

**Project Plan Report
2012 - Delaware - SEA
PR Award #: S412A120006**

Project Plan Version: Baseline
Effective Date: 2/4/2013

Code	Outcomes and Subtasks	Start Date	End Date
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Overall State RTT-ELC Goals: Ensuring great outcomes for all children by implementing a comprehensive, statewide early learning system in which high quality is the norm. This grant builds on Delaware's long history of coordinated, systemic improvement efforts and will both accelerate the pace of progress and further enhance the good work already taking place within our state. Delaware plans to accomplish the following: 1) Expand comprehensive screening of young children and follow-up referrals; 2) Add high-quality Stars programs while increasing the number of high-needs children enrolled in Stars programs; 3) Develop an aligned early learning to K-12 approach and 4) Create leadership for the development and sustainability of a comprehensive Early Learning System in Delaware. Our overarching strategy is increasing the number of early learning programs which rank in the top tiers of the Stars Quality Rating and Improvement System and the number of high-needs children enrolled in those programs.

Project # 1 - Outreach to Promote Early Screening and Service Referral

Project Goals/Desired Outcomes: Goal 1: Conduct outreach and education activities to enhance the capacity of Child Health Care Providers to help identify high needs children through developmental screening during well-child visits and referral to the Help Me Grow 211 Call Center for linkage with needed services; Goal 2: Conduct community outreach efforts to engage families of high needs children, referring them to needed services including child health, mental health and developmental services and supports and to high-quality Stars programs; and Goal 3: Increase Delaware's capacity to provide follow-up on young child services generated through these outreach initiatives.

Narrative: There are three components to this project: 1) Innovative Child Health Care Provider Outreach to engage practitioners in effecting positive practice change, leading to identification of high needs children. This project will educate pediatrician and family practitioner practices on the importance of early identification and referral of young children at risk for developmental delay and enhance health provider capacity to understand the importance of enhancing protective factors for children living in high risk environments and make referrals of families to 211/Help Me Grow to find needed services. Once identified, children can also be linked to services and high-quality Stars programs; 2) Outreach to Families and Community to link high needs children and their families to services and high-quality Stars programs through a) increasing the capacity of the Help Me Grow Call Center to respond to callers by adding a Help Me Grow Call Specialist (1 FTE) with a background in early childhood development and b) creating Health Ambassadors in High Needs Communities - individuals indigenous to the community who serve to link families with high needs children to needed services and Stars programs; and 3) Follow-up services expansion. The outreach initiatives above are expected to generate an increase in referrals for young child developmental assessments and services. To help meet this increased demand, this project creates two contractual Division of Public Health Early Childhood Special Educators (1 located in Southern Delaware; 1 located in Northern Delaware) to provide the following services for children referred through these new referral streams: initial developmental assessment, early childhood family education services, and linkage of families to language enrichment through the 'Enhanced Watch and See Program' of Child Development Watch services where the assessment indicates that the child is not Part C eligible. Preference will be given to recruiting and hiring individuals who are bi-lingual (English/Spanish).

Key Performance Measures: (C)(3)(d) Meet the ambitious yet achievable statewide targets for increasing the number of Children with High Needs to be screened and the number who are then referred for follow-up services.

Selection Criterion Addressed: (C)(3) Identifying and addressing the health, behavioral and developmental needs of Children with High Needs to improve school readiness.

Cross-reference to other projects: Project #7 Comprehensive Screening

Code	Outcomes and Subtasks	Start Date	End Date
1	Project 1: Outreach to Promote Early Screening and Referral	5/21/2012	12/31/2015
1.1	Activity: Conduct Health Provider Outreach to engage health care providers in practice change to result in an increase the number of young children screened and, where indicated, referred for follow-up services to help meet grant goals	7/1/2012	11/30/2012
1.1.1	Task: Execute contract with vendor to include recruitment, hiring, management of an Educating Health Care Practice Coordinator, with Quarterly Reports to DPH on - # practices and physicians referred to DPH website to register and sign up for PEDs Online, # who register, # trained on Help Me Grow	11/1/2012	11/30/2012
1.1.2	Task: Develop a health provider outreach plan and training program to promote young child early screening and referral	2/1/2013	2/28/2013
1.1.3	Task: Conduct outreach sessions in accordance with plan, solicit feedback from trainees for CQI, maintain database of health provider practices visited and those which still need to be contacted and records of services provided. Task includes development and use of an Child Health Care Provider Outreach Survey	6/30/2013	7/13/2013
1.2	Activity: Conduct outreach to engage families of children birth - 5 years (including pregnant women) in DPH-designated high-needs areas through Health Ambassadors (3).	9/1/2012	12/30/2015

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1.2.1	Task 1.2.1: Identify and contract with vendor to employ, train and manage the work of three health ambassadors to be sited in DPH-identified high needs areas identified with regular reports to DPH to include the number of young children/families referred for screening, other health services and the number referred to high-quality Stars programs for ECE	6/1/2012	8/30/2012
1.2.2	Task: Hire, train, site and support 3 Health Ambassadors with the commitment, knowledge, skills and abilities needed to successfully connect families in their respective high risk community	9/1/2012	10/30/2012
1.2.3	Task: Health Ambassadors reach out to engage families with young children, activities include but are not limited to: quarterly Stakeholder Work Group meetings, family and community networking events to share information about services and resources with the community, use social innovation and technology to engage, educate, and empower the community.	11/1/2012	12/30/2015
1.2.3.1	Milestone: Vendor activity reports show Health Ambassadors are working in the identified high needs communities and linking families to needed services. 11/30/2012 - Milestone Met.	11/1/2012	11/30/2012
1.3	Activity: Expand Delaware's capacity to link callers seeking young child services to community resources by adding a Help Me Grow Call Specialist to: 1) provide information, referral for individuals who call 2-1-1 during operating hours and 2) make follow-up calls (called 'Family Check-In') for all callers who express a need for a) prenatal support (i.e. home visiting), b) services for children (birth to 8) and c) high needs children	5/21/2012	12/30/2015
1.3.1	Task: Execute contract amendment with Delaware Helpline/ United Way to add Help Me Grow Call Specialist with experience in early childhood development.	5/21/2012	7/15/2012
1.3.2	Task: Help Me Grow Call Specialist records and maintains call data in the 2-1-1 Outcomes Measurement System which identifies the caller, expressed need and referral source.	8/30/2012	12/30/2015
1.3.3	Task: HMG Call Specialist reference list of early childhood resources is maintained, accurate, up to date, and connects callers to up to date Stars list.	8/31/2012	12/30/2015
1.4	Activity: Increase capacity to meet increased demand for follow up services by adding two contracted Early Childhood Special Educators	7/1/2012	12/30/2015
1.4.1	Task 1.4.1: Develop and execute contract(s) for hiring, training and managing two early childhood special educators increase service capacity in response to increased demand/referrals with reporting requirements to DPH on activities outlined.	7/1/2012	8/30/2012
1.4.2	Task: Provide, for Help Me Grow referrals, grant-funded early childhood special educator(s) services and collect, maintain data on services provided	10/1/2012	12/30/2015
1.4.3	Task: Track completed assessments by referral source (specifically including on all Help Me Grow referrals), and outcome of assessment	10/1/2012	1/1/2013
1.5	Task: Develop and use Monitoring and Evaluation Plan for use by DPH for Project #1 initiatives- Methods for Assessing Project Quality	9/1/2012	10/31/2012
1.5.1	Task: Monitor data on services provided under Project #1 to vendor performance is on track to meet grant goals and whether the number of children screened is increasing at the expected rate, making mid-course adjustments to ensure grant goals are met.	10/1/2012	12/30/2015
1.5.2	Task: Conduct ongoing evaluation, annual report to Office of Early Learning on number of high needs children screened and referred for services annually.	1/1/2013	12/30/2014

Project # 2 - Strengthen Young Child Mental Health Services

Project Goals/Desired Outcomes: The goals of this project are 1) increase the capacity of early learning educators in Stars programs to respond to the social and emotional and relationship needs of young children through Early Childhood Mental Health Consultation service expansion and 2) increase Delaware's community capacity to provide evidence-based young child mental health services. This project will double the capacity of the Early Childhood Mental Health Consultation Service and focus the service on Stars programs to enhance program quality and (2) train 32 clinicians in Parent-Child Interaction Therapy (PCIT), increasing significantly the State's capacity to provide evidence-based mental health treatment to young children referred for help with serious emotional and behavioral issues and their families.

