

Policy Domain Framework

Domain IV: Accountability/Results Orientation

**A Product of the Policy Matters Project
National Center for Children and Families
Teachers College, Columbia University**

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**POLICY FEATURES AND LEVELS FOR DOMAIN IV:
ACCOUNTABILITY/RESULTS ORIENTATION**

SUB-DOMAIN IV.A: EARLY LEARNING STANDARDS AND INSTRUCTIONAL ASSESSMENTS (BIRTH TO AGE FIVE)

| NATIONAL RECOMMENDATIONS | | STATE POLICY PLANNING | | | |
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| Policy Feature | Policy Levels | Evidence | Sources of Policy | Current Policy Level | Desired Policy Level |
| IV.A.1 Instructional Assessment: State requires use of instructional assessment of children to guide teaching, planning, and learning activities | 1. State requires the use of instructional assessment in all programs and provides support (e.g., written guidance, trainings, technical assistance, funding) to assist in the use of assessments 2. State requires the use of instructional assessment in all state-funded programs and provides | Licensing Regulations http://kids.delaware.gov/occl/occl_resources.shtml DOCUMENTING CHILDREN'S PROGRESS 385. A licensee shall have an organized system for documenting the progress of individual children preschool age and younger in relation to appropriate developmental and educational goals. This documentation shall be done annually and used to identify possible concerns, and activities and experiences that may benefit the child. 386. A licensee shall ensure that information gathered to document a child's progress is kept in the child's file and shared with the | # | # 4.5 Notes: | # 2 Requires Assessment and provides support Curriculum framework needs to be in place first |

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| | <p>support to assist in the use of these assessments</p> <p>3. State requires the use of instructional assessment in all programs but does not provide support to assist in the use of these assessments</p> <p>4. State requires the use of instructional assessment in state-funded programs but does not provide support to assist in the use of these assessments</p> <p>5. State does not require instructional assessment</p> | <p>parent(s)/guardian(s) at a conference. With the parent(s)/guardian(s)' permission, information may also be shared with other professionals when referring the child for special services.</p> <p>Purchase of Care - State funds for early childhood programs - does not require instructional assessment.</p> <p>Family Child care - state regulation but no requirement for instructional assessment</p> <p>Other exemptions - non licensed - preschools in school buildings</p> | Notes: | | |
| <p>IV.A.2 Early Learning Standards: State has early learning standards for all age groups from birth to school entry</p> <p>PRIORITY AREA #1</p> | <p>1. State has developed, and provisions to update at least every five years, early learning standards for every age group from birth to school entry (i.e., infants, toddlers, 3-year olds, 4-year olds)</p> <p>2. State has developed, but does not have provisions to update, early learning standards for every age group from birth to school entry (i.e., infants, toddlers, 3-year olds, 4-year olds)</p> | <ul style="list-style-type: none"> Delaware's Early Learning Foundations exist. There are two versions, one for Infant and Toddlers and one for Preschool. They are available on the DOE and the Birth to Three website in both English and Spanish. <p>http://www.doe.k12.de.us/infosuites/students_family/earlychildhood/preschool.shtml</p> <p>http://www.doe.k12.de.us/infosuites/students_family/earlychildhood/files/earlychildhood_infant-toddler.pdf</p> <p>http://www.dhss.delaware.gov/dhss/dms/epqc/birth3/files/deinfant.pdf</p> | # | #2 Notes: There is no written policy for updating the standards, although both are currently being updated. | <p># 1</p> <p>It should be in policy that the Early Learning Foundations should be updated every five years.</p> <p>The State Early Learning Council should be responsible for the ELFs.</p> |

