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April 12, 2019

The Honorable John C. Carney, Jr.
Office of the Governor
Tatnall Building, 2nd floor
150 Martin Luther King, Boulevard
Dover, DE 19901

Dear Governor Carney:

As Chair of the Interagency Resource Management Committee (IRMC), I am pleased to provide the enclosed report detailing various initiatives undertaken in 2018 by the Delaware Early Childhood Council (DECC).

I am equally excited about the inclusion for the first time of IRMC agency narrative reports as an opportunity for our sister agencies to highlight the work they are doing for today’s youth. Brought together, these narratives show a unified approach to improving services for Delaware’s children.

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 is committed to working with the DECC not only to address its 2019 priorities, but to also continually explore new early learning programs, manage government resources, and effectively utilize early learning funding in order to provide the most comprehensive early childhood system for Delaware families.

Sincerely,

Susan S. Bunting, Ed.D.
Secretary of Education

cc: David McBride, President Pro Tempore of the Senate
Peter C. Schwartzkopf, Speaker of the House
The Delaware Early Childhood Council is pleased to work with the IRMC—and the agencies represented throughout the year—to produce this annual report. The Council is an advisory body made up of non-government and government representatives across the state. We focus on issues impacting children birth to age 8 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 of state leaders, the business and philanthropic community, and community partners. Research has demonstrated what an important foundation the early years are for success in life—and we have seen firsthand in Delaware the impact early investments can have.

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. Important issues that need our attention include: increasing access to home visiting and screenings for young learners who may need extra support; mental/behavioral health issues and decreasing preschool expulsion; preparing children with the skills they need to succeed in kindergarten; preventing and responding to adverse childhood experiences and trauma; and access to quality child care.

We are excited to celebrate some exciting progress this year. We helped Delaware secure a $4.2 million Preschool Development Grant, which will support a needs assessment and new state strategic plan. The state kicked off its first-ever kindergarten registration campaign in November and renewed energy for apprenticeships for early childhood educators, including a pilot in Sussex County. New outreach efforts including mychildde.com and partnerships with allies like $tand by Me are creating more resources and assistance than ever for parents and families.

Many thanks to our partners, including those listed in this report 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 to support Delaware’s young children, to increase quality of life and equitable outcomes, and to build our state’s future, together.

Sincerely,

Madeleine Bayard
Chair, Early Childhood Council
April 13, 2019

Dear Governor Carney,

It is my pleasure to join my fellow Interagency Resource Management Committee (IRMC) members in presenting you with the annual report for 2018. It is fitting that this report has been done in collaboration with the Delaware Early Childhood Council (DECC), as our priorities aligned this year more than ever.

The mission of the Department of Services for Children, Youth and Their Families (DSCYF) is to engage families and communities to ensure the safety and well-being of children through prevention, intervention, treatment and rehabilitative services. Our partners on the IRMC and the DECC are working to create a strong foundation on which DSCYF can most effectively carry out its mission.

The IRMC and the DECC play a crucial role in recommending and advocating for policies that lead towards healthier children who are ready to learn. In 2018, DSCYF contributed to the priorities of the IRMC and DECC through services and assistance provided by the Office of Child Care Licensing, Division of Family Services, and Division of Prevention and Behavioral Health. We believe that 2019 will bring more accomplishments and positive change for the early childhood system.

As a member of the IRMC, I look forward to continuing our partnership with the DECC to improve outcomes for Delaware’s children.

Sincerely,

Josette D. Manning
Cabinet Secretary
Department of Services for Children, Youth and Their Families
April 12, 2019

Dear Governor Carney:

As a member of the Interagency Resource Management Committee (IRMC), I join with Secretary Bunting and the rest of the Committee in providing the Annual Report to feature the accomplishments of the Delaware Early Childhood Council (DECC).

Supporting families and children is one of the priorities that the Department of Health and Social Services (DHSS) shares with the members of DECC. Our Division of Social Services (DSS) continues to work with our partner agencies to improve the quality of life for Delaware’s citizens.

DSS’ Child Care Subsidy program recently launched the My Child DE website, which provides information on early care and educational programming in Delaware. The site assists parents in making informed child care choices. With technical assistance from the Administration for Children and Families (ACF) and based on consumer and provider feedback, we know the site will continue to evolve.

DSS also led a group comprised of DECC members to successfully complete a statewide preschool suspension and expulsion policy. Finally, DSS collaborated with DECC members to complete the Child Care and Development Fund State Plan so it can be submitted to ACF for approval.

We at the Department of Health and Social Services look forward to continuing our partnership with the Delaware Early Childhood Council to provide meaningful and quality services for Delaware families.

Sincerely,

[Signature]

Kara Odom Walker, MD, MPH, MSHS
Cabinet Secretary
EARLY LEARNING GOVERNANCE IN DELAWARE*

*Disclaimer: This is not a comprehensive list of programs per state agency due to space limitations on the page.
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.

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

Website:

- [https://www.doe.k12.de.us/Page/3760](https://www.doe.k12.de.us/Page/3760)
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

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

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), (l), (f) and (k) of this section shall not be expended for any other purpose.
§ 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;
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**
Deborah 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 is critical to their success in school and in life, our goal is to support a healthy start and address essential gaps by mobilizing partnerships to include 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.

**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, such as a smooth transition of data, strategies to support families in making the transition from early childhood programs to kindergarten, increasing an understanding of the developmental needs of children 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 of and reconfiguring state policies to overcome fragmentation, fill gaps in standards and services, and improve oversight and accountability.
In 2018 the DECC, its partners and subcommittees celebrated a number of accomplishments, including the following, which all have associated next steps that are underway in 2019:

- **Developmental screenings**, including monitoring, tracking and data collection, along with referrals and services, were used to determine if identified needs for children have been met.

- **Partnering with United Way of Delaware on Delaware’s Campaign for Grade Level Reading** was exemplified through the collaborative work of the Council’s three subcommittees and the School Readiness Committee and is leading to development of the Delaware Literacy Plan.

- **Ongoing conversations regarding the state’s Child Care Development Fund plan** are important for future funding of various early care initiatives as permitted under federal law.

- **Cohort model formed under the W.K. Kellogg grant** to support infant and toddler workforce development was initiated and allowed participants to set goals which increased the effectiveness of teaching practices and social-emotional development in children.

- **Fully enrolled federally-funded Early Head Start – Child Care Partnership slots** granted to DOE were achieved, which permitted additional early learning child care experiences for at risk children.

