

2009 Annual Report

IRMC

Interagency Resource Management Committee



An Interagency Approach to Coordinate the Delivery of Early Childhood Services in Delaware



DEPARTMENT OF EDUCATION

THE TOWNSEND BUILDING
401 Federal Street Suite 2
DOVER, DELAWARE 19901-3639
DOE WEBSITE: <http://www.doe.k12.de.us>

Lillian M. Lowery, Ed.D.
Secretary of Education
Voice: (302) 733-4000
FAX: (302) 739-4654

Dear Colleagues:

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

The IRMC is charged with fostering an interagency approach in coordinating the delivery of early care and education services in Delaware, promoting interagency collaboration in providing service to those eligible for the Preschool Program for Children with Disabilities, providing administrative oversight for the state Early Childhood Assistance Program, and coordinating the implementation of the report, *Early Success: Delaware's Early Childhood Plan*.

Since May 2002, Delaware Early Childhood Council advises the IRMC annually concerning Delaware's progress in creating a high quality early childhood system. In June 2006, the Council unveiled the Early Success Plan at the Governor's Summit for Early Childhood. The Early Success Plan aligns with Vision 2015.

This 2009 Annual Report summarizes the work of the programs under the auspices of the IRMC and provides evaluation that confirms that these programs continue to make a positive difference in the lives of young children and families in Delaware.

Sincerely,

A handwritten signature in black ink that reads "Lillian M. Lowery". The signature is written in a cursive style with a large, flowing "L" and "y".

Lillian M. Lowery, Ed.D.
Secretary of Education

EDUCATION INFO LINE:
(877) 838-3787

THE DELAWARE DEPARTMENT OF EDUCATION IS AN EQUAL OPPORTUNITY EMPLOYER. IT DOES NOT DISCRIMINATE ON THE BASIS OF RACE, COLOR, RELIGION, NATIONAL ORIGIN, SEX, SEXUAL ORIENTATION, MARITAL STATUS, DISABILITY, AGE OR VIETNAM ERA VETERAN'S STATUS IN EMPLOYMENT, OR ITS PROGRAMS AND ACTIVITIES.

TEACHER CERTIFICATION INFO:
(888) 759-9133

Interagency Resource Management Committee

2009 Annual Report

Table of Contents

2	New Professional Development Framework for Early Childhood
4	Early Childhood Assistance Program (ECAP)
7	Parents as Teachers (PAT)
9	Program for Children with Disabilities (PCD)
12	Birth to Three Early Intervention System (B to 3) & Child Development Watch
18	Delaware Early Childhood Council (DE ECC)

“We simply must invest to ensure our students start off on the right foot if we truly want an elite education system that prepares our children to thrive in a highly competitive global economy. We know that 80 percent of a child’s brain development occurs during their first five years, and we can do a better job of making sure a good education starts in that timeframe. Waiting until elementary school starts is not an option, and neither is settling for the status quo.”

Governor Jack A. Markell

A New Professional Development Framework for Early Childhood

The Department of Education has been working on the development of a Framework for Professional Development that outlines the expectations and intensity of training opportunities for early childhood. The Framework will help practitioners in making informed choices for their professional development experiences. The state recommended training levels of the Framework will be implemented by the new Institute for Excellence in Early Childhood at the University of Delaware. The Institute will develop or coordinate in collaboration with other education organizations a variety of state recommended professional development opportunities to meet the identified needs of all sectors of the early childhood field. The Institute will provide quality assurance to the consumer by closely monitoring the delivery and in making sure that the content of training is research based and aligned with state standards for the field.