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Narrative: The Division of Prevention and Behavioral Health Services (DPBHS) within the Department of Services for Children, Youth and Their Families (DSCYF) operates a statewide mental health system of care which includes young children, birth to 5 years, and their families. DPHBS currently provides an Early Childhood Mental Health Consultation (ECMHC) service available free of charge to early learning programs serving high proportions of children receiving Purchase of Care. It is one of the most highly effective and most frequently requested services among early learning programs statewide. RTT-ELC funding will scale up this service to help meet increasing demand, doubling the capacity of the ECMHC service by adding 4.5 licensed behavioral health professionals. The service will focus on Stars programs serving high needs children statewide, with particular focus in southern Delaware (Sussex County) where there are high proportions of children living in low-income rural communities. According to the Center for Mental Health in Schools (2005), the prevalence of clinically significant emotional and behavioral disabilities among young children ranges from 4 to 10%, with significantly higher estimates for children living in families with low income levels. In very young children, these behaviors can be severe enough to warrant their removal from pre-school programs, setting into motion a cascade of negative experiences. ECMHC is effective a preventing expulsions and in promoting social and emotional skill building in children that is so necessary for success in K-3 and beyond. The Clinical Trainer will train community mental health therapists to use Parent Child Interaction Therapy (PCIT) with fidelity. PCIT is treatment effective with children ages 2 to 5 years with significant challenging, disruptive behaviors (e.g. tantrums, refusing to follow rules, and hitting/biting/throwing objects). Through PCIT, parents/caregivers gain skills to build positive relationships with their children and change negative parent-child behavior patterns. Evidence shows PCIT increases positive social child behaviors, decreases child behavior problems and decreases parent stress. Training mental health clinicians will increase Delaware's capacity to more effectively treat young children and their families and build family capacity to help them meet the needs of their developing child.

Key Performance Measures: N/A

Selection Criterion Addressed: (C)(3)(b) - Social and Emotional Support through Early Childhood Mental Services (increased early childcare and education program consultation, including staff training, child-specific consultation; and increased mental health treatment services and supports for young children using evidence-based treatment practices)

Cross-reference to other projects: This project is closely linked to Project # 1 Outreach to Promote Early Screening and Service Referral) and Project # 7 (Comprehensive Screening). Additionally, this project is linked to those projects that focus on workforce development. ECMHC and the Clinical Trainer (and trainees) will provide high quality professional development, training and technical assistance opportunities to substantially strengthen the early care and education workforce and improve program quality.

Code	Outcomes and Subtasks	Start Date	End Date
2	Project 2: Strengthen Young Child Mental Health Services	4/1/2012	12/30/2015
2.1	Activity: Develop and advertize RFP resulting in identification of contractors and contract execution	4/1/2012	8/30/2012
2.1.1	Task: Develop, advertize RFP resulting in selection of Contractors (4.5 Early Childhood Mental Health Consultants and one Evidence-Based Clinical Practice Trainer	4/1/2012	5/30/2012
2.1.2	Task: Execute Contracts	6/30/2012	7/30/2012
2.2	Activity: Implement Early Childhood Mental Health Consultation service to meet grant targets	7/30/2012	12/30/2015
2.2.1	Task: ECMHCs participate in system orientation and selected trainings on evidence-based practice	7/30/2012	8/30/2012
2.2.2	Task: Provide ECMHC service to programs in response to their request, focusing on Stars programs to enhance educator skills, program quality and accelerate Stars upward movement in quality ratings.	9/1/2012	12/30/2015
2.2.3	Task: Conduct CARE Training and TCIT training, focusing on Stars programs. Training is for non clinicians (educators, parents) to teach positive parenting and caregiver engagement skills that o help them better meet the needs of their developing child.	9/1/2012	12/30/2015
2.3	Activity: Conduct clinical PCIT training for Therapists. The full training and certification for PCIT takes 1 year.	5/14/2012	12/30/2015
2.3.1	Task: Conduct training for cohorts of 8 clinicians on approximately a quarterly basis throughout grant period to achieve grant goal	5/1/2013	4/30/2015
2.4	Activity: Conduct external evalutaion of PCIT Practice Dissemination, Fidelity to Model, CQI	11/30/2012	12/30/2012
2.4.1	Task: Contract amendment executed	1/1/2013	1/30/2013
2.5	Activity: Conduct regular, ongoing monitoring of ECMHC and clinical training to ensure that progress toward grant targets is being made, making adjustments when indicated to ensure that goals are met.	7/30/2012	12/30/2015
2.5.1	Task: Report on a periodic, regular basis on the ECMHC and clinical training services, including on whether grant targets are being met, to OEL	1/30/2013	12/30/2015

Project #3 - Financial Incentive Program for Quality Improvement

Project Goals/Desired Outcomes: Provide a financial incentive system to move more high-needs children to high-quality Stars programs.

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Narrative: Delaware will direct the greatest level of resources to the programs that demonstrate the highest quality in serving high-needs children. With this goal in mind, Delaware has adopted a Tiered Financial Incentive program – beginning in 2012 – that connects Purchase of Care payments directly with quality ratings in Delaware Stars. High-quality programs participating in Stars will be reimbursed with enhanced rates for children receiving purchase of care subsidies: Stars Level 3 = 80% of market rate; Stars Level 4 = 90% of market rate; and Stars Level 5 = 100% of market rate. These financial incentives will lead Stars programs to move to the higher quality levels and will incent the Stars Level 3- 5 programs to enroll more high-needs children. This initiative represents a substantial and ambitious investment by both the state and federal government. Through the participation and quality targets set in this application, Delaware will use ELC grant funds to expand the Tiered Financial Incentive Program. This financial incentive system ensures that the processes and resources are in place to provide Tiered Financial Incentives dependent on programs' Stars quality level.

Key Performance Measures: (B)(2)(c), (B)(4)(c)(1), (B)(4)(c)(2)

Selection Criterion Addressed: (B)(2)(b) Promoting participation in the State's Tiered Quality Rating and Improvement System

Cross Reference Projects: Project #15 (Purchase of Care System) and Project #5 (Technical Assistance and Stars PLUS)

Code	Outcomes and Subtasks	Start Date	End Date
3	Project 3: Financial Incentive Program for Quality Improvement	7/1/2011	12/31/2015
3.1	Activity: Establish tiered financial incentive structure	7/1/2011	8/1/2011
3.1.1	Task: Determine tiered financial incentive structure based on new POC rates	7/1/2011	8/1/2011
3.2	Activity: Establish tiered financial incentive payment system with data transfer capability between DHSS and DDOE	7/1/2011	1/31/2012
3.2.1	Task: Meet with DHSS POC office to outline current POC payment system and with DDOE Finance Office to determine transfer options	7/1/2011	7/30/2011
3.2.2	Task: Contract with vendor to manage the tiered financial incentive payment process	7/1/2011	8/1/2011
3.2.3	Task: Develop tiered financial incentive payment path	8/1/2012	11/1/2012
3.3	Activity: Develop a data link between Stars Database and tiered financial incentive system	12/15/2011	1/31/2012
3.3.1	Task: Create and test the data link between Stars data base and financial incentive payment transfer program	1/1/2012	1/20/2012
3.4	Activity: Provide Tiered Financial Incentive Payment to Stars Level 3-5 Programs with POC- enrolled children	2/1/2012	12/31/2015
3.4.1	Task: Establish system to differentiate between R2T-ELC eligible funded programs and school age state eligible funded programs	3/1/2012	6/30/2013
3.4.2	Task: Establish a notification process for programs receiving tiered financial incentive payments	2/1/2012	2/15/2012
3.4.3	Task: Initiate tiered financial incentive process	2/15/2012	3/30/2012
3.4.3.1	Milestone: First quarterly tiered financial incentive payment completed- Milestone Met.	2/15/2012	3/30/2012
3.5	Activity: Develop and Implement Monitoring Plan - examine forecasting model accuracy, assess results v. performance expectations, and use data mid-course corrections to ensure that grant performance targets are met.	3/1/2012	12/30/2015
3.5.1	Task: Develop initial forecasting model to include cost projections showing relationship of projected financial incentives to Stars quality levels and number of POC-enrolled children	3/1/2012	12/30/2012
3.5.2	Task: Make mid-course corrections as indicated based on findings of monitoring, including adjustments in forecasting model.	3/1/2012	12/31/2015
3.5.3	Task: Develop protocols for the Tiered Financial Incentive Payment Process, including use of funds for quality improvement	3/1/2012	3/30/2012

Project # 4 Infrastructure Fund

Project Goals/Desired Outcomes: This project is a financial incentive program to fund physical and technology improvements to help programs advance in Stars by removing barriers to advancement in the quality levels and helping more Stars programs to enroll more high needs children, making maximum benefit of the Tiered Financial Incentive Program (Project #2). The anticipated result will be an increase in the number of high-quality Stars programs and an increase in the number of high-needs children enrolled in the high-quality programs.

