

U.S. Department of Education
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Preschool Development Grants - Expansion

CFDA # 84.419B

PR/Award # S419B150003

Grants.gov Tracking#: GRANT11756679

OMB No. 1810-0718, Expiration Date: 02/28/2015

Closing Date: Oct 14, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Non Responsive

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="10/10/2014"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="516000279"/>	* c. Organizational DUNS: <input type="text" value="8788921240000"/>
---	---

d. Address:

* Street1:	<input type="text" value="401 Federal Street"/>
Street2:	<input type="text" value="Suite 2"/>
* City:	<input type="text" value="Dover"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="DE: Delaware"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="19901-3639"/>

e. Organizational Unit:

Department Name: <input type="text" value="Department of Education"/>	Division Name: <input type="text"/>
--	--

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Kelly"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Hunter"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="302-735-4224"/>	Fax Number: <input type="text" value="302-739-7645"/>
---	---

* Email:

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

S4.419

CFDA Title:

Preschool Development Grants

*** 12. Funding Opportunity Number:**

ED-GRANTS-081814-002

* Title:

Office of Elementary and Secondary Education (OESE): Preschool Development Grants: Expansion Grants CFDA Number S4.419B

13. Competition Identification Number:

S4 419B2015 1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

[Add Attachment](#)

*** 15. Descriptive Title of Applicant's Project:**

Delaware First For Four will provide \$24 new and improved pre-kindergarten slots to 4 year old children that are at or below 200% FPL.

Attach supporting documents as specified in agency instructions.

[Add Attachments](#)

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="40,000,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="(b)(4)"/>
* d. Local	
* e. Other	
* f. Program Income	
* g. TOTAL	

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on .
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Eulinda DiPietro</p>	<p>TITLE</p> <p>Director, Early Development and Learning</p>
<p>APPLICANT ORGANIZATION</p> <p>Delaware Department of Education</p>	<p>DATE SUBMITTED</p> <p>10/10/2014</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name: Delaware Department of Education

* Street 1: 401 Federal Street * Street 2: Suite 2

* City: Dover * State: Del: Delaware * Zip: 19701 2533

Congressional District, if known: 06-11

6. * Federal Department/Agency: DOE and DHS	7. * Federal Program Name/Description: Election Development Grants CFDA Number, if applicable: 84.409
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8. Federal Action Number, if known: []	9. Award Amount, if known: \$ []
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10. a. Name and Address of Lobbying Registrant:

Prefix [] * First Name: N/A Middle Name []

* Last Name: N/A Suffix []

* Street 1 [] * Street 2 []

* City [] * State [] * Zip []

b. Individual Performing Services (including address if different from No. 10a)

Prefix [] * First Name: N/A Middle Name []

* Last Name: N/A Suffix []

* Street 1 [] * Street 2 []

* City [] * State [] * Zip []

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: Patricia DiPietro

* Name: Prefix: Di * First Name: Kelly Middle Name []
 * Last Name: DiPietro Suffix []

Title: Librarian Telephone No.: 302-735-4764 Date: 10/10/2014

Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
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PR/Award # S419B150003

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

Grant GEPA statement gsw.pdf

Delete Attachment

View Attachment

GEPA Statement

Delaware First for Fours is designed to meet the U.S. Department of Education's General Education Provisions Act (GEPA) Section 427, enacted as part of the Improving America's Schools Act of 1994 (Public Law 103-382). First for Fours will ensure that the six barriers identified in GEPA (gender, race, national origin, color, disability, or age) are addressed. The first step that First for Fours took to address GEPA was to design a model that provides for services to be located within the required 200% FPL but is also racially diverse. Subgrantees were selected to cover the range of races and national origins across the state. Secondly, evidence-based professional development will be coordinated at a State level to meet the local needs of children and Subgrantees and address areas that could be barriers to access pre-kindergarten services such as disabilities, with the addition of training topics covering inclusive practices. Professional development will also provide extensive leadership training to ensure that Subgrantees are supporting access to diverse families as well as early care educators regardless of gender, race, national origin, disability, or age. Thirdly, the State will revise and expand its infrastructure for resources for children with diverse needs. For example, the State will provide additional translation of resources to support English Language Learners. Finally, the State has provided a Per Pupil Expenditure (PPE) of \$^{(b)(4)} to provide Subgrantees with the funds to meet their local needs and reduce these barriers such as transportation, which has been identified as one of the top three barriers for children and families to receive services.

In addition, Subgrantees will be required to meet GEPA requirements as detailed by Delaware's Department of Education. Subgrantees receiving funding under this program agree to the following set of assurances that meet the requirements of section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e): (1) that the Subgrantee will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications; (2) that the control of funds provided to the Subgrantee under each program, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property; (3) that the Subgrantee will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to that agency under each program; (4) that the Subgrantee will make reports to the State agency or board and to the Secretary as may reasonably be necessary to enable the State agency or board and the Secretary to perform their duties, and that the

Subgrantee will maintain such records, including the records required under section 1232f of this title, and provide access to those records, as the State agency or board or the Secretary deem necessary to perform their duties; (5) that the Subgrantee will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of each program; (6) that any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public; (7) that in the case of any project involving construction— (A) the project is not inconsistent with overall State plans for the construction of school facilities, and (B) in developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under section 794 of title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities; (8) that the Subgrantee has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects; and (9) that none of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Delaware Department of Education

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. * First Name: Kelly Middle Name:

* Last Name: Hunter Suffix:

* Title: Director, Early Development and Learning

* SIGNATURE: Rutonda DiPietro

* DATE: 10/10/2014

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Delaware First for Fours: Preschool Development Expansion Grant

Delaware Department of Education: Early Development and Learning Resources Workgroup
401 Federal Street, Suite 2, Dover, DE 19901-3639

Contact: Kelly Hunter (302) 735-4295, Fax: (302) 739-7645, Kelly.hunter@doe.k12.de.us
http://www.doe.k12.de.us/infosuites/students_family/earlychildhood/

ABSTRACT

Delaware's First for Fours Pre-Kindergarten Program will build on its current nationally-recognized quality system of program delivery by adding 824 State-funded slots to expand families' access to the highest quality pre-kindergarten for four-year-olds and by enriching the delivery of service in existing classrooms through extended days and hours or through the addition of quality indicators in its other preschool classroom models. 553 new slots (80 of which are blended Head Start and preschool) will be added in 31 high-need locations across the state. 271 enhancement slots will extend high-quality pre-kindergarten services for children and families at 200% or below the Federal Poverty Guidelines for a total of 824 slots. These new services will reach about 19% of Delaware's four-year-olds across all three of Delaware's counties; the State will open 13% new slots and over 6% of its existing slots will be impacted through enhancements.

Delaware First for Fours Pre-Kindergarten Program will build on a history of success to advance a Delaware vision of high-quality pre-kindergarten to meet four goals and objectives:

- Expand the quantity of State-funded pre-kindergarten slots available to low-income children and their families within two or more of Delaware's high-priority zones.
- Enhance the quality of pre-kindergarten classrooms to serve as models of excellence for Comprehensive Services, family engagement, and children and families with diverse learning needs.
- Integrate strategies and resources into classroom and program practice that strengthen and support collaborative, quality relationships with families, children, and staff.
- Improve the State's early learning system to leverage strengths and ensure continued improvements in the birth through grade two continuum of learning and development.

These goals will be realized by innovations that will highlight Delaware First for Fours classrooms as models of excellence and practices that expand Delaware's Quality Improvement

Rating System, Delaware Stars, to reflect a set of standards that define the highest quality of practice, Star 5+. School district, Head Start, child care, and State-funded pre-kindergarten Subgrantees' classrooms will be led by bachelor-degree teachers who use an intentional teaching design that integrates curriculum, standards, and assessment to define learning goals for children in classrooms with a maximum of 20 children and 2 adults. Comprehensive Services including developmental and health screenings, nutritional education and supports, family service supports and referrals, transition practices, and high-intensity family engagement practices will round out the service delivery. Inclusive classrooms and positive behavior support/trauma smart support strategies will be embedded within providers' practice. Enhancements including summer enrichment programs and research-based core professional development that support assistant teachers' efforts to earn their associate's degree build collaborative practice between K-12 and preschools and create teacher learning communities that will further guide high quality.

Delaware First for Fours Subgrantees include: *New Castle County*: Appoquinimink School District, Brandywine School District, Christina Cultural Arts Center, Christina School District, Colonial School District, EastSide Charter School, Hilltop Lutheran Neighborhood Center, Latin American Community Center (La Fiesta), Newark Day Nursery, New Castle County Head Start, Red Clay School District, St. Michael's School and Nursery, Wilmington Head Start. *Kent County*: Capital School District, Telamon Head Start. *Sussex County*: Laurel School District, Parents and Children Together at Tech (PACTT), Telamon Head Start.

The State's Purchase of Care (child care subsidy) and Early Childhood Mental Health Consultants will partner to provide services for families and Subgrantees. The local community college will offer coursework that leads to higher-level degrees for teaching assistants. Intended statewide partners who will complete competitive bids for contracts include family education providers, inclusion specialists, early childhood mental health specialists, nutrition and health providers, and professional development instructor agencies.

In addition to the statewide comprehensive pre-kindergarten models of excellence, Delaware's early childhood system will benefit from Delaware First for Fours' anticipated outcomes of stronger, aligned early learning hubs that have joined together families with school district and community pre-kindergarten programs to optimize children's school readiness as demonstrated by Delaware's kindergarten entry assessment, the Delaware Early Learner Survey.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

To add more Project Narrative File attachments, please use the attachment buttons below.

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Section A: Executive Summary

Delaware's First for Fours Pre-Kindergarten Program will build on its current nationally-recognized quality system of program delivery by adding State-funded slots to expand families' access to the highest quality pre-kindergarten for four-year-olds and by enriching the delivery of service in existing classrooms through extended days and hours or through the addition of quality indicators in its other preschool classroom models. 553 new slots (80 of which are blended Head Start and preschool) will be added in 31 high-need locations across the State. 271 enhancement slots will extend high-quality pre-kindergarten services for children and families at 200% or below the federal poverty guidelines. These new services will reach about 19% of Delaware's four-year-olds across all three of its counties; the State will open 13% new slots and over 6% of its existing slots will be impacted through enhancements.

Delaware's commitment to develop and enhance the State's early learning program infrastructure and capacity to deliver and increase access to high-quality pre-kindergarten for Eligible Children is evidenced by its decades of work involving a broad group of stakeholders with accomplishments that support providers, professionals, parents, and communities.

Accomplishments for providers:

- The design of Delaware Stars for Early Success (Stars), the State's Tiered Quality Rating and Improvement System (TQRIS) for all of the State's early childhood program types;
- A tiered reimbursement system for Purchase of Care subsidies that is tied to levels in Stars;
- The development of State licensing requirements for child care that are recognized as a national model in the areas of child health, safety, and nutrition;
- The rich and specialized technical assistance offered to facilitate upward movement through the Delaware Stars levels of quality.

Accomplishments for professionals:

- The development of Early Learning Foundations (ELFs) (*see Attachment 1*), the State's Early Learning and Development Standards, that are integrated with child care licensing regulations and early childhood workforce competencies;
- The creation of a Workforce Knowledge and Competency Framework (*see Attachment 2*) and Career Lattice (*see Attachment 3*) that provide coherent guidelines to support an effective early learning workforce;

- The establishment of a Kindergarten Entry Assessment, Delaware Early Learner Survey (DE-ELS) for all of Delaware’s kindergarten students. *(See Attachment 4 for a summary of the DE-ELS).*

Accomplishments for communities and families:

- The establishment of statewide advisory and leadership structures including the Interagency Resource Management Committee (IRMC) that is responsible for early childhood programmatic oversight;
- Management of the Delaware Early Childhood Council (ECC) as a community partnership that advises decision-makers on improvements in policies and services;
- Expansion of family support resources such as Help Me Grow, a 2-1-1 call-in referral service;
- Formation of the Delaware Readiness Teams within communities statewide to promote school readiness.

Equally important to note are recent successes in federal grant awards that have helped to build the system of early childhood service delivery from birth through grade three. Delaware received a \$50 million federal Early Learning Challenge Grant in the first round that has focused on four overall goals: supporting children’s health and mental health, enhancing the Delaware Stars Quality Rating Improvement System, expanding the birth through grade three alignments, and sustaining early childhood systems. The State is one of three to receive intensive support funding from the national Early Childhood Personnel Center to advocate, create, and implement a statewide, comprehensive early childhood professional development system that will improve quality and services for all children and families. The Center focuses on the implementation of integrated and comprehensive systems of personnel development in early childhood, for all personnel serving infants and young children with disabilities.

Project LAUNCH, administered from the Substance Abuse and Mental Health Services Administration (SAMHSA), awarded Delaware with a five-year grant, beginning in August 2014, that will promote the wellness of young children from birth to eight years by addressing the physical/social/emotional/cognitive/behavioral aspects of their development and to further advance Delaware’s shared vision for the wellness of young children. SAMHSA also funded a \$10 million grant over six years to establish Delaware B.E.S.T. for children, a nationally-recognized evidence-based treatment and trauma-informed system of statewide services for birth

to five children and their families. In its last year of funding, Delaware B.E.S.T is now self-sustained. The State's home visiting programs have been supported through the Maternal, Infant, and Early Childhood Home Visiting (MIECHV) federal grant awards of more than \$4 million, and Delaware is one of 10 States to participate in the North Carolina Consortium for the development of K-2 Assessment.

Delaware First for Fours Pre-Kindergarten Program will build on the history of success to advance a Delaware vision of high-quality pre-kindergarten to meet the following goals and objectives:

- Expand the quantity of State-funded pre-kindergarten slots available to low-income children and their families within two or more of Delaware's high-priority zones. Delaware's risk areas have been categorized into eight Priority Zones (*see Attachment 5*) that have been used to determine specialized and localized funding for initiatives. The Zones were identified through State data collected for the MIECHV community assessment, United Way community assessment, school improvement data, U.S. Census, and KIDS COUNT Delaware data.
- Enhance the quality of pre-kindergarten classrooms to serve as models of excellence for Comprehensive Services, family engagement, and children and families with diverse learning needs.
- Strengthen collaboration with families and diverse statewide and community partners to integrate strategies and resources into classroom and program practice to support quality relationships with families, children, and staff.
- Improve the State's early learning system to leverage strengths and ensure continued improvements in the birth through grade two continuum of learning and development.

Delaware First for Fours will combine the Delaware Stars Quality Rating and Improvement System and the federal definition of high quality to guide its foundational principles.

Participating Subgrantees (*see Attachment 6*) will offer educational services to 553 new slots, 80 of which are blended federal Head Start slots, and 271 enhancement for Early Childhood Assistance Program (ECAP) slots for a total of 824 four-year-old children. They are at 200% or below the federal poverty guidelines and reside in geographic areas of high need within Delaware's Priority Zones or communities with high numbers of Purchase of Care and free and reduced lunch families. The Subgrantees will layer on Comprehensive Services and

strong family engagement practices and encourage schools within their communities to take on a neighborhood presence, all of which support children's readiness for school and families' greater understanding and involvement in children's development and learning. In doing so, providers will exceed Delaware Star's highest rating of Star 5 to become Star 5+ providers of excellence during their first year of implementation. School readiness will be determined at kindergarten entrance by the use of Delaware's Early Learner Survey (DE-ELS), a legislated Kindergarten Entry Assessment that assesses incoming children's development and learning across five domains. Kindergarten teachers use a customized online version of Teaching Strategies GOLD® that shows children's development along a progression of learning, including typical skill mastery at kindergarten entry. In its final year of phase-in, DE-ELS will be mandatory for all students beginning in September 2015.

Seventeen early learning partners will participate, offering services in 31 locations. Subgrantees have been selected to represent the high-need areas as well as all three counties. Varied program types are also represented including child care, Head Start, public and charter schools, and Early Childhood Assistance Programs (ECAP), Delaware's State-funded Pre-Kindergarten Program. High school demonstration classes are involved in the partnerships, facilitating a learning experience for those teens who are considering early childhood as a career choice. Language immersion and blended classrooms with children from different socio-economic status will round out the many design models.

Delaware First for Fours providers are as follows:

Subgrantee	Program Type	High-Need Criteria (Priority Zones)	# Expansion Slots	# Enhancement Slots
New Castle County				
Appoquinimink School District: <i>1 location</i>	School District	50% Free and Reduced Lunch	17	0
Brandywine School District: <i>1 location</i>	Early Childhood Assistance Program	Center City Wilmington	17	0
Christina Cultural Arts Center: <i>1 location</i>	Early Childhood Assistance Program	Center City Wilmington	17	0
Christina School District: <i>3 locations</i>	School District	Center City Wilmington / 50% Free and Reduced Lunch	68	0
Colonial School District: <i>1 location</i>	School District	Center City Wilmington	17	0
EastSide Charter School: <i>1 location</i>	School District	Center City Wilmington	60	0
Hilltop Lutheran Neighborhood Center: <i>1 location</i>	Early Childhood Assistance Program	Western Wilmington	0	17
Latin American Community Center (La Fiesta): <i>1 location</i>	Early Childhood Assistance Program	Western Wilmington	17	0
Newark Day Nursery: <i>1 location</i>	Child Care	70% Purchase of Care	20	0
New Castle County Head Start: <i>2 locations</i>	Head Start	Western Wilmington, Wilmington (River Area)	20	60
Red Clay School District: <i>5 locations</i>	School District	Center City Wilmington, Western Wilmington	85	0
St. Michael's School and Nursery: <i>1 location</i>	Child Care	Center City Wilmington	20	0
Wilmington Head Start: <i>4 locations</i>	Head Start	Center City Wilmington	HS and PS blended 80	160
Kent County				
Capital School District: <i>1 location</i>	School District	Southern Dover	10	0
Telamon Head Start: <i>2 locations</i>	Head Start	Southern Dover	17	17
Sussex County				
Laurel School District: <i>1 location</i>	School District	Western Sussex	34	0
Parents and Children Together at Tech (PACTT): <i>1 location</i>	Child Care	Georgetown Area	20	0
Telamon Head Start: <i>2 locations</i>	Head Start	Georgetown Area and Eastern Sussex	34	17
Total			473 new classrooms 80 HS and PS blended 553	271

Each Delaware First for Fours classroom will have a maximum of twenty children with two teachers, affording a child-adult ratio of 10:1. They will operate for 180 days and provide a 6.5-hour day, 6.0 of which are instructional. The foundational High-Quality Standards are charted in *Attachment 7* and include components such as bachelor-degree teachers and associate-degree assistant teachers, child assessment, professional development, inclusion, and participation in program innovations. The required Comprehensive Services that optimize program quality include health and developmental screenings, nutritional meals and education, expanded family engagement, and transition planning. Additional high-quality elements that are encouraged but not required include such things as transportation and benefits for staff.

Innovation will highlight Delaware First for Four classrooms. Funding will pave the way to design model inclusive classrooms that, under the guidance of inclusion specialists, assure policy and procedural development, environmental and instructional adaptations, professional development and resources for providers. Positive Behavior Support and Trauma Smart strategies will be combined to create program-wide systems of emotional and classroom guidance supports for children who need additional help to become and stay successful in a group learning setting. Leaders will be supported through McCormick's Aim4Excellence™ (*see Attachment 8*) Leadership Training, National Institute for School Learning's (NISL's) Early Childhood Leadership Institute (*see Attachment 9*), and a Leadership Cohort that will join together during years two through four to learn from each other and optimize their best practice strategies. *See Attachment 10 for year one timeline.*

Beginning in year two, selected providers will be offered the option to provide summer enrichment programs designed to support children's successful transition into kindergarten and will be individualized per location. It is anticipated that there will be programs as long as six weeks, focusing on those children identified by pre-kindergarten teachers as those who would benefit most from this opportunity for consistent learning to reduce the fade-out effect.

The grant's 5% infrastructure funds will be used for compliance monitoring and quality improvements that expand Delaware's unified birth through grade three system. Review and revisions to Delaware's early learning standards (ELFs), early childhood workforce competencies to better align with school age, higher education pre-service instruction and inclusion competencies, and a task force to build transition practices and resources will be additional outcomes.

Delaware First for Four's program start will begin providing classroom services to children with the 2015–16 school year. Prior to the start of the school year, Subgrantees will complete their contractual obligations, recruit and enroll children, conduct outreach to families and community agencies, attend introductory meetings and complete the core professional development series.

Coordinated recruitment and enrollment with community service agencies will promote outreach to those four-year-old children who are most in need of high-quality educational programming. Shared waiting lists and coordinated referral processes will ensure enrollment of those children at 200% or below poverty. In response to Section 427 of GEPA, translators and forms that are translated in languages including Spanish, Creole, and Mandarin support families' opportunities to participate in Delaware First for Fours. A selection criteria prioritization that considers families' special circumstances such as homelessness or dual language learners will be utilized to ensure the children have access.

The providers will be supported by a State management team who will help individual Subgrantees operationalize the high-quality standards, initiate the Delaware First for Fours innovations, and stay informed of the program's policies and procedures. The team will provide technical assistance as needed and referrals for more specialized supports when appropriate, assure compliance with State and federal grant requirements, and bring the Subgrantees together for peer learning opportunities throughout the life of the grant.

Delaware's early childhood system, including Delaware First for Fours, is supported by the extraordinary commitment of the State's leadership. A Leadership Team that brings together representatives from each of the State's key child-focused agencies: The Department of Education, Department of Health and Social Services, Division of Public Health, and Office of Early Learning; an active Early Learning Council that includes a broad base of stakeholders such as the Delaware Head Start Association, University of Delaware's Institute for Excellence in Early Childhood, Delaware Early Childhood Center, Children & Families First, and Teach for America; and a team of Foundation advisors from the Rodol Foundation of Delaware and Nemours Children's Health System who not only chair the Early Childhood Council but share their expertise and resources will work with the Delaware First for Fours management team and the Subgrantees to establish the highest quality programs of excellence for the State's youngest children, preparing them for school and life success.

Section B: Commitment to State Preschool Programs

Delaware's commitment to develop and enhance the State Preschool Program infrastructure and capacity to deliver and increase access to High-Quality Preschool Programs for Eligible Children is evidenced by its decades of work involving a broad group of stakeholders with accomplishments including:

- Delaware Stars for Early Success (Stars), the State's Quality Rating and Improvement System (QRIS), was established.
- The Early Learning Foundations (ELFs) (*see Attachment 1*), the State's Early Learning and Development Standards, were integrated with licensing standards and workforce competencies (*see Attachment 2*).
- The Interagency Resource Management Committee (IRMC), responsible for oversight and coordination of early childhood programs, was developed and recently strengthened with a broader mandate.
- The Delaware Early Childhood Council (ECC) was created and just reconstituted as a stronger community partnership that advises decision-makers on improvements in policies and services.
- Home Visiting programs and Help Me Grow, a 2-1-1 call-in referral service, were newly expanded to support parents as their children's first teachers and healthcare providers.
- State licensing requirements were recently strengthened in the areas of child health, safety, and nutrition and are now a national model.
- A Workforce Knowledge and Competency Framework and Career Lattice (*see Attachment 3*) were adopted to provide coherent guidelines to support an effective early learning workforce.
- In 2011, Delaware created and invested significant State financial support in a tiered reimbursement system for Purchase of Care subsidies that is tied to levels in Stars.
- In 2012, Delaware received a \$50 million federal Early Learning Challenge Grant.
- In 2014, Delaware Stars has a 74% participation rate for child care centers serving children birth to five years of age.

State Early Learning and Development Standards

Delaware’s achievements are rooted in the high-quality standards it has set for the early learning and developmental needs of children. Delaware has established high-quality, inclusive, culturally and linguistically appropriate Early Learning and Development Standards for Infants/Toddlers and Preschool children, called Early Learning Foundations (ELFs). Early care and education programs in Delaware use the ELFs to guide curricular planning and support broad-based learning opportunities for children, and the tenets of the ELFs have been embedded within Delaware’s program licensing regulations (though Delacare Rules) and its Delaware Stars for Early Success Quality Rating and Improvement System. Delaware is committed to continually refreshing the ELFs in response to educator feedback and the evolving understanding of child development and learning.

Delaware created the Preschool ELFs in 2003 to help educators plan for intentional teaching and learning in which children acquire new skills, practice emerging skills, and master previously learned skills. Building upon the success of the Preschool ELFs, Delaware introduced the Infant/Toddler ELFs in 2007 to help educators structure appropriate activities to support child growth and development. In 2010, the Delaware Department of Education (DOE) led a revision of both the Infant/Toddler and Preschool ELFs, updating the content and format of the standards to improve the ELFs as a tool for educators. The Infant/Toddler and Preschool ELFs are aligned with each other and with the Essential Domains of School Readiness as defined by the Race to the Top–Early Learning Challenge Grant criteria.

Delaware provides extensive professional development to support programs’ use of the ELFs and improve educators’ understanding of the tool and its use in the classroom or home. Although both the Infant/Toddler and Preschool ELFs were designed for professional educators, Delaware also leverages the ELFs to engage parents in their child’s development. Delaware’s leadership is committed to preserving the high quality of the ELFs and continues to promote their use statewide.

Delaware’s ELFs are developmentally, culturally, and linguistically appropriate across the spectrum of infants, toddlers, and preschoolers, and cover all Essential Domains of School Readiness. To ensure that the 2010 revision of the Infant/Toddler and Preschool ELFs continued to meet these goals, DOE convened “Advisory Revision Work Groups” composed of a diverse range of stakeholders and engaged national experts to advise the Work Groups on cultural

appropriateness and inclusion standards. The Work Groups included individuals with personal and professional exposure to relevant cultural issues who were able to inform the process. In addition, DOE K-12 Curriculum Specialists were consulted to link the revisions to K-3 expectations and standards.

2011 Revisions to Delaware Early Learning Foundations	
Cultural Appropriateness	<ul style="list-style-type: none"> • The “My Family, My Community, My World” domain was added. • Addresses cultural awareness to ensure it is interwoven with daily discussions and experiences. • Includes sub-domains focused on culture, history, government/communities, geography, and economics.
Inclusion of Children with Disabilities and Developmental Delays	<ul style="list-style-type: none"> • Revisions focused on the importance of developing skills rather than the specific means of demonstrating those skills. • As often as possible —withhold specificity regarding the manner in which standards would be met—standards strive to be inclusive of all children. • Do not dictate how particular information should be communicated, providing multiple options for communication (e.g., oral language, signing, expression by gestures or picture communication cards).
Linguistic Appropriateness	<ul style="list-style-type: none"> • Both the Infant/Toddler and the Preschool ELFs are linguistically appropriate for their intended audience. • Available in English and Spanish. • Contain simple, straightforward language that is comprehensible for educators and other users at varying levels of language and literacy skill. • Provide multiple options for child communication.
Inclusion of Children who are English Language Learners	<ul style="list-style-type: none"> • Terminology is flexible, allowing for differences in means of communication. • The Language and Literacy domain in both the Infant/Toddler and Preschool ELFs provides specific detail regarding the needs of English Language Learners and how they should be supported.
Alignment with the Essential Domains of School Readiness	<ul style="list-style-type: none"> • Address Essential Domains of School Readiness across the age groups they address. • Provide a basis for increasing strategic coherence throughout the birth-to-eight system: <ul style="list-style-type: none"> ○ Integrated with licensing standards, workforce competencies, and Program Standards at the early childhood level; ○ aligned with Common Core standards and other core content grade level expectations in the early grades.

Vertical alignments have been completed that map the Infant/Toddler and Preschool ELFs to each other and to the Kindergarten learning expectations. They are aligned with the Essential Domains of School Readiness as defined by the Race to the Top–Early Learning Challenge Grant criteria. The Discoveries domain in the Infant/Toddler ELFs focuses on sensory

awareness, spatial awareness and memory, learn the nature of cause and effect, develop curiosity and problem-solving skills, and engage with their world through play. It is the pre-cursor to the Preschool ELFs' Approaches to Learning, Creative Expression and Cognition and General Knowledge. The "Cognition and General Knowledge" component is segmented into three specific domains: Mathematics, Science, and "My Family, My Community, My World." The Preschool ELFs' domains link directly to Kindergarten's Delaware Early Learner Survey (DE-ELS), the Kindergarten Entry Assessment. *(See Attachment 4.)*

Horizontal alignments to curriculum and assessments have been produced to demonstrate linkages to the tools that facilitate providers' intentional teaching practices. Tables of approved curricula and child assessments are published for Delaware Stars programs. Alignments are made available for providers' use.

State Investment in Preschool Programs

At a time when education budgets were under pressure in so many States with Delaware being no exception, Governor Markell used the 2010–11 legislative session to move aggressively in the opposite direction: by winning approval for a \$^{(b)(4)} annual investment in high-quality programming for high-needs children (an amount equivalent to a ^{(b)(4)}% increase in State spending on early childhood), the Governor established early care and education as the single largest new ongoing spending priority in the State.

Delaware views and manages its early learning and development system as a cross-agency priority. Annually the State commits around \$^{(b)(4)} to early childhood learning and development from State, federal, and private funds. In addition to the funding streams which all States receive (CCDF line-items, Head-Start, IDEA Part B, etc.), Delaware invests the following resources for quality early learning:

Delaware's Investment in Quality Early Learning		
S22 million: State investment, legislated 2010-11	\$(b)(4)	Across-the-board increase in subsidy (Purchase of Care) reimbursement rates for programs serving low-income families; increase POC funding rates to 65% of market rate +\$0.50 for all programs
	\$	Launch of a tiered reimbursement policy, providing programs reaching the top tiers of the QRIS with the ability to be reimbursed at up to 100% of market rate
	\$	Provide additional capacity for rating, technical assistance, and grants and awards for the tiered QRIS, in an effort to aggressively increase participation across types of early learning and development programs
	\$	Offer additional scholarship opportunities for early childhood educators to attain a degree
\$50 million		Race to The Top-Early Learning Challenge Grant
\$(b)(4)		Affordable Care Act Competitive Maternal Infant and Early Childhood Home Visiting Development Grant
\$3 million		The SAMSHA grant provides funding to train mental health providers in the State on outpatient therapies for families, provide intensive home-based services for families, help families navigate the system, and provide a peer support group for both parents and children
\$(b)(4)		The Department of Health and Social Services: This mainly consists of funding for the Purchase of Care program, which is at the core of the State plan as it reimburses those early learning programs that are serving children with high needs who are eligible for subsidies
\$40 million		Department of Education (DOE) contributes about annually, consisting mainly of IDEA Part B Section 619 funding
S470,294 CCDF quality set-asides allocated to the DE DOE	\$(b)(4)	Given to the Delaware Institute for Excellence in Early Childhood to rate the early learning programs in Stars, Delaware's TQRIS.
	\$	Pays for professional development of early learning teachers and providers

Early Childhood Assistance Program: Founded in 1994, Delaware's Early Childhood Assistance Program (ECAP) is designed to provide part-day comprehensive early childhood services for four-year-olds who are income-eligible for Head Start. ECAP is modeled on the federal Head Start program and requires participating programs to follow Head Start Performance Standards.

Delaware's State-funded, Early Childhood Assistance Program is serving 843 children which is approximately 8% of the State's four-year-olds and approximately 19% of the State's four-year-olds at or below 200% FPL. Delaware's Early Childhood Assistance Program is ensuring that low-income pre-kindergarten children are provided with high-quality early learning and development opportunities to prepare them for kindergarten and beyond.

Delaware's Early Childhood Assistance Program	
Enrollment and Selection Criteria	<ul style="list-style-type: none"> • 90% of enrolled children must live in families whose income is at or below 100% FPL. • 10% of available slots are reserved for children with disabilities. • Up to 35% of programs' funded enrollment may be children living in households with incomes at 100% to 130% Federal Poverty Level (FPL).
Community Assessment	<ul style="list-style-type: none"> • Grantees are determined based on Community Needs Assessment Data. • Program funding is available to non-profit child care, Head Start agencies, public schools, and private and faith-based centers. • State funding increased in the 2013–2014 school year, after stable funding for several years.
Early Learning Foundations (ELFs)	<ul style="list-style-type: none"> • Providers use the ELFS to guide instruction. • Providers use Teaching Strategies GOLD, a web-based assessment, to follow the progress of enrolled children. • ECAP was evaluated for program impact/child outcomes in the 2008 Child Outcomes Study.
Participation in Delaware Stars, QRIS	<ul style="list-style-type: none"> • As of December 2012, all ECAP programs must participate in the Delaware Stars QRIS. • Programs that are ECAP only, without mixed funding, participate in an alternate pathway to QRIS, with evidence of successful monitoring, and enter at Star 4. • ECAP programs with varied funding sources enter the QRIS at Starting with Stars (Star 1). • Delaware Race to the Top–Early Learning Challenge Grant's goal for all ECAP programs is to attain 5 stars. • Technical Assistance (TA) is provided to ECAP programs via Delaware Stars as well as through consulting contracts for ECAP TAs.
Compliance with Federal Head Start Performance Standards	<p>ECAP follows the Head Start Performance Standards including:</p> <ul style="list-style-type: none"> • Children from birth to age five from low-income families are eligible for Head Start, Early Head Start, and ECAP services. • Children from families receiving public assistance (TANF or SSI) are eligible for Head Start, Early Head Start, and ECAP services regardless of income. • Children in foster care are eligible for Head Start, Early Head Start, and ECAP services, regardless of family income. • 10% of enrollments are offered to children with disabilities. • Children who come from families with slightly higher income may participate in Head Start, Early Head Start, and ECAP when space is available.

Delaware's Current and Future Commitment to High-Quality Preschool

Delaware's State code Title 14, Chapter 30 Early Childhood Education Program lists the enacted policies for preschool, Head Start, agreements for providers or early childhood services, Delaware Stars, Interagency Resource Management Council, and the Delaware Early Childhood Council. Other State legislation includes the Delaware Early Learner Survey and child care licensing which is currently revising its regulations.

The State's code for preschool (ECAP) notes the Department of Education (DOE) is authorized to provide early childhood educational services to preschool-age children who live in poverty. DOE is to provide the early childhood educational services by contracting with public and private providers, including, but not limited to, providers administering federal Head Start programs within the State; provided the funds paid to contracting providers don't supplant State and/or federally funded programs or make a federal Head Start provider ineligible for a Head Start expansion grant. These three-year contracts require providers to follow Head Start performance standards, which include family engagement and receipt of acceptable monitoring results which is completed at least once during the contract period.

The State's code also notes the need for agreements for service area, recruitment, transition of children and families, and sharing resources and information. Each contracting provider is required to establish written agreements within the provider's respective service area with their local Head Start and/or other Early Childhood Initiative contracting provider as well as the local school district, to address these issues.

Delaware Stars for Early Success is the State's commitment to measure the level of quality of service provided by an early care and education program to safeguard and ensure the growth, development, and learning of the children. The State's Quality Rating and Improvement System is to establish quality standards that build upon the child care licensing regulations and include quality standards in the categories of learning environment and curriculum, qualifications and professional development, family and community partnerships, and management and administration. *See Attachment 11: Delaware Stars Standards.* The standards are based on research on best practice related to early care and education and that support children in being physically and emotionally healthy and eager to learn. Other items noted in State code for Stars include:

- Inform families and other purchasers of early care and education about the level of quality in a simple and easy-to-understand manner;
- Inform participating early education programs of their strengths, weaknesses, and strategies to improve their quality with the development of a quality improvement plan;
- Target resources such as professional development and technical assistance to support programs as they work on implementing improvement plans and increasing the quality of services to children and families;

- Seek public-private partnerships to implement and sustain the Quality Rating and Improvement System including State agencies, higher education, adult education programs, early childhood organizations and community based agencies; and
- Evaluate Delaware Stars for Early Success to ensure continuous improvement of the system.

Delaware Stars has afforded families access to high-quality early learning. The Early Learning Challenge grant has taken access one step further to help families understand the elements of quality and how they impact children’s development and learning and how to recognize them in programs. Delaware’s State code identifies two State groups overseeing early learning: The Interagency Resource Management Committee (IRMC) and Delaware Early Childhood Council (ECC). The IRMC has representatives from the three Cabinet-level agencies having responsibility for the State’s early learning work, as well as from the Budget Office. The IRMC is responsible for:

- Determining unserved and underserved areas within the State
- 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
- Reallocating unobligated or unspent appropriations made to DOE
- Verifying that the contracting providers use State funds paid to them for the purposes specified in their contracts

The Delaware Early Childhood Council is the State Advisory Council on Early Childhood for children from birth to eight years of age, and carries out the functions designated in the federal Improving Head Start for School Readiness Act of 2007, those assigned by the Governor, the General Assembly, and the IRMC. Established in 2001, the ECC is responsible for carrying out the State’s early childhood strategic plan. The ECC is 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.

Other State legislation includes the Delaware Early Learner Survey and child care licensing code. As a result of the Early Learning Challenge Grant, Delaware was able to pass a law to support the Delaware Early Learner Survey (DE-ELS), the kindergarten readiness tool. In

partnership with school districts, the DE-ELS is to be implemented as a common statewide Kindergarten Entry Assessment that:

- Improves alignment across the early childhood and K-12 systems.
- Informs classroom instruction for both early childhood and K-12 educators. Increases understanding of children's developmental readiness for school along multiple dimensions, including Language and Literacy Development, Cognition and General Knowledge, Approaches Toward Learning, Physical Well-Being and Motor Development, and Social and Emotional Development.
- Strengthens partnerships with families.

The survey is to be implemented statewide for 100% of kindergarten students by the fall of 2014.

The Office of Child Care Licensing licenses over 2,000 facilities in Delaware. All facilities regardless of the number of children who attend the program are licensed. These facilities include Family Child Care, Large Family Child Care, and Early Care and Education and School-Age Centers. Family Child Care is child care in a private home for one to six children preschool-age or younger and one to three school-age children. Large Family Child Care is licensed for child care in a private home or commercial (non-residential) setting for seven to twelve children preschool-age or younger and one or two school-age children. Early Care and Education and School-Age Centers include child care centers, nursery schools, preschools, before/after school care, and out-of-school care. Centers are licensed for child care in a commercial (non-residential) setting for thirteen or more children. Licensing regulations include general provisions, administration, human resources, child abuse and neglect, staff qualifications, annual training, physical environment and safety, food and nutrition, night care, and school-age just to name a few. Revisions that are currently underway will streamline these regulations and provide a handbook of tools to support programs in their successful adherence to the regulations.

