



2024-25 Federal Investments in Statewide Systems Change

The Department of Public Instruction uses federal funding to develop a variety of projects, tools, and resources and makes those available at low or no cost for districts to meet the needs of all learners while accelerating outcomes for learners with IEPs and learners of color.

The pages that follow provide an overview of the projects DPI supports, including a brief description, project and data highlights, and the number or scope of school districts served based on information from the 2024-25 school year.

Questions or additional information can be directed to:
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2024-25 Federal Investments in Statewide Systems Change (FISSC)

Assistive Technology Forward (AT)

DPI Project Lead: [Michelle Silverman](#)

Years Project in Operation: 4-15 years



The purpose of the AT Forward Project is to enable Wisconsin educators to increase student and family autonomy in exploring and utilizing assistive technology (AT) that improve students with disabilities access, engagement, and progress in age and grade level curriculum and instruction across learning environments.

Project Highlights



- National presentations at Closing the Gap (CTG) and Assistive Technology Industry Association
- uPAR Pilot Project: Coming 2025-2026
- Published the AAC Decision Tree resource

Data Highlights

- Awarded a total of 478 micro credentials; 78 in 2024-25
- Hosted 11 Community of Practice Meetings
- Community of Practice registration increased by 199; All 12 CESA's had COP Participation; 291 unique school districts/LEAs represented
- AEM Data: Bookshare: 18,328 student members (820 more than last year) - 8,194 downloads
- Communication Aids and Systems Clinic / DPI Partnership Program Data: 24-25 8 evaluations/8 consults; 92% student retention; 23 districts served; 9/12 CESA's Served



Schools and Districts Served

Statewide universal supports

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Coaching Supports

DPI Lead: [Rachel Fregien](#)

Statewide Coordinator: Joseph Kanke



Program Highlights

The goal is to establish a consistent statewide coaching system that supports DPI's vision and improves outcomes for students with IEPs. Coaches apply the [Coaching Competency Practice Profile](#) (CCPP) to enhance the academic, social, emotional, and developmental growth of students with IEPs and other marginalized groups.



Data Highlights

Statewide coaches use the Coaching Competency Self-Assessment to reflect on skills aligned with the CCPP. DPI uses the growing dataset (1,776 responses) to enhance training and resources based on evolving statewide needs.

Resources and Supports

A wide landscape of professional learning supports and resources available statewide all aligned to the CCPP

- General Coaching Onboarding
- Training: Coaching – A Cornerstone for Change
- Coaching: Community of Coaching
- Networking: Statewide Resource Events



Connections & Networks



- System Change Coaches trained in the CCPP positioned in all 12 CESAs.
- Multiple CESAs hosted coaching networks
- Coaches across FISSC programs are aligned to the competencies outlined in the CCPP.

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Early Learning Technical Assistance and Implementation

DPI Project Lead: [Jenny Bibler](#)

Years Project in Operation: 5



The purpose of the Early Learning Technical Assistance and Implementation (EL-TAI) project is to improve positive outcomes for preschool children with disabilities by providing universal, targeted, and intensive supports to LEAs using evidenced-based inclusive practices.

Project Highlights



- **Social and Emotional Learning: Challenging Behaviors Conference:** 225 early childhood educators, administrators, paraprofessionals, and partners attended the two-day event.
- **CESA Trainings:** Delivered high-quality Early Childhood SPED Itinerant Services training across all 12 CESAs.
- **Practice Implementation:** Supported implementation of Division of Early Childhood Recommended Practices.

Data Highlights

- **Indicator 6:** Wisconsin exceeded the state target, increasing over 6 points to 41%—a first.
- **Technical Assistance:** 149 TA requests and 1,091 additional contacts from LEAs for targeted support.
- **Professional Learning:** 1,507 staff attended virtual and 629 attended in-person training events.



