

# IRMIC

*Interagency Resource Management Committee • 2007 Annual Report*

Early Care and Education  
Programs Are the Building Blocks  
for Our Children's Future



*An Interagency Approach to Coordinate the Delivery of Early Care and Education Services in Delaware*



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## Interagency Resource Management Committee

2007 Annual Report

**Valerie A. Woodruff**

Secretary of Education  
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Dear Colleagues:

The Interagency Resource Management Committee (IRMC) was established by the legislature in Fiscal Year 1992. There are five members: the Secretary of the Department of Education, who serves as the chairperson; the Secretary of the Department of Health and Social Services; the Secretary of the Department of Services for Children, Youth and Their Families; the Director of Management and Budget, and the Controller General.

The IRMC supports interagency collaboration and partnerships in the delivery of early childhood services in Delaware to children and families eligible for the Preschool Program for Children with Disabilities, and the Early Childhood Assistance Program. The IRMC coordinates the implementation of Delaware's strategic plan for early care and education, Early Success.

In May 2002, Governor Minner signed an Executive Order establishing the Delaware Early Care and Education Council to monitor and report to IRMC the progress on monitoring the implementation of a high quality early care and education system. In June 2006 the Governor unveiled the 2006 Early Success Plan at the Early Childhood Summit. The Early Success Plan aligns with Vision 2015, Delaware's plan to create a superior education program for all children in the state. The IRMC acknowledges Ann Wick and the Council for their work on the revisions to the plan.

This 2006 Annual Report summarizes the work of the programs under the sponsorship of the IRMC as they continue to improve the lives of young children and families in Delaware.

*Sincerely,*

**Valerie A. Woodruff**

*Secretary of Education*

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**In our effort to continue to help our youngest children gain a firm foundation for future learning, we are also focusing more attention on early childhood education, which touches our children from birth to 5 years of age. Over the coming year, we plan to provide financial incentives for early child care centers that do an exceptional job for the children in their care, preparing them for a lifetime of success.**

**Education Info Help Line:** 1-877-838-3787 • **Teacher Certification Info:** 1-888-759-9133

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*2007 State of the State Address of  
Governor Ruth Ann Minner, January 18, 2007*



Of the early care and education employees in child care centers approximately a third of them have a high school degree as their highest level of education. Head Start programs have the highest percentage of degrees in early childhood with 7.1% having an associate's degree, 7.1% having a bachelor's degree, and 3.6% having a master's degree in the field of early childhood. While more than 40% of the early care and education workforce has some college credits, half of these people do not have college credits in early childhood.

Table 2 presents the average hourly wages of employees in the early care and education workforce. On the average, the Head Start and Early Childhood Assistance Program (ECAP) employees have the highest average hourly wage of \$12.46 per hour.

**Table 2. Demographic of Hourly Wage of Employees by Type of Facility.**

Type of Facility:	N	Mean	Std. Deviation	Minimum	Maximum	Median	Mode
Center	311	\$9.16	3.3	\$6.00	\$34.00	\$8.50	\$8.00
Part-day Programs	123	\$10.23	3.7	\$4.80	\$26.25	\$9.00	\$8.00
Head Start/ECAP	23	\$12.46	3.7	\$7.00	\$19.00	\$12.50	\$7.25
School-Age	56	\$10.89	3.1	\$6.15	\$22.00	\$11.00	\$8.00
Family Child Care	126	\$8.15	5.8	\$0.50	\$40.00	\$7.00	\$10.00
Total	639	\$9.44	4.1	\$0.50	\$40.00	\$8.50	\$8.00

Most family child care providers (46.2%) earn between \$15,001 and \$30,000 annually from their businesses. Earning more than \$50,001 per year is uncommon among family child care providers (4.4%).

It is important to remember that these are preliminary findings and that more analysis of the data is being done for the final report that will be presented in June of 2007.

## Early Childhood Assistance Program

For the 2005-2006 fiscal year, a total of 843 4 year-old children and their families were funded to receive comprehensive services through the Early Childhood Assistance Program (ECAP).

There are 13 Early Childhood Assistance Programs that are administered by:

- Federally-funded Head Start programs (4)
- School Districts (4)
- Institutions of higher education (1)
- Non-profit community based programs (3)
- For profit early care and education program (1)



## Exciting Collaborative Activities

Christina Cultural Arts Center (CCAC) is the recipient of the PNC Grow Up Great Grant and has launched a new program that provides early childhood arts education to preschool students at CCAC ECAP, Hilltop Lutheran ECAP, Wilmington Head Start, and Neighborhood House.

Through the PNC Grant, CCAC has developed an innovative approach to teacher/student learning through the creative arts. The goal is to improve the school readiness of low income children ages three to five years. This program builds on the cultural strengths of children by integrating the creative arts into preschool environments to improve language development, literacy and parental involvement. Twenty teachers have become in-house resources and are participating in 12 weeks of rigorous training provided by CCAC.

