

Project title: Delaware Preschool Development Grant Birth through Five Application

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Project Summary

The Office of Early Learning, within the Delaware Department of Education, in the State of Delaware is the lead entity applying for funding through the Preschool Development Grant Birth through Five (PDG B-5). The strategic investments outlined in this application will accelerate progress towards the State's vision of an inclusive, integrated early childhood system that provides high-quality services and supports the growth, development, and learning of all children, birth to age five (B-5).

The plans proposed are innovative approaches to priorities that the State has already established. Evidence of building on Delaware's early childhood successes is cited throughout the application, such as the connection to renewing the existing Delaware Early Childhood Council's strategic plan for the next five years, Governor Carney's Executive Order making Delaware a trauma-informed state, and the Actionable Intelligence for Social Policy grant recently awarded to Delaware to integrate data systems.

Delaware's long-term goals are congruent with the purpose of the PDG B-5 grant opportunity. Delaware seeks to understand the experiences of parents and early childhood professionals navigating the existing B-5 mixed delivery system through its comprehensive needs assessment. As a result, subsequent policy and process solutions will be grounded in an analysis of the true needs of Delaware's children and families.

Delaware's grant application is framed by four priorities that create continuity across its proposed actions, map to the five required activities, and reinforce one another. They are:

- 1) coordinated services across the B-5 mixed delivery system;
- 2) B-5 data integration;
- 3) tools to foster parent knowledge-building and choice; and
- 4) professional learning across sectors using a shared whole child development language.

Delaware has a unique advantage that will expedite this work: a relatively small geographic size and a population of just under one million people.¹ As a result, diverse stakeholders are accustomed to collaborating for a common purpose, much as three state agencies did to develop this grant. This history of collaboration will ensure Delaware actualizes the plans and outcomes in this application to improve the life trajectory of the State's children, and thereby, the State's future prosperity.

The total grant budget is \$7,889,582.00. Total federal funding requested by Delaware is \$5,967,376.00. Delaware will contribute \$1,922,206.00 (or 32%) of the budget, exceeding the 30% matching requirement. The State's matching funds are unencumbered by other federal grant match requirements and will be fully available to support the project.

¹ U.S. Census Bureau. (2018). QuickFacts Delaware. Retrieved from <https://www.census.gov/quickfacts/de>

Table of Contents

1. State B-5 Mixed Delivery System Description and Vision Statement	3
<i>Successes and challenges</i>	6
<i>B-5 mixed delivery system vision</i>	7
<i>Identification of partners and stakeholders to help achieve vision</i>	9
2. Approach – Activity One: B-5 Needs Assessment	10
<i>Plan to address the requirements of Activity One</i>	11
<i>Scope of the B-5 Needs Assessment</i>	13
<i>Work plan that leads to successful implementation of the project</i>	16
<i>Plan to leverage other federal and state needs assessments</i>	18
<i>Alignment with logic model and vision statement</i>	19
<i>Plan for the analysis of the quality and availability of programming and supports</i>	19
<i>Unduplicated number of children being served and awaiting service in existing programs</i>	20
3. Approach – Activity Two: B-5 Strategic Plan	22
<i>Plan to address the requirements of Activity Two</i>	23
<i>Scope of the Strategic Plan</i>	24
<i>Work plan that leads to successful creation of strategic plan</i>	25
<i>Partnership, coordination, and stakeholder engagement</i>	26
4. Approach – Activity Three: Maximizing Parent Knowledge and Choice	27
<i>Plan to address the requirements of Activity Three</i>	28
<i>Project collaboration and resources</i>	32
5. Approach – Activity Four: Sharing Best Practices	33
<i>Plan to address the requirements of Activity Four</i>	33
<i>Partnerships and opportunities for collaboration</i>	38
6. Approach – Activity Five: Improving Overall Quality	39
<i>Plan to address the requirements of Activity Five</i>	40
<i>Project collaboration and resources</i>	42
7. Logic Model	42
8. Organizational Capacity and Management	45
<i>Designated State Entity, Delaware Department of Education, Office of Early Learning</i>	45
<i>Technology supports at DOE and other agencies</i>	47
<i>Inter-agency teams</i>	48
<i>B-5 Accountability Committee (B-5AC)</i>	49
<i>Project governance through the IRMC</i>	50
9. Timeline	51
10. Program Performance Evaluation Plan	53
<i>Plan to examine proposed process, cost, and program implementation reporting</i>	53
<i>Data infrastructure, systems, and data elements</i>	55
11. Sustainability Plan	59
12. Budget and Budget Justification	61

1. State B-5 Mixed Delivery System Description and Vision Statement

Delaware’s existing B-5 mixed delivery system includes a wide range of early childhood care and education programs, such as: center-based; family child care; informal care providers (“kinship care”); Early Head Start and Head Start; Parents as Teachers (PAT); Maternal, Infant, and Early Childhood Home Visiting (MIECHV) implemented statewide and locally; Part C and Section 619 of Part B of IDEA; Early Childhood Assistance Program (ECAP) state-funded preschool; and programs implemented by local educational agencies (LEAs). A broader set of services are connected to these programs, like Medicaid, Delaware Healthy Children Program, Title V Maternal and Child Health Programs, Child and Adult Care Food Program (CACFP), and the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC). Three Delaware state departments comprise the governance structure that supports these programs and services: Department of Health and Social Services (DHSS), Department of Education (DOE), and Department of Services for Children, Youth, and Their Families (DSCYF). The Office of Early Learning (OEL), organized within DOE, acts as a coordinating entity for early childhood policies and processes across all agencies, even though many B-5 services and programs remain embedded in other departments. Annual public funding (Table 1.1) and private funding (Table 1.2) that targets improvements in early childhood outcomes are listed in the tables that follow.

Table 1.1 Public Funding That Targets Improvements in Early Childhood Outcomes

Program Type	Program/Initiative
DOE: Approximately \$51 million total	
Early Care and Education	<ul style="list-style-type: none"> • Delaware Institute for Excellence in Early Childhood (DIEEC) Professional Development branch • Delaware Stars for Early Success (Delaware Stars) • Early Head Start-Child Care Partnerships • ECAP • IDEA 619/Part B funded preschool • Parents as Teachers

Preschool Development Grant Birth through Five (HHS-2018-ACF-OCC-TP-1379)
 Delaware Department of Education, Office of Early Learning

Program Type	Program/Initiative
	<ul style="list-style-type: none"> • TEACH and WAGES
Teaching and Learning	<ul style="list-style-type: none"> • Title I, II, III, IV, and V
School Nutrition	<ul style="list-style-type: none"> • CACFP
DHSS: Approximately \$269 million total	
Social Services	<ul style="list-style-type: none"> • Child Care Capacity Grant • Child Care Resource and Referral • Home Visiting • Nurse-Family Partnership Relative/Non-relative Care Training • Purchase of Care (child care state subsidy) • Resource Center • Supplemental Nutrition Assistance Program (SNAP) • Temporary Assistance for Needy Families (TANF)
Children and Families First	<ul style="list-style-type: none"> • Nurse-Family Partnership • Resource Mothers
Medicaid and Medical Assistance	<ul style="list-style-type: none"> • Delaware Healthy Children Program • Medicaid
Public Health	<ul style="list-style-type: none"> • Dental Services/Oral Health • Early Childhood Program Immunizations • Health Systems Protection • Healthy Women/Healthy Babies • Lead Testing • Newborn Metabolic Screening • Newborn Hearing Screening • Office of Minority Health • Tuberculosis Screenings • WIC
Management Services	<ul style="list-style-type: none"> • Birth to Three Early Intervention
Aging and Adults with Physical Disabilities	<ul style="list-style-type: none"> • Joining Generations
State Service Centers	<ul style="list-style-type: none"> • Relative/Kinship Care Program
DSCYF: Approximately \$4.7 million total	
Child Care Licensing	<ul style="list-style-type: none"> • Child Care Licensing
Prevention and Early Intervention	<ul style="list-style-type: none"> • Families and Centers Empowered Together (FACET) • I Can Problem Solve • Project Launch • Promoting Safe and Stable Families • Separating and Divorcing Parent Education Program • Strengthening Families
Other Agencies: Approximately \$17 million total	
Federal grants directly to local grantees	<ul style="list-style-type: none"> • Child Care Means Parents in Schools • Community Development Block Grant • Early Head Start

Preschool Development Grant Birth through Five (HHS-2018-ACF-OCC-TP-1379)
 Delaware Department of Education, Office of Early Learning

Program Type	Program/Initiative
	<ul style="list-style-type: none"> • Early Reading First • Federally Qualified Health Centers • Head Start
Parent Information Center of Delaware	<ul style="list-style-type: none"> • Parent Information and Training Program
Prevent Child Abuse Delaware	<ul style="list-style-type: none"> • Child Maltreatment Prevention

Table 1.2. Private Funding That Targets Improvements in Early Childhood Outcomes

Funding Source (Implemented by)	Program/Initiative
Private funders: Approximately \$1.2 Million total, including in-kind support	
Longwood Foundation (Implemented by DAEYC)	Grants
PNC	Enrichment activities
Rodel Foundation of Delaware	Convening of stakeholders and policy research support
National Governor’s Association	Early care and education workforce development
W.K. Kellogg Foundation (Implemented by OEL)	Infant and toddler workforce development
W.K. Kellogg Foundation (Implemented by DAEYC)	Social services in early learning centers

Further evidence of support for Delaware’s B-5 mixed delivery system is in policies and agreements enacted to support improved outcomes for young children. For example:

1. Delaware Code, 14 Del. C. c. 30 §3002-3005 establishing and describing the responsibilities of the Interagency Resource Management Committee (IRMC)² and the Delaware Early Childhood Council (DECC);
2. Delaware Code, 14 Del. C. c. 30 §3001, authorizing a quality rating and improvement system (QRIS), Delaware Stars for Early Success (Delaware Stars); and
3. Agencies and partners implementing services in the B-5 mixed delivery system with Memorandums of Understanding (MOUs) to share resources, coordinate services, maximize funding, and reduce duplication of effort.

² The IRMC includes the Secretary of Education, Secretary of the Department of Health and Social Services, Secretary of the Department of Services for Children, Youth, and Their Families, Director of the Office of Management and Budget, Controller General, and Chair of the Early Childhood Council.

Successes and challenges

Delaware's early childhood strategic plan, *Sustaining Early Success, Delaware's Strategic Plan for a Comprehensive Early Childhood System, 2013* ("Sustaining Early Success"), a five-year plan ending in 2018, was created with significant stakeholder collaboration through DECC with support from the IRMC. It carried forward priorities from an earlier strategic plan and resulted in many important accomplishments, a sample of which includes:

- Implementation of a competitive federal Early Childhood Comprehensive Systems (ECCS) Grant, focused on developmental screening;
- Award of a W.K. Kellogg grant to support infant and toddler workforce development;
- Award of federal Early Head Start slots (through an Early Head Start – Child Care Partnership Grant), to increase services in Kent and Sussex counties;
- Development of the State's Child Care Development Fund (CCDF) plan;
- Launch of the State's Campaign for Grade Level Reading, in partnership with the Annie E. Casey Foundation and other agencies and organizations, aligning school readiness (birth to age 8) approaches with work DECC has underway via its three subcommittees;
- Implementation of readiness and family empowerment activities by Readiness Teams;³
- The launch of a redesign to Delaware Stars, the state's QRIS; and
- Establishment of common home visiting practices statewide, such as one referral form.