- **Utilization of a common home visiting referral form statewide** was well received and used as an outreach tool for families with the hope of reaching more families in the future.

- **Kindergarten Registration Campaign** was successfully initiated at the end of 2018 and is being utilized to educate, promote and ensure children are registered for kindergarten in order to maximize their early learning development.
In addition to continuing to implement the initiatives described above, the Council and its partners intend to focus on the following areas in 2019:

- **Early Learning Workforce**, the most important factor in providing high-quality care and education to young children, includes professional development opportunities which are supported by access to higher levels of qualifications and increased levels of pay.

- **State Investment in Quality Care**, which is currently being reimbursed at 50% of the cost of care according to the 2018 market rate study, continues to be a challenge to ensure providers are compensated at a rate that supports quality care for children with the greatest needs.

- **Aligned, efficient early learning governance** across programs, agencies, funding streams, and divisions ensures that services are provided to families and providers.

- **Leveraging community assets** including partnering with libraries to reach families in order to improve literacy.

**Policy Initiatives include:**

- **Delaware’s Preschool Development Grant (Birth to 5)** will allow for a state needs assessment and strategic plan to be completed via data and user experience surveys and ultimately result in an improved integrated data system across early learning.

- **Delaware Stars Redesign** will promote improvement of the state’s quality rating and improvement system for child care, ensure standards for child care are aligned with research on child outcomes and ensure providers receive support to reach these standards.

- **Delaware Literacy Plan**, led by the Department of Education and aligned with the Campaign for Grade Level Reading, will assess supports for students before third grade to ensure pre-literacy skills are established for future student success.

- **Workforce Strategies** will allow for expanded access to scholarships, wage incentives, and apprenticeships, as well as for the opportunity to develop strategies for supporting workforce needs for remedial coursework and additional training opportunities in community settings.

- **Family and Provider Outreach to increase Awareness of Services**, including:
  - Mychildde.com parent awareness portal and campaign
  - Kindergarten Registration in partnership with First Lady Tracey Quillen, to educate families on the kindergarten registration process and support their children’s overall readiness for school
  - $tand by Me financial coaching
  - Early Childhood Mental Health consultants, trauma informed and other strategies to support behavioral health and classroom environments.
Full meeting minutes are available at [https://publicmeetings.delaware.gov/](https://publicmeetings.delaware.gov/) by meeting date

### January 23, 2018 Meeting
- Delaware Stars 10 Year Anniversary and Recognition – Governor John Carney
- Suspension/Expulsion Best Practice Statement – Belvie Herbert
- QRIS Redesign – Caitlin Gleason
- DAEYC Public Policy Committee – Dr. Michelle Shaivitz
- Delaware Afterschool Network – Tynetta Brown

### March 20, 2018 Meeting
- Governor’s Office Update – Jon Sheehan
- Workforce Supports/T.E.A.C.H. and WAGE$ Overview – Michelle Spencer
- Federal Budget Updates – Evelyn Keating
- Child Care Development Fund – Belvie Herbert

### May 9, 2018 Meeting
- Delaware Readiness Teams Meeting – Diane Frentzel
- Early Childhood Advocacy Day – Dr. Michelle Shaivitz
- Kindergarten Registration and Early Learning Initiatives – First Lady Tracey Quillen
- Community Panel Discussion – First Lady Tracey Quillen Carney, Carrette Monsanto, Jodie Daminger, Daphne Evans, Michelle Anderson
- Update on Market Rate Study/Consumer Education Website and Quality Spending – Belvie Herbert

### August 2, 2018 Meeting
- Early Learning Budget Update – Dr. Kimberly Krzanowski
- Social Service Resources for Providers and Families – Dr. Michelle Shaivitz, Myra Holmes and Donna Snyder-White
- Panel Discussion: Expulsion/Behavior Health Recommended Supports for Families/Providers – Jackie Bensel, Lucinda Ross, Mary Moor, Abbie Janney, Jessica Heesh-Butler
- Child Care Development Fund and Quality Funds Spending Review – Jackie Bensel
- Kindergarten Registration – Caitlin Gleason, Diane Frentzel

### September 20, 2018 Meeting
- Sussex Early Childhood Council Updates – Christine Olley
- QRIS Redesign – John Fisher-Klein
- After School Study – Kelly Sherretz
- Child Care Development Fund Quality Contracts – Jackie Bensel
- Campaign for Grade Level Reading – Jackie Jenkins
November 15, 2018 Meeting

- Budget/Policy Discussion – Jon Sheehan
- Wilmington Early Care and Education Council – Dr. Gwendolyn Sanders
- Kindergarten Registration Campaign, including partnering with Delaware Division of Libraries to host events, reach families, and have K-registration packets and library cards available to children and families – Caitlin Gleason, Diane Frentzel
- PDG Grant (Birth to Five) – Dr. Kimberly Krzanowski
- Child Care Development Fund Quality Spending Working Group – Dr. Kimberly Krzanowski
- QRIS Redesign Update – John Fisher-Klein
- Consumer Education Website and Campaign – Lynn Kelley
### 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
- Work collaboratively with the Campaign for Grade Level Reading’s School Readiness Subcommittee

### Key Accomplishments in 2018

- Grant Associated Work (NGA, WK Kellogg, PDG)
- Data Systems Integration Planning Work
- First Statewide Kindergarten Readiness Campaign
- Data Collection on children’s experience before Kindergarten
**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:
  - Emphasize 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
  - Work collaboratively with the Campaign for Grade Level Reading’s School Readiness Subcommittee

**Key Accomplishments in 2018**

- Engage subcommittees and partners including
  - Early Childhood Inclusion Committee
  - Early Childhood Comprehensive Systems
- Identify ways to capture baseline data of:
  - Developmental screenings
  - Hearing screenings
  - Language and literacy screening
- Promote QT30 (Quality Time 30 minutes) Campaign
- Continue Implementation of Project LAUNCH
### 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
- Work collaboratively with the Campaign for Grade Level Reading’s School Readiness Subcommittee

### Key Accomplishments in 2018

- Participated in ongoing discussion and work to improve professional development for the early care and education workforce via quality-assured training
- Worked collaboratively with high school pathways instructors and higher education partners to ensure their programs are aligned to the needs of the workforce, and also to develop partnerships that support worked-based learning opportunities for ECE students
- Worked collaboratively with DEAEYC to better utilize T.E.A.C.H. and WAGE$ Programs for the workforce
- Worked to increase Purchase of Care rates with ongoing discussion for future increases
The Early Childhood Council thanks these community partners for their commitment to strengthening programs and services for Delaware’s young children and families. Their ongoing commitment is essential for maintaining and improving Delaware’s early childhood system.