Policies and practices for Delaware Stars and Purchase of Care (POC) have evolved as a result of the Early Learning Challenge Grant.

Delaware Stars' Policy Guide (*See Attachment 12 for the Table of Contents*) was updated in 2014 and includes all policies related to participation in Delaware Stars. Stars' Program Guide (*See Attachment 13 for the Table of Contents*) was also updated in 2014 and includes comprehensive detailed information about all aspects of participation in Delaware Stars. Changes

included adding an alternative pathway for NAEYC-accredited, Head Start, ECAP, Part B/619, and Title 1 programs. These changes took into consideration other accreditation and monitoring systems that were crosswalked to determine what additional eligibility requirements would be necessary to meet Stars standards. Higher standards for curriculum and assessment were also implemented for 4 and 5 Star programs. These revisions and others are increasing the standards while leveraging the resources of others.

Purchase of Care (POC) provides support for families with children to enable the caretaker to hold a job, obtain training, or meet special needs of the parent or child. The service is available for children from infancy through twelve years of age. The Division of Social Service (DSS) determines eligibility based on the need for service and income. The income limit is currently set at 200% of the Federal Poverty Level (FPL). The DSS will pilot a new contracting-for-slots model for POC in 2015, providing support directly to early care providers serving Eligible Children. DSS will contract directly with the provider for an agreed-upon number of subsidy slots within the provider's facility annually. This pilot is in response to the revised Child Care and Development Fund regulations and will help to inform future revision to the State's policy.

The Quality of Existing State Preschool Programs

Delaware Stars for Early Success – Standards: Delaware Stars for Early Success is Delaware's Quality Rating and Improvement System (QRIS) managed by the Delaware Department of Education. A QRIS is a method to assess, improve, and communicate the level of quality in early care and education and school-age settings. The goal of Delaware Stars is to invest in participating programs to increase access to high-quality care for all of Delaware's children, especially those from low-income families.

In Delaware Stars, standards define one part of the quality rating. The standards are based on a framework that supports best and developmentally appropriate practices in the classroom and across a child care program in four areas: Learning Environment and Curriculum, Family and Community Partnerships, Management and Administration, and Professional Development and Qualifications. These standards go above and beyond what the Office of Child Care Licensing (OCCL) requires programs to maintain and are organized by program type.

The design of Delaware Stars is flexible so that it meets the needs of each individual program while guiding program development in each of the four areas. It is also strengths-based so programs can build on the strengths they already have and work toward building quality in more

challenging areas of practice as they move up the Star Levels. The standards are verified by thorough document review and observation, and points are accumulated to designate at Star Levels 3 through 5.

Programs that participate in Delaware Stars through the standard process first enter Starting with Stars and move progressively to Star 2, Star 3, Star 4, and Star 5 based on a set of established criteria. Upon completing several requirements, providers move from Starting with Stars to Star 2. To reach Star 3 and above, programs must meet a specified threshold of quality as measured on an independently assessed Environment Rating Scale (ERS) and proceed through a verification process that determines whether the required total number of points-based quality standards have also been met. After doing a crosswalk of Stars standards and Head Start standards, it was determined that stand-alone federal Head Start grantees and State-funded Early Childhood Assistance Program (ECAP) providers that also adhere to the Head Start standards met and could be awarded the Star 4 level as an alternative pathway. Providers accredited by the National Association for the Education of Young Children (NAEYC) are assigned a Star 5 rating. When these alternative certification pathway programs elect to move to a higher tier, they then need to receive an ERS assessment and the points-based verification.

When programs reach the Star Level 2, they may begin actively working toward the next higher Star Levels. Under the section of the standards for Learning Environment and Curriculum, Delaware Stars uses the Environment Rating Scales (ERS) to conduct observations of the learning environment. The ERS are observational tools used to assess the quality of early care and education programs including those that serve infants, toddlers, preschoolers, and/or school-age children. The Infant/Toddler Environment Rating Scale-Revised (ITERS-R) is used to assess classrooms serving children 6 weeks to 30 months. The Early Childhood Environment Rating Scale-Revised (ECERS-R) is used to assess classrooms serving children 30 months through 60 months. The School-Age Care Environment Rating Scale (SACERS) is used to assess school-age programs. The Family Child Care Environment Rating Scale-Revised (FCCERS-R) is used to assess family child care and large family child care programs. Programs must complete the ERS assessments of their program and meet the minimum ERS scores for the designated Star Level.

Delaware Stars for Early Success – Program Data: As of August 31, 2014 there were 510 programs participating in Delaware Stars out of 1,295 licensed programs serving infants,

toddlers, and preschool-age children in Delaware that could potentially participate in Delaware Stars. Of those programs, 266 are Early Childhood Education (ECE) Centers serving birth through five-year-olds, 163 are Family Child Care (FCC) programs, 26 are Large Family Child Care (LFCC) programs, and 55 are School-age (SA) only programs.

	Number of Stars Programs	Total Number in State	Stars Penetration Rate
Center	<u>321</u>	<u>475</u>	<u>68%</u>
Center (B-5)	266	360	74%
School-Age Only	55	115	48%
Family Child Care	163	745	22%
Large Family Child Care	26	75	35%
Total Participation	510	1,295	39%

Star Level Designation	ECE	Family Child Care	Large Family Child Care	Early Learning Challenge Programs (ECE+FCC+LFCC)	School-Age	All Programs
SS (1)	17	18	4	39	0	39
2	57	79	10	146	6	152
3	40	26	3	69	5	74
4	97	36	6	139	31	170
5	55	4	3	62	13	75
Totals	266	163	26	455	55	510

Program Monitoring: Support for program monitoring includes the use of compliance monitoring reports and policies for program changes, critical incidents, enforcement actions, and maintaining Star Level. The Office of Child Care Licensing (OCCL) also has policies in place for violations and mandatory reporting.

Head Start and ECAP programs, once accepted into Delaware Stars, must provide a copy of their most recent Compliance Monitoring Report and complete the Delaware Stars Orientation specific to Head Start/ECAP programs. Once complete, programs are designated Star Level 4 and may keep their Star Level by maintaining good standing with Head Start and ECAP monitoring standards and by submitting copies of their annual monitoring reports to Delaware Stars. Programs may choose to maintain at a Star Level 4 or move up to a Star Level 5. To achieve Star Level 5, programs must request an ERS assessment and meet the minimum required classroom scores for that level. Programs are eligible for technical assistance when actively working on achieving Star Level 5.

National Association for the Education of Young Children (NAEYC)-accredited programs, once accepted into Delaware Stars, must provide a copy of their accreditation and complete the Delaware Stars Orientation specific to NAEYC programs. Once complete, NAEYC programs are designated Star Level 5 and may keep their Star Level by maintaining their NAEYC accreditation and submitting copies of their annual NAEYC reports to Delaware Stars. NAEYC programs are assigned a Technical Assistant (TA) to be their contact person and can receive support in maintaining their Star 5 for Delaware Stars.

Delaware Stars Progress Reporting and Monitoring	
Program Changes	<ul style="list-style-type: none"> • Delaware Stars must be notified of significant changes. • Notification of significant changes should be made prior to implementation, but no later than 30 days of implementation. • Failure to do so may jeopardize Stars grants and tiered reimbursement bonuses. • Examples: change in ownership or site location changes
Critical Incidents	<ul style="list-style-type: none"> • Delaware Stars Deputy Director must be notified by email within 24 hours of a critical incident involving emergency response personnel or resulting in a police report.
Enforcement Actions	<p>Programs under enforcement action by OCCL will:</p> <ul style="list-style-type: none"> • Be deferred from full participation in Delaware Stars until deemed in good standing with OCCL and no longer under any enforcement action; enforcement actions include any of the following: Warning of Probation, Probation, or Suspension • Not be permitted to advertise their Star Level • Not be eligible for tiered reimbursement bonuses • Lose any designated Star Level <ul style="list-style-type: none"> ○ Will re-verify the program for a Star Level Designation after the enforcement has been revoked ○ Programs under suspension by OCCL for a period of less than two months may be exempt from re-verification ○ May begin actively working towards a higher Star Level when re-verification is complete • During enforcement action by OCCL, Delaware Stars staff will collaborate closely with OCCL specialists to determine the most effective TA and action plan to assist the program. Programs will have access to some services and benefits from Delaware Stars dependent on the level of OCCL enforcement action. <p>Suspension for Delaware Stars Programs may be suspended from Delaware Stars when:</p> <ul style="list-style-type: none"> • They are found to be guilty of fraud in POC, CACFP, Head Start, ECAP, or other State- or federally-funded programs • They submit false information or omit significant information that will jeopardize their continued participation in Delaware Stars and receipt of tiered reimbursement <p>Termination from Delaware Stars</p> <ul style="list-style-type: none"> • Programs may be terminated in instances where: <ul style="list-style-type: none"> ○ The program closes ○ They are no longer licensed due to revocation of their license ○ The initial requirements of participation have not been met within one year from acceptance in Delaware Stars

Maintaining	<ul style="list-style-type: none"> • Programs at Star Level 3 and above may choose to maintain at a Star Level and not actively pursue a higher Star Level. • Programs will continue to implement efforts that will sustain the quality level and requirement of their Star Level. • Programs will be re-verified every three years.
Office of Child Care Licensing (OCCL) Violations and Mandatory Reporting	<ul style="list-style-type: none"> • Delaware Stars staff and the Office of Child Care Licensing (OCCL) specialists will maintain open and regular communication designed to assist providers and ensure the safety of children in child care programs. • Delaware Stars staff will use reasonable evaluation of observed situations while on site in a child care facility or home. • Delaware Stars staff will report incidents that put children in imminent danger or persistent non-compliance issues. • All Delaware Stars staff are mandatory reporters of suspected child abuse and neglect. <ul style="list-style-type: none"> ○ Staff follow the DSCYF Mandatory Reporting guidelines set forth by the Department of Services for Children, Youth and their Families (DSCYF). The related policy can be found in the Delaware Stars Policy Manual under Mandatory Reporting of Abuse and Neglect.

Program Improvement: Delaware Stars commitment to High-Quality Preschool Programs includes support for program improvement. Program improvements are achieved through the State’s investment in Stars Technical Assistants; Stars Specialty Technical Assistants; Tiered Reimbursement; Curriculum and Assessment; Quality Improvement Grants; Infrastructure Grants; the Capacity Program; Compensation, Retention and Education (CORE) Awards; T.E.A.C.H. Early Childhood®; Career Advisement; Professional Development; Early Learning Leadership Initiative (ELLI); and Early Childhood Mental Health Consultation (ECMH) (*see Attachment 15*).

Delaware Stars Quality Program Improvements	
Stars Technical Assistants	<ul style="list-style-type: none"> • After confirmation of their acceptance into Delaware Stars, programs are assigned a Technical Assistant (TA) who begins the primary contact and will guide and assist the program through the quality improvement process. • In the Starting with Stars phase, on-boarding observations with feedback initiate a Quality Improvement Plan or QIP. The on-boarding observation includes an environment scan of each classroom or all child care areas in the program. These visits are usually with the program’s Administrator and/or the person designated to lead the quality improvement efforts within the program. • TA visits average once per month for programs at Star Levels 2, 3, and 4 that are actively working towards a higher Star Level. • Programs at Star Level 5 or that are maintaining at a lower Star Level may receive TA in preparation for re-verification. • TAs may utilize multiple strategies to assist programs and individual classroom staff in their quality improvement efforts. These strategies include mentoring, coaching, and technical assistance.
Stars Specialty Technical Assistants	<ul style="list-style-type: none"> • Specialty TAs are available to support improvements in the areas of infant/toddler, Environmental Rating Scale, and health and nutrition. • Programs can request the services of Specialty TAs through their assigned TA.

	<ul style="list-style-type: none"> • Infant and Toddler Specialist Technical Assistants (I&T TAs) can provide on-site support with caring for infants and toddlers in areas such as language and interactions, routines and transitions, developmentally appropriate play, outdoor play ideas, and social-emotional supports. • Environment Rating Scales Technical Assistants (ERS TAs) are trained like assessors but function as TAs to provide on-site support in preparation for an Environment Rating Scale assessment. They will see programs through the lens of an assessor and provide suggestions on items such as materials (children’s access to, organization of, and type), scheduling, teacher-child interactions, etc. They can also answer questions about the ERS and process of assessment. • Health and Nutrition Technical Assistants provide on-site support in the area of nutrition, and movement and physical activity in indoor and outdoor play.
Tiered Reimbursement	<ul style="list-style-type: none"> • The tiered reimbursement provides ongoing financial support for programs as they work on continuous quality improvement. • It is available to providers accepting children served through Purchase of Care (POC) and are a Star 3, 4 or 5. • Programs accepting POC are reimbursed at 65% of the 75th percentile of the 2011 market rate plus \$.50 for each eligible child. The tiered reimbursement incentive payment then is the difference between the 65% already being received by the program and the amount the Star 3 program would be eligible to receive for 80% of market rate. • As of July 1, 2014, with support from the Early Learning Challenge, Early Childhood programs, including Family and Large Family Child Care, at Star Level 4 and Star Level 5 will receive increased tiered reimbursement percentages for infants, toddlers, and preschool children with POC. The increases will be 93% of the 2011 market rate for Star 4 programs and 102% of the 2011 market rate for Star 5 programs. • All programs at Star 3 will continue to receive 80% reimbursement for all children with POC. • The increases are in response to a cost analysis that showed providers were not being adequately reimbursed for required quality standards.
Curriculum and Assessment	<ul style="list-style-type: none"> • Ages and Stages (ASQ-3) and Ages and Stages SE (ASQ-SE) Developmental Screener were rolled out to providers through supports from the Early Learning Challenge Grant. • Teaching Strategies GOLD child assessment is in the process of being made available to all 3, 4, and 5 Star providers, offering professional development and access to the online data entry system. • A rubric of approved, nationally-recognized, research-based assessments has been published, developed by a stakeholder committee and vetted by national experts, by which Formative Assessments are evaluated. • A newly-designed three-part professional development series on assessment provides the foundation for teachers’ and administrators’ implementation with fidelity. • A curriculum rubric has been developed based on NAEYC, DEC, and Head Start’s recommendations for curriculum against which publishers’ curricula are reviewed. • A statewide listing of those curricula that have met the high-quality threshold of the rubric has been made available to providers to assist in their curriculum selection decision-making. • Publication of additional guidance, entitled “What is Curriculum?” further informs providers about the key elements of a comprehensive curriculum. • Funding for curriculum purchases through a Curriculum Incentive Fund will partially reimburse the cost of a high-quality, research-based curriculum. • Design of a professional development series for both administrators and teachers will build teachers’ understanding of the connections of observation, assessment, and curriculum.

Quality Improvement Grants	<ul style="list-style-type: none"> • Grants are available for participating programs actively working on the next Star Level designation to assist programs in continuous quality improvement. • Grants are available based on Star Level and providers must identify how the grant will support their Quality Improvement Plan (QIP) and that they are actively working toward moving to the next Star Level Designation (SLD). • Grants are awarded based on the program type and can be awarded at each Star Level 2, 3 and 4.
Infrastructure Fund	<ul style="list-style-type: none"> • This Fund provides funding for capital and technological improvements to early learning programs serving infants, toddlers, and/or preschoolers participating at Delaware Star Level 2 or above. • It is also open to Public and Charter elementary schools seeking early childhood licensure through the Office of Child Care Licensing who will then participate in Stars and accept POC and that can demonstrate a viable plan to move to Star 3 and above. • Priority is given to programs located in high-needs areas, and serving children with high needs¹. • It is funded by the Early Learning Challenge Grant and is managed by Children & Families First in partnership with Delaware's Office of Early Learning.
Capacity Program	<ul style="list-style-type: none"> • This program was implemented by Children & Families First. • It provides guidance and technical assistance to providers to assist them in complying with Office of Child Care Licensing regulations and preparing for entry into Delaware Stars. • It includes intensive technical assistance with grants to purchase resources to support the goals set with the Technical Assistant. The technical assistance is provided to programs once a week for up to six months. The length of each visit and the number of visits vary based on the need(s) being addressed at the time of the visit. • Resource awards include but are not limited to: purchasing educational materials, professional development, classroom furnishings, or services that improve efficiency in operations and are needed to assist with compliance with licensing regulations and/or to help prepare programs for Stars entry. • Licensed child care centers, family child care, large family child care and school-age programs in all three counties are eligible to participate. Priority is given to those programs that actively participate with Purchase of Care and are located in a "high-needs" geographic area.
Compensation, Retention and Education (CORE) Awards	<ul style="list-style-type: none"> • Available for Early Childhood Administrators, Teachers, Assistant Teachers, and Family and Large Family Child Care Providers working with children birth through 5 years, employed in a Star 3, 4, or 5 program and have reached a Step 4.5 on the Delaware Early Childhood Career Lattice, the State's career pathway.
T.E.A.C.H. Early Childhood®: Teacher Education And Compensation Help	<ul style="list-style-type: none"> • A national program that provides scholarships for Associate and Bachelor Degrees in ECE, the Early Childhood Administration Credential, and the Child Development Associate Credential (CDA). • Teaching staff in Delaware Stars programs have priority access to T.E.A.C.H. scholarships.
Career Advisement	<ul style="list-style-type: none"> • Free Early Childhood Education career information is available for seasoned Early Childhood professionals, recent high school graduates, or those interested in changing careers and those wanting to move up the Career Lattice.
Professional Development	<ul style="list-style-type: none"> • Available through State- and federally-funded contracts with the Delaware Institute for Excellence in Early Childhood (DIEEC) located at the University of Delaware. • DIEEC provides a framework and registry for linking Early Childhood Educators with professional development opportunities through instruction and individual technical support in order to create world-class early childhood programming. • Professional development is designed, delivered, and coordinated to meet the needs of a diverse workforce of 6,000-plus members working in a variety of early

	childhood settings including: public school, inclusive and special education environments, and the private business of home-based child care.
Early Learning Leadership Initiative (ELLI)	<ul style="list-style-type: none"> • Delaware offers Aim4Excellence™, an online national director credential for early childhood administrators. • Focuses on the essential knowledge and skills needed to deliver high-quality programming for young children. • Funded through Early Learning Challenge through a partnership with the McCormick Center for Early Childhood Leadership. • Leadership Group participants move through the Aim4Excellence modules in a community of practice supported by a facilitator. Participants meet monthly for face-to-face Leadership Group meetings in addition to working independently on the online modules between meetings. • The model is designed to help participants reflect, process, and implement the information from each module.
Early Childhood Mental Health Consultation (ECMHC)	<ul style="list-style-type: none"> • Offered as a free service through the Division of Prevention and Behavioral Health Services. • Focuses on children ages 2 through 5 and on programs with a significant proportion of children who are assisted by the Purchase of Care program. • Delaware's B.E.S.T. (Bringing Evidenced-based Systems of Care and Treatment) for Young Children and Their Families builds the capacity and improves the ability of staff, families, programs, and systems to promote positive relationships and social-emotional skills as well as to prevent, identify, treat, and reduce the impact of mental health problems among children and their families. • B.E.S.T. trains consultants who are licensed mental health professionals with experience in early care and education settings to provide the needed supports.

The State's Coordination of Preschool Programs and Services

Delaware's coordination of preschool programs and services is supported by the Early Learning Leadership Team and Stars Management Team meetings and in partnership with the Delaware Early Childhood Council. The Early Learning Leadership Team meets bi-monthly and consists of State representatives servicing early learning and development from the Department of Services for Children, Youth and Their Families; the Department of Education; the Department of Health and Social Services; and the Office of Management and Budget. The purpose of these meetings is to coordinate State services for early learning and development, determine the need for new and revised policies, and leverage resources to serve children and families.

The Stars Management Team also meets bi-monthly and consists of State and local representatives that have a role with Stars including the Office of Early Learning, DOE's Early Development and Learning Resources workgroup including Part B/619 and Head Start, the Office of Child Care Licensing, Division of Family Services, Division of Prevention and Behavioral Health, Part C, Birth to Three, Child and Adult Care Food Program, State home

visiting programs, Delaware Institute for Excellence in Early Childhood, Delaware Association for the Education of Young Children, Children & Families First, Easter Seals, and Delaware 2-1-1 Help Me Grow. These meetings ensure the collaboration of Stars program services, review Star policies, and develop the vision for future growth with Delaware Stars.

There is a range of State and federal resources that support the coordination of services for children and families birth through age five. Delaware's Child Care Development Fund (CCDF) provides professional development that meets the needs of all the early child care providers in the State. Services are coordinated through the partnership with Delaware's Institute for Excellence in Early Childhood at the University of Delaware. CCDF also pays for the State's early learning staff including DOE for qualifications and career advisement and the DSCYF for licensing and early child care mental health consultation.

Federal funds from Early Head Start, Head Start, Title 1, Part B/619, and Part C support the early care and development for children and their families in mostly half-day programs across the State. The State's Purchase of Care (POC) provides the wrap-around care and funds to support families up to 200% FPL. The State's ECAP investment mirrors the federal Head Start program and provides an additional 843 half-day slots for four-year-olds. The State's home visiting programs support children and families birth through five and include Parents as Teachers, Nurse Family Partnership, and Healthy Families America.

Coordination of Preschool Programs and Services at the State and Local Levels

Delaware is a small State with a large group of early learning stakeholders serving on multiple workgroups, committees, and taskforces to promote the coordination and improvement of early childhood programs and services at the State and local levels. Delaware's early childhood system and public-private partnerships both push the ambition of the State's goals and support the implementation of its projects. In recent years, many such partnerships have their roots in Vision 2015, an initiative begun by a coalition of education, government, business, and civic leaders in 2005, who worked to develop a bold and nationally-acclaimed reform plan designed to raise education outcomes in Delaware to among the best in the world. One of the primary recommendations from Vision 2015 was to invest in early childhood education. Since the release of the report, key public-private partnerships—linking State agencies with organizations such as the Delaware Business Roundtable, Nemours Health and Prevention Services, the Rodcl Foundation of Delaware and United Way of Delaware—have contributed

significant momentum to strengthening the foundations of Delaware’s strategy while also bolstering our momentum towards operating as a quality-focused statewide system.

There are over 35 different Early Learning Councils and Committees (*See Attachment 14 for a full listing*) that promote service collaboration for early child care, child health, mental and behavioral health, family services, Child and Adult Care Food Program (CACFP) for nutrition, homeless and foster care, English Language Learners, and services for children with special needs. The State oversees, facilitates, and participates in many of these committees including: The Delaware Early Childhood Council, Interagency Resource Management Committee, DEL Teams, Delaware Head Start Association, Home Visiting Council, Family Support Coordinating Council, and the Expanding Inclusive Early Intervention Opportunities taskforce. These are just some of the committees that promote the coordination and improvement of early childhood programs and services at the State and local levels.

Delaware’s early childhood stakeholders and their participation in collaborative taskforces, committees, and meetings have been one of several driving forces behind the State’s investment and advances in early childhood education. Their commitment and expertise is helping to strengthen the State and position it for new opportunities such as the Preschool Development Grant to expand and enhance the State’s pre-kindergarten services for low-income children and their families.

Section C: Ensuring Quality in Preschool Programs

Delaware’s First for Fours Pre-Kindergarten Program will build on its current nationally-recognized quality system of program delivery by adding State-funded slots to expand families’ access to the highest quality pre-kindergarten and by enriching the delivery of service in existing classrooms through extended days and hours or through supports for the addition of quality indicators in its other preschool classroom models. 553 new slots (80 of which are Head Start enhancements slots) will be added in 31 high-need locations across the State. 271 enhancement slots will enrich high-quality pre-kindergarten services for children and families in 14 additional facilities. (*See Section D for detail on Delaware’s First for Four plan for children.*)

The State’s pre-kindergarten children are currently offered preschool experiences through school districts, Head Start, Early Childhood Assistance Program-ECAP (State-funded pre-kindergarten), Part B/619 programs, and child care and Title I programs. Each of these programs

has standards that define excellence and they will join together to build the highest quality of delivery, Star 5+, a newly-defined marker of distinction for Delaware First for Fours.

ECAP mirrors Head Start and uses its performance standards and monitoring structure for quality assurance; Part B/619 programs are housed in school districts and facilitated by specialists who offer technical assistance and monitoring supports, and all of the State's early learning programs are guided by its Quality Rating and Improvement System – Delaware Stars. Delaware Stars uses a hybrid approach where programs may select standards across 4 domains; Star 4 and 5 programs are in a phase-in process of meeting essential standards in the learning environment and qualification domains.ⁱⁱ (*See Section B for a more in-depth description of each of these programs.*)

A review of the grant's definition of high quality, combined with existing standards from all program types, will inform a set of requirements that Delaware First for Four programs must achieve within the first year of implementation and maintain thereafter. These requirements will articulate Delaware's vision for the highest quality pre-kindergarten programs that optimize children's learning experiences in preparation for school and life success. They will be included within the Subgrantees' contracts and require assurances that currently-voluntary standards such as teacher qualifications or provision of Comprehensive Services will become part of the partners' operational system. (*See Attachment 7: Delaware High-Quality Requirements for First for Fours.*)

Infrastructure Funds

The grant's infrastructure funds will pay for a program manager and two program specialists who will oversee the program, working directly with the Subgrantees to assure compliance with their contract specifications. They will design and provide supports, facilitate linkages and collaborations with community providers, create a community of practice among the Delaware First for Four providers, and collect data that will be used to understand the impact of the program on children's school readiness and family well-being. These supports will expand the existing technical assistance and monitoring models to effectively leverage and coordinate without duplication those structures that are already in place. In effect, the enhancements that will be developed will extend beyond the Subgrantees' practices and enrich all of Delaware's early learning system.

Delaware First for Fours infrastructure funds offer the State a unique opportunity to explore innovative strategies to guide future program delivery. In addition to supporting the program's staff positions, this small 5% allocation will be leveraged with existing federal and State dollars and supports to 1) review and refine standards for children and adults; 2) design and disseminate resources for families and schools that support a birth through 3rd grade alignment; 3) develop inclusive programs of practice within Delaware First for Four facilities; and 4) expand professional development strategies.

1a) Refine Standards: Improving Delaware's Early Learning Foundations

Delaware's Early Learning Foundations for Preschoolers (ELFs) (*see Attachment 1*) were originally written in 2003. They were revised in 2010 to reflect new research and trends in children's learning and development. Written by a stakeholder group of Delaware's diverse early learning leadership, they reflect 7 domains and specify skills that children should know and do at the end of their preschool years in the areas of Social-Emotional, Approaches to Learning, Language and Literacy, Mathematics, Science, "My Family, My Community, My World," Creative Expression, and Physical Development and Health. (*See Section B for specifics on the design of the ELFs.*)

Crosswalks have been completed to demonstrate the ELFs' alignment to Delaware's approved list of curricula and assessments for Delaware Stars, the State's Quality Rating Improvement System; Delaware's Kindergarten Entry Assessment: the Delaware Early Learner Survey (DE-ELS) (*see Attachment 4*); and the Common Core. While alignment is strong in the areas of curriculum and assessment, there are gaps in the Common Core alignment that would benefit from a review of and revision to the literacy and math Foundations to better support a continuum of learning from birth through grade three.

Delaware is a participant in the 10-State K-3 Formative Assessment Consortium that is developing a national, state-of-the-art system for K-3 Formative Assessment that begins at kindergarten entry and extends through the early grades. As a beginning step in this work, each State's early learning standards were reviewed to understand the States' expectations for children by the end of their pre-kindergarten year. While Delaware's ELFs were, for the most part, in line with other States', the results of the analysis are consistent with other State findings that indicate a need for revision. The standards, in particular literacy and math, will be refined to better

represent what will become a recommended set of uniform national standards that will align with a national model early learning assessment as a result of the Consortium's work.

Revisions will also allow for the integration of WIDAⁱⁱⁱ, English Language Proficiency standards within the Delaware First for Fours providers' instructional practice. Delaware is one of the participating States that is integrating these standards into its academic standards. A crosswalk has been completed for Delaware; pilot school-district preschools will be utilizing these standards to improve their practice with dual language learners.

A stakeholder group will be convened that will include early childhood, early elementary, and the higher education community to review and consider edits to the preschool ELFs to support these recent findings. This work will be co-facilitated by the Office of Early Learning and the Early Development and Learning Resources Unit of the Delaware Department of Education. Infrastructure funds will be used to engage independent reviews of draft products and to translate the documents into other languages, including Spanish, Creole, and Mandarin, that represent the provider community.

1b) Refine Standards: Improving Workforce Competencies

Delaware's standards for the early childhood workforce will also be targeted for expansions. The current early childhood workforce competencies (see Attachment 2), written in 2009, specify four levels of competence for Early Learning Providers: 1) Assists in the implementation of curriculum; 2) Implements curriculum for a group of children; 3) Designs and develops curriculum; 4) Manages and leads program. Separate school-age competencies exist with the same levels of competence. Refinements that provide linkages to National Association for the Education of Young Children (NAEYC) professional standards and the Division for Early Childhood (DEC) standards will lead to a set of standards that include skills to support inclusive practices within classrooms. A combined set of competencies for early intervention and special education and early childhood professionals will better prepare professionals to be responsive to children with diverse learning needs within their classrooms. Equally important is the need to facilitate the linkages between the early childhood workforce community and higher education pre-service early childhood coursework. A recent survey and alignment study with Delaware's early childhood instructors of advanced education demonstrated a need for additional integration of Delaware's initiatives and greater focus on families and children with diverse cultures and diverse learners' needs.

2. Create resources for families and schools to support birth through grade three alignment:

A newly-formed statewide Transition Task Force will develop resources for use on a local level. The Task Force will, among others, include members from Delaware's 19 Readiness Teams that work in communities to develop creative strategies to support school readiness. (*See Section B for a description of the Readiness Teams.*) The group will promote Delaware's new Kindergarten Registration campaign and provide schools with recommendations and resources that will bring together pre-kindergarten and kindergarten teachers and families to better prepare children for the important transition from preschool to kindergarten. Printed materials, DVDs, literacy and math activities, home-school connective experiences, and other promotional materials modeled from successful Readiness Teams' initiatives will be some of the resources that will be created by the Task Force and disseminated to local communities. The Task Force will be asked to consider development of a set of standards for family engagement that define best practice and provide examples and strategies for maximizing families' involvement in the early learning system. Resources from nationally-recognized sites for positive behavior support and inclusive practices will also be shared. Infrastructure funds will be used for printing and dissemination of materials.

3. Develop inclusive programs of practice within Delaware First for Four facilities:

Delaware's aggressive pursuit of improvements and enhancements to support children with diverse abilities opens the door for pilot programs that will receive intensive and targeted technical assistance and resources to better include children with diverse learning needs. The State is the recipient of federal grants that will be leveraged to provide varied services for Delaware First for Fours programs. The Early Childhood Personnel Center is working with a cross-sector stakeholder group to advocate, create, and implement a statewide, comprehensive early childhood professional development system to improve quality and services for all children and families.

Two new positions will be added to the Part B/619 staffing complement that will offer on-site mentoring and guidance to the Subgrantees. These specialists will model strategies and share resources that increase practitioners' confidence and awareness to better incorporate adaptations and practices for including children and families in the every-day life of the program. The Delaware First for Fours team will also engage its school district partners to expand their

reach of itinerant teachers to fulfill individualized supports and IEP goal plan activities in community-based sites.

Research indicates that school-wide positive behavior support (PBS) influences children's successful preschool experiences and reduces expulsion rates. Couched as part of a continuum of prevention supports for children, PBS for preschool is designed to build social competence and prevent challenging behaviors for young children. The foundation for PBS exists through current provider training on the early childhood "teaching pyramid" and with Delaware's use of Response to Intervention (RTI). Delaware's early childhood mental health specialists, the new inclusion specialists, and the Department of Education's workgroups on positive behavior support will join together to identify a plan for creating program-wide centers of preschool positive behavior support (PBS). The State has placed increased emphasis on K-12 PBS; emphasis on its relationship to pre-kindergarten will be valuable for alignment of statewide philosophies and practices.

Project LAUNCH will be interwoven into this project. Delaware received a Project LAUNCH award in the summer of 2014 with goals that focus on the use of evidenced-based curricula in early childhood education and elementary grades on pro-social skills associated with healthy social and emotional functioning, family engagement strategies that include the use of Strengthening Families (*see Attachment 16*), and integration of physical and behavioral health systems and services.

Delaware's public early childhood mental health consultants (*see Attachment 15*) will also provide the expert consultation at both the programmatic and individual child/family levels to promote the social-emotional development of children in the target population by increasing the expertise, skills, and abilities of the staff through training resulting in improved outcomes for children and families. As part of Delaware First for Fours' innovative practice, the team will investigate Missouri's Trauma Smart program that pairs coping strategies with practical, hands-on tools.

As PBS sites are put into practice throughout the State, data will be collected to understand its impact on preschool expulsion. Year one will be used for research and planning; years two and three of the grant will focus on initial implementation in selected sites, including training and ongoing supports to programs, along with ongoing evaluation. Year four will use the evaluation results to modify the approach and identify additional sites for expansion.

Delaware's early learning higher education instructors benefited from the Early Learning Challenge Grant's work to align higher education syllabi and the State's early learning frameworks and standards. Camille Catlett, North Carolina scientist, completed the alignments of the State's four 4-year schools and its community college to understand the degree to which Delaware's initiatives were being included in pre-service instruction. Catlett's recommendations centered on the provision of resources, professional development and technical assistance to support both Early Learning Providers' and higher education instructors' increased emphasis on children and families' diverse learning needs and backgrounds. *The Executive Summary of Catlett's report can be found in Attachment 17.* In response, a two-part workshop for instructors was offered in the summer of 2014; additional modules are being designed for presentation to providers during 2014–15. Catlett also offered individualized technical assistance to the higher education institutions and completed an 11-part CD with print and online resources that can be accessed online. The strategies she promotes will be incorporated into the inclusion specialists' supports to Delaware First for Fours providers.

4. Expand professional development strategies:

The Delaware Institute for Excellence in Early Childhood's (DIEEC) professional development department strives to create and sustain a responsive, data-driven system for enhancing the professional knowledge and skills of those who work with children from birth through age 12. The Institute's recent data collection indicates a need for additional online course opportunities to accommodate providers' busy schedules and to expand their access to those "must-have" trainings. A web platform was developed in 2014; a review of basic modules and courses will be completed in year one to identify those that can be placed on line with assured presentation fidelity.

Selected introductory information that is part of the core series for Delaware First for Fours Subgrantees will be developed with a mixed-presentation focus. One-hour long webinars that introduce administrators to programs and Program Standards that are integral components of Delaware First for Fours or Star 5+ will use an online platform that will assure ongoing access. Sessions such as "An Introduction to the Environment Rating Scale" or "An Introduction to Star 5+" will be designed specifically for online delivery. Infrastructure funds will be used to develop these online courses and to make them available to the Subgrantees.

Additional enhancements and improvements will leverage State and federal funds that support existing early childhood initiatives. Early Learning Challenge grant funds have laid the foundation for Delaware Stars' comprehensive assessment enhancements that will be further expanded; Head Start's highly-responsive strategies for family engagement will be models for improvements; Delaware's early intervention grant opportunities will also lead the way to design our programs for excellence. Enhancements and improvements that will be explored with leveraged funding and support, without the use of infrastructure funds include:

Expand Delaware's early childhood comprehensive assessment system

Delaware Stars has positively influenced programs' use of many of the components of a comprehensive assessment system. Quality improvement plans are a foundational element of the Stars program, enabling providers to review their program operations and determine standards and practices that will enhance and improve their programs. The initial step for Delaware Stars verification is the successful completion of an Environment Rating Scale assessment that addresses classroom environment and teacher instruction. The State, with funds from the Early Learning Challenge Grant, has trained and provided resources for the developmental screening, Ages & Stages Questionnaires Third Edition (ASQ-3), and Ages & Stages Social-Emotional (ASQ-SE). Challenge grant funds have also supported training and online access for 3, 4, and 5 Star providers' adoption of a formative child assessment. A teacher-interaction specific tool is a missing piece.

Delaware First for Fours will stimulate the State leadership team to review options to round out the system of assessments. Teacher interaction-based Assessment Tools under consideration are as follows:

CLASS: Classroom Assessment Scoring System	<ul style="list-style-type: none"> • Adopted by Head Start • Assesses teacher-child interactions in three domains: emotional support, classroom organization, instructional support
ECERS-3 (Early Childhood Environment Rating Scale)	<ul style="list-style-type: none"> • New revisions of ERS • Greater focus on teacher-interaction • Builds upon its philosophy of the environment's impact on quality
Multi-State Consortium Tool	<ul style="list-style-type: none"> • Currently in development to better understand quality in TQRIS. • Anticipated design to consider teacher-child interactions, family engagement, culturally competent care and education, and inclusion of children with disabilities • Will also focus on programs' efforts to engage in continuous quality improvement

The Early Learning Challenge Grant has also set the stage for the use of both formative child assessment and comprehensive curriculum. Because it is a natural link to The Delaware Early Learner Survey, Delaware's Kindergarten Entry Assessment, the State has elected to offer professional development and free access to Teaching Strategies GOLD for its Star 3, 4, and 5 programs. It is in process of rolling out this assessment to providers; the use of child assessment becomes an essential standard for Star 4 and 5 providers in 2016. Delaware First for Fours programs' utilization of Teaching Strategies GOLD (or another approved Formative Assessment) will be monitored and evaluated by the First for Fours program staff. The results will be used as an indication of all of Delaware Early Learning Providers' readiness and capacity for implementation and analysis of a Formative Assessment and its data—and what additional supports may be needed. Delaware leadership will review children's aggregate data to identify content areas of strength and others that may focus for additional professional development or coaching. A pilot in-depth coaching model is being implemented in 30 Delaware Stars programs where technical assistants are working directly with staff to provide individualized professional development and supports to help them understand and internalize the use of screening and assessment and its link to curriculum and lesson-planning. The information from this pilot will combine with the children's outcomes data gathered from the TSI reporting to further inform the technical assistants' focus for improvements or enhancements that support strong instructional practice. Refinements to professional development modules and coordination with the associate-degree cohort's content will assure teaching assistants' growing confidence with these complex skills.