### HS/ECAP Outcomes Information for IRMC Report 2005-2006

In 2005-2006, the annual Head Start/ECAP Outcomes Project analyzed data on the 1282 four-year-olds who participated in Head Start or ECAP programs in Delaware. These children attended 12 of the 14 programs offering these comprehensive preschool services for four-year-olds. In describing these children, 622 of them were boys and 660 were girls. Children from a wide variety of racial backgrounds were served in these programs in 2005-2006. Six hundred fifty-four children were African-American (51%), 450 were Hispanic (35%), 154 were Caucasian (12%), and 24 were other ethnicities. (2%)

The languages spoken by these children also covered a wide range. Eight hundred seventy-four spoke English (68%), 390 spoke Spanish (30%), and 18 were listed as speaking other languages (1%).

Of the 1282 four-year-olds served, 83 had Individualized Education Programs (IEPs) (6%). For 539 of the four-year-olds (42%), this was their second year in a comprehensive preschool, having attended Head Start the year before. Two hundred forty-two children were attending child care in addition to the Head Start/ECAP program (19%).

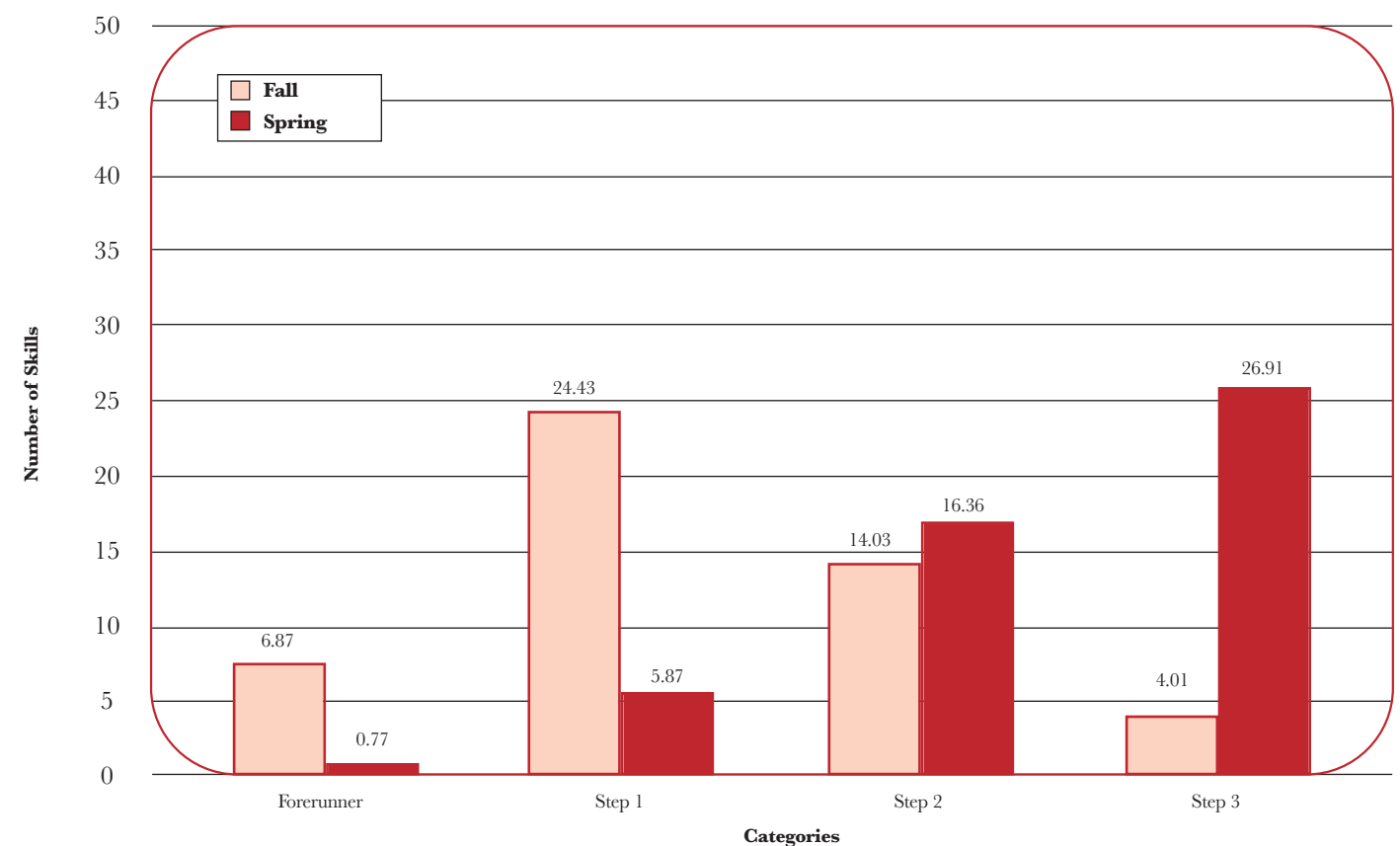
In Delaware, Head Start/ECAP is a five day a week program for children, with 661 children attending four or fewer hours a day (52%), 443 attending for four to six hours (35%), and 178 for more than six hours (10%). Head Start/ECAP programs operate year round programs, as well as school year programs, with 1044 four year olds participating in the part year programs (81%) and 238 participating in the full year programs (19%).