Schools and Districts Served

- Inclusive Services Project Year 3: 20 districts served
- Social and Emotional Services Project Year 2: 8 districts served

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Educational Equity Network

DPI Project Lead: dr. [ananda de oliveira mirilli](#)

Years Project in Operation: 22



The Educational Equity Network provided supportive and inclusive spaces that encouraged genuine self-reflection and active participation in exploring challenging topics such as race, equity, inclusion, and systemic oppression. Individuals were invited to critically examine the impact of race and racism in education, as well as other forms of discrimination, and transform their teaching practices to create more equitable learning environments.

Project Highlights*



- Fall Equity Institute: Drs. Maxine McKinney de Royston and ananda de oliveira mirilli led a virtual session on addressing racial disproportionality through logic model development.
- Winter Equity Institute: Dr. Shakti Butler facilitated a deep exploration of systems sustaining racial inequities in education.

* Due to evolving federal guidance and the potential for funding implications related to diversity, equity, and inclusion (DEI) programming, the difficult decision was made to suspend the Network's educational equity initiatives, impacting the Spring, Pre-Summer, and Latine Institutes.

Data Highlights

- A total of **822 unique individuals** were served in FY25 representing 4 different countries, 29 U.S. States and 197 unique cities in Wisconsin.
 - A total of **504** individuals registered for the Fall Educational Equity Institute on October 24, 2024.
 - A total of **498** individuals registered for the Winter Educational Equity Institute on January 23, 2025.



Schools and Districts Served

A total of **78 unique Wisconsin School Districts** were served through the FY25 Educational Equity Network.



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Implementation Zone - Inclusive Learning Communities

DPI Lead: [Rachel Fregien](#)

Years in Operation: 1



The project is grounded in the belief that all students belong with their peers in inclusive learning environments. DPI supports this by offering evidence-based professional learning and helping districts build PLCs to create inclusive, learner-centered systems that support every student's growth.

Program Highlights

Participating districts are:



- Building collaborative teaming structures through PLCs for consistent decision-making and improved outcomes.
- Using the PLC Continuum to guide action planning and track progress.
- Strengthening communication protocols for transparent, two-way information flow across the system and community.
- Developing data systems to inform action planning and continuous improvement.
- Expanding coaching systems and service delivery plans, recognizing coaching as key to successful implementation.

Data Highlights

Districts engaged in baseline data collection through the District Capacity Assessment (DCA), which serves as an action planning tool to align resources with intended outcomes for implementing Inclusive Learning Communities.



Schools and Districts Served

- Lakeland Union HS • Pewaukee • Phillips • Solon Springs
- Tomah • Winter

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Implementation Zone – Early Reading

DPI Lead: [Melissa Kahn](#)

Years in Operation: 1



The Early Reading Project (4K–2) aims to improve reading outcomes for all students, with a focus on learners with IEPs and marginalized groups. In partnership with six districts, it provides professional learning, coaching, and funding to build sustainable systems that support effective early reading practices through Implementation Science.

Program Highlights



Participating districts receive intensive coaching to build implementation capacity using the Active Implementation Frameworks. In Year 1, districts have:

- Assessed capacity and created stage-based plans
- Formed data-driven district and school implementation teams
- Built readiness for early reading practices (text collections, phonics, phonological awareness for 4K–grade 2)
- Established training and coaching systems to support teacher practice.

Data Highlights

Districts engaged in baseline data collection through the District Capacity Assessment (DCA), which serves as an action planning tool to align resources with intended outcomes for implementing 4k-grade 2 early reading practices



Schools and Districts Served

- Athens • Highland • La Crosse • Northwood
- Oshkosh • Wisconsin Rapids

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Independent Public Charter School Special Education

DPI Project Lead: [Margaret McMurray](#)

Years Project in Operation: 14



The Independent Public Charter School (ICS) Special Education Capacity Building Initiative is in its thirteenth year. The overarching purpose of the grant is to ensure the provisions of FAPE to students with disabilities in Wisconsin's Independent Charter Schools and ultimately improve academic and behavioral outcomes for students.