The instructional lesson planning and curriculum development that occur as part of the intentional teaching cycle are dependent on quality team-planning opportunities. Funding for Delaware First for Fours will consider the cost of two hours/week planning time to assure that teachers are using child outcomes and feedback from adults who work with the children, family members, and curriculum resources to design individualized goal plans for children that scaffold their learning, link their skill development to K-12 learning, and prepare them for school success. This scheduled time for review of children's outcomes and individual planning will set the stage for shared interactions with families to engage them in decisions about children's learning goals and to design home-school activities.

Helping Families Build Protective Factors

Head Start's model of family engagement provides a solid foundation for First Four's family engagement requirements. Family coordinators from the Head Start Subgrantees will be tapped to offer guidance and expanded strategies for programs' use to engage families in the life of their programs. Delaware Readiness Teams have demonstrated success in pursuing family representation on their Teams and in soliciting family feedback to inform their work. They, too, will be asked to provide their expertise in helping First for Four providers design effective family engagement plans. The Office of Early Learning's community engagement plan that focuses on family engagement strategies to educate families on their role in children's learning and development and how to advocate for early learning will direct the State team in its goal development and be further realized through the work of this grant.

Family adults must have opportunities to share their interests and needs and to learn about their children's experiences in formal and informal ways. Home visits will be a required standard; paid substitutes to enable staff to complete them are included in the funding formula. Family events and opportunities for families to be engaged in the program's operational decision-making will become part of Delaware's high-quality preschool model. A minimum of two annual events are required and can consist of orientations or open houses, holiday events, transition events with shared pre-kindergarten and kindergarten staff and activities, etc. Newsletters, online communication strategies, family bulletin boards, and family-welcoming environments are key to maintaining family confidence in their children's learning circumstance. Surveys, suggestion boxes, and an open-door policy build successful partnerships with families.

Strengthening Families Delaware has a proven track record of positive impact for families. It is a research-based family skills training program for parents and their children, based on studies that show children grow up best when parents/caregivers communicate emotional support and practice consistent discipline. Participants learn to make these two concepts the foundation of their family life. Delaware First for Four providers will offer Strengthening Families classes to families, at no cost, in their communities. Trained facilitators from partner, *Children & Families First*, will lead groups of families with like-aged children through 14-week sessions that focus on children's developmental stages, the importance of family meetings, giving clear directions, rewards for positive behavior, reduction of at-risk behaviors, problem solving, and discipline and limit-setting techniques.

System for Monitoring and Supporting Continuous Improvement

The participating Subgrantees benefit from existing monitoring processes: Delaware Stars, Early Childhood Assistance Program (ECAP), Early Intervention, and/or Head Start. Many are participating in both Delaware Stars and their respective program, receiving at least two types of technical assistance and monitoring. Delaware Stars programs must re-designate every three years and put updates to their continuous quality plan into an online Stars database. ECAP has adopted a monitoring tool that is based on the Head Start review tool. It is used for triennial monitoring and for annual self-reviews. Part B/619 programs' annual success plans are monitored by the Early Development and Learning Resources Unit of the Department of Education for fiscal compliance.

A monitoring protocol will be designed for use by the Delaware First for Fours program team that incorporates the information obtained by the other program monitors to avoid duplication of effort. This rubric will include the program high-quality requirements and will be used during the program staff's regularly-scheduled site visits. This document will drive a shared, collaborative provider-State review of the Subgrantees' quality improvement plans (QIPs) and technical assistance results to determine if modifications or additional resources are needed. The Subgrantees will be given opportunities for shared peer learning during each of the regularly-scheduled meetings and through the leadership training sessions. In effect, they will create their own learning community.

A shared system of program review with the monitors from ECAP, Head Start, and Delaware Stars will be developed within the first six months of program implementation. These will be done bi-monthly during the start-up phase and will gradually lessen in frequency as programs become more comfortable with the program requirements.

The First for Fours program staff will track and compile data to provide information to inform the overall program evaluation. They will collect and analyze the Environment Rating Scale results and children's outcomes data that is collected in existing databases, compliance with standards towards meeting Star 5+, progress on programs' adoption of positive behavior strategies, and attendance at professional development sessions and meetings. The Subgrantees' quarterly narrative and fiscal reports will be submitted to the Department of Education's fiscal team who will review them for spending compliance. Initial training to Subgrantees, as needed,

on cost allocation to assure non-supplantation will be provided; ongoing fiscal tracking and assistance will be monitored.

The Delaware Stars program provides the Office of Early Learning and the Delaware Department of Education Early Development and Learning Resources Unit with monthly, quarterly and annual reports that specify key data points about participation in Stars, providers' use of specific Stars standards, and their movement through the Stars Levels. These reports will be used to inform compliance.

Families' input that has been sought in multiple ways will be expanded to include Delaware First for Fours. Family perspectives on early learning programs in Delaware, and in particular, Delaware Stars, have been collected through focus groups and meetings with families, both in child care centers where their children are enrolled and within the workplace. Independent evaluators continue to explore through interviews and focus groups what factors impact families' decisions about child care selection and what they know about the Delaware Stars program. Their analysis will be used to inform additional outreach and educational strategies and ways in which Delaware First for Fours can assure its responsiveness to families.

Family focus groups have also informed the development of family-friendly materials to support transition from pre-kindergarten to kindergarten. Child Trends, the Office of Early Learning's research partner for the Delaware Early Learner Survey, used focus groups to seek their perspective on the kindergarten family survey that is distributed to families at the beginning of kindergarten. Designed to give kindergarten teachers insight into their children's interests, past learning experiences and their adults' goals for their children's learning, the family-friendly tool has been well-received and teachers report a strong return rate with more information shared than other tools used in the past.

A family survey for Delaware First for Fours will be developed and disseminated to Subgrantees who will be asked to distribute it to families. It will be created as an online or hard copy paper document. Families, in turn, will submit their completed questionnaire to a State email or mailing address. A random group of families will be selected for phone call surveys, conducted by the Office of Early Learning and the Early Learning Development and Resources Unit. Focus groups will also be scheduled within communities where families will be given an opportunity to voice their feedback to the project team.

Each Subgrantee will develop strategies to glean feedback about its programs from families. Towards that end, multiple family events will be an integral standard for Delaware First for Fours. Families who actively participate in these events will be given a more informal way in which to talk with program staff about the ongoing operation of the program. In addition, providers' own family surveys, meetings, and interviews will be summarized and shared with the State team, and Delaware First for Four staff will interview Subgrantees as part of their regular site-visit protocol to gain insight.

All of this data will be shared with a graduate student who will complete a small-scale evaluation study, funded by infrastructure funds. Results will be used to make modifications and decisions about expansion and sustainability of the program.

Early Learning Insight (ELI) is Delaware's early childhood integrated database system (ECIDS) designed to enable children, particularly those at greatest risk, to succeed in school and in life. Through funding from the Early Learning Challenge Grant, the Michael and Susan Dell Foundation, and technical support from the Delaware Department of Education, our State is at mid-point on a one-year project to create the framework for the ECIDS and develop metrics and data dashboards to support early educators in the field using assessment data to inform instruction.

In Delaware, historically the information needed to drive decisions about the service needs of early learners or resource allocation to programs is fragmented across a myriad of Federal, State and local systems, funded with both public and private dollars, and administered by a number of organizations at all levels of government and in the private sector. ELI is intended to address this issue through a single integrated, longitudinal system of early childhood data.

At an operational level, this is done by providing data to service providers, managers, and policy makers to help ensure that children get the services they need, that the services are provided through effective programs delivered by quality organizations, with a workforce that is exceptionally well qualified to do the work at hand. ELI provides results from assessments administered from birth to five as well as from the Delaware Early Learner Survey administered during the first weeks of kindergarten. Combining this information with other kindergarten data provides a complete picture of a student's development and allows the teacher to provide

additional supports sooner than would otherwise be possible and to individualize student instruction to promote good student outcomes.

The experiences and environments of early childhood have a lasting impact on success in school and life. From a system perspective, ELI provides longitudinal data to evaluate the relative effectiveness of the policies that impact early childhood programs, informing resource allocation and strategic priorities within Delaware's early childhood environment. By demonstrating their relative effectiveness, as measured by assessments completed through the third grade, Office of Early Learning will have the information it needs to be able to reallocate early childhood dollars to encourage those policies and practices providing the greatest benefit to early learners.

There are two endpoints for this work. The first is student success in the third grade as measured by the statewide K-12 assessment (DCAS) and class grades. The second endpoint is success as measured by high school graduation and post-secondary performance.

Delaware First for Four programs will be among the first of the State's participants to use the early learning dashboard to both inform their students' learning and track their accomplishments. Administrators and teachers will be able to access outcomes data from children's Formative Assessments and developmental screenings as well as demographic information to understand children's current and past early learning experiences, enabling them to develop responsive individualized goal plans. These plans will follow children into kindergarten where kindergarten teachers will be able to access the same information, helping them to create a linked goal plan that assures continuity. The Kindergarten results are also linked to the K-12 e-school database, providing the K-3 alignment as well.

The reported outcomes of the Delaware Early Learner Survey, to begin in 2015–16 when all kindergarten children have been assessed, will introduce data on children's level of readiness for kindergarten. State staff will be able to look at aggregate data across counties, districts, and the State to understand those developmental skills for which children are strongly prepared and those that need further attention through professional development or technical assistance.

The cross-sector management and leadership teams that guide Delaware's early learning implementation will facilitate the connections and coordination of partners that impact Delaware First for Fours. In addition to participation in the regularly-scheduled meetings, partners

complete data reports that are entered into a data dashboard and reviewed against a green (on track) - yellow (delayed) - red (off-target) strategy for progress according to a written work plan.

Outcomes Measurement through a Kindergarten Entry Assessment

Delaware's Kindergarten Entry Assessment, Delaware Early Learner Survey (DE-ELS), authorized by House Bill 317, and supported through Delaware's successful participation in the federal Early Learning Challenge, was introduced in 2012 with a three-year phase-in period. By 2015–16, all children entering kindergarten will be assessed across the following five domains of learning—language and literacy development, cognition and general knowledge, approaches towards learning, physical well-being and motor development, and social and emotional development—within the first 30 school days. House Bill 317 also assures that DE-ELS is aligned with Delaware's Early Learning Foundations and the Common Core, is reflective of scientific judgment on relevance for intended purpose of the tool, and is inclusive for use with the diversity of Delaware's early learning population.

The assessment tool, a modified version of Teaching Strategies GOLD® (TSG), has a two-fold purpose: 1) to inform individualized instruction, support services, and interventions in kindergarten and the early elementary grades and 2) to provide aggregate data for State and local policy-makers to assess the outcomes from the early childhood system, plan future policy related to closing the readiness gap, and make strategic decisions regarding resource allocations.

Delaware, with its research partner Child Trends, and Teaching Strategies, Inc., conducted a psychometric analysis of the customized tool after year one of implementation. Results showed adequate range of difficulty and that there was discrimination of items with higher and lower levels of skills represented across domains. Further modifications to DE-ELS were made for year two in response to requests from teachers. Care was taken to preserve a range in the level of item difficulty within and across domains, and to insure alignment with the Common Core. A new psychometric analysis will be completed to establish the psychometric properties of the revised/stabilized DE-ELS items used in year two (2013–2014) and beyond. With the stabilization of the tool's indicators, efforts are now underway to establish reliability and validity.

Delaware's Kindergarten teachers complete Teaching Strategies GOLD's interrater reliability certification during their second year of implementation. Offered online through TSG's website, teachers evaluate multiple child portfolios and compare ratings with those of

Teaching Strategies’ master raters. To achieve interrater reliability, they must reach a score of 80% reliable in each area of development and learning.

The State’s Kindergarten teachers are currently engaged in an interrater reliability study designed by research partner, Child Trends. It is comparing teachers’ scoring of sample child portfolios against the scores of a panel of “master coders” of the DE-ELS and examining the interrater reliability of the DE-ELS implementation. This will help to assure us that teachers in Kent, Sussex, and New Castle counties are consistently using and scoring the DE-ELS in a way that will produce reliable data across the State.

These structural processes that establish reliability, validity, and use of the DE-ELS with fidelity have laid the groundwork for the collection and use of aggregate data in 2015–16 for statewide decision-making.

Kindergarten teachers use the DE-ELS to inform their beginning-year instruction and groupings and for early identification of those students who need additional testing and evaluation. Some teachers have reported that the Survey has enabled them to refer children for evaluations and supports much faster than their usual referral process since the initial step has been completed by the Survey. The DE-ELS has been a valuable tool for discussions with families about children’s learning along a trajectory and in helping them understand kindergarten instructional content and their own children’s related readiness.

The Delaware Early Learner Survey’s success has been impacted by the use of targeted professional development, and teacher and family engagement in the design and roll-out that has been provided in conjunction with teachers’ adoption of the tool. In addition to the specific information about the Survey itself, teachers are provided with research and information about a comprehensive assessment system, the difference between screening and assessment, the types and uses of assessments and most importantly, how authentic assessment is appropriate for a kindergarten setting. Building on the pre-kindergarten context for assessment, the Early Learner Survey uses observation-based, Formative Assessment strategies that require training and mentoring. A family survey has been designed to gather initial information about families’ goals for children’s learning, children’s past learning, home experiences, and any other information families may wish to share with teachers.

It is anticipated that data will provide statewide information about the skills and needs of kindergarten children across the five domains of the Survey; inform efforts to improve the

transition from early learning to kindergarten, and inform efforts to improve supports to Early Learning Providers and families. Currently, teachers are using data from the DE-ELS to make instructional adjustments for individual children.

Acknowledging that many schools are using multiple assessments to understand kindergarten children's readiness and ongoing school progress, efforts are underway to connect the DE-ELS with teachers' other assessments. As a first step, research partner Child Trends Inc. surveyed teachers to identify a host of assessments in use. Between two and six are being used in each district with the district making individualized decisions on the types and frequency. Discussions continue to help teachers and administrators consider ways to link the results of DE-ELS to other required or desired information to reduce the number of assessments children are given. This includes efforts to help them think about how and if there is duplication of information collection, allowing for the elimination of other assessments. This strategy will extend to pre-school assessments as more data is collected and analyzed across the two age-groupings.

SECTION D: Expanding High-Quality Preschool Programs in Each High-Need Community

Delaware is a small State that faces large challenges. It is divided into three counties, each with its distinct geographic and demographic characteristics: New Castle County in the north, Kent County in the central part of the State, and Sussex County in the south. Each county has pockets of high poverty with families and children at risk. The risk areas have been categorized into eight Priority Zones (*see Attachment 5*) that have been used to determine specialized and localized funding for initiatives. The Zones were identified through State data collected for the MIECHV community assessment, United Way community assessment, school improvement data, U.S. Census, and KIDS COUNT Delaware data. . The table below illustrates the need for state-funded pre-kindergarten:

State Pre-K Need	Delaware	New Castle County	Kent County	Sussex County
State Pre-K Need: # at or below 200% FPL not in a State Pre-K program (ECAP)	3,557	1,843	908	806
# of children at or below 200% Federal Poverty Line	4,400	2,288	968	1,144
# of children with IEPs	1,659	1,001	249	409
# of State-funded Pre-K slots	843	445	60	338
# of children on the Head Start Wait List at or below 200% FPL	499	302	57	140

Communities and Subgrantees

Delaware First for Fours will expand and enhance high-quality pre-kindergarten services in each of its three counties, focusing primarily in communities within the Priority Zones or in neighborhoods where large numbers of children under five are living in poverty and qualify for free and reduced lunch or Purchase of Care (POC), Delaware’s child care subsidy program. Estimates indicate that there are as many as 15,000 children who are eligible for POC but capacity within the area’s early learning facilities can’t respond to the need.

Through the First for Fours collaborative approach, the public schools and community-based early learning centers will be engaged in coordinating the much needed services for children.

The need across the State: Delaware has 843 State-funded Early Childhood Assistance Program slots serving approximately 8% percent of the State’s 4,400 four-year-old children who are at 200% or below poverty. Delaware First for Fours will increase access by approximately 13% for new slots and 6% for enhanced slots, increasing access to high-quality slots for four-year-olds by about 19%. In addition, Delaware First For Fours will improve the State’s ECAP slots and federally-funded Head Start slots by extending the hours to a Full-Day, 180 days/year as well as providing supports for improving teacher quality and evidenced-based professional development. Currently, ECAP and Head Start programs range from 2.5 to 3.5 hours in length, limiting the impact their experience has on their preparation for kindergarten and beyond. In fact, of the 899 children who benefit from preschool Head Start and State-funded ECAP services in Sussex and Kent Counties, all are receiving half-day experiences. Research has shown that at-risk children can develop vocabulary, math, and literacy skills that approach national norms if provided with extended-duration preschool that maintains reasonable quality standards and that adding hours of preschool education are substantially effective at closing the achievement gap.

between these low-income children and their more advantaged peers (NIEER, 2006). Delaware First for Fours will work with providers to lengthen their school day and school year to mirror the kindergarten experience for children.

Wilmington, in New Castle County, is in the northern end of the State and the State's most urban area. The Wilmington demographics paint an alarming picture for its children. It is estimated that as many as 5,500 children or over 38% live in poverty. Over half of the State's homeless population lives in the Greater Wilmington area with approximately 200 homeless children under the age of five. 16% of the area's residents speak a primary language other than English; 50% of them speak Spanish.

NeighborhoodScout rates the City of Wilmington as one of the top 100 most dangerous cities in the United States (ranked at 17th most dangerous). Their research found that Wilmington's violent crime rate is one of the highest in the nation across communities of all sizes. Violent offenses included forcible rape, murder, and non-negligent manslaughter, armed robbery, and aggravated assault, including assault with a deadly weapon. Additionally, NeighborhoodScout's analysis shows that Wilmington experiences one of the higher murder rates in the nation when compared with cities and towns for all sizes of population. It was found that a lot of the crime that takes place in Wilmington is property crime, including burglary, larceny over fifty dollars, motor vehicle theft, and arson. In Wilmington, the chance of being a property crime victim is one in 19.

In one Red Clay School District building that will house a Delaware First for Fours classroom, 20% of the student population (over 110 pupils) has been referred to the visiting teacher for attendance issues and over 40% of those children missed an average of 30 days; 60% of fourth graders indicate they have attended three or more schools; and over 51% of the children in the building have an incarcerated relative.

Both Red Clay and Christina School Districts, two of the State's lower performing school districts, have been identified as priority school districts by the Delaware Department of Education. Delaware First for Fours will be housed in five of their buildings. Delaware First for Fours resources will join with other State monies that will be channeled to these districts to provide better opportunities for the children, and better supports to the educators who work with them every day to make the dramatic changes required to provide these children from disadvantaged communities a real chance to meet their incredible potential.

The need in the greater Wilmington, New Castle County area: Two of the State-funded providers of ECAP, Wilmington Head Start and New Castle County Head Start, report about 300 preschoolers, with approximately 20% being dual-language learners, on their waiting lists which is focused on serving children at or below 100% FPL. The new Delaware First For Fours slots in this area will help to meet the needs of these wait-listed children at or below 100% FPL as well as many others at or below 200% FPL that wouldn't have previously met the requirements for ECAP or the federal Head Start slots.

Sussex and Southern Kent Counties have equally alarming challenges. The populations in these counties have grown by 48% and 32% respectively since 2010 with about 15% of their children under five living in poverty. Communities where First for Fours classrooms will be located have some of the highest percentages of families in poverty in the counties with 30% of the counties' families receiving assistance. In the Laurel area of Sussex County, the school district reports 47% of children are eligible for free and reduced lunch. Sussex County's Hispanic population has grown by more than 95% since 2006. In Kent County, the Capital School District reports their children represent over 25 different languages in their schools. Children under five who are homeless average 16% in Kent County and 6% in Sussex County. Teen birth rates in both counties are higher than the State average.

The need in Sussex and Southern Kent Counties: The census indicates that there are as few as 10% of the children enrolled in State-funded Sussex and Kent County programs who are eligible for child care subsidy, Purchase of Care, which children are eligible at or below 200% FPL. The primary provider for early learning in Southern Kent and Sussex County is Telamon Corporation that delivers Head Start, Early Head Start, and Early Childhood Assistance Programs (ECAP). Telamon community needs assessment reports note that its families identify language, transportation, waiting lists, and provider fees as the biggest barriers to accessing services. Delaware First For Fours' model addresses these barriers by providing funding to increase the number of new slots to decrease the wait lists and eliminate provider fees for Eligible Children as well as improve slots to include funds for transportation and professional development to improve areas such as dual language practices and family engagement.

Selection Process

The State's Subgrantee selection process was conducted through a methodical series of steps that has resulted in its final team of providers. Initially, a review of priority zones, waiting lists, and early learning capacity within the priority zones and high-need communities was conducted to determine the State's areas for focus. The two community areas (as required in the grant specifications) that were identified were the Greater Wilmington Area and the Georgetown/Laurel area of Sussex County. The data from multiple community assessments indicated these areas as ones with high populations of at-risk families at or below 200% FPL and a need for early learning that exceeds the current capacity (see chart above).

An initial outreach to providers within the two designated areas demonstrated a need for the State to support providers in the future to meet the federal definition of high-quality. In particular, the bachelor's degree for lead teacher would be especially challenging within the one year of implementation. It was determined that school districts, charter schools, ECAP, and federal Head Start providers who already had a large majority of bachelor-degree teachers would be best suited for this opportunity. Every Head Start grantee was contacted, as were the ECAP providers and school districts.

Additionally, the fiscal obligations indicated that 50% of funds needed to go towards new slots. It was determined that programs who serve a majority of POC children and have the capacity to implement new slots would be a priority. The State also decided that to support the high-quality requirements that providers would need to be on the pathway to high quality and a 5 Star provider, or a 4 Star that was already providing similar Comprehensive Services such as ECAP or federal Head Start.

Finally, to improve the State's half-day ECAP program, priority was given all ECAP providers at 4 and 5 Star Levels to partner. The same decision was made for the federally funded Head Start programs which also run half-day programs.

These decisions were the foundations for partner outreach. Each identified provider in the high-need zones was contacted. The program requirements were reviewed, the description of the new Star 5+ excellence designation and innovative pilot programs were explained, along with a review of the providers' waiting list data, community statistics, and program operation information.

After a review of various data sources including Census, KIDS COUNT, and community needs assessments to name a few, the two original communities were expanded to include other high-risk neighborhoods and providers within those communities to better represent the need across all counties in the State.

The grant opportunity was publicized in many ways. It was announced on the State's early childhood e-newsletter. Presentations were made at the Delaware Early Childhood Council and the Interagency Resources Management Committee. The Early Childhood Leadership Team was informed as was the Stars Management Team with follow-up meetings to gather input from the various stakeholders. Two webinars (one with a face-to-face component) were held to describe the program to providers. Questions were accepted, both during the sessions, and after through a FAQ process.

Families will have program options from which to select the most appropriate care; high-quality programming will be interspersed among the program types, becoming models of excellence that can expand beyond the original scope, creating statewide models of excellence.

Quality standards and implementation for early learning are expensive and have traditionally been under-funded. Early learning programs often hire teachers without four-year degrees and pay wages that are inconsistent with public school teachers' salaries, utilize classrooms in borrowed space, and rely on States' incentives to purchase and/or replace the well-used equipment and supplies that furnish classrooms.

Delaware First for Fours will use this grant opportunity to equalize funding for the State's pre-kindergarten programs. It will use a funding formula for its Subgrantees that is based on the statewide reimbursement rate for kindergarten through grade 12. Calculations are similar; the baseline is a bachelor-degree teacher who will implement standards-based instruction. The Comprehensive Services, including a greater degree of family engagement and supports and extension of teachers' responsibilities beyond the average K-12 teacher, cost more and will be added into the calculation.

Subgrantees will be paid a cost per child of \$^{(b)(4)} for new slots. (Delaware's K-12 average reimbursement is \$^{(b)(4)} child). Enhancement slots will be paid the difference of their current cost per child to the \$^{(b)(4)} allocation. This calculation is based on current operating costs for school-based pre-kindergarten programs that provide look-alike services to Delaware First for Fours. Funding is sufficient to allow providers to hire bachelor-degree teachers and

associate-degree assistant teachers, use intentional teaching practices that include curriculum and assessment and individualized goal planning that involves families, conduct health and developmental screenings, enhance family engagement, provide supports to families and transportation services as needed. Overall, Delaware First for Fours providers will offer the full range of Comprehensive Services and participate in the state-of-the-art innovations that will be First for Fours' hallmark.

Delaware First for Fours is designed to meet the U.S. Department of Education's General Education Provisions Act (GEPA) Section 427, enacted as part of the Improving America's Schools Act of 1994 (Public Law 103-382). First for Fours will ensure that the six barriers identified in GEPA (gender, race, national origin, color, disability, or age) are addressed. The first step that First for Fours took to address GEPA was to design a model that provides for services to be located within the required 200% FPL but also racially diverse. Subgrantees were selected to cover the range of races and national origins across the state. Secondly, evidence-based professional development will be coordinated at a State level to meet the local needs of children and Subgrantees and address areas that could be barriers to access pre-kindergarten services such as disabilities with the addition of training topics covering inclusive practices. Professional development will also provide extensive leadership training to ensure that Subgrantees are supporting access to diverse families as well as early care educators regardless of gender, race, national origin, disability, or age. Thirdly, the State will revise and expand its infrastructure for resources for children with diverse needs. For example, the State will provide additional translation of resources to support English Language Learners. Finally, the State has provided a Per Pupil Expenditure (PPE) of \$ (b)(4) to provide Subgrantees with the funds to meet their local needs as needed and reduce these barriers such as transportation services, which has been identified as one of the top three barriers for children and families to receive services.

Delaware First for Fours Implementation

Delaware First for Fours partners will deliver services that are based on a federal-state definition of high quality. In addition to the federal definition specified in this grant, First for Fours embeds many of the Delaware Stars Standards (*see Attachment 11*). The Stars standards are voluntary however, allowing programs to determine which standards best meet their goals and quality improvement plans. Delaware First for Fours will build on these standards, requiring providers to meet a specified subset of standards. When all of them have been fulfilled, and

others that extend beyond the Stars standards are also met, providers will be Star 5+. (*See Attachment 7 for a full list of Delaware's requirements for High Quality.*) The ECAP technical assistants will work cooperatively with the Delaware First for Fours specialists to ensure the standards are being addressed.

The Delaware First for Fours school year will begin in late August 2015. Each provider's start date will be consistent with the local school district. A start-up period will be afforded for providers to prepare classrooms, train staff, recruit and enroll children who are at 200% of poverty or below, reduce class sizes and improve teacher-staff ratios, develop strategies to reach Star 5+, adopt curriculum and assessment resources, attend professional development, and create partnerships with schools and community agencies to design a resource support and referral process. Model classrooms will be designed for Positive Behavior Support and Inclusion during this time allowing teachers opportunities to visit other sites, research resources, attend training, and practice strategies prior to the start of the year.

The school year will offer four-year-old children with 6.5 hours/day of high-quality pre-kindergarten for 180 days; funding will provide an additional 10 professional development days for teaching staff and ensure that the program will address high-quality instruction and Comprehensive Services in three areas: program design, staffing, and instruction.

Program Design: Delaware First for Fours will combine the Delaware Stars Quality Rating and Improvement System and the federal definition of high quality to guide its foundational principles. Participating Subgrantees will offer educational services to four-year-old children who are at 200% or below the federal poverty guidelines in geographic areas of high need within Delaware's Priority Zones or communities with high numbers of Purchase of Care families. They will layer on Comprehensive Services and strong family engagement practices and encourage schools within their communities to take on a neighborhood presence, all of which support children's readiness for school and families' greater understanding and involvement in children's development and learning. In doing so, providers will become Star 5+ during their first year of implementation.

Comprehensive Services, beyond those that relate to children's educational experiences, include a wide array of supports and educational resources for families.

Screening	Ages and Stages Developmental Screenings will be conducted within 60 days of the start of school, health screenings including vision and hearing will be coordinated with the children's primary care physicians or with local health care providers.
Nutrition	Children will receive a nutritious snack and lunch as part of their Delaware First for Fours day; coordination of meal service should be done within the providers' existing programs. Nutrition education will be embedded within home visits, conferences, and parenting education events and include topics such as obesity and exercise.
Health and Safety	Providers will work with families to ensure they have a medical home and that children are current with immunizations and other age-appropriate care requirements. Parenting education about childhood illness and safety measures such as home evacuation plans will be offered. Mental health services will be supported through EMCH consultants and a Trauma Smart/Positive Behavior Support model.
Social Services	Families at 200% of poverty may have intensive needs such as housing or employment. First for Four providers will be trained in available resources within the community and strategies for engaging families in the sensitive discussions related to needed supports and referrals.

Seventeen early learning partners will participate, offering services in 31 locations; the identified Subgrantees list is provided in *Attachment 6*. They have been selected to represent the high-need areas in all three counties. Varied program types are also represented including child care, Head Start, public and charter, and Early Childhood Assistance Program (ECAP). High school demonstration classes are included in the partnerships, facilitating a learning experience for those teens who are considering early childhood as a career choice. Language immersion and blended classrooms with children from different socio-economic status will round out the many design models.

Each Delaware First for Fours classroom will have a maximum of 20 children with two teachers, affording a child-adult ratio of 10:1. This may require reductions of children in some existing classrooms; enhancement funds will allow for this reduction.

Beginning in year two, selected providers will be offered the option to provide summer enrichment programs. They will be designed to support children's successful transition into kindergarten and will be individualized per location. It is anticipated that they will be between two- and six-week programs, focusing on those children identified by pre-kindergarten teachers as those who would benefit most from this opportunity for consistent learning to reduce the fade-out effect.

Staff: Two staff persons will guide children in Delaware First for Four classrooms. Each class will have a lead teacher who will have a minimum of a bachelor's degree in early childhood or a related field and an assistant teacher who will have, at minimum, the state entry-level credential, TECE 1 and 2—Training in Early Care Education. All assistant teachers will be

supported to attain their associate's degrees by the end of the four-year grant cycle. Towards that end, the assistant teachers will need to enroll in an associate's degree program and begin taking courses by the end of the grant's first year. Any assistant teacher who is hired beginning in year three will need to demonstrate an associate's degree at the time of hire. A cohort of assistant teachers will be offered associate degree-level content from Delaware's local community college in a New Castle County provider site as a means of providing this opportunity in a responsive and convenient manner. This will be expanded to Sussex County as need indicates.

Salary minimums will be specified as part of this grant and are accounted for in the cost per child allocation for Subgrantees. Providers must pay salaries that are comparable to the local school district's wages. A provision for assistant teachers who begin with or attain their associate's degree to receive additional compensation will also be expected in programs' budgets.

Professional development will be a critical component of Delaware First for Fours. Sessions will be offered immediately after the grant award to inform and train staff on the core components of the program prior to the start of the school year one in August 2015. Funding will include an allowance for substitutes to assure staff's attendance. The training sessions will be offered on multiple levels (administrator and teacher) to be responsive to the participants' needs.

Each of the selected core sessions for administrators are coordinated with Delaware Stars requirements and will support providers' movement to Star 5+, the highest quality level that equates to the specified standards and requirements for Delaware First for Fours. A rotating schedule of both online and face-to-face sessions will focus on the quality standards including classroom environment, child assessment, inclusive practices, transition, and family engagement.

An overview of the Environment Rating Scale (ERS) will be presented that assists administrators in contemplating the way in which the ERS serves as the baseline for quality improvement decisions within their facilities, and the way in which the ratings can be used to consider purposeful and broad-scale, long-term professional development or changes to environment. Strengthening Families (*see Attachment 16*) will be initiated for First Four providers' families. Already successful across the state, this educational series will be extended to Subgrantees to deepen the level of family engagement in the Delaware First for Fours programs. The implementation of formative child assessment is complex; the core series will include attendance at Delaware's child assessment series, Polishing the Lens, an introduction to

assessment, Teaching Strategies GOLD, and data-driven decision making. Training on child abuse and neglect will be a required session for Delaware First for Fours staff assuring that those adults who work with children understand their responsibility in the identification and reporting of such concerns. Although all of the Core Series sessions will be offered periodically throughout the four-year grant cycle, each will be initiated during the first six months of program implementation while programs are engaged in start-up.

Year One Core Professional Development Series

Topic	Delivery System	Attendees
Overview on Delaware Stars 5+	Online webinar	Administrators required, all staff encouraged
Strengthening Families Overview	Online webinar	Administrators
Strengthening Families series	Face-to-face sessions	Families
Child Abuse and Neglect	Locally determined	All staff
Overview of Environment Rating Scale	Online webinar	All staff
Child Assessment Series for Administrators Curriculum Series for Administrators	Face-to-face	Administrators
Child Assessment Series for Teaching Staff Curriculum Series for Teaching Staff	Face-to-face	Teachers and Assistant Teachers
NISL Early Learning Leadership Institute	5-day face-to-face, given in 2 phases	Administrators
Introduction to Positive Behavior Support	Face-to-face	All staff
CARE	Face-to-face	All staff
Introduction to Inclusive Practices	Face-to-face	All staff
Introduction to Working with Dual Language Learners	Face-to-face	All staff

Leadership development is a critical component of the Delaware First for Fours professional development strategy, aimed at sustaining high quality and purposeful continuous quality improvement planning at the provider level. Three leadership training opportunities will be offered: The McCormick Aim4Excellence (*see Attachment 8*) combined online modules and localized community of practice; a Leadership Committee that will bring together administrators, quarterly, to hear from national experts on components of high-quality pre-kindergarten and to

discuss Delaware First for Fours implementation through peer learning opportunities; and the NISL Early Childhood Learning Institute. These sessions expand participants' thinking beyond day-to-day operational leadership into advocacy, sustainability, and the community-school-family partnerships and collaborations that are imperative for children's successful learning experiences. *See Attachment 9 for a description of the NISL training.*

Instruction: Delaware's four-year-olds who are in First for Four classrooms will benefit from teachers who use an intentional teaching strategy. They combine curriculum, observation, and child assessment to develop individualized lesson and goal plans for children. This approach will become a required 5 Star standard for all programs in 2016; First for Fours will lead the way, implementing this standard from the onset. Each classroom will use a curriculum from the Delaware Stars-approved list and Teaching Strategies GOLD Formative Assessment. These tools are aligned with Delaware's Early Learning Foundations (ELFs) (*see Attachment 1*) that guide instruction across children's domains of learning. Within that context, children's health and well-being will be supported by providers' use of supplementary health curricula. Children's outcomes will be recorded into the online database.

The Teaching Strategies GOLD assessment aligns with the Delaware Early Learner Survey (DE-ELS) (*see Attachment 4*), the State's Kindergarten Entry Assessment, that uses a modified version of Teaching Strategies GOLD. When reviewed together, the State team will be able to determine those content areas where instruction is strong and those that need additional attention.

The Environment Rating Scale will guide the classroom environment. The ERS is designed to measure process quality. "Process quality consists of the various interactions that go on in a classroom between staff and children, staff, parents, and other adults, among the children themselves, and the interactions children have with the many materials and activities in the environment, as well as those features, such as space, schedule and materials that support these interactions. Process quality is assessed primarily through observation and has been found to be more predictive of child outcomes than structural indicators such as staff to child ratio, group size, cost of care, and even type of care, for example child care center or family child care home" (Whitebook, Howes & Phillips, 1995). Delaware First for Four programs must reach and maintain a 5.4 rating (out of 7) in its preschool classrooms.

Innovative programs of excellence will evolve through a focus on both inclusion and positive behavior supports (PBS). Subgrantees will benefit from technical assistance, coaching, and training to bring the positive behavior support strategies to the preschool level. While there is State implementation occurring, it has not yet expanded to preschool. The PBS model addresses four elements: Supporting Social Competence & Academic Achievement, Supporting Staff Behavior, Supporting Decision Making, and Supporting Student Behavior to create system-wide supports. Training for the Pyramid Model that links to Response to Intervention is already available to Delaware's Early Learning Providers; this work will expand what is offered and re-focus support from classroom level to full-provider level where greater impact will occur. Early childhood mental health consultants (*see Attachment 15*) through the Division of Preventive and Behavioral Health Services who provide in-center supports to providers in collaboration with school district specialists, will relay individualized coaching and technical assistance to providers. They will also link families to Parent Child Intervention Therapy services when needed. This work will combine with new research and practice that is being implemented through Trauma Smart, using Missouri's model as a guide.

Two new inclusion specialist positions will be created that will focus on helping providers understand and adopt inclusive practices in their programs. From a review of policies and procedures to a survey of classroom environments and materials, the specialists will work with provider staff to make adaptations where needed or to understand how to develop accommodations as children with special needs are enrolled. A similar program innovation has been proposed for First Start Delaware, the requested Early Head Start-Child Care expansion. If funding is awarded, both programs will be coordinated to create a birth-to-five aligned inclusive practices model. Delaware First for Fours will adopt the Head Start requirement of a minimum of 10+ children with disabilities in its classrooms. The inclusion specialists will participate on the committee to revise the Early Learning Foundations and Workforce Competencies (*see Attachment 2*) as well as the Transition Task Force.

The Delaware First for Fours grant will be funded to allow for four school years of funding. Subgrantees will receive their first year of funding, on a cost per child basis, in July 2015, and each July thereafter to ensure the entire school year is funded. Additional start-up funding that has been set-aside for Subgrantees in year one will be made available to them at the time of the grant award to be used for the purchase of materials and equipment, enrollment and

recruitment expenses, etc. The infrastructure funding that will be used to hire program staff and begin the professional development and support services will be accessed at the time of grant award.