Three primary challenges emerged through implementing *Sustaining Early Success* that DECC has identified as top future priorities. PDG B-5 provides an opportunity to address these challenges: 1) a need for data integration to coalesce data collection and data sharing among

³ Delaware Readiness Teams are comprised of community members who use assessments to determine what is needed most in their individual communities. The Teams develop action plans focused on ways they could help their communities provide the support children need for a great start in life. There are 19 Readiness Teams across the state who have worked with over 25,500 children and families in all three counties.

agencies and programs supporting young children (addressed in Activity One, Activity Two, and Activity Five); 2) a need for a highly qualified, adequately compensated, and trained B-5 workforce,⁴ (addressed in Activity One, Activity Two, and Activity Four); and 3) a need to address families' access to high quality programs and services for their children, including sufficient funding (addressed in Activity One, Activity Two, and Activity Three).

B-5 mixed delivery system vision

Delaware's vision for its B-5 mixed delivery system reinforces what was established in *Sustaining Early Success*: Delaware commits to all children and families having access to an integrated early childhood system, from birth through third grade, which provides high-quality services and an environment that supports their growth, development, and learning, and prepares them for success in school and life.

With a focus on birth to age 8 that includes *all children*, Delaware will continue to strengthen its work to align services for families between the B-5 and the K-12 systems to support seamless transitions. While the activities proposed in this grant application are focused on the B-5 system, Delaware embraces high-quality birth to age 8 services as part of a broader statewide strategy to ensure children's success. Delaware's vision evolves with the needs of children, families, and the B-5 workforce; information learned through grant Activity One and Activity Two may result in modification of the State's vision.

Five core principles (described below) guide Delaware's vision for quality, coordination, alignment, and efficiency of programs and services within Delaware's B-5 mixed delivery

⁴ In this grant, "B-5 workforce" is used interchangeably with "early childhood professionals" to refer to: Specialists: Part C service coordinators, related services providers, allied health professionals, mental health contractors, DHSS case managers; Specialist/Educators: home visitors; Educators: school-based teachers, center-based teachers, center-based assistant teachers, paraprofessionals; Educator/Administrators: family child care providers; Administrators: school-based principals, center-based directors, curriculum coordinators, family service workers, 619 coordinators.

system. With a vision that extends birth to age 8, Delaware is helping to ensure that children’s transitions from the B-5 system into the K-12 system are seamless.

Whole-Child Development. Children must have opportunities to become physically, emotionally, cognitively, and behaviorally healthy, and have access to high-quality early learning experiences. Many factors influence a child’s development and learning, and Delaware must address all of these factors in an integrated manner to improve long-term outcomes for children.

Birth-Through-Third Grade Learning. Early childhood development extends across two largely unconnected systems—a mostly private B-5 system and a mostly public kindergarten-through-third grade system. To set children up for a lifetime of success, we must strengthen both systems and overcome the gap between them.

Family Knowledge and Choice.⁵ Family is the most important factor in a child’s development; thus, engaged and knowledgeable families are essential to an effective and sustainable early childhood mixed delivery system. Every facet of Delaware’s system must educate families and provide transparent, parent-friendly data to enable families to be active collaborators in the design, delivery, and evaluation of services for their children.

Inclusion and Access for All. Delaware’s commitment is to a B-5 mixed delivery system that serves all children in Delaware—vulnerable and underserved children, children with developmental challenges, children who experience trauma, dual language learners, and children either in formal care or at home. The State is committed to making inclusion and access for all a core component of each of its initiatives, embedded into all aspects of program operation and professional development for early childhood providers, schools, agencies, and communities.

⁵ “Family” includes parents and other caregivers of children.

Collaboration Across Sectors, Agencies, and Organizations. Cross-sector, inter-agency, and multi-stakeholder collaboration is critical to a comprehensive and sustainable early childhood mixed delivery system, and this is a distinctive asset of Delaware. Key programs and resources serving young children and their families are delivered and supported by public, private, nonprofit, faith-based, and community-based institutions. The State's commitment is to align and further mobilize these early childhood partnerships, consequently supporting the needs of all children and valuing the choices of families within the mixed delivery system.

Anticipated short-term and long-term outcomes for children and families detailed in "Section 10 Program Performance Evaluation Plan" align with Delaware's vision for its B-5 mixed delivery system.

Identification of partners and stakeholders to help achieve vision

The IRMC is charged with coordinating State resources and policies that pertain to early childhood. The IRMC shares responsibility for achieving Delaware's vision with DECC, and the chairperson of DECC is an ex officio member of the IRMC. Through this PDG B-5 opportunity, the IRMC will continue its history of collaborating with DECC to develop new approaches, manage resources, and execute policy that supports the State's vision for a comprehensive B-5 mixed delivery system. The IRMC and DECC will be key partners in implementing the grant.

Per Delaware Code, DECC consists of a wide range of stakeholders including early care and education providers: parents whose child(ren) participate(s) in early childhood services; representative(s) from Delaware ECAP; resource and referral agencies; advocacy organizations focused on children's health and wellbeing; Delaware Association for the Education of Young Children (DAEYC); higher education who serve on Delaware's P-20 Council; General Assembly; DHSS; DSCYF; DOE; the business community; the State Director of Head Start

Collaboration; and a public school district superintendent. DECC also includes ex officio, non-voting members including OEL, and the director of the DIEEC.

At a regional and local level, partner groups with which DECC actively collaborates, including Wilmington Early Care and Education Council, Sussex Early Childhood Council, and private partners (e.g., Children and Families First, Nemours Children’s Health System (“Nemours”), United Way of Delaware) will be leveraged for planning input and implementation. These groups reach many families who are supporting and accessing services across the B-5 mixed delivery system. Families will also be reached through Readiness Teams, which are implemented across the state with hundreds of volunteers reaching thousands of families who have children birth to age eight.

Local foundations (e.g., Longwood Foundation, Delaware Community Foundation, Nemours, and Rodell Foundation of Delaware) are ongoing donors and supporters of early childhood care and education in Delaware. The Delaware Business Roundtable Education Committee has engaged the private sector to advocate for, lobby, and make direct investments in the health, development, and education of B-5 children and their families. PNC Bank, who has a significant local footprint, has made direct investments to support Readiness Teams. Private donors have been critical to catalyze Delaware Stars and Readiness Teams.

The role of the IRMC, DECC, key partners, and stakeholders to achieve Delaware’s vision for a B-5 mixed delivery system is described in “Section 8 Organizational Capacity and Management” and throughout the proposal as relevant to each proposed activity.

2. Approach – Activity One: B-5 Needs Assessment

Delaware will conduct a comprehensive, qualitative, and quantitative statewide needs assessment of the B-5 system, to understand and address the diverse needs of its youngest

citizens and their families. The comprehensive assessment will address Delaware's four key priorities for the grant: 1) mapping the experiences of parents and professionals to identify opportunities to coordinate early childhood services across the B-5 mixed delivery system; 2) assessing how the State can integrate B-5 data systems, including how to count the unduplicated number of children receiving and awaiting services in the State's mixed delivery system; 3) designing tools for parents that support knowledge-building and help them make the best choices for their families; and 4) coordinating professional development delivery on a common whole child development language for all B-5 professionals.

Plan to address the requirements of Activity One

Existing Delaware assessments do not clearly identify the needs of all children and families, particularly parents of vulnerable children. Through this grant, Delaware will perform a robust, family- and B-5 workforce-centric, statewide assessment that examines all populations and geographies. The assessment will help OEL and its partners understand the gaps in parents' experiences, navigation of transitions, and access to services and information within the current mixed delivery system; the current composition of B-5 professionals and the State's workforce challenges; and how data is collected and could be collected and used by agencies. Approaching the assessment in these ways allows OEL and its partners to understand user experiences and data gaps in order to redesign policies and processes during Activity Two – Strategic Planning.

OEL will hire at least two contracted entities to conduct the assessment in compliance with state procurement procedures because two different types of expertise are required. First, contractor(s) will assess parents' and professionals' early care and education experiences, transitions, and access to services (user experience) while the other(s) will assess existing cross-agency data collection and technology use (system processes). The contractors will conduct

qualitative and quantitative research through: 1) cross-referencing existing needs assessments, reports, and resources; 2) conducting focus groups and surveys; 3) mapping parent and provider “user experiences” within the present system; and 4) analyzing data use, availability and infrastructure. With guidance from OEL and partners, the “user experiences” contractor(s) will:

1. Review existing federal and state assessments, resources, and information from OEL, DOE, DHSS, and DSCYF, and other partners and stakeholders such as education advocacy groups like Vision Coalition of Delaware;
2. Collaborate with OEL and partners (via the creation of a B-5 Accountability Committee (B-5AC) and inter-agency assessment teams) to confirm the scope, research plan, and process for conducting the needs assessment statewide;
3. Gather data, map parents’ and professionals’ experiences, and perform gap analyses; and
4. Provide a final report on root causes of transition and service gaps in the B-5 mixed delivery system with recommendations on immediate solutions.

With guidance from OEL and partners, the “system processes” contractors(s) will:

1. Review the existing unique identifier and associated data for children to determine feasibility of integrating data at the individual level and, if any, alternative solutions;
2. Identify steps in processes where unique identifiers and therefore associated data on needs and services provided to children can be assigned, collected, and verified;
3. Assess current databases and propose possible technology solutions for storing uniquely identified child data and associated service and need information; and
4. Provide final report on disparate data systems and recommendations on collecting unique identifiers and on integrating data in order to coordinate services to children and families.

Scope of the B-5 Needs Assessment

The scope of the needs assessment will align with Delaware's project goals and have a culturally and linguistically responsive lens to determine if some families are benefiting from services in the mixed delivery system more than others and why. When possible, data will be disaggregated by Delaware's three counties and for the City of Wilmington. The following terms contextualize and define the scope of the assessment:

Quality early childhood care and education: Experiences (including programs) and services that support children's healthy development and success across developmental domains, provided by a highly qualified and adequately compensated B-5 workforce who offers continuity of services and comprehensive supports to children and their families.

Availability: Experiences (including programs) and services that are functioning in Delaware (e.g., the breadth of what is offered) as well as the degree of access to them (e.g., providers, affordability, geographic location and accessibility, alignment with family needs).

Vulnerable and underserved: Vulnerable children include children living in poverty (including children living in deep poverty and on the brink of poverty), children in foster care, children experiencing homelessness, children with a diagnosed or suspected disability, children living in families receiving public assistance, children experiencing trauma, children born to teenage mothers, children living in families with significant risk factors (e.g., unemployment, substance abuse, mental health concerns, domestic violence), children living in the most remote areas of the state, and children of military families. Underserved children are those for whom the current services are insufficient to meet the child's and family's needs (e.g., dual language learners) whether they are or are not receiving services from one or more programs.

Children in rural areas: Children in the central and southwest portions of Delaware which are officially designated as rural by the U.S. Census Bureau and have pockets of children living in deep poverty. These areas often overlap with populations of families who are immigrants and may not speak English as a first language; for example, in Sussex County nearly 8% of the population speaks Spanish as their primary language⁶.

Delaware's B-5 statewide needs assessment will address research questions that will be honed by hired contractor(s) and will inform the Program Performance Evaluation Plan.