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Narrative: The inability to make physical and/or technological improvements can prevent early learning programs from moving up in the Stars quality levels. This project creates a new Infrastructure Fund designed to provide grants to programs to make necessary investments. The first purpose is to support Stars programs to move up a tier and to access financial incentives. These programs must enroll infants, toddlers and/or preschoolers under the Purchase of Care program. Program applications for grants must demonstrate a clear linkage between the grant requested and advancement in Stars in order to access the financial incentive program. As the barriers to quality improvement are removed, Delaware expects 100% of centers to participate in Stars. It is also anticipated that 50% of family care programs will be in Stars. A second purpose will be to incent school districts to become licensed by the Office of Child Care Licensing/DSCYF and participate in the DHSS Purchase of Care program, another strategy to create more high quality early learning Stars programs to enroll more high needs children. Where grants are used to improve access to technology, the programs will have better access to online trainings for staff and also enable them to improve their business practices.

Key Performance Measures: (B)(2)(c), (B)(4)(c)(1), (B)(4)(c)(2)

Selection Criterion Addressed: (B)(2)(a) Promoting participation in the State's Tiered Quality Rating and Improvement System.

Cross-reference to other projects: Project 3 Financial Incentive Program for Quality Improvement, Project 4 Infrastructure, Project 5 Stars and Technical Assistance

Code	Outcomes and Subtasks	Start Date	End Date
4	Project 4: Infrastructure Fund	3/1/2012	12/30/2015
4.1	Activity: Gather input from stakeholders regarding infrastructure needs, and communicate to Providers regarding availability of the Infrastructure Fund	3/1/2012	1/30/2013
4.1.1	Task: Hold POC provider focus groups to gather data to inform analysis of scope of need and policy development and on barriers that prevent providers from advancing in Stars/accessing tiered financial incentive program	3/1/2012	3/21/2012
4.1.1.1	Milestone: DHSS understanding of infrastructure needs and provider awareness of funding availability 2/28/2012 - Milestone Met.	3/1/2012	2/28/2013
4.1.2	Task: Set parameters for awards with input from stakeholders	3/1/2012	1/30/2013
4.1.3	Task: Explore issuance of RFP for vendor that includes Stars- only infrastructure projects. Assess dates and program requirements including phone call with Administration for Children and Families for guidance in creating an RFI	2/24/2012	5/1/2012
4.2	Activity: Develop, advertise RFP resulting in Vendor contract award	10/1/2012	3/30/2013
4.2.1	Task: Develop, advertise RFP to result in identification of vendor	7/1/2012	12/30/2012
4.2.2	Task: Execute Vendor Contract	1/30/2013	3/30/2013
4.3	Activity: Develop Grant Application for Stars programs and as applicable, school districts, to apply.	1/30/2013	3/30/2013
4.3.1	Task: Meet with Stars, OCCL and DHSS/POC on assurances required, including for public school districts which make application for grant award	12/1/2013	4/30/2014
4.3.2	Task: Meet with Vendor to review process for application review, proposal ratings, determination of amounts for awards, cycle on which grant requests may be submitted.	1/15/2013	6/30/2013
4.3.3	Task: Advertise access to Infrastructure Fund to Stars programs, post application form to web, communicate award parameters to providers	2/1/2013	12/30/2015
4.4	Activity: Assure appropriate program implementation by monitoring Infrastructure Fund Implementation, to ensure that project goals are being met. Data will be analyzed and mid-course corrections made to ensure that project goals are met.	3/1/2013	12/30/2015
4.4.1	Task: Routine reports and meetings to review reports and implementation against targets	4/1/2013	12/31/2015
4.4.2	Task: Regular performance is agenda item at Stars Management Team meeting affording team review of data, performance and implementation	3/1/2013	12/31/2015

Project #5 - Technical Assistance and Stars Plus

Project Goals/Desired Outcomes: Delaware has established plans for an ambitious and rapid buildup of both participation and quality in Delaware Stars, the State's QRIS system, in the belief that high-quality programming is the most powerful lever for improving child outcomes.

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Narrative: Our vision for the future is of a unified early childhood system in which high quality is the norm. Delaware is acting on a strong sense of urgency to ensure that all children, especially those with high needs, have access to high-quality early learning programs. The State has therefore set the following goals: The percentage of high-needs children participating in a Stars-rated program will go from 20% today to 78% by the end of the grant period; the percentage of Stars-rated programs that reach the top tiers of quality (Star level 3-5) will grow from 27% today to 62% by the end of the grant period; and the percentage of high-needs children enrolled in a top-tier program (Star level 3-5) will move from 5% today to 58% by the end of the grant period. If the State is successful in implementing its plan and achieving these targets, it will have increased the number of high-needs children in high-quality programs by nearly 12 times. This project provides intensive Technical Assistance to targeted programs serving High Needs Children through the Stars Plus cohort model to enhance the capacity of those programs to advance in Stars. The Stars Workforce Associate will work with University of Delaware Institute for Excellence in Early Childhood (DIEEC) to effectively manage all aspects of the Stars program.

Key Performance Measures:(B)(2)(c) Increasing the number and percentage of Early Learning Programs participating in statewide TQRIS, (B)(4)(c)(1) Increasing the number of Early Learning Programs in the top tiers of the TQRIS, (B)(4)(c)(2) Increasing the number and percentage of Children with High Needs who are enrolled in Early Learning Programs in the top tiers of the TQRIS

Selection Criterion Addressed: (B)(4)(a) Promoting Access to high-quality Early Learning and Development Programs for Children with High Needs

Cross-reference to other projects: # 2 Tiered Reimbursement, # 13 Workforce Compensation, # 14 Leadership Coaching

Code	Outcomes and Subtasks	Start Date	End Date
5	Project 5: Technical Assistance and Stars PLUS	4/12/2012	12/31/2015
5.1	Activity: Initiate Stars TA Plus cohort groups, targets reflect performance targets from the RTT-ELC Grant	4/12/2012	12/30/2015
5.1.1	Task: Develop and execute amendment to existing contract to jump start Cohort 1 using state funds, adding deliverables that reflect the annual targets for Stars performance in ELC.	4/12/2012	6/30/2012
5.1.2	Task: Monitor performance of Stars TA Plus contractor toward meeting targets, with data collection and analysis sufficient to make mid course corrections to ensure goals are met	7/1/2012	12/30/2015
5.2	Activity: Provide ongoing monitoring of contract with DIEEC for operation of Stars TA Plus	7/1/2012	12/30/2015
5.2.1	Task: Monitor to determine whether performance goals are being met, moving more Stars programs to higher-quality tiers (Levels 3-5) per RTT-ELC targets with data collection and analysis sufficient to make mid course corrections to ensure goals are met .	7/12/2012	12/30/2015
5.2.2	Task: Monitor Stars website to see that it is updated regularly to reflect programs advancing in levels of quality.	9/1/2012	12/30/2015
5.2.3	Task: Monitor Stars operation to determine that technical assistants are trained and supervised and that raters are trained to reliability and supervised	9/12/2012	12/30/2015
5.3	Activity: Develop and implement plan for investment of ELC funds in Stars TA	11/1/2012	3/30/2013
5.3.1	Task: Determine the specific use of ELC grant funds to be invested in non-Stars TA Plus activities	10/1/2012	12/30/2012
5.3.2	Task: Implement the plan for use of ELC grant funds to be invested in non-Stars TA Plus activities	1/1/2013	12/30/2015
5.3.3	Task: Monitor the use of ELC grant funds for Stars TA against planned performance, making mid-course adjustments as indicated	1/1/2013	12/30/2015

