Testimony of

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Committee on Education and the Workforce Hearing

"A State Perspective on

Improving Early Education and Care Systems and Services for

Our Children and Families"

Good morning. I am Harriet Dichter, Executive Director, Delaware Office of Early Learning.

Recently, Congress recognized the economic and educational payoff of early education and care and restored resources and helped expand the Child Care and Development Block Grant and Head Start and Early Head Start, as well as established another opportunity for states to expand preschool. I thank you for these advances, as well as for dedicating a hearing to early childhood development as you plan for the next phase of federal leadership and investment.

The importance of the first years of life is critical- the experiences children have during this unique time set the stage for all aspects of development and learning. Because of the developmental significance of this time, the quality of early childhood programs for both children and families is essential to good outcomes.

The Delaware Office of Early Learning was created by Governor Markell to assure a strong, integrated state-community effort for young children and their families, and to create an early learning system. Our priorities, depicted in a graphic in Appendix 1, include a focus on four essential areas: a healthy start for our young children; quality early learning; linkages and partnerships between learning, k-12, and higher education; and sustaining a thriving early childhood system. Our office works to unify and integrate the early learning programs of all of Delaware's agencies that have responsibilities in this critical area.   The office covers the waterfront—we work with school and community-based programs for children from birth through full-day kindergarten. We count over 100 partners, which is a lot for our small state, and those partners include a big array-- school districts superintendents, principals, and teachers; child care and Head Start programs; foundations, universities, and business leaders; health and behavioral health providers; museums and libraries; and our families. Our partners are described in Appendix 1. To quote Fred Rogers, "When I was very young, most of my childhood heroes wore capes, flew through the air, or picked up buildings with one arm. They were spectacular and got a lot of attention. But as I grew, my heroes changed, so that now I can honestly say that anyone who does anything to help a child is a hero to me." We have a lot of heroes!

Delaware's young children and their families are fortunate to be supported by the commitment of Governor Markell and our state legislators. Delaware's state investment in early learning increased by one-third in the 2011 legislative session and has been further improved through our participation in the federal Early Learning Challenge.   Our state effort included new resources to add to the payments (rates) for our child care providers and to fund a state-wide framework for early learning, known as Delaware Stars, that allows us to work with all of the programs to focus on quality improvement.

Improving the national track record for investments and outcomes for young children is essential. I have two points:

1)	There is no one silver bullet, not just one investment or program that works. What matters, regardless the program, is quality. Quality is what is needed to produce positive outcomes. This means a common framework of high standards, accountability, continuous improvement, and sufficient investment in the workforce and the programs to make a difference.

2)	The federal government has not been sufficiently proactive in this area, leaving too much to the states to do, notably on funding and financing.

First: To meet children's and family needs, we need a continuum of quality services. One size does not fit all. We can and should expect to make investments in programs, such as child care, pre-kindergarten and Head Start for example, and we should expect to invest in infants, toddlers and preschoolers in each and every year until they enter school.   To meet the needs of our diverse families , we must provide a range of options (for example, full time vs. part time education and care, night and weekend hour care and education, speech and language development, special needs

care).   We must build confidence in the responsiveness and quality of early education services and ensure that public investments are made efficiently and are well-leveraged.

In Delaware, we take advantage of the existing array of early childhood programs and providers to create our system and to respond to the diverse needs of young children and families. We are systematically and voluntarily improving quality through Delaware Stars which integrates research-based standards and ratings, improvement supports, and financial resources. Delaware Stars is pivotal to our efforts, and it is available to all of our early learning programs on a voluntary basis. It has become an integrated framework for improving quality across sectors in our state. Our child care, Head Start, and preschool programs all participate in this effort.