Initial Questions on Child and Parent Demographics

1. *What is the demographic profile of vulnerable and underserved children, and children in the most rural areas of Delaware?*
2. *What is the current quality and availability of early childhood care and education by age group (e.g., infants, toddlers, and preschoolers) for different demographic profiles (e.g., vulnerable and underserved children, children in rural areas)?*
3. *What is the unduplicated number of children being served in existing programs and the unduplicated number of children awaiting service in Delaware's programs?*

Initial Questions on the B-5 Workforce

4. *What are the professional preparation (e.g., higher education) and credentialing pipelines that supply Delaware's qualified B-5 workforce (e.g., for infant and toddler educators)?*
5. *What support, training, and information does the B-5 workforce need to implement high-quality early childhood care and education across the B-5 mixed delivery system?*
6. *What mechanisms for training, professional development, and information sharing are preferred among the B-5 workforce in Delaware?*

⁶ U.S. Census Bureau, 2012-2016 American Community Survey 5-Year Estimates. Retrieved from <https://factfinder.census.gov>

Initial Questions on Parent Knowledge and Choice

7. *How do parents obtain knowledge and make choices about the B-5 mixed delivery system?*
8. *What are the gaps in parent knowledge about choice options in the system and what are culturally and linguistically sensitive ways for closing these gaps?*
9. *What supports are currently in place and what supports are needed for children transitioning between early childhood care and education programs and elementary schools?*

Initial Questions on State System Policies and Processes

10. *How can Delaware fill gaps in data or research to support collaboration between programs and services and maximize parental choice (e.g., for working families or those seeking employment or in job training)?*
11. *What are the barriers to funding the provision of high-quality B-5 professionals and early childhood care and education facilities?*
12. *What opportunities exist for more efficient use of funding streams and data integration?*
13. *What is Delaware's plan for developing and tracking measurable indicators of progress toward desired outcomes that align with the State's vision?*

For the user experience needs assessment, Delaware will write a request for proposal (RFP) to consult with a firm or group who has user experience design and/or ethnographic community needs assessment experience to reach various stakeholders in the mixed delivery system whose voices may not often be heard. This group will engage parents, providers, community- and faith-based organizations, administrators within state agencies, private business partners, and other entities to understand how the system's policies and procedures are impacting experiences, services, and families' transitions between them.

User experience mapping will include a detailed analysis of how children and families interact with the B-5 mixed delivery system (e.g., referrals, data and information sharing) to uncover gaps in services, supports, and information. There will be two primary types of process and experience mapping – parent-initiated (e.g., parents’ experience navigating the system on their own to access needed services), and service provider-initiated (e.g., pediatric provider, public assistance office). Process and experience mapping will elucidate exactly how children in families within different geographic areas of the state and specific populations of vulnerable and underserved children access or fail to access services, and how providers interact within the B-5 mixed delivery system. OEL, with guidance from the B-5AC, and the contractor(s) will determine the experiences to map and the interview process to ensure specific groups are contacted (e.g., Haitian Creole-speaking families residing in rural Sussex County, single-parent households in the City of Wilmington). The goal for process and experience mapping is to identify gaps in communication, funding, supports, facilities, services, and accessibility, among other factors, for subsets of children and families to inform the root cause analysis.

Work plan that leads to successful implementation of the project

Delaware’s B-5 statewide needs assessment will be completed during the first four months of the grant as proposed in the work plan (Table 1.1). To ensure the State can maximize the full 12-month grant period, OEL will begin developing the needs assessment RFPs and organizing Activity One focus groups and community engagement activities prior to the projected award date. The methods, timing, and responsibilities of the contractors will be confirmed with the contractors upon selection. The timeline for completion of the B-5 statewide needs assessment, on both user experience and system processes, is described in the context of the full project in “Section 9.”

Table 2.1 Proposed Work Plan for B-5 Statewide Needs Assessment

Action Item	Lead / Supported by	Timeline
Administrative		
Contractor(s) and OEL Meetings	Contractor(s)/OEL	Weekly
B-5AC Meetings	Contractor(s)/OEL	At regular intervals
Stakeholder communication (e.g., Governor’s Office, providers)	OEL	Ongoing, as needed
Data and Information Gathering		
Research plan finalized	Contractor(s)/OEL	Month 1
Inventory of federal and state assessments	Contractor(s)	Month 1
Inventory and assessment of unique identifiers and existing data and databases	Contractor(s)	Month 1 – Month 2
User experience focus groups, interviews, and surveys	Contractor(s)/ OEL, Partners	Month 1 – Month 2
Process and experience mapping (experiences, data, resource, funding) and action research	Contractor(s)/ OEL, Partners	Month 1 – Month 3
Data Review		
Synthesize data gathered	Contractor(s)	Month 3
Perform gap analysis (e.g., services, data, funding, partnerships)	Contractor(s)	Month 3
Identify data and system options for integration and unique identifier	Contractor(s)	Month 3
Report Development and Dissemination		
Prepare topic-specific data summaries and draft recommendations for B-5AC feedback	Contractor(s)	Month 4
Solicit input from stakeholders	Contractor(s)/OEL	Month 4
Merge user experience analyses with system process analyses	Contractor(s)	Month 4
Submit draft report to OEL for feedback	Contractor(s)	Month 4
Submit final report to OEL	Contractor(s)	Month 4
Present final report to B-5AC, Governor’s Office, IRMC, DECC, and other stakeholders	Contractor(s)/OEL	Month 4
Assist OEL to disseminate key findings from the B-5 statewide needs assessment	Contractor(s)/OEL	Month 4

Contractors will report to an Education Associate within OEL and DOE’s Team Lead for Data Administration. The contractors and the assessment work will be supported by two inter-agency teams with representatives from DOE, DHSS, and DSCYF; one team will support the user experiences assessment, and one will support the system processes assessment. The data team will also include a representative from the Delaware Department of Technology and Information (DTI). The inter-agency teams will guide the work, ensure resource availability,

remove barriers, provide contextual information, and facilitate relationship building and buy-in from stakeholders statewide. A B-5AC comprised of senior leaders of each partner agency to oversee the project, provide expertise, and be accountable for the successful implementation of the needs assessment and the grant overall. (Each Activity section will reference a similar accountability structure.) The contractors will engage with the B-5AC at least monthly with additional meetings as necessary until the B-5AC approves the project's completion.

Plan to leverage other federal and state needs assessments

As described above, the scope of work for the contractor(s) will include taking an inventory of all available federal and state needs assessments (e.g., Title V Maternal Child Health Bureau, Every Student Succeeds Act, State and District Inclusion Self Assessments) that may inform Delaware's PDG B-5 statewide needs assessment. OEL will account for how other federal and state needs assessments required in upcoming years can be leveraged as it plans for annual updates and re-assessments over time, as discussed in "Section 12 Sustainability Plan."

For example, as an awardee of the federal Early Head Start – Child Care Partnership Grant (EHS-CCP), OEL conducted its most recent community needs assessment as required by Head Start Program Performance Standards (HSPPS) in May 2018. To reduce duplication of data gathering efforts, the EHS-CCP needs assessment will be used to populate sections of the B-5 statewide needs assessment, and thus annual updates to the EHS-CCP needs assessment will also inform annual updates to the B-5 statewide needs assessment. Additionally, DHSS is in the planning stages of conducting a statewide needs assessment that will update the 2015 MIECHV program assessment. The MIECHV assessment will provide essential health-related information on an important subset of the B-5 population, pregnant women, infants, and toddlers. Since this

assessment is due to be completed by October 2020, it will leverage information learned from the B-5 statewide needs assessment.

Another example is incorporating gap analysis and coordination work Delaware plans to perform on trauma-informed services. In October 2018, Delaware Governor John Carney signed Executive Order 24, making the state of Delaware trauma-informed by requiring all agencies to integrate trauma-informed best practices into their service to children and families. The executive order further requires Delaware to "identify gaps in available services or service capacity along the prevention and early intervention-treatment continuum for children and their caregivers statewide" and "coordinate the collection, evaluation, and reporting of Delaware ACEs (Adverse Childhood Experiences) data."

Alignment with logic model and vision statement

Completion of the B-5 statewide needs assessment is foundational to achieving Delaware's vision for the State's mixed delivery system. As depicted in the Logic Model, Activity One, along with Activity Two and Activity Five, produces a set of outputs that address the requirements of the grant as well as outputs associated with two of the four key priorities set for this grant: coordination of early childhood services and data integration. Furthermore, findings from the assessment will impact actions within Activity Three (tools to support parent knowledge) and Activity Four plans (assessment of B-5 workforce's training and professional development needs and mechanisms for whole child development best practice sharing).

Plan for the analysis of the quality and availability of programming and supports

After collecting user experience and system process information, contractors will combine findings to conduct a complete analysis of the landscape of existing programs and services. Visually mapping gaps will display important details about the quality and availability of

programs and services statewide. Analyses will include, but will not be limited to (disaggregated by county, when possible): the number, capacity, and enrollment of home visiting programs (data provided by DHSS); the number, capacity, and enrollment of licensed child care and family child care programs, including Head Start/Early Head Start programs (data provided by DSCYF), including those accepting Purchase of Care (POC) subsidies (data provided by DHSS) and those participating in Delaware Stars (data provided by DOE); and the number, capacity, and enrollment of publicly funded ECAP and 619 preschool programs (data provided by DOE). Availability analysis will also review environmental factors such as facility space, operating schedules, age groups served, transportation access, and languages spoken by staff.

Unduplicated number of children being served and awaiting service in existing programs

Upon beginning his term in 2017, Governor Carney re-established the Families Service Cabinet Council⁷ to coordinate public and private services for families. A goal of the Council is to integrate data across agencies to better support children and families. The Council was awarded a grant in the Spring of 2018 from the University of Pennsylvania's Actionable Intelligence for Social Policy (AISP) Integrated Data System Learning Community to help develop an integrated data system across state agencies. DECC has a standing subcommittee, Early Learning Data and Policy, charged with developing strategies on data use and integration. Delaware will now use the strategic direction of the PDG B-5 grant to bring a focus to counting the unduplicated number of children being served and awaiting services in B-5 programs.

⁷ The Families Service Cabinet Council is comprised of eight members of Governor Carney's Cabinet – the Secretary of the Department of Services for Children, Youth, and Their Families; the Secretary of the Department of Health and Social Services; the Secretary of the Department of Education; the Secretary of the Department of Labor; the Secretary of the Department of Safety and Homeland Security; the Director of the Delaware State Housing Authority; the Director of the Office of Management and Budget; and the Commissioner of the Department of Correction.

Delaware assigns a unique identifier, the Master Child Index (MCI), to each child who receives services from the State in any form (such as Medicare, Head Start, vaccinations from a state health center, etc.). The MCI is used by agencies for tracking progress, reporting, and decision-making. For example, information on children and families receiving services under IDEA Part B or C is stored in DOE's student information system (eSchoolPlus) using the MCI. However, data on children has not been consolidated across agencies using the MCI, and there are underlying data quality issues in using the MCI that must be addressed. For instance, some children do not have a valid MCI while others have been assigned multiple MCIs.

The plan for counting the unduplicated number of children receiving and awaiting B-5 services will occur in Activities One, Two, and Five:

Activity One. Delaware will assess the viability of using the MCI as a unique identifier to track services provided to all children as well as alternative solutions to using the MCI. During the experience mapping, ideas will surface about where children's unique identifiers can be assigned, collected and validated to distinguish between children being served versus those awaiting services. Issues will also be addressed relating to children who move into and out of the state. Opportunities to use multi-factor verification (e.g., birthdate, name) to reduce duplication of children's unique identifiers and maintain future data integrity will be assessed. Delaware will determine the technical and functional system requirements for the State to store and access unduplicated data on children across agencies (e.g., by using the State's data warehouse).

Activity Two. Delaware will establish the strategy for data governance protocols and oversight bodies that will own and monitor policies and processes by which the private and public sectors can share child-level B-5 data. These policies will consider master data agreements being developed and those already in place. Delaware will resolve issues and set

ongoing strategies to address privacy, data security and legal requirements for stewarding and using children's and families' information, thus determining strategy for integrated data analysis. By analyzing newly shared data, Delaware will better ascertain the needs of the unduplicated number of children receiving and awaiting B-5 services to inform future policies.