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| | <p>3. State has developed, and provisions to update at least every five years, early learning standards for only SOME age groups from birth to school entry (i.e., infants, toddlers, 3-year olds, 4-year olds)</p> <p>4. State has developed, but does not have provisions to update, early learning standards for only SOME age groups from birth to school entry (i.e., infants, toddlers, 3-year olds, 4-year olds)</p> <p>5. State has no early learning standards or standards that do not differentiate between age groups</p> | | <p>Notes:</p> | | <p>There should be a policy for this for ALL Early Childhood Programs in the state, public and private.</p> |
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| NATIONAL RECOMMENDATIONS | | STATE POLICY PLANNING | | | |
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| Policy Feature | Policy Levels | Evidence | Sources of Policy | Current Policy Level | Desired Policy Level |
| <p>IV.A.3 Comprehensive Early Learning Standards: State has early learning standards in all</p> | <p>1. State has early learning standards in all five dimensions of school readiness and requires their use in ALL programs</p> <p>2. State has early learning standards in all five</p> | <ul style="list-style-type: none"> Delacare, the state's new licensing rules for centers, requires that activity plans be aligned with the Early Learning Foundations. New licensing rules for family child care do not require use of the Early Learning Foundations. Head Start and Early Head Start are state licensed programs so would follow licensing | <p>#</p> <ul style="list-style-type: none"> Delacare licensing rules Delaware Stars Standards ECAP Outcomes Framework and Report | <p>#2</p> <p>Notes: FCC licensing rules do not require use of the ELFs.</p> | <p># 1</p> <p>The ELFs should be required to be used by all Family Child Care</p> |

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| <p>five dimensions of school readiness: language & literacy; cognitive & general knowledge; physical & motor development; social-emotional development; and approaches to learning</p> <p>PRIORITY AREA #1</p> | <p>dimensions of school readiness and requires their use in SOME programs</p> <p>3. State has early learning standards in all five dimensions of school readiness but their use is strictly voluntary in all programs</p> <p>4. State has early learning standards in fewer than five dimensions of school readiness</p> | <p>rules.</p> <ul style="list-style-type: none"> • Early Childhood Assistance Programs (ECAP) are state licensed programs so would follow licensing rules, although use of the ELF's is not mentioned in the contract with programs. • Delaware Stars, the state's QRIS, requires training about the Early Learning Foundations and use of the ELF's for lesson planning as programs move up Star Levels. www.familyandworkplace.org | <p>www.doe.k12.de.us/programs/earlychildhood/preschool.shtml</p> <p>www.doe.k12.de.us/.../earlychildhood/.../earlychildhood_infant-toddler.pdf</p> <p>https://eclkc.ohs.acf.hhs.gov/hslc;internal&action=buildframes.action&Parameter=1251997462582&ctx=eKS</p> <p>Notes:</p> | | <p>Programs</p> |
| <p>IV.A.4 Alignment of Standards, Curriculum, and Assessment: State supports alignment of early learning standards, curriculum, and instructional assessments</p> <p>PRIORITY</p> | <p>1. State requires all programs to align early learning standards, curriculum, and instructional assessments AND provides both financial and technical assistance to do so</p> <p>2. State requires only state-funded programs to align early learning standards, curriculum, and instructional assessments AND</p> | <p>1. Item #1 references the Delaware Office of Child Care licensing regulations. Page 65 - Program Goals and Planning section references: "A licensee shall have a written plan of developmentally appropriate activities" and then specifies that the activities should be based on the Delaware Early Learning Foundations for preschoolers and infant/toddlers.</p> <p>2. The web address for item 2 references the Delaware competencies for practitioners</p> <p>3. Item three references the IDEA early childhood outcome and accountability policy and procedure handbook. The outcome system was developed based upon the early learning guidelines is directly</p> | <p>1. http://kids.delaware.gov/docs/occl_regulations_plain_jan_2007.doc</p> <p>2. http://www.doe.k12.de.us/info/suites/students_family/delfirst/corecompetencies.shtml</p> <p>Licensing Regulations: http://kids.delaware.gov/occl/occl_resources.shtml</p> <p>http://www.doe.k12.de.us/early_childhood/Standards/presc</p> | <p># 4.5</p> <p>Notes:</p> | <p># 2</p> <p>All state funded centers, including centers that receive POC, should be required to align standards, curriculum</p> |