## Child Outcome Results

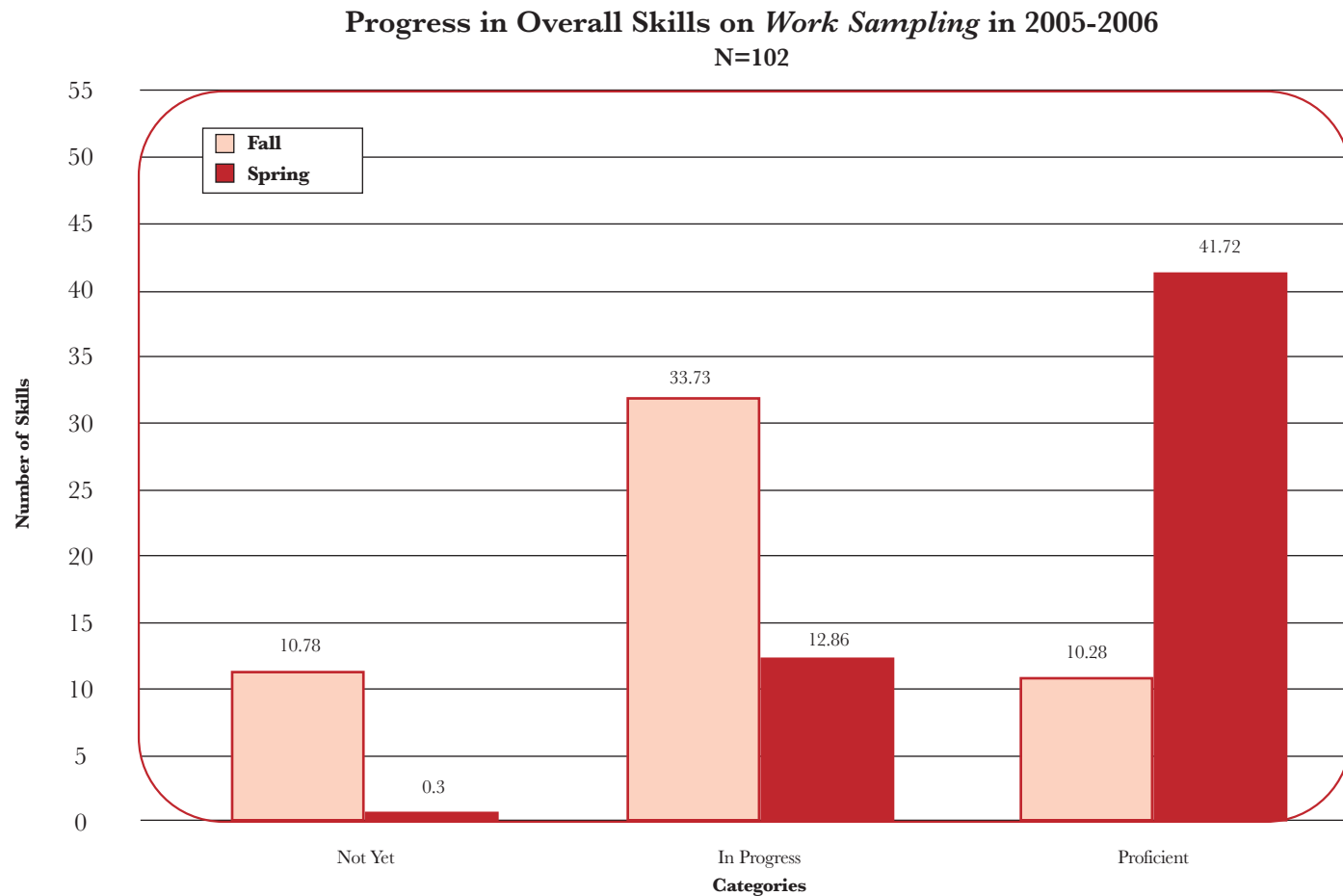
All children were assessed at the beginning and end of the year with one of two observational instruments: The Creative Curriculum Developmental Continuum and Work Sampling for Head Start Developmental Checklist for Four Year Olds. This study includes a random sample of 339 children. Two hundred sixty children in 7 programs were assessed using the Creative Curriculum and 79 children in 5 programs were assessed with Work Sampling.

Overall results on the Creative Curriculum assessments revealed that the 260 children studied made significant progress. In the fall, children averaged 6.87 skills in the Forerunner category, 24.43 skills at Step 1, 14.03 skills at Step 2, and 4.01 skills at Step 3. When observed in the spring, these same children averaged .77 skills in the Forerunner category, 5.87 skills at Step 1, 16.36 skills at Step 2, and 26.91 skills at Step 3. By the end of the year, children assessed with Creative Curriculum had achieved, on average, 54% of the skills overall at Step 3. Children progressed an average of 46% in achieving the skills at Step 3 in 2005-2006. This information is portrayed in the figure below.