Project #6 Nutrition and Health Living

Project Goals/Desired Outcomes: This project will: 1) provide on-site, specialty technical assistance to Stars programs serving high needs children to assist the programs in effectively implementing and promoting healthy living activities, enhancing program capacity to advance in Stars; 2) create an online version of the existing nutrition and healthy living training curriculum so that the training will be accessible to 100% of early childhood educators statewide ; and 3) explore the effect of the standard level of professional development in nutrition and healthy living to determine whether enhancement or expansion of the training is indicated and whether the creation of a credential in the area of nutrition and healthy living should be undertaken. This project is designed to contribute to Stars workforce development and to maximize the Stars programs' capacity to benefit from the education and retention incentives.

Narrative: Research indicates clearly that healthy eating and living is one of the three foundations necessary for healthy young child development. These foundations, in turn, trigger adaptations or disruptions in the body that influence lifelong outcomes in health, learning and behavior. Additionally physical activity has been shown to help youth improve their concentration, memory and classroom behavior. Delaware continues to be a national leader in promoting healthy eating habits, good nutrition, daily physical activity, reduction or prohibition of screen time, and partnering with parents to establish positive health habits to promote lifelong health for children. Strong standards established under Office of Child Care Licensing Rules have been the primary strategy for implementing positive change in Delaware early learning sites to date, leading to significant positive changes in child care meals nutrition value as well as in meals prepared for young children by parents at home. This project is designed to build on this successful strategy, providing specialty technical assistance to Stars programs serving high needs children to help them improve in quality in this area and advance more quickly in the Stars Quality Rating and Improvement System as a result.

Key Performance Measures: N/A

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Selection Criterion Addressed: (C)(3) Identifying and addressing the health, behavioral, and developmental needs of Children with High Needs to improve school readiness.

Cross-reference to other projects: Good Nutrition is a part of a healthy life which is foundation necessary for healthy development. Project # 6 intersects Projects #5 and #1, building a professional and effective early childhood workforce through access to high-quality professional development opportunities. Project #10 also strengthens Delaware Stars programs, expediting advancement to higher levels of quality rating through Stars.

Code	Outcomes and Subtasks	Start Date	End Date
6	Project 6: Nutrition and Healthy Living	10/1/2012	12/30/2015
6.1	Activity: Develop and advertise RFP leading to a vendor selection and contract for Health Consultant to provide specialty technical assistance to Stars early learning programs.	10/1/2012	3/30/2013
6.1.1	Task: Develop, advertise RFP, select vendor	11/1/2012	2/28/2013
6.1.2	Task: Execute Contract	2/1/2013	3/30/2013
6.2	Activity: Provide onsite specialty Technical Assistance to Stars programs serving high need children that will help early childhood programs effectively implement and promote healthy living activities and help them advance in Stars QRIS.	4/30/2013	12/30/2015
6.2.1	Task: Develop and implement strategy for prioritizing provision of specialty TA in nutrition/healthy living to Stars providers (e.g. based on ERS scores or referrals by Stars TA for the program sites)	4/30/2013	12/30/2015
6.2.2	Task: Provide specialty TA, collect and analyze feedback on specialty TA on nutrition/healthy living, identify programs in need of additional technical assistance and CQI.	4/30/2013	3/30/2015
6.2.3	Task: Develop and implement an exit survey to assess knowledge gained by participants, identify those in need of Technical Assistance, and to evaluate and enhance training as needed.	4/30/2013	3/30/2014
6.3	Activity: Create and implement online version of the training that will be accessible to 100% of early childhood educators statewide	1/1/2013	6/30/2013
6.3.1	Task: Create and test, finalize online training product	1/1/2013	6/30/2013
6.3.2	Task: Promote availability of online training focusing on Stars programs	7/1/2013	12/1/2015
6.4	Activity: Explore the effect of the level of professional development in nutrition and healthy living, determine whether enhancement or expansion of the training is indicated and whether the creation of a credential in the area of nutrition and healthy living should be undertaken.	1/15/2013	12/30/2013
6.4.1	Task: Examine level of professional development in nutrition and healthy living, determine whether it is adequate to meet Stars need.	1/1/2013	12/30/2013
6.4.2	Task: Where finding from 6.4.1 is that more training is needed, OEL will increase training capacity.	1/1/2013	12/30/2013
6.4.3	Task: Where finding from 6.4.1 is that development of a credential in nutrition and healthy living is indicated, OEL will facilitate the credential development, working with DIECC & Stars.	6/12/2012	3/30/2013
6.5	Activity: Develop a written report periodically on Project #6 implementation with analysis of effectiveness as well as progress toward grant goals	12/30/2014	12/30/2015

Project # 7 Comprehensive Screening

Project Goals/Desired Outcomes: Goal 1: To increase the number of young children receiving screening using a structured, validated early childhood development screening instrument in Stars early learning programs; Goal 2: Where indicated by screening, young children and their families are referred to appropriate services designed to significantly improve children's functioning and reduce the need for lifelong interventions.

Narrative: In the United States, 17% of children have a developmental or behavioral disability such as autism, intellectual disabilities, and Attention-Deficit/Hyperactivity Disorder. In addition, many children have delays in language or other areas, which also impact school readiness. However, fewer than 50% of these children are identified as having a problem before starting school, by which time significant delays may have already occurred and opportunities for intervention have been missed. Developmental screening is cost-effective. It contributes to early diagnosis and leads to referral for early intervention. For example, investing \$40,000 to \$60,000 per child with autism for intensive early intervention for three years before entering school can save \$200,000 in societal costs by the time the child reaches adulthood. A vendor will provide an identified single, comprehensive evidence-based screening tool for use by Stars early learning programs to implement annual young child screening. Early learning educators and administrators participating in the Stars program, who have not yet received training on the use of the developmental screening tool, will receive the training and materials necessary to conduct the screening.

Key Performance Measures: (C)(3)(d) Leveraging existing resources to meet ambitious yet achievable statewide targets for the Number of Children with High Needs that will be screened and who are referred for services who receive follow up treatment

Selection Criterion Addressed: (C)(3) Identifying and addressing the health, behavioral and developmental needs of Children with High Needs to improve school readiness.

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Code	Outcomes and Subtasks	Start Date	End Date
Cross Reference to other projects: Project # 1 Outreach to Promote Early Screening and Service Referral			
Code	Outcomes and Subtasks	Start Date	End Date
7	Project 7: Comprehensive Screening	12/1/2012	12/30/2015
7.1	Activity: Contract with a vendor to provide initial training to early learning programs on the selected validated developmental screening tool, to include Train the Trainer sessions to develop capacity to train more early childhood educators, curriculum coordinators and administrators.	12/1/2012	5/30/2013
7.1.1	Task: Develop, advertize RFP, identify successful bidder	12/1/2012	3/30/2013
7.1.2	Task: Execute contract	4/1/2013	5/15/2013
7.1.3	Task: Recruit, advertize & train Master Instructors to provide training statewide	6/1/2013	12/31/2013
7.2	Activity: Contract with trained Instructors to provide training throughout the state	4/1/2013	5/30/2013
7.2.1	Task: Schedule and deliver training throughout the state, via DIEEC website and Registry using contracted Master Instructors	4/1/2013	12/30/2015
7.3	Activity: Provide follow up technical assistance to early learning and development programs as needed.	8/1/2013	12/31/2015
7.3.1	Task: Train Stars Technical Assistance staff to provide TA to early learning staff on the use of the selected tool	7/1/2013	8/30/2013
7.3.2	Task: Develop a prioritization process for those program sites that express interest in developmental screening TA support.	7/1/2013	7/30/2013
7.3.3	Task: Provide TA to those sites who express interest, based on prioritization guidelines.	8/1/2013	12/30/2015
7.4	Activity: Develop a Data Collection, Tracking and Monitoring mechanism (e.g. data available via online database, export to EL data warehouse)	8/31/2013	12/30/2013
7.4.1	Task: Link with existing DPH Home Visiting Data System to enter developmental screening scores to capture data on children screened through Home Visiting services	9/1/2013	9/30/2013
7.4.2	Task: Collect, analyze data, make mid course adjustments where indicated to meet targets	9/1/2013	12/30/2015
7.4.3	Task: Prepare annual Implementation Progress Report on the implementation of the selected developmental screening tool in early learning settings, send to OEL	1/1/2014	12/30/2015