Levels	Purpose	Hours	DOE Tracking	Trainer Qualifications	Content Alignment	Quality Assurance for Development	Quality Assurance for Delivery	Rigor	Credit Available
Level 1: Community-Based Training	1. Annual hours	Not required	No	Not required Consumer education needed	Not required Consumer education needed	Not required Consumer education needed	Not required Consumer education needed	Not required Consumer education needed	No
Level 2: Quality Assured Training	1. Annual hours 2. High quality content and delivery	Not less than 1 hour	Yes – automatic	1. Certified Trainer 2. Specialty Discipline Trainer	1. Early Learning Foundations 2. EC Competencies 3. SA Competencies	DOE Approval; partnerships with other organizations; placed on calendar by DOE	Developing or delivering organization assumes responsibility for monitoring	Not required	No
Level 3: Quality Assured Training Series	1. Annual hours 2. Qualifications 3. High-quality content and delivery 4. Substantive content	6 or more hours; multiple sessions and dates	Yes – automatic	1. Certified Trainer 2. Specialty Discipline Trainer	1. Early Learning Foundations 2. EC Competencies 3. SA Competencies	DOE Approval; partnerships with other organizations; placed on calendar by DOE	Developing or delivering organization assumes responsibility for monitoring	Required: 1. Assignments 2. Reflective practice	Some may be credit-bearing; not required
Level 4: Professional Development Certificates	1. Annual hours 2. Qualifications 3. High-quality content and delivery; 4. Substantive content 5. Role and/or content driven content (to become endorsements)	At least 45 hours	1. With Submission of transcript 2. Records maintained by delivery agency	1. Certified Trainer 2. Specialty Discipline Trainer	1. Early Learning Foundations 2. EC Competencies 3. SA Competencies	Developed by DOE or by invitation to another organization	Developing or delivering organization assumes responsibility for monitoring	Required: 1. Assessment 2. Assignments 3. Reflective practice	Potential for formalized credit mechanism
Level 5: College Courses	1. Annual hours 2. Qualifications	Determined by IHEs (Institutions of Higher Education)	With submission of transcript	Determined by IHEs	Suggested alignment with Early Learning Foundations	Determined by IHEs	Determined by IHEs	Determined by IHEs	Yes

Delaware Institute for Excellence in Early Childhood

The Department of Education awarded a grant to the University of Delaware for the creation of the Delaware Institute for Excellence in Early Childhood in November 2008. The University will partner with The Family & Workplace Connection, *a division of Children & Families First* and collaborate with other educational organizations to develop and deliver state recommended training. The Institute will conduct annual needs assessments for professional development across all sectors of the field and implement the priorities for training as identified by the Delaware Early Childhood Council committee on professional development. Training capacity will be addressed through preparing and supporting cadres of trainers and technical assistants and collaborating with other educational organizations to make training widely available. The Institute will also provide evaluation for the efficiency and effectiveness of professional development offered to practitioners.

Early Childhood Staff Qualifications

The Department of Education provides the formal review and certification of early childhood staff qualifications. Early childhood practitioners make application for review of qualifications and the Department of Education reviews the education and experience of individuals using the specifications of the Delaware rules. In 2008, over 3,000 applications were reviewed and the chart below details the qualifications of applicants. The Department is currently working on a modification which will be ready by fall 2009 of the DEEDS database for teacher certification that will include the early childhood workforce.

	EC Intern	EC Assistant Teacher	EC Teacher	EC Curr Coord without degree	EC Curr Coord	EC Administrator	SA Intern	SA Site Assistant	SA Site Coord	SA Administrator
Jan-March 2007	0	13	29	1	0	25	0	1	4	1
April-June 2007	9	24	112	11	2	101	0	13	8	11
July-Sept 2007	21	55	127	15	11	118	1	29	10	12
Oct-Dec 2007	19	40	101	12	10	85	6	30	7	15
Jan-March 2008	43	64	110	15	9	75	15	38	5	21
April-June 2008	53	60	158	18	5	77	12	27	8	10
July-Sept 2008	50	106	146	8	6	61	12	39	4	11
Oct-Dec 2008	83	152	128	7	11	47	11	50	10	25
Total by position	278	514	911	87	54	589	57	227	56	106

Early Childhood Assistance Program

For the 2007-2008 fiscal year, a total of 843 four-year-old children and their families were funded to receive comprehensive services through the Early Childhood Assistance Program (ECAP).

There are 12 Early Childhood Assistance Programs that are administered by:

Federally –funded Head Start programs (3)

New Castle Head Start

Telamon Corporation Head Start (Note - Kent & Sussex programs merged)

Wilmington Head Start

School districts (4)

Brandywine School District ECAP

Christina School District

Indian River School District

Delaware Early Childhood Center - Lake Forest School District –

Institutions of higher education (1)

Delaware Technical and Community College ECAP

Non profit community based programs (3)

Christina Cultural Arts

Hilltop Lutheran Neighborhood Center

Latin American Community Center

For profit (1)

Kreative Kids, Inc

Early Development Center and Social Venture Partners

For nearly two years, the Early Development Center (EDC) at the Latin American Community Center has benefited from a partnership with Social Venture Partners (SVP) of Delaware. SVP is a nonprofit organization which focuses its time and resources to the advancement of early childhood education centers that serve low income communities.