**Progress in Overall Skills on *Creative Curriculum* in 2005-2006**  
N=260



The 79 children studied who were assessed with Work Sampling also made significant developmental progress, as shown on this observational instrument. In the fall, children had not yet mastered an average of 10.78 skills overall. They were in process of mastering an average of 33.73 skills overall. They were proficient in an average of 10.28 skills overall. When observed in the spring, these same children were not yet performing an average of .30 skills; they were in process of mastering an average of 12.86 skills, and they were proficient in an average of 41.72 skills. By the end of the year, these children were proficient in an average of 76% of the skills assessed on this instrument. They progressed a total of 57% in proficiency during this school year. This information can be found in the figure below.



### Family Outcome Results

In 2005-2006, family goals and successful outcomes were reported for a total of 347 families in 12 Head Start/ECAP programs. These families identified 886 goals in twelve categories during the program year. They completed 75% of those goals. The figures below describe the types of goals families' identified and the proportion of those they completed during 2005-2006.

## 2005-2006 Head Start/ECAP Family Goals Number of Family Goals by Type Number and Percentage of Goals Completed

Category	Total Family Goals	Family Goals Completed	Percentage of Goals Completed
Health/Nutrition	89	77	87%
Mental Health	19	15	79%
Child Care	41	38	93%
Parenting Skills	29	22	76%
Housing	109	63	58%
Adult Education	137	67	49%
Employment	60	38	63%
Transportation	63	46	73%
Interpersonal Relationships	31	24	77%
Finances	48	33	69%
Food/Clothing/Basic Needs	74	70	95%
Child Education	186	171	92%
<b>Total</b>	<b>886</b>	<b>664</b>	<b>75%</b>

*“When my son came into the program he would not speak to anyone. He always chose to be alone. He also had trouble using his fork and spoon when eating. I was able to work closely with the staff to get his needs met.”*

*“Estoy tan orgullosa del cambio que dio mi hijo desde que empezo!”*

*“I am so proud of the change my son has shown since beginning the program!”*

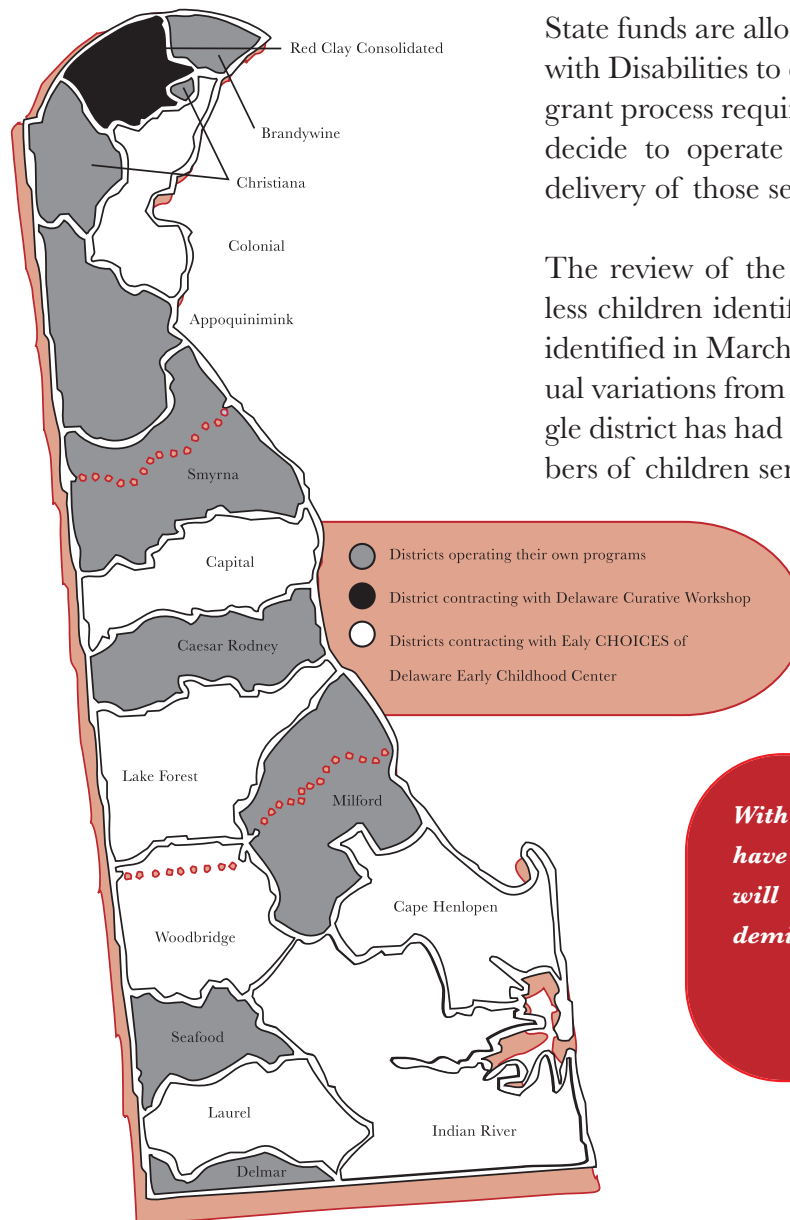
*- Latin American Community Center ECAP*

*It means investing in early childhood education, targeting more resources to high-need children. We know that such experiences translate directly into long-term success.*

## Program for Children with Disabilities

Young children who are found eligible for special services can begin receiving those services at the age of three. In some cases, for children with more severe disabilities, services can begin as early as birth. All school districts in the state provide special education services including speech therapy and other related services for eligible children. Services may be provided at home or in a community setting or they might be provided in a classroom in an elementary school building. The State's target is to consider an early childhood setting where young children receive special education should look like other early childhood settings with both typically developing preschoolers and those who might need some special educational support.