Implementation Plan

January 2015	<ul style="list-style-type: none"> • Infrastructure fund will be accessed to hire program manager and to establish committees for revisions of state documents • RFPs disseminated for consultant contracts
January 2015 or upon receipt of Subgrantees' signed contracts	<ul style="list-style-type: none"> • Start-up set-aside funds awarded to Subgrantees for the purchase of materials and equipment, recruitment and enrollment expenses, and professional development
April 2015	<ul style="list-style-type: none"> • Remaining program staff hired • Task forces and Revisions Committees established • Delaware First for Fours Advisory first meeting • Meet with evaluation team to outline strategy
July 2015	<ul style="list-style-type: none"> • Cost per child funds will be awarded to Subgrantees to pay for Year One of services for children; funding will be for the fiscal year: July 1 through June 30 • Professional development begins • Initiate planning for innovations
September 2015	<ul style="list-style-type: none"> • School begins for Delaware First for Fours children: Year One • Planning begins for Summer Enrichment Programs
July 2016	<ul style="list-style-type: none"> • Teaching Assistants begin associates degree cohort • Summer Enrichment is offered
September 2016	<ul style="list-style-type: none"> • Year Two of Delaware First for Fours
October 2016	<ul style="list-style-type: none"> • Establishment of Leadership Cohort • Initiation of Sustainability Planning
September 2017	<ul style="list-style-type: none"> • School Year Three begins
September 2018	<ul style="list-style-type: none"> • School Year Four begins

Sustainability

Delaware’s commitment to high-quality preschool experience is strong. The Early Childhood Council’s Strategic Plan, *Sustaining Early Success*, prioritizes access and quality, and one of the committees of the Council focuses on sustainability of investments and includes advocates and State policymakers. The Commission on Early Education and the Economy is comprised of business advocates devoted to these issues, and the Delaware Public Policy Institute remains committed. The Vision Coalition, representing education stakeholders from all over the State, has prioritized early learning—and in particular pre-school—in their 10-year plans for education that have guided policymaking in Delaware.

Over many years, Delaware has built a robust constellation of advocacy organizations committed to building and sustaining quality early learning experiences. The commitment of

advocates—including parents, providers, business community members, funders, nonprofits, and community leaders—has been demonstrated with remarkable success. One example was the outpouring of support in establishing tiered reimbursement for child care subsidy, which flooded the General Assembly with support. We anticipate the same level of support and momentum around initiatives such as preschool expansion.

Delaware First for Fours envisions four goals for its ambitious and innovative initiative:

1. Expand the quantity of State-funded pre-kindergarten slots available to low-income children and their families within two or more of Delaware’s high-priority zones.
2. Enhance the quality of pre-kindergarten classrooms to serve as models of excellence for Comprehensive Services, family engagement, and children and families with diverse learning needs.
3. Strengthen collaboration with families and diverse statewide and community partners to integrate strategies and resources into classroom and program practice to support quality relationships with families, children, and staff.
4. Improve the State’s early learning system to leverage strengths and ensure continued improvements in the birth through grade two continuum of learning and development.

These goals will be realized throughout the life of the grant, and the ongoing continuous quality improvement and data collection demonstrating positive outcomes and impacting children’s successful school entry will be used to support sustainability planning and advocacy.

Delaware First for Fours’ goal that designs models of excellence and innovative practices will pave the way towards a State infrastructure that utilizes high-quality standards in all of its early learning settings. These models of excellence will serve as future sites of professional development and leverage the expertise to have a “spill-over effect” to share their learning with other surrounding early childhood providers and across the State. The intensive technical assistance and professional development that will be developed and presented to teachers and administrators will impact best practices for all Delaware Stars participants in the future. Transition resources, family engagement plans, revised Early Learning Foundations and Workforce Competencies will be adopted throughout the State by all programs.

The integration of inclusion standards and standards for dual language learners, translation of materials, and creation of online training will extend to all professionals. It is anticipated that the models of inclusivity and behavior supports will positively impact the

percent of preschool expulsions and the on-site supports to children with disabilities regardless of where services are provided.

Goal three of Delaware First for Fours' vision will be realized through the community partnerships that have been developed within communities. Providers will continue to support children and families; action plans that have been devised as a result of the NISL Early Childhood Leadership Institute will result in transition practices that have shown valuable results to be continued. The preschool-kindergarten professional relationships and shared understandings will continue to expand the aligned supports.

Delaware's commitment to early learning has been evident over the last five years. Its \$22 million State fund allocation, coupled with the \$50 million Early Learning Challenge grant that led to the formation of the Office of Early Learning have set the stage for enhancements to the Delaware Stars program and the coordinating infrastructure across State agencies.

Even before these recent investments, Delaware was able to maintain funding for early childhood during challenging fiscal times. From 2007–2011, the budget allocation remained constant at \$61 million including a need to reallocate TANF funds in 2009 to accommodate the recession.

The public-private partnerships also lead the way towards a coordinated and innovative, nationally-recognized early learning system. Vision 2015, an initiative begun by a coalition of education, government, business, and civic leaders in 2006, who worked to develop a bold and nationally-acclaimed reform plan designed to raise education outcomes in Delaware to among the best in the world, recommended an investment in early childhood education. Key public-private partnerships—linking State agencies with organizations such as the Delaware Business Roundtable, Nemours Health and Prevention Services, The Rodel Foundation of Delaware, and United Way of Delaware—have contributed significant momentum to strengthening the foundations of Delaware's strategy while also bolstering momentum towards operating as a quality-focused statewide system.

Locally, school districts have recognized the need to reach its youngest children. Commitment to pre-kindergarten has led to consideration of other funding sources such as Title One or even private funders that can be made available to add children or support current enrollment. One superintendent has said, "We will find a way."

The Commission of Early Learning and Economy that includes influential business leaders across the State has devoted much of its attention to advocating for new funding for early learning. The business community's support for early childhood continues to grow. Additionally, the private foundations' interest in early childhood remains steadfast. The Rodel Foundation and Nemours have dedicated time and resources to early learning statewide, community and provider supports and have shown particular interest in this grant application as a mechanism for expanding access for pre-kindergarten.

Together, the advocacy from foundations and business leaders, coupled with support from Governor Markell and the General Assembly; families' funded access to improved quality delivery of services; and the State's pledge to create an early learning system from birth through grade three indicate a commitment to sustainability that will prepare Delaware's children for school readiness and long-term school success.

Section E: Collaborating with Each Subgrantee and Ensuring Strong Partnerships

Roles and responsibilities

The Delaware First for Fours partners each have agreed-upon roles and responsibilities that will be clearly defined through contractual documents. Together, they will assure the success of this funded program for four-year olds, expand Delaware's system for early learning, and provide outcomes from innovative design components that will impact future programs for Delaware. The State staff will be comprised of a Delaware First for Fours program manager, two education specialists, an administrative assistant, and a part-time fiscal analyst. The program manager will be part of the Department of Education's Early Development and Learning Unit; that position will have oversight for the two education staff and administrative assistant. The Early Development and Learning Unit administers the State's other early learning programs including the State-funded Early Childhood Assistance Program (ECAP), Parents as Teachers home visiting program, Part B/619, and Delaware Stars (*see Section B for descriptions of each*), providing a strong foundation for coordinated program services. First for Fours will benefit from the Unit's successful history of oversight and the expertise of its program managers. The State team will be responsible for a unified strategy of consistent program delivery across its many

Subgrantees and partners through monitoring, provision of professional development and ongoing technical assistance, dissemination of pertinent information and resources, and the review and analyses of data to guide continuous quality improvement. A schedule of regular site visits and meetings, along with quarterly and monthly reporting requirements will ensure providers' compliance with the grant requirements and ongoing progress towards meeting its overall goals and objectives: 1) expanding access to high-quality pre-kindergarten for low-income children; 2) enhancing quality programs to serve as models of excellence; 3) strengthening collaborations with families and community partners; and 4) improving the State's early learning system.

Subgrantees will fulfill the critical role of providing high-quality early learning services to 824 four-year-olds and their families in the State of Delaware. As outlined in their contract, they will offer 6.0 hours of instruction (6.5 Full-Day hours) for 180 days for four-year-olds at 200% or below the federal poverty guideline, support families' efforts towards ongoing self-sufficiency, engage families in supporting their children's growth and development, participate in ongoing professional development that guides staff to implement the components of Delaware's early learning vision, contribute to the innovative design strategies and models to guide Delaware's overall systems design, and submit quarterly narrative and fiscal reports that document ongoing operational successes. *(See Attachment 7 for a list of high-quality standards that specify requirements for Subgrantees).*

Organizational Capacity and Existing Infrastructure

Delaware First for Fours will contract with 17 Subgrantees *(see Attachment 6)* to offer a pre-kindergarten program for four-year olds in identified high-need areas. 31 new classrooms will be opened in 27 locations impacting 553 children and their families. An additional 271 children will benefit from enhancements that extend their time in programs or exposure to high-quality standards through the Delaware First for Fours program. As part of those enhancements, 14 classrooms will lengthen their day and/or year and expand Comprehensive Services to match the 6.0 hours/day and 180 days/year model. In all, 824 children will directly benefit from the Delaware First for Fours program.

The providers are existing early learner programs with proven track records of high-quality delivery. Quality will need to be taken to the next level to reach the full standard of excellence as defined by Delaware First for Fours. In addition to the funding for new slots or

extended schedules, this grant will fund enhancements that ensure providers' capacity to meet the required high-quality standards. The Delaware First for Fours Subgrantees funding calculation considers the cost to reduce classrooms to 20 students; hire and retain bachelor-degree lead teachers; support assistant teachers' career paths towards associate's degrees where needed; expand families' engagement to include home visits and supports for self-sufficiency; provide health, mental health, and social service supports to children; and participate in innovative models of excellence.

The program manager will be responsible for the oversight of the program and coordinate delivery across the Subgrantees through the development of policies that inform providers of specific processes and procedures. These policies will be delivered to providers through announcements; viewing and understanding will be further assured through the two education specialists' ongoing communications with the providers.

Great Start Delaware, the State's early learning website that was originally designed through the Early Learning Challenge Grant funding, will house a website/portal for First for Fours providers' access. Information, announcements, and forms will be made available at this centralized location for ease of use.

The education specialists will work with each Subgrantee to establish a system of regular monitoring and technical assistance visits. These visits will include a review of requirements and the degree to which each Subgrantee understands expectations and is compliant. The two specialists and the program manager will meet regularly to review the results of the visits and determine what kinds of additional information, resources, or training may be needed. The specialists can also provide classroom observations, short and targeted professional development sessions, and help to access or enhance coordinated supports within their community.

During the start-up period, the Delaware First for Fours technical assistants will confer with other professionals who support the programs, including Delaware Stars technical assistants, inclusion specialists, and ECAP technical assistants, to design a strategy for offering unified support without duplication and for coordinating specialized information or needed help that is outside the scope of Delaware First for Fours staff but is offered by one of the other programs. The plan will also include a way to share outcomes, with consideration for confidentiality, which will promote ways to extend innovations beyond the Subgrantees' experience to the greater Delaware early learning community.

Monitoring

Quality assurance will be conducted on two levels: the Subgrantees' level and statewide via the Delaware First for Fours monitoring team.

Subgrantees' Level Oversight: Subgrantees will establish or refine monitoring procedures for Delaware First for Fours that blend their current monitoring structure with the requirements for this grant. Each Subgrantee will be encouraged to review their current monitoring protocols and expand, where needed, to include the grant's unique features and requirements.

Every Delaware Stars participant completes a Quality Improvement Plan (QIP) that identifies areas of strength and focus and identifies their program goals for Delaware Stars. Each Subgrantee will include their efforts towards Star 5+ attainment and identify additional supports they may need to reach Star 5+ and to become a model of excellence in Delaware's early learning system.

Delaware First for Fours will ask Subgrantees to summarize program goals and progress in the areas of: child outcomes, high-quality instruction, staff qualifications and professional development; family engagement and supports; pre-K to K-12 systems-building within their communities. QIPs will be reviewed quarterly at the provider level with summaries submitted to the State team as part of their regularly reporting cycle.

Local Costs: The Subgrantees who are providing Delaware First for Fours services are existing programs with existing infrastructure. It is expected that current staff will be utilized to offset the costs for many services that will be provided, allocating the percentage of time and effort as appropriate. The State team will work with Subgrantees to identify staff within their organizations who will be needed to support the Delaware First for Fours grant. A percentage of an enrollment specialist or an administrative assistant may be needed, for example. Providers will be aided in their review of current staff's responsibilities and capacity to take on additional duties for this work. The percentages of time will be calculated and cost-allocated. In sites where specific responsibilities are not readily available through existing staffing, the grant funds will accommodate Subgrantees' contracts with consultants, and in communities where there are more than one Delaware First for Fours provider, shared contracts may be possible. The cost per child has also taken into account the funds that may be necessary to pay for substitutes when teaching teams need to do instructional planning or to attend a professional development event.

State Level Oversight: A combination of on-site visits and meetings and report submissions will provide the needed information to assure the program is moving on the projected trajectory towards statewide excellence. Both vertical and horizontal alignment will be considered as the State team reviews its results and shares and compares them with the other State managers within the Early Development and Learning Resources Unit. Together, they will be able to identify systems-building strategies that reflect the strengths and address the areas of need that move Delaware towards the continuum of excellence. *(See Section B for a listing of programs and initiatives that are administered by the Early Development and Learning Resources Unit.)*

The State team of program manager and specialists will develop regular and ongoing site visit schedules with each Subgrantee. These will be individualized according to provider needs and schedule and can include classroom observations, meetings with administrators, or technical assistance. A protocol that documents site visit results will be developed using the Head Start's federal monitoring protocol as its framework. The First Fours monitoring protocol will embed or coordinate information collection with the other programs' monitoring requirements to avoid duplication.

Quarterly meetings will be scheduled that bring representatives from all providers together to learn new information, hear updates from a federal perspective (as appropriate and available), and to share with each other to understand others' models, innovations, and delivery strategies.

Coordinated Planning and Monitoring

The State team will compile the information from the QIPs to identify common threads and to paint a statewide picture of Delaware First for Fours. This information will be used to support the teams' development of a statewide QIP that includes needed resources, technical assistance, additional professional development, and expanded community outreach.

Three dashboards provide the State with access to varied data points. The reporting structure that was created to monitor the Early Learning Challenge projects offers monthly information about its initiatives including data such as Stars access and early childhood mental health services *(see Attachment 15)*. Goals that relate to Delaware First for Fours will be added to this dashboard for monthly submission and review. The Delaware Stars database provides monthly, quarterly, and annual data summaries that paint a detailed picture of the Stars program.

Information about participation by Star Level, providers' selection of standards, providers' professional development and technical assistance supports are all accessible through this database and provide information that can be used to understand the Subgrantees' quality of service delivery. Equally important will be the review of child outcomes data. As programs complete year one, June 2016, the first round of data will be compiled to understand children's growth and development and progress over the course of the year. This will be first year that data from the State's Kindergarten Entry Assessment (Delaware Early Learner Survey, DE-ELS) (*see Attachment 4*) will also be available. Results across both the pre-kindergarten and kindergarten data, will provide initial information about children's school readiness. These data systems have been designed with layers of access that protect children's confidentiality by limiting the number of adults who are able to view individual outcomes results. Data that will be used on a State level will be aggregate. Parent release forms are currently being reviewed by State legal teams prior to distribution.

Fiscal oversight will be conducted through quarterly on-site visits by a State fiscal specialist who will review invoices for expenditures and other pertinent financial records. Accounting strategies that demonstrate non-duplication of funds will be developed with partners. Providers with enhancement slots, where additional hours and days are added onto existing services, will need to show how the two funding streams blend to offer a longer early learning experience for children.

Two State teams will support the systems-delivery of Delaware First for Fours. The Early Childhood Leadership Team that currently meets will add the First for Fours program manager to its complement. This group meets bi-monthly and learns from each other of early childhood initiatives across Delaware departments and agencies and explores strategies for enhanced coordination.

A new Delaware First for Fours Advisory Team will be formed. This committee will include membership from all of its Subgrantees, State agency leadership, private foundations, and other community leaders. The Advisory Team will meet quarterly to learn of the program's successes and challenges and to support the development of new innovations that move Delaware forward on its quest towards a system of coordinated early learning services for all children.

Nearly half of Delaware's children at 200% or below poverty are not being served in Delaware Stars 4 or 5 programs. Delaware First for Fours will recruit those children and families who will benefit from an early learning experience by reaching out to pediatricians, child care subsidy offices, and other community agencies that work with young families. The birth to three programs will be provided with information about the program and a shared family referral system, based on Sussex County's model, will be used. Access to high-quality early learning will increase by about 13% (new slots) and 6% (enhanced slots) for a total of nearly 19%.

Shared referral systems and waiting lists across programs within communities will assure children and families have options for services that meet their needs, and at the same time, assure community providers' enrollments and unique services are realized. The community's capacity for services has been a key factor in the selection of sites for enhanced slots that lengthen the day and year. Adding onto existing services to improve quality and strengthen delivery of service supports and coordinates community early learning opportunities without creating competition or supplantation.

Supporting Families with Needs

Delaware First for Fours Subgrantees will be asked to prioritize their enrollments for children according to a listing of criteria that will consider the risks that children and families face. County-specific criteria, along with State-identified criteria, will lay the foundation for prioritization. Points or consideration will be given to those families that demonstrate specified high-risk factors. Some of those factors are: children with special needs, dual language learners, and homelessness. Delaware First for Four Subgrantees will follow the Head Start standard of enrolling a minimum of 10% children with identified disabilities, recruited from the community's agencies and physicians that provide special education services or conduct referrals. Its inclusive practices model of excellence will provide two itinerant inclusion specialists who will work with providers to operationalize inclusive practices within its program infrastructure. The Parents and Children Together at Tech Program (PACTT) that will be adding a new four-year-old classroom in Sussex County is operated by United Cerebral Palsy and will offer a model for providers to consider. 95% of Delaware First for Fours sites are in communities that serve dual language learners. New Castle County Head Start, for example, reports that their enrollment is over 50% bi-lingual. Translation services are available and many of the written materials are offered in Spanish. Two of the school districts offer language immersion programs,

beginning at kindergarten. Preparatory programs will be extended down to the pre-kindergarten level. Red Clay School District's Lewis Elementary will help to build interest in the Dual Language Immersion program that has previously begun at kindergarten. Their Dual Language program is designed to serve both students who speak English as a first language and those who speak Spanish as a first language. The pre-K Spanish Enrichment time will help to provide students with a foundation for success as they transition to kindergarten. Pre-K is not a formal Pre-K Immersion program; however, a block of time is dedicated to Spanish Enrichment. During this time, students learn vocabulary to support concepts they are learning in English as well. In addition, they learn Spanish songs. While not a formal immersion program, this framework peaks student interest in Dual Language, connects to students' background knowledge, and reinforces concepts.

Family, School, and Community Partnerships

Families' needs will extend beyond the recruitment and enrollment process into the life of the program itself and take many forms. *Education:* Each Subgrantee will be required to offer the Strengthening Families (*see Attachment 16*) parent-engagement program to its families. It is a research-based family skills training program for parents and their children. The program is based on studies that show children grow up best when parents/caregivers communicate emotional support and practice consistent discipline. Participants learn to make these two concepts the foundation of their family life. Other parenting education topics will be identified when the providers seek input from their families. A minimum of two parenting education programs will be offered annually. *Shared Goal Planning:* Two conferences, one in the fall and the other in the spring, will be conducted with families to partner in the development of children's educational goal plans based on child assessment outcomes and family goals for children. Family-friendly resources that help families connect learning at home with learning at school will be provided. Two home visits per year will be completed in the interim periods of the school year to review children's progress, revise goal plans as appropriate and offer additional resources. During these same formalized meetings, family adults will be offered resources and referrals to agencies that support expressed family needs. *Shared Decision-Making:* Families' satisfaction and confidence in the providers' provision of services for children is impacted by the degree to which their needs, values, and interests are met. Opportunities to provide feedback and suggestions about the program's operation will be sought by the provider through targeted

questions on home visits, suggestion boxes, and center meetings. On a State level, family surveys and focus groups will be conducted to understand family satisfaction.

Families will be encouraged to participate on their community's Delaware Readiness Teams that extend family engagement beyond the individual provider level to the community. Focused on activities that support children's school readiness, the Readiness Teams are bringing together key leaders to identify and carry out activities that promote children's health, development, and learning. Transition into kindergarten is of particular interest to many teams. Delaware First for Fours will initiate the development of a Transition Task Force that brings together stakeholders to review current practices and design new resources and activities that support children and their families as they transition. *See section F for additional information on the Transition Task Force and the Kindergarten Registration Campaign.*

The Task Force, working with the Delaware Readiness Teams, will develop materials that inform schools of the community school approach where schools can be the hub for families, extending their traditional K-12 activities such as assemblies and cultural events, to families of younger children. Schools that open their doors to community agencies to house food banks or evening parenting classes, for example, bring families into schools before the kindergarten year, helping them to become comfortable with the school setting and expand access to resources and services. LEAs that reach out to children at birth, bringing them into the life of the school early, promote families' involvement with the school, assuring better outcomes.

Many of the Delaware First for Four classrooms will be housed within school district buildings. This sets the stage for children's acclimation to the K-12 environment, but even more importantly, to families' engagement in the schools' programs and a shared understanding of philosophies and perspectives of learning. Neighborhood schools tell their own story; the families and children, the teachers, and the surroundings reflect the culture of the community and create a comfort for learning that will promote school success.

The neighborhood school approach will be supported through Delaware First for Fours' professional development. Section D describes the core series that informs the program's professionals about the use of the comprehensive assessment system, family engagement, inclusive practices, among other key topics. One critical component, The Early Learning Leadership Institute, has a proven success rate in bridging the gap between early learning program directors and K-12 administrators through its five-day professional development

session. Participants learn about the application of the latest brain development research, effective program design and strategies, and family engagement and multigenerational services, and develop an action plan that extends beyond the five-day learning experience, taking them into the community as a shared work experience .

Beyond the schools themselves, Delaware’s communities have rich resources and programs that contribute to the uniqueness of the State and can offer much to providers. The training and information-sharing during start-up will include opportunities for communities to share their resources and for providers to partner with them to enrich the children’s learning programs. Providers will be introduced to Read Aloud Delaware that provides volunteer readers for classrooms and can do family programs as well. PNC’s Grow Up Great initiative in Delaware offers exploratory online resources for children and Nemours Children’s Health System offers online resources and curricula. The Delaware Readiness Teams, housed in 19 communities across the State, bring together community leaders to develop shared visions and action plans to support school readiness. They will be introduced to the Subgrantees and will be a great resource to understand what is in the community.

F. Alignment within a Birth through Third Grade Continuum

Birth through Age Five Alignment

Delaware First for Fours will expand the existing preschool opportunities within identified high-risk communities to offer additional slots and/or extend the length of day and year in areas where waiting lists and needs assessments demonstrate a high need. Building on successful birth to five early learning, early intervention, and home visiting models, First for Fours will complement the menu of services available to families within the selected communities and, at the same time, expand the quality of Comprehensive Services within existing programs.

824 slots in all three of Delaware’s counties will expand families’ access to high-quality early learning for their four-year-olds and bridge the gap of needed services from birth through age five. Children will be able to move through the system of high-quality programs within specified high-priority zones and high-risk areas to assure consistency of developmental and educational experiences and ongoing strong family supports towards self-sufficiency.

Delaware's vision for supporting children's school readiness begins with its infants and toddlers and extends through the preschool years into kindergarten and beyond. Delaware First for Fours providers will collaborate with home visiting and Early Head Start programs to define ways in which young children's emerging readiness can be facilitated through their early routines-based care that, then, follows them into preschool programs to create sequenced and aligned developmental progressions. Shared understandings of ways in which the programs work with families to support children's growth and development along a learning trajectory will enhance continuity across those programs.

Kindergarteners in Delaware benefit from Full-Day learning experiences. While not mandated, all districts in the State have elected to provide Full-Day kindergarten for their students. Currently, most State-funded preschool programs (ECAP), special education 619 programs, Title I, and Head Start programs offer half-day experiences for children. Delaware First for Fours' enhancement grants will extend learning opportunities for children in these programs by lengthening the school day and year to mirror Full-Day kindergarten, better preparing children for that transition. They will be funded to offer 180 days of 6.5 hours (6.0 hours of instruction) of high-quality educational experiences for children, equating their instructional time to new slots. All Delaware First for Fours children will receive 180 days; 6.0 hours of instruction, 6.5-hour day.

The first year of the Delaware First for Fours will offer providers a unique opportunity to consider and develop summer enrichment programs for their children who will enter kindergarten in the fall of 2016. Delaware First for Four teachers will meet with kindergarten teachers throughout the 2015 school year to design a responsive program that bridges the gap between children's preschool and kindergarten years and assures the vertical alignment that is essential for the birth through grade three continuum. Families will apply, through a lottery system, to participate in the school-specific literacy-based experiences that will reduce the summer burnout and introduce them to kindergarten expectations. Funds allocated in year one to offer the extensive Core Professional Development Series and start-up classroom costs will be parlayed into funding for these summer enrichment programs.

Delaware is well positioned to achieve a coordinated system of pre-kindergarten program delivery through expanded and enhanced coordination with community and agency coalitions

and partnerships. Section B describes an extensive list of statewide partnerships and agencies that, through their existing infrastructure, will support Delaware First for Fours.

Providers' waiting lists and community assessments indicate a need for additional classrooms and more responsive facilities in the selected geographic areas for Delaware First for Fours. A survey of existing providers has resulted in the addition of both new classrooms and extended hours to accommodate families' needs. A community-based referral system and Delaware's 2-1-1 Helpline will act as feeders for First for Four classrooms and support families' continuity of care from birth to three programs into preschool programming. Sussex County's home visitation committee has identified a goal of county cooperation instead of competition. Waiting lists and capacity support that goal. The County birth to three programs are piloting a centralized referral system that begins with the definition of the unique characteristics of each early childhood home visiting program and then uses them to match families with the best supports for their circumstances. Discussions will ensue to broaden the system to include preschool programs. After a pilot year, it is anticipated this strategy will be extended to the other counties.

Delaware's service agencies that support early learning make valuable partners for the Delaware First for Fours providers. Community partners will be contracted to provide Comprehensive Services that assure high-quality program implementation. Delaware Stars technical assistants will offer support to programs' attainment of Star 5+ through the adoption of the standards that address family engagement, curriculum and assessment, transition, and inclusion. The Division of Prevention and Behavioral Health's Early Childhood Mental Health Consultants (*see Attachment 15*) will work with Special Education 619 inclusion specialists, and Project LAUNCH to develop a center-wide positive behavior support strategy. Coaching models that promote programs' use of inclusive practices will be piloted. The early childhood special education leadership team, through a grant from the Early Childhood Personnel Center, is partnering with the early childhood community to develop a shared vision for professional development that will be integrated into Delaware First for Four classroom supports. This group works for the implementation of integration and comprehensive systems for all providers who work with children with disabilities.

Children & Families First, a Delaware social service agency that provides a comprehensive continuum of quality social, educational, and mental health services will support

providers' responsive family engagement approach through their Strengthening Families (*see Attachment 16*) modules. Head Start grantees, New Castle Head Start and Telamon Head Start, will share their experiences about family engagement, strategies for family supports and referrals, and transition practices through training and mentoring.

College coursework opportunities will be coordinated with Delaware Technical Community College to assure assistant teachers who seek higher levels of understanding and expertise through specialized credentials or associate degree coursework are able to access the needed courses.

Children who participate in Delaware First for Fours programs where new slots have been created will receive 6.0 hours of school readiness instruction in school district, Head Start and child care settings. Those children who receive care in a child care center will be offered an opportunity to extend their day through participation in Delaware's child care subsidy program, Purchase of Care (POC). Eligibility for POC aligns with children's eligibility for Delaware First for Fours, at 200% of FPL. Purchase of Care has designed a slot-purchase pilot program for 2014–15 that will be expanded to include the First for Four providers enabling them to receive an annual commitment for subsidy payments for a determined number of slots within the facility. Children in other First for Fours facilities who need extended care will work with the program specialists to locate a facility to meet their needs.

Leadership teams exist to support a coordinated system of service delivery for Delaware's birth to five programs. 1) The Early Childhood Leadership Team comprises representative leaders from key State early childhood service agencies that include early intervention, home visiting, subsidy, licensing, professional development, Delaware Stars (TQIRS), Department of Education's State-funded preschool programs, and the Office of Early Learning that administers the Early Learning Challenge Fund initiatives. Meeting bi-monthly, the group explores strategies for ongoing coordination including a review of data collected from its data dashboard to inform those discussions. 2) Delaware Stars hosts a Management Team, whose membership also includes leaders from the State's early childhood agencies as well as others that impact high-quality selection and implementation of Stars standards. The introduction of new initiatives as well as cross-agency discussions occurs during these monthly meetings. 3) The Early Childhood Council meets quarterly to share updates across agencies as well as to learn about targeted programs.

Activities to support Kindergarten through Third Grade Alignment

Delaware's commitment towards enhancing its birth through grade three continuum is evident by its Early Childhood Strategic Plan, *Sustaining Early Success*. Developed by membership of the State's Early Childhood Council in 2013, in partnership with State leadership, the plan focuses one of its four goals on the alignment of early childhood, birth through grade three—Goal 3: *An Aligned and Effective Early Learning System, Birth through Third Grade*. Seeking to 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 their early learning, three objectives were identified: Objective 1) Strengthen family, community, and school engagement in early learning; Objective 2) Develop and implement unified learning standards and assessments, birth through third grade; Objective 3) Provide shared programs of preparation and professional development for early learning and elementary-grade educators.

Vision 2015 for Delaware imagined similar goals for the State's children. With a tagline of—*imagine... the best schools in the world for every child in Delaware*—investment in early childhood education was identified as one of the six major components. Carried through to the 2025 vision, early childhood education continues to be a focus and strategies, similar to those of the Strategic Plan, have evolved for consideration, including a seamless PK–3rd grade system. Streamlined data, shared professional development, and aligned standards and assessments are identified as critical areas for focus.

Delaware First for Four will build upon the State's leadership's vision to improve its systematic delivery of educational and support services for young children and families, enhancing the continuum of learning for its children, birth through grade three.

Objective 1: Strengthen family, community, and school engagement in early learning: Delaware First for Fours will introduce a community partnership concept and philosophy to its school district partners. Schools will be invited to consider ways in which they can act as a community hub to sponsor programs that invite and/or include families of young children into their buildings and school programs. After-school programs, summer enrichment programs, expanded family engagement and services that bring families of preschool children into the school, sponsorship of health fairs, family education classes, for example, are basic activities that expose families to schools long before children's entry. Specific activities that support children's transition into kindergarten, such as open houses and kindergarten registration, are other ways to

bring together families and the community into the school setting. The Delaware Readiness Teams have already set the stage for coordinated engagement and partnerships. Nineteen teams are operating within high-need Priority Zones (*see Attachment 5*) in the State and have brought together community leaders to design creative strategies to support children’s school readiness. Teams have built supports such as a traveling book mobile that distributes books and child development information; a DVD entitled “A Day in the Life of a Kindergartener” that is disseminated at Kindergarten registration; and a series of family-teacher workshops that convey information about transition.

On a statewide level, a Transition Task Force will be formed as a branch of a larger, already-existing Strategic Plan Goal 3 PK-3 Alignment Advisory Committee. The Alignment Advisory, tasked by the Delaware Early Childhood Council to improve Delaware’s continuum, began its work in 2013 by identifying three primary areas for focus: designing supports for families and teachers related to transition to kindergarten, facilitating shared professional development between early learning and school district administrators, and expanding the types of family supports that help families become advocates for high-quality early education.

The Transition Task Force will fulfill the Advisory’s objectives and develop guidance and resources that will be disseminated on a local level for communities to review and adopt. Membership will include First for Four representatives, early learning program representatives, school district personnel, early intervention, higher education instructors, staff from community organizations including libraries and healthcare agencies, and families. Consideration will be given for the creation of materials for children such as “getting ready for kindergarten” videos and books that describe kindergarten classrooms and experiences and family resources such as “expectations for children who enter kindergarten.” School-based strategies such as pen pals or school visitation will be described and encouraged, resulting in a listing of recommendations and shared professional development topics.

Delaware’s new statewide campaign for kindergarten registration will become a focus of the Transition Task Force. Statistics indicate that Delaware’s families of kindergarten-age children traditionally register children late—even as late as the first few days of school—necessitating class list and teacher assignment adjustments and children who may be unprepared for the new experiences that kindergarten may bring. A public relations campaign will be

expanded to include early learning centers and community-based organization as key locations for registration.

Objective 2: Develop and implement unified learning standards and assessments, birth through grade three: Delaware's families benefit from multiple early learning program options including home visiting, Head Start, State-funded preschool, early intervention, private and public preschools, and child care. Each is unique and guided by its own Program Standards and implementation strategies. Each includes programmatic guidance that supports the use of the State's early learning guidelines as the foundational information for instruction. Domains of learning are described and expectations for curriculum and lesson-planning may be included in programmatic descriptions as well.

Delaware's Early Learning Foundations (ELFs) (*see Attachment 1*) were written in 2010 (second edition) and serve as the common set of standards and indicators about what children should be able to learn and do by the time they enter kindergarten. Each of the birth to five programs utilize the ELFs to guide their classroom or instructional implementation. The upcoming review and revisions work that is anticipated for the Early Learning Foundations (*further described in Section C*) will include a crosswalk of the ELFS with the standards for each of its birth to five program types to ensure that the ELFs are responsive and create a continuity of learning across children's experiences. A crosswalk to DEC standards, Head Start performance standards, NAEYC standards, the Parents as Teachers curriculum requirements, and the Delaware Stars Standards (*see Attachment 11*) for curriculum and assessment will provide a visual depiction of the alignment, and enable teachers to more fully understand and incorporate the Early Learning Foundations as the informant of developmentally appropriate practice.

The ELFs revisions will also include an alignment to the Common Core and the Delaware Early Learner Survey (DE-ELS) (*see Attachment 4*), the State's Kindergarten Entry Assessment. These crosswalks will show both pre-kindergarten and kindergarten teachers the linkages between their instructional approaches and the content that is being taught across their grade levels. The teachers in the preschool classrooms need a solid understanding of the Common Core expectations, first for third grade, then for second grade, and last for kindergarten. This will help them understand and develop strong strategies for their pre-K literacy and math instruction.

K-2 teachers who are proficient in developing and offering Common Core instruction will informally coach and mentor pre-K teachers in their lesson plan development as part of their stronger pre-K and K collaborative transition efforts. Delaware First for Fours school buildings will be asked to expand their professional learning communities (PLCs) to periodically include pre-kindergarten teachers to facilitate this training. (Delaware's school districts provide weekly 90-minute collaborative planning time for their core content teachers.) As pre-kindergarten teachers gain a stronger understanding of the connections between their emphasis on emergent literacy and math skills and third-grade children's skill mastery and test scores, instruction in these areas will show a more focused approach, demonstrated by positive child outcomes results.

Reciprocally, the kindergarten teachers will learn a more developmental instructional perspective that broadens their instruction beyond basic math and reading with consideration for foundational approaches to learning and social-emotional skills that impact students' capacity for learning and impact their success in school.

Child outcomes from both birth to five and kindergarten programs will be aligned through the use of similar child assessment instruments. The Kindergarten Delaware Early Learner Survey uses a customized version of Teaching Strategies GOLD; the full version of Teaching Strategies GOLD has been offered to Delaware Stars programs through Early Learning Challenge grant funds. Training and free online access have been made available. Both have demonstrated alignments to the Common Core and the Early Learning Foundations, assuring a continuity of instruction. Greater continuity will be expanded through more targeted professional development and coaching. Child outcomes will be entered into Delaware's in-process online data through expanded access to the child-specific assessment data dashboard in the Early Learning Insight early childhood integrated data system (ECIDS).

Delaware Stars, the State's QRIS program, has adopted a set of essential standards that are directed at improving teachers' intentional instructional practices. Through a phase-in approach, Star 4 and 5 providers will be required to meet the standards for screening, child assessment, and curriculum by July 2016. More targeted focus on these practices that directly impact children's readiness will be supported through coaching, technical assistance, and professional development. As teachers become reliable in data collection over the next two years and enter the results of their assessments in ECIDS, results will be analyzed to determine the degree to which these required standards have impacted children's readiness.

Delaware's existing Kindergarten Advisory Committee will expand its composition to include preschool teachers and administrators. Since 2012, the Advisory has had outstanding success in impacting the positive response for the implementation of the State's Delaware Early Learner Survey, its Kindergarten Entry Assessment. This Advisory, composed primarily of kindergarten teachers, with some administrators and community members, has led Delaware's development, training, and roll-out of the DE-ELS (*see Attachment 4*). The group has assured the State's responsive strategy that includes resources, mentors, and an ongoing communication and feedback loop. In response, the Survey is well-received; teachers understand and enter data efficiently and appropriately.

With the initial roll-out of the Survey now complete, the Committee has identified an interest in expanding its membership and focus to include pre-kindergarten. Shared discussions that explore the similarities of the assessment tools that are used in both grades, discuss ways to support children's pre-kindergarten instruction to support positive kindergarten entry as well as ways for kindergarten teachers to support children's smooth move into kindergarten and family involvement in the process will be targeted. Delaware's State education association (DSEA) is a member of this group, has been a strong advocate for a targeted early childhood focus within school districts, and will provide a valuable perspective as this work moves forward.

Objective 3: Provide shared programs of preparation and professional development:

Delaware's Strategic Plan and Vision 2015 identified shared professional development for administrators of birth to five and K-12 schools as an important step towards creating a systems approach for successful young learners. Delaware First for Fours funding will enable the State to expand the continuum of learning, not just for children birth through grade three, but the alignment of instructional practices for adults from high school through practicing practitioners.

Delaware's high school students have a unique opportunity to begin their career path while they are in their high school programs. Both the academic and vocational technical schools offer early childhood curriculum to those students who select this pathway. Efforts have begun to align the content of those curricula with entry-level adult education, community-based early childhood training. Beginning professionals, then, will be trained with a consistent set of standards, philosophies, and principles that will allow them to successfully begin their careers in high-quality early learning settings. This entry-level coursework, offered in two parts, TECE 1 and 2 (Training for Early Care and Education), will be revised to mirror the Child Development

Associate (CDA) certificate, providing the vehicle for those who complete the courses to attain this national credential. TECE 1 offers basic introductory information; TECE 2 offers participants an opportunity to specialize in either infant-toddler or preschool education. Completion of both TECE 1 and 2 also pave the way for successful graduates to obtain Delaware's credentials for either infant-toddler or preschool, demonstrating their specialized training. Ongoing efforts to translate the 120-hour TECE 1 and 2 into college credits continue; assistant teachers in Delaware First for Fours classrooms that obtain their specialized preschool credential will be recognized and prioritized for scholarships for further education towards their associate's degree.