Delaware Stars program is reaching children and their families through a large network of school district, child care, Head Start, and Early Intervention programs.   We are particularly interested in how we are doing in serving our at-risk children, i.e. low-income children; children with developmental delays and disabilities, etc.   In 2013, 7 in 10 of our at-risk children participated in an early childhood program in Delaware Stars. And 4 in 10 of these children are in a Delaware Stars program with a higher quality rating. These numbers are up from the previous year, and we have more assertive targets for 2014. At the same time, we set specific goals for working with programs on quality improvement, and we met those goals in 2013. Over 75% of our child care centers, which deliver services to the greatest number of our children, including our low-income children, participate in this program. And one last number--70% of our programs have made enough progress on quality improvement to have a Delaware Stars quality rating, and about one-third are now at our two highest levels. But you can see even with our focus and our progress, we have a long way to go to help our children meet their promise.

A quality program works in partnership with our families and helps to develop our children's skills and abilities not just in key areas of language, literacy and general cognition, but also works with our children to develop their social and emotional needs. This is the fuel for our children's success—their initiative, grit, persistence, resilience—that together with these traditional academic areas help pave the way to productive adulthood. A safe environment is necessary but not sufficient; a safe, learning environment with enough books and materials is necessary but not sufficient; a quality program provides this in the context of the teachers and families who work together to embed our children's learning in these relationships. And this becomes even more meaningful for our low-income families who may be juggling two or more jobs, may not have time or the skill to read to their children, and may have difficulty providing their children with enough healthy, nutritious food. Quality early learning is part of our equation for our children's school and life success. That's why we have so many partners and stakeholders in our efforts in Delaware.

We have a family-oriented website, available to them through their smart phones, that focuses on early learning from a family point of view and gets a lot of traffic. Here is what our families have to say about Delaware Stars:
- "I would recommend a Delaware Stars program based on the remarkable change we have noticed in our daughter's confidence, her ability to challenge herself more often, and an overall improvement in her social behavior and development skills." Precious White
- "Since my son has been in a Delaware Stars program he continues to develop emotionally and has improved skills. It has really helped him grow." Khaluah Mumin
- "My child is learning so much in a Delaware Stars program. It is a wonderful program." Jannette Torres Rodriguez
- "I would recommend the Delaware Stars program because it's an assurance that the program will nurture and engage your child as well as develops independence and self-reliance."   Rebecca Kruer

To view the website, which includes a slide show of our families and their children, visit www.greatstartsdelaware.com.

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And our providers share in that positive view:

- "DE Stars establishes a standard and defines quality from a child's perspective."
- "DE Stars is an accountability system--and that is good."
- "It is fun to watch a teacher have an "ah ha" moment when they realize what type of influence they have on the children. They all of a sudden see themselves as professionals."
- "This process has been really helpful with getting front line teachers and assistants to understand and embrace quality improvement.
- Delaware Stars is a plus; "All programs in the state can be a part of it."
- "A large number of programs are improving."
- "We are reaching out to help the most needy children."

We cannot serve our families with young children well using a silver bullet approach that focuses on one program, one age group, or one financing stream. Our goal is to serve the diverse needs of families while building confidence from business and other community leaders. Our framework includes:

1) <u>High standards and expectations for program quality</u>, based on research and experience, and focused on the best outcomes for children so all children enter school ready to learn;
2) <u>Assistance to help teachers and programs achieve the necessary standards.</u> It is not enough to set high standards, assistance is needed to achieve and maintain them. We must invest in early learning teachers if we are to achieve our desired outcomes for children and families. For example, in Delaware, one-fifth of our early educators have a high school diploma or less; just over half have a college degree. Their average pay is just over $23,000, which is the poverty line for a family of 4 compared to $40,000 for the average starting salary for those teaching in the early elementary grades;
3) <u>Accountability for results</u>—ensuring that public funds go to effective programs that support young children and their families; provide continuous improvement for all programs, including those that are not doing well; and communicate results to families and the broader community, including why they matter for our entire society; and
4) <u>Financial supports</u> that are linked directly and clearly to the standards at sufficient levels to get the job done by programs, and ensure that families have the means to afford high quality options for their children.

While the work is multi-faceted and dynamic —as it should be- it can be organized and coordinated into a realistic, achievable strategy through which we better serve our children and families and work collaboratively with the programs we count upon to deliver the services. (The quality goal is achievable within our varying state contexts.) We must respect our families and provide them with options that effectively meet the needs for their children in early childhood programs. We need to make sure we are focused on continuous improvement in what we do and to continue to engage our research partners to help us develop and improve our efforts. (To that end, in Delaware, thanks to our participation in the Early Learning Challenge, we are fortunate to have the RAND Corporation assisting us.)