As of March 2005, 941 three-year-old children who have developmental or speech delays and four-year old children with speech delays were eligible for services, under Part B of the Individuals with Disabilities Education Act.



State funds are allocated for the Program for Children with Disabilities to each school district through a block grant process requiring IRMC approval. Districts may decide to operate the program or subcontract the delivery of those services.

The review of the data indicated that there were 14 less children identified in March 2006 than had been identified in March 2005. Although there are individual variations from year to year within districts, no single district has had a significant growth or loss in numbers of children served.

*With these changes, younger students will have the benefit of quality preschool that will help prepare them socially and academically for kindergarten and beyond.*

~ Vision 2015

Delaware has begun implementing an early childhood accountability system for children 0-3 and 3-5 years of age. The system, called Delaware Building Blocks, stems from a federal initiative that requires states to examine the outcome of children receiving early intervention services, specifically those with Individual Education Programs (IEP) and Individual Family Service Plans (IFSP). This initiative will provide further evidence of the impact of early intervention services.

Over the past two years the State has been researching, developing and piloting a number of early childhood accountability processes. Following extensive research completed within the state, an accountability framework was established that impacts all programs providing services to children with disabilities below kindergarten. Building Blocks was initiated in July 2006 and the program began collecting information on children's developmental status. The U.S. Department of Education has required states to collect accountability information on the following three outcome areas:

1. Children who demonstrate improved social-emotional skills
2. Children who demonstrate improved acquisition and use of knowledge and skills
3. Children who demonstrate improved use of appropriate behaviors to meet their needs.

All children with IEPs or IFSPs will now be assessed. Programs will use an assessment tool chosen from a set of recommended assessment measures. The assessment process will focus on obtaining information on children's development through observation of their performance. The focus is obtaining a solid understanding of each child's development. Children will be assessed at entry and then again annually to collect developmental information. The data will be collected through a statewide data management system. Data will be analyzed annually and local program and state reports will be issued.

Considerable effort has been put forth to ensure the accountability process is linked to intervention so the process does not become a stand-alone testing structure. Each of the assessment tools recommended for use have been analyzed and chosen specifically for its alignment with the state's Preschool and Infant/Toddler Early Learning Guidelines. In this context, practitioners are using the guidelines for instruction, using assessment tools that measure instruction and learning focused specifically on what is being taught and allows practitioners to further plan and adapt instruction as needed.

Considerable training has been provided to program staff during the summer and fall months of 2006. On-site technical assistance will continue to be made available to programs. The first round of data is due in early 2007.

Funding for development of this comprehensive initiative was supported through the federally-funded General Supervision and Enhancement Grant awarded to the DDOE. Continued funding support will be provided by the State's federal IDEA Section 619 grant.



## Birth to Three Early Intervention System

The mission of the Birth to Three Early Intervention System is to enhance the development of infants and toddlers with, or at risk for, disabilities or developmental delays, and to enhance the capacity of their families to meet the needs of their young children. Child Development Watch is the statewide early intervention program for children ages birth to three. Under the leadership of the Department of Health and Social Services' Birth to Three Early Intervention System, Child Development Watch is a collaborative effort with staff from:

- **Department of Health and Social Services**
- **Department of Services for Children, Youth and their Families**
- **Department of Education**
- **Alfred I. DuPont Hospital for Children, Christiana Care Health Services, Inc. and other private agencies**

working together to provide early intervention to young children and to connect their families.

Child Development Watch has two sites: Wilmington serves New Castle County and Milford serves Kent and Sussex Counties.

**“Early intervention restores HOPE to families who would otherwise have no reason to think that their child has the potential to thrive and achieve. Our family is grateful for Delaware’s early intervention system. Receiving our child’s diagnosis was HOPE depleting. We were told everything our child couldn’t do or wouldn’t do. We were told how short her life would be. We were told not to expect much. Through early intervention, our child has met a lot of milestones along the way that we know might not have been possible or would have occurred much later. Child Development Watch restored our HOPE.”**

- from a New Scripts parent

**“Both of my sons received Early Intervention Services. As they are approaching their teens, I look back now on our experiences as Early Intervention being the foundation upon which we have been able to build. Both boys were the beneficiaries of sturdy, strong foundations and because of this they continue to grow, thrive, and achieve.”**

- from a New Scripts parent

### The Birth to Three Early Intervention System helps to support Delaware New Scripts

The mission of Delaware New Scripts is to promote families as change agents in order to enhance the early childhood experience for Delaware children and families. New Scripts is a group of family members, early intervention professionals, therapists, health care professionals and educators working to embed the family voice in all aspects of early childhood intervention.

