

# Interagency Resource Management Committee

## 2017 Annual Report

### *Delaware Early Childhood Council Work Summary*



Ready Children \* Ready Families \* Ready Early Care & Education  
Ready Communities \* Ready Schools



Report to the Governor, General Assembly  
and the Interagency Resource Management Committee

April 15, 2018

## Table of Contents

	<u>Page</u>
<b><u>SECTION I</u></b>	3
Letter from the Chair, Dr. Susan S. Bunting	
Interagency Resource Management Committee (IRMC)	4
Letter from the Chair, Madeleine Bayard	
Delaware Early Childhood Council (DECC)	5
<b><u>SECTION II</u></b>	
Early Childhood Governance in Delaware	6
<b><u>SECTION III</u></b>	
Mission and Vision	7
Delaware Code, Title 14, IRMC and DECC	8-11
DECC Strategic Goals	12-13
DECC 2017 Accomplishments and 2018 Areas of Focus	14-15
<b><u>SECTION IV</u></b>	
DECC 2017 Meeting Topics and Presenters	16-17
DECC Subcommittees	
Early Learning Data & Policy	18
Healthy Young Children & Families	19
Early Learning Programs and Workforce Providers	20
DECC Partners	21
<b><u>SECTION V</u></b>	
Appendices	22
Appendix A: DECC Members and Ex-Officio Members List	23-26
Appendix B: DECC Subcommittee: Early Learning Programs and Workforce Providers	27-28
Appendix C: DECC Subcommittee: Healthy Young Children and Families	29-30
Appendix D: DECC Subcommittee: Data and Policy	31-33
Appendix E: DECC/Campaign for Grade Level Reading Structure Chart	34-35
Appendix F: Campaign for Grade Level Reading (CGLR) Goals Chart	36-37
Appendix G: Home Visiting Matrix	38-39
Appendix H: Early Learner Survey Data	40-41
Appendix I: Workforce Study Summary	42-43
Appendix J: Project Launch Summary	44-46
Appendix K: ECCS Summary	47-50

## SECTION I



## DEPARTMENT OF EDUCATION

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March 16, 2018

Dear Governor Carney,

In conjunction with the Delaware Early Childhood Council (DECC), I am pleased to provide the enclosed report, which documents various 2017 initiatives undertaken by the DECC to further the education of Delaware's early learners. These initiatives, supported by many early education advocates, are catalysts that ensure Delaware's young children and their families are ready and able to receive timely and appropriate education services.

The Interagency Resource Management Committee (IRMC) and the partnering agencies that make up the DECC fully understand the importance of an early foundation for Delaware's young people and thereby support and recommend the ongoing initiatives of the DECC.

The IRMC pledges to continue to work in concert with the DECC to develop and fund new approaches, create additional early learning programs, manage resources and execute on policy initiatives to allow for a comprehensive and organized early childhood system in Delaware.

Sincerely,

A large, stylized handwritten signature in black ink, appearing to read "Susan S. Bunting".

Susan S. Bunting, Ed.D  
Secretary of Education

cc: David McBride  
President Pro Tempore of the Senate

Peter C. Schwartzkopf  
Speaker of the House



# Delaware Early Childhood Council

Dear Governor Carney and General Assembly Members:

The Delaware Early Childhood Council is pleased to work with the IRMC and the agencies represented throughout the year as it produces its annual report. The Council is an advisory council made up of non-government and government representatives across the state. We focus on issues impacting children birth to age eight and their families. This holistic, two-generation focus is intended to address systemic issues, policies, funding and other factors that impact services to support families.

Early learning continues to be a priority focus of Governor Carney and his administration, the business and philanthropic community, and community partners. Young families continue to be supported because research has demonstrated what an important foundation the early years are for success in life—and because we have seen firsthand in Delaware the impact early investments can have on young children.

The Council is committed to working in partnership, making data-driven decisions, and learning from other states and regions to best serve families in Delaware. We are excited to celebrate some exciting progress this year, including a common home visiting referral form; new Early Learner Survey data, which for the first time gives us a sense of the needs of those children entering Kindergarten; and national grants from the federal government and W.K. Kellogg Foundation.

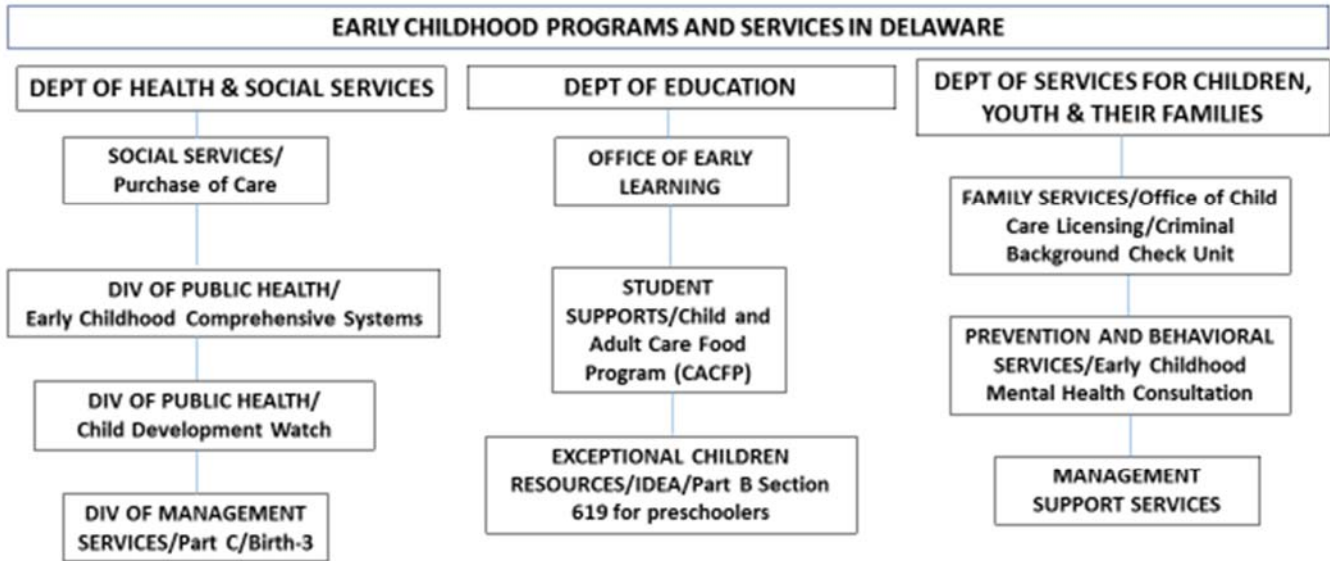
Many partners have contributed to the progress Delaware has made, and we are building on a strong legacy of advocates and service providers that have come before us. A heartfelt thank you is in order for those partners, including those listed in Section III and those we hold joint meetings with including the Wilmington Early Care and Education Council, Sussex Early Childhood Council, and the Delaware Readiness Teams.

We look forward to many more years of partnership as we support Delaware's young children.

Sincerely,

Madeleine Bayard  
Chair, Early Childhood Council

## SECTION II



## SECTION III

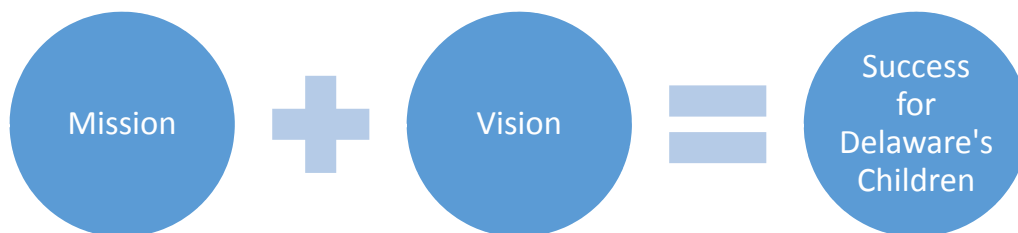
### Delaware Early Childhood Council: Mission

Promote the development of a comprehensive and coordinated early childhood system, birth to eight, which provides the highest quality services and environment for Delaware's children and their families.

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### Delaware Early Childhood Council: Vision

- **Ready children:** children who are physically and emotionally healthy, have access to high quality early learning experiences, and enter school prepared to succeed
  - **Ready families:** families with the knowledge and resources needed to successfully support their children's development and learning
  - **Ready early care and education programs:** programs that effectively support the growth, development, and learning of all children and are staffed by teachers who are well prepared, well compensated, and well supported
  - **Ready communities:** communities that embrace their responsibilities for enhancing the quality of life of young children and their families through collaborations across all sectors
  - **Ready schools:** schools that build upon and further enrich the learning foundations of young children and accelerate their continued success
- 



Delaware Early Childhood Council Website:

<https://www.doe.k12.de.us/Page/3760>

**Title 14, Delaware Code, Chapter 30**  
**Responsibilities of the Interagency Resource Management Committee**  
**and the Delaware Early Childhood Council**

The following language from Title 14, Delaware Code, Chapters 3001, §3002-3005 the responsibilities of the Interagency Resource Management Committee and the Delaware Early Childhood Council.