Project # 8 Workforce Leadership

Project Goals/Desired Outcomes: Provide leadership development to early care and education program directors

Narrative: Delaware will provide leadership development to all its early learning and development program directors by developing an online leadership curriculum which will be accessible statewide. This curriculum will focus on a set of critical skills for leaders targeted to help them support a professional and effective workforce. In addition, and in conjunction with other DE RTT-ELC funded site-based initiatives (e.g. Delaware Early Learning Teams, Stars TA Plus Cohorts, Health Ambassadors), directors from programs in selected high-needs geographic areas of the state will receive leadership coaching designed to further enhance their leadership skills and, where indicated, link them with others who are taking on leadership roles in the other site-based initiatives.

Key Performance Measures:

Selection Criterion Addressed: (D)(2)(b) Supporting Early Childhood Educators in Improving their knowledge, skills and abilities: Implementing policies and incentives (e.g. scholarships, compensation and wage supplements, tiered reimbursement rates, other financial incentives, management opportunities) that promote professional improvement and career advancement along an articulated career pathway that is aligned with the Workforce Knowledge and Competency Framework, and that are designed to increase retention.

Cross-reference to other project: Project #5 (Stars TA) and #9 (Education and Retention Incentives for Stars)

Code	Outcomes and Subtasks	Start Date	End Date
8	Project 8: Workforce Leadership	11/1/2012	12/30/2015
8.1	Activity: Identify the parameters of the Leadership Program	11/1/2012	1/30/2013
8.1.1	Task: Examine the most critical gaps in leadership development in order to focus initiative on filling those gaps and refine design to meet those needs.	11/1/2012	1/30/2013
8.2	Activity: Select Implementation Partner	3/30/2013	4/30/2013
8.2.1	Activity: Create and advertize RFP resulting in identification of implementation partner	3/30/2013	4/30/2013
8.3	Activity: Develop Leadership Training and Coaching Program	4/1/2013	12/30/2015
8.3.1	Activity: Develop or identify curriculum for online leadership course	4/1/2013	6/1/2013
8.3.2	Activity: Develop and ready online leadership course for use in field	6/1/2013	7/1/2013
8.3.3	Activity: Develop leadership coaching model, assessment protocols and materials	6/1/2013	7/1/2013
8.4	Activity: Implement the Leadership Training Program	7/1/2013	12/30/2015
8.4.1	Task: Conduct outreach for the program	7/1/2013	12/30/2015
8.4.2	Task: Deliver the online and coaching programs	7/1/2013	12/30/2015
8.4.3	Task: Evaluate implementation process and revise as indicated	10/1/2013	12/30/2015
8.4.3.1	Milestone: Leadership Training and Coaching Programs ready for implementation	4/1/2013	7/1/2013

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Project # 9 Education and Retention Incentives

Project Goals/Desired Outcomes: Strengthen Stars early learning programs by establishing a financial incentive system to attract and retain highly qualified educators in Stars programs which are serving high needs children. Provide recruitment bonuses to programs who hire highly qualified teachers.

Narrative: Delaware has designed a comprehensive plan to create a professional and effective workforce that targets critical challenges in the field and does so with a clear priority on the highest-need programs serving the highest-need children. The state will use grant resources to launch a new Stars education and retention financial incentive strategy to support recruitment, improvement and retention of effective educators. Delaware will offer recruitment and retention bonuses to highly-qualified Stars educators/programs and also offer wage enhancements for educators who attain additional credentials and advance to higher levels on the state's career lattice. Stars programs serving high needs children and their staff are eligible for these financial education and retention incentives.

Key Performance Measures: (D)(2)(d)(2) Increasing the number and percentage of Early Childhood Educators who are progressing to higher levels of credentials that align with the Workforce Knowledge and Competency Framework.

Selection Criterion Addressed: (D)(2)(b) Implementing policies and incentives that promote professional improvement and career advancement along an articulated career pathway that is aligned with the Workforce Knowledge and Competency Framework and that are designed to increase retention.

Cross-reference to other projects: #5 Stars and Technical Assistance and #8 Workforce Leadership, #12 Higher Education

Code	Outcomes and Subtasks	Start Date	End Date
9	Project 9: Education and Retention Incentive Program	9/15/2012	12/30/2015
9.1	Activity: Data Collection on Eligible Programs and Educators	9/15/2012	12/15/2012
9.1.1	Task: Determine eligibility for EC Programs and Educators	9/15/2012	9/30/2012
9.1.2	Task: Develop forecasting model and projections to estimate the expense based on total number eligible programs and eligible educators.	10/1/2012	11/30/2012
9.1.3	Task: Hire temporary employee to identify the career lattice step valid for each qualified educators in the Delaware Practitioners in Early Childhood database	7/15/2012	8/31/2012
9.2	Activity: System Design and Management	7/1/2012	12/1/2015
9.2.1	Task: Develop guidelines and policies for compensation	9/15/2012	12/30/2012
9.2.2	Task 9.2.2: Review and adjust guidelines and policies for compensation	6/30/2013	12/30/2015
9.3	Activity: Recruitment of Programs and Staff for participation in Financial Education and Retention Incentives	1/1/2013	12/30/2015
9.3.1	Task: Contract for a Recruitment Technical Assistant (Fieldworker or RTA)* this contract was not originally in the ELC application but will be essential to encourage educators to participate and enhance retention and teacher education	7/1/2012	7/30/2012
9.3.2	Task: Establish initial procedures for enrollment of educators to include procedure for data collection of eligible staff in each eligible program	11/30/2012	12/30/2012
9.3.3	Task: Conduct outreach, provide technical assistance and supports to those eligible, coordinating with DOE DEPEC to process and verify qualifications and Lattice step as needed to enroll eligible educators resulting in development of final list of educators with contact information and amount of compensation due for the year.	11/1/2012	12/30/2015
9.3.3.1	Deliverable: First year listing of eligible educators with contact information and amount of compensation due.	1/30/2013	7/1/2013
9.4	Activity: Support for Programs in Utilizing Compensation	10/1/2012	6/30/2013
9.4.1	Task: Develop and deliver workshop training on career lattice, staff recruitment, retention and compensation open to all EC Center directors and FCC; otherwise coordinate opportunities to assure knowledge and use of credentials, degrees, etc. that make staff eligible for this initiative.	11/15/2012	12/30/2015
9.4.2	Task: Support DIEEC in delivery of specialized Credentials to achieve annual targets	9/15/2012	12/30/2015
9.4.3	Task: Analyze utilization data, compare to payment data, identify gaps and performance improvement opportunities (e.g. outreach to educators who complete credentials but who do not apply for the financial incentive (underutilization) to promote participation)	7/15/2013	12/30/2015
9.5	Activity: Make Annual Payments to Eligible Educators	7/30/2013	7/30/2015
9.5.1	Task: Develop and advertise RFP leading to Vendor selection for contract to make payments to educators annually	4/1/2013	5/30/2013
9.5.2	Task: Provide data to vendor for payments with appropriate communication for awarded programs and individuals	7/15/2013	12/30/2015
9.5.3	Task: Vendor sends report of payments made to DDOE and OEL, to include total payments made and breakouts by payments made to each educator by program, county and Stars level; and sends appropriate tax documents to educators receiving compensation payment	12/1/2013	1/30/2016

Project # 10 - Early Learner Survey

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Project Goals/Desired Outcomes: Delaware will have a formative assessment, THE DELAWARE EARLY LEARNER SURVEY, to cover the comprehensive domains of development and to include a family engagement component. By the end of the grant, 100% of kindergarten teachers and students will be participating.

