interviews with six of the nine currently active CSEFEL Pyramid Model External Coaches. Each of the interviews ranged from 60-90 minutes in length. The Evaluator took notes of interviewees' responses to each of the Interview Questions.



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# Major Findings

**Finding #1:** Implementation of fidelity within Wisconsin’s SEFEL Pyramid Model implementation sites using two of the three National Center on Social/Emotional Foundations of Early Learning tools:

- Program-level Implementation Fidelity: Benchmarks of Quality Tool – Measures the extent to which critical elements of program-wide implementation are in place within the site (the tool is provided in Addendum I.
- Teacher-level Implementation Fidelity: TPOT and TPITOS Tools – Measure the extent to which the Teaching Pyramid is being implemented within preschool classrooms (the TPOT Tool is provided in Addendum II and the TPITOS Tool in Addendum III.

Interviewees did not mention having used the Child-level Implementation Fidelity: Ages and Stages Social-Emotional (ASQ-SE) Screening Tool that identifies whether a child may need additional targeted supports. (NOTE: used only after Teaching Tools for Young Children (TTYC) routines implemented in response to a child’s problematic behaviors have been unsuccessful).

**Finding #2:** Monthly site visits by the external coach typically involve a post-observation conference/debriefing that involves the following activities with the site leadership team:

- Reviewing the Benchmarks of Quality and the current action plan related to each benchmark.
- Reviewing the Behavior Incident Reports (BIRS) to identify individual child problematic behaviors.
- Reviewing Teaching Tools for Young Children (TTYC) routines that have been used in response to what the BIRs are flagging as problematic behaviors.
- Reviewing TPOT/TPITOS data (individual and collapsed/averaged scores)
- Discussing issues related to individual children.
- Developing an action plan with specific implementation steps.
- Following up the visit with email and/or sending materials to provide technical assistance.

**Finding #3:** External Coaches have developed A Site Report format that provides disaggregated data and comments about the extent to which a site is implementing with fidelity the SEFEL Pyramid Model.

**Finding #4:** External Coaches explained their coaching efforts within the SEFEL Pyramid Model tiers are targeted in a way that is very similar to the 3 levels of Rtl and PBIS Models.

- Tiers I and II of the SEFEL Pyramid Model emphasize that all children have social emotional behaviors developed by nurturing and responsive relationships, and by participation in high quality environments – corresponds to Level I of the Rtl and PBIS Models.
- Tier II of the SEFEL Pyramid Model recognizes that some children need targeted emotional supports. The emphasis is on Reviewing Teaching Tools for Young Children (TTYC) routines that have been used in response to what the BIRs are flagging as problematic behaviors – corresponds to the Level II of Rtl and PBIS Models.
- Tier III of the SEFEL Pyramid Model recognizes that a few children need intensive intervention – corresponds to Level III of the Rtl and PBIS Models.

Overall Fidelity of Implementation Rating Across Six Sites: 70%