**CHAPTER 30. EARLY CHILDHOOD EDUCATION PROGRAM**

**The Interagency Resource Management Committee (IRMC)**

**§ 3001 State Early Childhood Education Program**

(e) 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:

- (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;
- (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;
- (3) Reallocating unobligated or unspent appropriations made to the Department of Education pursuant to this section; and
- (4) Verifying that the contracting providers use state funds paid to them for the purposes specified in their contracts.

**CHAPTER 17. STATE APPROPRIATIONS**

**§ 1703 Unit of Pupils**

(n)(1) The Interagency Resource Management Committee (IRMC) shall have administrative responsibility for establishing a comprehensive and coordinated early childhood system. The IRMC shall be composed of the following members (or their designee with full voting powers):

- a. Secretary of Education, who shall be the chairperson of the IRMC;
- b. Secretary of the Department of Health and Social Services;
- c. Secretary of the Department of Services for Children, Youth and Their Families;
- d. Director of the Office of Management and Budget;
- e. Controller General; and
- f. Chair of the Early Childhood Council as an ex officio member with no voting authority.

An affirmative vote of a majority of all voting members shall be required to take action.

(2) The IRMC shall promote interagency collaboration in the delivery of early childhood services to young children and their families including young children with disabilities. The IRMC will work to support and coordinate the implementation of the recommendations of the State early childhood plan. To accomplish these goals, the IRMC shall do the following:



- a. Allocate all funds provided by the State, obtained by it, or under its control, which are designated for children eligible for services under this subsection except for unit funding for children with disabilities as described in this title.
  - b. Coordinate resources, federal and state and public and private, to support family-centered services for eligible children and their families, as appropriate.
  - c. Seek to develop collaborative approaches with the institutions of higher education for children eligible for services under this subsection. Special emphasis shall be placed on the use of existing preschool educator training and child care provider training programs.
  - d. Coordinate planning, policy, program and funding to establish a comprehensive and coordinated early childhood system.
- (3) The IRMC may, at its discretion, apply for and allocate grant funds. Sources of such grant funds may include, but not be limited, to the federal Childcare Block Grant, Developmental Disabilities Council, federal Child and Maternal Health Grant, federal U.S.C. Title 20, and federal Head Start, where appropriate.
- (4) The IRMC shall report to the Governor, President Pro Tempore of the Senate, and the Speaker of the House on April 15 of each fiscal year. Each report shall include:
- a. A summary of IRMC experience in attempting to accomplish its purposes as stated above; and
  - b. A recommendation of the IRMC whether and how to institutionalize its activities and functions.
- (5) The Director of the Office of Management and Budget and the Controller General are hereby authorized to transfer additional funds serving this population among the budgets of the departments represented on the IRMC if there is prior agreement by the Secretary of the department, as the case may be, to which the funds were previously allocated.
- (6) For the purpose of facilitating the continuation of services, programs receiving an allocation under the provisions of this section may receive 20% of the prior year's allocation at the outset of each fiscal year. These programs are required to present program proposals to the IRMC as required by the IRMC. Upon IRMC approval, adjustments to the program allocations may be made.
- (7) The IRMC shall be staffed by the Early Development and Learning Resources Office in the Department of Education. Such Office shall be composed of at least 2 Education Specialists and a clerical support position. Funding shall be provided by the Department of Health and Social Services and the Department of Services for Children, Youth and Their Families by no later than July of each fiscal year to support the operational costs associated with 1 Educational Specialist and clerical support positions. Funds allocated in this section are to be used to support the work of the Office and to continue the interagency coordination process for Delaware's early childhood programs.
- (o) Funds appropriated for the purpose of funding the units of pupils under subsections (d), (e), (f) and (k) of this section shall not be expended for any other purpose.

### **Delaware Early Childhood Council (DECC)**

#### **§ 3002 Early Childhood Council**

- (a) The Delaware Early Childhood Council (ECC) shall be the State Advisory Council on Early Childhood for children from birth to 8 years of age, and carry out all such functions designated in the federal Improving Head Start for School Readiness Act of 2007 [P.L. 110-134] et seq., and those functions designated herein and those assigned by the Governor, the General Assembly, and the Interagency Resource Management Committee (IRMC), provided sufficient moneys are

available from the annual State appropriations act, federal funding, private funding, or a combination thereof.

(b) The ECC shall be comprised primarily of private sector members but shall include all representatives as designated in the above-referenced federal legislation and shall advise the Governor and General Assembly on a continuing basis, working with the IRMC, concerning the status and improvement of services of the early childhood sector and the implementation of the State's early childhood strategic plan. In addition to any responsibilities assigned by the Governor through the IRMC, the Delaware Early Childhood Council shall make recommendations to the Governor, the General Assembly, and the IRMC that promote the appropriate coordination and effectiveness of state services and policies. The ECC shall be responsible for maintaining and expanding a statewide network of early care and education institutions that includes providers, advocates, state program officers, private and nonprofit community institutions, and others who support the development and delivery of high quality early childhood services.

### **§ 3003 Organization and composition**

(a) The Delaware Early Childhood Council (ECC) shall be appointed by the Governor upon recommendation by the Interagency Resource Management Committee and shall:

- (1) Represent the racial, economic and geographic diversity of the State;
- (2) Serve for staggered, renewable terms of 3 years, except in the case of public employees continuing in the same designated position; and
- (3) Consist of the following members:
  - a. Two center-based early care and education providers;
  - b. One family-home-based early care and education provider;
  - c. One parent whose child participates in early childhood services;
  - d. One Delaware Head Start/Early Childhood Assistance Program Association representative;
  - e. One representative of a statewide early care and education resource and referral agency;
  - f. Two representatives from advocacy organizations focused on children's health and well-being;
  - g. One representative of the Delaware Association for the Education of Young Children;
  - h. One public school district superintendent;
  - i. One higher education representative who also serves on the P-20 Council;
  - j. One business community representative;
  - k. Two community members;
  - l. One representative of the General Assembly;
  - m. The State Director of Head Start Collaboration;
  - n. A representative of the Delaware Department of Health and Social Services, representing children's health, child cares subsidy, and Part C of Individuals with Disabilities Education Act (IDEA) [20 U.S.C. § 1431 et seq.];
  - o. A representative of the Delaware Department of Services to Children, Youth and Their Families, representing child mental health, child care licensing, and family services;
  - p. A representative of the Delaware Department of Education, representing early childhood professional development, § 619 of IDEA [20 U.S.C. § 1419], and State early learning guidelines; and
  - q. Ex officio, nonvoting members shall include the director of the Early Development and Learning Resource Center of the Department of Education, the chair of the Family Support Coordinating Council, and the director of the State's Institute for Excellence in Early

Childhood Education. The ECC may appoint ex officio members and advisors to assist them in meeting their responsibilities.

(b) The Governor shall appoint a Chairperson from the nongovernmental members of the ECC, and who shall serve as a member of the State's P-20 Council. The Chairperson shall coordinate the activities of the ECC. The Governor shall also appoint a Vice-Chairperson from the nongovernmental members of the ECC.

**§ 3004 Meetings; organizational structure**

The Delaware Early Childhood Council (ECC) shall convene regularly-scheduled meetings at least 6 times annually. The ECC may form an executive committee from its members and other subcommittees. The ECC may form standing subcommittees including, but not limited to: professional development, quality rating and improvement system, data, and higher education. The ECC shall fulfill all the responsibilities designated under the above-referenced federal legislation for the State's Advisory Council on Early Childhood Education and Care.

**§ 3005 Staffing and annual reporting**

The Department of Education shall staff the Delaware Early Childhood Council (ECC) with support from the Interagency Resource Management Committee (IRMC) as needed. The ECC will report annually to the IRMC, the Governor, President Pro Tempore, Speaker of the House, and the General Assembly's committees on Education, Health and Social Services, and Health and Human Development regarding the status of its work and the progress of Council plans and proposals. A summary of the Council's work shall be included in the IRMC's annual report.

## **Delaware Comprehensive Early Childhood System** **Strategic Goals**

The success of Delaware's Comprehensive Early Childhood System relies heavily on the ability to successfully achieve the following goals, as established by the [Council's Strategic Plan](#), "Sustaining Early Success" in 2013:

### **Goal 1: A Healthy Start for All Children**

***Delaware children will become the healthiest in the nation: physically, emotionally and behaviorally.***

Accomplishing this requires a holistic view of the many factors that contribute to a child's healthy development. It also requires that all children will have access to comprehensive, high quality, family-centered developmental and medical care. Recognizing that children's social, emotional, and physical well-being are critical to their success in school and in life, our goal is to build on Delaware's strengths in supporting a healthy start and address essential gaps by mobilizing partnerships to increase young child developmental screening, referral and follow-up services.