Narrative: Delaware will implement a kindergarten entry assessment that is aligned with the State's Grade Level Expectations, which include the Common Core and the Early Learning and Development Standards. The assessment (Early Learner Survey) will cover all Essential Domains of School Readiness and will be implemented statewide for all teachers and students by year four of this grant. The assessment will enhance the State's ability to collect and utilize information regarding individual student development and skills, and will serve two primary objectives:

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 allocation.

Delaware will also implement a kindergarten family questionnaire to solicit background data on student experiences, interests, and skills from the parent/primary caregiver's perspective. The questionnaire will accompany any other screening or assessment administration or kindergarten transition taking place in districts across the state.

Key Performance Measures: NA

Selection Criterion Addressed: (E)(1) Understanding the status of children's learning and development at kindergarten entry.

Cross-reference to other projects: Project #11 Delaware Early Learning Teams

Code	Outcomes and Subtasks	Start Date	End Date
10	Project 10: Delaware Early Learner Survey	1/15/2012	12/31/2015
10.1	Activity: Selection of a Kindergarten Entry Assessment	1/15/2012	3/15/2012
10.1.1	Task: Develop, advertize RFP, identify successful bidder	1/15/2012	3/15/2012
10.1.2	Task: Execute Vendor Contract	3/23/2012	3/31/2012
10.2	Activity: Implementation of assessment tool in Kindergarten classrooms	2/16/2012	12/30/2015
10.2.1	Task: Establish 3 cohorts of teachers to be phased in over the course of the grant	2/16/2012	8/30/2012
10.2.2	Task: Provide intial implementation professional development for teachers and inter-rater reliability training	2/16/2012	8/30/2015
10.2.3	Task: Conduct ongoing support, technical assistance training and resources to support successful implementation	2/16/2012	12/30/2015
10.3	Activity: Add family engagement tool to DE Early Learner Survey	1/1/2013	12/30/2015
10.3.1	Task: Identify and add elements specific to family engagement	1/1/2013	12/30/2015
10.3.2	Task: Develop resources that link families, early learning and K goals from survey outcomes	1/1/2013	12/30/2015
10.3.3	Task: Develop and implement PD for teachers from early learning and K on utilizing the DE Early Learning Survey and companion resources to engage families to improve child outcomes	1/1/2013	12/30/2015
10.4	Activity: Complete Data Analysis to inform decision making by teachers	8/15/2012	12/15/2015
10.4.1	Task: Select and contract vendor to conduct direct assessment and conduct validity and reliability study	8/15/2013	12/15/2013
10.4.2	Task: Develop training for early learning and K teachers to support data interpretation and classroom data decision making	8/15/2012	12/31/2015
10.4.3	Task: Evaluate whether survey data is impacting upon teachers' and leaders' decision-making	8/15/2012	12/31/2015
10.5	Activity: Inform and educate the community on the Early Learner Survey	2/1/2012	12/30/2015
10.5.1	Task: Establish an advisory committee promote improved understanding and engagement of the DELS in the schools and communities	2/1/2012	2/16/2012
10.5.2	Task: Initiate development of a network of early learning and K teachers to expand utilization of developmentally appropriate practices in their work with children and families	10/1/2012	12/31/2015
10.5.3	Task: Community education and public awareness campaign	1/1/2013	12/31/2015

Project #11 Delaware Readiness Teams

Project Goals/Desired Outcomes: The goal of this project is to improve the level of continuity between the early learning system and the elementary grades.

Narrative: Delaware will create and staff Readiness Teams in High Needs Communities to help smooth the transition between the early childhood and K-12 systems. The Readiness Teams will be implemented in targeted high needs communities and will include kindergarten and/or early grade teachers, elementary school principals, early childhood providers, parents, and community members. The Teams will work to promote clear expectations regarding the successful transition to kindergarten, to align children's learning and development experiences in the early years across early learning and development programs, elementary schools, and other service providers, and to assess local needs and support local capacity building to address barriers to success. The project will be overseen by a Project Coordinator and four Facilitators and serve 20 identified low-performing schools serving high concentrations of children with high needs.

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Key Performance Measures: NA

Selection Criterion Addressed: (E)(1) Understanding the Status of Children's Learning and Development at Kindergarten Entry, and Invitational Priority 4 -- Sustaining Program Effects in the Early Elementary Grades.

Cross-reference to other projects: Project #10 Delaware Early Learner Survey

Code	Outcomes and Subtasks	Start Date	End Date
11	Project 11: Delaware Readiness Teams	3/1/2012	12/30/2015
11.1	Activity: Identify organization to manage Early Readiness Teams Initiative	3/1/2012	9/30/2012
11.1.1	Task: Create, advertize an RFP, identify vendor to manage Delaware Readiness Teams	3/1/2012	5/30/2012
11.1.2	Task: Award, negotiate and execute contract	5/30/2012	9/30/2012
11.2	Activity: Identify and recruit, and select community teams in areas serving high need children to support school success	10/1/2012	5/1/2013
11.2.1	Task: Create, advertise an RFP, identify potential teams within High Need Communities	10/1/2012	3/31/2013
11.2.2	Task: Conduct educational meetings with community leaders to solicit interest, participation and/or support in the readiness team concept	10/1/2012	3/31/2013
11.2.3	Task: Determine cross-sector RFP review teams to conduct and select readiness teams that assure statewide representation	10/1/2012	5/1/2013
11.3	Activity: Identify and disseminate resources that support beginning teams' identification of community strengths and needs through a community assessment and goal prioritization process	4/1/2013	12/30/2015
11.3.1	Task: Facilitators will work with Readiness teams to establish meeting protocols, membership and processes for moving forward to meet requirements of the grant that include multi-year action steps and timelines	5/1/2013	12/30/2015
11.3.2	Task: Assist teams in completing community assessments as the first step in understanding and prioritizing community strengths and needs	5/1/2013	8/1/2013
11.3.3	Task: Design professional development, technical assistance strategies and a resource library for facilitators and communities to access and use with community teams	4/1/2013	12/30/2015
11.4	Activity: Support the establishment, ongoing implementation and sustainability of Readiness Teams in selected communities	7/1/2013	12/30/2015
11.4.1	Task: Statewide Project Coordinator and Project Manager will analyze monitoring and evaluation results to use for supporting communities' efforts and to inform state of additional work planning project activities.	7/1/2013	12/30/2015
11.4.2	Task: Readiness teams will interpret community data and assessment goals to develop community-specific strategies for sustainability	7/1/2013	12/30/2015
11.4.3	Task: Community teams will, over the life of the grant, increase financial contribution to self-sustain team following grant funding	7/1/2013	12/30/2015
11.5	Activity: Early Learning Teams will develop a community awareness and education approach	3/15/2013	12/30/2015
11.5.1	Task: Early Learning teams will determine ways to inform the community of their ongoing work and recruit participation where and when appropriate	3/15/2013	12/30/2015
11.5.2	Task: Teams will hold community events and create materials to engage the community in children's school readiness	3/15/2013	12/30/2013
11.5.3	Task: Teams utilize the readiness equation to inform the community about the work of the readiness teams	3/15/2013	12/30/2015

Project #12 - Higher Education Partnerships

Project Goals/Desired Outcomes: This project is designed to enable all Institutions of Higher Education (IHEs) in Delaware to align their curriculum with the State's Early Learning Foundations (ELFs) and the Delaware Core Knowledge and Competencies Framework (Competencies), thereby offering early childhood educators multiple ways to develop skills and advance on the newly designed Early Childhood Career Lattice.

Narrative: All IHEs in the state have agreed to actions that will bring their two and four year programs into full alignment with the Delaware ELFs and the Workforce Competency Framework. As part of this project, a range of pathways to align their curriculum, certificate programs, and trainings with the ELFs and the Competencies and the Career Lattice. The goal is , by the end of this grant cycle, the four identified institutions will demonstrate this alignment and provide credits for Early Care and Education I and II.