In Appendix 2 you'll see an overview chart from RAND summarizing impacts on child outcomes from large publicly-financed preschool programs that have been rigorously evaluated. There are favorable impacts for children on a range of developmental measures of school readiness across these programs. This chart is a reminder that we all need to work together to create our learning systems and keep moving ahead.

We know good quality early learning programs work. We know from decades of scientific studies that children—and our communities-- benefit from them in many ways – better education, higher earnings, lower crime, resulting in greater public savings in the short and long terms. We have a large assortment of rigorous evaluations and studies to confirm this, conducted by well-respected institutions and researchers in our country. The question is not whether we know

enough to proceed. We need to consider the many children and their families who would benefit if we do more, particularly those most at risk, and continue to move ourselves forward, always looking for ways to improve our work and our outcomes.

My second point is the importance of shared, responsible, and sufficient public investment in these programs. The funding streams we have, the Child Care and Development Block Grant and Head Start, are certainly insufficient. We have children at risk in every county, city and state in the United States. New funding is needed to help close the staggering gap between those children, particularly those at-risk of school failure, who are in our quality early learning programs and those who are not. We need to assure a sustained public funding base for early education, just as we work to assure a public funding commitment to K-12 education.

First, we should substantially increase investment in the established federal programs and funding streams, and again, I thank Congress for the work to support Head Start and Child Care in the recent budget and spending agreement. Second, we should commit to new federal funding, as suggested by the Strong Start legislation. States across the country are committing to an increased focus on quality early learning opportunities. Meaningful federal partnership and leadership is ripe and needed. This will help those of us in the states fill gaps and strengthen our efforts towards building a high quality early childhood system with a strong framework and new resources.

There is not just one program that works. Children need a continuum of early learning services, and a commitment to infants, toddlers, their families and preschoolers alike. One size does not fit all. It is fine to have a range of key programs and different hours of service because children and their families have different needs. It is in all of our best interests to be responsive and to focus on providing quality, expectations and support for high performance, and sufficient financing so that will get our children off to the best start possible. Parents expect that a program that opens its doors to them will serve them and their children well. From these simple precepts, there are several lessons that should inform the next phase of federal investment and policy.

Thank you for providing me with this time today. I am honored and humbled each day when I go to work to play a role in trying to make our office tagline, "great tomorrows begin today," a reality for Delaware's children, families and communities. Thank you!

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Appendix 1: Delaware Framework

Appendix 2: RAND Chart

Appendix 3: Delaware Dashboard

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Delaware Early Learning Challenge Implementation Plan

Creating and Advancing Our Children's Early Learning

GOAL 1: Comprehensive ... & Follow Up ... Children

Strategy 1: ...care providers to ...mental screenings ...oung children
Success Measure: Number of ...ed increases from ... to 25,000

Strategy 2: ...families to ...p services
Success Measure: Number of ...needs who receive ...s increases from ... to 5,400

Strategy 3: ...young child ...alth services
Success Measure: Double the ...Childhood Mental ...ultation services

GOAL 2: Expand Number of Stars Programs and High Needs Children in Stars

Strategy 1: Provide financial incentives for Stars programs serving children with high needs
Success Measure: 72% of centers are in stars

Strategy 2: Support programs moving up in Stars rating
Success Measure: Stars programs increase from 134 to 442 (3X); Stars Level 3-5 programs increase from 36 to 289 (8X)

Strategy 3: Provide financial incentives for education and retention of Stars early educators
Success Measure: 24% (1,930) of early educators advance on the new Career Lattice; Educators who obtain new specialized credential from 0 to 790

GOAL 3: Build Connections Between Early Learning and K-12 Schools

Strategy 1: Implement Delaware Early Learner Survey
Success Measure: All kindergarten teachers use the survey with all children

Strategy 2: Create Readiness Teams in high-needs communities to build early childhood/k-12 links
Success Measure: Local strategies are developed and implemented

Strategy 3: Link high school and college professional development for early educators
Success Measure: Aligned curriculum supports career pathways for early educators

GOAL ...: Sustain a... Statewi... Learning...