### **Goal 2: High Quality Early Childhood Programs and Professionals**

***All Delaware children will have access to high quality early childhood programs and professionals.***

Accomplishing this requires continuous investment in *Delaware Stars for Early Success*, the state's quality rating and improvement system. The vital heart of Delaware's plan centers around increasing the number of top tier Stars programs, while also increasing the number of children with high needs enrolled in these programs. A skilled and stable early childhood workforce across all sectors (e.g. care providers, home visitors) is critical to attaining this goal and better outcomes for children. Delaware must also provide support to its early childhood workforce through financial and educational incentives, and access to professional development that includes partnerships with K-12 and higher education.

### **Goal 3: An Aligned and Effective Early Learning System, Birth through Third Grade**

***Delaware will create an early learning system that enables all children to arrive at school ready and eager to succeed and that prepares K-12 schools to further enrich children's early learning.***

Accomplishing this requires a seamless linkage between early learning and elementary programs that reflects consistency, continuity, and high-quality across all educational programs from birth through third grade. In turn, this requires implementing the Early Learning Survey and aligning professional development and educator preparation. It also requires structured communications between teachers and administrators - including the smooth transition of data between programs; strategies to support families in making the transition from early childhood programs to their child's elementary school, an increased understanding of the developmental needs of children by all stakeholders, and adaptations from the K-12 education system that enhance early learning practices.

#### **Goal 4: Sustained System Improvement**

***Delaware will develop and sustain policies, programs, and partnerships that generate continuous improvement in addressing the developmental needs of all children.***

Accomplishing this requires sustaining the work underway in the three preceding goals. It also requires the strengthening and reconfiguring state policies to overcome fragmentation, fill gaps in standards and services, and improve oversight and accountability. This also requires more effective coordination of services across agencies, including the integration of data and information systems and the systematic assessment of programs to determine what is working and what is needed. Fulfilling these requirements will be effective and sustainable only if we also take advantage of one of Delaware's great assets, our capacity for mobilizing partnerships and on-going collaborations across sectors to support the implementation of our priorities.

## DECC 2017 Accomplishments and Next Steps

In 2017 the DECC, its partners\* and subcommittees\*\* celebrated a number of accomplishments, including the following, which all have next steps associated that are underway in 2018:

- **Implementation of a competitive federal Early Childhood Comprehensive Systems Grant, focused on developmental screening** - Next steps include establishing care coordination to allow for a system to track not only screenings, but referrals and services, and to determine whether the services met the identified needs
- **Establishment of Delaware's Campaign for Grade Level Reading**, in partnership with the Annie E. Casey Foundation and many others - The Council is pleased to align the School Readiness (birth to age eight) work with the work it currently has underway via its three subcommittees
- **Development of the state's Child Care Development Fund plan** – The Child Care and Development Fund (CCDF) state plan serves as Delaware's application for funding and details how Delaware utilizes CCDF funds in compliance with Federal laws. DHSS develops this plan every three years in consultation with the Council.
- **Award of a W.K. Kellogg grant to support infant and toddler workforce development** – The Office of Early Learning is leading work to build a cohort model to credential these professionals
- **Award of additional federal Early Head Start slots**, to increase services in Kent and Sussex counties
- **Establishment of a common home visiting referral form statewide** to use as outreach tool for families. The Council hopes to leverage current programming and expand the impact to be able to reach more families

\*Partners listed in Section IV.

\*\*In 2016, the DECC formed three subcommittees to accomplish the work for its main priorities. They are Healthy Children, High Quality Programs and Workforce Providers and Early Learning Data and Policy. For more details, see Section IV.

## DECC 2018 Areas of Focus

In addition to continuing to implement the initiatives described above, the Council and its partners intend to focus in the following areas in 2018:

- **Workforce:** The early learning workforce is the most important factor in providing high-quality care and education to young children, yet the field has not gotten the attention it deserves. Stakeholders have been coming together for several years, prioritizing:
  - Alignment of professional development offerings and requirements
  - Higher levels of qualifications for the field—with greater levels of compensation
  - Aligned governance across state agencies
- **Purchase of Care:** Purchase of Care (Delaware's child care subsidy) reimbursement rates have not been increased since 2011, and our 2018 market study is anticipated to show that we are reimbursing at about half of the cost of care. With a new market study, the state will

have to identify how it will compensate providers of an important service. Delaware has been proud to have no waiting list, and we look forward to working with the state to ensure providers continue to take state subsidy and provide high levels of quality care.

- **Alignment with K-12:** With a birth to age eight focus, the Council continues to strengthen its work to align services for families from birth to age five and in the K-12 system.
  - The Campaign for Grade Level Reading has created an opportunity to focus on K-3, especially the alignment of curriculum, assessment, standards, and professional development—as well as summer learning opportunities, which are often provided by the organizations offering early childhood services, creating opportunities for alignment.
  - Delaware Readiness Teams across the state are engaging hundreds of volunteers and thousands of families to support families who have children entering Kindergarten, both with the registration process and with supporting their children's readiness. 2018 will mark the first statewide “campaign” to ensure children are registered on time, and to ensure a strengthened shared professional learning across early childhood and K-12 exists.

## **SECTION IV**

### **DECC 2017 Meeting Topics and Presenters**

Full meeting minutes are available at <https://publicmeetings.delaware.gov/> by meeting date

#### **January 18, 2017 Meeting**

- Early Childhood Advocacy Day / Making a Difference Conference – Dr. Michelle Shaivitz
- Healthy Children & Families Subcommittee – Crystal Sherman
- Newly Enacted Family/Large Family Child Care Home Regulations - Betty Gail Timm
- Child Care Development Fund Update – Belvie Herbert
- DE Stars Current Program Status Overview - Kristy Sheffler
- ECCS Impact Grant - Paulina Gyan
- WAGE\$ Program - Carmen Gallagher

#### **April 12, 2017 Meeting**

- Early Learning Panel Discussion - Madeleine Bayard, Dr. Susan Bunting, Kimberly Krzanowski
- Delaware Early Learner Survey - Caitlin Gleason
- Childcare Center Workforce Survey – Ariel Ford
- Child Care Development Fund - Belvie Herbert
- Expulsion Policy, Resource and Referrals, Market Rate – Subcommittee Chairs
- Campaign for Grade Level Reading – Michelle Taylor
- Early Childhood Quality Improvement Pathway System (EQulPS) - Rena Hallam
- Healthy Young Children & Families Subcommittee – Leslie Newman
- ECCS Impact Grant - Paulina Gyan
- SAIL Taskforce
- Delaware Afterschool Network - Regina Sidney-Brown
- 2017 Early Childhood Advocacy Day – Dr. Michelle Shaivitz
- Colonial Early Education Program (CEEP) – Dawn Alexander

#### **May 10, 2017 Meeting**

- Delaware Early Childhood Advocacy Day, T.E.A.C.H Early Childhood® Program and the Child Care WAGE\$® Program - Dr. Michelle Shaivitz, DEAEYC
- Early Head Start – Child Care Partnership Grant - Office of Early Learning Staff
- Early Transitions from IDEA Part C to Part B, Inclusion and the Expanding Inclusive Opportunities Committee (EIOC) – Kimberly Krzanowski
- Early Learning Strategic Professional Development (PD) Plan for Delaware - Kimberly Krzanowski

#### **July 25, 2017 Meeting**

- Governor's Office Position on Early Learning Initiatives – Jon Sheehan
- Campaign for Grade Level Reading – Madeleine Bayard
- Early Learning Budget in Delaware – Madeleine Bayard and Kimberly Krzanowski
- Overview of Star Level Funding Freeze and Tiered Reimbursement – Kimberly Krzanowski
- Community Connections Tour, the W.K. Kellogg Foundation Grant, Early Head Start Child Care Partnership and Stars Management Committee – Kimberly Krzanowski
- Child Care Development Fund Update – Ray Fitzgerald



- Early Transitions from IDEA Part C to Part B – Cindy Brown
- Workforce Survey Summary - DE Early Learner Survey – Caitlin Gleason
- Early Learning Professional Development Strategic Planning Committee for Delaware – Julie Johnson
- Healthy Young Children and Families Subcommittee including its work on the Ages and Stages Questionnaire and Home Visiting - Leslie Newman

### **September 27, 2017 Meeting**

- Overview of Budget Process / Tiered Reimbursement and DE Stars - Kimberly Krzanowski Amy Bonner, Jon Sheehan, Secretary of Education Susan Bunting
- Update on Healthy Young Children and Families Subcommittee which included MEICHV grants – Leslie Newman
- Sussex Early Childhood Council / Developmental screenings, Partnering with Nanticoke Hospital and others - Christine Olley
- DEAEYC - WAGE\$ program and the T.E.A.C.H. program – Dr. Michelle Shaivitz
- Office of Early Learning (OEL) Updates which included staffing updates, PD plan timeline update, W.K. Kellogg Foundation grant, and a De Stars Management Committee update – Kim Krzanowski