Key Performance Measures: NA

Selection Criterion Addressed: (D)(1)(c) Developing a Workforce Knowledge and Competency Framework and a progression of credentials. Engage postsecondary institutions and other professional development providers in aligning professional development opportunities with the State's Workforce Knowledge and Competency Framework.

Cross-reference to other projects: Project #12 (Workforce Compensation) and Project #8 (Workforce Leadership Development)

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12	Project 12: Higher Education Partnerships	4/1/2012	12/30/2015
12.1	Activity: Conduct a needs assessment with IHE partners	7/1/2012	3/31/2013
12.1.1	Task: Review the national literature for community assessments and determine if an existing framework is acceptable or if DE needs to develop a state-specific tool	7/1/2012	12/30/2012
12.1.2	Task: Assist IHEs to complete the assessment tool that details their content and processes for articulation and alignment of ECE coursework	7/1/2012	12/30/2012
12.1.3	Task: Review results of assessment and prioritize steps for maximizing alignment and articulation	12/1/2012	3/31/2013
12.2	Activity: Integration of Early Learning Foundations into IHE Coursework	5/1/2012	12/30/2015
12.2.1	Task: Review current 2 year and 4 year school course syllabi and descriptions to determine level of ELF usage or integration	5/1/2012	1/1/2015
12.2.2	Task: Work with IHEs to expand current course offerings to include ELFs and Workforce Competencies wherever gaps have been identified	4/1/2013	6/30/2013
12.2.3	Task: Work with IHE ECE departments to incorporate practical experience activities that link to ELFs into coursework	1/1/2013	12/30/2015
12.3	Activity: Adopt CDA as a credit-bearing entry-level articulation strategy for EC professionals	4/1/2012	12/30/2015
12.3.1	Task: Bring together a cross-sector stakeholder group to review current curricula with CDA requirements	4/1/2012	12/30/2015
12.3.2	Task: Integrate CDA requirements into coursework across high school, vocational education and adult education programs	4/1/2012	12/31/2013
12.3.3	Task: Develop strategy for IHEs to recognize CDA as a credit-bearing entry level matriculation for ECE	6/1/2013	12/30/2013
12.4	Activity: Develop remediation strategy for successful college entry into ECE programs	10/1/2012	7/30/2015
12.4.1	Task: Develop committee of IHE and high school ECE leadership to review data for deficits in student success for college entry in ECE programs	10/1/2012	7/30/2015
12.4.2	Task: Design and implement an intervention strategy to remediate and increase students' successful college entry into ECE programs	10/1/2012	7/30/2015
12.4.3	Task: Evaluate and modify intervention based on feedback and data to further support students' successful ECE college entry	7/1/2013	7/30/2015

Project #13 - QRIS Measurement Development

Project Goals/Desired Outcomes: A new program assessment measure will be developed for the purpose of rating quatliy in a TQRIS.

Narrative: As part of a multi-state research consortium, Delaware will participate in a project to develop, field test, and pilot a new quality scale designed to meet the specific needs of QRIS and regulatory systems.

Key Performance Measures: NA

Selection Criterion Addressed: (B)(3)(a) Policies and processes in place to ensure the validity and reliability of Stars ratings

Cross-reference to other projects: NA

Code	Outcomes and Subtasks	Start Date	End Date
13	Project 13: QRIS Measurement Development	7/1/2012	12/20/2015
13.1	Activity: Establish Multi-State Consortium	7/1/2012	10/31/2012
13.1.1	Task: Multi state consortium meets and develops plan for creating a new assessment tool	7/1/2012	12/31/2012
13.1.2	Milestone: Multi-State Consortium initiated planning for quality measure- Milestone Met.	7/1/2012	12/31/2012
13.2	Activity: Develop initial draft of program assessment tool	3/1/2012	3/30/2013
13.2.1	Task: Develop conceptual framework for measure, along with item pool, draft scoring system.	3/1/2012	3/30/2013
13.2.2	Task: Expert Review and Feedback	12/1/2012	4/30/2013
13.2.3	Task: Revisions to Item Pool	2/1/2013	5/30/2013
13.3	Activity: Iterative pilot tests of components of new program quality measure	1/15/2013	2/1/2014
13.3.1	Task: Collect pilot data in subsample of FCC and centers	5/15/2013	8/15/2013
13.3.2	Task: Expert Review and Feedback	12/1/2013	1/15/2014
13.3.2.1	Milestone: Revision of items for measure	12/1/2013	2/28/2014
13.4	Activity: Pilot whole assessment tool	3/1/2014	3/1/2015
13.4.1	Task: Hire and Train data collectors; recruit pilot sites and collect data	3/1/2014	9/1/2014
13.4.2	Task: Conduct Data Analysis	9/1/2014	11/1/2014
13.4.3	Task: Write final report on pilot test of new measure	11/1/2014	3/1/2015
13.4.4	Milestone: Data collection complete on entire measure	3/1/2014	9/1/2014
13.5	Activity: Develop procedures and materials for use of new tool in State QRIS	4/1/2015	12/30/2015
13.5.1	Task: Collect data from system level stakeholders	4/1/2015	5/30/2015
13.5.2	Task: Generate final report of program assessment tool	8/1/2015	12/15/2015
13.5.3	Milestone: Dissemination materials completed	4/1/2015	8/1/2015

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Project # 14 QRIS Evaluation and Validation Project

Project Goals/Desired Outcomes: To implement a rigorous evaluation and validation process for the state's QRIS system.

Narrative: As part of its commitment to quality improvement, Delaware will evaluate Stars. The goal of the validation plan is twofold: 1) to validate the tiers of the Delaware Stars for Early Success program to ensure differential levels of quality across all four dimensions of practice and 2) to determine the relationship between the quality tiers in Delaware Stars and children's readiness for school.

Key Performance Measures: NA

Selection Criterion Addressed: (B)(5) Validating the effectiveness of the State Quality Rating Improvement System

Cross-reference to other projects: Project 5 Stars and Technical Assistance, and Project 10 Delaware Early Learner Survey

Project 14 Budget: QRIS Evaluation and Validation Project

Code	Outcomes and Subtasks	Start Date	End Date
14	Project 14: QRIS Evaluation and Validation Study	11/1/2012	12/30/2015
14.1	Activity: Establish QRIS RFP leading to contract with Evaluation Vendor	11/1/2012	3/15/2013
14.1.1	Task: Post RFP, Select Vendor and Negotiate Agreement	1/15/2013	4/30/2013
14.1.2	Task: Constitute Advisors for the study	3/1/2013	6/30/2013
14.2	Activity: Implement Evaluation	1/1/2013	5/1/2013
14.2.1	Task: Create evaluation and validation models and obtain appropriate feedback	5/1/2013	12/30/2013
14.2.2	Task: Roll Out Evaluation Process, initiate data collection, maintenance	1/1/2014	12/30/2015
14.2.3	Task: Develop and submit first annual report to OEL , and use findings for improvement	3/16/2014	4/30/2014
14.2.3.1	Milestone: First QRIS/Stars evaluation report disseminated	3/16/2014	5/1/2014
14.3	Activity: Determine Strategy to Link Delaware Early Learner Survey to QRIS	9/1/2012	9/30/2013
14.3.1	Develop and Determine Strategy	6/1/2013	1/15/2015
14.3.2	Implement Strategy	12/1/2014	1/15/2015
14.4	Activity: Repeat 14.2 and 14.3 steps for balance of grant using sequential years of data	1/1/2014	12/30/2015
14.4.1	Milestone: Second Evaluation Report of link between QRIS and outcomes	1/1/2014	3/15/2015

Project # 15 - Purchase of Care System

Project Goals/Desired Outcomes: This project will update the Purchase of Care (POC) data system so that it can provide real time data about children's attendance by site, providing information about the number of high needs children at sites and relieving administrative provider burden currently associated with enrolling children with POC. The Tiered Financial Incentive Program provides enhanced rate payments for high quality Stars programs for POC-enrolled children, increasing the number of high-needs children in high-quality Stars programs. The State also intends to explore using this system as a portal for transmitting child-level developmental information.