Strat... Use data to i... improv... and sus...
Success Mea... measurement tool; ... Improve dat... tracking ...

Strat... Engage comm... including paren... advocates for...
Success Measur... high needs childre... programs in... 5% to 5...

Strat... Provide leaders... development an...
Success Measure: Of... established; str... engagement pr... sustainable early...

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DELAWARE EARLY LEARNING CHALLENGE
Summary of Success

GOAL 1: Expand Comprehensive Screening and Follow-Up for Young Children

- Introduced new supports for developmental screening in Delaware Stars, training more than 560 early educators to help identify developmental delays using the Ages and Stages Questionnaire and provide linkages to needed services.

- Grew number of primary health care providers using the PEDS developmental screening tool, screening more than 5,600 young children to date.

- Doubled early childhood mental health consultation service to early childhood programs statewide, providing more than 800 child consultations and training more than 650 early educators to support staff who work with children with challenging behaviors and promoting young child social and emotional well-being.

GOAL 2: Expand Number of Stars Programs and High Needs Children in Stars

- Created an array of new financial incentives for Delaware Stars programs, effective in attracting more early learning programs to join the quality rating system used by families as a guide to finding quality early learning programs for young children.

- Increased the number of quality programs in Delaware Stars from 134 to 435, including 77% of early learning centers and 23% of family based childhood programs.

- Launched Compensation, Retention and Education (CORE) awards totaling $3.8M to 1,337 individuals working in Stars programs who have improved their education and credentials, raising the standard of care for young children in Delaware Stars.

- Engaged nearly 200 early educators in the Early Learning Leadership Inititative (ELLI).

GOAL 3: Build Connections Between Early Learning and K-12 Schools

- Instituted a kindergarten-entry assessment, the Delaware Early Learner Survey, improving information available to kindergarten teachers, informing individualized instruction and, over time, guiding work to enhance state policy and practice. 315 kindergarten teachers used the tool with more than 6,000 children with full scale implementation on target for all kindergarten classrooms and children in 2015.

- Established public-private partnership with 20 site-based Delaware Readiness Teams with broad community participation in high-needs communities to improve linkages between early learning (birth to five) and K-3 systems to improve outcomes for children and their families.

- Sponsored a state-level conference for all kindergarten teachers, administrators and support staff in response to a request from the kindergarten teachers who conducted the Delaware Early Learner Survey (DE ELS), offering an opportunity for deeper understanding of how the DE ELS can be used to inform individualized instruction for children and sharing successes to date.

- Implemented a dual enrollment strategy to advance early childhood workforce readiness and educational attainment with free online preparation for entry exam to increase success rate for students entering college programs in early childhood.

GOAL 4: Sustain a Thriving Statewide Early Learning System

- Established the monthly Delaware Early Childhood E-News with a subscriber base of nearly 5,000 and growing.

- Created a website for families with young children – www.greatstartsdelaware.com- to increase awareness of the importance of early learning for children birth to age 5 and promote the use of Delaware Stars as a guide to finding quality early childhood programs, with new social media supports and participation of more than 7,600 individuals, growing at the rate of 100 new visitors per week.

- Launch by the Delaware Early Childhood Council of a new Early Childhood Strategic Plan with establishment of four new standing committees to address the four Early Learning Challenge goals, providing top level advocacy and leadership for early learning in Delaware.

great starts Delaware

"An investment in knowledge pays the best interest."