### **November 29, 2017 Meeting**

- Early Learning Conversation – Jon Sheehan
- Purchase of Care (POC) and Tiered Reimbursement payments, POC Market Rate Study and Home Visiting Funding – Madeleine Bayard
- Wilmington Early Care and Education Council Update Professional Development Resource Center - Victoria Mells-Clymer
- Overview of the Delaware 211 Program - Donna Snyder-White
- Military children programs, events and initiatives – Debbie Taylor
- Parents as Teachers and 2016-2017 Affiliate Performance Report - Kimberly Nelson and Sarah Milner
- “What is Delaware Project Launch” document. – Mary Moor
- Office of Early Learning’s new Mission and Vision statements, and the QRIS Redesign – Kimberly Krzanowski
- Child Care Development Fund Suspension/Expulsion Draft Policy – Gail Eden
- Delaware Readiness Teams - Diane Frentzel
- Campaign for Grade Level Reading – Madeleine Bayard

**DECC Subcommittee:**  
**Early Learning Data and Policy Committee**

**Key Responsibilities and Priorities**

- Monitor federal and state and legislative, regulatory and policy activities relating to DECC's mission
- Identify and recommend strategies, based on the overall Delaware Early Childhood Council Strategic Plan, to maximize legislation, regulations and policies to facilitate the fulfillment of DECC's mission
- Inform and engage Council members and the stakeholder community concerning relevant legislative, regulatory and policy activities.
- Ensure that Council members possess the requisite knowledge and skills to advocate on relevant issues
- Promote coordination across agencies and programs contributing early childhood data to federal and state reports and plans
- Identify standard data reports necessary to advance Delaware's early learning system
- Provide feedback on current data exchanges, data processes, data quality, and data utilization

**Key Accomplishments**

- Statewide release of Delaware Early Learner Survey Data (Fall 2016 and 2017)
- 2016 Workforce Study released
- QRIS Redesign underway
- Exploration of how to collect better outcomes data on early learning investments:
  - Kindergarten Registration Data Collection Campaign
  - Child Outcome Analysis Across Preschool and Kindergarten

## **DECC Subcommittee:** **Healthy Young Children & Families Committee**

### **Key Responsibilities and Priorities**

- Identify strategic priorities for healthy young children & families based on the overall strategic plan for the Delaware Early Childhood Council, and recommend strategies for new program development or continuous improvement of existing programs and services:
- Priorities include that every child should have a developmental screening, optimal brain development and an informed parent
- Review and recommend periodic program evaluations
- Identify opportunities for cross-system collaboration and coordination to improve services, leverage funds, or create new funding sources for early health initiatives
- Work in collaboration with the Home Visiting Advisory Board, Inclusion Committee, Project Launch, and others to identify strategies to support high-quality inclusive early childhood opportunities

### **Key Accomplishments**

- Engagement of subcommittees and partners including
  - Early Childhood Inclusion Committee
  - Early Childhood Comprehensive Systems
  - Home Visiting Advisory Board
- Implementation of Early Childhood Comprehensive Systems (ECCS) grant and data collection
- Development of Home Visiting Matrix and common referral form, which simplifies referral process, particularly for medical professionals
- Continued Implementation of Project Launch

**DECC Subcommittee:**  
**Early Learning Programs and Workforce Committee**

**Key Responsibilities and Priorities**

- Identify strategic priorities, based on the overall Delaware Early Childhood Council Strategic Plan, to raise the quality and retention of early learning programs and practitioners for young children and families.
- Recommend strategies for new program development or continuous improvement of existing programs and services.
- Review and recommend periodic program evaluations.
- Identify opportunities for cross-system collaboration and coordination to improve services, leverage funds, or create new funding sources for early learning initiatives.
- Advise and monitor implementation of the state's Strategic Plan for Professional Development and bring updates and issues forward to the full Council.
- Monitor/advise policy recommendations on POC rates and requirements
- Work to advise/develop policy recommendations for a professional development system for early childhood professionals
- Monitor/advise policy recommendation for qualifications and professional development requirements for the early education workforce
- Monitor/advise on issues/policies for Delaware Stars
- Recommend/advise improvements for early intervention and behavioral health support for young children

**Key Accomplishments**

- Early Learning System Professional Development Committee formed and researched recommendations on statewide Professional Development best practices (ongoing)
- Made recommendations regarding the redesign of TEACH and WAGE\$ to serve more professionals
- Implementation of DEAEYC/W. K. Kellogg Foundation grant to provide social services in early learning centers

## **DECC Partner List**

The Early Childhood Council thanks the many community partners for their commitment and dedication to strengthening programs and services for Delaware's young children and their families. Their ongoing commitment is essential for creating and sustaining the comprehensive early childhood system described within this plan.

Campaign for Grade Level Reading (CGLR)  
Child Development Watch (CDW)  
Child Find  
Children and Families First (CFF)  
Delaware Chapter, American Academy of Pediatrics  
Delaware Afterschool Network  
Delaware Association of School Administrators (DASA)  
Delaware Association for the Education of Young Children (DEAEYC)  
Delaware Business Roundtable Education Committee  
Delaware Department of Education (DDOE or DOE)  
Delaware Head Start Association (DHSA)  
Delaware Chief School Officers Association (DCSOA)  
Delaware Institute for Arts Education  
Delaware General Assembly  
Delaware Readiness Teams  
Delaware State Board of Education (DSBE)  
Delaware State Education Association (DSEA)  
Delaware State Head Start Collaboration Office  
Delaware Technical & Community College (DTCC)  
Department of Services for Children, Youth and Their Families (DSCYF)  
Department of Health and Social Services (DHSS)  
Early Childhood Comprehensive System/COIIN  
Family Services Cabinet Council (FSCC)  
Fund for Women, Delaware Community Foundation  
Fresh Start Foundation  
Governor's Advisory Council for Exceptional Citizens (GACEC)  
Help Me Grow 211  
Home Visiting Advisory Board (HVAB)  
Inclusion Committee  
Montessori Teachers Association of Delaware  
Nemours Health and Prevention Services  
Nursery Kindergarten Association of Delaware  
Office of Child Care Licensing (OCCL)  
Office of Early Learning (OEL)  
PNC Bank  
Prevent Child Abuse Delaware (PCAD)  
Privately Owned Child Care Business Owners  
Project Launch  
Rodel Foundation of Delaware  
State of Delaware P-20 Council  
Sussex County Early Childhood Council (SCECC)  
United Way of Delaware (UW)  
University of Delaware (UD)/Delaware Stars for Early Success (DE Stars)/  
and Delaware Institute for Excellence in Early Childhood (DIEEC)  
Vision Coalition  
Wilmington Early Care and Childhood Council (WECEC)  
Wilmington Education Improvement Commission/Meeting the Needs of Students in Poverty Committee  
Workforce Development Board

## **SECTION V**

### **Appendices**

- Appendix A: DECC Members and Ex-Officios List
- Appendix B: DECC Subcommittee: Early Learning Programs and Workforce Providers
- Appendix C: DECC Subcommittee: Healthy Young Children and Families
- Appendix D: DECC Subcommittee: Data and Policy
- Appendix E: DECC/Campaign for Grade Level Reading Structure Chart
- Appendix F: Campaign for Grade Level Reading (CGLR) Goals Chart
- Appendix G: Home Visiting Matrix
- Appendix H: Early Learner Survey Data
- Appendix I: Workforce Study Summary
- Appendix J: Project Launch Summary
- Appendix K: ECCS Summary

## APPENDIX A

**DECC MEMBERS AND EX-OFFICIO MEMBERS AND SUPPORT STAFF**

<b>Members</b>			
<b>Role Defined in Code</b>	<b>Last</b>	<b>First</b>	<b>Organization</b>
<b>3.a</b> Two center-based early care and education providers	Clendaniel	Cheryl	The Learning Center
	Johnson	Julie	Tender Loving Kare Child Care & Learning Centers
<b>3.b</b> One family-home based early care and education provider	Monsanto	Carrette	Family Child Care Provider
<b>3.c</b> One parent whose child participates in early childhood services	Hill	Tamika	Complexities of Color
<b>3.d</b> One Delaware Head Start/Early Childhood Assistance Program Association Representative	Beck	Heidi	Delaware Head Start Association
<b>3.e</b> One Representative of a state-wide early care and education resource and referral agency	Newman	Leslie	Children and Families First
<b>3.f</b> Two representatives from advocacy organizations focused on children's health and well-being	Thompson	Kelli	Nemours
	VACANT		
<b>3.g</b> One representative of the Delaware Association for the Education of Young Children	Shaivitz	Dr. Michelle	Delaware Association for the Education of Young Children
<b>3.h</b> One public school district superintendent	Blakey	Dr. Dolan	Colonial School District
<b>3.i</b> One higher education representative who is also serves on the P-20 Council	Rich	Dr. Daniel	University of Delaware
<b>3.j</b> One business community representative	VACANT		
<b>3.k</b> Two community members	Taylor	Michelle	United Way of Delaware
	Bayard	Madeleine	Rodel Foundation
<b>3.l</b> One representative of the General Assembly	Heffernan	Debra	Delaware House of Representatives
<b>3.m</b> The State Director of Head Start Collaboration	Connor	Angela	Department of Education - Office of Early Learning