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| <p>AREA #2</p> | <p>provides both financial and technical assistance to do so</p> <p>3. State requires all programs to align early learning standards, curriculum, and instructional assessments but does not provide any support to do so</p> <p>4. State requires only state-funded programs to align early learning standards, curriculum, and instructional assessments but does not provide any support to do so</p> <p>5. State does not require alignment of standards, curriculum, and assessments</p> | <p>aligned to both the preschool and infant/toddler guidelines. All programs receiving IDEA Preschool (3-5) funds must use the outcome system. All vendors receiving IDEA Part C funds must use the outcome system</p> | <p>hool.htm</p> <p>D. <i>Delaware Infant and Toddler Early Learning Foundations: A Curriculum Framework</i> regarding infants and toddlers is on the Delaware Department of Education website at: http://www.doe.k12.de.us/early_childhood/Standards/InfantToddlerFoundationStandards.pdf</p> <p>3. http://www.doe.k12.de.us/info/suites/students_family/buildingblocks/default.shtml</p> <p>and on the DHSS Birth to Three web site http://www.dhss.delaware.gov/dhss/dms/epqc/birth3/files/deinfant.pdf</p> <p>Delaware Stars ECE Standards: http://www.familyandworkplace.org/DEStars/DEStarsmain.asp LEC/CA-4.1</p> <p>Program implements a comprehensive curriculum appropriate to the age of children being served that meets standards on the Curriculum</p> | <p>and assessment with the Early Learning Foundations</p> |
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| | | | <p>Approval Checklist, 25 including alignment with the <i>Early Learning Foundations</i></p> <p>http://www.dhss.delaware.gov/dhss/dms/epqc/birth3/files/deinfant.pdf</p> <p>No financial assistance</p> <p>State programs that are required to use Early Learning Foundations are: licensed programs (centers and FCC) ECAP programs Stars QRIS</p> | | |
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| | | | <p>Note</p> <p>* State prekindergarten programs are unofficially required to use the Foundations as a basis for instructional planning.</p> <p>The group felt this was an area of concern - wanted a policy for state funded programs including POC and ECAP to align assessment and curriculum to Early Learning Foundations and require training on using Early Learning Foundations for curriculum development.</p> <p>Wilmington Curriculum Project - Martha Buell is developing a training/TA for centers serving at risk children in Wilmington - on ELF and instructional strategies and building links to kindergarten</p> | | |
| Discussion: | | | | | |

SUB-DOMAIN IV.B: PROGRAM ACCOUNTABILITY AND EVALUATION

| NATIONAL RECOMMENDATION | | STATE POLICY PLANNING | | | |
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| Policy Feature | Policy Levels | Evidence | Sources of Policy | Current Policy Level | Desired Policy Levels |
| IV.B.1 Monitoring Trends in School Readiness: State has an assessment mechanism for monitoring trends related to children's readiness for school in the National Education Goals Panel-defined dimensions of readiness (physical, cognitive, social-emotional, language/literacy, approaches to learning) <i>Note: Data must be disseminated in the aggregate and never be used for high-stakes decisions about individual</i> | <ol style="list-style-type: none"> 1. State requires and funds all school districts to conduct a school readiness assessment of a sample of children upon school entry. This assessment includes all five dimensions of readiness 2. State requires, but does not fund, all school districts to conduct a school readiness assessment of a sample of children upon school entry. This assessment includes all five dimensions of readiness 3. State requires and funds, some school districts to conduct a school readiness assessment of a sample of children upon school entry. This assessment includes all five dimensions of readiness 4. State requires, but does not fund, some school districts to conduct a | NO | # NO | # 6 Notes: | # 1 or # 3 *** For level 3, state works with university to develop a representative sample of children from a sample of school districts. We need to look at the Readiness Benchmark Project to develop a Readiness Framework and Indicators This needs to be State funded. |