The Early Childhood Leadership Institute, designed by the National Institute for School Leadership, will be presented to Delaware First for Four providers. The five-day Early Childhood Leadership Institute prepares school leaders to bridge the gap between early learning programs and K-12 schools. Participants from both early learning and K-12 schools learn about the application of the latest brain development research; effective program design and strategies; and family engagement and multigenerational services. They take on Action Learning Projects that improve classroom quality, strengthen family engagement, and integrate birth through third-grade systems.

The annual work of the Transition Team will culminate in a Transition Conference that brings together the kindergarten and pre-kindergarten staff to work as teams to review the developed resources and identify strategies for utilization in their communities. Delaware Readiness Team members will be encouraged to participate as part of the community team to explore unique ways in which to involve families and community partners in disseminating resources and the design of creative activities that actively join children, their families, and their schools in the transition partnership.

A leadership cohort, consisting of both preschool and K-12 staff, will be convened that explore sustainability and best-practice research and implementation strategies. The Early Learning Institute, Aim4Excellence (*see Attachment 8*) series of leadership modules has offered Delaware Stars' directors a valuable opportunity to build management skills to support their program's high-quality delivery of services. Delaware First for Fours providers will be funded participation slots in this nine-module series to bring together public school and community providers' discussions and shared experiences about leadership.

The Preschool Expansion Grant opportunity affords the State of Delaware an opportunity to expand low income families' access to high-quality pre-kindergarten by as much as 18%. Children who would otherwise enter kindergarten without benefit of early learning experiences will be prepared for school through the highest quality instructional practices in innovative Star 5+ classrooms of excellence and through supportive, Comprehensive Services that bring together families, schools, and communities to support families' self-sufficiency and their role as child-educator. Delaware's system of early learning will be expanded and refined to create a better-aligned birth through grade 3 educational system that will assure children's school, career, and life success.

Competitive Preference Priority 1: Contributing Matching Funds

Delaware has increased its funding in FY 2014 by \$ (b)(4) for increases in tiered reimbursement which supports Competitive Preference Priority 1: Increase High-Quality Preschool Program slots. These funds will increase again for each year of the grant for a yearly match of \$ (b)(4)

Tiered Reimbursement Match: Delaware created and invested significant State financial support in a tiered reimbursement system for Purchase of Care (POC) subsidies that is tied to levels in Delaware Stars. The State increased its investment in FY 2014 by \$ (b)(4) to support high-quality preschool program slots. Stars Tiered Reimbursement funds are now available for 3, 4, or 5 Star providers with a subsidy rate that is (b)(4) % + (b)(4) % of the POC market rate. Star 3 providers receive (b)(4) %, Star 4 providers receive (b)(4) %, and Star 5 providers receive (b)(4) % of the 2011 market rate.

Delaware's Early Success Strategic Plan and its investment in early learning such as Delaware's \$ (b)(4) Early Success funds along with federal funds such as IDEA 619, Head Start, and Early Head Start are all aligned with the investment of the Preschool Development Grant funds. The State will leverage these funds to continue to support early learning providers to expand and enhance the development and learning opportunities for children and their families from birth through kindergarten and beyond.

Competitive Preference Priority 2: Supporting a Continuum of Early Learning and Development

Delaware First for Fours' innovative design expands an aligned early learning system, birth through grade three, through a multi-pronged approach. Models of excellence, research-based professional development, data collection and analysis, and shared leadership strategies support a continuum of services for children and families.

1) Innovations:

- Inclusion and Behavior Support
 - Delaware First for Fours Subgrantees will benefit from inclusion specialists who will help each program establish inclusive practices including transition practices with their birth to three providers and their elementary schools
 - Program-wide positive behavior support will utilize the State's K-12 system
- Revised Standards and Competencies
 - Early Learning Foundations (ELFs) will be refined for better alignments to Common Core; WIDA (dual-language learner) standards will be piloted in pre-kindergarten
 - Workforce competencies will be reviewed and refined for better linkages to school-age programs; inclusion competencies will also be added
- Transition Task Force
 - Materials that support children and families as they move through the various steps of school: birth through second grade will be developed and disseminated
 - Conferences will be designed that bring together multi-grade level professionals to learn from each other
- Shared Referral System
 - Piloted by Sussex County Home Visiting agencies, this system will be a model for use across the State and within communities where multiple services are available for families
- Neighborhood School Philosophy
 - Delaware Readiness Teams (community-based teams) will work with communities to adopt the readiness equation: Ready Children = Ready Schools + Ready Early Learning Providers + Ready Communities + Ready Families

- Schools will be encouraged to create an open-door approach to learning that brings families into their buildings and involves them in school readiness activities beginning at birth

2) Professional Development:

- Early Learning Leadership Institute will bridge the gap for pre-K and K-12 leadership who will join together to create strategies that further align community systems of school supports
- Leadership Cohorts will blend professionals from various agencies to learn from national speakers and to share each other's perspective at a State level .

3) Outcomes and Data Coordination:

- Three data dashboards support coordinated services across early learning agencies; tracking outcomes such as mental health supports, developmental screenings, and participation in QRIS
- A shared dashboard for child outcomes is in development that will link birth to five Formative Assessment results with Kindergarten Entry Assessment results, further linking to the district K-12 dashboard

4) Shared Leadership:

- The Office of Early Learning and Unit of Early Learning Development and Resources at the Department of Education share oversight for Delaware Stars and the State's professional development for all of its early learning providers, including birth to three, home visiting and school age
- A formalized structure for leadership and management team meetings regularly review and strategize on ways to enhance systems. Some of the regular attendees include representatives from early intervention, child care licensing, home visiting, Delaware Stars, public health, child care subsidy, early childhood mental health, and the Early Learning Development and Resources Unit.

Competitive Preference Priority 3: Creating New High-Quality State Preschool Program Slots

Delaware First for Fours will provide pre-kindergarten services to a total of 824 children in the State's three counties. 553 will be new slots that offer high-quality preschool, as defined by the federal definition; 271 slots will enhance existing pre-kindergarten services to extend the day and year and expand the delivery of services to a comprehensive model that also uses high-quality standards. Nearly 19% of the State's four-year-olds will be impacted by this grant opportunity; 13% in new slots; 6% in enhanced slots. A total of \$8,755,500 million of the State's \$10,000,000 per year allocation will support the 553 new slots.

ⁱ Children with "high needs" are defined as children: from families participating in the State's Purchase of Care program (POC), who are dual language learners, who have an IFSP or IEP, who are homeless, and/or children who are participating in the State's child welfare program.

ⁱⁱ Four essential standards in the learning curriculum and environment domain are being phased in as required standards for Star 4 and 5 providers, beginning July 1, 2014 through July 1, 2016. They include implementing a 1) developmental screening, 2) formative child assessment, 3) comprehensive screening, 4) intentional instruction (putting all of the above together for individualized goal planning).

ⁱⁱⁱ WIDA refers to the World Class Instructional Design and Assessment Early English Language (E-ELD) and Early Spanish Language (E-SLD) Development Standards for use by early childhood practitioners, including child care, Head Start, preschool/pre-kindergarten educators, and caregivers. Their purpose is to provide a developmentally sound framework for supporting, instructing, and assessing dual language learners (DLLs), ages 2.5-5.5 years

Other Attachment File(s)

* Mandatory Other Attachment Filename:

To add more "Other Attachment" attachments, please use the attachment buttons below.

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The attached file can be viewed as an individual component using Application Log menu option.

Attachment #	Attachment Title	Relevant Selection Criterion
1	Delaware Early Learning Foundations (ELFs): Preschool	Sections A, B, C, F
2	Delaware Competencies for Early Childhood Professionals	Sections A, B, C, D
3	Delaware Early Childhood Career Lattice	Sections A, B
4	Delaware Early Learner Survey (DE-ELS)	Sections A, B, C, D, E, F
5	Delaware Priority Zones	Sections A, D, F
6	First for Fours Subgrantee List	Sections A, D, E
7	High-Quality Standards for Delaware's First for Fours Program	Sections A, C, D, E
8	Aim4Excellence™ Overview	Sections A, D, F
9	National Institute for School Leadership, Inc. (NISL)	Sections A, D
10	First for Fours First-Year Timeline	Section A
11	Delaware Stars Standards: Early Care and Education Centers	Sections B, D, F
12	Delaware Stars Policy Guide: Table of Contents	Section B
13	Delaware Stars Program Guide: Table of Contents	Section B
14	Early Learning Councils and Committees	Section B
15	Early Childhood Mental Health (ECMH) Consultation	Sections B, C, D, E, F
16	Strengthening Families Program	Sections C, D, E, F
17	Knowledge and Skill Course Syllabi	Section C

Attachment 1

Delaware Early Learning Foundations: Preschool

Having children come to kindergarten prepared to be successful is an important aspect to early childhood services. The State of Delaware is committed to supporting early childhood development for young children. Many individuals, families, groups, organizations, and agencies are focused on activities and services designed to ensure that young children have available what they need to develop to their best potential. We know there are sets of experiences that we call learning opportunities that strengthen the ready learning process. This updated and revised document will be your guide to these learning opportunities.

The Delaware Early Learning Foundations were originally created in 2003. Since that time much new information has become available about children's development. It became clear that it was appropriate to update the Foundations to reflect this new information. In the process of updating the Foundations we received considerable feedback from professionals who wanted more information to help with planning their work with children. You will see that the format of the document has changed to reflect what professionals said was important.

Early Success, Delaware's plan created to strengthen the system of early care and education throughout the state, has a goal that targets having Ready Children. One of the critical components that will help the state reach that goal is an objective within the plan that reads: Each Child will be provided the opportunity to learn as outlined in the Delaware Early Learning Foundations. These opportunities will be developmentally appropriate and individualized for each child.

When the Foundations were first created, the question was asked: "What is it that is expected developmentally of a child prior to kindergarten?" Considerable time and effort was made by the many groups that have participated in the development and revision of the Foundations towards identifying those outcomes. Broad input was received to identify developmentally appropriate skills and accompanying activities that would support a child's success. Careful consideration was given to linking the Foundations with Delaware's K-12 standards and kindergarten-level expectations. The Advisory group adapted and revised the expectations for children and then transformed that information into establishing broad sets of learning opportunities that would support learning. Rather than have a listing of "readiness skills," the Foundations document is a curricular planning guide. The focus of the Foundations is to provide a structure and guide for planning experiences [opportunities] that are important to facilitating children's development.

Research has demonstrated that high-quality early education does have a positive impact on children's later school achievement. We hope the Foundations will be one tool professionals will use to support quality early learning. It is the intent of this work to ensure that Delaware's children are ready to begin school with the skills they need to be successful.

Dr. Jim J. Lesko
Director, Early Development and Learning Resources
Delaware Department of Education

The Foundations is a document intended to be a curriculum framework and used as a guide for daily, weekly, and monthly planning. The purpose is to provide an outline of the types of learning opportunities children need before they come to kindergarten.

The Foundations are linked to the skill expectations children need as they enter kindergarten. It is the hope that the Foundations will provide a curricular guide for programs. Learning opportunities are intended to be sets of broad-based activities through which children are exposed to new learning concepts, thus having the “opportunity” to acquire new skills, practice those skills as well as master previously learned skills. As development progresses, children build upon earlier skills and develop more complex skill sets. While certainly not complete, the Foundations provide a solid basis upon which professionals can plan their daily, weekly, monthly, and annual instructional activities.

It was necessary to divide the document into eight domains listed below for organizational purposes and ease of use for professionals. However, it is important to remember that professionals typically do not plan a math or a language activity in isolation. Instead, activities are planned in which children are engaged in tasks that support learning across multiple areas of development. A cooking activity can (and should) support children’s learning in the areas of Mathematics (measuring), Language and Literacy (recipes and directions), Science (mixing together ingredients to form something else), Social Emotional (sharing), Approaches to Learning (inferences and motivation), and Physical Development and Health (healthy foods). Children naturally learn by engaging in interesting and motivating activities – most often through play experiences. While the Foundations are organized by content domain they are intended to be implemented through integrated and engaging activities.

Activities that are carefully planned and implemented constitute intentional teaching. Intentional teaching has been demonstrated to be a powerful learning tool. While involvement in materials and with peers is essential for learning, it is the careful planning of those tasks to ensure engagement supports learning that is critical to the learning process. An important component to the planning process is the concept of making sure that the environment is adequately ready to support learning. Professionals need to make sure there are a sufficient number of materials across learning domains and the materials are in good shape and vary across time.

This document is primarily intended for professionals. However, it cannot be emphasized enough the necessity to involve families in young children’s learning. Families are always the first teachers. Professionals often need additional information and support. Sharing information about what is happening in the program/setting and then providing suggestions of activities caregivers can do at home to reinforce and share in the process is crucial.

The Foundations document is organized into eight domains:

- Social Emotional
- Approaches to Learning
- Language and Literacy
- Mathematics
- Science
- My Family, My Community, My World
- Creative Expression
- Physical Development and Health

Attachment 2

Delaware Competencies for Early Childhood Professionals

Delaware Department of Education in collaboration with Delaware Higher Education and the Delaware early childhood community have developed these competencies as standards for the knowledge and skills expected of those professionals responsible for the care and education of young children in group programs.

Purpose: To establish a set of core knowledge and competencies as standards for professionals working in early childhood programs in Delaware. These knowledge and competencies were developed in keeping with the following assumptions:

- Competent, well-trained professionals are the key to providing quality early childhood programs.
- Competencies can be used to establish standards for employment and job performance.
- There are a set of personal characteristics and attributes that support effective job performance in early care and education.
- Competencies should be considered emergent; developing over time with experience.
- Competencies are cumulative and create a continuum for professional development.

Knowledge and competencies may be used:

- To design appropriate training and education
- For personal assessment of professional growth and planning for professional development
- As a tool for career advisement
- To plan for staff development.
- To develop job descriptions.
- To assess job performance
- As a piece of the process for issuing credentials, certificates, or licenses

Each content area is organized to include:

- A general statement that establishes the significance of the content area to the early childhood field.
- Required knowledge related to the content area
- Competencies for any given position that incorporate all the competencies of previous positions
- Required competencies related to the content area, outlined by levels of job responsibilities

Content areas:

- Child Development and Learning
- Environment and Curriculum
- Promoting Social Emotional Development
- Observation and Assessment
- Health, Safety, and Nutrition
- Working with Families
- Professionalism
- Management and Administration

Attachment 3 Delaware Early Childhood Career Lattice

A listing of educational requirements and corresponding career opportunities for employment in the early childhood field

Educational Steps	Career Options
Step 1: <ul style="list-style-type: none"> ❖ Completed <i>Introduction</i> course: 12-15 hours Family Child Care; 15-18 hours Early Care and Education or School Age Centers; or 3 ECE credits; OR ❖ Delaware First (DPEC) or DelaCare qualified 	Family Child Care Level I Licensee (old rules-grandfathered position); Large Family Child Care Assistant; Early Childhood Caregiver (grandfathered position); Early Childhood Intern; School-Age Intern; School-Age Site Assistant
Step 2: <ul style="list-style-type: none"> ❖ High School Diploma or GED certificate; OR ❖ Delaware First (DPEC) or DelaCare qualified 	Family Child Care Level I Licensee (2009-new Rules)
Step 3: <ul style="list-style-type: none"> ❖ Successful completion of Training for Early Care & Education (TECE) I; or 6 ECE credits; or 60 clock hours**; or equivalent as determined by DPEC; OR ❖ Delaware First (DPEC) or DelaCare qualified 	Early Childhood Assistant Teacher; Level II Family Child Care Licensee**; School-Age Site Assistant
Step 4: <ul style="list-style-type: none"> ❖ Successful completion of Training for Early Care and Education (TECE) I & 2; or 9 ECE credits or Valid CDA; or 9 SA related credits; or equivalent as determined by DPEC; OR ❖ Delaware First (DPEC) or DelaCare qualified 	Early Childhood Teacher; Large Family Child Care Licensee; Head Start Teacher/Assistant Teacher (CDA or 12 ECE credits); <i>CDA Advisor; Family Child Care Accreditation Validator.</i>
Step 4.5: <ul style="list-style-type: none"> ❖ Early Childhood Credential (Inclusion, School-Age, Preschool, Infant Toddler, Family Child Care or Administration) ❖ Early Childhood Journeyman (completed two year EC Apprenticeship) 	
Step 5: <ul style="list-style-type: none"> ❖ 15 ECE credits; or 12 SA related credits; OR ❖ Delaware First (DPEC) or DelaCare qualified; OR ❖ Montessori Associate Credential (infant toddler or early childhood) 	Curriculum Coordinator (without a degree-grandfathered position); Early Childhood Administrator (without a degree- grandfathered position); Montessori Assistant Teacher; School-Age Site Coordinator
Step 5.5: <ul style="list-style-type: none"> ❖ Early Childhood Credential (Inclusion, School-Age, Preschool, Infant Toddler, Family Child Care or Administration) 	
Step 6: <ul style="list-style-type: none"> ❖ 30 college credits, must include 15 ECE or 12 SA credits 	
Step 6.5: <ul style="list-style-type: none"> ❖ Early Childhood Credential (Inclusion, School-Age, Preschool, Infant Toddler, Family Child Care or Administration) 	
Step 7: <ul style="list-style-type: none"> ❖ AA/AS, must include 15 ECE or 12 SA credits; OR ❖ Delaware First (DPEC) qualified 	Head Start Teacher; Early Head Start Home Visitor; Early Childhood Administrator; Early Childhood Curriculum Coordinator; School-Age Administrator
<ul style="list-style-type: none"> ❖ <i>Additional training or education may be required for these positions related to ECE or SA field; may not need 15 credits in ECE or SA.</i> 	<i>Basic Instructor; Parent Educator; Family Service Worker; Home Visitor; Therapy Assistant; Para-Educator; POC Monitor; CACFP Monitor.</i>
Step 7.5: <ul style="list-style-type: none"> ❖ Early Childhood Credential (Inclusion, School-Age, Preschool, Infant Toddler, Family Child Care or Administration) 	
Step 8: <ul style="list-style-type: none"> ❖ BA/BS, must include 15 ECE or 12 SA credits; OR ❖ Montessori Credential (infant toddler, early childhood, or administration) 	Montessori Lead Teacher (IT, SA or EC); Head Start Program/Center Coordinator; Early Head Start Program Coordinator; Early Head Start Director; Montessori Administrator; <i>Early Head Start Family Advocate; CDA Representative.</i>
<ul style="list-style-type: none"> ❖ <i>Additional training or education may be required for these positions related to ECE or SA field; may not need 15 credits in ECE or SA.</i> 	<i>Intermediate or Master Instructor; Mentor; Coach; Technical Assistant; Assessor; Preschool Special Education Teacher; Early Childhood Special Educator; Public School Teacher; Resource and Referral Specialist;</i>

	<i>Licensing Specialist; Community College Instructor; Child Life Specialist; Career Advisor; NAEYC Accreditation Validator; Child Development Specialist; Child Care Health Consultant; Early Intervention Service Coordinator</i>
Step 8.5: ❖ Early Childhood Credential (Inclusion, School-Age, Preschool, Infant Toddler, Family Child Care or Administration)	
Step 9: ❖ MA/MS/MEd, must include 15 ECE or 12 SA credits ----- ❖ <i>Additional training or education may be required for these positions related to ECE or SA field; may not need 15 credits in ECE or SA</i>	<i>Occupational Therapist; Physical Therapist; Speech Language Pathologist; Advanced Practical Nurse; Higher Education Faculty; School Administrator; Special Education Coordinator; Public Policy Administrator; Researcher; Counselor; Children's Librarian</i>
Step 10: ❖ PhD/EdD, must include 15 ECE or 12 SA credits ----- ❖ <i>Additional training or education may be required for these positions related to ECE or SA field; may not need 15 credits in ECE or SA</i>	<i>Higher Education Faculty; School District Superintendent; Psychologist</i>

Note:

- *Steps 3 & 4 require documentation of High School Diploma or GED certificate.*
- *Attainment of more than one Credential does not automatically increase your Step. Completion of additional college coursework is required to move to the next full Step. For example: at Step 4.5 with successful completion of TECE 1 & 2 and an Inclusion Credential, the early childhood professional cannot move to Step 5.5 without completing the educational requirements of Step 5 and successfully completing another credential.*
- *Continued employment in a licensed early care and education or school-age center or a family/large family child care will depend on completing required annual training hours; a valid CPR and first aid; and a professional development plan.*
- *The Career Options list at each Career Lattice Step does not guarantee eligibility for employment as other conditions may apply, such as minimum age, experience and/or advanced education.*

Acronyms:

- DPEC – Delaware Practitioners in Early Childhood
- GED – General Education Diploma
- TECE – Training for Early Care and Education
- ECE – Early Care and Education
- CDA – Child Development Associate Credential
- SA – School-Age
- EC – Early Childhood
- POC – Purchase of Care
- CACFP – Child and Adult Care Food Program
- IT – Infant Toddler

Developed by Delaware Department of Education in collaboration with the Delaware Institute for Excellence in Early Childhood and approved by the Professional Development Committee of the Delaware Early Childhood Council, December, 2011.

Attachment 4
Delaware Early Learner Survey
2013–14
Objectives for Development and Learning

Social Emotional

1. Regulates own emotions and behaviors
 - b. Follows limits and expectations
 - c. Takes care of own needs appropriately
2. Establishes and sustains positive relationships
 - c. Interacts with peers
3. Participates cooperatively and constructively in group situations
 - a. Balances needs and rights of self and others
 - b. Solves social problems

Physical

4. Demonstrates traveling skills
7. Demonstrates fine motor strength and coordination
 - a. Uses fingers and hands
 - b. Uses drawing and writing tools

Language

8. Listens to and understands increasingly complex language
 - b. Follows directions
9. Uses languages to express thoughts and needs
 - b. Speaks clearly
 - c. Uses conventional grammar
10. Uses appropriate conversational and other communication skills
 - b. Uses social rules of language

Cognitive

11. Demonstrates positive approaches to learning
 - a. Attends and engages
 - b. Persists
 - c. Solves problems
13. Uses classification skills
14. Uses symbols and images to represent something not present
 - a. Thinks symbolically
 - b. Engages in socio-dramatic play

Literacy

15. Demonstrates phonological awareness
 - a. Notices and discriminates rhymes
 - b. Notices and discriminates alliteration
 - c. Notices and discriminates smaller and smaller units of sound
16. Demonstrates knowledge of alphabet
 - a. Identifies and names letters
 - b. Uses letter-sound knowledge
17. Demonstrates knowledge of print and its uses
 - b. Uses print concepts
18. Comprehends and responds to books and other texts
 - a. Interacts with read-alouds and book conversation
 - b. Uses emergent reading skills
19. Demonstrates emergent writing skills
 - a. Writes name
 - b. Writes to convey meaning

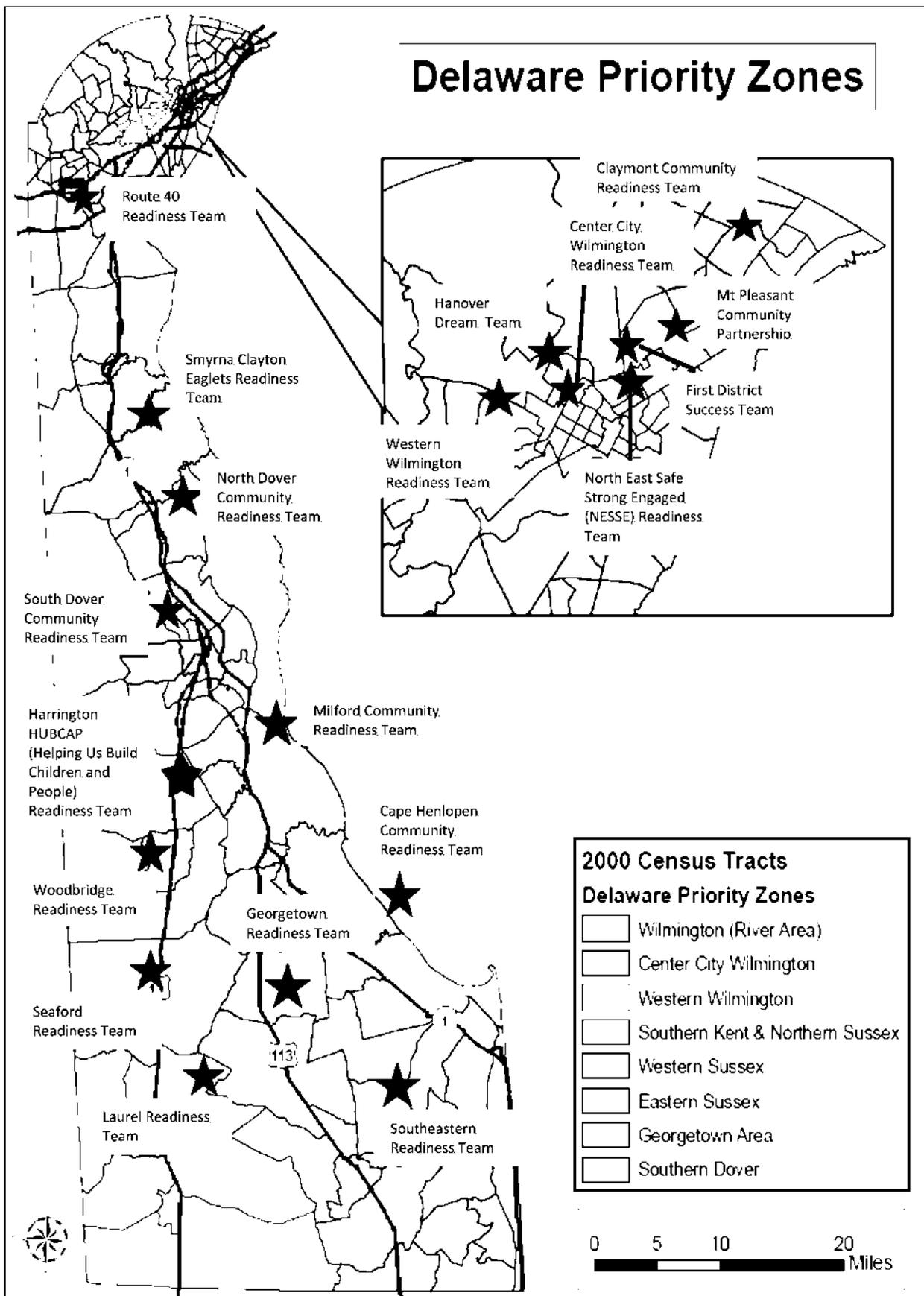
Mathematics

20. Uses number concepts and operations
 - a. Counts
 - b. Quantifies
 - c. Connects numerals with their quantities
21. Explores and describes spatial relationships and shapes
 - a. Understands spatial relationships
 - b. Understands shapes
22. Compares and measures

English Language Acquisition

37. Demonstrates progress in listening to and understanding English
38. Demonstrates progress in speaking English

Delaware Priority Zones



Attachment 6
Delaware First for Fours Subgrantees

Subgrantee	Program Type	High-Need Criteria	# Expansion Slots	# Enhancement Slots
New Castle County				
Appoquinimink School District: <i>1 location</i>	School District	50% Free and Reduced Lunch	17	0
Brandywine School District: <i>1 location</i>	Early Childhood Assistance Program	Center City Wilmington	17	0
Christina Cultural Arts Center: <i>1 location</i>	Early Childhood Assistance Program	Center City Wilmington	17	0
Christina School District: <i>3 locations</i>	School District	Center City Wilmington / 50% Free and Reduced Lunch	68	0
Colonial School District: <i>1 location</i>	School District	Center City Wilmington	17	0
EastSide Charter School: <i>1 location</i>	School District	Center City Wilmington	60	0
Hilltop Lutheran Neighborhood Center: <i>1 location</i>	Early Childhood Assistance Program	Western Wilmington	0	17
Latin American Community Center (La Fiesta): <i>1 location</i>	Early Childhood Assistance Program	Western Wilmington	17	0
Newark Day Nursery: <i>1 location</i>	Child Care	70% Purchase of Care	20	0
New Castle County Head Start: <i>2 locations</i>	Head Start	Western Wilmington, Wilmington (River Area)	20	60
Red Clay School District: <i>5 locations</i>	School District	Center City Wilmington, Western Wilmington	85	0
St. Michael's School and Nursery: <i>1 location</i>	Child Care	Center City Wilmington	20	0
Wilmington Head Start: <i>4 locations</i>	Head Start	Center City Wilmington...	80	160
Kent County				
Capital School District: <i>1 location</i>	School District	Southern Dover	10	0
Telamon Head Start: <i>2 locations</i>	Head Start	Southern Dover	17	17
Sussex County				
Laurel School District: <i>1 location</i>	School District	Western Sussex	34	0
Parents and Children Together at Tech (PACTT): <i>1 location</i>	Child Care	Georgetown Area	20	0
Telamon Head Start: <i>2 locations</i>	Head Start	Georgetown Area and Eastern Sussex	34	17
Total			553	271

Attachment 7

High-Quality Standards for Delaware First for Fours Programs

Standard/Requirement	Guidance
Eligibility and Enrollment	
Participating families must be at or below 200% of the Federal Poverty Level	Federal funding requirements specify families must be at or below 200% of poverty. Providers will need to do an income verification at the time of enrollment. This income verification must be kept in the child's file.
Provider must be located in a high priority zone or area with high numbers of Purchase of Care (POC) children.	High priority zone schools are eligible for participation in Delaware First for Fours 2015. These priority zones have been established through data from the US Census, state community assessments, and data gathering tools including schools' improvement, MIECHV (Home Visiting), United Way, Head Start, and KIDS COUNT Delaware. Other schools who service children with POC of 50% or higher or 50% free and reduced lunch are also considered.
Recruitment and enrollment will use a selection criterion that prioritizes children and families with unique needs; target is 10% children with disabilities	A selection criterion that prioritizes children and families with special needs such as dual language learners, homelessness, and disabilities will be utilized. Providers should strive to reach 10% of their classrooms with children with disabilities.
Children are four years old or one year before kindergarten (may turn five during school year).	Enrollment interviews must include verification of children's ages. Instruction is specifically for children in their year prior to kindergarten. Children must turn four on or before September 1.
Children with diverse learning needs are included with full access to daily program activities	Providers must strive towards 10% enrollment of children with diverse learning needs including those children with specialized health needs, mental health needs, or disabilities. Written policies must specify the enrollment policy for children with diverse learning needs.
Staffing	
Lead Teacher must have a BA in early childhood or related field	The classroom must designate one staff person as the lead teacher. This person must have a bachelor's degree in either early childhood education or a related field by September 1, 2015. Related fields are delineated in Delaware qualifications.
Lead Teacher salary must be comparable to local school district salary.	Delaware First for Fours funding includes consideration for salaries based on county-wide K-12 averages. All teachers in designated First for Fours classrooms must be paid at this rate. This salary accounts for classroom time, paid planning, and participation in required professional development, and teacher role in the provision of Comprehensive Services.
Beginning in Grant Year Three, newly-hired Assistant Teachers must have an associate's degree; Assistant Teachers hired prior to Year Three must develop a goal plan by the end of Year One that specifies strategies for attaining an associate's degree by the end of the grant cycle	Each assistant teacher will complete an educational goal plan within the first 60 days of participation in Delaware First for Fours that specifies a projected strategy for attaining the AA, as appropriate. For those teachers who already have an AA, career plans will be developed. Assistant Teachers hired after January 2017 will need an AA.

Participation in Core Series of professional development	Specified professional development series have been designed for administrators, teachers, assistant teachers, and families. Delaware First for Four providers will attend required series within the prescribed time frames.
Instruction	
Delaware First for Four classrooms will provide children with 180 instructional days	Children will be given 180 days of instruction. Plans for make-up days for emergency school closures must be developed to assure the full 180 days is met over the course of a calendar year.
Children will receive a minimum of 6.5(full day) hours of program services each day. Instructional time is a minimum of 6 hours	The 6.0 hours of instruction may include meal time, special activities such as art or music, and outdoor recess if a qualified teacher participates in the activity with the children and they are actively engaged. The daily schedule must take into consideration the transition times at the beginning and end of the day and nap time when instruction is not occurring when calculating the 6.0 hour instructional day.
Classroom size of no more than 20 four-year-olds, with a 1:10 staff-child ratio	First for Four classrooms will have a maximum of 20 four-year-olds. Two adults must be present at all times for a ratio of 1:10 or 2:20. A lead teacher must be present for instruction.
Children's healthy lifestyles must be supported through participation in a food program such as the Child and Adult Care Food Program (CACFP) or School Nutrition and through health and safety instruction that is aligned to the Early Learning Foundations (ELFs).	Delaware Stars' list of approved supplemental curricula offers numerous health, safety, and nutrition curricula.
Use of Delaware Stars-approved formative child assessment with data input into state online data system at least twice a year.	Delaware First for Fours providers must use the formative child assessment—Teaching Strategies GOLD—to inform children's instructional goals. Assessment outcomes must be entered into Delaware's online data system a minimum of two times per year.
Use of Delaware Stars-approved comprehensive curriculum that is aligned with Early Learning Foundations	A listing of approved comprehensive curricula for Delaware Stars allows providers to select a curriculum that best fits their program's philosophy and implementation style. Teachers must use the curriculum resource to guide lesson planning.
Minimum of two hour/week paid planning time for classroom teaching team	Each teaching team will be given two hours of planning time, away from children, each week with the express purpose of reviewing children's outcomes and designing responsive instruction and goal plans.
Comprehensive Services	
Conduct hearing, vision, dental, and developmental screening within 60 days of school start; developmental screening must be Delaware Stars-approved	All children must be screened within 60 days of the start of the school year or by November 1. Documentation of the screening results must be kept in the child's confidential file; results must be shared with family adults.
Establishment of policies and procedures for agency referrals to support family's needs towards self-sufficiency.	Delaware First for Fours staff will be informed of community social service agency resources and guided on ways to support families' needs.
A minimum of two home visits and two conferences will be conducted annually; two family-school events will be offered annually and opportunities for families to be included in program decision-making must be incorporated into program policies	Teachers must make every effort to complete home visits and conferences or show documentation of families' refusal. A minimum of two events such as open houses, holiday celebrations, or parenting education classes must be offered annually. Family satisfaction surveys or interviews will be conducted and assessed.

A transition plan that includes shared pre-kindergarten and kindergarten experiences for children	Subgrantees will complete a transition plan between the local elementary school(s) and the provider that includes strategies for shared pre-kindergarten and kindergarten experiences including things such as kindergarten registration campaign, school visits, pen pals, family orientations, etc..
A minimum of one meal and one snack must be offered to each child daily. Breakfast is also encouraged.	Children who participate for 6.5 hours per day will be provided with one snack and lunch that meet the recommended nutritional allowances for preschoolers..
Optional Services	
Transportation may expand access for high-risk families; when fiscally reasonable. Subgrantees may provide transportation to and/or from the school location	Providers may partner with local school districts to investigate cost-effective strategies for transportation for all or some of its children.
Additional staff benefits	Salaries should be supplemented by health benefits. Other benefits to support staff's positive work environment could include paid sick time or holidays or tuition reimbursement.
Provision of breakfast in addition to lunch and snack	Children often come to school hungry. An additional meal, reimbursed through the food programs, supports children's well-being and learning.
Language Immersion Program	Dual language immersion classes that typically begin in kindergarten will be initiated in preschool classrooms and include both English and Spanish speaking children. Children learn to be bi-lingual, bi-literate and bi-cultural and typically demonstrate better outcomes.
Summer Enrichment Programs	Jump-start opportunities for children who will be entering kindergarten can bridge the gap between pre-kindergarten and kindergarten. Providers can design these programs to meet the needs of their community and families.
Teacher Practicum Experiences for high school students	Early childhood high school students who are given an opportunity to interact with high-quality pre-kindergarten programs will be able to make informed career choices.

ELLI: Aim4Excellence™ Leadership Groups

OVERVIEW

ABOUT AIM4EXCELLENCE

Aim4Excellence™ is an online national director credential for early childhood administrators. The credential focuses on the essential knowledge and skills needed to deliver high-quality programming for young children. The Delaware Office of Early Learning through the Early Learning Leadership Initiative (ELLI) is pleased to bring Aim4Excellence to Delaware through the following learning opportunities.

PARTICIPATION OPTIONS

LEADERSHIP GROUPS | Over the course of 10 months, Leadership Group participants will move through the Aim4Excellence modules in a community of practice supported by a facilitator. Participants will meet monthly for face-to-face Leadership Group meetings in addition to working independently on the online modules between meetings. The model is designed to help participants reflect, process, and implement the information from each module.

INDEPENDENTLY | A small number of scholarships will be awarded to selected participants to move through the Aim4Excellence modules independently. Selected participants must be self-starters with the time and discipline needed to learn on their own.

REQUIREMENTS

Leadership Group participants will be required to:

- Attend the welcome meeting and 80% of Leadership Group meetings;
- Submit each module within the 30-day required turnaround;
- Actively participate in the Leadership Group meetings;
- Successfully complete all modules with a 70% or above; and
- Adhere to the Aim4Excellence Terms and Conditions (see attached).

Independent participants will be required to:

- Attend the welcome meeting;
- Submit each module within the 30-day required turnaround;
- Successfully complete all modules with a 70% or above; and
- Adhere to the Aim4Excellence Terms and Conditions (see attached).



SUPPORTS FOR SUCCESSFUL COMPLETION

The Delaware Office of Early Learning will provide the following upon successful completion of all 9 Aim4Excellence modules:

A laptop computer with the needed software to complete Aim4Excellence (Note that this support is available only to Leadership Group participants); and
Additional resource materials to support participants' work within their programs.



National Institute for School Leadership, Inc. (NISL) Early Childhood Executive Leadership Institute

Empowering Leaders of Early Childhood Programs and Education

NISL is the leading provider of rigorous school leadership training in the country. Our Early Childhood Executive Leadership Institute (ECELI) empowers early childhood leaders with the skills and knowledge needed to support young learners.

Participants in the program graduate with:

- A deep understanding of early childhood learning including:
 - the science of early childhood learning and brain development
 - best practices in standards-based education from assessment and professional development to curriculum and safety nets
 - an understanding of standards alignment birth through third grade
- Experience applying social and emotional standards to classroom experience.
- A bank of resources to leverage family and community support for young learners
- The ability to strategically lead early childhood improvement and plans for coordinating the transitions from Pre-K through Grade 3.