## Increasing the Public’s Understanding

### Growing Together Portfolio

Part C Birth to Three Early Intervention System develops and distributes the *Growing Together Portfolio* to parents of babies born in Delaware and surrounding hospitals every year. This year 10,564 Portfolios were distributed to Delaware families with newborns. The newly revised *Growing Together Portfolio* provides parents with developmental information, health and safety reminders, activities to encourage language and literacy development and a list of resources providing help to new parents. This material is also available in Spanish.

### Information for Early Care and Education Providers

A User’s Guide to the *Growing Together Portfolio for Early Care and Education Providers* was distributed to child care and preschool programs statewide. The purpose of the Guide is to assist early care and education providers in identifying children in their programs who may have developmental delays. It also includes resources and information regarding how to support families in accessing the Child Development Watch programs. The distribution of the User’s Guide to the *Growing Together Portfolio for Early Care and Education Providers* is a collaborative effort with Family and Workplace Connection, the statewide information and referral network for child care, and the Office of Child Care Licensing. Approximately 150 of these guides were distributed this year at early childhood conferences throughout the state.

During 2006, a section for the Users Guide was developed focusing on implementing inclusive early care and education programs. The new materials are in production and will be available for distribution this coming year.

### Integrated Services Information Systems (ISIS)

The primary data management tool for Birth to Three Early Intervention System is the Integrated Services Information System (ISIS), developed via a public/private partnership and supported by Part C federal funds and the IRMC. ISIS tracks all referral, assessment, service coordination and services information for Child Development Watch. Information for the Home Visiting Program for First Time Parents within the Division of Public Health, and other referrals for at-risk children are also collected in ISIS. A new module in ISIS was developed to track and report early childhood outcomes.

### Improvement Plan Priority Areas

Part C’s State Performance Plan was approved by the US Office of Special Education Programs (OSEP). This is a six year plan with measurable targets and improvement activities in the priority areas:

- Early Intervention Services in Natural Environments with a state focus on quality inclusive childcare
- Effective Early Childhood Transitions
- General Supervision
- Family Involvement, Family Supports, and Family Outcomes
- Comprehensive Child Find
- Early Childhood Outcome System



*“Early Intervention has empowered us to be parents that we didn’t know we could be. Without Early Intervention our child would not have experienced all the wonderful, joyful moments she has and we as her parents would not be the advocates we are today without guidance and support from some very wonderful people. We are truly blessed to have this program.”*

- from a New Scripts parent

## Services to Delaware Children

2,855 children and their families were served this year through Child Development Watch. The average monthly caseload for Child Development Watch was 1,442 children; over 4% of Delaware's children, from birth to three years of age, received early intervention. Caseload increases can be attributed to Delaware's extensive outreach, including the distribution of the Growing Together Portfolio, as well as the high quality reputation of the program among families and physicians.

## Ongoing Program Evaluation

### Family Outcomes

The Child Development Watch Family Survey was conducted via telephone interview with a stratified random sample of families based on geographic region, ethnicity, and length of time in the program. The analysis of 224 telephone interviews that were completed in the spring of 2006 by families who had been involved with Child Development Watch for more than 6 months, showed that:

- The highest percentage of families who very strongly agreed with statements during the telephone interview did so regarding the fact that
  - they feel that the CDW services are useful to their family;
  - they see their children's skills and abilities improving;
  - the staff who assess their children's skills listen to them and respect them;
  - they are satisfied with the changes their child has made since beginning the CDW program.
- Over 95% of families who responded to the telephone interview indicated that they had overall satisfaction with the services they received;
- Over 94% of families perceived change in their child;
- Over 93% of families perceived change in themselves and their family;
- Over 93% of families reported a positive family-program relationship with CDW staff;
- Over 93% of families reported a positive perception of quality of life;
- Over 92% of families perceived the program as accessible and receptive;
- Over 91% of families reported a positive perception of family decision-making opportunities.

*Delaware Building Blocks, the early childhood accountability system described in Program for Children With Disabilities, was initiated for children birth to three in Sept. 2006. Results from the early childhood outcomes will be reported in the coming year.*