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<th>Partner Name</th>
<th>Contact Name/Location</th>
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<tbody>
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<td>Campaign for Grade Level Reading (CGLR)</td>
<td>Fund for Women, Delaware Community Foundation</td>
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APPENDICES

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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: Suspension-Expulsion Best Practices Statement
Appendix F: Consumer Education Website – mychildde.org
Appendix G: CCDF Working Group Proposal on CCDF Quality Spending
Appendix H: Council’s Recommendation/Feedback for CCDF Funding
Appendix I: Kindergarten Registration Survey Results
Appendix J: QRIS Redesign Presentation
Appendix K: PDG (Birth to 5) Presentation
# APPENDIX A: DELAWARE EARLY CHILDHOOD COUNCIL MEMBERS AND EX-OFFICIOS*

*Members as of December 2018

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<thead>
<tr>
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<th>Organization</th>
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<td>Clendaniel</td>
<td>Cheryl</td>
<td>The Learning Center</td>
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<td></td>
<td></td>
<td>Johnson</td>
<td>Julie</td>
<td>Tender Loving Kare Child Care &amp; Learning Centers</td>
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<td>Tamika</td>
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<td>Kelli</td>
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<td>Blakey</td>
<td>Dr. Dolan</td>
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<td>Dr. Daniel</td>
<td>University of Delaware</td>
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<td>Debra</td>
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<td>3.n</td>
<td>A representative of the Delaware Department of Health and Social Services, representing children’s health, child care subsidy, and Part C of IDEA</td>
<td>Kejner</td>
<td>Gabriela</td>
<td>Department of Health and Social Services</td>
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<td>Meredith</td>
<td>Department of Services for Children, Youth &amp; Their Families</td>
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<td>3.0 A representative of the Delaware Department of Education representing early childhood professional development, section 619 of IDEA and state early learning guidelines</td>
<td>Krzanowski</td>
<td>Dr. Kimberly</td>
<td>Department of Education – Office of Early Learning</td>
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### Support Staff

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<td>Moses, Trisha</td>
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<td>Taylor, Debbie</td>
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APPENDIX C: DELAWARE EARLY CHILDHOOD COUNCIL
SUBCOMMITTEE: HEALTHY YOUNG CHILDREN & FAMILIES*
*Members as of December 2018

Leslie Newman, Chair
Crystal Sherman, DHSS Staff
Debra Taylor, OEL Staff

<table>
<thead>
<tr>
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<td>Alexander, Dawn</td>
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<tr>
<td>Brown, Cindy</td>
<td>619 Part B Coordinator, Office of Early Learning</td>
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<td>Campbell, Susan</td>
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<td>DeRasmo, Karen</td>
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<td>Youmens, Denicia</td>
<td>Health Coordinator, Telamon</td>
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# APPENDIX D: DELAWARE EARLY CHILDHOOD COUNCIL

**SUBCOMMITTEE: DATA & POLICY**

*Members as of December 2018

Madeleine Bayard, Chair  
Caitlin Gleason, OEL Staff

## MEMBERS

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<td>Barlow, Janice</td>
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<td>Edwards, Shysheika</td>
<td>Program Administrator, Christina Cultural Arts Center</td>
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<td>Koester, Jennifer</td>
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<td>Magarik, Molly</td>
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<td>Mazza, Barbara</td>
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<td>Mieczkowski, Mary Ann</td>
<td>Director, Exceptional Children Resources, DOE</td>
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<td>Poland, Mollie</td>
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<td>Board Member, DEAEYC</td>
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<td>Zankowsky, Linda</td>
<td>Interim Director, University of Delaware’s Early Learning Center</td>
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Best Practice Statement for the Prevention of Expulsion and Suspension In Delaware Early Childhood Programs

For the purpose of this statement, “Early Childhood Programs” shall mean all Delaware licensed child care programs participating in the Purchase of Care program, caring for children five years of age and younger.

**Background**

The early years of a child’s life are influenced by all experiences, both negative and positive. These years set the trajectory for relationships and successes that they will experience for the rest of their lives. Therefore, it should be of great concern to everyone in the early education field that recent national data indicates that children are being suspended or expelled from early education programs at alarmingly high rates. In the 2003 and 2004 school years, more than 5,000 pre-K students across the nation were expelled from state-funded programs. In addition, the research indicates that there are significant racial and gender disparities in this practice with African American males making up only 19% of preschool enrollment, but 45% of preschoolers suspended. [i]

Young children who are expelled are 10 times more likely to drop out of high school, hold negative school attitudes and face incarceration than those who are not. [ii] The decision to suspend or expel a child from an early education program may not be based solely on the child’s behavior, however. Some other factors which often influence the decision to suspend or expel include program issues such as group sizes, child-teacher ratios, the availability of consultants to assist classroom teachers and support staff, the level of a teacher’s education, teacher depression, teacher job stress, etc. [iii]

Further, when administered in a discriminatory manner, suspension and expulsion of children may violate Federal civil rights laws. Recipients of Federal financial assistance are obligated to administer student discipline without regard to race, color or national origin. [iv] This research demonstrates that this is, in fact, what is occurring and is the impetus for the joint policy statement on suspension and expulsion in early childhood programs from the U.S. Dept. of Health and Human Services and the U.S. Dept. of Education. States are now required to heighten awareness and are strongly encouraged to develop a statewide suspension and expulsion policy. Also, each state must document in its Child Care and Development Fund State Plan how it intends to address this issue.

Delaware is committed to ensuring that all of our children receive the best early education possible by using a proactive and systemic approach to building resilience, and finding alternatives to preschool suspension and expulsion. Using this as a foundation, Delaware has developed this “Best Practice Statement for the Prevention of Expulsion and Suspension from Early Childhood Programs”.

**Definitions** [v]

**Expulsion**-terminating enrollment of a child or family in the regular group setting because of a challenging behavior or a health condition.
Suspension— all other reductions in the amount of time a child may be in attendance of the regular group setting, either by requiring the child to cease attendance for a particular period of time or reducing the number of days or amount of time that a child may attend.

Best Practice Statement
This Best Practice Statement applies to all children in early childhood programs, and is designed to prevent, severely limit and ultimately eliminate the use of expulsion, suspension and other exclusionary discipline practices due to children's challenging behaviors.