Project Highlights



Support and technical assistance are provided in compliance, special education, fiscal management, and data reporting. CESA 1's Special Education team maintains a matrix rating charter schools in key areas, while the ICS grant team works with CESA 1's TA Network to support ESSA and IDEA identifications, with expanding annual support.

Data Highlights

- 470 contacts with charter school staff by CESA 1.
- Numerous reviews of IEP's and facility walkthroughs.



Schools and Districts Served

30 independent charter schools in Wisconsin

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Regional Special Education Network

DPI Project Lead: [Erin Faasuumalie](#)

Years Project in Operation: 41 years



The Regional Special Education Network (RSN) supports Wisconsin LEAs in advancing equity for students with disabilities through coordinated technical assistance, continuous improvement, collaboration, and leadership development.



Project Highlights

Developed training for Procedural Compliance Self-Assessment, delivered CCR IEP Intro Training, and began creating a framework for WIPSEL support.

Data Highlights

- 136 districts participated in the CCR IEP Introductory Training in the last 2 years
- 63 new districts participated in the CCR IEP Introductory Training during the 2024-2025 school year
- Approximately 300 districts attended Leadership Virtual Academy



Schools and Districts Served

RSN support is available to all districts in the state at no charge.

Types of support offered:

- Procedural Compliance Self-Assessment
- Regional Special Education Director meetings
- CCR IEP Introductory Training
- Federal IDEA identification requirements
- Special Education/Pupil Services Leadership Virtual Academy



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Supporting Neurodiverse Students

DPI Project Lead: [Eva Shaw](#)

Years Project in Operation: 6



The Supporting Neurodiverse Students Professional Learning System (SNS) equips educators to support students with complex social-emotional needs through evidence-based strategies. It also supports ES3 grant districts with coaching and technical assistance to strengthen systems for students with IEPs. For full information, visit www.snswi.com.



Project Highlights

- Expansion of the ES3 grant to include direct support to districts identified with high use of seclusion and restraint
- Expansion in the ability to provide responsive technical assistance by request from districts, parent/families, and organizations.

Data Highlights

- ES3 Grants provided monthly support to 15 districts.
- SNS learning events reached 3,138 participants.
- 185 technical assistance requests came from 92 districts/schools, 17 educational organizations, and 20 family or community groups.



Schools and Districts Served



Beloit, Sheboygan, DC Everest, Oshkosh, CESA 5, Greendale, Seymour, Altoona, Chippewa Falls, Elkhorn, Goodman-Armstrong Creek, Stoughton, Elmbrook, Waukesha, Wausau, Green Bay Area, Mineral Point, Monticello, Omro, Portage, Southern Door, Tomahawk, Waterloo, Williams Bay, Wisconsin School for the Deaf, and more!

2024-25 Federal Investments in Statewide Systems Change (FISSC)

TA Network for Improvement

DPI Project Lead: [Melissa Kahn](#)

Years Project in Operation: 7 (since 2018-19)



CESA-based TA Network teams offer free support to federally identified districts, providing local equity-focused experts who deliver consulting, training, and coaching to improve evidence-based strategies, drive systems change, and accelerate outcomes for students with IEPs and other marginalized groups.

Project Highlights – TA Network teams:



- Select “pit crew” experts in key areas like data, equity, and systems change.
- Build team capacity using [WI's Continuous Improvement Process Criteria & Rubric](#).
- Bridge communication between DPI and districts to support effective implementation.

Data Highlights – TA Network teams:

Provided 1,000+ technical assistance instances to 125+ identified districts/schools through consulting, coaching, and DPI monitoring support, while strengthening internal capacity via statewide collaboration and equity-focused learning.



Key Benefits for Districts and Schools

Access to regional experts for system evaluation, data analysis, strategy selection, improvement planning, DPI compliance, leadership meeting facilitation, progress check-ins, district networking, and more. Visit [DPI's TA Network webpage](#) for more information.