- Benjamin Franklin

12-31-2013

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GOAL 1: Expand Comprehensive Screening and Follow-Up for Young Children

- Brookes Publishing Co.- Ages & Stages Questionnaire/ASQ
- Child Development Watch
- Child Find
- Christiana Health Care Services
- Delaware Academy of Medicine
- Delaware Chapter, American Academy of Pediatrics
- Delaware Children's Department, Divisions of Family Services and Prevention and Behavioral Health Services
- Delaware Department of Health and Social Services, Divisions of Public Health and Management Services
- Delaware Early Childhood Council, Committee on A Healthy Start for All Children
- Help Me Grow 211
- La Red Health Center
- Nemours Health and Prevention Services
- Participating Delaware Stars Programs using ASQ screen
- Participating Health Providers using PEDS screen
- Participating parents/families of young children screened
- Rodel Foundation of Delaware
- Social Ventures Partners
- United Way of Delaware, Inc.
- University of Delaware Institute for Excellence in Early Childhood

GOAL 2: Expand Number of Stars Programs and High Needs Children in Stars

- Barclays Bank
- Child Assessment Task Force
- Children & Families First, Inc.
- CORE Compensation, Education and Retention Awards Advisory Committee
- Delaware Department of Education
- Delaware Association for Education of Young Children (DAEYC)
- Delaware Department of Health and Social Services, Division of Social Services
- Delaware Department of Services for Children, Youth and Their Families, Division of Family Services and the Office of Child Care Licensing
- Delaware Early Childhood Council, Committee on High Quality Early Childhood Programs and Professionals
- Delaware Stars Evaluation Advisory Committee
- Delaware Stars Task Force
- Early Childhood Policy Research
- Easter Seals of Delaware and Maryland's Eastern Shore
- Infrastructure Grant Advisory Committee
- Deana Lukowski, TSI Gold Assessment Technical Assistant
- Kim Means, Child Care Systems Specialist, Office of Child Care, U.S Department of Health and Human Services
- National Louis University, McCormick Center for Early Childhood Leadership
- Nemours Health and Prevention Service
- Oldham Innovative Research
- Participating Families and Programs
- RAND, Inc.
- Rodel Foundation of Delaware
- Teach for America, Delaware
- Kathy Thornburg, Ph.D Early Learning Challenge Technical Assistance Specialist
- United Way of Delaware, Inc.
- University of Delaware Institute for Excellence in Early Childhood, Delaware Stars Program and Delaware Stars Task Force
- Jamie Walco, ASQ Technical Assistant

GOAL 3: Build Connections Between Early Learning and K-12 Schools

- Charter Schools Newark
- Child Trends, Inc.
- Delaware Department of Education, Consumer Sciences Services and Skilled and Technical Services
- Delaware Early Childhood Center
- Delaware Early Childhood Council, Committee on An Aligned and Effective Early Learning System, Birth Through Third Grade
- Delaware Early Learner Survey Advisory Committee
- Delaware Readiness Teams (DEL TEAMS)
- Delaware State University
- Delaware State Education Association
- Delaware Technical and Community College
- DEL TEAMS Advisory Committee
- Higher Education Partnership Workgroup
- Kindergarten teachers, administrators and support staff
- K-2 Standards Committee
- Lakeshore Learning
- Nemours Health and Prevention Services
- New Castle County Vocational Technical School
- New Castle County Vo-Tech District
- Participating Public and Charter Schools
- PNC Bank
- Polytech High School
- Rodel Foundation of Delaware
- Springfield College, Wilmington Campus
- Sussex Vocational and Technical High School
- Teaching Strategies, Inc.
- Tech Prep Delaware
- United Way of Delaware, Inc.
- University of Delaware, Center for Applied Demography and Survey Research and Institute for Excellence in Early Childhood
- University of North Carolina Chapel Hill, Frank Porter Graham Center
- Widener University
- Wilmington University

GOAL 4: Sustain a Thriving Statewide Early Learning System

- Delaware Association for the Education of Young Children (DAEYC)
- Delaware Business Roundtable's Committee on Education and Commission on Early Education and the Economy
- Delaware Departments of Education, Health and Social Services and Services for Children, Youth and Their Families
- Delaware Early Childhood Council, Committee on Sustainable System Improvement
- Delaware Head Start Association
- Goeins-Williams Associates, Inc.
- Andrew Geroski, Communications Consultant
- Donna-Marie King, Communications and Marketing
- Just in Time! Communications
- Kelly Swanson, Communications consultant
- Office of Early Learning Communications Review Panel
- Participating parents/families of young children
- Penn Cinema on the Riverfront IMAX
- Pepperlillie, Inc.
- Rebecca Perry, Communications Consultant
- Rodel Foundation of Delaware
- United Way of Delaware, Inc.