All Delaware licensed child care programs serving children five years of age and younger and who accept Purchase of Care families are required to develop and implement a suspension and expulsion policy with the understanding that these exclusionary measures are to be used only as a last resort in these cases:

1. There is a determination of a serious safety threat and
2. A detailed progression of intermediate interventions for the child or others has been implemented and documented.

Part B and Part C Inclusion
When a child with an Individualized Family Service Plan (IFSP) or an Individualized Education Program (IEP) exhibits persistent challenging behaviors, special considerations are enacted due to procedural safeguards and due process rights ensured under the Individuals with Disabilities Act (IDEA), Parts C and B. Documentation may be required by the IFSP or IEP teams detailing attempts to address the behaviors and alternate placement plans developed to ensure continuation of special education and related services.

The policy is to be clearly communicated to staff upon hire and families upon enrollment. A comprehensive policy should include but is not limited to:

1. Preventive guidance and discipline practices: Programs must develop and clearly communicate appropriate social-emotional and behavioral health promotion practices, discipline and intervention procedures. These practices should include a systematic, uniform process for managing challenging behavior prior to the use of an exclusionary method. This must include communication with a parent regarding the behavior, and could include consultation with a school counselor when appropriate or consultation with an early childhood mental health specialist, etc.

2. Development of an Expulsion and Suspension Policy: Programs must develop and clearly communicate its policy on this method of discipline in its parent and staff handbooks. The focus should be on inclusion and positive collaboration with families. Program staff and families should be made aware that such a policy exists and specifically what it entails. Program staff and families should be aware that this practice is a last resort after all supports have been exhausted including the use of an early childhood mental health professionals.

3. Staff training and support: Program staff should be trained to provide social and emotional nurturing and redirection for each individual child, particularly those who present challenging behaviors. Trainings should include topics such as developmentally appropriate behavior, cultural responsiveness, family engagement, Adverse Childhood Experiences, Trauma Informed Care, and evidence-based practices. These trainings should be provided on an ongoing basis. Staff should be encouraged to use online/free resources. Program staff should have access to additional supports such as early childhood mental health consultants, and, if available school counselors. Finally, programs
should remain compliant with Delacare Regulations including appropriate staff-to-child ratios to reduce teacher burn out and/or stress.

4. **Data Collection:** Programs should begin to collect baseline data to determine program goals and ensure fairness, equity and continuous quality improvement. Data should be monitored at least annually to assess progress and modify practices as necessary. Some examples of useful data include:

* Number of behavior incidents reported by race, gender and age
* Number of suspensions/expulsions reported by race, gender and age
* Number of behavior referrals reported by teacher

5. **Set Goals for Improvement:** Based on data collected, programs should set realistic goals for improvement. Some goals could be:

* Provide annual professional development on cultural responsiveness
* Adopt a program-wide positive behavior intervention in one year
* Reduce the number of suspension and expulsions by 50% within a year


See attached “MyChild DE” PowerPoint Presentation
WHY DOES DELAWARE NEED A CHILD CARE CONSUMER EDUCATION WEBSITE?

- Child Care Development Block Grant Act of 2014
- Child Care Development Fund Final Rule (2016)

Vision: MyChildDE is a user-friendly website that brings together resources to help families, providers, and other caretakers make informed choices for the children of Delaware. The goal of MyChildDE is to help these groups feel welcome, informed and empowered to engage, learn and take the next steps needed to support children.
FIRST STEPS

- May 2018 - CFF was awarded the contract to develop the website as an extension of our I&R contract.
- IT consultant, Kyle, was hired from TAPPS
- Website developed
- Live as of 9/26/2018

REQUIRED FEATURES

USER EXPERIENCE DESIGN FEATURES

- Available in Multiple Languages
- Formats to support individual with disabilities
  - 508 compliant
- Plain language usage
  - 6th-8th grade reading level
REQUIRED ELEMENTS

CONSUMER INFORMATION

- Child Care Resource & Referral Agency (CFF)
- Licensing and Monitoring Process
- Contact information for the Lead Agency
- Aggregate data of deaths in child care settings
- Aggregate data of injuries in child care settings
- Zip code search for child care
- Monitoring reports of CCDBE providers
- 3 years of monitoring data
- Quality Ratings of providers
- Date of last inspection
- Corrective actions

RECOMMENDATIONS:

Other state level information may be provided for consumers on the website

- Child care assistance
- Child development
- Developmental screening
- Family Engagement
- IDEA Parts B & C
- Other assistance
ENHANCEMENTS

Intensive Technical Assistance from the Federal Office of Child Care

- DE applied and was awarded in September (just before website went live).
- DE TEAM:
  - Liz Kelley (ICF)
  - Michelle Anderson (CFF)
  - Beverly Herbert (DHSS)
  - Kelly McDowell (OCCL)
  - Lynn Kelley (CFF)
  - Kyle Barkins (TAPPS)
  - Kecla Blackstone (DHSS)
  - John Fisher-Kline (DEL)

- Conference calls
- In-person visit 11/1/2018

ENHANCEMENTS

Changes already made based on TA feedback

- Changed green to darker color
- Quick links changed to breadcrumbs
- Colored text-only color with functionality is blue
- Title changes in child care search
- Re-write of Child care search page-added chart
ENHANCEMENTS
Plans for the future

- URLs will change to words
- Re-writes based on feedback
- Focus groups
- General feedback
- Google analytics
- Delaware received the Preschool Development Grant

REVIEW OF
MyChild DE
• Small group exploration
• Discussion and questions
• Publicity Plan
• Survey Monkey Feedback
  • HTTPS://WWW.SURVEYMONKEY.COM/R/MYCHILDDE