The EDC has benefited from many resources SVP has to offer, included but not limited to: Psychology intern from A.I. duPont Hospital for Children who helps the staff with behavioral problems among the children and also with staff consultations, curriculum assistance and administrative assistance. In addition to the hands on approach, SVP has also provided the Center with financial resources that have allowed for staff development (two ECAP staff members are taking Training for Early Care and Education (TECE I) and the Program Coordinator has taken three college courses funded by SVP), center expansion and family activities. SVP is also committed to assisting the EDC with advancing its star level in Delaware Stars.

SVP's commitment to the Center is for three years and \$50,000 has been provided to date. The EDC is hoping that with this needed help, that it can continue to provide high quality, low cost early care and education to one of the highest need areas in Wilmington.

HS/ECAP Outcomes Information

In 2007-2008, the annual Head Start/ECAP Outcomes Project analyzed data on the 1446 four-year-olds who participated in Head Start or ECAP programs in Delaware. These children attended 13 of the 14 programs offering comprehensive preschool services for four-year-olds. 757 boys and 689 girls were served. Children from a wide variety of ethnic backgrounds were served in 2007-2008. 710 children were African-American (49%), 532 were Hispanic (37%), 177 were Caucasian (12%), and 27 were other ethnicities (2%).

The languages spoken by these children also covered a wide range. 997 spoke English (69%), 430 spoke Spanish (30%), and five were listed as speaking other languages (1%).

Of the 1446 four-year-olds served, 99 had Individualized Education Programs (IEPs) (7%). For 523 of the four-year-olds (36%), this was their second year in a comprehensive preschool, having attended Head Start the year before. Two hundred sixty-two children were attending child care in addition to the Head Start/ECAP program (18%).

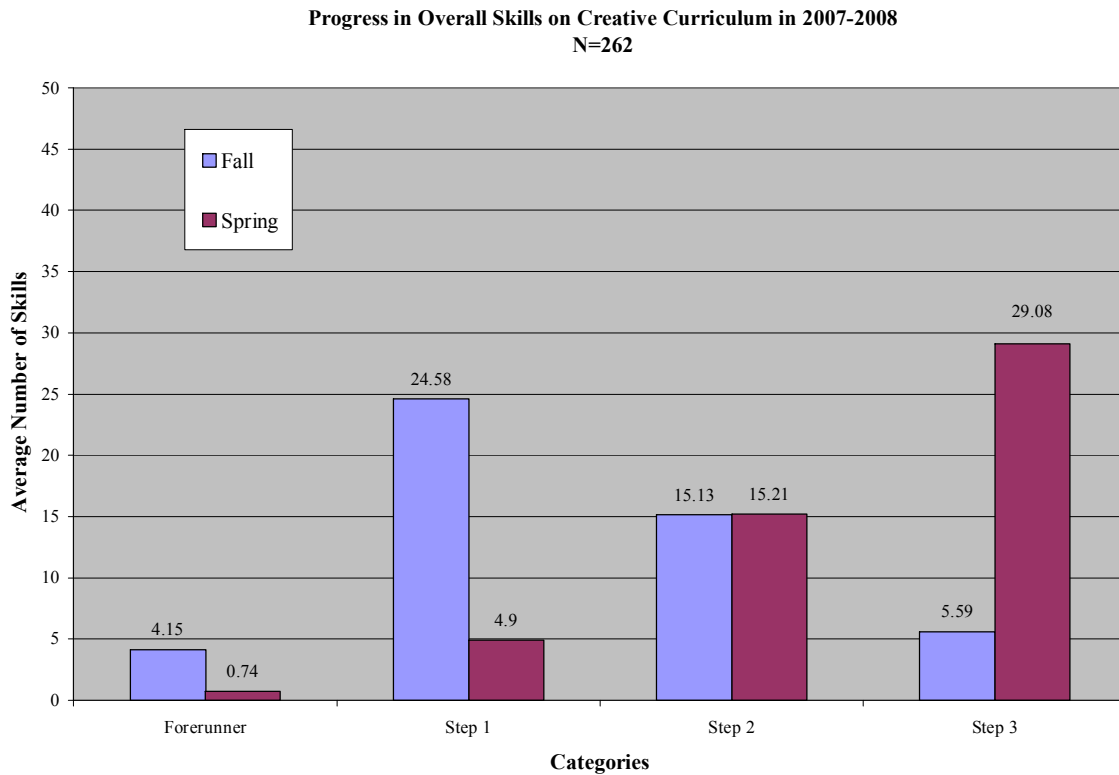
In Delaware, Head Start/ECAP is a five day a week program for children, with 991 children attending four or fewer hours a day (69%), 338 attending for four to six hours (23%), and 117 for more than six hours (8%). Head Start/ECAP programs operate year round programs, as well as school year programs, with 1228 four-year-olds participating in the part year programs (85%) and 218 participating in the full year programs (15%).