Activity Five. Delaware will implement six months of the strategy to integrate data and count the number of unduplicated children receiving and awaiting services. The specific projects will be defined as outputs of Activity Five, but can include assessing systems for accessing, storing, and maintaining unduplicated children and related data using the unique identifier and designing statewide policies and processes that all professionals would use to assign and validate children's unique identifiers.

3. Approach – Activity Two: B-5 Strategic Plan

Delaware will use the PDG B-5 needs assessment opportunity to develop the next iteration of the State's early childhood strategic plan, *Sustaining Early Success*, described in "Section 1." *Sustaining Early Success* has been foundational in building a more comprehensive B-5 mixed delivery system through the Race to the Top-Early Learning Challenge Grant. Updating it will be equally important in helping Delaware set and realize its vision for the next five years.

This next iteration will encompass all aspects of the system supporting children B-5 and their families and will provide a detailed roadmap - based on results of the statewide needs assessment - to achieve the State's overall vision and thus Delaware's four key priorities for this grant. However, activities in this part of the grant will emphasize two priorities -service coordination and data integration. As depicted in the "Section 7 Logic Model," the other two priorities, tools for parent knowledge and professional learning across sectors on a common whole child development language, will be emphasized in Activity Three and Activity Four, respectively.

Plan to address the requirements of Activity Two

OEL will hire at least one contractor to develop the strategic plan and carry out all associated activities in compliance with State of Delaware procurement procedures. The selected contractor(s) will collaborate with an inter-agency team (weekly meetings) representing DOE, DHSS, DSCYF, and DTI to confirm the strategic planning scope of work and carry out the project. The B-5AC (meeting at least monthly, with additional meetings as needed) has ultimate oversight for the strategic plan and will participate in sharing updates and gathering input at each stage of the project. OEL, the inter-agency team, the B-5AC, and the contractor(s) will share responsibility for 1) ensuring the strategic plan and activities specified in the plan align with Delaware's vision, 2) maintaining strategic plan alignment with the project logic model, and 3) tracking progress toward achievement of goals.

To optimize time, the strategic planning process will begin in Month 1, concurrent to the B-5 needs assessment. Activities such as taking an inventory of existing strategic plans, in particular DOE's ESSA plan, and taking a census of all existing councils, committees, agencies and partners whose purpose is to impact the mixed delivery system can be performed without input from Activity One. Outputs from the needs assessment will be integrated concurrently into the strategic plan during Months 1-4; findings of the user experience mapping and system process assessments will be accounted for in Months 5 and 6 after Activity One is complete. OEL will serve as the connector between contractors implementing Activity One and Activity Two to ensure timely, accurate information sharing.

Finally, the contractor(s) will convene stakeholders previously interviewed in Activity One to analyze gaps identified in the B-5 statewide needs assessment. These gap analysis sessions will focus on solution brainstorming, so that the contractor(s) and inter-agency teams can design

strategies with action plans that best meet providers' and parents' needs. Stakeholder engagement at this step will build buy-in and ensure Delaware achieves its vision for the B-5 mixed delivery system as noted in "Section 11 Sustainability Plan." Working closely with OEL, the inter-agency team and the B-5AC, the contractor(s) will prepare and disseminate a final strategic plan report and roadmap for achieving Delaware's goals and vision.

Scope of the Strategic Plan

Delaware's strategic plan will:

1. Provide direction for the State to fill the gaps (e.g., information, quality services, data) identified through the research questions in Delaware's B-5 statewide needs assessment;
2. Recommend specific quality improvement activities (e.g., policies, practices, collaborations) to improve children's and families' experiences and transitions within in the B-5 mixed delivery system and to increase children's and families' access to and involvement in services (e.g., implementing a universal home visiting and screening program);
3. Redesign policies and processes to improve the coordination of services across entities in the mixed delivery system and at key transition points based on the uncovered needs of families and partners, using solutions suggested by stakeholders themselves;
4. Describe the governmental organization structures required to provide coordinated services, improve efficiencies, and manage and protect data;
5. Provide a system for tracking progress across all components of the strategic plan, including indicator data, and describe how the strategic plan will be iterated over time based on achievements to maintain clear action steps to achieve desired outcomes;
6. Identify funding barriers and recommend strategies to improve use of existing or new funds and overcome funding barriers in coordination with other efforts underway, specifically the

Government Efficiency and Accountability Review Board (GEAR) convened by the Governor beginning in 2017 to implement fiscal savings across all state government;

7. Provide recommendations to integrate data system infrastructure to maximize resources and efficiencies for Delaware to achieve its goals and vision (e.g., through its data warehouse);
8. Establish the strategy for data governance protocols and oversight bodies who will own and monitor policies and processes by which agencies and the private and public sectors share child-level B-5 data; set ongoing strategies to address privacy, data security and legal requirements for stewarding and using children’s and families’ information, including the implementation of systems and processes to integrate data that will count the unduplicated number of children receiving and awaiting B-5 services as described in Activity One; and
9. Describe how implementation of the strategic plan will lead to better coordinated, higher quality services for children and families in existing programs and how such activities will increase the overall participation of children in the B-5 mixed delivery system.

Work plan that leads to successful creation of strategic plan

Delaware’s B-5 statewide needs assessment will be completed in a 6-month timeline as detailed in the proposed work plan (Table 3.1). The strategic planning process will begin upon notice of award (Month 1) to ensure there will be no lapse in grant activities between Activity One and Activity Two and to leverage time during Activity One for parts of Activity Two that are not directly tied to the outcomes of the B-5 statewide needs assessment.

Table 3.1 Proposed Work Plan for Strategic Plan

Action Item	Lead / Supported by	Timeline
Administrative		
Contractor and OEL Meetings	Contractor(s)/OEL	Weekly
B-5 Accountability Committee Meetings	Contractor(s)/OEL	At least monthly
Stakeholder communication	Contractor(s)/OEL	Ongoing, as needed
Consultation with national experts	Contractor(s)/OEL	Ongoing, as needed
Data Review and Information Gathering		

Preschool Development Grant Birth through Five (HHS-2018-ACF-OCC-TP-1379)
 Delaware Department of Education, Office of Early Learning

Inventory existing strategic plans and synthesize information	Contractor	Month 1 – Month 2
Review data and results of B-5 statewide needs assessment (e.g., gaps identified)	Contractor	Month 3 – Month 6
Action Planning and Development of Recommendations		
Engage committees and stakeholders (e.g., interviews, focus groups, meetings) in the strategic planning process	Contractor(s)/OEL	Month 3 – Month 5
Draft recommendations and information required in the scope of the strategic plan	Contractor	Month 5 – Month 6
Vet strategic plan with the B-5AC and stakeholders and revise, as appropriate	Contractor	Month 5 – Month 6
Strategic Plan Report Development and Dissemination		
Submit draft strategic plan to OEL for input	Contractor	Month 6
Submit final strategic plan to OEL	Contractor	Month 6
Present strategic plan to B-5AC, Governor’s Office, IRMC, DECC and other stakeholders	Contractor(s)/OEL	Month 6
Assist OEL to disseminate the strategic plan including community action planning sessions	Contractor(s)/OEL	Month 6

Partnership, coordination, and stakeholder engagement

Delaware’s plan to implement the strategic planning process will rely heavily on existing infrastructure and partnerships. The structure of DECC and the IRMC provide substantial opportunities for the coordination of resources. Both entities will be engaged throughout strategic planning and in Activity Five implementation. IRMC members have the authority to align state policy and service delivery. Membership of DECC includes administrators of early childhood programs and providers from public and private agencies and community-based organizations who can coordinate and mobilize on-the-ground activities.

DECC has committees in place that are tied to the core areas of *Sustaining Early Success* – Data and Policy, Healthy Young Children and Families, and Programs and Workforce Providers. These areas align broadly with the research questions of the B-5 statewide needs assessment, and these committees will be leveraged for the B-5 strategic planning process and implementation.

The particular focus or membership of the committees will be updated to align with Delaware's new vision and priorities identified through PDG B-5 grant activities.

While DECC and its committees are broadly representative of members of the mixed delivery system in Delaware, the strategic planning process will require a deeper level of engagement of stakeholders. The inter-agency team supports the strategy and DECC members and the B-5AC will serve as connectors helping to identify and facilitate relationship building with the strategic planning contractor(s). Through interviews, surveys, focus groups, and committee meetings, the contractor(s) will collect information, and gap analysis sessions will be used to solicit solutions and share plans with stakeholders. Stakeholders will be defined in the broadest sense to include service providers, parents, community members, community-based organizations, faith-based organizations, state departments, private partners, and other groups or individuals who have an interest or role in assisting Delaware to achieve its vision for the B-5 mixed delivery system. Delaware will ensure that stakeholders represent each component of the B-5 mixed delivery system, are representative of Delaware children and families (e.g., infants, toddlers, preschoolers, vulnerable children), and include service providers and parents supporting, accessing, or impacted by activities included in the strategic plan.

4. Approach – Activity Three: Maximizing Parent Knowledge and Choice

Activity Three is directly aligned with one of Delaware's four main priorities for the grant; Delaware will expand tools that maximize parental choice in the State's mixed delivery system and build parents' knowledge about being their child's first and best teacher. Continued enactment of Child Care and Development Fund (CCDF) plan activities will augment the State's mandated consumer education website, www.mychildde.org, a robust "one-stop shop" of information that is tailored to parent needs. To widen the reach of this website and other related

websites, such as DE Thrives (dethrives.com), Delaware aims to build out tools to offer parents multiple ways to access information. This will be an opportunity to develop technology-enabled solutions, such as mobile phone apps and social media platforms, which curate information and communicate with parents in culturally and linguistically sensitive ways. An example solution is “pushed” text messages (with information such as developmental milestones or developmentally-appropriate activities) customized to the language of a local community.

The technology will also provide new ways to support underserved and vulnerable families, for example by training case workers to help parents navigate the B-5 system and make choices using devices during face-to-face visits with parents in homes that do not have mobile devices or internet access. Parents and providers should be working from the same systems and accessing the same information to be efficient and to optimize the empowerment of parents to make choices and build their knowledge of the mixed delivery system. The approach will also include campaigns to build awareness of tools with parents, providers, and partners and further inform parents about the important role they play in their child’s development. Lastly, this activity will include a plan to maintain tools so that information and platforms remain current and user-friendly into the future. Note that outputs from Activity Four, creating and adopting a shared whole child development language, will support and integrate with Activity Three. This will be the language will be used to develop sites and tools as well as to ultimately train professionals in helping parents use these newly-created system navigation tools.

Plan to address the requirements of Activity Three

Delaware will use the PDG B-5 opportunity to 1) map, assess, and identify shortcomings of parent knowledge and choice tools (e.g. elementary school feeder pattern search) in the B-5 mixed delivery system (during Activity One); 2) integrate the functionality and content of other

existing websites with www.mychildde.org to be a “one-stop shop” for parents; 3) build out social media sites and smart phone apps; 4) plan and execute local grassroots and other communication campaigns to inform parents, providers, and partners on the tools available to help families support their children’s whole development; 5) develop a plan to train professionals to integrate technology and tools into in-person visits with parents; and 6) develop a plan to maintain tools in the future. The scope of each activity is described below.