**\* 2,855 children**

and their families served in 2006

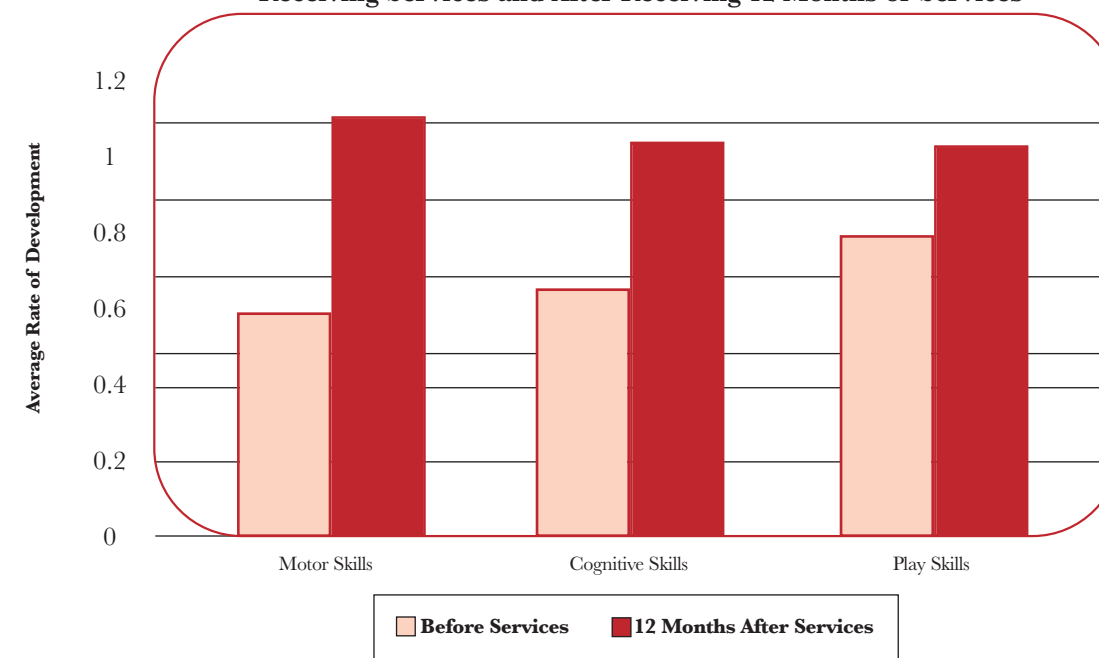
## Child Outcomes 2006

### Early Intervention Supports Children in Making Progress

For the seventh year in a row, the developmental gains of very young children receiving services from Child Development Watch (CDW) early intervention services have been monitored. A random group of 44 children, aged birth to three with disabilities were followed for two years to determine the impact of early intervention services on their development. The 44 children were assessed in the areas of motor development, cognitive development, and play skills.

When the 44 children in the study began early intervention services, their rates of development averaged 67% of children who are typically developing; that is, over twelve months, they would be expected to acquire eight months of developmental skills. The developmental rate for some of the 44 children was as low as four months during a twelve month period. After at least one year receiving Child Development Watch early intervention services, the rate of development for the 44 children was at or greater than that of typically developing children.

**Figure 1: Comparison of Rates of Development Between the Beginning of Receiving Services and After Receiving 12 Months of Services**



At the time of the 44 children's initial assessments, they were showing average delays of seven months with a range of four to 13 months in the areas of motor, cognitive and play skills. By the time of the children's second assessment, the developmental improvements were substantial.

In the absence of a comparison group, these measures indicate that factors in these children's lives, including early intervention services coordinated by Child Development Watch and provided by service provider agencies, are having a positive impact on the development of this group of very young children with disabilities. Two conclusions can be drawn from this information:

- 1) on average, all of the very young children with disabilities in this random sample continued to acquire developmental skills in the areas of motor, cognitive and play development, and
- 2) the rate at which they developed during the period they received early intervention services was greater than expected.

## The Delaware Early Care and Education Council

### Our Vision

Delaware's Most Valuable Resource...

Young children – eager to learn, ready to succeed

By the year 2015, Delaware will have:

- **Ready children:** children who are physically and emotionally healthy with access to high quality early learning experiences
- **Ready families:** families with the knowledge and resources needed to successfully support their child's learning
- **Ready early care and education programs:** programs that safeguard and ensure the growth, development, and learning of children; staffed by teachers who are well prepared, well compensated, and well supported
- **Ready communities:** communities that embrace their role in supporting young children and their families
- **Ready schools:** schools that value and build upon the early learning experiences of children

### Our Mission

The mission of the Delaware Early Care and Education Council is:

To promote the highest quality comprehensive early learning system for Delaware's young children and their families by providing leadership and advocacy to guide the system's development

*The reality is that students who enter kindergarten unprepared are frequently two or three years behind their peers, and many never catch up. If we want to dramatically increase the percentage of children ready to enter college or the workplace, we need to ensure that all children have a fair start.*

*Vision 2015*

## The Delaware Early Care and Education Council EXECUTIVE SUMMARY

### Report to the Interagency Resource Management Committee

In its fifth year in 2006, the Delaware Early Care and Education Council (DECEC) took the opportunity to reflect on its mission, solidify collaborations, and forge new partnerships. The participation of representatives from the United Way and Nemours Health and Prevention Services in DECEC meetings has resulted in synergistic partnerships with both organizations. The participation of the DECEC in the P-20 Committee, Vision 2015, the Delaware Girl's Initiative, and the Children's Campaign Platform Committee has assured that the goals outlined in Early Success are represented in these initiatives. Governor Minner's 2002 Executive Order establishing the DECEC outlined the Council's mission as monitoring progress toward fulfilling *Early Success's* eight domains. In the four and a half years since its inception, DECEC has become an organization that is looked to by both the public and private sectors for leadership and guidance in setting state-wide policies and practices affecting children from birth to age five. *Early Success*, Delaware's early childhood plan, has been revised and enhanced under the leadership of DECEC. *Early Success: Delaware's Early Childhood Plan* was presented by Governor Minner at the Early Childhood Summit held in October 2006. One hundred and ninety people attended the summit focused on Delaware's youngest children from birth to age five.