THANK YOU

My Child DE
GENERAL FINDINGS

- The daily market prices for full time care at the 75th percentile range from $28 to $60; part-day school age prices range from $14 to $24.40.
- At the 75th percentile, the daily market prices for full-time family child care range from $28 to $38.50.
- At the 75th percentile, the daily market prices for full-time center care range from $36 to $60.
- At the 75th percentile, the daily market prices for part-day school-age care in family child care range from $14 to $20.
- At the 75th percentile, the daily market prices for part-day school-age care in center care range from $18 to $24.40.
- 75th percentile prices in center care are higher than 75th percentile prices in family child care in all market segments.
- Full-time prices, in general, are higher for infant care and lower for pre-school age care. (Only part-day school-age prices were reported.)
- At the 75th percentile, prices in New Castle County are higher than prices in Sussex County and Kent County.
- The 75th percentile FCC state-wide price for odd-hour care is $11.88/hour.
- In all, 35% of the providers interviewed reported having a child or children diagnosed with special-needs enrolled in their program. The majority of these providers (79%) reported that there were no additional costs to serve these children.
- A majority of the providers interviewed (65%) had some children enrolled that were subsidized by Purchase of Care or Purchase of Care Plus.
- At the 75th percentile, the overall average price increase among the 24 market segments was 10.6%. This was determined by averaging the price changes, since the 2015 rate study, for infant, toddler, preschool-age and school-age care for all three counties. For center care, the overall average increase is 11.4%; for FCC care it is 9.7%.
- New Castle County had the largest price increase overall for center care (12.9%) averaging the price changes for infant, toddler, preschool-age and school-age care.
- New Castle County had the largest price increase overall for family child care (8.3%) averaging the price changes of infant, toddler, preschool-age and school age care.

SYNOPSIS OF RESULTS

Prices are generally higher for center care, for younger children, and in New Castle County. Prices are generally lower for family child care, for older children, and in Sussex County and in Kent County.

OVERVIEW

The goal of the 2018 Delaware Local Child Care Market Rate Survey was to develop statistically credible information of the present market prices charged by providers in Delaware and to provide confidence intervals that indicate the accuracy of the estimated percentiles. “Market prices” are prices providers charge parents for the care of private paying children. They are prices charged by the providers to unrelated and unaffiliated
parents that have not been reduced for special circumstances (e.g., low-income, employees children, etc.).

The Delaware Division of Social Services planned to utilize the information obtained from the survey to inform state decisions regarding reimbursement rates for child care services purchased by the state. Information from the study would help ensure that reimbursement rates allow subsidized low-income children equal access to early education and care. This survey complies with federal requirements of 45 Code of Federal Regulations for conducting a child care market rate survey (45 Code of Federal Regulations Sections 98 & 99, referring to “Equal Access”).
APPENDIX H: CCDF QUALITY SPENDING PROPOSAL

Introduction
A two-year budget deal, passed by Congress and signed by the President in February 2018, increased discretionary funding under the Child Care Development Block Grant (CCDBG). Delaware is expected to receive more than $7 million in additional funding as a result of this increase.

The Office of Early Learning has convened a working group to make recommendations for the use of these additional funds. The members of the working group are:

Recommendation 1
Delaware’s Purchase of Care (POC) system, administered by the Department of Health and Social Services (DHSS) currently uses vouchers. A child receives authorization for POC and may take the voucher to any participating provider. The provider then invoices DHSS for the cost of the POC voucher, based on the child’s attendance.

An alternative to this system is to use contracts with providers to create a set number of slots per month for children receiving POC. This is allowable under the Child Care Development Fund, and viewed as a way to increase availability and improve quality of care for children. Through this model, the provider will be paid a fixed, per-slot fee each month, with adjustments made based on pre-arranged slot fulfillment responsibilities. For example, DHSS could pay the full per-slot fee for a vacant slot for one month, and then pay one-half of the per-slot fee for subsequent months.

Pilot: POC Contracts for Slots, with Enhancement for Infant Slots
For Delaware to explore this model, the working group suggested a pilot program to use contracts. POC would contract for slots across the range of ages served, but offer an enhancement to promote care of infants (0 – 12 months) and toddlers (12 – 24 months), helping to increase the availability of and access to high quality infant and toddler care.

In order to increase the number of high-quality infant and toddler care slots available to children receiving POC:

1. POC will contract with providers to offer slots.
2. POC will offer an enhanced rate for the infant and toddler slots.

Scenario for Contracting
In this scenario, the monthly reimbursement rate for all ages except infants and toddlers would be equal to the current reimbursement rate times 22 days. The rate proposed for infants and toddlers is 65% of the 75th percentile of the 2018 market rate for infants, which is $39.00/day, times 22 days.

It is important to note that only POC-eligible children will be enrolled in contracted slots. As there is not currently a waiting list for POC, the net cost of contracting will be equal to the monthly contract rate minus what POC would pay for a child on voucher, which is based on attendance.

We recommend an evaluation of the pilot to support decision-making on future scalability of implementation. The evaluation should focus on attendance rates, continuity of care, and overall...
enrollment of POC children in quality settings. An additional $85,000.00 should be allocated for this purpose.

**Based on the information above, the total projected cost estimation for the pilot is an additional $926,386.00.**

**Recommendation 2**

POC currently offers an enhanced rate for children with special needs. However, there is anecdotal evidence that not all qualifying children receive the enhanced rate. Moreover, there is concern that children are rarely served in integrated settings, and that private child care providers are not well-equipped to serve children with special needs.

To address the above needs, DHSS could deploy Inclusion Specialists to assess the readiness of private providers to serve children with special needs, and to provide coaching, training, and technical assistance to improve their readiness.

**Pilot: Inclusion Specialists**

For Delaware to explore this concept, the working group suggests a pilot program to use Inclusion Specialists. In order to increase the quantity and quality of inclusive settings, DHSS would contract with Inclusion Specialists who would:

1. Complete the Inclusive Classroom Profile (ICP) – a structured observation rating scale designed to assess the quality of provisions and daily practices that support the developmental needs of children with disabilities in early childhood settings – with a select group of child care providers.
2. Provide training on the Pyramid Model for Supporting Social Emotional Competence in Infants and Young Children.
3. Provide Practice-Based Coaching (PBC) to the same providers based on the results of the ICP.

**Scenario for Inclusion Specialists**

In this scenario, DHSS would contract with three Inclusion Specialists in each county. Each Inclusion Specialist would receive training on ICP and PBC. Each Inclusion Specialist would then complete the ICP on a minimum of ten child care partners. Finally, the each Inclusion Specialist will provide PBC to at least five child care partners.

**Based on the information above, the total projected cost estimation for the pilot is $686,000.00.**
APPENDIX I: COUNCIL RECOMMENDATION FOR CCDF FUNDING

The following is feedback received at the June 12, 2018 Special DECC Meeting, where the CCDF Plan was discussed, as well as official recommendations (in red) made by the Delaware Early Childhood Council.

What CCDF is/New Plan Contents/Policy Discussion
The CCDF provides subsidized child care services to all eligible families with a need, and further works to promote quality in the early care and education system.