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| <p><i>children</i></p> <p>PRIORITY AREA # 3</p> | <p>school readiness assessment of a sample of children upon school entry. This assessment includes all five dimensions of readiness</p> <ol style="list-style-type: none"> 5. State's assessment does not include all five dimensions of readiness. 6. State does not require any school readiness assessment. | | | <p>School districts participate in state wide readiness project to collect benchmark data.</p> <p>And, there needs to be training on assessment before this begins.</p> <p>There are many variables for what "Readiness" such as: health,</p> |
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| | | | <p>Notes: The state does not fund any consistent assessment of school readiness.</p> <p>1. There is currently a Readiness Benchmark Project underway, sponsored by the Delaware Department of Education. The project is being managed by the UofD. Target is to gauge the aggregate readiness of a cohort of kindergarten age children entering kindergarten in Fall 2009 - cohort target is 2750 children. Teachers will complete a readiness checklist which will provide teacher's perspective of the readiness of selected children. Project will involve 13 school districts.</p> <p>2. Results from a kindergarten study completed in 2006 in which we asked kindergarten teachers to rate the readiness of their students. The data indicated that 17.3% were proficient in their social skills and 37.6% were proficient in school-specific skills. The teachers also indicated that on average, about 70% of children were rated as</p> | | <p>Oral health, mental health.</p> |
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| | | | average on academic skills. | | |
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| <p>IV.B.2 State-Level Program Evaluation: State regularly conducts (or updates) longitudinal, outcome-based evaluations of all state-funded early care and education programs to determine if programs are effective in achieving intended</p> | <ol style="list-style-type: none"> 1. State conducts state-level longitudinal evaluations of all major early care and education programs, combining program data (e.g, classroom quality, staff qualifications) with aggregate child outcome data 2. State conducts state-level longitudinal evaluations of some major early care and education programs, combining program data (e.g, classroom quality, | <p>There have been studies of the kinds described (see notes), but I [LC] haven't been able to find formal policies supporting these as ongoing functions other than the general language provided in Budget epilogue section 366.</p> | <p>#Budget epilogue section 366: "The IRMC will coordinate the implementation of the recommendations of the October 1999 28 report: "Early Success: Creating a Quality Early Care and Education System for Delaware's Children", where feasible, and, if applicable, subject to an annual appropriation" and "Funds allocated in this section are to be used to support the work of the Office and to continue the <u>interagency</u> evaluation process for</p> | <p>2.5 Notes:</p> | <p># 1 \$500,000 per year is required The second longitudinal evaluation cohort is being done. It is not across departments. It is a</p> |
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| outcomes | <p>staff qualifications) with aggregate child outcome data</p> <p>3. State does not conduct longitudinal-al state-level evaluations of any major early care and education programs</p> | | <p>Delaware's early childhood programs."</p> <p>Notes:</p> <p>http://www.udel.edu/cds/downloads/better_outcomes_thirdgrade_april2002.pdf Initial longitudinal study report</p> <p>http://www.udel.edu/cds/downloads/better_outcomes_fifthgrade_june2005.pdf Fifth grade follow-up report</p> <p>for other related reports see: http://www.doe.k12.de.us/info/suites/students_family/earlychildhood/research.shtml</p> <p>Family outcome survey reports are conducted annually as required but IDEA Part C: http://www.dhss.delaware.gov/dhss/dms/epqc/birth3/files/2007famsurveyreport.pdf</p> | <p>retrospective study.</p> |
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| | | | <p>****Group felt there should be a policy for longitudinal studies for all state funded programs periodically combined with aggregate child outcomes data collection - DOE Dashboard.</p> <p>Early Childhood Assistance Programs (state funded Head Start) collect child outcome data - this should be in policy.</p> <p>Data systems do not talk to each other</p> | | |
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| IV.B.3 Outcomes-based Funding: State ties funding decisions to results that ECE programs accomplish | <p>1. State ties funding to program results and/or child outcomes for all ECE programs</p> <p>2. State ties funding to program results and/or child outcomes for some ECE programs</p> <p>3. State does not tie any of its ECE funding to program results and/or child outcomes</p> | <p>The Interagency Resource Management Committee (IRMC) shall have administrative responsibility for all appropriations made to the Department of Education pursuant to this section. Such administrative responsibility shall include, but not be limited to:</p> <p>(1) Determining unserved and underserved areas within the State, to be addressed in any given year. Such identified areas will be specified within the Request for Proposal (RFP) issued to prospective providers;</p> <p>(2) Reviewing, recommending and disbursing grant awards for contracts to qualifying providers to deliver early childhood educational services to preschool-age children who live in poverty;</p> <p>(3) Reallocating unobligated or unspent appropriations made to the Department of Education pursuant to this section; and</p> <p>(4) Verifying that the contracting providers use state</p> | <p>http://delcode.delaware.gov/title14/c030/index.shtml</p> | # 3 Notes: | <p># 2</p> <p>The state should tie funding to program results - Stars</p> <p>There is no equity in funding per child for programs. There is not regulations</p> |
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| | | funds paid to them for the purposes specified in their contracts. | | | for similar qualifications and staff ratios for programs. State needs to put in place program quality data and monitor usefulness of that data |
| | | | Notes: Program or child outcomes not part of contract IRMC not functioning | | |
| Discussion: | | | | | |