1) Map, assess and identify shortcomings of parent knowledge and choice tools:

1. Inventory availability of information on the variety, quality, access to, and affordability of B-5 care and education in Delaware’s mixed delivery system (including Delaware Stars) is currently shared with parents in person and online;
2. Measure the level and usage of all tools and channels segmented where possible by geography, parents of vulnerable or underserved children, socio-economic level, family employment status, family education levels, language, race and ethnicity, gender (e.g., segmented by mothers and fathers), and household characteristics to learn preferred tools and how to leverage this preference in future design;
3. Determine how parents of children who have or are suspected of having development delays can or cannot access existing parent knowledge and choice tools and any shortcomings of those tools; and
4. Map how existing tools empower or fail to support parents in navigating transitions in the mixed delivery system from birth through preschool and into elementary school.

2) Integrate content and augment the function of www.mychildde.org and related sites:

1. Support current CCBDG plan strategy for how www.mychildde.org will integrate with other websites and function as a one-stop shop for parents, maximizing parent knowledge of child development and choice of early care and education experiences;
2. Coordinate funding streams, including cross-walking federal requirements for certain activities across DHSS, DSCYF, and DOE to provide technical support for and ongoing investment in website tools;
3. Expand and integrate information maps that allows parents to determine variety, quality, accessibility, and affordability of B-5 services in the mixed delivery system (e.g., through geo-mapping and Delaware Stars program profiles);
4. Fill information gaps identified during the assessment and provide filters that narrow and curate information for parents based on parameters unique to their needs;
5. Launch versions of web-based tools that are culturally and linguistically sensitive; and
6. Develop and curate content to support knowledge building and choice for families who have concerns about their child's development and may suspect a developmental delay.

3) *Build phone apps and social media sites on the website technology and content:*

1. Build free apps across platforms (e.g., Apple and Android) for parents to have seamless opportunities to access data across laptop, tablet, and phone technologies;
2. Develop social media accounts that engage parents and subgroups of parents in linguistic and culturally sensitive ways on sites that they already use (e.g., Facebook); and
3. Expand tools and engagement strategies using innovations and solutions identified by local partners and national thought leaders that reach vulnerable and underserved children and families (such as “pushed” texts, WhatsApp messages, etc.).

4) *Plan and execute campaigns to further educate parents and providers:*

1. Launch grassroots, localized public awareness campaigns using Readiness Teams, home visiting partners, and other community- and faith-based organizations to promote tools across all platforms and devices and increase involvement by and engagement of parents in the development and education of their children;
 2. Integrate messaging that promotes online tools, mobile apps, and social media platforms with in-person events and meetings where parents will get support in building knowledge about how to support their children’s development and choice among early childhood care and education options best suited to their family’s needs;
 3. Develop culturally and linguistically sensitive campaigns to specific populations of parents, especially vulnerable and underserved parents, fathers, and parents who speak a language other than English; and
 4. Focus communication to parents who are or will be navigating transition points in the B-5 mixed delivery system regarding how these tools can help them with navigation.
- 5) ***Develop a plan to train professionals to integrate technology and tools into in-person experiences with families:***
1. Identify all programs at DOE, DHSS, and DSCYF and their partners who meet in-person with parents of B-5 children, and those who focus on infants and toddlers and health, mental health, and wellness supports;
 2. Develop a plan to train professionals to be “navigators” who provide information on how to access parent tools, and weave parent training into their existing work-streams (e.g., leverage the existing program at DHSS that trains case workers as navigators); and

3. Develop an ongoing plan to support professionals in using tools with parents. Strategies must create efficiencies in communications, access to services, and navigating transition points by parents and providers accessing the same information, tools, and systems.

6) *Develop a plan to maintain tools in the future:*

1. Assign ownership of tools and underlying data (working in concert with Activity Five and Delaware's priority to integrate data);
2. Plan the necessary and ongoing maintenance of the tools over the next five years, including updates to infrastructure, launch of functionality that cannot be implemented during the 12-month grant period, and maintenance of accurate data in all databases; and
3. Estimate future costs and develop budgets and link them to the ongoing sustainability plan of the grant.

Project collaboration and resources

OEL will contract with third parties to develop the technologies for parent knowledge and choice tools and the plan for ongoing maintenance. They will work closely with DTI and technology departments within DOE, DHSS, and DSCYF. They will use approved vendors and contractors to optimize procurement and integrate Activity Three with existing projects. A separate contractor will be identified to design and implement the public awareness campaigns and work closely with an inter-agency team and in collaboration with partners across the mixed delivery system to avoid duplication of effort.

The B-5AC will serve as advisors, experts, and conveners to support the successful implementation of all parts of Activity Three. Through the B-5AC, its representatives and its relationship with DECC, all of the following roles will be engaged in Activity Three: administrators of CCDF, Child Care Resource and Referral agencies, DECC, State Head Start

Collaboration Office (which sits in OEL), administrators of the IDEA Part C Early Intervention program, administrators of Part B Section 619 preschool special education program (which sits in OEL), and representatives from partner organizations who work with families and B-5 children. The B-5AC will meet monthly during the 12 months of the grant with additional teleconferences and meetings to address urgent issues as they arise.

5. Approach – Activity Four: Sharing Best Practices

Activity Four will focus on establishing a shared whole child development language for the B-5 workforce across sectors, one of Delaware’s four priorities for the grant. Whereas Activity Three aims to promote practices for professionals to assist parents in navigating transitions, Activity Four aims to promote continuous quality improvement of professionals’ practice within the diverse settings of its mixed delivery system. In Activity Four, Delaware will first establish a shared language (common definitions and indicators of outcomes) on developmentally appropriate expectations for B-5 children that can be used in health and education settings, both public and private, through the revision of OEL’s existing child-level outcomes framework, the Early Learning Foundations. Simultaneously, a PDG B-5 program manager, a contracted position within OEL, will conduct an inventory to coordinate fragmented professional development and technical assistance efforts across Delaware’s health and education state agencies. After establishing a shared whole child development language, the State will supplement the work of current ESSA and CCDF plans to streamline cross-sector training plus coaching opportunities for this best practice sharing.

Plan to address the requirements of Activity Four

Because oversight and support of Delaware’s B-5 mixed delivery system is highly fragmented, there is no mutual understanding of “whole child development” that includes health

and safety (care) and learning (education). Early childhood professionals⁸ participate in individually governed preparation programs (via higher education), receive disjointed professional development, and thus have different benchmarks for child-level outcomes. It is essential that shared language be developed, adopted, and integrated, so that the B-5 workforce can consistently support families in transitioning through program experiences and services. Moreover, statewide program quality will improve as professionals strive to achieve the same set of child-level outcomes.

Activity Four will help to address the challenges of decentralization and fragmentation in the B-5 mixed delivery system through:

1. Development of a statewide shared whole child development language through a revision of existing, separate health and education child-level outcomes frameworks;
2. Designing sustainable training delivery models that cross health and education sectors for all settings (e.g., home visiting, family child care, Head Start programs) and early childhood professionals' roles (e.g., early childhood specialists, educators, and administrators) to avoid duplication of efforts; and
3. Leveraging existing funding and models to provide technical assistance (coaching and consultation)⁹ on practicing these concepts across settings.

⁸ Used interchangeably with workforce, described in "Section 1 State B-5 Mixed Delivery System Description and Vision Statement."

⁹ NAEYC describes five types of technical assistance, mentoring, coaching, consultation, professional development advising, and peer-to-peer with its definition: "Technical Assistance (TA) is the provision of targeted and customized supports by a professional(s) with subject matter and adult learning knowledge and skills to develop or strengthen processes, knowledge application, or implementation of services by recipients." National Association for the Education of Young Children, National Association of Child Care Resource & Referral Agencies. (2011). *Early Childhood Education Professional Development: Training and Technical Assistance Glossary*.

1) Shared whole child development language

Part of improving transitions across B-5 programs and into the early elementary grades is recognizing that within diverse early childhood settings (the B-5 mixed delivery system) it is necessary for adults to speak a common language about facilitating developmentally appropriate adult-child interactions and designing a developmentally appropriate environment. Currently, providers and agencies, who in many cases are serving the same child and family, do not agree on or share fundamental terms and, therefore, do not share a common vision. This lack of a common language also contributes to duplication of effort and inefficient transitions across DHSS, DSCYF, and DOE services. To develop a shared whole child development language by reviewing, revising, and/or adopting child-level outcomes frameworks statewide, Delaware will:

1. Hire a contractor to leverage existing grants (e.g., Delaware MIECHV Neonatal Abstinence Syndrome Grant) and national technical assistance centers (e.g., National Center on Quality Teaching and Learning) to determine recommended revisions to the State's existing early learning outcomes framework, the Early Learning Foundations; and
2. Review whether adopting other documents (e.g., Head Start Early Learning Outcomes Framework) can supplement Delaware's whole child development language.

A shared concept of indicators to reach child-level outcomes will help early childhood professionals to coordinate, implement, and enhance developmental supports across a range of domains, including cognitive, social-emotional, physical, language, literacy, and approaches to learning, as well as nutritional, mental, and behavioral health for all children in the B-5 system. Thus, early childhood professionals will be able to record child-level outcomes in the integrated data systems being developed across Activities One, Two and Five. It will also help to improve

transitions across programs and services within the B-5 mixed delivery system, as expectations will be shared among professionals and families.

2) Design of coordinated training delivery across health and education sectors

As a part of the coordination of systems across Delaware, training delivery must be adjusted to accomplish the vision of shared professional development for roles typically siloed by sector. As described in Activities One and Two, the statewide needs assessment and strategic plan will provide valuable information about workforce qualifications, expertise, and needs. In Month 6 of grant implementation, Delaware will integrate findings from the needs assessment and strategic plan to change how Delaware trains early childhood professionals statewide. Adopting sustainable training delivery methods across sectors will reinforce consistent messages across experiences, transitions, and services for families. Delaware will:

1. Use needs assessment information to inventory existing professional development delivery mechanisms (e.g., whole group trainings, statewide conferences) and online registries for tracking completion of professional development for partners in DHSS (e.g., home visitors and case managers), DSCYF (e.g., licensing specialists), and DOE (e.g., B-5 educators and K-12 educators);
2. Identify an existing online training platform or choose a new platform to disseminate topics foundational to quality early childhood care and education (e.g., child-level outcomes framework revision, trauma-informed practices, ways parents can use newly-designed choice tools) to B-5 professionals across the mixed delivery system;
3. Design additional solutions to streamline delivery (e.g., integrating training calendars or combining registry systems) as a result of Activity Two's strategic planning process; and

4. Convene the inter-agency B-5 workforce team to design the policies necessary to implement identified coordination solutions.

3) Systemic technical assistance (coaching and consultation) to local communities

To support early childhood professionals in changing their practice to reach newly defined child-level outcomes, both the statewide shared whole child development language and new solutions to training delivery will be necessary. To disseminate this consistent information to professionals across health and education sectors, the grant will support development of online training content and an integrated approach to technical assistance (coaching and consultation) to ensure sustainability after the grant ends. Delaware will:

1. Contract with content developers to formulate online training modules on revised child-level outcomes framework, with the expectation that subsequent state-sponsored coaching and consultation will reinforce professionals' online learning;
2. Assign a contracted program manager to oversee building the cohort coaching models and directing coaching resources across the B-5 mixed delivery system. Starting in Month 6, the program manager will tailor cohort coaching design to best serve the unique needs of professionals as identified in the user experience and system processes needs assessments. The program manager will ideate how training can reach existing coaches (e.g., those in home visiting programs, community-based centers, and school districts) to improve educator practices using the shared whole child development language; and
3. Use practice-based coaching¹⁰ through cohorts to deliver systematic technical assistance to professionals across the mixed delivery system. By coaching cohorts organized by

¹⁰ "Practice-based coaching is a cyclical process for supporting teachers' use of effective teaching practices that lead to positive outcomes for children. The coaching cycle components are: 1. Planning goals and action steps 2. Engaging in focused observation 3. Reflecting on and sharing feedback about teaching practices." U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, by the National

local communities, coaches can individualize general best practices to the needs of each setting's children and families, considering factors such as geography (e.g., rural Sussex County, urban City of Wilmington), socio-economic level, family or child's exposure to trauma, family or child's disability status, family employment status, family education levels, language, race and ethnicity, and gender.

