

WI Special Education State Improvement Grant Project

Focus on Early Childhood Components 3/28/05

Early Childhood Special Education (ECSE) Vision:

To build a state wide early childhood infrastructure so as to sustain and support the programs and personnel that serve young children with disabilities and their families

Early Childhood Special Education (ECSE) Target Population: The early childhood systems, the various stakeholders within the system, and ultimately the young children with disabilities and their families.

Early Childhood Special Education (ECSE) Student Outcome Over The Five-Year Grant Period:

- Young children with disabilities, birth through 5 and their families will receive special education and related services in age appropriate general education settings including home, child care, preschools, Head Start, 4 and 5 year old kindergarten, and community playgroups staffed by a qualified workforce of regular and special educators working collaboratively with each other and with families.
- All students, including students with disabilities, will meet challenging academic and behavior standards through improved quality of educational services and collaboration among professionals and parents.

Early Childhood Special Education (ECSE) Outcome Indicators

- 100% of the IHE's participating in the "SIG Survey of IHE's" will partner with DPI to align their curriculum standards and develop performance based training programs that will build the capacity of Wisconsin's qualified workforce of regular and special educators, pupil service professionals and administrators in the areas of inclusive early childhood environments, family involvement, collaborative planning and decision making, and transition to post school life.
- Fewer than 32% of preschool children with disabilities will be served exclusively in special education settings.
- 100% of families who have young children with disabilities transitioning from county Birth to 3 early intervention services will be offered and encouraged to have a transition planning conference at least 90 days prior to their third birthday.
- 90% of parents surveyed will indicate they are satisfied with their involvement in and the quality of the education of their child.
- Collaboration among early intervention, childcare, Head Start, and school early childhood programs will increase system level partnerships.

Strategies That Define Our Method For Reaching Our Goals

- To provide professional development and technical assistance to individuals, organizations and systems as a primary systems change vehicle to ensure that special education systems will align and support a quality workforce, teaching and learning.
- To provide newly expanded, refined, and strengthened comprehensive collaborative partnerships among families, schools and communities thereby enhancing the capacity to create a seamless education and care system, birth to 21.
- To design and develop innovative dissemination and technical assistance strategies created by SIG staff and partner organizations which will provide extensive information and assistance to education service providers and others to facilitate the use of research-based, best practices and resources.

Vital Signs

- Vital Sign #1: SIG Collaboration
- Vital Sign #2: Other Collaboration
- Vital Sign #3: Time
- Vital Sign #4: Personnel
- Vital Sign #5: Dissemination
- Vital Sign #6: Expanded Access
- Vital Sign #7: Satisfaction

SIG GOALS and ECSE OBJECTIVES

SIG Goal 1: To conduct professional development and technical assistance for all stakeholders to increase and enhance inclusive early learning environments, improve student outcomes, and enable successful transitions of students with disabilities from school to post school life.

ECSE Objective 1.1. Wisconsin Institutions of Higher Education (IHEs) to develop and implement performance-based preservice teacher training programs that prepare early childhood special and general education staff to implement best practices for children with disabilities and their families in a variety of normal settings, including the home, school, and community.

ECSE Objective 1.2. WDPI, with the Waisman Center, the Department of Health and Family Services, and other partners, to develop a coordinated system of ECSE professional development training on research based and best practices, including technical assistance to support and link local communities of early childhood care and education, and promote inclusion practices to guide teaching/learning.

ECSE Objective 1.3. WDPI and partners to conduct statewide awareness and information training to empower parents and create a comprehensive, blended array of service options for all young children with disabilities and their families.

SIG Goal 2: To develop a seamless statewide interagency service system of support for children and youth with disabilities, birth to 21, by forming critical collaborative partnerships.

ECSE Objective 2.1. WDPI and partners to build a interagency system of information and training on assistive technology through the expanded involvement of child care and Head Start in the activities of the WI Assistive Technology Initiative (WATI).

SIG Goal 3: To develop and implement a coordinated state dissemination system that provides educators, parents, collaborative partners, and other stakeholders with timely information and training on best practices and research-based strategies to improve teaching and learning, and results for children and youth with disabilities.

ECSE Objective 3.1. WDPI will disseminate information about research-based early childhood special education methods that promote a smooth transition from Birth-3 programs to early childhood special education and the development of functional IFSP/IEPs that guide placements in an inclusive array of preschool settings including the home, child care, Head Start, and public school four and five year old kindergarten.