New Requirements Contained in New Plan include:
- Consumer Education Website
- Criminal Background Checks
- Monitoring of Exempt Providers
- Graduated Phase Out
- 12 Month Eligibility

Quality set-aside/New Federal Resources
Total Funds for POC Program:
CCDF – $17,566,562
State General Funds – $30,963,648
Social Services Block Grant – $987,264
TANF – $19,279,631
- TOTAL Spend – $68,797,10
- Number of children served is 190,678
- Quality Set Aside FY17 – 7%, FY18 – 8%, FY21 9%

Policy Discussion Around POC

Copayment Changes Update – The agency is working with our federal Technical Assistance and Systems Unit to develop a new parent co-pay scale
- Based on gross income level
- Amount set by DHSS, not based on what the providers is charging
Q: Based on assessments that have already been done, people are already paying 10%. By knowing that, will that be a factor on our input?
DHSS A: We are still looking at the fiscal impact to our customers. We need to make sure it’s not a hardship on our families. The federal government recommends a 7% limit, but we (in Delaware) still have to look at our fiscal funding.

Graduated Phase Out – The agency has developed the policy and continues to work on systems enhancements necessary to implement it.
Q: How is Graduated Phase Out different than 12 month eligibility?
DHSS A: Graduated Phase Out only occurs during redetermination of families’ case. DHSS looks at their income eligibility level based on two tiers (entry and exit). If they fall between two levels, they go to the graduated phase out as they are slowly removed from the child care POC program. They have three options at redetermination: Continue on with child care, or go onto graduated phase out, or if they are over income-eligibility level, they close out at redetermination.
Q: In the Graduated Phase Out, are they covered at the same rate?
DHSS A: What they are paying would increase during phase out.

12 month Eligibility
Q: Any reason why a child would be determined ineligible?
DHSS A: Per the feds, then we would close out a family from services would be for excessive absences (10 in one month), if they are an intentional program violator or if they permanently move out of state. Additionally this could occur if the family requests closure or if there is a death of the case head or of the child.

Q: For example, does one lump sum of child support coming to them throw off their income so they won't qualify? How does that get addressed?
DHSS A: We don’t acknowledge that one time lump sum. We do work with Child Support Services on this, and we are working on a new design for this aspect of the program, so that this will no longer happen.

If there are issues, contact Belvie Herbert with a case number.

POC Long Term Strategic Issues
DHSS explained that eligibility for child care is based on need, including work, training, school, and medical issues. Under TANF you are required to work or be in a work/training program. Whereas, food stamps, you must be participating in a work training. It was noted that most POC participants are working.

Q: If parents lose employment, do they then lose POC?
DHSS A: There is transitional child care, but they may lose their need for POC.

Q: What does POC services associated with the child mean?
A: Leslie Newman noted that in talking with someone from ACF, they noted how states have used this funding source to support programs like ECAP, which is based on family income, not need/employment. They further noted that it is up to our state to determine who we want to use this resource. We are the driver, not ACF. We as a state may need to make a value judgment that these children would benefit from a child care program, but currently we can’t do that. However, this could be a policy decision.

Q: Would it be a federal requirement as to what services you pay for?
DHSS A: State would say you invest now or pay later. The state does have the ability to do it, but there may be restrictions on federal or state funds, which maybe a policy decision.

DSS will look into the policy restrictions placed by the federal government on funding used for Purchase of Care and report back to the Council for further discussion

Q: It would be helpful to understand what each of the federal standards are and what are the determinations and why were those determinations made?
DHSS A: We mainly deal with CCDBG/CCDF, which are block grants, which states can design them however they choose within limits. We believe we are following federal structure, modeling, etc.

Council recommendations:
1. Child based rather than parent based
2. Require providers to reach Star Level 3, over time, to receive POC

Screenings

Currently following Head Start Performance Standards in order to receive ECAP, we are requiring providers to implement hearing, dental, vision screenings within 45 days of program year. A recommendation was discussed to apply the same requirement to providers taking Purchase of Care, however greater discussion is needed due to Licensing and Stars policies.

➤ Stars redesign process to consider standards such as screening requirements

Q: Someone suggested that the DECC health subcommittee can look at screening and assessment and health of children in a different way. Are we maximizing programs to ensure children come to child care settings screened?
A: This is part of the work the health subcommittee is doing already and it aligns with the goals of the CGLR. We are getting data on how many kids are screened, referred, followed up on, etc.

➤ DECC Health Committee to look at in greater detail and report back to Council.

Consumer Education and Public Awareness Campaign – Update on plan for roll out after September website release – The agency will consider all recommendations, however further discussion would need to take place prior to moving forward with any of these recommendations. The agency will work with a vendor to develop a marketing campaign for the consumer education website.

Council Recommendation: We would like to provide feedback on the site that goes up in September and look forward to discussing other communications that are needed beyond a website.

➤ Council will review consumer education website in the fall and offer recommendations for future site development and public awareness efforts.

It was noted that there is work occurring on a website for adverse childhood experiences. Ideally, the goal would be to have a one stop shop making it easier for families (which is being worked on by Sec. Manning, DSCYF).

It was further noted that the Council relies on the Family Cabinet Council to ensure the agencies are working together. Likewise, DECC has a role to collaborate efforts as well as to coordinate resources.

Q: How do we educate those who serve our families, especially about the social service system?
DHSS A: We have started some internal dialogue on how we will address this.

Regarding children in the child welfare system, if their foster families work full time then do they qualify for POC? If you are a child in foster care and your families’ works from home, would they qualify?
DHSS A: In a recent meeting with DSCYF, this issue was raised. We will look at both policies programmatically and fiscally, all while noting fiscal restrictions.

It was noted that it is important that we advocate that these are vulnerable children who need a quality childhood opportunity.
Funding/New Resources

Quality set aside – Quality set aside is currently being used to support the training and professional development of the child care workforce (T.E.A.C.H., Relative Care, WECEC), improving the supply and quality of child care programs (Capacity), supporting a statewide system of childcare resource and referral services, supporting compliance with state licensing requirements, and supporting the development and adoption of high quality program standards related to health, mental health, nutrition, physical activity and physical development (EHS-CCP, Behavioral Health Consultation).

New federal resources – ACF directed states to use the additional $6+ million to fund previously unfunded mandates from the 2014 CCDF Reauthorization including: Graduated Phase Out, 12 month eligibility, Criminal Background Checks, Consumer Education Website, Expulsion Policy, Licensing Licensed Exempt Providers, Mandated Health and Safety Trainings, and Disaster Planning.