Partnerships and opportunities for collaboration

Across the components of Activity Four, Delaware will leverage national technical assistance centers and resource providers, for example, the National Center on Early Childhood Health and Wellness. The State anticipates that the child-level outcomes framework from the Office of Head Start plus the language used by Early Childhood Technical Assistance Center and National Association for the Education of Young Children (NAEYC) will inform Delaware's adoption of a shared whole child development language.

Due to the diversity of settings in which this training and technical assistance will need to occur, Delaware will consult public and private health and education professionals to determine the best "caseload" for coaches, timing for cohort meetings, and other logistical aspects of cohort coaching model implementation. In addition, business community partners will be consulted to learn how businesses approach training to ensure fidelity of practice across their diverse settings.

Like all other Activities, an inter-agency team will support Activity Four, and the B-5AC will be accountable for the overall implementation and delivery of Activity Four outcomes. OEL will have responsibility for day-to-day oversight of contractors and how the shared whole child development language through the revised child-level outcomes framework, streamlined

Center on Quality Teaching and Learning. *Practice-Based Coaching*. (2014). Retrieved from <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pbc-handout.pdf>

approach to training delivery, and subsequent training and technical assistance is implemented equitably across Delaware.

6. Approach – Activity Five: Improving Overall Quality

Activity Five will begin in Month 6 of the grant after Activity One and Two have been completed and approved by the grantors. Delaware will use the remaining six months of the grant to implement overall quality improvements through evidence-based practices that enhance learning opportunities for children. All efforts under Activity Five, and Months 7-12 of Activities Three and Four, will be integrated into the revision process of the State's QRIS, Delaware Stars, currently underway.

Activity Five is organized into three areas. First, Delaware will devote six months of effort to one priority topic that emerges from the needs assessment and resulting strategic plan to be delivered through the coordinated professional development delivery efforts of Activity Four. Although the exact priorities that will emerge cannot yet be defined, it is likely that topics will fit within existing projects underway, such as improving providers' ability to implement trauma-informed practices within their settings. Delaware will assume for now that trauma-informed practices within the B-5 mixed delivery system will be the priority area but may select a different priority based on the outcomes of the strategic plan.

Second and third, Delaware will dedicate six months of effort to two of the priorities emphasized in Activities One and Two - coordinated services and data integration. Parent knowledge and choice and B-5 workforce best practice sharing priorities that emerge from Activity One and Activity Two will be integrated into the scopes of Activities Three and Four, respectively.

Plan to address the requirements of Activity Five

1) Trauma-informed practices - Priorities that emerge in the strategic plan will advance existing evidence-based projects that are underway to improve quality in Delaware's B-5 mixed delivery system. An important part of improving quality and addressing vulnerable and underserved populations in Delaware is helping professionals understand how to implement trauma-informed practices with both children and families. This part of Activity Five can be dedicated to helping providers address ACEs through trauma-informed practices. ACEs - experiences such as neglect, household violence, and physical and emotional abuse - can have significant impact on children's development. When children experience increasing numbers of ACEs, they are more likely to suffer long-term consequences such as poor academic achievement and substance abuse.¹¹ Delaware has taken a substantial step to combat the impact of ACEs on children's and families' lives by Governor Carney signing Executive Order #24, making Delaware a trauma-informed state. PDG B-5 efforts for this part of Activity Five will be planned in coordination with efforts from the Governor's Office and will align with the B-5 strategic plan.

If Delaware selects a priority other than trauma-informed practices for this part of the grant based on the outcomes of the strategic plan, OEL will ask for permission from the grantor and ensure the alternative is evidenced-based, is linked to a priority in the strategic plan, and improves overall quality of B-5 early childhood care and education.

2) Coordinated services - Coordinated services is one of four priorities that Delaware has set for this grant and is a focus of the needs assessment and strategic plan. Activity Five will address this priority in two ways: 1) implementing one redesigned policy or process that integrates

¹¹ Center on the Developing Child. (2018). ACEs and Toxic Stress: Frequently Asked Questions. Retrieved from <https://developingchild.harvard.edu/resources/aces-and-toxic-stress-frequently-asked-questions/>

services for B-5 children and their families; and 2) restructuring the governance of key parts of state agencies to coordinate services.

The redesign of policies and processes to coordinate experiences and services and improve transitions between health and education sectors based on the needs assessment is a required output of the strategic plan. Delaware will select one system policy or process to redesign (e.g., a statewide professional registry to track joint professional development between B-5 and K-12 systems) and implement the solution across the mixed delivery system during the six months available during Activity Five.

Streamlining how Delaware's agencies are organized and governed sets the conditions for coordinated services and policies to be implemented and be maintained. Defining the optimal structure and governance organization for Delaware's agencies is a required output of Activity Two, the strategic plan. As Delaware implements a key redesigned system policy or process during Activity Five, Delaware will implement reasonable elements of the reorganization and governance defined in the strategic plan that can be completed within six months.

3) Data Integration - Data integration, including the unduplicated count of children receiving and awaiting services using a unique identifier, is a priority of the grant for Delaware and is integral to Activities One and Two. The needs assessment will: 1) identify if Delaware's existing unique identifier, the MCI, is adequate to track unduplicated children and their services across the system or if it should be replaced; 2) assess the capacity of existing systems and databases to integrate and manage data, including the unique identifier and associated child-level data; and 3) map how the assignment, collection, and verification of a unique identifier and associated child-level data could operate. The strategic plan will: 1) determine the governance and structures

needed to integrate B-5 data including the unique identifier; and 2) resolve issues related to privacy, data security and legal requirements.

During Activity Five, Delaware will focus six months of effort on three projects that support data integration that emerge from Activities One and Two. Although the exact definitions of these projects will be determined by the outputs of Activities One and Two, for the purposes of planning for this grant, we believe these projects should be: 1) selecting a system to integrate, access, and manage B-5 data based on the unique identifier and the assumption that it will be stored in the State's data warehouse; 2) developing the processes required for all providers in the B-5 mixed delivery to adopt, assign, collect, and record the unique identifier; and 3) building out the State's data warehouse to accommodate the unique identifier and associated data. Should it be necessary to select different data integration projects for Activity Five based on the outcomes of Activities One and Two, Delaware will propose them to the grantor and work with grantor to agree on a way forward that adheres to the parameters and intention of this grant.

Project collaboration and resources

The B-5AC will be tasked with identifying the leadership to implement the one redesigned policy or process and launch the reorganization of structures and governance to deliver coordinated services. Technical expert contractors, likely the same ones who have assessed integrated data needs and helped set data strategies, will be retained to implement the system selection and data storage work. They will work closely with an inter-agency team including representatives from DTI and the technology departments within DOE, DHSS, and DSCYF. As in all of the other activities, the B-5AC will oversee the Activity Five and be accountable for delivering its outcomes.

7. Logic Model

Logic Model – Activities 1, 2, and 5

Inputs

Project-Wide

- PDG B-5 Resources
- 30% state matching funds
- Interagency Resource Mgmt Committee
- Early Childhood Council (ECC)
- State agencies and related committees/councils

Needs Assessments

- Early Learner Survey (KEA) data
- EHS-CCP needs assessment
- MIECHV program assessment
- Related IDEA and ECE assessments

Strategic Plans

- 2013-18 Early Childhood Council Strategic Plan
- Student Success 2025 Plan
- ESSA Plan
- Trauma-Informed Executive Order

Coordination of Services

- Family Services Cabinet Council
- ECC Subcommittee on Healthy Young Children and Families

Data Integration

- AISP Data Integration Grant
- ECC Subcommittee on Early Learning Data and Policy

Activities

#1: Needs Assessment

- Service coordination and gap assessment across geographies and all child and family groups
- Parent and provider experience mapping to revise existing processes for smooth transitions
- Unique identifier, validation and system requirements assessment
- Parent tools assessment
- B-5 workforce assessment

#2: Strategic Plan

- ECC strategic plan development
- Inter-agency and service coordination process redesign and implementation planning
- Agency and organization structure redesign and planning
- Data governance and ownership strategy development
- Data security, privacy, and legal strategy development

#5: Improving Quality

- Professional development on topic uncovered in Activities 1 and 2; ex. Trauma-informed care
- Redesigned policy and process implementation
- Start of structure and governance implementation
- System selection for unique identifier and related data management.

Outputs

- Updated 5-year plan that aligns all partners to agreed upon outcomes
- At least one redesigned, coordinated system policy or process across agencies and partners
- Plan for streamlined organization across governing agencies
- Legal and secure plan for assigning and validating unique identifiers to all children
- Technical requirements for an integrated data base for unduplicated children and related information
- Implementation of six months of system strategy and data integration

Project Outcomes

Short Term (18-24 months)

- System navigation simplified by common language adoption
- Connected policies and processes for children and families
- Agencies and partners organized to provide seamless transitions between experiences and services
- Interdepartmental agreement on approach to integrated data and unduplicated count of children
- Higher traffic and use of parent knowledge tools
- Providers and partners sharing use of tools to inform choice in parent conversations

Long Term (3-5 years)

- Improved efficiency and cost savings through coordinated state services
- Increased rates of referral and evaluation for earlier identification of children requiring special education services
- Increased number of children meeting developmental outcomes by kindergarten
- Higher parent and partner satisfaction in choice options for early care and education
- Higher rates of access to and enrollment in high quality early care and education experiences

Logic Model – Activities 3 and 4

Inputs

Project-Wide

- PDG B-5 Resources
- 30% state matching funds
- Interagency Resource Mgmt Comm.
- Early Childhood Council (ECC)
- State agencies and related committees/councils

Parent Knowledge and Choice

- Office of Child Care Licensing technical assistance for consumer education website
- www.mychildde.org
- Delaware Readiness Teams
- QRIS - Delaware Stars

Sharing Best Practices

- Early Learning Professional Development System Design Report
- Institute for Excellence in Early Childhood branch for professional development
- NGA Workforce Grant
- ECC Subcommittee on Early Learning Programs and Workforce Providers

Activities

#3: Parent Knowledge and Choice

- Website build out and geo-mapping of providers
- Multi-platform content and app building
- Campaigns to educate parents, providers and partners
- Plan to train professionals on supporting parents in using tools
- System and data maintenance planning

#4: Sharing Best Practices

- Shared concept of “whole child development” in revised child-level outcomes framework
- Best practice language creation and adoption for training content
- Coordinated training delivery model across roles and settings
- Coaching and consultative technical assistance through existing models

Outputs

- Robust website with associated apps and multi-media tools
- Parents, providers and partners informed of tools’ purposes and use tools to explore options for early care and education experiences
- Statewide plan to keep data and systems updated
- Common language on child-level outcomes across agencies and partner organizations
- Whole child development best practice content easily accessible to providers and partners through coordinated training delivery model
- Online modules and practice-based coaching provided based on needs of local communities

Project Outcomes

Short Term (18-24 months)

- System navigation simplified by common language adoption
- Connected policies and processes for children and families
- Agencies and partners organized to provide seamless transitions between experiences and services
- Interdepartmental agreement on approach to integrated data and unduplicated count of children
- Higher traffic and use of parent knowledge tools
- Providers and partners sharing use of tools to inform choice in parent conversations

Long Term (3-5 years)

- Improved efficiency and cost savings through coordinated state services
- Increased rates of referral and evaluation for earlier identification of children requiring special education services
- Increased number of children meeting developmental outcomes by kindergarten
- Higher parent and partner satisfaction in choice options for early care and education
- Higher rates of access to and enrollment in high quality early care and education experiences

8. Organizational Capacity and Management

Since taking office in 2017, the health, education, and well-being of children B-5 has been a major policy priority for Governor Carney. His administration continues the State's long-standing investment in early learning and has a team of highly experienced professionals across DOE, DHSS, DSCYF, DTI, and the Governor's Office who have deep connections to the communities they serve and to their partner organizations and agencies.