<b>3.n</b> A representative of the Delaware Department of Health and Social Services, representing children's health, child care subsidy, and Part C of IDEA	Griff-Cabelli	Rosanne	Department of Health and Social Services
<b>3.o</b> A representative of the Delaware Department of Services for Children, Youth and Their Families, representing child mental health, child care licensing, and family services	Mette	Jacqueline	Department of Services for Children, Youth & Their Families
<b>3.p</b> A representative of the Delaware Department of Education representing early childhood professional development, section 619 of IDEA and state early learning guidelines	Krzanowski	Dr. Kimberly	Department of Education - Office of Early Learning
<b>3.q</b> Ex Officio, non-voting members shall include the director of the Early Development and Learning Resource Center of the Department of Education	Krzanowski	Dr. Kimberly	Delaware Department of Education - Office of Early Learning
<b>3.q</b> Ex Officio, The chair of the Family Support Coordinating Council	DeRasmo	Karen	Prevent Child Abuse in Delaware
<b>3.q</b> Ex Officio, The director of the State's Institute for Excellence in Early Childhood Education	Buell	Martha	University of Delaware, DIEEC
<b>3.q</b> The ECC may appoint Ex-Officio members and advisors to assist them in meeting their responsibilities	Freel	Ed	IPA/SPPA, University of Delaware
	Perez	Takeya	Department of Social Services, DHSS
	Moor	Mary	DSCYF/Division of Prevention and Behavioral Health Serv.
	Rattay	Karyl	Delaware Division of Public Health
	Taylor	Debbie	Child Care Aware of America
	Timm	Elizabeth	DSCYF - Office of Child Care Licensing
	Wilson	Michelle	Capital School District; Booker T. Washington

Support Staff			
	Shahan	Marcie	Delaware Department of Education - Office of Early Learning

## **APPENDIX B**

**DECC SUBCOMMITTEE – EARLY LEARNING PROGRAMS AND WORKFORCE PROVIDERS**  
**(HIGH QUALITY PROGRAMS AND PROFESSIONALS)**

**Julie Johnson, Chair**  
**Carmen Gallagher, OEL Staff**

<b>MEMBERS</b>	
<b>Name</b>	<b>Title &amp; Affiliation</b>
<b>Alexander, Dawn</b>	Preschool Expansion Coordinator, Colonial School District
<b>Cannon, Phyllis</b>	Lake Forest School District
<b>Clendaniel, Cheryl</b>	Administrator, The Learning Center
<b>Coldiron, Lisa</b>	Read Aloud Delaware, Sussex Co.
<b>Dickerson, Toni</b>	Sussex Preschools
<b>Fisher-Klein, John</b>	Education Specialist, Department of Education
<b>Gallagher, Carmen</b>	Education Associate, Quality Assurance, Office of Early Learning
<b>Gibbs, Cynthia</b>	Education Specialist, Wilmington Head Start
<b>Gleason, Caitlin</b>	Office of Early Learning, Education Associate
<b>Hall, Shebra</b>	DHSS/DMS, Trainer Part C/CDW; Training/Education Administrator
<b>Hirschbiel, Mary</b>	Read Aloud Delaware, New Castle Co.
<b>Inter, Beth</b>	Director, Early Development Center/ DTCC
<b>Jezyk, Lynn</b>	Independent ECE Advocate
<b>Johnson, Julie</b>	Owner, TLK Academy
<b>Keating, Andria</b>	Babes on the Square Too
<b>Moses, Trisha</b>	Boys and Girls Club, VP of Operations
<b>Prettyman, Andrea</b>	Program Manager, Delaware Stars Capacity Grant, DIEEC
<b>Randall, Mary</b>	Smyrna School District
<b>Ross, Lucinda</b>	St. Michaels
<b>Shaivitz, Dr. Michelle</b>	Executive Director, DAEYC
<b>Sheffler, Kristy</b>	UD DE Stars – DIEEC
<b>Shelton, Amber</b>	Christina School District
<b>Spencer, Michelle</b>	T.E.A.C.H. Coordinator, DAEYC
<b>Taylor, Debbie</b>	Child Care Aware of America

## **APPENDIX C**

**DECC SUBCOMMITTEE – HEALTHY YOUNG CHILDREN AND FAMILIES (HEALTHY START)**

**Leslie Newman, Chair  
Crystal Sherman, DHSS Staff**

<b>MEMBERS</b>	
<b>Name</b>	<b>Title &amp; Affiliation</b>
<b>Alexander, Dawn</b>	Preschool Expansion Coordinator, Colonial School District
<b>Beck, Heidi L.</b>	Director, Delaware Head Start Association
<b>Brown, Cindy</b>	619 Part B Coordinator, Office of Early Learning
<b>Campbell, Susan</b>	Part C Coordinator, Birth to Three, Div of Mngmt. Serv., DHSS
<b>Connor, Angela</b>	DOE/OEL, Head Start Collaboration Director
<b>DeRasmo, Karen</b>	Executive Director, Prevent Child Abuse In Delaware
<b>Haberstroh, Susan</b>	DOE – School Supports
<b>Hartz, Karen</b>	Latin American Community Center, Inc.
<b>Isabell, Edward</b>	Disabilities/Health Specialist, Wilmington Head Start
<b>Keating, Andria</b>	Babes on the Square Too
<b>Moor, Mary</b>	Early Childhood Mental Health Advisor, DPH/DSCYF
<b>Mumford, Nicole</b>	Private Citizen
<b>Newman, Leslie</b>	CEO, Children & Families First
<b>Rudolph, Katherine J.</b>	Corporate Director, Medical Group Operations Christiana Care Health System
<b>Sherman, Crystal</b>	Public Administrator, Department of Public Health
<b>Smith, Nancy</b>	Social Services Senior Administrator, DHSS
<b>Snyder-White, Donna</b>	United Way of Delaware
<b>Thompson, Kelli</b>	Nemours
<b>Youmens, Denicia</b>	Health Coordinator, Telamon

**APPENDIX D**

**DECC SUBCOMMITTEE – DATA AND POLICY (ALIGNED BIRTH – THIRD GRADE)**

**Madeleine Bayard, Chair  
Caitlin Gleason, OEL Staff**

<b>MEMBERS</b>	
<b>Name</b>	<b>Title &amp; Affiliation</b>
<b>Acquah, Irene</b>	Read Everyday, Inc.
<b>Acquah, Jonas</b>	Read Everyday, Inc.
<b>Alexander, Dawn</b>	Preschool Expansion Coordinator, Colonial School District
<b>Barlow, Janice</b>	Director of KIDS COUNT, University of Delaware
<b>Barrett, Christine</b>	Kindergarten Teacher, Lake Forest School District
<b>Bayard, Madeleine</b>	Vice President, Policy & Practice, Rodel Foundation
<b>Beck, Heidi L.</b>	Director, Delaware Head Start Association
<b>Bowen, Jane</b>	Executive Director, Newark Day Nursery
<b>Brancato, Kim</b>	Principal, Appoquinimink Preschool Center
<b>Comegys, Jim</b>	Red Clay Consolidated School District
<b>Constable, Alison</b>	Director of Professional Development Delaware Institute for Excellence in Early Childhood
<b>Edwards, Shysheika</b>	Program Administrator, Christina Cultural Arts Center
<b>Fox, Mary</b>	Big Brothers, Big Sisters, Inc.
<b>Freel, Ed</b>	Policy Scientist, University of Delaware
<b>Frentzel, Diane</b>	Delaware Readiness Teams
<b>Geisler, Peggy</b>	Executive Director, Sussex County Health Promotion Coalition
<b>Gleason, Caitlin</b>	Education Associate, Alignment & Professional Development Office of Early Learning, Department of Education
<b>Good, Ranie</b>	Communications Consultant, Office of Early Learning
<b>Griff-Cabelli, Rosanne</b>	Chief Administrator, Planning, Coordination & Quality Control DHSS
<b>Herbert, Belvie</b>	Social Services Senior Administrator, DHSS
<b>Kelly, Kathy</b>	Education Associate, Language Arts/Literacy & eLearning, Department of Education
<b>Koester, Jennifer</b>	Education Specialist, Research & Data Analysis Department of Education
<b>Magarik, Molly</b>	Deputy Principal Assistant to the Secretary, Department of Health and Social Services
<b>Mazza, Barbara</b>	Education Associate, IDEA, Department of Education
<b>Mette, Jackie</b>	Chief Policy Advisor, Department of Services for Children, Youth & Their Families