How ECELI Impacts Both Leaders and Their Organizations

The ECELI is delivered through five days of training, delivered to cohort groups of up to 25 participants. These are delivered in two parts – Days One through Three and Days Four-Five – with a three- to four-month break between days three and four. The institute was built from the ground up to go beyond research to impacting changes in the schools and organizations that are supporting young learners.

Over the course of the institute, participants develop and implement an Action Learning Project that is focused on an aspect of the training that they will leverage in their own school or program. The break between the training days is designed to provide ample time to apply this learning so that participants can receive implementation support when they return for the final sessions.

The ECELI Supports A Wide Breadth of Early Childhood Leaders

A cohort might consist of directors of community-based early childhood education and development programs, public or private Pre-K programs, elementary school principals and assistant principals, school district administrators, early childhood advocates, and university instructors of early childhood education. Ideally, teams from specific communities will participate in the Institute and develop their Action Learning Project together.

Instruction Engages Participants in the Learning

ECELI instruction is designed to engage participants in the learning. The cohort-based instruction allows participants to develop a professional learning community that is empowered to share challenges and best practices. Much of the discussion allows for small-group discussions that encourage deep discussion and first-hand analysis and application of the learning. A typical day for the cohort sessions begins at 8:30 a.m. and ends at 3:30 p.m. (approximately five hours of active learning time), but times can be adjusted to meet your organization's needs.

NISL ECELI – Rigorous Research and Development

NISL faculty and curriculum designers looked deeply into the leadership needs, transitions, and gateways between early learning providers (whether in schools, centers, collaborative groups, or families) and elementary school leaders, especially school leaders in the K-3 grades. NISL and its partners identified policies, practices, and research in Birth to Grade 3 from across the country.

The culmination of this work was the creation of an innovative executive leadership program designed to engage and connect Pre-K providers of child development and learning to elementary school leaders through a common vision, mission, and performance linkages.

As of June 2013, over 400 educators from K-12 school districts, universities, Head Start, childcare, and other early learning programs have participated or are currently engaged in the Institute.

Attachment 10
Delaware First for Fours First-Year Time Line

Operationalize Delaware First for Fours at the State Level		
Activity	Outcome	Quarter
Hold individual meetings with Subgrantees to review requirements and contract expectations	Partner contracts and agreements are signed; assurance that start-up requirements, including ratios, child eligibility, etc. are met from day one	One
Meet with Early Childhood Assistance Program to embed Star 5+ monitoring	Process for acknowledgement of attainment of Star 5+ standards during Technical Assistant site visits	One
Initiate RFP process for contractors to provide support services	Awards made; contracts with support service agencies	One
Advertise, recruit, and interview for new positions	Delaware First for Fours Project Manager and education assistants are hired	One
Orient Subgrantees to technical assistance and monitoring structure via contractors	Partners are assigned technical assistant and monitors who develop individualized plans	One
Develop meeting schedule(s)	Partners, technical assistants, State team, other key stakeholders are provided with listing of key meetings and dates	One
Initiate method of ongoing communication with Subgrantees	Subgrantees will become familiar with the State system of announcements that will inform them of pertinent information	One
Meet with Department of Education Finance team	Finalize reporting requirements and structure for partners' cost allocation and recordkeeping; first-year audit plan	One
Initiate Delaware First for Fours' Comprehensive Services		
Activity	Outcome	Quarter
Furnish classrooms	New and existing classrooms will be equipped with supplies and furnishings to meet 5.4 on Environment Rating Scale assessment	One
Recruit and enroll children who are at 200% or below FPL	All classrooms will be full by September 1	One and Two
Review Subgrantees' capacity for Star 5+ attainment	Classrooms will be meeting all high-quality standards	One - Four
Review Subgrantees' staff credentials	Assure all teachers and assistant teachers have minimum requirements; develop plans for Assistant Teachers' attainment of AA by Year 4	One
Develop and/or expand relationships with community agencies	Agencies refer families to providers; providers utilize agency resources and expertise to support children and families	One - Four
Attain community resource directory	Subgrantee staff will have a basic understanding of community resources to facilitate referrals for families as appropriate	One and Two
Review of Subgrantees' environments for responsiveness to children with diverse needs and cultures	Providers' environments represent community demographics; can welcome children with diverse needs	One and Two
Family engagement plans are developed and initiated	Home visits and conferences, center-wide activities, parenting education events are offered in each quarter of program implementation	One - Four
Work Force Development		
Activity	Outcome	Quarter
Design and offer Core Series of Professional Development	Subgrantees' staff will have attended training on the core series	One and Two
Meet with Assistant Teachers to review plans for AA degrees	Assistant Teachers will have developed plans for AA attainment	Two
Establish National Institute for School Leadership cohorts	Following initial core series training, Pre-K and K-12 administrators will meet to complete action plan requirement	Two - Four
Meet with Delaware Institute for Excellence in Early Childhood to coordinate delivery of assessment and curriculum training; online module development	Online modules for introductory sessions	One - Four

Activity	Outcome	Quarter
Meet with Delaware Technical & Community College to establish cohort strategy for AA course delivery	AA Cohorts in New Castle and Sussex Counties to start Year Two	Four
Meet with Children & Families First to design Strengthening Families plan	Strengthening Families modules offered to families	Three and Four
Initiate Year One Innovations		
Activity	Outcome	Quarter
Meet with school districts to expand and coordinate itinerant services	Community-based programs receive itinerant services; process extends to other community programs	One
Coordinate with Early Development and Learning Resources to hire two inclusion specialists to support providers' implementation of inclusive practices	Inclusion specialists are hired to support providers' adoption of inclusive classrooms	Two
Meet with partners to determine implementation strengths and areas for focus for inclusion of children with diverse learning needs	Strategies for improving inclusivity are determined	Three and Four
Develop plan for dissemination of inclusion materials and resources	Resources and materials are identified; plan for dissemination instituted	Three and Four
Support providers' participation in Individualized Education Program (IEP) development and implementation	Providers are part of the IEP development plan and understand how to support children's goals within their centers	Two-Four
Develop strategies for center-wide positive behavior support	Initiate plan for positive behavior support within selected sites	Three
Subgrantees develop plan for 2016 summer enrichment programs	Individualized planning for 2016 school plans for summer enrichment developed	Three and Four
Establish Committees and Workgroups		
Activity	Outcome	Quarter
Establish Early Learning Foundations Revisions Committee	Cross-sector stakeholder group has reviewed and initiated revisions to Early Learning Foundations	Two - Four
Establish Early Learning Workforce Competency	Cross-sector stakeholder group has reviewed and initiated revisions to Early Learning Workforce Competencies	Two - Four
Initiate the Transition Task Force	Cross-sector Task Force begins review, decision-making and development of strategies for State-wide and localized transition resources and supports	One-Four
Re-structure of the Pre-K and K Assessment Advisories	Pre-K and K Committees will be combined for shared understanding and policy development to support the Pre-K to K alignment of assessment and related instructional strategies	Two - Four
Create the Delaware First for Fours Advisory Committee	Representatives from the Subgrantees, State team, affiliated community agencies, foundations, and families will meet quarterly to review program progress towards goals	Two - Four
Begin Monitoring and Evaluation		
Activity	Outcome	Quarter
Meet with University of Delaware to initiate a Research and Evaluation Plan	Graduate Student will develop program evaluation for Early Development and Learning Resources approval	One
Develop site monitoring protocol	Tool is developed that coordinates with other programs' monitoring processes and protocols	One
Reporting procedures are instituted	Narrative and fiscal reporting structures are provided to Subgrantees	One



Family & Community Partnerships	Qualifications & Professional Development	Management & Administration	Learning Environment & Curriculum
Program welcomes all children and their families with procedures that embrace inclusion and diversity.	Staff functioning as Administrator completes the Delaware Administrator Credential and is qualified through Delaware First as an Administrator.	Program arranges regular, paid planning time (minimum one hour) and access to resources for at least one staff member per classroom when they are not responsible for children.	Program has an Environment Rating Scale (ERS) assessment and achieves the following classroom scores for classrooms selected: <ul style="list-style-type: none"> Minimum 3.40 (Star Level 3) Minimum 4.40 (Star Level 4) Minimum 5.40 (Star Level 5)
Each classroom provides regular written correspondence with families: <ul style="list-style-type: none"> Children 0–36 months, individual correspondence daily Children 37 months and older, correspondence weekly. 	Staff functioning as the Administrator utilizes the Delaware Early Childhood Career Lattice for professional development planning and achieves Step 8 or above.	Program implements a risk management plan.	Program utilizes a system of continuity of care that includes primary care throughout the day.
Program conducts conferences with families at least twice annually.	Teaching staff complete appropriate credentials.	Program provides access to the following benefits for employees: Paid vacation, paid sick time, paid holidays, retirement, insurance (health or other).	Program minimizes transitions for children throughout the program year.
Program partners with families with children with diverse needs.	Program staff utilizes the Delaware Early Childhood Career Lattice for career planning: 50% of staff achieves Step 4 or above 30% of staff achieves Step 7 or above 20% of staff achieves Step 8 or above	Program conducts required staff meetings that are open to all staff.	Program implements lower ratios: Infants (under 12 mos) 1:3 Young Toddlers (12–24 mos) 1:5 Older Toddlers (24–36 mos) 1:7 Young Preschoolers (36–48 mos) 1:9 Older Preschoolers (48–60 mos) 1:11
Program systematically gathers information from families and uses data to inform program planning annually.	Person functioning as Curriculum Coordinator utilizes the Delaware Early Childhood Career Lattice for professional development planning.	Program retains 75% of classroom staff on a program year basis. Partial points allowed for efforts to improve or maintain retention rates.	Program implements a child developmental screening for all infants, toddlers, and preschoolers enrolled annually.
Program implements a variety of family-centered events annually.	Annual training hours are quality assured: <ul style="list-style-type: none"> For each staff, 50% or more of all training hours completed are quality assured For each staff, 75% or more of all training hours completed are quality assured 	Program provides staff access to: <ul style="list-style-type: none"> Comfortable adult facilities and storage Administrative computer with internet Staff computer in staff space with internet 	Program observes individual children’s progress on an ongoing basis and documents progress at least twice annually.

Family & Community Partnerships	Qualifications & Professional Development	Management & Administration	Learning Environment & Curriculum
Program supports transitions for families: <ul style="list-style-type: none"> · Into the program · Within the program · Out of the program 	Program implements a system of staff evaluation that integrates professional development needs.	Program implements a system for fiscal management: <ul style="list-style-type: none"> · Annual operating budget with income and expense figures · Program reviews annual operating budget quarterly, adjusts as needed, and files copies for later review. 	Program implements a formative child assessment for all infants, toddlers, and preschoolers a minimum of two times each year.
Program develops and maintains active relationships with schools.	Program completes an annual Facility Professional Development Plan to compile information on staff professional development needs.		Program implements a written comprehensive curriculum that is aligned with the Delaware Early Learning Foundations for infants, toddlers, and preschoolers enrolled.
Program develops and maintains active relationships with community-based agencies.			Program implements a supplemental curriculum to support children's literacy, math, social-emotional, or healthy lifestyles.
			Program uses information from children's observations, the comprehensive curriculum and formative assessment, the Delaware Early Learning Foundations, and families to design daily activities, lesson plans, and individualized goal plans.
			Program implements instructional and/or environmental adaptations that support the learning for children with diverse needs, including those with identified disabilities, dual language learners, identified behavioral health needs, and/o specialized health needs.

Attachment 12
Delaware Stars for Early Success
Policy Guide
2014

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Attachment 13
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Attachment 14

Delaware’s State and Local Early Learning Councils and Committees

to promote the coordination of programs and services at the State and local levels

<p>1. Delaware Early Childhood Council (ECC)</p>	<p>ECC is the State Advisory Council on Early Childhood for children birth to 8 years of age, and carries out all functions designated in the federal Improving Head Start for School Readiness Act and those functions designated by the Governor, the General Assembly, and the Interagency Resource Management Committee (IRMC).</p>
<p>2. Delaware Early Childhood Council (ECC) Strategic Goal 1: A Healthy Start for All Children</p>	<p>A Healthy Start for All Children Committee ensures Delaware’s children will become the healthiest in the nation—physically, emotionally, and behaviorally. This committee has four main objectives: developmental screenings for children; supporting children’s healthy social-emotional development; strengthening family-centered health and preventive care; and expanding evidence-based home visiting and family health practices.</p>
<p>3. Delaware Early Childhood Council (ECC) Strategic Goal 2: High-Quality Early Childhood Programs and Professionals</p>	<p>High-Quality Early Childhood Programs and Professionals Committee’s mission is that all children will have access to high-quality early childhood programs and professionals. This committee has two main objectives: achieving high-quality program improvement through Stars and investing in a more highly skilled and well-supported early childhood workforce.</p>
<p>4. Delaware Early Childhood Council (ECC) Strategic Goal 3: An Aligned and Effective Early Learning System, Birth Through Third Grade</p>	<p>An Aligned and Effective Early Learning System, Birth Through Third Grade Committee is focused on creating 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 their early learning. This committee has three objectives: strengthening family, community, and school engagement in early learning; developing and implementing unified learning standards and assessments; and providing shared programs of preparation and professional development for early learning and elementary-grade educators.</p>
<p>5. Delaware Early Childhood Council (ECC) Strategic Goal 4: Sustainable System Improvement</p>	<p>A sustainable System will develop and sustain policies, programs, and partnerships that address the comprehensive developmental needs of all children. This committee has three main objectives: strengthening governance, services integration, and funding; implementing continual improvement in State services; and mobilizing community partnerships and public comment.</p>
<p>6. Commission on Early Education and the Economy (CEEE)</p>	<p>The Delaware Business Roundtable’s Commission on Early Education and the Economy is dedicated to educating and engaging business leaders about: the value of early learning; the State’s early learning priorities; and the importance of business leaders’ public advocacy for greater investment in early learning. The Commission serves as the State’s leading business advocate in support of State-level public investment in effective early learning programs. Members actively lend their voice and influence, and they network to advocate for quality early learning.</p>
<p>7. Compensation, Retention, and Education (CORE) Advisory Meeting</p>	<p>CORE Advisory Meetings inform all the partnering agencies of the data on early childhood professionals obtaining CORE awards, discuss advertising options to notify potential applicants of the CORE Awards, and discuss sustainability.</p>

8. Delaware Association for the Education of Young Children (DAEYC) Committee	DAEYC committee serves and acts on the behalf of the needs, rights, and well-being of all young children and their families in Delaware. The committee consists of community members, early childhood professionals, and advocates for early childhood.
9. Home Visiting Advisory Committee	The Home Visiting Advisory Committee is composed of stakeholders who provide evidence-based home visiting, refer to programs, or have interest in the topic. The committee, chaired by the CEO of Children & Families First, reviews practices to build coordination among the home visiting programs, works to ensure the home visitors are receiving professional development to support families as well as best practices for outreach, engagement, and communication.
10. Integrity Committee	The Integrity Committee consists of representatives from Delaware Stars, Department of Education, Office of Child Care Licensing, Purchase of Care, Child and Adult Care Food Program, Capacity Grant, and Office of Early Learning. The committee coordinates efforts to prevent and deal with fraud in child care. Through the committee, organizations share information and work together on joint investigations.
11. Office of Early Learning (OEL) Leadership Committee	The OEL Leadership Committee coordinates State services for early learning and development, determines the need for new and revised policies, and leverages resources to serve children and families. This committee consists of State representatives servicing early learning and development from the Department of Services for Children, Youth and their Families; the Department of Education; the Department of Health and Social Services; and the Office of Management and Budget.
12. Parents as Teachers Coordinators Committee	The Parents as Teachers State Leader is responsible for this monthly meeting to ensure all Parents as Teachers affiliates are abiding by the Parents as Teachers National Standards. All program coordinators attend this meeting along with the State-contracted monitor to review program data, discuss the compliance ratio for the affiliate standards, and discuss any trends in home visiting for the State.
13. Sussex Early Childhood Council (SECC)	SECC's mission is to promote the highest quality comprehensive early childhood system for Sussex County's young children and their families by providing leadership and advocacy through collaboration among families, communities, providers, and schools. This group consists of early childhood professionals, Stars representatives, Department of Education representatives, local school district representatives, community members, parents, and home visitors.
14. 619 State Coordinators Committee	619 State Coordinators meetings include updates on progress on quality inclusive practices in each of the programs with discussion on additional supports that are needed for children with disabilities in the preschool programs in Delaware.
15. Department of Education/Child Development Watch (DOE/CDW) Transition Committee	The DOE/CDW Transition Committee includes administrators from CDW Part C and Part B 619 and the two DOE/CDW Liaisons. The group meets quarterly to discuss IDEA regulation related to children's transitions from Part C to Part B 619, current data on the percentage of children who have timely transitions, and the appropriate strategies to improve the process.

16. Department of Education/Child Development Watch (DOE/CDW) Liaison Committee	The DOE/CDW Liaison Committee includes the two DOE/CDW Liaisons and the DOE Part B 619 administrator to discuss timely transitions from Part C to Part B 619. Data on every child that transitioned is reviewed to ensure accuracy and accountability.
17. DOE College and Career Ready (CCR) Metric Committee	DOE workgroup members participate in college- and career-ready metric meetings to establish and monitor school districts' progress on key college and career readiness indicators, including items such as: early literacy proficiency, social-emotional learning, special education outcomes, and advance placement opportunities.
18. Early Childhood Assistance Program (ECAP) Coordinators Committee	ECAP Coordinators meeting is a management team meeting with providers to discuss issues with the State ECAP Program Manager.
19. Early Childhood Assistance Program (ECAP) Technical Assistants Committee	ECAP Technical Assistants' meetings provide the opportunity to discuss ECAP programs, training and technical assistance needs, and review efforts.
20. Exceptional Children Committee	Exceptional Children meetings focus on current strategies and opportunities for strategies for improving the transition to kindergarten for children with disabilities that are enrolled in the State Preschool Program.
21. Expanding Inclusive Early Intervention Opportunities (EIEIO)	The EIEIO committee includes representatives from Part C, Part B 619 LEAs, Head Start, and State-funded preschools. The committee's focus is on improving inclusion for children with disabilities ages birth to five and their families. This committee helps to spotlight exemplary inclusive sites and provide a forum for determining possible solutions for challenges related to access, participation, and supports for children with disabilities enrolled in the preschool program.
22. Governor's Advisory Council for Exceptional Children (GACEC) Committee	The Governor's Advisory Council's focus is to advise the State educational agency of the unmet needs within the State pertaining to children with disabilities.
23. Governor's Newborn Hearing Advisory Council	The Governor's Newborn Hearing Advisory Council was developed to ensure all children are screened at birth with follow-up hearing screening for any child who has been identified with a delay at 1 month, 3 months, and 6 months. The group ensures that follow-up services are provided to children who are tested with a hearing delay.
24. Help Me Grow (DE-HMG) Advisory Committee	The DE-HMG committee consists of various stakeholders around the State who are charged with ensuring the Help Me Grow project. The group reviews data from the participation of the centralized telephone line and programs that participants are referred to for additional services.
25. Interagency Coordinating Council	The Interagency Coordinating Council meets to discuss issues related to infants and toddlers with disabilities including transitions to Part B 619 preschool program for children with disabilities.
26. Response to Intervention (RTI) Delaware Early Childhood Committee	The RTI committee provides a vehicle to improve supports for children who are at risk for having learning disabilities who are enrolled in Head Start and State-funded programs in Delaware. The committee sets up Local Instructional Support Teams in early childhood programs to help teachers make data-driven decisions for implementing intentional teaching opportunities that will lead to improving the learning trajectory for children enrolled in preschool classrooms.
27. Sequenced Transition to Education in the Public Schools (STEPS) Committee - New Castle County	STEPS participants are from a variety of agencies in New Castle County who are focused on collaborating and coordinating to identify current challenges and possible solutions for services for children birth to five with disabilities and their families.

28. Sequenced Transition to Education in the Public Schools (STEPS) Committee - Sussex County	STEPS for Sussex County focuses on collaborating and coordinating the identification of current challenges and solutions for services for children birth to five with disabilities and families.
29. P 20 Early Childhood Data Subcommittee	The P 20 Early Childhood Data Subcommittee is a subcommittee of the State's P 20 Council. The subcommittee has been supporting the Education Data Warehouse and Insight Dashboard for birth through pre-kindergarten to build the alignment of Delaware's education efforts across all grade levels.
30. Delaware Head Start Association	This is the State's association of federal Head Starts and State ECAP programs. This association provides leadership and advocacy and facilitates professional development for programs.
31. Delaware Head Start Directors	This meeting is for the directors of Head Start and ECAP with the State's Director of Head Start to inform each other of their successes within their programs. The group also discusses challenges and issues to collectively problem solve.
32. Head Start Collaboration Advisory Committee	The Head Start Advisory Committee is a group of stakeholders that advise the Head Start Collaboration on the federal priorities for the Head Start State Collaboration Office set forth by Office of Head Start.
33. Head Start Training and Technical Assistance (T/TA) network	The T/TA network was developed for those entities that are providing training and technical assistance to Head Start and Early Childhood Assistance Programs.
34. Delaware Healthy Infant and Mother Consortium (DHIMC)	DHIMC was established to help ensure the effective implementation of the recommendations set forth by the Infant Mortality Task Force (IMTF). Consortium mandates include reviewing and analyzing evaluations and reports and making appropriate recommendations.
35. Homeless Advisory Committee	This committee consists of various stakeholders that serve homeless children and their families.
36. Lead Advisory Committee	Lead Advisory Committee is a subcommittee of Division of Public Health Healthy Homes. Their charge is to address the concerns of lead poisoning, lead content, and lead removal.
37. Wilmington Early Childhood Education Committee (WECEC)	WECEC serves the City of Wilmington's children, ensuring that they have access to an integrated early childhood system, fostering collaboration among existing programs, and identifying gaps in current delivery systems for children birth through 8 years old.
38. Delaware Stars Management Committee	This committee is comprised of members from State agencies and community organizations who are partners in the management and implementation of Delaware Stars. Policies and procedures, along with goals to meet targets, are among the topics discussed.
39. Infrastructure Fund Advisory Committee	The Infrastructure Fund is available to Delaware Stars programs at Star 2 and above, for capital and technological improvements. Members include the Office of Child Care Licensing, Division of Social Services, Early Intervention, Delaware Stars implementation partners, Office of Early Learning and early learning program administrators.

Attachment 15

Mental Health Consultation in Early Care and Education

Providing optimal learning environments for young children that promote positive development across domains, with a particular focus on enhancing social and emotional development, is a key function of Early Childhood Mental Health Consultation (ECMHC). Delaware's ECMHC provided at early learning programs are structured to enhance early learning professionals' knowledge in working with children who are or may be at risk of behavioral challenges and to promote positive behavioral strategies. They provide appropriate assessment, intervention and, as appropriate, referral for treatment for behavioral health concerns. A recent Delaware survey found that parents cite child care providers (includes preschool staff) and physicians as the sources they would most trust for information related to the development and health of their child(ren). ECMHCs serve as liaisons to provide service and support information available across local child-serving agencies ensuring early care and education programs will have on hand information and materials that may be helpful to families of children in their care, with an emphasis on the promotion of overall young child wellness. In addition, consultants will continue to promote Delaware 211/Help Me Grow as a single point of information.

Expulsion is the most extreme disciplinary action an educational program may impose and may serve as an indicator of the extent of social and emotional problems in child care settings. While there is no evidence that expulsion reduces future behavior problems, the expulsion rate in Delaware is severe. According to a study released by the Yale Child Study Center in 2005, Delaware's rate of expulsion due to behavior from publicly-funded preschool is the fourth highest in the nation. A 2006 report from Nemours Health and Prevention Services (NHPS) reveals that 40 percent of center-based child care providers surveyed asked at least one family to withdraw a child from their care in the past year based on the child's social, emotional, or behavioral issues. Until 2010, Delaware's public children's behavioral healthcare system did not have adequate capacity for prevention and treatment interventions available for children under the age of 7 years, and mental health providers did not use evidence-based practice. While services for this population have grown significantly, gaps and limited capacity in service still remain.

With this grant, Delaware will expand Early Childhood Mental Health Consultation (ECMHC) by adding a dedicated consultant to work with local community- and school-based early care and education programs. Expanding public early childhood mental health consultation will fulfill a key objective of this grant project and will provide the expert consultation at both the programmatic and individual child/family levels to promote the social-emotional development of children in the target population by increasing the expertise, skills, and abilities of the staff through training, resulting in improved outcomes for children and families. This service will include family strengthening/parent skills training to promote their understanding of how they can contribute to child social-emotional and physical wellness. Linkages to existing prevention services that offer family strengthening, parent skills training, and home visitation will be made, as appropriate, to further strengthen the children/families in the target population to promote the social-emotional development of children, to promote young child wellness, and help children enter school ready to learn and achieve. Rigorous scientific research has demonstrated that early childhood interventions can improve the lives of participating children and families across the

lifespan. Early childhood intervention is designed to provide a protective influence to compensate for the risk factors that can compromise healthy physical, social, and emotional child development in the years before school entry. Enhancing the quality of the caregiving environment is an approach that will benefit not only the children currently receiving care, but also future child care enrollees/families.

Delaware's ECMHC is based on the Center on Social and Emotional Foundations for Early Learning (CSEFL) model and uses the framework provided by Parent-Child Interaction Therapy (PCIT), specifically adapted for use within child care settings which have been demonstrated to be effective in training Head Start teachers in behavior management (Tiano and McNeil, 2006 Journal of Early and Intensive Behavior Intervention). PCIT is an evidence-based, empirically supported intervention that is manualized, with specified protocol. Caregivers learn skills through didactic sessions where therapists/consultants use live coaching to encourage use of specific skills and interactions with the child. The emphasis is on changing negative caregiver-child patterns. The goals of the intervention are to: improve the quality of the caregiver/child relationship, decrease child behavior problems with a corresponding increase in positive, pro-social behaviors, increase parent/caregiver skills—specifically including positive discipline—and decrease caregiver stress. PCIT was developed by Sheila M. Eyeberg, Ph.D. and others in the late 1970s to provide an effective intervention for use with children with oppositional, defiant and other externalizing behavior problems. Dr. McNeil and T. Hembree-Kigin published a step-by-step manual for clinicians for PCIT in 1995.

Research shows that the long-term maintenance of positive changes following PCIT for young children with oppositional defiant disorder and associated behavior disorders is very high. Three to six years after treatment, results indicated children whose behavior and locus of control was reported as improved maintained improvement. PCIT is demonstrated effective for young children, the age population for this project proposal. PCIT has been used in Head Start/classroom settings with at-risk African American children with good success and without variation in intervention outcome due to race. It is proven to be successful with groups and is effective with girls and boys. PCIT is translated into Spanish. PCIT is clinically appropriate for this project and culturally appropriate for the target population as well. It is cited as an evidence-based practice for children in the target population age range in the National Association of Mental Health Program Director's Matrix of Evidence-based Practice for Children and Adolescents and is listed in the SAMHSA National Registry of Effective Programs and Practices for young children. . .

Early intervention should be culturally appropriate and provided in the context of the environment in which children live and function. Part of the training in this intervention is acknowledgement and assessment of the culture of the particular environment/setting in which the early intervention service is to be provided, taking into account the center-specific culture of each setting. Awareness of the culture and values of the child/family where child-specific consultation (rather than programmatic consultation/staff training) is provided is essential to providing high-quality consultation that will contribute to an informed approach and success in increasing positive behaviors while decreasing problem behaviors.

Attachment 16

Strengthening Families Program

The Strengthening Families Program (SFP) is an evidence-based 14-week family skills training program that involves the whole family. The original Strengthening Families model was for high-risk families with children ages 6 to 11. In the 2000s, 14-week versions of SFP were developed for high-risk families with younger children (SFP3-5) and early teens (SFP12-16). Implementation at Children & Families First revealed that the 3-5 curriculum appeared to be less successful and too mature for three-year-olds.

Multiple replications of SFP in randomized control trials with different ethnic groups, by independent evaluators, have found SFP to be an effective program in reducing multiple risk factors for later drug abuse, mental health problems, and delinquency by increasing family strengths, children's social competencies, and improving parenting skills (Kumpfer, Alvarado, Smith, & Bellamy, 2002).

The Strengthening Families Program is currently listed on the Substance Abuse & Mental Health Services Administration's (SAMHSA) National Registry of Evidence-Based Programs and Practices (NREPP) with outcomes tested in the domains of family relationships, parenting practices, efficacy, and children's behaviors.

Children & Families First has been offering the Strengthening Families Program for twelve years.

In practice, the SFP3-5 is presented in 14 highly structured, consecutive, weekly sessions, each lasting approximately 2.5 hours. Each session begins with families enjoying a light dinner together. Parents and the identified children then break into separate groups for skills training and child care is provided for siblings. Families then come back together and have the opportunity to practice what they learned in their groups. Families have the opportunity to earn incentives each week for being available for their weekly engagement calls, completing the homework and home practice, and actively participating in the sessions.

Parent sessions include discussions and lessons that focus on topics such as:

- Children's Developmental Stages
- Importance of Family Meetings
- Communication
- Alcohol, Drugs, and Families
- Solving Problems and Giving Clear Directions
- Rewards for Positive Behavior
- Reduction of At-Risk Behaviors
- Problem Solving
- Discipline and Limit-Setting Techniques

The children focus on building skills such as:

- Listening
- Communicating
- Social Skills
- How to Say “No” and Staying Out of Trouble
- Recognizing Feelings
- Coping with Anger
- Problem Solving

The family sessions focus on topics such as:

- Child’s Game
- Noticing and Ignoring: Charts & Spinners
- Goals and Objectives
- Learning From Parents: Parent’s Discussion
- Parent’s Game

At the end of the 14-week sessions, a graduation ceremony is held for families that successfully complete the Strengthening Families Program. A special dinner is served which includes a cake and the room is decorated as part of the celebration, acknowledging the families’ achievement.

Results of a Review of Delaware Early Childhood Instructor Knowledge and Skill and Course Syllabi



Executive Summary

May 2014



Prepared by Camille
Catlett of the Frank Porter
Graham Child Development
Institute, University of North
Carolina at Chapel Hill.

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This report was funded by the Delaware federal Early Learning Challenge Grant. The Early Learning Challenge grant is funded by the U.S. Departments of Education and Health and Human Services.

Please direct questions or comments to:

Camille Catlett
Frank Porter Graham Child Development Institute
University of North Carolina
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Results of a Review of Delaware Early Childhood Instructor Knowledge and Skill and Course Syllabi

Executive Summary

Camille Catlett of the Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill, with funding provided by the Delaware Office of Early Learning, worked cooperatively with Delaware institutions of higher education (IHEs) that offer early childhood degrees to complete analyses of their early childhood coursework. This work was commissioned to honor the commitment outlined in Delaware's successful Early Childhood Race to the Top Challenge Grant application (submitted October 19, 2011).

Prior to the submission of the grant, conversations were held with leaders of five higher education programs that are currently preparing students to work with young children and their families. These conversations focused on the importance of early childhood coursework preparing future professionals to support each young child in ways that are consistent with high quality. As stated in section (D)(1) of the application, "all higher education institutions in the state provided signed letters of support stating that they will align their course offerings and curriculum with the state's competency framework (Delaware Competencies for Early Childhood Professionals) and the Delaware Early Learning Foundations" (page 173).

A multi-step strategy was designed to complete this alignment analysis. First, Delaware's post-high school instructors were identified and surveyed to understand their current level of knowledge and comfort with early childhood content areas and with a set of Delaware frameworks that would prepare pre-service candidates for teaching in the state's early learning programs. Second, a systematic review of course syllabi was conducted to determine the extent to which there currently is explicit alignment between course content and both the Delaware Competencies for Early Childhood Professionals (Competencies) and the Delaware Early Learning Foundations (ELFS). Third, strategies for supporting an increased emphasis on Delaware's quality early childhood frameworks were identified. A summary of each of these efforts follows.

Instructor Needs Assessment Results

Surveys were sent electronically to 111 instructors who were identified through conversations with key personnel at each IHE; 48 completed the needs assessment, a response rate of 43.2%.

Content questions on the survey were divided into two major categories: 1) early childhood content and 2) Delaware tools, frameworks, and systems. For each of 58 items, respondents were asked to indicate their current level of knowledge, the emphasis in the courses they teach, their knowledge of where to access resources, and their comfort teaching the content. A five point scale was used in which "1" was low and "5" was high.

Early Childhood Content Results

There were many areas in which respondents indicated significant knowledge, as shown in the table below.

Rank	Highest Knowledge
1	Strategies for supporting individual children’s learning and development
2	Typical development
3	Methods of objective observation including strategies for creating written records of observations
4	Play as a context for supporting children’s development
5	Sharing assessment results with families
6	Use of daily schedules to support child-centered play both indoors and outdoors
7	Strategies for developing curriculum based on observed knowledge of children (e.g., linking assessment and curriculum)
8	Strategies for promoting the positive behavior and developing prosocial behaviors of young children
9	Approaches to learning for young children
10	Policies and practices related to confidentiality

There were also areas in which respondents indicated less expertise, as summarized below.

Rank	Lower Knowledge
1	Use of assistive technology to support the learning of young children
2	Developing and implementing IFSPs and IEPs
3	Development of math and science concepts
4	Methods for screening infants, toddlers, and young children
5	Development of creative expression (music, dance, visual arts, dramatic play)

In general, ratings across three response categories (level of knowledge, knowledge of where to access resources, comfort teaching this content) were consistent. However, respondents consistently indicated that *what they are emphasizing* in their courses varies from *what they know about key content areas*. This pattern was repeated across items in different sections of the needs assessment, leading to the possible conclusion that familiarity or comfort with content does not necessarily lead to incorporating that content in coursework.

Delaware Tools, Frameworks, and Systems Results

Respondents were most knowledgeable about the Early Learning Foundations, Environment Rating Scales and Delaware Stars, as summarized on the chart below. Items about which respondents were less knowledgeable are also indicated...

Rank	Highest	Rank	Lowest
1	Delaware Early Learning Foundations	1	Delaware Early Learner Survey (DE-ELS)
2	Delaware Early Learning Foundations – Infant/Toddler	2	Delaware Readiness Teams
3	The Early Childhood Environment Rating Scale- Revised (ECERS-R)	3	The Family Child Care Environment Rating Scale – Revised (FCCERS-R)
4	Delaware Stars for Early Success (STARS)	4	Ages and Stages Questionnaires
5	The Infant-Toddler Environment Rating Scale – Revised (ITERS-R)	5	Teaching Strategies GOLD™ Assessment System

Results consistently revealed that *what they are emphasizing* in their courses varies from *what they know about the Delaware Tools, Frameworks, and Systems*.

Interpretation

It's important to note that even ratings on lower scoring items still averaged above a mean of 4.0 on a five point scale. Several of the areas in which instructors indicated the lowest levels of expertise (e.g., assistive technology, collaboration with families of young children with disabilities) are related to serving young children with disabilities and their families or to supporting children who are culturally and linguistically diverse and their families.

Limitations of the Study

Several cautions should be used in interpreting these results. First, respondents were asked to reflect the current level of emphasis in the courses they teach. Thus a faculty member who is teaching early elementary courses might have appropriately responded that they do not include significant emphasis on infant toddler related content. Second, content specialization may also have impacted the results. For example, some instructors may consider an emphasis on young children with disabilities to be the unique responsibility of colleagues teaching courses with an emphasis on exceptionality.

Course Syllabi Review Results

Following the Needs Assessment analysis, a contact in each of the five higher education programs provided copies of syllabi and related materials for core courses in early childhood sequence of each IHE. A total of 73 syllabi were identified for review as indicated in the table below.

Institution	# of Syllabi Reviewed
Delaware State University	15
Delaware Technical Community College	12
Springfield College – Wilmington Campus	10
University of Delaware	18
Wilmington University	18
TOTAL	73

Electronic copies of all 73 syllabi were secured with assistance from faculty colleagues in each of the five programs (100%). Each syllabus was reviewed using a standard rubric that assessed the

extent to which emphasis on and alignment with Delaware early childhood tools, frameworks, and systems was explicitly stated (see below).

The rubric was used to award points for explicit mention of ten indicators. One point was awarded if the indicator was never mentioned, two points were awarded if the indicator was mentioned 1-3 times in a syllabus, and three points were awarded if the indicator was mentioned four or more times. The maximum score possible for a syllabus was 30. A rubric that yielded a total numeric score was selected because it will provide a way to measure change, should the syllabi be reviewed again in the future.

Summary of Emphasis on Delaware Quality Frameworks (April 2014)										Course Number:		
										Course Title:		
										Institution Name:		
INDICATOR	How much does the syllabus reflect the indicator?			Where was the indicator found?						Alignment with Delaware Core Knowledge and Competencies		
	None	Some	Significantly	Course Descriptions	Course Objectives	Readings, Resources	Assignments	Instructional Strategies	PRESENT	ABSENT		
Delaware Early Learning Foundations – Infant/Toddler											OPPORTUNITIES Child Development and Learning Environment and Curriculum Promoting Social Emotional Development Observation and Assessment Health, Safety and Nutrition Working with Families Professionalism	
Delaware Early Learning Foundations – Preschool												
Environment Rating Scales, Infant/Toddler, Early Childhood, School-Age, Family Child Care												
Teaching Strategies GOLD™ Assessment System												
Ages and Stages Questionnaires™												
Delaware Early Learner Survey (DEELS)												
Delaware Stars for Early Success (Stars)												
Delaware Readiness Teams												
Emphasis on cultural and/or linguistic diversity												
Emphasis on children with disabilities, inclusion												
				TOTAL=								
ASSETS												



Prepared by Camilla Catlett of the Frank Porter Graham Child Development Institute, University of North Carolina at Chapel Hill with funding provided by the Delaware Office of Early Learning.

Results of the review revealed an average score across all five programs of 12.6, with a range of 10 – 18. A syllabus that received a score of 10 did not include any of the indicators, while a syllabus that received a score of 18 included several of the indicators. While it is unlikely that all ten indicators would be present in any syllabus, these findings reveal a consistently low emphasis on the Delaware quality frameworks.

