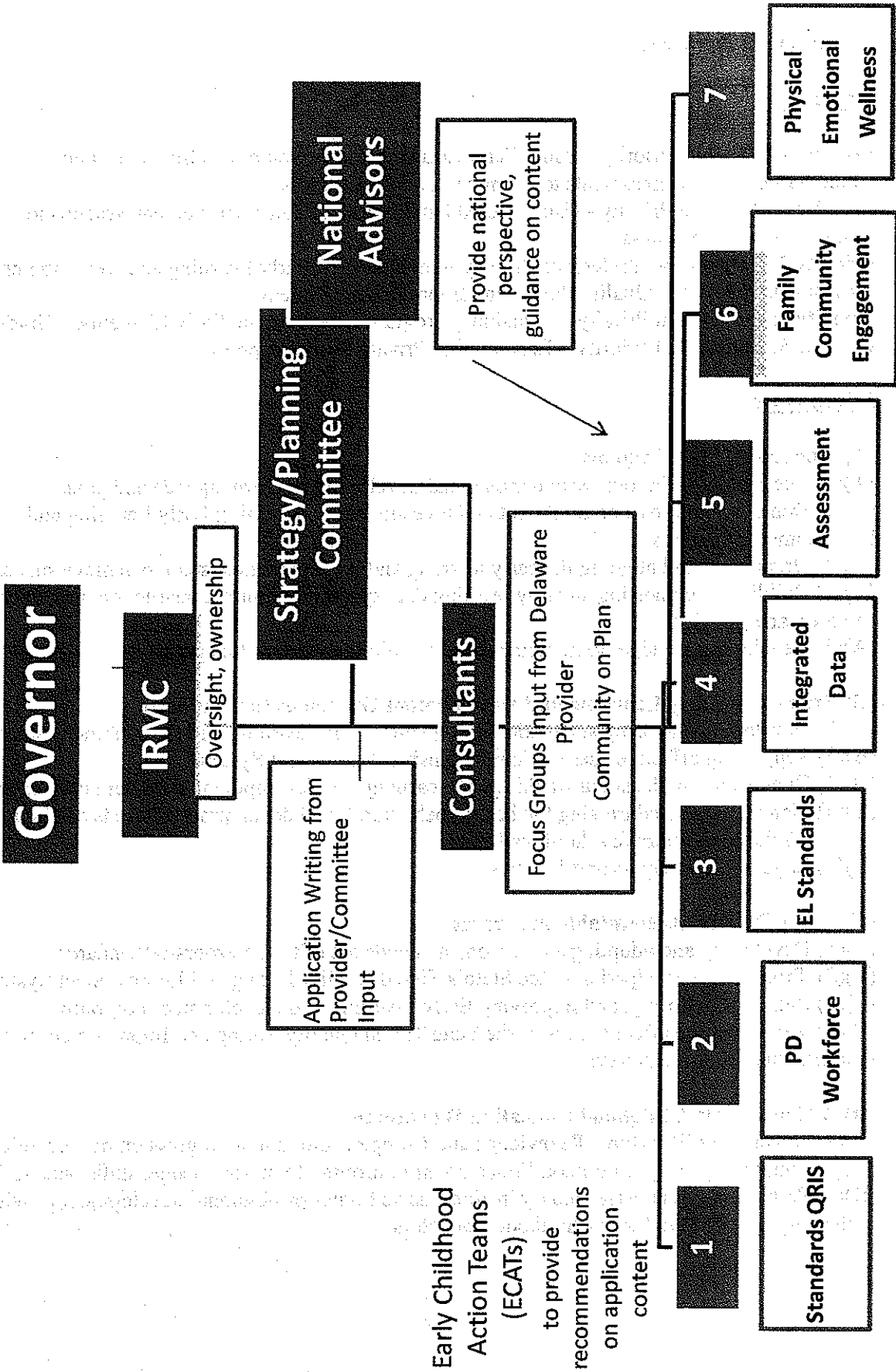


Race To The Top – Early Childhood Delaware Process Model



aligned with 7 federal workgroups

OVERVIEW OF PROGRAM

Priorities

Priority 1: Absolute Priority - Using Early Learning and Development Standards and Kindergarten Entry Assessments to Promote School Readiness

Priority 2: Absolute Priority - Using Tiered Quality Rating and Improvement Systems to Promote School Readiness

Priority 3: Competitive Preference Priority – Including all Early Learning and Development Programs in the Tiered Quality Rating and Improvement System

Priority 4: Invitational Priority – Sustaining Program Effects in the Early Elementary Grades

Priority 5: Invitational Priority – Encouraging Private Sector Support

Selection Criteria

(A) Successful State Systems

(A)(1) The State's ambitious early learning and development reform agenda and goals

(A)(2) Demonstrating past commitment and investment in supporting Early Learning and Development Programs

(A)(3) Organizing and aligning the early learning and development system to achieve success

(A)(4) Building or enhancing an early learning data system to improve instruction, practices, services, and policies

(A)(5) Developing a budget to implement and sustain the work of this grant

(B) Promoting Early Learning and Development Outcomes for Children

(B)(1) Developing and using statewide, high-quality Early Learning and Development Standards

(B)(2) Supporting effective uses of Comprehensive Assessment Systems

(B)(3) Understanding the status of children's learning and development at kindergarten entry

(B)(4) Identifying and addressing the health, behavioral, and developmental needs of High-Need Children to improve school readiness

(B)(5) Engaging and supporting families

(C) High-Quality, Accountable Programs

(C)(1) Developing and adopting a common, statewide set of tiered Program Standards

(C)(2) Promoting Participation in the State's Tiered Quality Rating and Improvement System

(C)(3) Rating, monitoring, and improving Early Learning and Development Programs

(C)(4) Validating the effectiveness of the State Tiered Quality Rating and Improvement System in improving school readiness

(D) A Great Early Childhood Education Workforce

(D)(1) Developing Workforce Knowledge and Competencies and a progression of credentials

(D)(2) Supporting Early Childhood Educators in improving their knowledge, skills, and abilities

(D)(3) Partnering with postsecondary institutions and other professional development providers in developing effective Early Childhood Educators