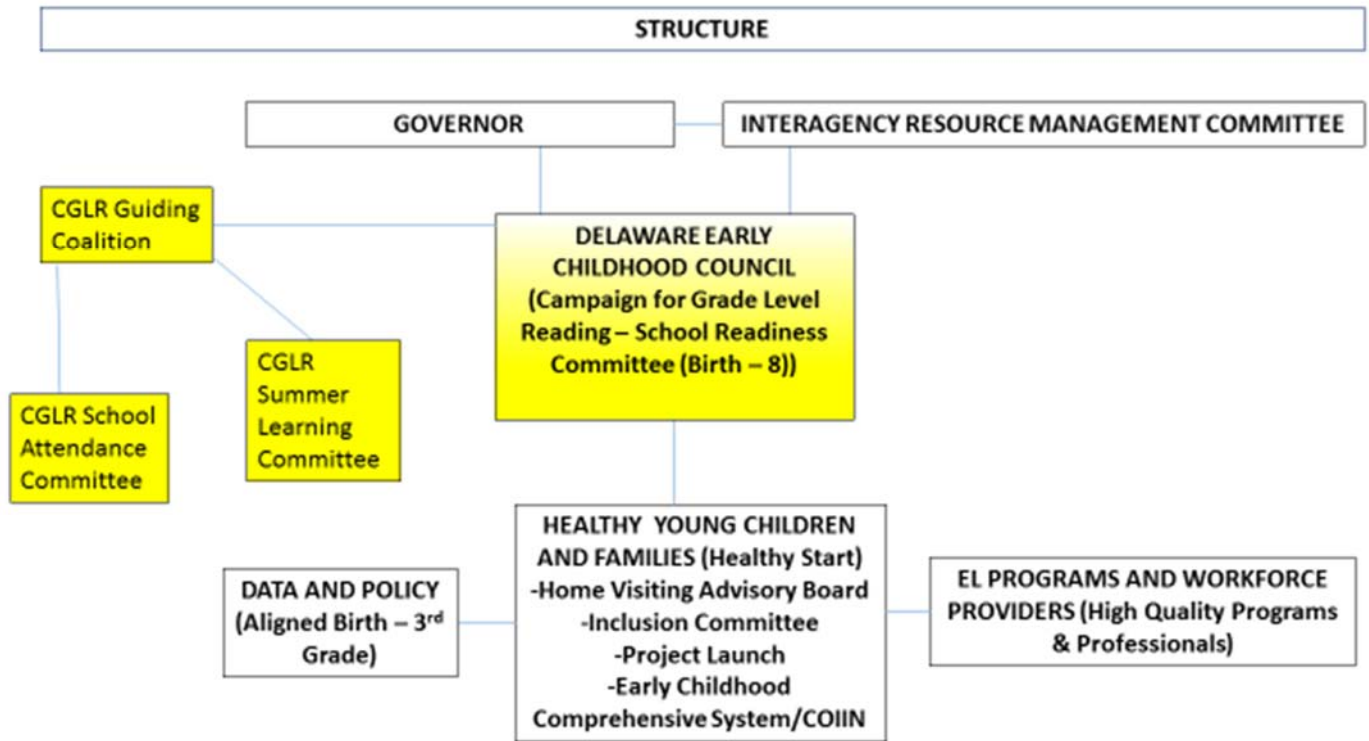


<b>Mieczkowski, Mary Ann</b>	Director, Exceptional Children Resources Department of Education
<b>Poland, Mollie</b>	Program & Policy Analyst, Nemours
<b>Raser-Schramm, Erik</b>	Board Member, DEAEYC
<b>Robinson, Tanya</b>	DECC Lake Forest
<b>Schreiber, Karen</b>	Sussex Preschool – Sprouts Cove Island
<b>Shaivitz, Michelle</b>	Executive Director, DEAEYC
<b>Sheffler, Kristy</b>	Director, Delaware Stars , University of Delaware
<b>Sherretz, Kelly</b>	Associate Policy Scientist, University of Delaware
<b>Snyder-White, Donna</b>	Delaware 2-1-1
<b>Stevens, Deb</b>	DSEA
<b>Stewart Tweedie, Meredith</b>	Vice President, Government Affairs and Strategic Engagement Christiana Care
<b>Williams, Whitney</b>	Christina School District
<b>Wilson, Michelle</b>	Kindergarten Teacher, Capital School District
<b>Zankowsky, Linda</b>	Associate Director, Center for Teacher Education, University of Delaware

## APPENDIX E

## DECC/CAMPAIGN FOR GRADE LEVEL READING STRUCTURE CHART

The charge of the DECC has expanded to include the new Campaign for Grade Level Reading initiative, as indicated below by the Structure Chart. This chart visually depicts the organizational structure of the Interagency Resource Management Committee and the Delaware Early Childhood Council, as well as the Campaign for Grade Level Reading and its subcommittees.



## **APPENDIX F**

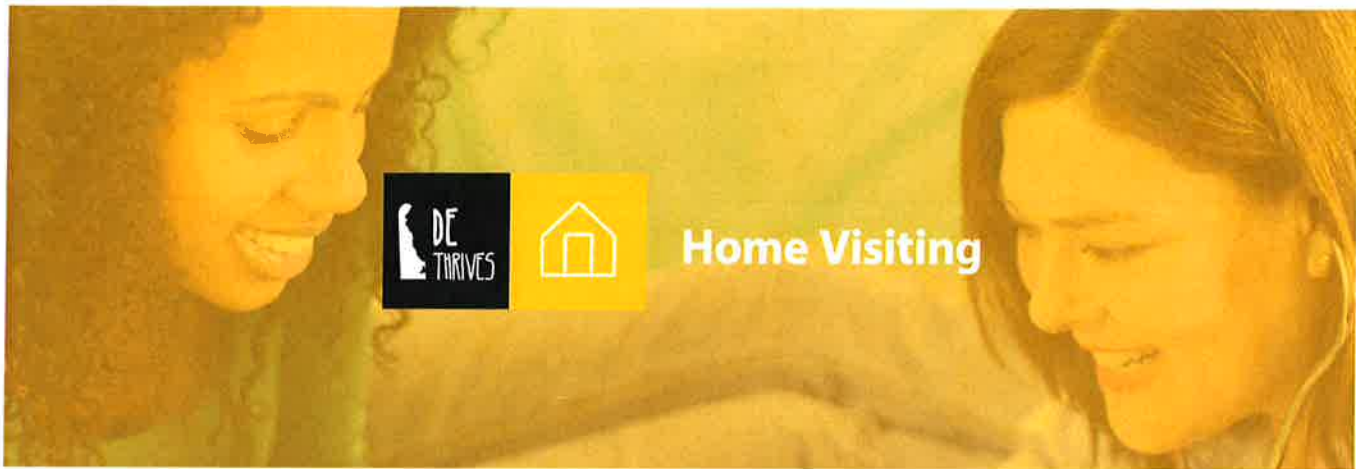
## CAMPAIGN FOR GRADE LEVEL READING GOALS CHART

**Vision:** Ensure that all children (birth through age 8) are properly prepared and ready to achieve academic success and most importantly, are reading at or above grade level by the end of third grade (as measured by being proficient on the statewide Third Grade English Language Arts Assessment).

**Desired Overall Outcome and Impact:** More children from high need Promise Communities are reading at or above grade level at the end of first, second, and third grade.

<b>SCHOOL READINESS GOALS</b> <i>The School Readiness Committee covers the first 3 goals of the Campaign and addresses children from birth to age eight and their families.</i>	<b>Goal 1 - A Healthy Start for All Children</b>
	1.1 – Provide high-quality developmental, vision, hearing, and literacy screening and follow-up services.
	1.2 – Expand evidence-based home visiting services for families of children most at-risk of school failure.
	<b>Goal 2 – High Quality Early Childhood Programs and Professionals, Birth to Third Grade</b>
	2.1 - Achieve high quality improvement through the Delaware STARS initiative.
	2.2 – Invest in a more highly skilled and well-supported early childhood work force.
	<b>Goal 3 – Aligned and Effective Early Learning System, Birth Through Third Grade, with Shared Accountability and Continuous Quality Improvement</b>
	3.1 – Strengthen family, community and school engagement in early learning, with a special emphasis on engaging families in policy, practice, and intervention planning to ensure that their perspective is included in the system.
3.2 - Develop and implement unified learning standards and assessments, birth through second grade for seamless alignment with the standards for third grade and beyond.	
3.3 – Provide shared programs of preparation and professional learning for early learning and elementary school educators and administrators.	
3.4 – Increase the social work, early intervention, and behavioral health services and resources in early learning, elementary school, and community settings.	
<b>SUMMER LEARNING LOSS GOALS</b>	<b>Goal 4 – Accessible High Quality Summer Enrichment Programs for Children, Kindergarten through Third Grade</b>
	4.1 – Increase the quality and quantity of summer enrichment programs in school and out of school settings, especially those that emphasize reading instruction using unified standards to ensure that programs are aiming for common goals.
	4.2 – Increase the accessibility of quality summer enrichment programs to children living in high need communities. Quality is defined as being based on evidence-based or promising practices.
	4.3 - Increase the accessibility of supportive services to meet the unique needs of children and families to make it possible for them to participate in the summer enrichment programs.
	4.4 – Increase the engagement of families in programs to promote summer learning.
<b>SCHOOL ATTENDANCE GOALS</b>	<b>Goal 5 - Goals/Objectives for School Attendance</b>
	5.1. - Regularly monitor the attendance of children in childcare and school settings.
	5.2 - Intervene early with families to address the challenges that impact the regular and on-time attendance of their children.