Child Outcome Results

All children were assessed at the beginning and end of the year with observational instruments, The *Creative Curriculum Developmental Continuum* or *Work Sampling for Head Start Developmental Checklist for Four Year Olds*. This study includes a random sample of 278 children. 262 children in 12 programs were assessed using the *Creative Curriculum* and 16 children in one program were assessed with *Work Sampling*. Results for the *Creative Curriculum* will be shared in the report.

The *Creative Curriculum Developmental Continuum* is a comprehensive observational assessment in which children's skills are rated along the following continuum: **Forerunner**, which describes a skill that is not in the typical range of development but lags behind; **Step 1**, which describes a skill that approximates the beginning level; **Step 2**, which describes a skill at the next level in reaching the objective; and **Step 3**, which describes a skill at the highest level of mastery. The average number of skills reported for Fall 2007 and Spring 2008 can be compared to reveal progress children have made. This progress demonstrates the program's efficacy in guiding children's developmental growth and in curriculum instruction. When interpreting the skills rated as Forerunner and Step 1, a decrease in the number of skills is positive and means that children have moved on to a higher level of achievement.

Overall results on the *Creative Curriculum* assessments revealed that the 262 children studied made significant progress. In the fall, children averaged 4.15 skills in the Forerunner category, 24.58 skills at Step 1, 15.13 skills at Step 2, and 5.59 skills at Step 3. When observed in the spring, these same children averaged 0.74 skills in the Forerunner category, 4.90 skills at Step 1, 15.21 skills at Step 2, and 29.08 skills at Step 3. By the end of the year, children assessed with *Creative Curriculum* had achieved, on average, 58% of the skills overall at Step 3. Children progressed an average of 47% in achieving the skills at Step 3 in 2007-2008. This information is portrayed in the figure below.



Parents as Teachers

Parents as Teachers (PAT) serves to provide families with the knowledge and parenting support they need to help their children develop optimally during the crucial early years of life. PAT Parent Educators must be certified through the Parents as Teachers National Center before they can provide services to families. PAT in Delaware is a state funded home-based parent education program serving first time families prenatally through their child's third birthday. There is no income limit for families but at least 85% of the families served must have identified risk factors.

Federal funding through the Delaware Parent Information and Resource Center (DEPIRC) grant expands services to a limited number of families with children three to five. PAT is in year one of that grant.

There are three state funded Parents as Teachers programs in Delaware; one in each county:

New Castle County –Christina School District

Kent County - Polytech School District

Sussex County - Lake Forest's Delaware Early Childhood Center

Families served through home visits: 1669

- of that number 344 were teen parents

Children served through home visits: 1886

Age of children whose families/caretakers received services:

Prenatal:	37
Birth-11 months:	516
1 year old:	612
2 years old:	418
3 years old:	265
4 years old:	37
5 years old:	1

Children's ethnicity:

African American:	431
White:	805
Hispanic/Latino:	328
Asian/Pacific Islander:	28
Other (including multi-racial and unknown):	294

Top 5 Family Characteristics of Families/Caregivers Served:

New Castle County:

- Involvement with social service or mental health agency
- Low income
- Single parent household
- Low educational attainment (of primary caregiver)
- Teen parent

Kent County:

- Low income
- Single parent household
- Low educational attainment (of primary caregiver)
- Involvement with social service or mental health agency
- Teen parent

Sussex County:

- Low Income
- Involvement with social service or mental health agency
- Single parent household
- Low educational attainment (of primary caregiver)
- Home language other than English

Families Identified as Homeless or Transient (statewide): 76

Additional Services of PAT Programs:

Community Stay and Play Centers – social and educational opportunities for children and parents

Supporting Care Providers – child development training and coaching program provided on-site

Program for Children with Disabilities

Young children identified as eligible for special education 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, where possible, provide special education services in settings where the child would be if they did not have a disability.

State funds are allocated for the Program for Children with Disabilities (PCD). Several districts now have their PCD funds blended with their respective needs based funding formulas. The remaining districts continue to receive funding through a block grant process requiring IRMC approval. Districts may decide to operate the program or subcontract the delivery of those services.

As of March 2008, 946 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. The review of the data indicated that there were nine fewer children identified in March 2008 than had been identified in March 2007. 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.

Delaware has begun implementing an early childhood accountability system for children birth to three and three to five 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.