2024-25 Federal Investments in Statewide Systems Change (FISSC)

Transition Improvement Grant

DPI Project Lead: [Alicia Reinhard](#)

Years Project in Operation: 13



The [Transition Improvement Grant](#) (TIG) provides support for continuous improvement and technical assistance to positively impact the graduation rates and post school outcomes for all students with IEPs with a focus on closing gaps for students of color.

Project Highlights



Launched the online [Community Transition Innovation Plan \(CTIP\)](#) tool; delivered universal TA informed by transition educator networks; supported root cause analyses in identified districts through TA Network collaboration; and developed and coached on early warning system implementation.

Data Highlights

- **92.06%** of PTP training participants improved transition planning practices.
- **100%** of CCoT pilot projects showed growth in adult practices, especially in interagency collaboration.
- **83%** of TIG-supported schools advanced to implementing evidence-based strategies.
- Among GRIP students: **49%** improved attendance, **53.3%** are on track to graduate, and **73.7%** reduced behavior infractions.



Schools and Districts Served

TIG provided intensive support to 23 districts/schools, including 16 in Milwaukee and others statewide. It also offers universal TA, monthly PTP compliance reviews, and coaching for five CCoT teams to enhance interagency collaboration.

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Wisconsin's Multi-Level Systems of Supports (WiMLSS)

DPI Liaison: [Sarah Nelson](#)
Years in operation: Year 2



WiMLSS PROJECT
Wisconsin's Framework for Multi-Level Systems of Supports



The WiMLSS Project helps Wisconsin schools implement student-centered multi-level systems of support through MLSS Framework Training, professional learning in behavior, academics, and disproportionality, along with coaching and technical assistance.



Project Highlights

WiMLSS coaches provide individualized support for implementing the MLSS Framework and continuous improvement. As TA Network pit crew members, they assist federally identified schools with CIP facilitation, use of CESA and FISSC resources, and integration of MLSS key features with evidence-based strategies.

Data Highlights

- Developed Wisconsin's MLSS Integrated Assessment Tool
- 1,000+ completed WiMLSS Framework training
- 118 completed Tier 1 training; 239 completed Tier 1 Booster
- 123 completed Tier 2 training; 111 completed Tier 2 Booster
- 57 joined Early Reading series; 79 joined Math series
- 39 participated in the 2024–2025 Addressing Disproportionality Through Systems Change pilot series



Schools and Districts Served

157 LEAs are engaged across the state (35%)



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2024-25 Federal Investments in Statewide Systems Change (FISSC)

Wisconsin Collective for Comprehensive Assessment

DPI Project Lead: [Dawn Merth-Johnson](#)

Years Project in Operation: 3 of 5



WisCCA supports Speech Language Pathologists in conducting comprehensive evaluations to develop IEPs that enhance student access, engagement, and progress in grade-level curriculum and settings. Visit [WisCCA website](#) for more information.

Project Highlights



Completed Year 2 of training for Cohort 1, engaging 250+ SLPs across 6 districts with 14+ hours each. Training was adapted based on feedback, with sustainable practices and PDSA cycles implemented. Post-grant sustainability planning began, and 14 agencies applied for 6 Cohort 2 spots (starting Fall 2025).

Data Highlights

Collected baseline and year-end SLP practice data, regular feedback on training and coaching, and insights to refine guidance. Final feedback from coaches and leaders will inform and improve supports for Cohort 2.



Schools and Districts Served



The WisCCA team partners with school districts to provide professional learning and district-level supports for continuous improvement. Our current cohort includes Madison, Green Bay, Appleton, Eau Claire, Sheboygan, and Port Washington school districts.

2024-25 Federal Investments in Statewide Systems Change (FISSC)

Wisconsin Family Assistance Center for Education Training and Support

DPI Project Lead: [Rita Fuller](#)

Years Project in Operation: 5+



WI FACETS empowers families of children with disabilities by providing resources and training to boost engagement, improve communication with educators, and support meaningful participation in their child's education.