Designated State Entity, Delaware Department of Education, Office of Early Learning

OEL was formed as a result of the Race to the Top–Early Learning Challenge Grant awarded to Delaware, and it continues to be the hub coordinating and actualizing Delaware's vision for the B-5 mixed delivery system. OEL is housed within DOE and is led by an Executive Director who reports directly to the Secretary of Education, reflecting its importance to the State.

OEL has a staff of 12 professionals who are culturally and linguistically diverse and experienced in implementing federal and state programs such as IDEA Part B, Head Start and Early Head Start. Therefore, its parent and community communications are sensitive to all of the State's diverse populations, including those who are considered vulnerable and underserved. OEL manages annual budgets and grants of over \$43 million, as listed in Table 8.1. OEL developed and wrote the early childhood section of Delaware's ESSA plan and the State's plan for the B-5 workforce, *Advancing Our Profession, Delaware's Early Learning Professional Development Committee Final Report (2016)*. Although OEL is a team within DOE, it has strong relationships with other state agencies (DHSS, DSCYF, and DTI) and the Governor's policy advisor, who will be crucial partners implementing the grant. Through the IRMC and DECC, OEL regularly works across agencies, with the private sector, and with the wide array of providers and stakeholders in Delaware's B-5 mixed delivery system. As the lead entity for this

grant, OEL will have ultimate responsibility for delivering on every work-stream and outcome described in this application and ensuring all funding is meticulously allocated, tracked, and reported in accordance with grant requirements.

Table 8.1 Grants Administered by Delaware Office of Early Learning, FY2019

Total State Funds	\$36,711,700
Early Childhood Initiatives/Early Success	\$29,496,900
Early Childhood Assistance Program (ECAP)	\$6,149,300
Parents as Teachers (Home Visiting Program)	\$1,065,500
Federal Funds	\$5,413,697
Head Start Collaboration Office	\$125,000
Early Head Start-Child Care Partnership	\$2,501,052
IDEA 619/Part B	\$1,258,306
2018 Child Care Development Funds	\$1,529,339
Total State and Federal Funds	\$42,125,397

Dr. Kimberly Krzanowski is the Executive Director of OEL. She holds a Bachelor's degree in Education from the University of Delaware, a Master's degree in Instruction from Wilmington University and a Doctorate degree in Educational Leadership with a concentration on the early childhood workforce. She has 18 years of experience in early learning as a former early childhood teacher, center administrator and higher education faculty member, and currently serves on the New Castle County Vocational School District Early Childhood Career Program Committee. Dr. Krzanowski also convenes the IRMC and DECC. Her role in the grant will be to:

- Maintain strong relationships with partner agencies and organizations and ensure they remain fully engaged in the project;
- Problem solve, manage project risks, and lead the development of contingency plans;
- Marshal and allocate project and grant resources;
- Manage the OEL team to deliver the grant project work streams; and
- Chair and convene the B-5AC for regular meetings that are of high value and drive the project and knowledge building forward.

Preschool Development Grant Birth through Five (HHS-2018-ACF-OCC-TP-1379)
Delaware Department of Education, Office of Early Learning

Ms. Caitlin Gleason, Education Associate, OEL will be the lead manager for the grant. She holds a Bachelor's degree in Government from Smith College and a Master's degree in Elementary Education from Wilmington University. Her work experience includes educational non-profit development and management, four years as an early childhood teacher and three years as an instructional coach across toddler through second grade classrooms. Her current responsibilities include oversight of B-5 professional development, the state-funded preschool program, and transition to kindergarten initiatives. Her responsibilities for the grant will be to:

- Develop concise RFPs and project work plans to identify and hire top contractors to carry out the grant projects;
- Manage multiple grant work-streams, oversee project plans, manage internal contractors and external contractors to keep plans on track and within budget;
- Lead needs assessment analysis and designing of system-level policy solutions to streamline and enhance experiences, transitions and services within the B-5 system; and
- Oversee reporting and evaluation work-streams and ensure information on the project is distributed appropriately to the B-5AC as needed in support of the Executive Director.

Additional and supplemental OEL staff supporting the grant will include

- An Education Specialist under the Executive Director and the Education Associate;
- Two 12-month contracted project managers to oversee work-streams of the grant; and
- One communications and administration contractor to ensure consistent and ongoing communications about the project are shared across all partners and stakeholders.

Technology supports at DOE and other agencies

Because the project has very specific technology elements that impact multiple sources of information, the Director and CIO, Technology Operation, DOE and his direct report, Team

Lead for Data Administration, DOE, and an Education Associate from the Technology Operation’s team will manage contractors to deliver data and technology-related project streams. To bring technical expertise and institutional knowledge to the project, they will convene an inter-agency team of technologists from DHSS, DSCYF, and DTI to support their work-streams.

Inter-agency teams

For each unique work-stream within Activities One through Five, an inter-agency team will be convened. At a minimum, these teams will include subject matter experts from DOE, DHSS, and DSCYF. For technical work-streams, the team will include an expert from DTI as described above. Rather than high-level executives, these experts will bring on-the-ground knowledge, technical expertise, and the ability to problem solve. Their role is to be the day-to-day partners with the contractors performing the work.

Table 8.2 shows the matrix of each discrete project within Activities One to Five, how Delaware proposes to allocate grant and in-kind resources to perform the project, who will supervise the project, who the supervisor will report to, and the inter-agency team that will be convened to support the project.

Table 8.2 Proposed Project Resource and Responsibility Matrix

Activity	Project	Performed by	Supervised by	Reporting to	Inter-agency team support
1	User Experiences Assessment	Early Childhood Expert Contractor(s)	Ed. Associate, OEL	Director of OEL	Assessment team
1	Systems Processes Assessment	Technology Contractors(s)	Team Lead for Data Admin, DOE	CIO, DOE	Data team
2	Strategic Plan	Education Strategy Contractor(s)	Ed. Associate, OEL	Director of OEL	Strategy team and Data team
3	Website Build Out and Maintenance	Technology Contractor(s)	OEL Project Manager Contractor	Ed. Associate, OEL	Parent Knowledge and Choice team

Preschool Development Grant Birth through Five (HHS-2018-ACF-OCC-TP-1379)
 Delaware Department of Education, Office of Early Learning

					with technology support from DTI
3	Tool Build Out and Maintenance	Technology and New Media Design Contractor(s)	OEL Project Manager Contractor	Ed. Associate, OEL	Parent Knowledge and Choice team with technology support from DTI
3	Awareness Campaigns	Marketing Contractor(s)	OEL Project Manager Contractor	Ed. Associate, OEL	Parent Knowledge and Choice team
4	Common Child-Level Outcome Framework	Early Learning Training Contractor	OEL Project Manager Contractor	Ed. Associate, OEL	B-5 Workforce team
4	Training Module Development	Content Developer Contractor	OEL Project Manager Contractor	Ed. Associate, OEL	B-5 Workforce team
4	Coaching Technical Assistance	OEL Project Manager Contractor	Ed. Associate, OEL	Director of OEL	B-5 Workforce team
5	One TBD Policy/process Redesign from Strategic Plan	Change Management Contractor(s)	Ed. Associate, OEL	Director of OEL	TBD
5	Redesigned Policy for Service Coordination	Contractor(s) Determined by B-5AC	OEL Project Manager Contractor	Ed. Associate, OEL	Service Coordination team
5	Unique Identified System Selection and Process	Technology Contractor(s)	Team Lead for Data Admin, DOE	CIO, DOE	Data team
5	Data Warehouse Expansion	Technology Contractor	Team Lead for Data Admin, DOE	CIO, DOE	Data team
Program Performance Evaluation Plan		Evaluation Contractor	Director of OEL	B-5AC	N/A

B-5 Accountability Committee (B-5AC)

As described in Activities One through Five, the B-5AC will be comprised of senior leaders from each partner agency to oversee the project, provide expertise, oversee the evaluation, and be accountable for the successful implementation of the grant. The Executive Director of OEL

will chair the B-5AC and ensure that contractors present these leaders with appropriate information that allows them to address core project issues and course correct as needed as the work unfolds. Proposed members of B-5AC are listed in Table 8.3. The B-5AC will also coordinate grant activities with and communicate the grant’s status to DECC. This is an important connection for the grant because DECC includes representatives of the private sector, parents, the community and other vital stakeholders key to participating in, and identifying additional family and community members to participate in, Activities One and Two.

Table 8.3 Proposed Members of the B-5 Accountability Committee

Executive Director, DOE, Office of Early Learning (Chair)
Chief of Staff, DOE
Director, DHSS, Division of Social Services
Director of Community Health Services, DHSS, Division of Public Health
Deputy Secretary, DHSS
Chief Policy Administrator, DHSS, Division of Social Services
Chief of Staff, DHSS, Office of the Secretary
Chief Policy Advisor, DSCYF
Director and CIO, DOE, Technology Operations

Project governance through the IRMC

All activities proposed in this application are already in the purview of the IRMC. Therefore, the State proposes that the IRMC take on governance of the B-5AC as part of its existing duties. This additional layer of governance bolsters the project’s profile within state government and reinforces the project’s status with each department secretary whose department is involved in the work. The IRMC’s role will be to help the B-5AC address problems and to allocate resources to deliver on the grant’s outcomes. The IRMC will also play a significant role in driving the sustainability of the grant after the initial 12 months of effort.

10. Program Performance Evaluation Plan

Plan to examine proposed process, cost, and program implementation reporting

Delaware will design and implement a robust Program Performance Evaluation Plan to evaluate the activities of agencies implementing the grant, monitor PDG B-5 grant progress, and thus ensure the grant activities result in an increase in quality early childhood care and education for all children and families. Performance evaluation will connect directly to Delaware's logic model and vision for the B-5 mixed delivery system, and it will be ongoing throughout the grant's 12-month implementation period. The evaluation will be adaptable and formative, incorporating insights during the implementation of Activities One through Five to improve performance, measurement, and data integration in real time.

Delaware will allocate approximately 10% of the grant budget to the Program Performance Evaluation Plan. Most of these resources will support an experienced evaluator who will confirm and revise the design of the evaluation approach, manage the collection of data (both quantitative and qualitative), develop and share formative insights during the 12-month grant period, and produce all outputs and deliverables of the evaluation. The evaluation contractor will support OEL with all aspects of the Program Performance Evaluation Plan with significant focus allocated to Activity Three and Activity Four. Day-to-day, the contractor will report to the Director of OEL, but will work closely with the B-5AC. The B-5AC will oversee and monitor the evaluation process, make sure that the information learned from the evaluation is disseminated to partners statewide, and ensure systems solutions are iterated based on this information. This contractor will also support OEL in collaboration with Delaware's existing federal technical assistance providers during the refinement and finalization of the plan.