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

Programs use an assessment tool chosen from a set of state recommended measures. Information on children's development is obtained through repeated observation of their performance. Children are assessed at entry and then again annually to collect developmental information. The data are collected through a statewide data management system. The data are analyzed and local and state reports are issued.

The accountability process is linked to intervention. Each of the assessment tools have been analyzed and chosen specifically for its alignment with the state's Preschool and Infant/Toddler Early Learning Foundations. In this context, practitioners are using assessment tools that measure instruction and learning. This process allows practitioners to evaluate interventions, and to further plan and adapt instruction to best meet children's learning needs.

The second round of accountability data were collected during the 2007-2008 school year. Current accountability activities are focused on strengthening each Local Education Agency's (LEA) accountability practices and the data reflect a substantial increase in each LEA's ability to assess and track young children with disabilities. These data suggest educational interventions are appropriately meeting the needs of children. A breakdown of the data is located in the tables below. Data were reported to the US Office of Special Education Programs (OSEP) in February 2009.

Early Childhood Assessments 2007-2008 Percent of Students By Measure			
1- Social Emotional	Description	Totals	Percentage
A	Percent of preschool children who did not improve functioning	11	3%
B	Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	17	6%
C	Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	133	40%
D	Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	128	39%
E	Percent of preschool children who maintained functioning at a level comparable to same-aged peers	41	12%
		330	100%

**Early Childhood Assessments
2007-2008
Percent of Students By Measure**

2 - Knowledge and Skills	Description	Totals	Percentage
A	Percent of preschool children who did not improve functioning	8	2%
B	Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	13	4%
C	Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	146	45%
D	Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	144	44%
E	Percent of preschool children who maintained functioning at a level comparable to same-aged peers	17	5%
		328	100%

**Early Childhood Assessments
2007-2008
Percent of Students By Measure**

3 – Appropriate Behavior to Meet Needs	Description	Totals	Percentage
A	Percent of preschool children who did not improve functioning	9	3%
B	Percent of preschool children who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	11	3%
C	Percent of preschool children who improved functioning to a level nearer to same-aged peers but did not reach it	101	31%
D	Percent of preschool children who improved functioning to reach a level comparable to same-aged peers	148	46%
E	Percent of preschool children who maintained functioning at a level comparable to same-aged peers	54	17%
		323	100%

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. Most of what a child learns in a lifetime is learned in the first five years. It is important in these early years to give children every possible opportunity to develop these critical skills. Child Development Watch supports developing these skills in everyday settings, such as home, childcare or community programs.

Under the leadership of the Department of Health and Social Services' Birth to Three 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.

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

“CDW has been a tremendous help to us in providing educational and developmental assistance to our daughter.”

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 practitioners, therapists, health care professionals and educators working to embed the family voice in all aspects of early childhood intervention

“Our daughter has received PT, OT, and speech therapy and her quality of life has improved drastically because of CDW.”

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 approximately 12,800 portfolios were distributed to Delaware families with newborns. The 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 resource for early care and education providers is to increase providers' resources to assist them in identifying children in their programs who may have developmental delays and how to support families in accessing the Child Development Watch system. 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 conferences.

During 2008, six hour professional development sessions for early care and education providers were held. The sessions provided practical information on serving children with disabilities in early childhood programs and included how to use the new section in the User's Guide focusing on ways to adapt activities for children with special needs.

Grow with Books

The *Grow with Books* (GWB) outreach effort provides public libraries with books on the challenges of raising young children in today's society. The *Grow with Books* collection currently has approximately 200 titles and includes books for both adults and young children. To increase awareness of the collection, *Grow with Books* posters and bookmarks were developed and distributed at special events and to all Delaware libraries. During 2008, the funding for *Grow with Books* has been eliminated. The Department of Education and Birth to Three continue to publish and share the list of books that have been donated to the libraries across the state and continue to participate in local events such as the Delaware Book Festival, Read Aloud and the Delaware Library Community Resources Exchange. As a result of these opportunities, *Grow with Books* has been highlighted with librarians, service agencies, early childhood teachers, families, and community partners. *Grow with Books* began over eleven years ago and is a joint effort among the Division of Libraries, Department of Education, and Birth to Three.

“I had never even heard of the program beforehand, and once I got into the program, I found out it is a wonderful program; he has made such change, and he’s really able to verbally say things. He has gone so far with it.”