Project Highlights



Developed and presented the *Serving on Groups that Make Decisions: A Guide for Families* curriculum as a webinar series for Spanish speakers, released bilingual Family Engagement newsletters, and posted interactive Literacy Modules on the WI FACETS website.

Data Highlights

WI FACETS training events drew 3,250+ participants, including 1,350+ families and 1,900+ professionals. The Family Engagement Newsletter was shared 43,500+ times, with open rates of 51% (English) and 68% (Spanish)—well above the nonprofit average.



Schools and Districts Served



WI FACETS serves all districts in Wisconsin but specifically worked with the following districts in providing the Special Education Training for Home Language Interpreters in the 2024-25 grant year: Baraboo, Beaver Dam Unified, Beloit, Cambria-Friesland, Chequamegon, Eau Claire Area, Kewaskum, Lomira, Madison Metropolitan, Medford, Middleton-Cross Plains, Pulaski Community, Reedsburg, Spencer, Tomah, Two Rivers, West Allis-West Milwaukee and others.

2024-25 Federal Investments in Statewide Systems Change (FISSC)

Wisconsin Special Educator Induction Program

DPI Project Lead: [Barb Van Haren, PhD](#)
Years Project in Operation: Year 2



The induction program provides regional support to boost new special educator retention, enhance classroom practice, and improve outcomes for students with IEPs. For more information: [Resources to Attract, Prepare, and Retain Special Educators](#)



Project Highlights

258 new special educators received training based on High Leverage Practices, individual coaching, and support networks through their CESA. 50 participants returned for a second year.

Data Highlights

For two consecutive years, 94% of participants planned to stay in special education. New educators reported feeling more prepared to meet special education requirements, use instructional practices, and collaborate effectively.



Schools and Districts Served

- 156 school districts participated in the induction program
- 97% of districts likely to participate in the future
- 80% of districts felt the induction program led to retention

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Wisconsin Special Education Mediation System

DPI Project Lead: [Paul Sherman](#)

Years Project in Operation: 28



Wisconsin Special Education Mediation System (WSEMS) provides, promotes, and evaluates the special education mediation and facilitation services required by 34 CFR § 300.506 and § 115.797 Wis. Stat

Project Highlights



- WSEMS provided services for 169 mediations and 54 facilitated IEP team meetings.
- WSEMS provided annual training for the roster of mediator and facilitators provided by Dr. Leah Wing, Director of the National Center for Technology and Dispute Resolution

Data Highlights

WSEMS provided mediation services for 169 special education disputes and IEP facilitation services for 54 families and schools.



Schools and Districts Served

WSEMS's facilitation and mediation services are available at no cost to all Wisconsin LEAs

2024-25 Federal Investments in Statewide Systems Change (FISSC)

Wisconsin Statewide Parent-Educator Initiative (WSPEI)

DPI Project Lead: [Rita Fuller](#)

Years Project in Operation: 20+



WSPEI strengthens family-school partnerships through culturally responsive coaching and technical assistance, promoting shared decision-making and better outcomes for students with disabilities.

Project Highlights



- WSPEI strengthens family-IEP team partnerships by offering pre/post-meeting support and attending IEP meetings (54 virtual, 21 in-person), serving 530 families statewide.
- 442 families and educators participated in professional learning.
- The WSPEI Connector Newsletter reaches 780 subscribers with an average monthly readership of 1,016.
- Additionally, 33 educators were trained in WI Family-School Partnership Visits to enhance family-teacher relationships.

Data Highlights

Indicator 8 Family Engagement Survey

- WSPEI provided full implementation support to 44 of 87 LEAs.
- 99.85% of districts met the response rate, with 3,927 families completing the survey.



Schools and Districts Served

Adams-Friendship, Altoona, Madison, Omro, Racine Charter One, Shawano, Two Rivers, Walworth, and Wrightstown, Milwaukee