ECSE Objective 3.2. WDPI & partners to disseminate research-based ECSE methods that promote smooth transitions among programs with special emphasis on transitions from Birth to 3 programs to ECSE, early childhood preschool options, and the development of functional IFSPs/IEPs that guide inclusive preschool options in home and community settings.

WI Special Education State Improvement Grant
November, 2002 – November 2007

Early Childhood Projects:

- I. Pre-Service Training Programs- PI 34 Alignment**
- II. Centralized Professional Development System**
- III. Parent Leadership through PALS and Preservice Partnerships**
- IV. Parent Education**
- V. Promotion of Early Childhood Program Support**
- VI. Birth to 3 Transition**
- VII. Promotion of LRE Planning and Implementation Mini-grants**
- VIII. Expansion of Preschool Options Project**
- IX. Expansion of WI Assistive Technology Initiative (WATI)**

I. Project: Pre-Service Training Programs - PI 34 Alignment

Funding: \$95,000

Agent: Waisman Center

Project Lead Partner: Linda Tuchman

Project Coordinator: Julia Herwig

Objective 1.1. Wisconsin Institutions of Higher Education (IHEs) to develop and implement performance-based preservice teacher training programs that prepare early childhood special and general education staff to implement best practices for children with disabilities and their families in a variety of normal settings, including the home, school, and community.

Activity 1.1.1. WDPI to contract with IHE early childhood teacher training programs through min-grants to align their curriculum standards and develop performance-based early childhood general education and early childhood special education (ECSE) teacher training programs.

Activity 1.1.2. IHEs to conduct initial survey and annual collection of data to focus on realignment of program standards, model curricula, field placements methods & assessment practices.

Activity 1.1.3. IHEs to conduct professional development institutes that outreach and expand to early childhood general education faculty at other IHEs and Wisconsin Technical College WWTC to promote articulation among institutions, program standards, sequential curricula, and common assessment practices.

Activity 1.1.4. IHEs to evaluate effectiveness of their programs through focus groups with teachers and their employers from a variety of settings.

Collaborations:

- SIG: II, III, VI, VII, VIII, and IX
- Discretionary: CESA 8, WSPEI

Project Products:

- Yr. 2-5: Updated list of IHE faculty & contact information
- Yr. 3-5: Survey summary & annual data on the status of university EC teacher training programs
- Yr. 3-5: Listing of EC special education-related courses
- Yr. 4: Faculty mini-grants awarded

Project Indicators:

- Yr. 1-4: IHE institute conducted annually
- Yr. 5: 100% of the IHEs surveyed have curriculum aligned
- Yr. 5: 100% increase in articulation agreements among system
- Yr. 5: IHEs offer field placements for preservice teachers in a variety settings

II. Project: Centralized Professional Development System

Funding: \$105,000

Agent: Waisman Center

Project Lead Partner: Linda Tuchman

Project Coordinator: Julia Herwig

Objective 1.2. WDPI, with the Waisman Center, the Department of Health and Family Services (DHFS), and other partners, to develop a coordinated system of ECSE professional development training on research based and best practices, including technical assistance to support and link local communities of early childhood care and education, and promote inclusion practices to guide teaching/learning.

Activity 1.2.1. WPDI to contract with the WC Wisconsin Personnel Development Project (WPDP) to create a “Lead Facilitator” position providing state leadership on ECSE training and technical assistance.

Activity 1.2.2. WPDP to initiate contact, develop relationships, participate in current planning efforts with statewide ECSE leadership personnel and establish network with the various early childhood technical assistance systems to promote communication, coordination and collaboration among the various professional development workshops, conferences, and resources that currently exist within the state, i.e., the WPDP Part C efforts, the Head Start Quality Improvement Network for Disabilities, the state's Childcare Resource and Referral, related IDEA Part B 619 discretionary statewide projects, CESA RSN, WI Early Childhood Collaborating Partners, Parent Training and Information Centers (PTICs), and Maternal and Child Health funded training.

Activity 1.2.3. WPDP to partner with technical assistance efforts to develop a plan for a statewide system plan for coordinated statewide training and technical assistance network.

Activity 1.2.4. Work with stakeholders to implement PI34 through a system for statewide coordinated training and technical assistance network.