Delaware Early Learning Foundations (ELFS)

Syllabi from each program were reviewed to determine if the Early Learning Foundations were included, with specific attention to the use of those tools for classroom practice. Across the five programs there was great variability in the percent of syllabi that included an emphasis on the

ELFS (range: 0% - 32%), indicating great variability in the extent to which this foundational information is currently incorporated. This means that in the lowest scoring program there was no mention of the ELFS in the syllabi reviewed, while in the highest scoring program roughly a third of the syllabi included the use of the ELFS meaningfully.

Delaware Core Knowledge and Competencies for Early Childhood Professionals

Particular attention was paid to the degree to which the Competencies were aligned with the delivered content across programs. Again there was significant variability across programs (range: 20% - 58%). This means that in the program with the highest score, 58% of the courses had strong alignment¹ across syllabi. In the program with the lowest score, only 20% of the syllabi reviewed showed strong alignment with the Competencies.

Emphasis on Cultural, Linguistic, and Ability Diversity

Of the syllabi reviewed, 82.8% reflected an emphasis on cultural and/or linguistic diversity (range: 58% - 95%). One IHE incorporated this emphasis in all but one course. A similar review of syllabi for emphasis on young children of diverse abilities showed that 72.2% of courses had that specific emphasis (range: 33% - 100%). At another IHE, every syllabus included mention of ability diversity.

Emphasis on Other Delaware Quality Frameworks

Across all syllabi in all programs, the emphasis on other Delaware quality frameworks was limited. The Environment Rating Scales were mentioned in six courses, the Teaching Strategies GOLD™ Assessment System was mentioned in two courses, and the Ages and Stages Questionnaires™ were mentioned in one course.

Syllabi did not mention Delaware Stars for Early Success (Delaware's star-rated system for early childhood program quality), the state-mandated Early Learner Survey (a kindergarten entry assessment) or the Delaware Readiness Teams, a community-based school-readiness initiative. It is also important to note that many of these tools and frameworks are new, with several being introduced within the last 2 years, so a certain degree of unfamiliarity is to be expected.

Interpretation

Based on the review of these 73 syllabi, the content addressed in early childhood courses in Delaware is not consistently aligned with the state's competency framework (Delaware Competencies for Early Childhood Professionals) and the Delaware Early Learning Foundations (ELFS). Emphasis on the Competencies is more consistent than emphasis on the ELFS.

In addition, only a small number of courses (9 of 73 or 12.3%) reflect an emphasis on other more established quality frameworks (Environment Rating Scales, Stars) or newer quality frameworks (Teaching Strategies GOLD™ Assessment System, the Ages and Stages Questionnaires™, the Delaware Early Learner Survey, or Delaware Readiness Teams).

A descriptive profile of the results for each higher education institution has been developed and shared with the program. The profile included two charts, one depicting the extent to which Delaware quality frameworks and diversity (cultural, linguistic, ability) are reflected in each

¹ A syllabus in which six out of seven areas of knowledge and competence are reflected is strongly aligned.

syllabus and second depicting alignment with the state's competency framework. In addition, areas of strength (assets) and areas for potential enhancement (opportunities) have been identified for each course.

Limitations of the Study

It is important to be mindful of several variables that may have deflated rubric scores and thus an underestimate of the extent to which there is alignment. First, some syllabi did not include information about student assignments or a course calendar (i.e., the content offered in each session of a course). Because details about course assignments and instructional experiences were not available, the ratings for some courses may underestimate the emphasis on the Delaware quality frameworks. Second, the syllabi reviewed may not have been the most current versions available. Faculty members often update syllabi each semester and versions with greater emphasis on the quality frameworks may have evolved during the time in which this assessment was underway. Third, as mentioned above, a number of the quality frameworks are new and may not yet be familiar enough to instructors to incorporate in the courses they are teaching. Fourth, faculty members often address content that is not listed explicitly on the syllabus.

Recommended Strategies

Findings from the survey suggest several strategies for strengthening the emphasis on and alignment with Delaware's quality frameworks in early childhood programs in higher education institutions. These include:

1. Advising faculty and administrators at Delaware's institutions of higher education of the importance of using Delaware's quality frameworks to prepare pre-service candidates for teaching in the state's early learning programs. Meetings with staff from Delaware's Office of Early Learning and a national consultant have been scheduled for May and June 2014 to address this recommendation.
2. Providing faculty members with resources that can assist them in including new frameworks and perspectives in their courses. The Delaware Early Childhood Resource Toolkit has been commissioned by the Delaware Office of Early Learning. The Toolkit is a compilation of evidence sources, readings, audiovisual materials, and web-based resources to support faculty in incorporating content related to Delaware's quality early childhood frameworks in college courses. Sections on cultural, linguistic, and ability diversity should also be helpful in incorporating an intentional emphasis on diversity. A compact disk of the Toolkit will be provided to each early childhood faculty member.
3. Talking with faculty members about other strategies and resources that can support and strengthen the higher education programs preparing future early childhood professionals. Meetings with faculty at each institution to address this recommendation have been scheduled in May and June 2014.
4. Encouraging faculty members to be explicit about the ways in which the Delaware quality frameworks are incorporated in course descriptions, objectives, assignments, and instructional sequences. This intentionality signals the importance of these frameworks to students and community partners alike. Written examples of strategies and resources to address this priority have been provided for each of the 73 syllabi and shared with faculty at each institution.

Other Attachments:

Letters of Support:

- State Advisory Council on Early Childhood Education and Care – Delaware Early Childhood Council.
- Representative Melanie George Smith, Esq

Application Assurances and Certification

- Signed by the Governor.

Accountability, Transparency, and Reporting Assurances

- Signed by the Governor and the Lead Agency (Delaware Department of Education).

Accountability, Transparency, and Reporting Assurances and Letters of Commitment from the following subgrantees:

New Castle County

- Appoquinimink School District
- Brandywine School District
- Christina Cultural Arts Center
- Christina School District
- Colonial School District
- EastSide Charter School
- Hilltop Lutheran Neighborhood Center
- Latin American Community Center
- Newark Day Nursery
- New Castle County Head Start
- Red Clay School District
- St. Michael's School and Nursery
- Wilmington Head Start

Kent County

- Capital School District
- Telamon Head Start

Sussex County

- Laurel School District
- Parents and Children Together at Tech (PACTT)
- Telamon Head Start



Delaware Early Childhood Council

October 3, 2014

Dr. Kelly Hunter
Director, Early Development and Learning Resources Workgroup
Delaware Department of Education
401 Federal Street
Dover Delaware, 19901

Dear Dr. Hunter:

On behalf of the Early Childhood Council (ECC), I am writing to express my strong support of your collaborative proposal in response to the Preschool Development Expansion Grant; “Delaware’s First for Fours”. The ECC is the State Advisory Council on Early Childhood for children from birth to eight years of age and is authorized via state law to provide advice and recommendations for the development of the state’s early childhood system. The current Strategic plan, created in 2013 focuses on four goals:

1. A health start, focusing on developmental screening, early childhood behavioral health, family outreach, and greater coordinated referral;
2. Quality early education, focusing on the use of our Delaware Stars program (a Quality Rating and Improvement System) across all of the providers who serve young children so that we can assure children, particularly those with the highest needs, attending a high quality early childhood program that is focused on improving child outcomes across all the domains of a young child’s development;
3. An aligned and effective early learning system, birth through third grade, that brings together birth to five programs and services with the K-12 system, also linkages with higher education;
4. Sustainable system improvement.

Delaware’s First for Fours will directly support our strategic plan by

1. Expand the quantity of state-funded pre-kindergarten slots available to low-income children and their families within two or more of DE’s high priority zones.
2. Enhance the quality of pre-kindergarten classrooms to serve as models of excellence for comprehensive services, family engagement, and children and families with diverse learning needs.
3. Strengthen collaboration with families and diverse statewide and community partners to integrate strategies and resources into classroom and program practice to support quality relationships with families, children and staff.
4. Improve the state’s early learning system to leverage strengths and ensure continued improvements in the birth through grade 2 continuum of learning and development.

On behalf of the members of the Delaware Early Childhood Council, we lend our full support for Delaware’s First for Fours Preschool Development Grant services in Delaware.

Sincerely,

(b)(6)

Mary Kate Mouser, Co-Chair,
Delaware Early Childhood Council.

(b)(6)

Madeleine Bayard, Co-Chair,
Delaware Early Childhood Council

Delaware Early Childhood Council/Committees
Master List as of January 2014

Two center-based early care and education providers	Cheryl	Clendaniel	Administrator	The Learning Center
	Helen C.	Riley	Administrator	St. Michael's School and Nursery
One family-home based early care and	Marlette R.	Lofland	Family Child Care	
One parent whose child participates in	Melia	Anderson	Parent	Head Start
One Delaware Head Start/Early Childhood Assistance Program Association	Heidi	Beck	Director	New Directions Early Head Start
One Representative of a state-wide early care and education resource and referral	Leslie	Newman	CEO	Children and Families First
Two representatives from advocacy organizations focused on children's health and well-being	Mary Kate	Mouser	Executive Director	Nemours Health and Prevention Services
	Mary L	Gavin, M.D		Delaware Academy of Pediatrics
One public school district superintendent			Superintendent	
One higher education representative who is also serves on the P-20 Council	Dan	Rich	Faculty	University of Delaware
One business community representative	Madeleine	Bayard	Vice President, Policy and Practice	Rodel
Two community members	Michelle	Taylor	President/Chief Executive Officer	United Way of Delaware
	Terri	Murphy	Board Member	West Center Early Learning Center
One representative of the Delaware Association for the Education of Young Children	Valerie	Jermusyk	Administrator	Delaware Association for the Education of Young Children
One representative of the General Assembly	Debra	Heffernan	Delaware State Representative	Co-chair, Kids Caucus, House Education Committee
The State Director of Head Start Collaboration	April	Hill	Education Associate, Head Start Collaboration Project	Department of Education
A representative of the Delaware Department of Health and Social Services,	Debbie	Gottschalk	Chief Policy Advisor	Division of Health and Social Services
A representative of the Delaware Department of Services for Children, Youth and Their Families, representing child mental health, child care licensing	Rodney	Brittingham	Policy Director	Department of Services for Children, Youth and their Families
A representative of the Delaware Department of Education, representing early childhood professional development, section 619 of IDEA, and	Verna	Thompson	Education Associate, Early Learning and Development	Department of Education
One chairperson, chosen by the Governor from among the appointed non-	Mary Kate	Mouser	Executive Director	Nemours Health and Prevention Services
A Vice Chair, chosen by the Governor from among the appointed non-governmental members of the Council	Madeleine	Bayard	Vice President, Policy and Practice	Rodel
Ex Officio, non-voting members shall include the director of the Early Development and Learning Resource	Kelly	Hunter	Director	Early Development and Learning Resources
Ex Officio, The chair of the Family Support Coordinating Council	Karen	DeRasmo	Executive Director	Prevent Child Abuse in Delaware
Ex Officio, The director of the State's Institute for Excellence in Early Childhood Education	Martha	Buell (will resume 6/2014)		University of Delaware, DIEEC
The ECC may appoint Ex-Officio members and advisors to assist them in meeting their responsibilities-review and renew annually on the calendar year			Executive Director	Office of Early Learning
	Ed	Freel	Instructor	University of Delaware
	Frederika	Jenner	President	DSEA
	Thomas	Hall	Social Service Senior Administrator	Health and Social Services
	Karyl	Rattay	Director	Delaware Division of Public Health
	Jocelyn	Stewart		
	Debbie	Taylor	Military Child Care Liaison	Child Care Aware of America
Delaware First Four Years: Pre-K to School Development Grant	Kelli	Thompson	Director of Policy, Evaluation, and Research	Nemours Health and Prevention Services

	Ann	Wick		
Other (Providers administrative support for the council)	Carmen	Gallagher	Education Associate, Early Learning and Development	Department of Education

Melanie George Smith
STATE REPRESENTATIVE
5th District



HOUSE OF REPRESENTATIVES
STATE OF DELAWARE
411 LEGISLATIVE AVENUE
DOVER, DELAWARE 19901

COMMITTEES
Appropriations, Chair
Joint Finance, Chair
Judiciary, Vice Chair
Public Safety
Veterans Affairs

October 9, 2014

Dr. Kelly Hunter
Director, Early Development and Learning Resources Workgroup
Delaware Department of Education
401 Federal Street
Dover Delaware, 19901

Dear Dr. Hunter:

As Chair of the Joint Finance Committee for the State of Delaware, I am pleased to write this letter in strong support of your collaborative grant proposal in response to the Preschool Development Expansion Grant opportunity.

In my role as Chair of Delaware's budget writing committee, I know firsthand the challenges that Delaware and other states have faced in recent years as we attempt to balance budgets in the face of ever increasing needs. Given that, I am extremely proud of the work that Delaware has done over the last several years to not only maintain, but to significantly increase our State's investment in quality early learning opportunities for our children. As a State, we recognize that our investments in early education not only benefit the children who are in quality programs today, but also strengthen our State's economy going forward by providing our youngest citizens the opportunities they need to achieve their fullest potential.

If funded, Delaware's "First for Fours" preschool program would directly support our statewide strategic plan for early learning by:

1. Expanding the quantity of state-funded pre-kindergarten slots available to low-income children and their families in some of our highest need areas.
2. Enhancing the quality of pre-kindergarten classrooms to serve as models of excellence for comprehensive services, family engagement, and children and families with diverse learning needs.
3. Strengthening collaboration with families and diverse statewide and community partners to integrate strategies and resources into classroom and program practice to support quality relationships with families, children and staff.
4. Improving the state's early learning system to leverage strengths and ensure continued improvements in the birth through grade two continuum of learning and development.

Given the critical importance of continuing to build upon our early learning work, I am happy to lend my full support to Delaware's First for Fours Preschool Development Grant application.

Sincerely,

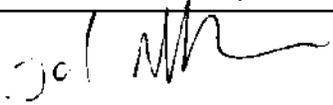
A handwritten signature in cursive script that reads "Melanie George Smith".

Melanie George Smith, Esq.
State Representative
5th District

Accountability, Transparency, and Reporting Assurances

The Governor or his/her authorized representative assures that the State will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards, including Davis-Bacon prevailing wages; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders, and regulations.

- With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
- The State and other entities will comply with the following provisions of the Education Department General Administrative Regulations (EDGAR), as applicable: 34 CFR Part 74 -- Administration of Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations; 34 CFR Part 76 -- State-Administered Programs, including the construction requirements in section 75.600 through 75.617 that are incorporated by reference in section 76.600; 34 CFR Part 77 -- Definitions that Apply to Department Regulations; 34 CFR Part 80 -- Uniform Administrative Requirements for Grants and Cooperative Agreements to State and Local Governments, including the procurement provisions; 34 CFR Part 81 -- General Education Provisions Act—Enforcement; 34 CFR Part 82 -- New Restrictions on Lobbying; and with the debarment and suspension regulations found at 2 CFR Part 3485.

Governor or Authorized Representative of the Governor (Printed Name):	
JACK MARKELL	
Signature:	Date:
	10-8-14

**APPLICATION ASSURANCES AND CERTIFICATIONS
Preschool Development Grants (CFDA No. 84.419B)**

Legal Name of Applicant (Office of the Governor): State of Delaware Department of Education	Applicant's Mailing Address: 401 Federal Street, Suite 2 Dover, DE 19901
Employer Identification Number: 516000279	Organizational DUNS: 878892124
Lead Agency: Early Development and Learning Resources Workgroup Contact Name: Dr. Kelly Hunter <i>(Single point of contact for communication)</i>	Lead Agency Contact Phone: 302-735-4224 Lead Agency Contact Email Address: Kelly.Hunter@doe.k12.de.us

Required Applicant Signatures *(Must include signatures from an authorized representative of each Subgrantee. Insert additional signature blocks as needed below. To simplify the process, signatories may sign on separate Application Assurance forms.):*

To the best of my knowledge and belief, all of the information and data in this application are true and correct.

I further certify that I have read the application, am fully committed to it, and will support its implementation:

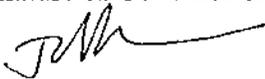
Governor or Authorized Representative of the Governor (Printed Name):

JACK MARCELL

Telephone:

(302) 744-4102

Signature of Governor or Authorized Representative of the Governor:



Date:

10-8-14

Lead Agency Authorized Representative (Printed Name):

Mark T. Murphy

Agency Name:

302 735-4000

Signature of Lead Agency Authorized Representative:

(b)(6)



Date:

10-9-14



Appoquinimink School District

THE WORLD IS OUR CAMPUS

September 29, 2014

Jennifer Ranji, Secretary
Department of Services for Children, Youth and Their Families
1825 Faulkland Rd.
Wilmington, DE 19805

Dear Secretary Ranji:

The Appoquinimink School District is committed to partnering with the State of Delaware to create a quality preschool program for four-year olds from low income families. Over the past 25 years, we have provided services to young children and their families and as a partner in the *First for Fours Program*, we plan to create 20 new and enhanced slots for four- year olds who meet the quality requirements, including comprehensive services.

We are committed to the following *First for Fours* requirements:

- Serving 4 year old children of diverse learning needs within 200% of the federal poverty level , for a minimum of 180 days at 6.5 hour per day
- Lead teacher having a minimum of a Bachelor degree in early childhood or related field
- Assistant teacher with Minimum of an Associates degree within the four year grant period
- Participation in Core Series of Professional Development and paid planning time
- Classroom size of no more than 20 – 4 year olds, 1:10 staff-child ratio
- Use of developmental screening within 60 days, Delaware Stars approved formative assessment using the state online data system, use of approved curriculum aligned with the Early Learning Foundations
- Comprehensive services, home visits and kindergarten transition plans
- Participation in Delaware Stars and other required monitoring and data collection

We look forward to working with you. Please let me know if you have any questions regarding our submission.

Cordially,

Matthew Burrows
Superintendent
Appoquinimink School District
376-4101

Matthew Burrows
Superintendent

Board of Education
Norman Abrams
Charlisa Edelin
Richard Forsten
Julie Johnson
Kelly Wright

Tony J. Marchio
Administrative Offices
313 S. Fifth St., PO 4010
Odessa, DE 19730
302.376.4128

Alfred G. Waters Middle
1235 Cedar Lane Road
Middletown, DE 19709
302.449.5490

Appoquinimink
Preschool Center
502 S. Broad Street
Middletown, DE 19709
302.376.4400

Appoquinimink High
1080 Bunker Hill Road
Middletown, DE 19709
302.449.3840

Brick Mill Elementary
378 Brick Mill Road
Middletown, DE 19709
302.378.5288

Bunker Hill Elementary
1070 Bunker Hill Road
Middletown, DE 19709
302.378.5135

Cedar Lane
Early Childhood Center
1221 Cedar Lane Road
Middletown, DE 19709
302.449.5873

Cedar Lane Elementary
1259 Cedar Lane Road
Middletown, DE 19709
302.378.5045

Everett Meredith Middle
504 S. Broad Street
Middletown, DE 19709
302.378.5001

Louis L. Redding Middle
201 New Street
Middletown, DE 19709
302.378.5030

Middletown High
120 Silver Lake Road
Middletown, DE 19709
302.376.4141

Old State Elementary
580 Tony Marchio Drive
Townsend, DE 19734
302.378.6720

Olive B. Loss Elementary
200 Brennan Boulevard
Bear, DE 19701
302.832.1343

Silver Lake Elementary
200 E. Cochran Street
Middletown, DE 19709
302.378.5023

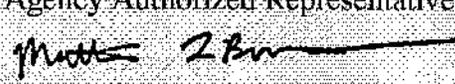
Spring Meadow
Early Childhood Center
611 Campus Drive
Townsend, DE 19734
302.378.6760

Townsend Early
Childhood Center
10 Brook Ramble Lane
Townsend, DE 19734
302.378.9960

Townsend Elementary
126 Main St., PO 369
Townser d. DE 19734
302.378.5020



**APPLICATION ASSURANCES AND CERTIFICATIONS
 Preschool Development Grants --Development Grants Competition
 (CFDA No. 84.419B)**

Legal Name of Applicant (Office of the Governor): State of Delaware Department of Education	Applicant's Mailing Address: 401 Federal Street, Suite 2 Dover, DE 19901
Employer Identification Number: 516000279	Organizational DUNS: 878892124
Lead Agency: Department of Education Contact Name: Kelly Hunter	Lead Agency Contact Phone: 302-735-4224 Lead Agency Contact Email Address: <u>Kelly.Hunter@doc.k12.de.us</u>
<p>Required Applicant Signatures</p> <p>To the best of my knowledge and belief, all of the information and data in this application are true and correct. I further certify that I have read the application, am fully committed to it, and will support its implementation:</p>	
Agency Authorized Representative (Printed Name): Matthew Burrows	Agency Name: Appoquinimink School District
Signature of Agency Authorized Representative: 	Date: 10/2/2014



1311 Brandywine Boulevard • Wilmington, Delaware 19809-2306
(302) 793-5000 • www.brandywineschools.org

JOHN A. SKROBOT, JR.
President, Board of Education

MARK A. HOLODICK, Ed.D.
Superintendent

RALPH ACKERMAN
Vice President, Board of Education

September 30, 2014

Jennifer Ranji, Secretary
Department of Services for Children, Youth and Their Families
1825 Faulkland Rd.
Wilmington, DE 19805

Dear Secretary Ranji:

Brandywine ECAP is committed to partnering with the State of Delaware to create a high quality preschool program for four year olds from low income families. Over the past eighteen years, we have provided services to young children and their families. As a partner in *First for Fours* we will create seventeen (17) new and enhanced slots for four year olds, meeting the quality requirements, including comprehensive services.

We are committed to the following *First for Fours* requirements:

- Serving 4 year old children of diverse learning needs within 200% of the federal poverty level , for a minimum of 180 days at 6.5 hours per day
- Lead teacher having a minimum of a BA in early childhood or related field
- Assistant teacher with Minimum of an AA within the four year grant period
- Participation in Core Series of Professional Development and paid planning time
- Classroom size of no more than 20 – 4 year olds, 1:10 staff-child ratio
- Use of developmental screening within 60 days, Delaware Stars approved formative assessment using the state online data system, use of approved curriculum aligned with the Early Learning Foundations
- Comprehensive services, home visits, and kindergarten transition plan
- Participation in Delaware Stars and other required monitoring and data collection

Sincerely,

Mark Holodick
Superintendent

It is the directive of the Board of Education that the Brandywine School District shall not discriminate in its employment practices or its educational programs and activities of students on the basis of race, creed, color, religion, national origin, age, sex, sexual orientation, domicile, marital status, disability, or any other characteristic. All policies, regulations and practices of the District shall be guided by this directive.

**APPLICATION ASSURANCES AND CERTIFICATIONS
 Preschool Development Grants --Development Grants Competition
 (CFDA No. 84.419B)**

Legal Name of Applicant (Office of the Governor): State of Delaware Department of Education	Applicant's Mailing Address: 401 Federal Street, Suite 2 Dover, DE 19901
Employer Identification Number: 516000279	Organizational DUNS: 878892124
Lead Agency: Department of Education Contact Name: Kelly Hunter	Lead Agency Contact Phone: 302-735-4224 Lead Agency Contact Email Address: <u>Kelly.Hunter@doe.k12.de.us</u>

Required Applicant Signatures

To the best of my knowledge and belief, all of the information and data in this application are true and correct.
 I further certify that I have read the application, am fully committed to it, and will support its implementation:

Agency Authorized Representative (Printed Name):

Agency Name:

Dr. Mark Holodick
 Signature of Agency Authorized Representative:

Brandywine School District
 Date:

(b)(6)

October 6, 2014



CHRISTINA CULTURAL ARTS CENTER

705 MARKET STREET MALL - WILMINGTON DELAWARE 19801
TELEPHONE: 302 692 9101 / FAX: 302 692 7400

10/2/14

Jennifer Ranji, Secretary
Department of Services for Children, Youth and Their Families
1825 Faulkland Rd.
Wilmington, DE 19805

Dear Secretary Ranji:

The Early Childhood Education Arts Academy of Christina Cultural Arts Center is committed to partnering with the State of Delaware, to create high a quality preschool program for four year olds from low income families. Over the past eighteen (18) years, we have provided services to young children and their families. As a partner in *First for Fours* we will create 20f new and enhances slots for four year old, meeting the quality requirements, including comprehensive services.

We are committed to the following *First for Fours* requirements:

- Serving 4 year old children of diverse learning needs within 200% of the federal poverty level , for a minimum of 180 days at 6 5 hour per day
- Lead teacher having a minimum of a BA in early childhood or related field
- Assistant teacher with Minimum of an AA within the four year grant period
- Participation in Core Series of Professional Development and paid planning time
- Classroom size of no more than 20 – 4 year olds, 1:10 staff-child ratio
- Use of developmental screening within 60 days, Delaware Stars approved formative assessment using the state online data system, use of approved curriculum aligned with the Early Learning Foundations
- Comprehensive services, home visits and kindergarten transition plan
- Participation in Delaware Stars and other required monitoring and data collection

Sincerely,

(b)(6)

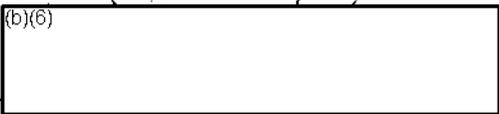
Kimi Graham
Director of Student and Family Services
Christina Cultural Arts Center

APPLICATION ASSURANCES AND CERTIFICATIONS
Preschool Development Grants --Development Grants Competition
(CFDA No. 84.419B)

Legal Name of Applicant (Office of the Governor):	Applicant's Mailing Address:
State of Delaware Department of Education	401 Federal Street, Suite 2 Dover, DE 19901
Employer Identification Number	Organizational DUNS:
516000279	878892124
Lead Agency: Department of Education	Lead Agency Contact Phone: 307-735-4224
Contact Name: Kelly Hunter	Lead Agency Contact Email Address: <u>Kelly.Hunter@doe.k12.de.us</u>

Required Applicant Signatures

To the best of my knowledge and belief, all of the information and data in this application are true and correct.
I further certify that I have read the application, am fully committed to it, and will support its implementation:

Agency Authorized Representative (Printed Name):	Agency Name
<i>Tom M. Graham</i>	<i>Christina Cultural Arts Center</i>
Signature of Agency Authorized Representative:	Date:
	<i>10-2-14</i>



Drew Educational Support Center
Office of Special Education Services
Lisa Lawson, Ed.D., Director
Shannon O'Neill, Principal

600 N. Lombard Street
Wilmington, DE 19801
(302) 552-2687

FAX: (302) 429-4164
TDD Relay Service: (800) 232-5470
e-mail: lisa.lawson@christina.k12.de.us
email: shannon.oneill@christina.k12.de.us

September 29, 2014

Jennifer Ranji, Secretary
Department of Services for Children, Youth and Their Families
1825 Faulkland Rd.
Wilmington, DE 19805

Dear Secretary Ranji:

The Christina School District is committed to partnering with the State of Delaware, to create a high quality preschool program for four year olds from low income families. Over the past twenty years, we have provided services to young children and their families. As a partner in *First for Fours* we will create sixty eight new and enhanced slots for four year olds, meeting the quality requirements, including comprehensive services.

We are committed to the following *First for Fours* requirements:

- Serving 4 year old children of diverse learning needs within 200% of the federal poverty level , for a minimum of 180 days at 6.0 hours per day
- Lead teacher having a minimum of a BA in early childhood or related field
- Participation in Core Series of Professional Development and paid planning time
- Classroom size of no more than 20 – 4 year olds, 1:10 staff-child ratio
- Use of developmental screening within 60 days, Delaware Stars approved formative assessment using the state online data system, use of approved curriculum aligned with the Early Learning Foundations
- Comprehensive services, home visits and kindergarten transition plan
- Participation in Delaware Stars and other required monitoring and data collection

Sincerely,

(b)(6)

Lisa A. Lawson, Ed.D.
Senior Director

(b)(6)

Shannon M. O'Neill
Principal

Freeman L. Williams, Ed.D., Superintendent

The Christina School District is an equal opportunity employer. It does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, marital status, disability, age or Vietnam Era veteran's status in employment or its programs and activities. Inquiries regarding compliance with the above may be directed to the Director of K-12 Services, Christina School District, 600 North Lombard Street, Wilmington, DE 19801; Telephone: (302) 552-2600.

Delaware Department of Education, 2014-2015, 4 Year: Preschool Development Grant

Page 143

APPLICATION ASSURANCES AND CERTIFICATIONS
Preschool Development Grants --Development Grants Competition
(CFDA No. 84.419B)

Legal Name of Applicant (Office of the Governor): State of Delaware Department of Education	Applicant's Mailing Address: 401 Federal Street, Suite 2 Dover, DE 19901
Employer Identification Number: 516000279	Organizational DUNS: 878892124
Lead Agency: Department of Education Contact Name: Kelly Hunter	Lead Agency Contact Phone: 302-735-4224 Lead Agency Contact Email Address: <u>Kelly.Hunter@doe.k12.de.us</u>
<p>Required Applicant Signatures</p> <p>To the best of my knowledge and belief, all of the information and data in this application are true and correct. I further certify that I have read the application, am fully committed to it, and will support its implementation:</p> <p>Agency Authorized Representative (Printed Name): <i>Lisa A. Lawson</i></p> <p>Signature of Agency Authorized Representative: (b)(6)</p> <p style="text-align: right;">Agency Name: <i>Christina School District</i></p> <p style="text-align: right;">Date: <i>10/6/14</i></p>	

October 4, 2014

Jennifer Ranji, Secretary
Department of Services for Children, Youth and Their Families
1825 Faulkland Rd.
Wilmington, DE 19805

Dear Secretary Ranji:

Colonial School District is committed to partnering with the State of Delaware, to create a high quality preschool program for four year olds from low-income families. Over the past 20+ years, we have provided services to young children and their families. As a partner in *First for Fours* we will create 17 new and enhances slots for four year-old, meeting the quality requirements, including comprehensive services.

We are committed to the following *First for Fours* requirements:

- Serving 4 year old children of diverse learning needs within 200% of the federal poverty level , for a minimum of 180 days at 6.5 hours per day
- Lead teacher having a minimum of a BA in early childhood or related field
- Assistant teacher with minimum of an AA within the four year grant period
- Participation in Core Series of Professional Development and paid planning time
- Classroom size of no more than 20 – 4 year olds, 1:10 staff-child ratio
- Use of developmental screening within 60 days, Delaware Stars approved formative assessment using the state online data system, use of approved curriculum aligned with the Early Learning Foundations
- Comprehensive services, home visits and kindergarten transition plan
- Participation in Delaware Stars and other required monitoring and data collection

Sincerely,

(b)(6)



Peter J. Leida
Director of Schools
Colonial School District

**APPLICATION ASSURANCES AND CERTIFICATIONS
Preschool Development Grants --Development Grants Competition
(CFDA No. 84.419B)**

Legal Name of Applicant (Office of the Governor): State of Delaware Department of Education	Applicant's Mailing Address: 401 Federal Street, Suite 2 Dover, DE 19901
Employer Identification Number: 516000279	Organizational DUNS: 878892124
Lead Agency: Department of Education Contact Name: Kelly Hunter	Lead Agency Contact Phone: 302-735-4224 Lead Agency Contact Email Address: Kelly.Hunter@doe.k12.de.us

Required Applicant Signatures

To the best of my knowledge and belief, all of the information and data in this application are true and correct.
I further certify that I have read the application, am fully committed to it, and will support its implementation:

Agency Authorized Representative (Printed Name):

D. Dusty Blakey

Signature of Agency Authorized Representative:

(b)(6)
[Redacted Signature Box]

Agency Name:

Colonial School District

Date:

10/6/14

September 30, 2014

Jennifer Ranji, Secretary
Department of Services for Children, Youth and Their Families
1825 Faulkland Rd.
Wilmington, DE 19805

Dear Secretary Ranji:

EastSide Charter School and the EastSide Early Learning Academy are committed to partnering with the State of Delaware, to create high a quality preschool program for four year olds from low income families. Over the past seventeen years, we have provided services to young children and their families. As a partner in *First for Fours* we will create 60 of new and enhances slots for four year old, meeting the quality requirements, including comprehensive services.

We are committed to the following *First for Fours* requirements:

- Serving 4 year old children of diverse learning needs within 200% of the federal poverty level , for a minimum of 180 days at 6.5 hour per day
- Lead teacher having a minimum of a BA in early childhood or related field
- Assistant teacher with Minimum of an AA within the four year grant period
- Participation in Core Series of Professional Development and paid planning time
- Classroom size of no more than 20 – 4 year olds, 1:10 staff-child ratio
- Use of developmental screening within 60 days, Delaware Stars approved formative assessment using the state online data system, use of approved curriculum aligned with the Early Learning Foundations
- Comprehensive services, home visits and kindergarten transition plan
- Participation in Delaware Stars and other required monitoring and data collection

Sincerely,

(b)(6)

LAMONT W. BROWNE, Ed.D.
Head of School/Principal

**APPLICATION ASSURANCES AND CERTIFICATIONS
 Preschool Development Grants --Development Grants Competition
 (CFDA No. 84.419B)**

Legal Name of Applicant (Office of the Governor): State of Delaware Department of Education	Applicant's Mailing Address: 401 Federal Street, Suite 2 Dover, DE 19901
Employer Identification Number: 516000279	Organizational DUNS: 878892124
Lead Agency: Department of Education Contact Name: Kelly Hunter	Lead Agency Contact Phone: 302-735-4224 Lead Agency Contact Email Address: <u>Kelly.Hunter@doe.k12.de.us</u>

Required Applicant Signatures

To the best of my knowledge and belief, all of the information and data in this application are true and correct.
 I further certify that I have read the application, am fully committed to it, and will support its implementation:

Agency Authorized Representative (Printed Name): <u>Lamont W. Browne, Ed.D.</u>	Agency Name: EastSide Charter School
Signature of Agency Authorized Representative: (b)(6)	Date: 9/30/2014

HILLTOP LUTHERAN NEIGHBORHOOD CENTER, INC.

1018 WEST SIXTH STREET WILMINGTON, DELAWARE 19805
(302) 656-3224
FACSIMILE: (302) 656-3830

October 1, 2014

Jennifer Ranji, Secretary
Department of Services for Children, Youth and Their Families
1825 Faulkland Rd.
Wilmington, DE 19805

Dear Secretary Ranji:

Hilltop ECAP is committed to partnering with the State of Delaware, to create high a quality preschool program for four year olds from low income families. Over the past 50 years, we have provided services to young children and their families. As a partner in *First for Fours* we will create 20 new and enhanced slots for four year old, meeting the quality requirements, including comprehensive services.

We are committed to the following *First for Fours* requirements:

- Serving 4 year old children of diverse learning needs within 200% of the federal poverty level , for a minimum of 180 days at 6.5 hour per day
- Lead teacher having a minimum of a BA in early childhood or related field
- Assistant teacher with Minimum of an AA within the four year grant period
- Participation in Core Series of Professional Development and paid planning time
- Classroom size of no more than 20 – 4 year olds, 1:10 staff-child ratio
- Use of developmental screening within 60 days, Delaware Stars approved formative assessment using the state online data system, use of approved curriculum aligned with the Early Learning Foundations
- Comprehensive services, home visits and kindergarten transition plan
- Participation in Delaware Stars and other required monitoring and data collection

Sincerely,

(b)(6)

Dea P. Street
Executive Director

**APPLICATION ASSURANCES AND CERTIFICATIONS
Preschool Development Grants --Development Grants Competition
(CFDA No. 84.419B)**

Legal Name of Applicant (Office of the Governor): State of Delaware Department of Education	Applicant's Mailing Address: 401 Federal Street, Suite 2 Dover, DE 19901
Employer Identification Number: 516000279	Organizational DUNS: 878892124
Lead Agency: Department of Education Contact Name: Kelly Hunter	Lead Agency Contact Phone: 302-735-4224 Lead Agency Contact Email Address: <u>Kelly.Hunter@doe.k12.de.us</u>

Required Applicant Signatures

To the best of my knowledge and belief, all of the information and data in this application are true and correct.
I further certify that I have read the application, am fully committed to it, and will support its implementation:

Agency Authorized Representative (Printed Name):

Jean P. Street Executive Director

Signature of Agency Authorized Representative:

(b)(6)

Agency Name: *Hilltop
Innovative Regional Center*

Date:

October 6, 2017



October 6, 2014

**The Latin American
Community Center**
403 N. Van Buren Street
Wilmington, DE 19805
302-655-7338
302-655-7334/fax
www.thelatincenter.org

Jennifer Ranji, Secretary
Department of Services for Children, Youth and Their Families
1825 Faulkland Road
Wilmington, DE 19805

Dear Secretary Ranji:

The Latin American Community Center is committed to partnering with the State of Delaware, to expand our current, high-quality preschool program for four year olds from low-income families. Over the past 42 years, we have provided services to young children and their families.

As a partner in *First for Fours*, we will create one **new** preschool classroom of 20 children and two **enhanced** classrooms for 34 four year old children, meeting the quality requirements, including comprehensive services.

We are committed to the following *First for Fours* requirements:

- Serving four year old children of diverse learning needs within 200% of the federal poverty level, for a minimum of 180 days at 6.5 hours per day
- Lead teacher having a minimum of a BA in early childhood or related field
- Assistant teacher with minimum of an AA within the four-year grant period
- Participation in Core Series of Professional Development and paid planning time
- Classroom size of no more than 20 four year olds, 1:10 staff-child ratio
- Use of developmental screening within 60 days, Delaware Stars approved formative assessment using the state online data system, and use of approved curriculum aligned with the Early Learning Foundations
- Comprehensive services, home visits and Kindergarten transition plan
- Participation in Delaware Stars and other required monitoring and data collection

Please contact me at 302-655-7338 ext. 7701 or email at mmatos@thelatincenter.org with any questions.

Sincerely,

(b)(6)

Maria Matos
President & CEO

**APPLICATION ASSURANCES AND CERTIFICATIONS
Preschool Development Grants --Development Grants Competition
(CFDA No. 84.419B)**

Legal Name of Applicant (Office of the Governor): State of Delaware Department of Education	Applicant's Mailing Address: 401 Federal Street, Suite 2 Dover, DE 19901
Employer Identification Number: 516000279	Organizational DUNS: 878892124
Lead Agency: Department of Education Contact Name: Kelly Hunter	Lead Agency Contact Phone: 302-735-4224 Lead Agency Contact Email Address: <u>Kelly.Hunter@doe.k12.de.us</u>

Required Applicant Signatures

To the best of my knowledge and belief, all of the information and data in this application are true and correct.