SUB-DOMAIN IV.C: DATA ON ECE SYSTEM

| NATIONAL RECOMMENDATIONS | | STATE POLICY PLANNING | | | |
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| Policy Feature | Policy Levels | Evidence | Sources of Policy | Current Policy Level | Desired Policy Level |
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| <p>IV.C.1 Data Collection Infrastructure: State funds a data collection, management and analysis effort to track the nature of early care and education provision in the state</p> | <p>1.State funds a data collection, management, and analysis effort that collects data on the following: (1) local supply; (2) local demand and needs assessment; (3) up-to-date market rates; and (4) up-to-date wage surveys</p> <p>2.State funds a data collection, management, and analysis effort that collects data on at least three of the above</p> <p>3.State funds a data collection, management, and analysis effort that collects data on at least two of the above</p> <p>4.State funds a data collection, management, and analysis effort that collects data on at least one of the above</p> <p>5. State does not fund a data collection, management, and analysis effort to collect data on any of the above</p> | <p>Market rate survey required every two years by federal Child Care Development Fund.</p> <p>Additional work underway as part of Delaware Stars and Institute for Excellence in Early Childhood.</p> | <p>Market rate survey www.dhss.delaware.gov/dss/files/de09mrsfinaltables.pdf - Child Care POC - no waiting list Child Care Development Fund: http://www.acf.hhs.gov/programs/ccb/law/guidance/current/pi2009-02/pi2009-02.htm</p> <p>Notes: Baseline quality study: http://www.doe.k12.de.us/infosuites/students_family/earlychildhood/files/earlychildhood_baselinestudy05.pdf</p> <p>ISIS and DELSIS systems not linked.</p> <p>*** Beneficial to link data systems then could track children</p> <p>Wage - up to date wage survey PIR survey for Head</p> | <p>LC: 4 W.Carl: - 9/1/09 4:47 PM Very limited data/analysis system to evaluate in short term mandated or encouraged policy and multiple impacts for real field conditions feedback--policy adjustment--data can keep not only programs accountable --but should also keep state accountable ! Mandating rules and</p> | <p># 2 1 local supply and 2 local demand along with market rate (currently doing)</p> |
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| | | | Start ECAP - salaries Statewide wage survey underway - contract under development for Head Start and ECAP | policy guides does not make it so! Mandating without resources?? Notes: | |
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| NATIONAL RECOMMENDATIONS | | STATE POLICY PLANNING | | | |
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| Policy Feature | Policy Levels | Evidence | Sources of Policy | Current Policy Level | Desired Policy Level |

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| IV.C.2 Data Coordination: State maintains computerized data system | <ol style="list-style-type: none"> 1. State maintains computerized system of data that links all early childhood services across all departments and provides information at the state level as well as for each county/local jurisdiction 2. State maintains computerized system of data that links all early | <p>State maintains a referral and tracking system for children birth to three who are at risk or with developmental delays and disabilities. ISIS links program within Division of Public Health and Medicaid, and, upon transition at age three to the local school district preschool programs for children with disabilities, ISIS enters the DELSIS number so that records of children could be followed. The data systems are not linked.</p> <p>http://www.dhss.delaware.gov/dhss/dms/epqc/birth3/files/interagency112006.pdf</p> | # | # 3 Notes: | # 1 EC State Council has a commitment to do this Challenge Grant requires this for funding |
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| | <p>childhood services across all departments OR provides information at the state and county/local level</p> <p>3. State does not maintain a computerized system of data that links all early childhood services across all departments and provides information at the state level as well as for each county/local jurisdiction</p> | <p>There is not data collection for all children, just children enrolled in some state programs. Program data systems are not linked.</p> <p>No policy around statewide data - federal regulations</p> <p>Interagency agreements not linked</p> <p>Will it help to do longitudinal work for program outcomes - will need statewide data system for Challenge grant</p> <p>Many attempts to do this</p> | Notes: | | |
| Discussion: | | | | | |