Integrated Services Information System (ISIS)

The primary data management tool for Birth to Three 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. In addition to tracking all referral, assessment, service coordination and services information for children active with Child Development Watch, ISIS also tracks referrals for at-risk children within the Division of Public Health. Child Development Watch staff also use ISIS to schedule and maintain appointments for evaluations and for reporting on early childhood outcomes data.

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 inclusive quality childcare
- Effective Early Childhood Transitions
- Family Involvement, Family Supports, and Family Outcomes
- Comprehensive Child Find
- Early Childhood Outcome System
- General Supervision and Program Accountability

Services to Delaware Children

3,074 children and their families were served this year. The average monthly number of children participating in Child Development Watch was 1,467 children; 4.1% of Delaware’s children, from birth to three years of age received early intervention or periodic assessments and tracking. Child Development Watch’s 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.

- 3,074 children and their families served in 2008

Ongoing Program Evaluation

Family Outcomes

Child Development Watch Family Survey is conducted with a stratified random sample of families based on geographic region and ethnicity. Families primarily responded to the survey via the internet or through a telephone interview. The analysis of 189 interviews that were completed by families who had been involved with Child Development Watch for more than six months, in the spring of 2008 showed that:

- The highest percentage of families who strongly agreed with statements did so regarding the fact that:
 - As a result of CDW program, they see their child's skills and abilities improving;
 - They have learned ways to help their child develop and learn skills for use at home;
 - They think the goals and objectives for their child's Individualized Family Service Plan are important and they have been asked about their child's strengths, needs and goals for their child.
- Of the families who responded to the interview:
 - Over 95% of families indicated that they had overall satisfaction with the services they received;
 - Over 92% of families perceived the program as accessible and receptive;
 - Over 95% of families perceived change in both their child and themselves;
 - Over 92% of families reported a positive perception of family decision-making opportunities;
 - Over 93% of families reported a positive family-program relationship with CDW staff;
 - Over 95% of families reported a positive perception of quality of life.

"Our service coordinator is the GREATEST! She has been "on the ball" from day one, and has never let us down. She always follows through on what she promises, and always in a timely manner. She has been nothing but professional and courteous, and should be commended for the work that she does!"

Child Outcomes 2008

Early Intervention Supports Children in Making Progress

Delaware has implemented an early childhood accountability system for children birth to three and three to five years of age. The system, Delaware Building Blocks, stems from a federal initiative requiring states to examine the outcome of children receiving early intervention services, specifically those with Individual Family Service Plans (IFSP) and Individual Education Programs (IEP). This initiative intends to provide further evidence on the impact of early intervention services.

Following extensive research completed within the state, an accountability framework was established that impacts all programs providing services to children with disabilities below kindergarten. Child Development Watch, along with early intervention provider staff, began collecting information on children's status as of September 2006.

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 IFSPs are included in Delaware Building Blocks. The assessment process focuses on obtaining information on children's development through observation of their performance. Programs use an assessment tool chosen from a set of recommended assessment measures and combined with team discussions, determine the child's progress. Children are assessed at entry, annually, and near when they exit Child Development Watch to collect developmental information.

Considerable effort has been put forth to ensure the accountability process is linked to intervention so the process does not become stand-alone testing. Each assessment tool recommended for use has been analyzed and chosen specifically for its alignment with the state's Infant and Toddler Early Learning Foundations. In this context, practitioners are using the guidelines for instruction and assessment tools that focus specifically on promoting developmentally appropriate outcomes that support a child's growth and development. Ongoing training and technical assistance is provided to staff at Child Development Watch as well as early intervention providers.

The data are analyzed annually and by regional programs. Both sets of data are updated on the Birth to Three website. Statewide data recently included in the Annual Performance Plan is illustrated as follows:

	A. Positive social-emotional skills (including social relationships)		B. Acquisition and use of knowledge and skills (including early language/communication and early literacy)		C. Use of appropriate behaviors to meet their needs	
	Number of Children	% of Children	Number of Children	% of Children	Number of Children	% of Children
a. Percent of infants and toddlers who did not improve functioning	4	1.75%	2	0.87%	6	2.62%
b. Percent of infants and toddlers who improved functioning but not sufficient to move nearer to functioning comparable to same-aged peers	80	34.93%	83	36.24%	77	33.62%
c. Percent of infants and toddlers who improved functioning to a level nearer to same-aged peers but did not reach	27	11.79%	45	19.65%	34	14.85%
d. Percent of infants and toddlers who improved functioning to reach a level comparable to same-aged peers	41	17.90%	46	20.09%	62	27.07%
e. Percent of infants and toddlers who maintained functioning at a level comparable to same-aged peers	77	33.62%	53	23.14%	50	21.83%
Total	N=229	100%	N=229	100%	N=229	100%

The total number of children in these data includes only those who have entered after September 2006, who have received at least six months of early intervention services, and who have exited the program prior to July 2008. This number is expected to increase over the next two years before more uniform numbers are reported annually.