**APPENDIX G**



Evidence Based Home Visiting Model	Operating Agency
Healthy Families of America (HFA)	Division of Public Health
Parents as Teachers (PAT)	Department of Education
Nurse-Family Partnership (NFP)	Children and Families First
Early Head Start (EHS)	Department of Education University of Delaware

Program Name	28 Weeks Gestation Or Less	1st Time Pregnancy	Subsequent Pregnancy Or Have Child 3 Months of Age or Younger	Substance Abuse	Low Income	Child 36 Months Or Younger	Medicaid Eligible	At Risk	Location Served
Smart Start/HFA			✓				✓		Statewide
HFA-CFF			✓				✓		Statewide
PAT-Polytech						✓		✓	Kent and Sussex Counties
PAT-DECC								✓	Kent and Sussex Counties
PAT-Christina School District								✓	New Castle County
Nurse-Family Partnership	✓	✓			✓				Statewide
Early Head Start					✓	✓			Statewide

**At Risk, must be at least one of the following:**

- Teen parent
- Child w/disability or chronic health condition
- Parent w/disability or chronic health condition
- Parent w/mental illness
- Low educational attainment
- Low income
- Recent immigrant or refugee family
- Substance abuse
- Homeless or unstable housing
- Very low birth weight
- Domestic violence
- Child abuse or neglect

## **APPENDIX H**





## DELAWARE EARLY LEARNER SURVEY 2017 KEY FINDINGS

### DE-ELS Defined



*An observational tool through which kindergarten teachers indicate children's progress toward attaining skills that lead to success in school and life.*

The Delaware Early Learner Survey (DE-ELS) is based on an existing, reliable and nationally recognized tool (Teaching Strategies *GOLD*®) also used by early learning professionals in Delaware Stars programs.

Furthering Delaware's priorities for birth through third grade, this tool is:

- Aligned – with Delaware's Early Learning Foundations and K-12 state standards
- Inclusive – for use with the diversity of Delaware's early learning population
- Developmentally Appropriate – affirming opportunities for the whole child to learn through play, exploring their environment, and interacting with their peers

An advisory committee of Delaware leaders guided the survey creation and kindergarten teachers piloted it in 2012. The survey was implemented statewide for the first time in 2015, and annual teacher feedback provides continuous improvement.

Teachers observe all Delaware kindergarten students during the first 30 days of school, and data from the survey:

- Helps teachers customize instruction to meet children's developmental needs
- Informs ongoing efforts to improve educational quality

### What Does the 2017 Early Learner Survey Tell Us?

98% of Delaware kindergarten students were surveyed in six developmental domains.

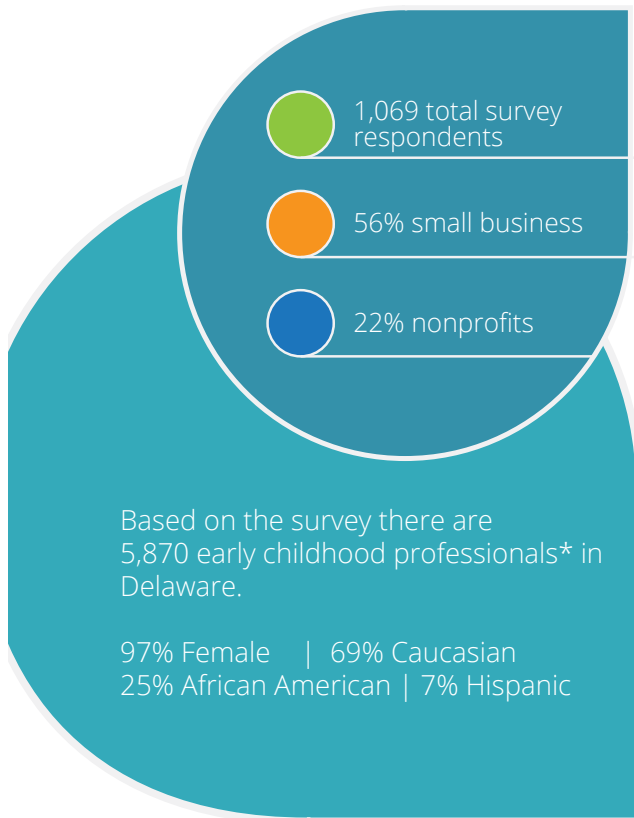
Examples within each domain, and the % of students who are accomplished at kindergarten entry, follow:

Domain	Examples of child activity:	2017 Results	
		Not Accomplished	Accomplished
<b>1. Social and Emotional</b>	Sustains positive interactions with small group of other children, Shares materials in the classroom and outdoors	45%	55%
<b>2. Physical</b>	Holds drawing or writing tools, Steers wheelchair, Can pedal or push objects that move	36%	64%
<b>3. Language</b>	Follows multistep directions, Uses long sentences, Describes use of items	38%	62%
<b>4. Literacy</b>	Recognizes and names as many as 10 letters, Indicates where to start reading and what direction to follow, Retells story details	31%	69%
<b>5. Cognitive</b>	Sustains work on interesting tasks, Can ignore distractions and interruptions, Uses drawings or movements to represent ideas	46%	54%
<b>6. Mathematics</b>	Verbally counts to 20, Counts 10-20 objects accurately, Describes basic 2D and 3D shapes using own words	56%	44%

Full report: [www.doe.k12.de.us/DE-ELS](http://www.doe.k12.de.us/DE-ELS)

## **APPENDIX I**

# CENTER BASED EARLY CHILDHOOD WORKFORCE STUDY



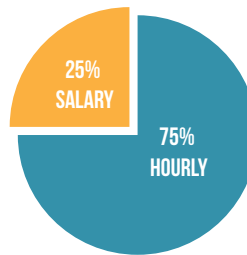
## KEY FINDINGS

This 2016 workforce study surveyed early childhood professionals\* serving children – from birth through age five – in Delaware early learning centers, community centers, and school districts. Family child care programs were not surveyed.

**"Qualified and well-compensated early learning professionals are the cornerstone of high-quality early childhood programs"**

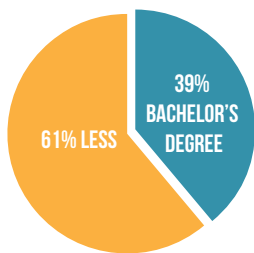
- National Governor's Association, Center for Best Practices

## EARLY LEARNING COMPENSATION



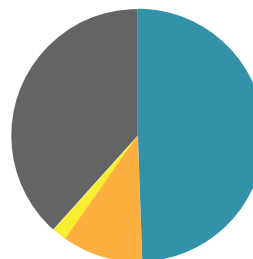
- Average compensation = \$11.60/hour
- Early childhood professionals\* working in Star level 4 and 5 facilities report a slightly higher average pay = \$12.20/hour

## HIGHER EDUCATION



A higher rate of Bachelor's degrees was reported by early childhood professionals in New Castle County (34%) than in Kent County (23%) or Sussex County (22%).

## TYPE OF BACHELOR'S DEGREE



- 48% Early Childhood Education
- 10% Elementary Education
- >2% Human Development
- 37% Other

EARLY CHILDHOOD WORKFORCE BENEFITS	All programs	Star 4 or Star 5 program
Health Insurance	40%	51%
Dental Insurance	31%	42%
Retirement Benefits	31%	42%
Sick Leave	53%	63%

## STUDY ORIGIN

In 2016, the Delaware Department of Education (DDOE) engaged the University of Delaware Center for Applied Demography & Survey Research to conduct a study of the Delaware early childhood workforce. 4,300 surveys were mailed to a random selection of early childhood administrators, curriculum coordinators, educators and interns. 1,069 responses were received, making the effective response rate 30.9%. The study builds upon several previous studies on early childhood educators and administrators in Delaware.

## APPENDIX J

## PROJECT LAUNCH SUMMARY

### **Division of Prevention and Behavioral Health Services Delaware Project LAUNCH Early Childhood Mental Health Promotion and Prevention Initiative March 9, 2018**

Delaware's Project LAUNCH utilizes the **Linking Actions for Unmet Needs in Children's Health** federal framework to promote the wellness of young children from birth to 8 years by addressing the physical, social, emotional, cognitive and behavioral aspects of their development. These efforts further advance Delaware's shared vision for the wellness of young children through coordination and collaboration with local and state child-serving systems and the integration of behavioral and physical health services to ensure children are thriving in safe, supportive environments and entering school ready to learn, succeed and sustain gains. This initiative's community of focus is the section of Wilmington that is the school feeder pattern for Red Clay Consolidated School District's Shortlidge Academy and Warner Elementary. These are communities long identified with multiple environmental risk factors and gaps in services/supports for young children, birth to 8 years, and their families and are communities with high poverty, have experienced high crime and violence and have few high quality early care and education programs.