Collaborations:

- SIG: I, V, VI, IV, VII, VIII, and IX
- Discretionary: CESA 8, WSPEI

Project Outcomes:

- Yr. 3: Three-year calendar of state level conferences
- Yr. 3: EC resource directory provided to PI 34 Regional License Support Centers
- Yr. 3: Updated data on career guide website
- Yr. 3: Early Learning Standards Training package developed & disseminated
- Yr. 4: Web-based professional development plan
- Yr 5: Career guide revised to reflect changes in personnel development systems
- Yr 5: Statewide coordinated technical assistance system that includes CESAs, child care, Head Start

Project Indicators:

- Yr. 1-5: At least 4 yearly collaboratively sponsored conferences, workshops, & training efforts
- Yr. 3: PI 34 Regional License Support Centers will support EC professionals in ongoing professional development
- Yr. 3-5: Leadership from birth to 3 & ECSE have routine annual forums
- Yr. 5: EC professional development is provided through each CESA
- Yr. 5: Each Regional License Support Center includes trained EC mentors & professional development team consultants

III. Project: Parent Leadership through PALS and Preservice Partnerships

In the 3rd of the SIG grant, this project coordination was changed. The Waisman Center now coordinates Objective 1.1 and FACETS now coordinates Objective 1.3. The funded amounts are within the descriptions of Project II and IV.

Objective 1.1. Wisconsin Institutions of Higher Education (IHEs) to develop and implement performance-based preservice teacher training programs that prepare early childhood special and general education staff to implement best practices for children with disabilities and their families in a variety of normal settings, including the home, school, and community.

Activity 1.1.5. In cooperation with Waisman Center Parent Projects and the Wisconsin Statewide Parent Education Initiative (WSPEI) Parents in Partnership Training Project to develop a “parent as presenter/mentor resource” referral system to ensure IHE preservice programs access and model best practices, including parent perspective.

Activity 1.1.6. WC to develop a referral directory of parents interested in making presentations during in conjunction with higher education teacher training programs, support these parents with a stipend system to support participation, and monitor their participation.

Project Products:

- Yr. 2-5: 200 parents annually trained in leadership roles to advocate for inclusive learning environments for young children with disabilities
- Yr. 2-5: At least one parent is identified & supported to participate in state councils or committees

Project Coordinator: Lynn Haveman

Objective 1.3. FACETS and partners to conduct statewide awareness and information training to empower parents and create a comprehensive, blended array of service options for all young children with disabilities and their families.

Activity 1.3.4. Develop a community-based component to the Parents as Leaders (PALS) program specifically targeted to minority and/or historically underserved parents.

Activity 1.3.5. WDPI and PALS to provide parent leadership and advocacy so additional parents may serve as council members, mentors, presenters, and trainers.

Project Products:

- Yr. 2-5: 200 parents annually trained in leadership roles to advocate for inclusive learning environments for young children with disabilities

Project Indicators:

- Yr. 2-5: At least one parent is identified & supported to participate in state councils or committees.

Project Coordinator: Jeanne Bowman

Collaborations:

- SIG: I, IV, and VI
- Discretionary: WSPEI

IV. Project: Parent Education

Funding: \$45,000

Agent: FACETS

Project Contractor: Jan Serek

Project Coordinator: Kara Van Vooren

WSPEI Liaison: Lauri Malnory

Objective 1.3. WDPI and partners to conduct statewide awareness and information training to empower parents and create a comprehensive, blended array of service options for all young children with disabilities and their families.

Activity 1.3.1. Develop a plan to increase the availability of parent information and training packages.

Activity 1.3.2. Provide awareness training & information to parent liaisons on preschool service options and early intervention transition policies and best practices.

Activity 1.3.3. Conduct information awareness trainings statewide through conferences and workshops.

Activity 1.3.6. Develop and manage a parent stipend system to enable parents of young children to participate in state level PD training and advisory committees.

Collaborations:

- SIG II, III, VI, VII, and VIII
- Discretionary: CESA 3, CESA 7 and WSPEI

Project Products:

- Yr. 2: “Ready, Set, Go!” training package that addresses transition from birth to 3 programs to schools & preschool options for ECSE programs
- Yr. 3-5: Materials developed include IFSP/IEP content

Project Indicators:

- Yr. 2-5: “Ready, Set, Go!” training participants will report 85% satisfaction with workshop & 75% increase in knowledge & skill
- Year 3-5: At least 3 family trainers in each CESA will be trained & available to present “Ready, Set, Go!”
- Year 3-5: Work with other projects to ensure that “Ready, Set, Go!” training will occur in each CESA
- Year 3-5: 350 parents (each year) of children birth to 6 will participate in professional development training
- Years 3-5: 75 parents (each year) of children birth to 6 will attend professional development training for the first time
- Year 3-5: At least 1 parent stipend per year will support a parent (of birth to 6 child) to serve on an advisory committee
- Year 3-5: At least 6 parent stipends per year for participation in PD conference

V. Project: Early Childhood Program Support

Funding: \$40,000

Agent: CESA 2

Project Lead Contractor: Marie Dorie

RSN Liaisons: Mark Dyar and Chuck Hassert

Objective 1.2. WDPI, with the Waisman Center, the Department of Health and Family Services (DHFS), and other partners, to develop a coordinated system of ECSE professional development training on research based and best practices, including technical assistance to support and link local communities of early childhood care and education, and promote inclusion practices to guide teaching/learning.

Activity 1.2.5. Work through the Regional Services Network to build a network for information, awareness, and collaboration related to early childhood training activities, technical assistance systems, best practices, and ECSE Program Support,.

Activity 1.2.6. Promote and support the utilization of early childhood program support personnel in CESAs and communities throughout the state.

Collaborations:

- SIG: II, IV, VI, VII and VIII
- Discretionary: CESA 7

Project Products:

- Yr. 2: Survey of roles & responsibilities of EC PSTs
- Yr 3: Brochures & written material promoting the utilization of EC PSTs
- Yr 3-5: Website to provide information on & for EC PSTs, including roles, responsibilities, sample activities, model meeting agendas & reference materials

Project Indicators:

Yr. 5: Each CESA has established the role of EC PST

VI. Project: Birth to 3 Transition

Funding: \$25,000

Agent: CESA 5

Project Contractor: Fred Wollenburg

Project Coordinator: Rene Forysthe

Objective 3.2. ECSE Objective 3.2. WDPI & partners to disseminate research-based ECSE methods that promote smooth transitions among programs with special emphasis on transitions from Birth to 3 programs to ECSE, early childhood preschool options, and the development of functional IFSPs/IEPs that guide inclusive preschool options in home and community settings.

Activity 3.2.5. Identify mentors, leaders, and model communities skilled and knowledgeable in the transition from early intervention to special education and define technical assistance focus.

Activity 3.2.6. Provide technical assistance to other state efforts.

Activity 3.2.7. Develop/disseminate products related to EC transition, including best-practice models for implementation of transition planning conferences

Collaborations:

- SIG: I, II, IV, V, VII, and VIII
- Discretionary: CESA 1, CESA 5, and WSPEI

Project Product:

- Yr. 1-5: Transition & best-practice products on www.collaboratingpartners.com
- Yr. 2-5: List of ECSE trainers doing “Ready, Set, Go!” workshops
- Yr. 3: Birth to 3 included in CESA 1 ECSE Eligibility PowerPoint
- Yr. 3-4: Birth to 3 & preschool options inserts added to WSPEI parent files
- Yr. 4-5: Revised Step Ahead at Age 5

Project Indicators:

- Yr 2-5: Birth to 3 & ECSE PSTs informed of best practices at Transition Planning Conference
- Yr. 2: Transition materials incorporated & distributed with “Ready, Set, Go!” materials
- Year 3-5: Birth to 3 & ECSE PSTs in each CESA trained to present “Ready, Set, Go!”
- Yr 3-5: “Ready, Set, Go!” trainings coordinated with “the Link” & parent trainings in each CESA
- Yr. 5: 100% of families that have young children with disabilities served in county birth to 3 early intervention programs are offered & encouraged to have a transition planning conference at least 90 days prior to their child's 3rd birthday.

VII. Project: Expansion of LRE Planning and Implementation Mini-grants

Contract Agency	Coordinator	Funding
CESA 2	Susan Donahue	\$5,000
CESA 4	Gaye Tylka	\$25,000
Total		\$30,000

Objective 2.1. State, regional, and local level partnerships, collaborative planning activities, and service implementation to result in a comprehensive, blended array of service options for all young children with disabilities, birth to 5, and their families.

Activity 2.1.1. WDPI to work through CESA 2 and 4 IDEA Preschool inclusion planning and implementation discretionary grants to expand mini-grant awareness, access, project impact, and accountability.

Activity 2.1.2. CESA 2 and 4 coordinators and min-grant recipients will partner with other state and discretionary efforts to increase training and technical assistance opportunities that increase the range of preschool service options in home, community, and regular education environments, increase the utilization of local early childhood councils, and promote best practices.