These data are aggregated with other states' data and further analyzed by the Early Childhood Outcomes Center to aid in determining the impact of early intervention services nationwide. In Delaware, this year's data will be combined with future data and used to create a foundation for establishing baseline data; an illustration of the effects of early intervention on children eligible for Part C services in our state.

Delaware Early Childhood Council Executive Summary of the 2008 Report

I. Ready Children

Emotional Wellness Committee:

- Began work in August, 2008
- Included representation from multi-agencies and multi-disciplines
- Mission Statement: To develop a systemic framework to support the emotional well-being of young children and their families
- Focused on specific tasks including: mapping resources, identifying gaps in resources and services, establishing standards for practice and identifying priority areas needed for the systematic promotion of emotional wellness in the state

United Way of Delaware Success By 6™:

- Partnered with the Department of Education to give leadership to Emotional Wellness Committee
- Continued commitment to improving the quality of early care and education by financially supporting Delaware Stars and serving as a member of the public/private management team--specific responsibilities related to leading the coordination of private resource development, serving as fiscal agent for private funds, and providing leadership on building public will
- Partnered with Nemours Health & Prevention Services to conduct a parenting needs assessment
- Partnered with Family Support Coordinating Council for that Council to begin functioning as the advisory body for Success By 6™'s work related to supporting families

Early Childhood Comprehensive System Grant:

- Focused on developing, implementing and sustaining comprehensive early childhood programs through collaborative partnerships and systems building initiatives
- Funded the KIDS COUNT in Delaware Indicators for Early Success issue brief
- Provided funding to host a series of educational trainings on topics promoting the importance of the medical home, family-centered primary care and newborn hearing screenings

Nemours Health and Prevention Services:

- Collaborated with the Delaware Child and Adult Care Food program to set higher nutrition standards for foods qualifying for reimbursement
- Implemented a Child Care Learning Collaborative to test out a new approach to training, focused on helping centers make policy and practice changes to promote healthy eating and physical activity
- Supported a statewide quality rating system, Delaware Stars for Early Success
- Initiated a pilot study for improved screening for developmental delays in primary care pediatrics--Assuring Better Child Health & Development (ABCD) project

II. Ready Families

Family Support Coordinating Council:

- Supported the submission of a federal grant *Supporting Evidence-Based Home Visitation Programs to Prevent Child Abuse*
- Adopted a model that describes the future path of the council; the goal of this model is to establish the resources and supports needed to nurture *strong families* in Delaware
- Sponsored the Parent Practitioner Partnership Summit held on May 14, 2008 which addressed partnerships between parents and practitioners in healthcare, education and human services to improve child outcomes

III. Ready Early Care and Education Programs

T.E.A.C.H. Early Childhood®:

- Provided scholarships to 136 individuals
- Worked in conjunction with other initiatives (i.e. Delaware Stars) to increase the quality of early childhood programs through increased education for early childhood professionals

Delaware First:

- Developed a Framework for Professional Development that outlines the expectations and intensity of training opportunities for the early childhood
- Awarded a grant to the University of Delaware for the creation of the Delaware Institute for Excellence in Early Childhood
- Provided the formal review and certification of early childhood staff qualifications

Delaware Stars for *Early Success*:

- Completed the second year of "testing" the Delaware Stars system
- Enrolled in 69 child care programs including all three counties; small and large centers; family child care and large family child care homes; before and after school programs; programs that serve infants and toddlers,

- children with special needs, and children whose primary language is other than English; Head Start and ECAP programs; and NAEYC accredited programs
- 46 of the enrolled programs are serving children and families of low-income
 - Served more than 5,000 children and their families in Delaware Stars programs

Relative Care Training Program:

- 600 Relative Caregivers have received training information
- 178 Relative Caregivers have attended training
- 42 Relative Caregivers have completed all 45 hours

Partners in Excellence Project:

- Provided training and technical assistance in three sites that has been designed on a framework of program wide change consistent with the PBS system used in schools
- Supported a training of trainers on the Parent Modules
- Developed and piloted an approach that provides continuity to the systems that care for and educate young children in Delaware

IV. Ready Communities

Social Venture Partners Delaware:

- Gave more than \$2.5 million toward the improvement of early childhood education in the state of Delaware since its inception
- Partnered with A.I. duPont Hospital for Children; this five-year partnership places psychology residents in early care centers to provide year round behavioral health management for at-risk children and families
- Invested in a curriculum development specialist to train teachers and administrators in inner-city child care centers how to properly prepare their children for kindergarten

Coalition for Early Learning:

- Members testified at the Department of Health and Social Services budget and Joint Finance Committee hearings
- Planned successful Annual Early Childhood Advocacy Day
- Worked with the Kids Caucus to codify Delaware Stars for *Early Success* into law
- Worked with Kids Caucus to gain support for Purchase of Care reimbursement rate increases, rates indexed to bi-annual market rate study and rates tiered according to star ratings

Delaware Children's Campaign (DCC) is a nonpartisan nonprofit organization that offers a different approach to child advocacy. What makes DCC different from other efforts is its use of public opinion data to identify issues relating to children that are of concern to Delawareans. Their polling along with the input of or platform committee helped them determine the DCC's agenda:

- Reduce the infant mortality/morbidity rate
- Increase assistance for youth aging-out of foster care
- Ensure quality early education is available to all children
- Improve access to quality early care and education by building public awareness and grassroots support

Campaign staff works to educate and engage citizens, media and policy makers regarding the societal cost savings of quality/consistent delivery of early education programming.

Wilmington Early Care and Education Council (WECEC):

- Engaged members and community volunteers - "Friends of the Council"
- Represented early care and education programs throughout the City of Wilmington and community based organizations
- Assisted with planning and executing special events
- Met at the new City of Wilmington Parks and Recreation building
- Worked with the City webmaster www.wecec.org to the City of Wilmington web site

Sussex Early Childhood Council (SECC)

- Spent time developing its mission and purpose - The Mission of SECC is to foster collaboration among families, communities, providers, and schools for children's early success in Sussex County
- Represented child care providers, human service agency representatives, parents, home visitors, school district representatives, and others interested in young children and families in Sussex County

Delaware After School Alliance (DEASA)

- Public-private partnership that endorses the goal of all school age children being academically, socially, culturally and physically healthy
- Worked on building bridges that link schools, communities, and families through policy development and partnership engagement with other agencies
- Involved itself in many key efforts over the last year that address the common moral, social and educational concerns of Delaware's citizenry, not the least of which were the Governor's Dropout Prevention Summit and the Governor's Expanded Learning Opportunities Summit

Delaware Early Childhood Council

2009 Members

Ann Wick, Chair

Terri Murphy

Parent and Community Representative
Social Venture Partners Delaware

Carlina Hall

Little House Child Care

Barbara Sheppard

Delaware Technical and Community College

Sandra Cohee

Appoquinimink Early Childhood Center

Mindy Clifton

Women and the Law Section
Delaware State Bar Association

David W. Arthurs

Parent Advocate

Beth Inter

Delaware Head Start Association

Roxsanne D. Cannon

Parent Advocate

Carol Owens, MD

Division of Public Health

William Douglas Tynan, Ph.D., ABPP

Nemours Health and Prevention Services

Evelyn Keating

The Family & Workplace Connection

Karen DeRasmo

Prevent Child Abuse Delaware

Dayna Moore

Lessons Learned Education Enrichment Center

Linda Walls

Little Angels Center

Advisors

Sally Coonin

Governor's Office

Rep. Melanie Marshall

Delaware House of Representatives

Marihelen Barrett

Nemours Health and Prevention Services

Janet Cornwell, Ph.D

Delaware Early Childhood Center

Dorothy Onn

Nemours Health and Prevention Services

Debbie Amsden

University Of Delaware

Sherlynn Aurelio

Christiana School District

Martha Bolling

Social Venture Partners Delaware

Candace DeCsipkes

Delaware Stars for Early Success

Janet Umble

United Way of Delaware

Madeleine Bayard

Rodel Foundation

Leslie Newman

Children and Families First

Shay Frisby

DE Family Child Care Alliance

Ex-Officio Members

Patricia Quinn

Office of Child Care Licensing

Kathy Wilson

Delaware Department of Education

Helen Arthur

Division of Public Health

Barbara McCaffery

Division of Social Services

Eulinda DiPietro

Division of Social Services

Norma Everett

Nemours Health and Prevention Services

Rosanne Griff-Cabelli

Division of Management Services

Nancy Widdoes

Division of Child Mental Health

Staff Support

Janet Carter

Verna Thompson

Abby L. Betts

Early Childhood Office
Department of Education