Narrative: The State's POC program operates with an outdated technology architecture. This project funds a modern "card swipe" system used in some other states that will register real-time data about each child's attendance by site. The swipe card system will benefit approximately 1045 providers and will collect data on approximately 14,000 children. The first year of the grant will be used carefully examine model systems and define the core functionality the State deems to be as critical and to explore including data collection and sharing capacity. In Year Two, the State will select a vendor to design and delivery the new system. The State envisions that by the end of the 2nd year, 100% of all programs receiving Purchase of Care payments will be using the swipe card system.

Key Performance Measures: (B)(2)(c), (B)(4)(c)(1), (B)(4)(c)(2)

Selection Criterion Addressed: (B)(2)(a) Promoting participation in the State's Tiered Quality and Improvement System. Implementing effective policies and practices to reach the goal of having all publicly funded Early Learning and Development Programs participate in such a system.

Cross-reference to other projects: Project 3 Financial Incentive Program for Quality Improvement, Project 4 Infrastructure Fund, Project 5 Stars and Technical Assistance

Code	Outcomes and Subtasks	Start Date	End Date
15	Project 15: Purchase of Care System	3/29/2012	12/30/2015
15.1	Activity: Issue a Request for Information (RFI)	3/29/2012	4/9/2012
15.1.1	Task: Develop and advertize RFI	2/24/2012	4/16/2012

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Code	Outcomes and Subtasks	Start Date	End Date
15.1.2	Task: Develop Business Case	2/24/2012	4/1/2012
15.1.2.1	Milestone: Published RFI	2/24/2012	4/4/2012
15.2	Activity: Select vendor	8/1/2012	4/30/2013
15.2.1	Task: Develop and Advertise RFP, identify Vendor	8/1/2012	4/30/2013
15.2.2	Task: Negotiate and Execute Contract	5/1/2013	6/15/2013
15.3	Activity: Development of new data system	7/1/2013	11/30/2013
15.3.1	Task: Development of system architecture, operating system	7/1/2013	10/30/2013
15.3.2	Task: Testing of new system	11/1/2013	12/15/2013
15.3.3	Task: Develop instructions for providers	11/1/2013	12/15/2013
15.4	Activity: Full Implementation of New System	1/30/2014	12/30/2015
15.4.1	Task: Issue instructions and equipment to all POC providers, along with any training	1/6/2014	12/30/2015
15.4.2	Task: POC providers implement and use new system, receiving supports as necessary	2/28/2014	12/30/2015
15.5	Activity: Monitoring and Evaluation	3/1/2014	12/30/2015
15.5.1	Task: Quarterly reports from Vendor submitted in advance of quarterly meetings. Reports contain sufficient data and information to afford opportunity to make mid- course corrections to ensure project goals are met.	4/30/2014	12/30/2015

Project # 16 Parent and Community Engagement

Project Goals/Desired Outcomes: Develop and implement a parent and community engagement strategy to increase awareness of the importance of high quality early learning. The strategy will contribute toward parents who become informed consumers, and will specifically target parents of high needs children to help them select high quality Stars programs. The project will also develop a statewide cadre of community advocates for early learning.

Narrative: This initiative will engage the three participating departments (DHSS, DSCYF and DOE), communications experts, community partners and vested stakeholders in the development and implementation of an aggressive communications and outreach campaign. After an initial planning and design period, a multi-faceted parent outreach campaign will be implemented. These efforts will be supplemented by a broader plan to reach multiple audiences statewide to create wider understanding of and support for the value of early learning. The anticipated result is that more high-needs children will be enrolled in high quality Stars programs.

Key Performance Measures: (B)(2)(c)

Selection Criterion Addressed: (B)(3)(b) Providing quality rating and licensing information to parents

Cross-reference to other projects: Project 4 Purchase of Care System, Project 1 Outreach to Promote Early Screening and Service Referral

Code	Outcomes and Subtasks	Start Date	End Date
16	Project 16: Parent and Community Engagement	3/1/2012	12/30/2015
16.1	Activity: Create Parent and Community Engagement Workgroup	3/1/2012	4/1/2012
16.1.1	Task: Identify stakeholders and convene initial meeting, set meeting schedule	3/1/2012	4/1/2012
16.1.2	Task: Identify and survey materials currently being disseminated by early childhood initiatives	4/1/2012	4/1/2012
16.2	Activity: Contract with Communications Vendor	4/1/2012	6/30/2012
16.2.1	Task: Develop and advertise RFP, Select Vendor	3/1/2012	3/1/2012
16.2.2	Task: Execute contract	4/12/2012	6/12/2012
16.2.3	Task: Monitor Contractor performance, making mid-course adjustments where indicated to ensure project success	8/12/2012	9/30/2013
16.3	Activity: Develop Consistent Messages for Multiple Audiences	4/1/2012	9/30/2012
16.3.1	Task: Identify key themes with persuasive messages for parents, providers, internal early childhood stakeholders and broader community stakeholders	4/1/2012	9/30/2012
16.3.2	Task: Development of a written Stars and early learning engagement plan	8/1/2012	9/30/2012
16.4	Activity: Implement Engagement Plan with multiple audiences to promote Stars and other ELC-related activities	10/1/2012	12/1/2015
16.4.1	Task: Develop talking points and Fact Sheets and other engagement materials	8/12/2012	10/30/2012
16.4.2	Task: Evaluate, with contractor, feasibility and design of website and other targeted social media	8/12/2012	11/30/2012
16.4.3	Task: Create traditional media plan- presentations, news releases, events and promotions and develop series of community outreach events/site visits to promote initiative	11/1/2012	12/1/2015
16.5	Activity: Develop and implement process to update stakeholders regularly: Providers, Non-Profits, Agency Staff, Legislators, Private Sector interests, Media and General Public	8/1/2012	10/30/2012
16.5.1	Task: Create and expand ListServe with stakeholder contact information	12/30/2012	12/31/2015

Overall Grant Management Project #17

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Code	Outcomes and Subtasks	Start Date	End Date
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Narrative: In support of the work of the Early Learning Challenge, Delaware is forming an Office of Early Learning, consisting of senior leaders with experience in strategic planning, program and policy development, implementation and sustainability. Consisting of Executive Director, Deputy Director, Manager, Finance and Administration, and two (2) Program Managers, this staff amplifies Delaware's structure that facilitates interagency coordination and streamlines decision making among the three Participating State Agencies: the Department of Education, the Department of Health and Social Services, and the Department of Services for Children, Youth and their Families. The agencies are supported by the Interagency Resource Management Council (IRMC) which in turn is advised by the Early Childhood Council (ECC), comprised of key stakeholders. The DECC, along with all other Early Learning Intermediary Organizations in the state, has offered unanimous and specific support of the RTT-ELC grant implementation process over the next four years and beyond.

Appendix A: Organizational chart for (A)(3)(a)(1)

Selection Criterion Addressed: (A)(3) Aligning and coordinating early learning and development across the State

Code	Outcomes and Subtasks	Start Date	End Date
17	Project 17: Overall Grant Management	1/1/2012	12/30/2015
17.1	Activity: Hire Executive Director of the Early Learning Challenge Office	1/1/2012	6/1/2012
17.1.1	Task: Post job on state website, stakeholder listserves	2/1/2012	5/1/2012
17.1.2	Task: Interview Candidates, Select successful candidate	2/1/2012	5/1/2012
17.2	Activity: Hire Office of Early Learning Challenge Deputy Director, Manager, Finance and Administration and two (2) Program Managers	1/1/2012	6/1/2012
17.2.1	Task: Conduct outreach to build candidate pool	2/1/2012	7/12/2012
17.2.2	Task: Conduct Interviews, select successful Candidates	2/1/2012	7/31/2012
17.3	Activity: Internal Operations	1/1/2012	12/30/2015
17.3.1	Task: Coordinate and manage ELC grant implmentation	1/1/2012	12/30/2015
17.3.2	Task: Establish and convene Early Learning Challenge Leadership Team, with regular meetings set	7/1/2012	9/15/2012
17.3.3	Task: Implement Monitoring Plan	9/15/2012	12/30/2015
17.3.4	Task: Periodic Review of ELC Monitoring Plan, making adjustments as indicated based on experience in implementation	1/1/2013	12/30/2015