The agency currently uses the Capacity Grant to incentivize providers who care for children in the categories referenced above and have had some internal discussion about expanding this program.

Council recommendations:

Incentives/bonuses for providers to care for
1. Dual language learners
2. Infants-toddlers
3. Children with disabilities
4. Off hours needs

DHSS asked for more detail on these proposals from the Council, and agreed to discuss and consider them, within the boundaries by what is allowed by the federal government.

Contracted slots vs how POC is currently done – The agency is open to discuss of the above referenced topic.
We currently have voucher system, contract with provider for certain number of slots which allows for a steady budgeting for providers so they know cost up front. Someone noted that we could possibly do a hybrid – part contracts/part vouchers. Another suggestion is that nontraditional hours could be piloted (DHSS says this is under consideration).

- DECC and DSS to hold further discussion about getting better data on off hours needs and providing incentives for this care.
- DECC and OEL will present recommendations on how to implement other bonus/incentive options, based on previous infant bonus effort.
- DECC Workforce/Programs Committee and OEL will present recommendations on inclusion incentives and support/professional development/TA.

Technical Assistance/Professional Development for providers especially on:
1. Inclusion
2. Challenging behaviors
3. Leadership

Council Recommendation: Consider inclusion, challenging behavior and leadership
Background Check Systems Improvements – The agency has already committed to utilizing necessary funding to ensure compliance with the new CBC requirement. The agency is open to discussion of the referenced topics.

1. Data systems, including linking across state agencies and establishing a mechanism for collecting expulsion/suspension data
2. Screenings systems and data collection/follow up for referral and services
3. Professional registry for the early childhood workforce

DHSS noted that new funding they received will go to the New Requirements noted in the PowerPoint attached to these notes (and will be in with meeting minutes).

DHSS noted that the recommendations from the Council seem reasonable and can be discussed, and it would be helpful for the Council and OEL to put forward specific proposals so DHSS can run the numbers to see what might be possible.

Comments should be put in writing and submitted before June 18th [pending changes to the timeline per the feds]

6/17/18
## APPENDIX J: KINDERGARTEN REGISTRATION SURVEY RESULTS

### How would you describe the kindergarten registration process in Delaware?

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses in English</th>
<th>%</th>
<th>Responses in Spanish</th>
<th>%</th>
<th>Total</th>
<th>Total Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extremely easy to navigate</td>
<td>2</td>
<td>3.92%</td>
<td>0</td>
<td>0.00%</td>
<td>2</td>
<td>2.60%</td>
</tr>
<tr>
<td>Easy to Navigate</td>
<td>7</td>
<td>13.73%</td>
<td>0</td>
<td>0.00%</td>
<td>7</td>
<td>9.33%</td>
</tr>
<tr>
<td>Somewhat easy to navigate</td>
<td>3</td>
<td>5.88%</td>
<td>0</td>
<td>0.00%</td>
<td>3</td>
<td>0.16%</td>
</tr>
<tr>
<td>Hard to Navigate</td>
<td>28</td>
<td>54.90%</td>
<td>4</td>
<td>16.67%</td>
<td>32</td>
<td>42.66%</td>
</tr>
<tr>
<td>Extremely hard to navigate</td>
<td>11</td>
<td>21.57%</td>
<td>20</td>
<td>83.33%</td>
<td>31</td>
<td>51.40%</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>0.00%</td>
<td>0</td>
<td>41.00%</td>
</tr>
</tbody>
</table>

### Where do you currently go for information on kindergarten registration in Delaware? (Select all that apply)

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses in English</th>
<th>%</th>
<th>Responses in Spanish</th>
<th>%</th>
<th>Total</th>
<th>Total Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internet/Google Search</td>
<td>18</td>
<td>35.29%</td>
<td>3</td>
<td>13.04%</td>
<td>21</td>
<td>23.50%</td>
</tr>
<tr>
<td>School Districts Resources</td>
<td>33</td>
<td>64.71%</td>
<td>7</td>
<td>30.43%</td>
<td>40</td>
<td>44.94%</td>
</tr>
<tr>
<td>Family or Friends</td>
<td>13</td>
<td>25.49%</td>
<td>13</td>
<td>56.52%</td>
<td>26</td>
<td>29.21%</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>1</td>
<td>1.96%</td>
<td>0</td>
<td>0.00%</td>
<td>1</td>
<td>1.10%</td>
</tr>
<tr>
<td>Other</td>
<td>1</td>
<td>1.96%</td>
<td>0</td>
<td>0.00%</td>
<td>1</td>
<td>1.10%</td>
</tr>
</tbody>
</table>

### How would you like to be informed about kindergarten registration in the future? (Select all that apply)

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses in English</th>
<th>%</th>
<th>Responses in Spanish</th>
<th>%</th>
<th>Total</th>
<th>Total Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Organizations</td>
<td>24</td>
<td>47.06%</td>
<td>19</td>
<td>82.61%</td>
<td>43</td>
<td>33.50%</td>
</tr>
<tr>
<td>Email Communications:</td>
<td>30</td>
<td>58.82%</td>
<td>2</td>
<td>8.70%</td>
<td>32</td>
<td>25.00%</td>
</tr>
<tr>
<td>----------------------</td>
<td>----</td>
<td>---------</td>
<td>---</td>
<td>-------</td>
<td>----</td>
<td>--------</td>
</tr>
<tr>
<td>Text Message</td>
<td>15</td>
<td>29.41%</td>
<td>1</td>
<td>4.35%</td>
<td>16</td>
<td>12.50%</td>
</tr>
<tr>
<td>Social Media Post</td>
<td>15</td>
<td>29.41%</td>
<td>0</td>
<td>0.00%</td>
<td>15</td>
<td>11.70%</td>
</tr>
<tr>
<td>School District Events</td>
<td>16</td>
<td>31.37%</td>
<td>3</td>
<td>13.04%</td>
<td>19</td>
<td>14.80%</td>
</tr>
<tr>
<td>Other</td>
<td>3</td>
<td>5.88%</td>
<td>0</td>
<td>0.00%</td>
<td>3</td>
<td>2.30%</td>
</tr>
</tbody>
</table>