Greg Shaw, Director of Education for the Bill and Melinda Gates Foundation, in Seattle, Washington delivered the keynote address. Secretary Valerie Woodruff spoke about the Department of Education's commitment to early care and education. Secretary Cari DeSantis announced that the Office of Child Care Licensing's revised child care center licensing requirements would be adopted in January 2007. On behalf of Secretary Meconi, Elaine Archangelo spoke for the Department of Health and Social Services and its support of early childhood. Ann Wick, Chair of the Delaware Early Care and Education Council, presented the updated version of *Early Success* called *Early Success: Delaware's Early Childhood Plan*. At lunch Debbie Chang from Nemours Health and Preventive Services discussed her organization's early childhood initiatives. Connie Bond Stuart, CEO and President of PNC Bank (DE) and a United Way of Delaware Board member, spoke about PNC Grow Up Great and its commitment to children birth to age five and the United Way's Success by 6™. It is important to note the significant contributions made by both Nemours Health and Prevention Services (NHPS) and the Department of Health and Social Services (DHSS) to the Governor's Early Childhood Summit.



## 2007 RECOMMENDATIONS AND PRIORITIES

### Building a Quality Early Childhood System

#### Ready Early Care and Education

- Creating stable, on-going funding for Delaware Stars for Early Success and T.E.A.C.H.
- Continue to improve the rate of Purchase of Care reimbursement and institute a policy linking rates to Delaware Stars that will reimburse three, four, and five star programs at increasingly higher rates
- Attract and retain teachers with degrees in early childhood through the development of a systematic approach to improving wages and benefits
- Plan for the alignment of the early childhood and K-12 professional development system

#### Ready Children

- Develop a plan to provide all Delaware children permanent medical homes
- Encourages the expansion of the Building Blocks system to the entire early care and education community as capacity is built

#### Ready Families

- Develop ways to provide families with young children access to materials and support to assist them in implementing the Early Learning Foundations with their children
- Enhance and formalize the relationship between the Early Care and Education Council and the Family Support Coordination Council to facilitate achieving the Ready Families goal of the *Early Success plan*

#### Ready Communities

- Reauthorized the Delaware Early Care and Education Council under the expanded mission of *Early Success: Delaware's Early Childhood Plan*



## Delaware Early Care and Education Council 2006

**Ann Wick**, Chair

**Dayna Moore**

*Lessons Learned Daycare*

**Barbara Sheppard**

*DE Technical Community College*

**Linda Walls**

*Little Angels Learning Center*

**Andrea Moselle**

*Astra Zeneca*

**Sandra Cohee**

*Appoquinimick Early Childhood Center*

**Mindy Clifton**

*Women & the Law Section*

*Delaware State Bar Association*

**David W. Arthurs**

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**Beth Inter**

*Wilmington Head Start, Inc.*

**Sue McColgan**

*St. Johns Lutheran Early Learning Center*

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*United Way of Delaware*

**Ginny Marino**

*YWCA of New Castle County*

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*University of Delaware*

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*Family and Workplace Connection*

**Rep. Melanie George-Marshall**

*Delaware House of Representatives*

**Dorothy Onn**

*Nemours Health & Prevention Services*

**Carol Owens, M.D.**

*Division of Public Health*

**Debbie Amsden**

*University of Delaware*

**Karen DeRasmo**

*Prevent Child Abuse Delaware*

**Sherlynn Aurelio**

*Reading Specialist*

**Martha Bolling**

*Social Venture Partners Delaware*

**The Honorable Jane P. Maroney**

*Child Advocate*

**Pauline D. Koch**

*National Association for Regulatory Administration*

#### Ex-Officio Members

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*Department of Education*

**Patricia Quinn**

*Office of Child Care Licensing, DSCYF*

**Kathy Wilson**

*Delaware First Professional Development System*

**Eulinda DiPietro**

*Division of Social Services*

**Norma Everett**

*Division of Public Health*

#### Staff Support

**Janet Carter**

**Abby L. Betts**

*Early Care and Education Office*

*Department of Education*

## Delaware Early Care and Education Office

### Office Staff

Janet Carter	Education Specialist
Verna Thompson	Education Specialist
Abby Betts	Staff Support

In the spring of 2000, the Delaware legislature authorized the establishment of the Delaware Early Care and Education Office (DECEO), under the auspices of the Interagency Resource Management Committee (IRMC) to coordinate the implementation of the recommendation of the report Early Success.

The Early Success report was revised and enhanced as Early Success: Delaware's Early Childhood Plan in 2006. The plan was presented by the Governor and IRMC members at the Governor's Early Childhood Summit in October 2006. The report outlines the plan for a comprehensive early childhood system to support Delaware youngest children and their families. The plan is summarized as:

READY FAMILIES  
 + READY EARLY CARE AND EDUCATION  
 + READY COMMUNITIES  
 + READY SCHOOLS  
 = READY CHILDREN

The Delaware Early Care and Education Office is an inter-agency office located in the Department of Education. The Office is funded by the Department of Health and Social Services and the Department of Education.

The mission of the Office is to staff the Interagency Resource Management Committee and the Delaware Early Care and Education Council and to motivate the early childhood community to accomplish the goals outlined in Early Success.

### For more information about these studies or the full reports, please contact:

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