I further certify that I have read the application, am fully committed to it, and will support its implementation:

Agency Authorized Representative (Printed Name):

MARIA MATOS

Signature of Agency Authorized Representative:

(b)(6)



Agency Name:

LATID American CC Center

Date:

10/6/14



NEW CASTLE COUNTY HEAD START, INC.

September 30, 2014

Jennifer Ranji, Secretary
Department of Services for Children, Youth and their Families
1825 Faulkland Road
Wilmington, DE 19805

Dear Secretary Ranji:

New Castle County Head Start, Inc. is committed to partnering with the State of Delaware to create a high quality preschool program for four year olds from low income families. Over the past 35 years our organization has provided such services to young children and their families through our Head Start program. As a partner in *First for Fours* we will create 75 new and enhances slots for four year olds, meeting the quality requirements, including comprehensive services.

We are committed to the following *First for Fours* requirements:

- Serving 4 year old children of diverse learning needs within 200% of the federal poverty level for a minimum of 180 days at 6.5 hours per day
- Lead Teacher having a minimum of a BA in early childhood or related field
- Assistant Teacher with a minimum of an AA within the four year grant period
- Participation in Core Series of Professional Development and paid planning time
- Classroom size of no more than 20 -4 year olds, 1:10 staff-child ratio
- Use of developmental screening within 60 days, Delaware Stars approved formative assessment using the state online data system, use of approved curriculum aligned with the Early Learning Foundations
- Comprehensive services including home visits and kindergarten transition plan
- Participation in Delaware Stars and other required monitoring and data collection

Sincerely,

(b)(6)

[Redacted Signature]

Jeffrey E. Benatti
Executive Director

APPLICATION ASSURANCES AND CERTIFICATIONS
Preschool Development Grants --Development Grants Competition
(CFDA No. 84.419B)

Legal Name of Applicant (Office of the Governor): State of Delaware Department of Education	Applicant's Mailing Address: 401 Federal Street, Suite 2 Dover, DE 19901
Employer Identification Number: 516000279	Organizational DUNS: 878892124
Lead Agency: Department of Education Contact Name: Kelly Hunter	Lead Agency Contact Phone: 302-735-4224 Lead Agency Contact Email Address: <u>Kelly.Hunter@doe.k12.de.us</u>

Required Applicant Signatures

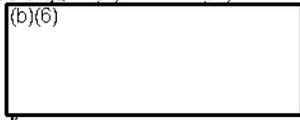
To the best of my knowledge and belief, all of the information and data in this application are true and correct.

I further certify that I have read the application, am fully committed to it, and will support its implementation:

Agency Authorized Representative (Printed Name):

Jeffrey Bennett

Signature of Agency Authorized Representative:

(b)(6)


Agency Name:

New Castle County Home Start

Date:

9/30/14



September 30, 2014

Jennifer Ranji, Secretary
Department of Services for Children, Youth and Their Families
1825 Faulkland Rd.
Wilmington, DE 19805

Dear Secretary Ranji:

Newark Day Nursery & Children's Center hopes to partner with the State of Delaware to create high a quality preschool program for four year olds from low income families. Over the past 53 years we have provided services to young children and their families. As a potential partner in *First for Fours* we hope to create 20 new and enhanced slots for four year olds, meeting the quality requirements, including comprehensive services.

We are committed to the following *First for Fours* requirements:

- Serving 4 year old children of diverse learning needs within 200% of the federal poverty level, for a minimum of 180 days at 6.5 hour per day.
- Having a Lead Teacher with a minimum of a BA in early childhood or related field.
- Having an Assistant Teacher with a minimum of an AA within the four year grant period.
- Participating in the Core Series of Professional Development and providing paid planning time.
- Having a classroom size of no more than twenty 4 year olds and a 1:10 staff-child ratio.
- Using a developmental screening tool within 60 days, a Delaware Stars-approved formative assessment using the state online data system, and an approved curriculum aligned with the Early Learning Foundations.
- Providing comprehensive services, home visits and kindergarten transition plan.
- Participating in Delaware Stars and other required monitoring and data collection.

Cincinnati
(b)(6)

John Fisher-Klein, Executive Director

APPLICATION ASSURANCES AND CERTIFICATIONS
Preschool Development Grants –Development Grants Competition
(CFDA No. 84.419B)

Legal Name of Applicant (Office of the Governor): State of Delaware Department of Education	Applicant's Mailing Address: 401 Federal Street, Suite 2 Dover, DE 19901
Employer Identification Number: 516000279	Organizational DUNS: 878892124
Lead Agency: Department of Education Contact Name: Kelly Hunter	Lead Agency Contact Phone: 302-735-4224 Lead Agency Contact Email Address: <u>Kelly.Hunter@doe.k12.de.us</u>

Required Applicant Signatures

To the best of my knowledge and belief, all of the information and data in this application are true and correct.
I further certify that I have read the application, am fully committed to it, and will support its implementation:

Agency Authorized Representative (Printed Name): John Fisher-Klein	Agency Name: Newark Day Nursery & Children's Center
Signature of Agency Authorized Representative: (b)(6)	Date: September 30, 2014



**RED CLAY CONSOLIDATED
SCHOOL DISTRICT**

Mervin B. Daugherty, Ed.D.
Superintendent

Administrative Offices
1502 Spruce Avenue
Wilmington, Delaware 19805

Office of the Superintendent

Office (302) 552-3702
Fax (302) 992-7830

September 30, 2014

Jennifer Ranji, Secretary
Department of Services for Children, Youth and Their Families
1825 Faulkland Rd.
Wilmington, DE 19805

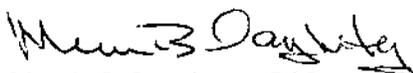
Dear Secretary Ranji:

Red Clay Consolidated School District is committed to partnering with the State of Delaware, to create a quality preschool program for four year olds from low income families. Over the past four years, we have provided services to young children and their families. As a partner in **First for Fours** we will create up to 90 new and enhanced slots for four year olds, meeting the quality requirements, including comprehensive services.

We are committed to the following **First for Fours** requirements:

- Serving 4-year-old children of diverse learning needs within 200% of the federal poverty level, for a minimum of 180 days at 6.5 hours per day
- Lead teacher having a minimum of a BA in early childhood or related field
- Assistant teacher with Minimum of an AA within the four year grant period
- Participation in Core Series of Professional Development and paid planning time
- Classroom size of no more than 20 – 4 year olds, 1:10 staff-child ratio
- Use of developmental screening within 60 days, Delaware Stars approved formative assessment using the state online data system, use of approved curriculum aligned with the Early Learning Foundations
- Comprehensive services, home visits, and kindergarten transition plan
- Participation in Delaware Stars and other required monitoring and data collection

Sincerely,


Mervin B. Daugherty, Ed.D.
Superintendent

APPLICATION ASSURANCES AND CERTIFICATIONS
Preschool Development Grants --Development Grants Competition
(CFDA No. 84.419B)

Legal Name of Applicant (Office of the Governor): State of Delaware Department of Education	Applicant's Mailing Address: 401 Federal Street, Suite 2 Dover, DE 19901
Employer Identification Number: 516000279	Organizational DUNS: 878892124
Lead Agency: Department of Education Contact Name: Kelly Hunter	Lead Agency Contact Phone: 302-735-4224 Lead Agency Contact Email Address: <u>Kelly.Hunter@doc.k12.de.us</u>

Required Applicant Signatures

To the best of my knowledge and belief, all of the information and data in this application are true and correct.
I further certify that I have read the application, am fully committed to it, and will support its implementation:

Agency Authorized Representative (Printed Name):

Mervin B. Daugherty
Signature of Agency Authorized Representative:

Agency Name: Red Clay
Consolidated School District

Date:



9/30/14

ST. MICHAEL'S SCHOOL AND NURSERY, INC.

700 N. Walnut Street
Wilmington, Delaware 19801-7514
TEL: 636-3389
www.stmichaelsdc.org

Helen C. Riley
Executive Director

6 October 2014

Jennifer Ranji, Secretary
Department of Services for Children, Youth and Their Families
1825 Faulkland Rd.
Wilmington, DE 19805

Dear Secretary Ranji:

St. Michael's School and Nursery, Inc. is committed to partnering with the State of Delaware to create a high quality preschool program for four year olds from low income families. Over the past 125 years, we have provided services to young children and their families. As a partner in *First for Fours* we will create 20 new and enhanced slots for four year olds meeting the quality requirements including comprehensive services.

We are committed to the following *First for Fours* requirements:

- Serve 4 year old children with diverse learning needs who live within 200% of the federal poverty level for a minimum of 180 school days for 6.5 hours per day
- Lead teacher has a minimum of a BA in early childhood or related field
- Assistant teacher has a minimum of an AA within the four year grant period
- Participate in Core Series of Professional Development and paid planning time
- Maintain a classroom of no more than 20 four year olds and a 1:10 staff-child ratio
- Use a developmental screening within 60 days of time set, a Delaware Stars approved formative assessment that uses the state online data system, an approved curriculum aligned with the Early Learning Foundations
- Include comprehensive services, home visits and kindergarten transition plans
- Participate in Delaware Stars and other required monitoring and data collection

Sincerely,

(b)(6)

Helen C. Riley
Executive Director

**APPLICATION ASSURANCES AND CERTIFICATIONS
 Preschool Development Grants --Development Grants Competition
 (CFDA No. 84.419B)**

Legal Name of Applicant (Office of the Governor): State of Delaware Department of Education	Applicant's Mailing Address: 401 Federal Street, Suite 2 Dover, DE 19901
Employer Identification Number: 516000279	Organizational DUNS: 878892124
Lead Agency: Department of Education Contact Name: Kelly Hunter	Lead Agency Contact Phone: 302-735-4224 Lead Agency Contact Email Address: <u>Kelly.Hunter@doe.k12.de.us</u>

Required Applicant Signatures

To the best of my knowledge and belief, all of the information and data in this application are true and correct.
 I further certify that I have read the application, am fully committed to it, and will support its implementation:

Agency Authorized Representative (Printed Name): <i>Helen C Riley</i>	Agency Name: <i>St. Michael's School</i>
Signature of Agency Authorized Representative: (b)(6)	Date: <i>6 Oct. 2014</i>



WILMINGTON HEAD START, INC.

Administrative Office
100 W. 10th Street - Suite 1016
Wilmington, DE 19801
Tel: 302-421-3620 Fax: 302-421-3623

Susan Cargino, Board Chairman

Deborah Thomas, Executive Director

September 29, 2014

Jennifer Ranji, Secretary
Department of Services for Children, Youth and Their Families
1825 Faulkland Rd.
Wilmington, DE 19805

Dear Secretary Ranji:

Wilmington Head Start, Inc. is committed to partnering with the State of Delaware, to create high a quality preschool program for four year olds from low income families. Over the past 35 years, we have provided services to young children and their families. As a partner in *First for Fours* we will create 200 of new and enhances slots for four year old, meeting the quality requirements, including comprehensive services.

We are committed to the following *First for Fours* requirements:

- Serving 4 year old children of diverse learning needs within 200% of the federal poverty level , for a minimum of 180 days at 6.5 hour per day
- Lead teacher having a minimum of a BA in early childhood or related field
- Assistant teacher with Minimum of an AA within the four year grant period
- Participation in Core Series of Professional Development and paid planning time
- Classroom size of no more than 20 – 4 year olds, 1:10 staff-child ratio
- Use of developmental screening within 60 days, Delaware Stars approved formative assessment using the state online data system, use of approved curriculum aligned with the Early Learning Foundations
- Comprehensive services, home visits and kindergarten transition plan
- Participation in Delaware Stars and other required monitoring and data collection

Sincerely,

(b)(6)

Deborah Thomas
Executive Director

**APPLICATION ASSURANCES AND CERTIFICATIONS
Preschool Development Grants --Development Grants Competition
(CFDA No. 84.419B)**

Legal Name of Applicant (Office of the Governor): State of Delaware Department of Education	Applicant's Mailing Address: 401 Federal Street, Suite 2 Dover, DE 19901
Employer Identification Number: 516000279	Organizational DUNS: 878892124
Lead Agency: Department of Education Contact Name: Kelly Hunter	Lead Agency Contact Phone: 302-735-4224 Lead Agency Contact Email Address: <u>Kelly.Hunter@doe.k12.de.us</u>

Required Applicant Signatures

To the best of my knowledge and belief, all of the information and data in this application are true and correct.
I further certify that I have read the application, am fully committed to it, and will support its implementation:

Agency Authorized Representative (Printed Name): Deborah Thomas Signature of Agency Authorized Representative: (b)(6)	Agency Name: Wilmington HeadStart, Inc. Date: 9/29/2014
--	--



Board of Education
 Kay Dietz-Sass, President
 Matthew J. Lindell, Vice President
 Brian E. Lewis
 Sean P. M. Christiansen
 John C. Martin, Jr.

CAPITAL SCHOOL DISTRICT

Superintendent of Schools
 Michael D. Thomas, Ed.D.
 Voice: (302) 857-4201
 Fax: (302) 672-1714
 Email: michael.thomas@capital.k12.de.us

198 Commerce Way
 Dover, DE 19904

October 2, 2014

Jennifer Ranji, Secretary
 Department of Services for Children, Youth and Their Families
 1825 Faulkland Rd.
 Wilmington, DE 19805

Dear Secretary Ranji:

Capital School District is committed to partnering with the State of Delaware to create a high quality preschool program for four year olds from low income families at the new Dover High School. We have provided early childhood services for over fifteen years to young children and their families throughout our school district. As a partner in *First for Fours*, we will create at least ten new slots out of eighteen new student slots available for four year olds, meeting the quality requirements, including comprehensive services. This will allow for a comprehensive implementation for our Early Childhood Education Pathway and support our employees' needs.

We are committed to the following *First for Fours* requirements:

- Serving 4 year old children of diverse learning needs within 200% of the federal poverty level, for a minimum of 180 days at 6.5 hour per day
- Lead teacher having a minimum of a BA in early childhood or related field
- Assistant teacher with minimum of an AA within the four year grant period
- Participation in Core Series of Professional Development and paid planning time
- Classroom size of no more than 20 – 4 year olds, 1:10 staff-child ratio
- Use of developmental screening within 60 days, Delaware Stars approved formative assessment using the state online data system, use of approved curriculum aligned with the Early Learning Foundations
- Comprehensive services, home visits and kindergarten transition plan
- Participation in Delaware Stars and other required monitoring and data collection

Sincerely,

Michael D. Thomas, Ed. D.
 Superintendent of Schools

**APPLICATION ASSURANCES AND CERTIFICATIONS
Preschool Development Grants --Development Grants Competition
(CFDA No. 84.419B)**

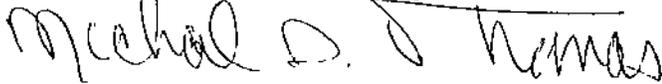
Legal Name of Applicant (Office of the Governor): State of Delaware Department of Education	Applicant's Mailing Address: 401 Federal Street, Suite 2 Dover, DE 19901
Employer Identification Number: 516000279	Organizational DUNS: 878892124
Lead Agency: Department of Education Contact Name: Kelly Hunter	Lead Agency Contact Phone: 302-735-4224 Lead Agency Contact Email Address: <u>Kelly.Hunter@doe.k12.de.us</u>

Required Applicant Signatures

To the best of my knowledge and belief, all of the information and data in this application are true and correct.
I further certify that I have read the application, am fully committed to it, and will support its implementation:

Agency Authorized Representative (Printed Name):

Michael D. Thomas, Superintendent
Signature of Agency Authorized Representative:



Agency Name:

Capital School District
Date:

10-2-14



Telamon Corporation

5560 Munford Rd., Suite 201
Raleigh, NC 27612
Phone: (919)851-7611
Fax: (919)851-1139

Suzanne Orozco
Executive Director

October 3, 2014

Jennifer Ranji, Secretary
Department of Services for Children, Youth and Their Families
1825 Faulkland Rd.
Wilmington, DE 19805

Dear Secretary Ranji:

Telamon Delaware Head Start Program is committed to partnering with the State of Delaware, to create high a quality preschool program for four year olds from low income families. Over the past 25 years, we have provided services to young children and their families. As a partner in *First for Fours* we will create a combination of 93 new and enhances slots for four year old, meeting the quality requirements, including comprehensive services.

We are committed to the following *First for Fours* requirements:

- Serving 4 year old children of diverse learning needs within 200% of the federal poverty level , for a minimum of 180 days at 6.5 hour per day
- Lead teacher having a minimum of a BA in early childhood or related field
- Assistant teacher with Minimum of an AA within the four year grant period
- Participation in Core Series of Professional Development and paid planning time
- Classroom size of no more than 20 – 4 year olds. 1:10 staff-child ratio
- Use of developmental screening within 60 days. Delaware Stars approved formative assessment using the state online data system, use of approved curriculum aligned with the Early Learning Foundations
- Comprehensive services, home visits and kindergarten transition plan
- Participation in Delaware Stars and other required monitoring and data collection

Sincerely,

(b)(6)

Suzanne Orozco
Executive Director

**APPLICATION ASSURANCES AND CERTIFICATIONS
Preschool Development Grants --Development Grants Competition
(CFDA No. 84.419B)**

Legal Name of Applicant (Office of the Governor): State of Delaware Department of Education	Applicant's Mailing Address: 401 Federal Street, Suite 2 Dover, DE 19901
Employer Identification Number: 516000279	Organizational DUNS: 878892124
Lead Agency: Department of Education Contact Name: Kelly Hunter	Lead Agency Contact Phone: 302-735-4224 Lead Agency Contact Email Address: <u>Kelly.Hunter@doe.k12.de.us</u>

Required Applicant Signatures

To the best of my knowledge and belief, all of the information and data in this application are true and correct.
I further certify that I have read the application, am fully committed to it, and will support its implementation:

Agency Authorized Representative (Printed Name):

Suzanne M Orozco

Signature of Agency Authorized Representative:

(b)(6)



Agency Name:

Telamon Corporation

Date:

10/3/14

Laurel School District

District Office

1160 S. Central Avenue

Laurel, Delaware 19956 • (302) 875-6100

FAX (302) 875-6106



Excellence: Believe It...Achieve It!

September 29, 2014

Jennifer Ranji, Secretary
Department of Services for Children, Youth and Their Families
1825 Faulkland Rd.
Wilmington, DE 19805

Dear Secretary Ranji:

Laurel School District is committed to partnering with the State of Delaware, to create high a quality preschool program for four year olds from low income families. Over more than ten years, we have provided services to young children and their families. As a partner in *First for Fours* we will create two new classrooms, with twenty slots in each room, for new and enhanced services for four year olds, meeting the quality requirements, including comprehensive services.

We are committed to the following *First for Fours* requirements:

- Serving 4 year old children of diverse learning needs within 200% of the federal poverty level , for a minimum of 180 days at 6.5 hour per day
- Lead teacher having a minimum of a BA in early childhood or related field
- Assistant teacher with Minimum of an AA within the four year grant period
- Participation in Core Series of Professional Development and paid planning time
- Classroom size of no more than 20 – 4 year olds, 1:10 staff-child ratio
- Use of developmental screening within 60 days, Delaware Stars approved formative assessment using the state online data system, use of approved curriculum aligned with the Early Learning Foundations
- Comprehensive services, home visits and kindergarten transition plan
- Participation in Delaware Stars and other required monitoring and data collection

Sincerely,

John Ewald, Superintendent

**APPLICATION ASSURANCES AND CERTIFICATIONS
Preschool Development Grants --Development Grants Competition
(CFDA No. 84.419B)**

Legal Name of Applicant (Office of the Governor): State of Delaware Department of Education	Applicant's Mailing Address: 401 Federal Street, Suite 2 Dover, DE 19901
Employer Identification Number: 516000279	Organizational DUNS: 878892124
Lead Agency: Department of Education Contact Name: Kelly Hunter	Lead Agency Contact Phone: 302-735-4224 Lead Agency Contact Email Address: Kelly.Hunter@doe.k12.de.us

Required Applicant Signatures

To the best of my knowledge and belief, all of the information and data in this application are true and correct.
 I further certify that I have read the application, am fully committed to it, and will support its implementation:

Agency Authorized Representative (Printed Name):

Agency Name:

John Ewald, Superintendent

Laurel

Signature of Agency Authorized Representative:

Date:



09/29/2014

October 2, 2014



Jennifer Ranji, Secretary
Department of Services for Children, Youth and Their Families
1825 Faulkland Road
Wilmington, DE 19805

700A River Road
Wilmington, DE 19809-2746
302.764.2400
302.764.8713
www.ucpde.org

Dear Secretary Ranji:

Parents And Children Together at Tech, a program of United Cerebral Palsy of Delaware, Inc., is committed to partnering with the State of Delaware, to create a high quality preschool program for four year olds from low income families. Over the past twenty one (21) years, we have provided services to young children and their families. As a partner in *First for Fours* we will create twenty (20) new and enhanced slots for four year olds, meeting the quality requirements, including comprehensive services.

OFFICERS
Dorita M. Hopkins
President
J. Bruce McDaniel
Vice President
Daniel P. Edgar
Treasurer
Randal Ward
Corresponding Secretary
Michelle M. Zanic
Recording Secretary
Robert Layton Reed
Member at Large

We are committed to the following *First for Fours* requirements:

- Serving 4 year old children of diverse learning needs within 200% of the federal poverty level, for a minimum of 180 days at 6.5 hours per day,
- Lead teacher having a minimum of a BA in early childhood education or related field,
- Assistant teacher with minimum of an AA within the four year grant period,
- Participation in Core Series of Professional Development and paid planning time,
- Classroom size of no more than twenty 4 year olds; 1:10 staff-child ratio,
- Use of developmental screening within 60 days, Delaware Stars approved formative assessment using the state online data system, use of approved curriculum aligned with the Early Learning Foundations,
- Comprehensive services, home visits, and kindergarten transition plan,
- Participation in Delaware Stars and other required monitoring and data collection.

MEMBER AT LARGE
Dorita M. Hopkins
Michelle M. Zanic
Daniel P. Edgar
Randal Ward
J. Bruce McDaniel
Robert Layton Reed

MEMBER EMERITUS
Martha Shapiro

ASSOCIATE MEMBERS
Patricia Wauson
Andrea Roberson

EXALTING RICHES CLUB
William J. McCool, III

RESIDENTIAL HOME MEMBERS
Joan M. Hinsel

RENT/SUSSEX PRESIDENT
Carma Carpenter

RENT/SUSSEX VP
Cathleen Warren

RENT/SUSSEX
VP

The PACTT Center is currently a Delaware Stars Level 5 Program.

Sincerely,

(b)(6)

William J. McCool, III
Executive Director



**APPLICATION ASSURANCES AND CERTIFICATIONS
Preschool Development Grants --Development Grants Competition
(CFDA No. 84.419B)**

Legal Name of Applicant (Office of the Governor): State of Delaware Department of Education	Applicant's Mailing Address: 401 Federal Street, Suite 2 Dover, DE 19901
Employer Identification Number: 516000279	Organizational DUNS: 878892124
Lead Agency: Department of Education Contact Name: Kelly Hunter	Lead Agency Contact Phone: 302-735-4224 Lead Agency Contact Email Address: Kelly.Hunter@doe.k12.de.us
Required Applicant Signatures To the best of my knowledge and belief, all of the information and data in this application are true and correct. I further certify that I have read the application, am fully committed to it, and will support its implementation:	
Agency Authorized Representative (Printed Name): William J. McCool III	Agency Name: United Cerebral Palsy of DE, Inc.
Signature of Agency Authorized Representative: (b)(6)	Date: 10/3/2014

Budget Narrative File(s)

* Mandatory Budget Narrative Filename:

To add more Budget Narrative attachments, please use the attachment buttons below.

Budget Table I: Budget Summary by Budget Category
(Evidence for selection criterion (G))

Budget Categories	Grant Year 1 (a)	Grant Year 2 (b)	Grant Year 3 (c)	Grant Year 4 (d)	Total (e)
1. Personnel	0	0	0	0	0
2. Fringe Benefits	0	0	0	0	0
3. Travel	0	0	0	0	0
4. Equipment	0	0	0	0	0
5. Supplies	0	0	0	0	0
6. Contractual	1,219,500	1,219,500	1,219,500	1,219,500	4,878,000
7. Training Stipends	0	0	0	0	0
8. Other	0	0	0	0	0
9. Total Direct Costs (add lines 1–8)	1,219,500	1,219,500	1,219,500	1,219,500	4,878,000
10. Indirect Costs*	0	0	0	0	0
11. Funds to be distributed to Subgrantees	4,377,750	8,755,500	8,755,500	13,133,250	35,022,000
12. Funds set aside for participation in grantee technical assistance.	25,000	25,000	25,000	25,000	100,000
13. Total Grant Funds Requested (add lines 9–12)	5,622,250	10,000,000	10,000,000	14,377,750	40,000,000
(b)(4)					

BUDGET PART II – NARRATIVE

1) Personnel (non-federal funding) \$0

First for Fours will incur no personnel costs with the support of other State and federal funding supports. The following DDOE Early Development and Learning Resource (EDLR) Workgroup staff will dedicate 5% of their time: April Hill-Addison, Head Start State Collaboration (HSSC) Director; Jennifer Koester, Data Analyst; and Minnie Alfree, Secretary. First for Fours Principal Investigator will be Dr. Kelly Hunter, EDLR’s Director with 5% of her time on this program. Dr.

Kelly Hunter has over twenty years of experience implementing federal educational grants on a local and national level. Ms. Hill-Addison also has over twenty years of experience in early learning implementing Head Start, Delaware's Early Childhood Assistance Program (ECAP) and other local, State, and federal grants. EDLR's Data Analyst will assist with the data collection, analysis, and reporting of the grant including the child outcomes and data sharing to support a longitudinal data system. First for Fours Project Manager will be a contracted position and will report to the EDLR Director. The Project Manager will oversee the implementation of the grant with the support of two Project Educational Associates and a Project Administrator which will also be contracted positions. The Project Educational Associates will support providers in their implementation by providing Technical Assistance and monitoring on a monthly basis. The Project Administrator will support the implementation of the grant by ensuring timely payments are made to Subgrantees, support data entry and overall clerical and administrative needs. Funding for staffing will be reviewed after the first year of implementation to see if the Preschool Development Grant funds can support a portion of EDLR staff's effort. The four contracted position salaries are listed under the contract section below.

2) Fringe Benefits (non-federal) \$0

First for Fours will incur no fringe benefits costs with the support of other State and federal funding supports. The following DDOE Early Development and Learning Resource (EDLR) Workgroup staff will dedicate 5% of their time with 5% fringe benefit costs: April Hill-Addison, Head Start State Collaboration (HSSC) Director; Jennifer Koester, Data Analyst; Minnie Alfree, Secretary and Dr. Kelly Hunter, EDLR's Director. Funding for fringe benefits will be reviewed after the first year of implementation to see if the Preschool Development Grant funds can support a portion of EDLR staff's fringe benefits.

3) Travel (non-federal) \$0

Out-of-State travel will be supported through other State and federal funds with the exception of the federal Preschool Development Grant requirement to set aside the \$25,000 Technical Assistance funds which also includes some travel. This \$25,000 is noted in #12 below.

4) Equipment (non-federal) \$0

Any equipment needs will be supported by other State and federal funds such as Delaware Early Success.

5) Supplies (non-federal) \$0

Any supply needs will be supported by other State and federal funds such as Delaware Early Success.

6) Contractual = \$1,219,500

To support the State's oversight, implementation, monitoring, and reporting of the Preschool Development Grant, the State will use \$475,000 for contracted positions for a Project Manager, two Project Educational Associates, a Project Administrator, a Ph.D. student to support evaluation, two Inclusion Technical Assistants, as well as revisions and additions to State infrastructure and resources.

Contracted positions: The Project Manager will be a full-time, contracted position at \$100,000/year. The Project Manager will oversee the implementation of the grant with the support of two Project Educational Associates and a Project Administrator which will also be contracted positions. The two Project Educational Associates will be full-time contracted positions each at \$75,000/year to support providers in their implementation by providing Technical Assistance and monitoring on a monthly basis. The Project Administrator will be a full-time contracted position at \$50,000/year to support the implementation of the grant by ensuring timely payments are made to Subgrantees, support data entry and overall clerical and administrative needs. The Ph.D. student will be contracted to support data analysis and evaluation reporting for \$20,000/year. The two Inclusion Technical Assistants will each be contracted for \$50,000/year.

Revisions and additions to State infrastructure and resources: The remaining \$55,000/year will be used to revise and add to the State's infrastructure including but not limited to revising the State's Early Learning Foundations to strengthen the literacy standards, revisions to workforce competencies, transition task force resources, State website updates, translation of resources into other languages Subgrantee and improvements to the data dashboards and reports.

To address Competitive Preference Priority 3: Creating New High-Quality State Preschool Program Slots, the State will set aside \$744,500/year for each of the four years to support Subgrantees with high-quality implementation. Each Subgrantee will receive approximately \$1,100/new slot and \$503/enhanced slot per year that will be coordinated through the State to maximize efficiencies and minimize costs.

Teacher qualifications: These funds will support the priority of teacher qualifications with items such as National Institute for School Leadership (NISL) and AIM4Excellence™ early learning leadership and teaching assistant trainings and credentials.

Evidence-based professional development: The evidence-based professional development funds will improve Subgrantees' practices with trainings focused on implementation of national dual-language standards from organizations such as WIDA dual-language standards, advances in early learning leadership, inclusion practices, core early childhood topics, and family engagement topics with the support of programs such as Strengthening Families.

Start-up funds: The funds will provide Subgrantees with the options to use their allotted funds to start up new and enhanced classrooms. New classrooms would be funded at \$20,000/class and enhanced classrooms would be funded at \$5,000/class. Start-up items include furniture and materials focused on closing the literacy/vocabulary gap that research has shown low-income students experience compared to their middle-class peers. Start-up funds can support collections of read-aloud books for use in the classroom as well as for home lending to ensure that children are exposed to robust vocabulary which they then can use in their play centers. This will support children's school readiness in developmentally appropriate ways. Other areas of need include resources to support multicultural and inclusive practices.

Screenings and assessments: These funds will support the yearly costs of child screenings and assessments for Ages and Stages Questionnaire at \$10.72/slot and Teaching Strategies GOLD at \$10.95/slot. The State-level contract for these services will ensure low costs as well as coordination of data.

Summer kindergarten transition supports: These funds may support the implementation of a four-week summer program to "jump-start" children into kindergarten, in years two and three for Subgrantees who choose to use their resource allocation in this manner.

Timeline: The timeline for these expenditures will begin at the start of the award in January 2015. The expenses will be completed by the end of the award period, December 2018.

This ensures that the early learning Subgrantees have several months at the start of the grant to prepare for the new and enhanced slots with classroom startup, hiring of staff, professional development, etc. The Subgrantees will begin contracts for the implementation of the new and enhanced slots starting July 2015 as noted in #11 below.

7) Training Stipends (non-federal) \$0

Any other expenses will be supported with additional State and federal funds such as Delaware Early Success.

8) Other (non-federal) \$0

Any other expenses will be supported with additional State and federal funds such as Delaware Early Success.

9) Total Direct Costs = \$1,219,500/year for a four-year total of \$4,878,000

The State's direct costs per year will be \$1,219,500 for items listed in #6 above. Those items include \$475,000/year for the State's oversight, implementation, monitoring, and reporting of the Preschool Development Grant and State infrastructure and resources and \$744,500/year to support Subgrantees with high-quality implementation.

10) Indirect Costs (non-federal) \$0

The State will not be charging indirect costs to this grant but absorbing those costs within the State's general fund.

11) Funds to Be Distributed to Subgrantees = \$8,755,500

To address Competitive Preference Priority 3: Creating New High-Quality State Preschool Program Slots, the State will contract with early learning providers, Subgrantees, to increase the number of new pre-kindergarten slots as well as enhance current State slots to meet the federal guidelines for High-Quality State Preschool Program slots. 17 Subgrantees have been identified to meet this competitive priority. See chart below.

Timeline: The timeline for these Subgrantees' contracts will be from July 2015–June 2019 which is six months beyond the four-year grant period. We have planned this rollover of

funds in our timeline to ensure that the children being served in these new and enhanced slots receive four full years of services from the federal grant rather than shift to the State's financial sustainability supports mid-year in the final year of the grant.

New slots = \$6,980,450 for 553 slots: Subgrantees' funds will be provided to meet all federal guidelines for comprehensive services, teacher qualifications and compensation, evidence-based professional development, class size/ratio, full day (6.5 hours) and 180 days/year at a cost of \$13,650/slot which also includes sufficient funds for transportation as this has been identified as one of the top three barriers for families' access to pre-kindergarten services.

Enhanced slots = \$1,775,050 for 271 slots: Subgrantees' funds will be provided to meet all federal guidelines for comprehensive services, teacher qualifications and compensation, evidence-based professional development, class size/ratio, full day (6.5 hours) and 180 days/year at a cost of \$6,550/slot. In particular, the preschool grant funds will support the full day of services at 6.5 hours, BA parity and evidence-based professional development. The blend of the federal Preschool Development Grant funds with the State's funds for Early Childhood Assistance Program (ECAP) at \$7,100/slot provides a total-funded slot cost of \$13,650. This slot cost also includes sufficient funds for transportation as this has been identified as one of the top three barriers for families' access to pre-kindergarten services.

Subgrantees from <i>all three</i> counties across Delaware implementing improved and new pre-K slots	# of State Improved Slots	# of New Slots	Total # of Improved & New Slots	Total Yearly Contract
New Castle County				
Appoquinimink School District: 1 location	0	17	17	\$232,050
Brandywine School District: 1 location	0	17	17	\$232,050
Christina Cultural Arts Center: 1 location	0	17	17	\$232,050
Christina School District: 3 locations	0	68	68	\$928,200
Colonial School District: 1 location	0	17	17	\$232,050
EastSide Charter School: 1 location	0	60	60	\$819,000
Hilltop Lutheran Neighborhood Center: 1 location	17	0	17	\$111,350
LACC (La Fiesta): 1 location	0	17	17	\$232,050
Newark Day Nursery: 1 location	0	20	20	\$273,000
New Castle County Head Start: 2 locations	60	20	80	\$666,000
Red Clay School District: 5 locations	0	85	85	\$1,160,250
St. Michael's School and Nursery: 1 location	0	20	20	\$273,000
Wilmington Head Start: 4 locations	160	80*	240	\$1,572,000
Kent County				
Capital School District: 1 location	0	10	10	\$136,500
Telamon Head Start: 2 locations	17	17	34	\$343,400
Sussex County				
Laurel School District: 1 location	0	34	34	\$464,100
Parents and Children Together at Tech (PACTT): 1 location	0	20	20	\$273,000
Telamon Head Start: 2 locations	17	34	51	\$575,450
TOTAL yearly Subgrantee contract	271	553	824	\$8,755,500

12) Funds set aside for participation in grantee technical assistance = \$25,000

As required by the Preschool Development Grant, the State has set aside \$25,000 for technical assistance which also includes travel costs.

13) Total Funds Requested = \$40,000,000

The sum of expenditures for lines 9–12 for each year of the budget is \$40,000,000.

Year 1 total = \$5,622,250 and includes a full year of contracted services listed in #6 above and six months (July 2015 –December 2015) of Subgrantee implementation for improved and new slots listed in #11 above.

Years 2 and 3 totals = \$10,000,000 each year includes full years of contracted services listed in #6 above and full school years of services of Subgrantee implementation for improved and new slots listed in #11 above.

Year 4 + 6 months total = \$14,377,750 includes a full year (January–December 2018) of contracted services listed in #6 above and a 1.5 years (January 2018–June 2019) of Subgrantee services to implement improved and new slots listed in #11 above. This 1.5 years of Subgrantees’ funds would “carry forward” dollars that the Preschool Development Grant webinar indicated was an option to support a full school year of services. This would give Subgrantees four full school years of implementation for improved and new slots from July 2015–June 2019.

14) Other Funds Allocated to the State’s Plan = \$ (b)(4) Year State Match

In support of Competitive Preference Priority 1: Contributing Matching Funds, the State has increased its funding in FY 2014 by \$ (b)(4) for increases in tiered reimbursement which supports Competitive Preference Priority 1: Increase High-Quality Preschool Program Slots. These funds will increase again for each year of the grant for a yearly match of \$ (b)(4)

Tiered Reimbursement Match: Delaware created and invested significant State financial support in a tiered reimbursement system for Purchase of Care (POC) subsidies that is tied to levels in Stars. The State increased its investment in FY 2014 by \$ (b)(4) to support High-Quality Preschool Program slots. Delaware Stars Tiered Reimbursement funds are available for 3, 4, or 5 Star providers with a subsidy rate that is (b)(4) % + (b)(4) % of the POC market rate; Star 3 providers receive (b)(4) %, Star 4 providers receive (b)(4) %, and Star 5 providers receive (b)(4) % of the 2011 market rate.

Delaware’s Early Success Strategic Plan and its investment in early learning such as Delaware’s \$ (b)(4) in Early Success funds along with federal funds such as IDEA 619, Head Start, and Early Head Start are all aligned with the investment of the Preschool Development

Grant funds. The State will leverage these funds to continue to support early learning providers to expand and enhance the development and learning opportunities for children and their families from birth through kindergarten and beyond.

15) Total Budget = \$ (b)(4)

Delaware requests a total of \$ (b)(4) to add 553 new high-quality preschool slots and improve 271 preschool slots for a total of 824 children served each year and 3,296 children served over the grant period.

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Delaware Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs.. (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs*	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

Name of Institution/Organization Delaware Department of Education	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

SECTION C - BUDGET NARRATIVE (see instructions)

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix: Dr.	First Name: Kelly	Middle Name:	Last Name: Hunter	Suffix:
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Address:

Street1:	401 Federal Street
Street2:	Suite 2
City:	Dover
County:	Kent
State:	DE: Delaware
Zip Code:	19901-3639
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
302 735 4224	302 739 7645

Email Address:

kelly.hunter@doe.k12.de.us

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

- Yes No Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

- Yes No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

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- No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

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