**Which part(s) of the kindergarten registration process was challenging? (Select all that apply)**

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses in English</th>
<th>%</th>
<th>Responses in Spanish</th>
<th>%</th>
<th>Total</th>
<th>Total Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finding a school to register my child(ren)</td>
<td>23</td>
<td>45.10%</td>
<td>11</td>
<td>45.83%</td>
<td>34</td>
<td>21.65%</td>
</tr>
<tr>
<td>Navigating the school choice process</td>
<td>30</td>
<td>58.82%</td>
<td>6</td>
<td>25.00%</td>
<td>36</td>
<td>22.92%</td>
</tr>
<tr>
<td>Understanding what was expected of me as a parent (deadlines, paperwork)</td>
<td>36</td>
<td>70.59%</td>
<td>1</td>
<td>4.17%</td>
<td>37</td>
<td>23.56%</td>
</tr>
<tr>
<td>Coming in during school hours to register my child(ren)</td>
<td>26</td>
<td>50.98%</td>
<td>2</td>
<td>8.33%</td>
<td>28</td>
<td>17.83%</td>
</tr>
<tr>
<td>Language barriers</td>
<td>5</td>
<td>9.80%</td>
<td>9</td>
<td>37.50%</td>
<td>14</td>
<td>8.91%</td>
</tr>
<tr>
<td>Not applicable</td>
<td>4</td>
<td>7.84%</td>
<td>0</td>
<td>0.00%</td>
<td>4</td>
<td>2.54%</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>7.84%</td>
<td>0</td>
<td>0.00%</td>
<td>4</td>
<td>2.54%</td>
</tr>
</tbody>
</table>
See attached “QRIS Redesign” PowerPoint Presentation
Mission and Vision

Vision:
All of Delaware’s children and families will have access to quality early care and education programs from birth through school-age.

Mission/Purpose:
1. Provide public education about the importance of early care and education and Delaware’s system for providing quality programs.
2. Design and implement a system that defines and supports quality early care and education.
3. Increase access to quality early care and education programs for all of Delaware’s children, with initial focus on increased access for low-income children and their families.
Revision Process Review

- December '17: Kickoff
- January – May '18: Planning
- June – August '18: Data Collection
- Fall '18: Structural Recommendations
- Winter '18: Refined Recommendations
- FY 2020: Implementation Planning and Standards Review

Data Sources

- RAND Corporation research report
- Other QRIS evaluation studies
- Community Conversations
- Listening Sessions
- Surveys
Data Collection Highlights

• Nearly 500 Participants
  – 334 providers responded to the survey
  – 40 stakeholders responded to the survey
  – Approximately 75 providers attended listening sessions
  – Approximately 20 stakeholders attended listening sessions
  – Feedback from Community Conversations also informed data

Data Collection Highlights

• Standards
  – Useful for guiding improvement efforts
  – Value in requiring certain standards
  – Value in flexibility
  – Moderate positive relationships between Management and Administration and Qualifications and Professional Development domains and children’s cognitive skills

• Assessment and Verification
  – Useful for quality improvement
  – Significant negative qualitative feedback regarding ERS
Data Collection Highlights

- Training and Technical Assistance
  - T/TA provided is useful
  - T/TA is not provided consistently
  - Frequency of interaction tied to usefulness

- Financial Incentives
  - Useful for improving and maintaining program quality
  - Revoking Tiered Reimbursement (such as when a program is on enforcement action with OCCL) hinders improvement

Data Collection Highlights

- Parent Education
  - Lowest rated among providers and stakeholders
  - Families are not very familiar with Stars
  - Stars rating is not a factor for families choosing a program

- General Thoughts
  - Concept of State-sponsored, cross-sector framework is embraced and widely supported
  - Family Child Care is different and should be treated as such
  - Stars should align with other systems (Licensing, NAEYC, Head Start, etc.)
  - More interaction (with TA, with other programs, with families) is wanted
Guiding Principles

- Existing structure shows improvement in children’s executive functioning
- Child Outcomes are not the only indicator of quality
  - Staff Qualifications
  - Environment
  - Parent Engagement
- Continuous Quality Improvement
- Equity must be woven throughout
See attached “Preschool Development Grant (B-5)” PowerPoint Presentation
Preschool Development Grant (B-5)

Delaware
Department of Education

Grant Timeline

- Estimated Total Funding: $242,500,000
- Expected Number of Awards: 40
- Award Ceiling: $15,000,000 per Budget Period
- Average Projected Award Amount: $5,000,000 per Budget Period
- Anticipated Project Start Date: 12/17/2018
- Length of Project Period: 12-month project and Budget Period
- Application Deadline: November 6, 2018
  - OEL submitted on November 5, 2018
Delaware’s Awarded Grant

- Total Federal Award to DE: $4,236,837.00
- Total DE Match Funding (30% of federal award): $1,271,051.00
- Total PDG B-5 Grant Funding: $5,507,888.00
- Project Start Date: 12/31/2018
- Length of Project Period: 12-month project
- Budget Period: 12/31/2018 to 12/31/2019

Awarded Grants

- All states who submitted received funding
- Proposals for 1.5 million or less were granted in full
- All other proposals were granted at approx. 70% of ask
- Delaware was awarded 71% of its original ask
- States will receive their reviewer comments by the end of January to inform budget modifications

- All states who applied for more than 1.5 million must resubmit budgets with modifications according to federal guidance by February 1, 2018
PDG Requirements

Delaware’s PDG application addressed five core activities:

1. Conducting or updating a periodic needs assessment
2. Developing or updating a strategic plan
3. Maximizing parental choice and knowledge about the state’s mixed delivery system
4. Sharing best practices
5. Improving overall quality of early childhood care and education activities

Delaware's Focus

Delaware’s application is framed by four priorities that map to the five required activities, and reinforce one another:

1. Coordinated services across the B-5 mixed delivery system
2. B-5 data integration
3. Tools to foster parent knowledge-building and choice
4. Professional learning across sectors using shared whole child development language
Grant Team

PDG Core Team
- OEL
- DHSS
- DSCYF
- Governor's Office
- DECC

Community Advisors
- Early Learning Programs
- Local Education Agencies (districts and charters)
- Non-Profit Organizations
- State Representatives
- DE Head Start Association
- DE Stars
- Readiness Teams

Guiding Principles

Five core principles guiding Delaware’s vision to increase the quality, coordination, alignment, and efficiency of programs and services within Delaware’s K-5 mixed delivery system that include:

1. Whole-Child Development
2. Birth-Through-Third Grade Learning
3. Family Knowledge
4. Inclusion and Access for All
5. Collaboration Across Sectors, Agencies and Organizations