There are five core prevention and promotion strategies identified by SAMHSA for Project LAUNCH:

- ❖ Screening and assessment in a range of child-serving settings
- ❖ Integration of behavioral health into primary care
- ❖ Mental health consultation in early care and education
- ❖ Enhanced home visiting with a focus on social and emotional well-being
- ❖ Family strengthening and parent skills training

#### **Key Project Activities Include:**

- **Direct Services:** Early Childhood Mental Health Consultation (ECMHC) and Delaware Stars Technical Assistance available across early learning programs; Intensive Family Consultation (IFC) provides support, resource connection and case management to families; and Integrated Behavioral and Physical Health Well-Visits at the two local Nemours DuPont Pediatric Clinics (Jessup Street and St. Francis) where child psychologists can meet with families during well-visits.
- **Supporting PATHS®, an Evidence-Based Social Emotional Learning Model:** Universal school-wide classroom-based intervention for pre-school and elementary students to reduce aggression and behavior problems in children. The PATHS® curriculum teaches skills in five conceptual domains: self-control, emotional understanding, positive self-esteem, relationships and interpersonal problem solving. Shortlidge Academy and Warren Elementary implemented the curriculum in the 2016/2017 school year. In August 2017, LAUNCH offered PATHS® training to early learning programs including Wilmington Head Start (27 classrooms), RCCSD's Early Years Programs at Warner and Lewis Dual Language Elementary Schools (5 classrooms), Sharon Temple Learning Center (1 classroom).
- **Family Engagement, Strengthening and Support**
  - Grandparent Support Group in partnership with the Wilmington Senior Center to reach older generations raising young children. Provides enhanced content around parenting skills and social and emotional wellness.
  - Days of Wonder, a parenting group for parents of infants at Nemours. Strategies are based on researched practices such as the CDC positive parenting tips and focus on attachment, understanding baby cues and infant development topics.

- Local Family Activity Nights in partnership with New Castle County Parents as Teachers (PAT) for children birth to age 5 that are structured to strengthen skills of families to engage with their children, work to enhance developmental skills, and promote socialization through play and music. Open to all community families with young children not just those actively receiving home-visiting service. Similar activities are available through PAT but have never been offered in the city of Wilmington
- Community Cafés Series for Families - a dinner and discussion co-led by parent volunteers who live in the community and geared to advance parent leadership and parent-community partnerships. Based on the World Café Model, the cafés promote the protective factors framework: Resilience, Knowledge of Parenting and Child Development, Concrete Supports, Social Connections, and the Social Emotional Competence of Children, Trauma and related Social and Emotional topics.
- **Community/Family Engagement and Outreach Through Events at the Local Elementary Schools** to promote social and emotional wellness and overall early childhood development: Healthy Families/Healthy Kids Dinner, Anti-Bullying Dinner, Math/Reading Night. Average 100-150 families/children in attendance. These events are in partnership with CFF/Red Clay Community Schools Initiative.
- **Professional Development for Statewide Early Care and Education Programs and the Home-Visiting Network.**
- **Support Enhanced Developmental Screening and Assessment** through dedicated 211/Help Me Grow staff member. Additional, enhanced screening efforts provided at Nemours and early learning providers. Partnership with the Early Childhood Comprehensive Systems (ECCS) Impact Grant.

**Outcomes Based on the Federal Indicators of Performance that Measure Infrastructure Development, Prevention and Mental Health Promotion (through 12/31/2017)**

- WD2 (Workforce Development): Number of people in the mental health and related workforce trained in mental health-related practices/activities that are consistent with the grant goals = 588
- PC2 (Partnerships and Collaboration): Number of organizations collaborating, coordinating and sharing resources with other organizations as a result of the grant = 137
- A4 (Accountability): Percentage of advisory or work group members who are consumers/family members = 13.3% (Federal Standard is 10%)
- S1 (Screening): Number of individuals screened for mental health or related interventions = 2018
- T3 (Services): Number of people receiving evidence-based mental health-related services as a result of the grant = 1100 (Intensive Family Consultation, Early Childhood Mental Health Consultation, Integrated Well Visits, Family Strengthening Support)
- R1 (Referrals): Number of individuals referred to mental health or related services = 133 (Parent-Child Interaction Therapy and other behavioral health treatment services, Home-visiting, Child Development Watch, ChildFind)

**APPENDIX K**

## ECCS SUMMARY

### **Delaware Early Childhood Comprehensive Systems Impact Grant (ECCS Impact) Overview**

The ECCS Impact program attempts to shape future quality of life, including health, economic, emotional, physical and social outcomes by promoting responsive, nurturing relationships in safe, engaging environments in the earliest years to build a healthy foundation for childhood development.

**GRANT PURPOSE:** The purpose of the ECCS Impact grant is to enhance early childhood systems building and demonstrate improved outcomes in population-based children's developmental health and family well-being through the use of a *Collaborative Innovation Improvement Network (ColIN)*. *ColIN is a group of self-motivated people (or organization) with a collective vision enabled by the Web to collaborate in achieving a common goal by sharing ideas, information and work.*

Children's developmental health includes surveillance, screening, referral (if necessary), and follow up to ensure linkages and early intervention services for children birth through kindergarten entry. The ECCS Impact grant also strengthens leadership and expertise in continuous quality improvement and support innovation, while achieving greater collective impact in EC systems at all levels.

**FUNDING:** The Health Resources and Services Administration grant will be awarded over a 5 year period at \$426,600 per year.

**GRANT AIM:** The overall aim is for participating communities to show a **25% increase from baseline in age appropriate developmental skills among their community's 3 year olds over 60 months. (By 2021)**

**PARTNERSHIP:** For its purposes, the Delaware's ECCS impact program is collaborating with 2 place-based communities - the combined team of the **Sussex County Health Coalition and the Sussex Early Childhood Council** in Sussex County and; **the joint team of five Readiness Teams in New Castle County**. The Delaware Readiness Teams also be partners with Delaware's **Public Allies** to fulfil parts of the grant activities. In addition, the ECCS team is represented by state level partners from Birth to Three; Child Development Watch; School Districts; Child Find; University of Delaware, Delaware 2-1-1/Help Me Grow; Delaware AAP; community pediatric practices; Children and Families First, among others.

**WORK PLAN:** The ECCS Impact initiative will:

- Increase developmental screening and linkages to services by building partnerships with child-serving providers to increase their awareness of screening and referral services.
- Collaborate with early intervention programs to ensure children less than 3 years identified at risk for developmental delays are referred to appropriate services before age 3 to promote early detection and intervention.
- Strengthen follow-up services to ensure children identified at risk for delays are actually referred for and receiving early intervention services.



**THE COIIN APPROACH:** Through virtual and in-person meetings and with help from content experts and improvement advisors state and community teams participating in the ECCS CoIIN engage in cross-state collaborative learning, and apply innovation and quality improvement method like continuous quality improvement methods and PDSA Cycles to bring about systems change.

**STRATEGIES – KEY DRIVERS:** To reach its aim of improving developmental skills of 3 year-old children by 25% from current levels. Delaware’s ECCS Impact has chosen the following change strategies based on evidence-based primary drivers:

- Early identification of developmental needs
- Family Engagement
- Systems promote developmental health and meet needs of children and families
- Linked and Coordinated Systems

**MEASUREMENT STRATEGIES (INDICATORS):**

**ANNUAL INDICATORS**

- Age, Race, Gender, Poverty
- Executed data sharing
- Partners contributing data
- Ability to use data to coordinate activities

**BI-ANNUAL INDICATORS**

- Improved social support
- Connection to services addressing SDOH
- New/updated policies supporting developmental/relational health

**MONTHLY INDICATORS**

- Satisfaction with communications
- Receipt of information/resources
- Asked about concerns
- Family participation
- Awareness of initiatives/supports
- Accessibility of initiatives/supports
- Community care coordination activities

**ACTIVITIES TO DATE:**

**SYSTEMS BUILDING AND COLLABORATION EDUCATION/TRAINING**

- Mapping out developmental screening processes in the State
- Surveys on developmental screening in child cares
- Integration of ASQ and PEDS screening data/processes

- Engaging hospitals in Sussex County
- Engaging school systems in New Castle County

### **FAMILY AND COMMUNITY ENGAGEMENT**

- Dissemination of materials at community events
- Block parties, kindergarten enrollment, parent conferences
- Parent champion initiative

### **EDUCATION/TRAINING**

- ASQ Training
- Seminar targeting medical professionals
- Mom Bags with educational materials for new moms

### **DEVELOPMENTAL SCREENING/REFERRALS**

- Administering screens at outreach events
- Streamlining referrals
- Tracking referrals
- Uniform data tracking for ASQ & PEDS
- Strengthening referrals through care coordination