Collaborations:

- SIG: II, V, IV, VI, VIII, and IX
- Discretionary: CESA 2, 4, 7, 10, 11, Madison, and WSPEI

Project Products:

- Yr. 2: Readiness materials incorporated into ELS materials
- Yr. 3: Web-based reporting system for mini-grants developed
- Yr. 4: DECA training model
- Yr. 5: Summary report on mini-grant successes, models & lessons learned

Project Indicators:

- Yr. 2-5: Increase in communities with expanded array of preschool options
- Yr. 2-5: Increase in the number of communities that utilize coordinating councils
- Yr. 2-5: Increase in the number of interagency agreements among birth to 5 agencies
- Yr. 2-5: Presentations, on-site & regional workshops/ trainings & co-sponsored statewide conferences to promote best practices

VIII. Project: Expansion of Preschool Options Project

Contract Agency	Coordinator	Funding
CESA 10	Mary Joslin	\$15,000
Madison Metropolitan School District	Sue Albert	\$10,000
Total		\$25,000

Objective 3.2. ECSE Objective 3.2. WDPI & partners to disseminate research-based ECSE methods that promote smooth transitions among programs with special emphasis on transitions from Birth to 3 programs to ECSE, early childhood preschool options, and the development of functional IFSPs/IEPs that guide inclusive preschool options in home and community settings.

Activity 3.2.1. Madison/CESA 10 Preschool Options Project to develop information on inclusionary settings for school district administrators, early childhood special education teachers, Birth-3 Programs, and others to promote the development of functional IFSPs and IEPs that guide inclusive developmental experiences of children in home and community-based settings.

Activity 3.2.2. Products and inclusion models to be prompted through statewide and CESA based training, conferences & workshops.

Activity 3.2.3. Identify mentors, leaders, and model communities skilled and knowledgeable in the transition from early intervention to special education and define technical assistance focus.

Activity 3.2.4. Provide technical assistance to other state efforts.

Collaborations:

- SIG: I, II, IV, V, VI, VII, and IX
- Discretionary: CESA 10, Madison, and WSPEI

Project Products:

- Yr. 1-5: New materials on the Preschool Options website
- Yr. 1: “The LINK” preschool options training package
- Yr. 2: Preschool options materials incorporated into “Ready, Set, Go!” training package
- Yr. 3: Develop additional sample IEP for “The LINK” training that address children who are English Language Learners

Project Indicators:

- Yr. 1-5: ECSE transition & best-practice products & inclusion models disseminated statewide through conferences & workshops
- Yr. 2-5: Increased number & percentage of children are served in home, community and/or regular education settings
- Yr. 3-5: Birth to 3 & ECSE PSTs in each CESA trained in “Ready, Set, Go!”
- Year 3-5: “Ready, Set, Go!” or “The Links” training occurred in each CESA
- Year 3-5: Regional & local teams' approaches utilized for trainings, including “Links,” “Ready, Set, Go!” & “Wisconsin Early Learning Standards”
- Yr. 3-5: At least 3 training events to assist in improving options for Young English Language Learners

IX. Project: Expansion of WI Assistive Technology Initiative (WATI)

Funding: \$35,000

Agent: WI Assistive Technology Initiative (WATI) Project

Project Contractor and Coordinator: Elizabeth Lam

Objective 2.1. WDPI and partners to build a interagency system of information and training on assistive technology though the expanded involvement of child care and Head Start in the activities of the WI Assistive Technology Initiative (WATI).

Activity 2.1.3. Partners to subcontract with Wisconsin Assistive Technology Initiative (WATI) to increase the ability of child care and Head Start teachers to provide informal assistive technology approaches to children with disabilities and special needs, birth to age five.

Activity 2.1.4. WATI to collaborate with the child care and Head Start community to design a system in which Head Start and child care systems will access the assistive technology training, support, and resources and provide the designed training.

Collaborations:

- SIG: I, II, VII, and VIII
- Discretionary: WATI

Project Outcomes:

- Yr 3-5: The number of child care, Head Start, and early childhood special educators participating in WATI trainings will increase.
- Yr. 3-5: A minimum of 7 training sessions to child care and Head Start through existing conferences and meetings.

Project Products:

- Yr. 2, 3, 4, 5: WATI webpage will include material and resources related to assistive technology for young children particularly in community settings.