Across Delaware's grant activities, the performance evaluation will ask questions about process, cost, and quality. The Evaluation Plan will provide information for when, how, and what data sources are gathered and by whom (described below). It will provide formative and summative feedback to help Delaware first refine then answer its stated research questions about how the data story can be used to drive quality improvements. It will measure the outputs of the logic model. Because the short-term and long-term outcomes in the logic model can be demonstrated in 18-24 months and 3-5 years, respectively, evaluation activities during the 12-month grant period will measure outputs, testing if the State is making progress toward achievement of its short-term goals. As such, the Program Performance Evaluation Plan will be an iterative process to inform how the B-5AC will refine the logic model as activities are implemented, data is gathered, and feedback loops are functioning.

Performance evaluation updates will be presented to the B-5AC at least monthly and more frequently, if needed. The B-5AC will review and approve the indicators, monitor data collection, ensure alignment with the Delaware's vision and logic model, and support an essential feedback loop back to staff at their respective agencies and organizations and DECC. The B-5AC is well suited to monitor grant activities and serve in the important role of communicating findings and influencing quality improvements through state policies, because they will engage in the grant activities from the start of the grant period.

Information from Delaware's ongoing performance evaluation will also be shared, as relevant, with stakeholders in the field who are impacted by and interested in grant progress and resulting quality improvements. This broader feedback loop will dovetail with strategies to disseminate project information regularly to stakeholders in the B-5 mixed delivery system through existing council and committee meetings.

Data infrastructure, systems, and data elements

The evaluation contractor will assist Delaware in comparing its existing data infrastructure, systems, and elements to determine the extent to which they will support evaluation of grant activities. As much as possible, existing data will be leveraged for the Program Performance Evaluation Plan. Additionally, finalizing and implementing the performance evaluation will also provide information into the State's needs assessment (Activity One), strategic planning (Activity Two), and data-focused quality improvement activities (Activity Five). Although existing program and service (e.g., MICHEV) data can be leveraged for this performance evaluation, it is narrowly focused on segments of the B-5 mixed delivery system. While uncovering what is available, this process will also highlight gaps where additional data is needed to report on the proposed plan implementation. New data collection sources will be identified to supplement or integrate isolated data sources.

Every two weeks the evaluation contractor will document and review data and share written updates with OEL. This regular analysis will give OEL close oversight of all activities and help prepare information for sharing with the B-5AC.

Preliminary elements of Delaware's Program Performance Evaluation Plan will consist of: 1) measurement of progress toward the completion of outputs (within 12 months); 2) measurement of progress toward achieving short-term outcomes (18-24 months); and 3) measurement of quarterly program and fiscal grant reporting requirements and post-award reporting requirements.

1) Measurement of progress toward the completion of outputs will be comprised of, aligned directly with the State's logic model:

- Updating 5-year strategic plan that aligns all partners and establishes a path forward for Delaware to achieve its vision for the B-5 mixed delivery system
 - *Deliverables:* Strategic plan is adopted by DECC and the IRMC, and strategic plan is disseminated across the B-5 mixed delivery system.
 - *Measurement:* Adoption and dissemination (Month 6).
- At least one redesigned policy and/or process across agencies and partners
 - *Deliverables:* Needs assessment, at least one redesigned policy and/or process, and implementation plan for redesigned policy and/or process.
 - *Measurement:* Completion of the assessment including process gaps (Month 4), completion of the strategic plan including redesigned processes (Month 6), and implementation of one redesigned process (Month 12).
- Plan for streamlined organization across DHSS, DSCYF, and DOE
 - *Deliverables:* Assessed need for reorganization, strategy for reorganization, and implementation of six months of reorganization.
 - *Measurement:* Completion of the assessment including reorganization need (Month 4), completion of the strategic plan including reorganization strategy (Month 6), and implementation of a discrete part of the reorganization effort for six months (Month 12).
- Legal and secure plan for assigning and validating unique identifiers
 - Deliverables and measurement will be defined with assistance from the evaluation contractor and federal technical assistance provider after Activities One and Two.
- Technical requirements for an integrated database to capture unduplicated children and experience, transition, and service information specific to each child

Preschool Development Grant Birth through Five (HHS-2018-ACF-OCC-TP-1379)
Delaware Department of Education, Office of Early Learning

- *Deliverables*: Gaps in technical requirements identified and gaps addressed.
- *Measurement*: Completion of gap analysis via needs assessment (Month 4), and strategic direction on addressing technical gaps (Month 6).
- Implementation of six months of system strategy and data integration as defined by Activity Two - Strategic Plan
 - Deliverables and measurement will be defined with assistance from the evaluation contractor and federal technical assistance provider after Activities One and Two.
- Parent website built out with associated apps and multi-media tools
 - Deliverables and measurement will be defined with assistance from the evaluation contractor and federal technical assistance provider.
- Parents, providers and partners informed of available knowledge and choice tools and use according to need
 - Deliverables and measurement will be defined with assistance from the evaluation contractor and federal technical assistance provider.
- Statewide plan to keep data and systems updated
 - Deliverables and measurement will be defined with assistance from the evaluation contractor and federal technical assistance provider.
- Common language across agencies and partner organizations on whole child development and therefore common child-level outcomes.
 - *Deliverables*: Common whole child development language defined by a revision to the State's existing B-5 child-level outcomes framework.
 - *Measurement*: Revision to Early Learning Foundations finalized (Month 6), and dissemination of concepts and best practices (Months 8-12).

- Assess best practices across providers and partners through coordinated training delivery
 - *Deliverables*: At least one solution to coordinate training delivery across health and education sectors for all early childhood professionals' roles.
 - *Measurement*: Shared delivery solution(s) conceptualized through policy (Month 6-8) and piloting of shared training and technical assistance delivery on child-level outcomes framework (Months 8-12).
- Online modules and practice-based coaching delivered based on local community needs
 - *Deliverables*: Child-level outcomes framework training content built into online modules provided through practice-based coaching models.
 - *Measurement*: Online modules with practice-based coaching delivered to local communities based on need (e.g., in language spoken by professionals).

2) Measurement of progress toward achieving short-term outcomes. Delaware's evaluation contractor will provide research expertise to assist Delaware to leverage existing data collection processes and systems to monitor progress toward achievement of short-term outcomes of the State's PDG B-5 grant. As described above, progress toward short-term outcomes will be part of the data feedback loop that drives system improvements during the grant period. While it is not expected that short-term outcomes will be achieved during the 12-month grant, processes and progress will serve as important information in the Program Performance Evaluation Plan.

3) Measurement of quarterly program and fiscal grant reporting requirements and post-award reporting requirements. Delaware will include the grant's reporting requirements in its Program Performance Evaluation Plan to help ensure that rich and timely data is available quarterly for reporting purposes. Throughout each quarter of the grant, Delaware will gather performance progress across grant activities on the following topics: major activities and accomplishments

during the period; problems encountered; significant findings and events; dissemination activities; other relevant activities; and activities planned for next reporting period.

Data indicators that are required to be reported post-award will be tracked throughout the entire project period and will be reviewed quarterly by the B-5AC. Such data includes: how grant funds were utilized for activities; strategies undertaken to implement recommendations in the strategic plan; new partnerships and how these partnerships improve coordination and delivery of services; grant activities leading to blending or braiding of other public or private funding; how information about available existing programs for children birth to kindergarten entry was disseminated to parents and families and best practices regarding early education program and the coordination of such programs that emerged from grant activities.

11. Sustainability Plan

Delaware's plan for sustaining the work funded by the grant has three sequential parts:

1. Determine the grant areas that are one-time investments that do not need to be sustained;
2. Of the projects that require ongoing support, determine the ones that merit ongoing support based on the performance evaluation; and
3. Of the projects that merit ongoing support, identify the entities who will advocate for the ongoing projects and will define the resources that can be allocated to the projects.

The IRMC and DECC, through the leadership of the B-5AC will plan for sustainability after the 12-month grant period. OEL will have day-to-day ownership for developing and implementing the sustainability plan. The IRMC and DECC meet regularly, are standing bodies that will continue after the end of the grant, and already have responsibility for long-term planning and sustainability. Because Delaware has carefully designed this application and the activities within the grant to align with present priorities, the approach to sustainability is

somewhat already in place. Areas of existing or intended investment by the State have supporters who are already identified. Stakeholder activities in the plan will also support sustainability because engagement seeds and cultivates ownership and advocacy for the project elements.

Presuming grant activities unfold as planned and merit ongoing support, Table 11.1 lists all projects, sustainability owners, and potential sustainability resources if needed. OEL, B-5AC and the contractors leading the performance evaluation will use this table as a starting point in refining and implementing the sustainability plan during the 12 months of the project.

Table 11.1 Proposed Sustainability Plan Owners and Resources by Project

Activity	Project	Owners	Resources	Comments
One	User Experiences Assessment	OEL, IRMC, DECC	Ongoing required federal and state program assessments	The assessment is largely a one-time large investment requiring annual updates. Updates can be supported through other ongoing and required state and federal program assessments.
One	Systems Processes Assessment	IT leaders from DOE, DHSS, DSCYF and DTI through the Families Service Cabinet Council	Existing state budget IT line items; grant funding from AISP for data integration	B-5 data integration will be incorporated into the State’s existing strategy for better policy through data integration.
Two	Strategic Plan	OEL, B-5AC, DECC, IRMC	No large resources required	The strategic plan is largely a one-time investment that sets the roadmap for the future. It will be updated each year by OEL and DECC when the IRMC provides its required annual report to the Delaware General Assembly.
Three	Tool Build Out and Maintenance	OEL, B-5AC, DECC, IRMC	Existing parent education and QRIS budget line items	The grant will align, focus, and improve the efficiency of investments in B-5 parent knowledge and choice. Existing budget allocations can continue projects that merit ongoing support based on the evaluation.
Three	Awareness Campaigns	OEL, B-5AC, DECC, IRMC	Existing parent education	Some campaigns will be one-time investments. Ongoing public awareness campaigns can

Preschool Development Grant Birth through Five (HHS-2018-ACF-OCC-TP-1379)
 Delaware Department of Education, Office of Early Learning

Activity	Project	Owners	Resources	Comments
			budget line items	be funded by existing allocations.
Four	Child-level Outcomes Framework Revision	OEL, B-5AC, DECC, IRMC	Existing technical assistance budget line items	The indicators toward outcomes will need to be updated but are largely a one-time effort. Existing technical assistance budgets can sustain the work.
Four	Training Content Development	OEL, B-5AC, DECC, IRMC	Existing technical assistance budget line items	The training content will need to be maintained but is largely one-time investments. Existing technical assistance and professional develop resources and sustain the training content.
Five	Trauma-informed practices	OEL, IRMC, Families Service Cabinet Council	Existing budgets and new state- and grant-funded investments.	The governor’s order requires departments to allocate existing resources toward trauma-informed care. As a key priority, it is likely that additional allocations and grant funding will be obtained by the governor, General Assembly, and state secretaries.
Five	Redesigned Service and Re-organization for Service Coordination	OEL, DECC, IRMC	QRIS and ECAP funding.	This is the implementation of the strategic plan, which will require several years to implement. It is also the core work of OEL and will be funded by its existing budget line items such as QRIS and ECAP.
Five	Unique Identifier System Selection and Process	IT leaders from DOE, DHSS, DSCYF and DTI through the Families Service Cabinet Council	Existing state budget IT line items; grant funding from AISP for data integration	B-5 data integration will be incorporated into the State’s existing strategy for better policy through data integration.
Five	Data Warehouse Expansion for Unique Identifier	IT leaders from DOE, DHSS, DSCYF and DTI	Existing state budget IT line items; grant funding from AISP for data integration	The data warehouse expansion is largely a one-time investment to accommodate the data and system that would be implemented in the future.

12. Budget and Budget Justification