12-31-2013

Appendix 2: RAND Chart

Magnitudes of Preschool Program Effects Can Be Sizeable

Program	Vocab. (PPVT)	Pre-reading (WJ)	Pre-writing (WJ)	Pre-math (WJ)	Cognitive readiness
Perry Preschool	1.02				
Chicago CPC					0.46
Head Start		0.32	0.24		
Arkansas	0.36			0.24	
California	0.30 – 0.47			0.31 – 0.38	
Michigan				0.51	
New Jersey	0.34			0.19	
New Mexico	0.36			0.39	
Oklahoma (Tulsa)		0.79	0.64	0.38	
Oklahoma	0.32			0.49	
South Carolina					
West Virginia				0.52	

PPVT=Peabody Picture Vocabulary Test; WJ=Woodcock-Johnson.

RAND   SOURCE: RAND analysis of preschool research literature (TR-537, 2007 and MG-889, 2008.   5 5/12

Favorable, significant effect at .05 level or better

Test given, difference not significant

Not tested for

Karoly, Lynn A., *Preschool Adequacy and Efficiency in California: Issues, Policy Options, and Recommendations*, MG-889, Santa Monica, Calif.: RAND Corporation, 2009.

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Early Learning Challenge Dashboard

Monthly Report for December 2013

Published:

January 28, 2014

Introduction

Purpose:

This monthly data dashboard is a tool for the Early Learning Leadership Team, designed to provide current information on the 'health' of critical strategic initiatives of Delaware's Early Learning Challenge (ELC). The dashboard provides easy, quick access to information drawn from data sets across the three departments and five divisions participating in the ELC. Indicators are directly linked to and directly aligned with the ELC goals and strategies. The dashboard will, with continuous improvement, evolve and improve over time to best meet the requirements of the Early Learning Leadership Team for an effective management tool.

The first set of graphs and charts provide a quick overview of the key leading indicators, while the balance of the charts relate to measures (organized by goal, then by strategy) to drill down to the specific component activities under each strategy. The dashboard's table of contents supplies an easy reference guide to the series of measures reflected in the dashboard.

The dashboard is maintained by the Office of Early Learning and is populated by data reported by or obtained from participating state agencies. Ideally, such a dashboard would be updated regularly from data in an integrated database, with the dashboard data being refreshed automatically. At present, the data (as indicated by the source documentation notes) comes from a variety of different databases across the departments. Workaround, or alternative methods, are used to obtain data not currently entered into or tracked through databases. As Delaware moves to development of an integrated early childhood database, the dashboard will move to a tool that is populated and regularly updated directly from that database.

The signal colors (red, yellow, green) are quick status indicators for each measure. The At-A-Glance page may be used to guide discussion at team meetings to identify opportunities for improvement, assess the effectiveness of new or different strategies or track the results from team problem-solving to ensure that annual targets are met and that all of the Challenge goals are achieved by December, 2015, the end of the grant period.

Delaware Early Learning Challenge Dashboard

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Part B   Strategy 2: Create Early Learning Teams in High Needs Communities to Foster Early Childhood/K-12 Linkages

Part C   Strategy 3: Link High School and College Professional Development for Early Educators

Section V   Early Learning Challenge Goal Four – Sustain a Thriving Statewide Early Learning System

Part A   Strategy 1: Use Data to Inform Quality Improvement and Sustainability

Part B   Strategy 2: Engage Community Leaders, Including Parents, as Informed Advocates

for Early Learning

Part C   Provide Leadership for System Development and Sustainability

Delaware Early Learning Challenge Definitions   Appendix

Key Leading Indicators

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- 🟢 Graph 41 - Increasing Family Outreach
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🟢 On track   🟡 May not meet target   🔴 Not expected to meet target   ⭕ No data or initiative not begun

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Graph 1: Increasing Percent of Children with High Needs in Stars Top Tiers
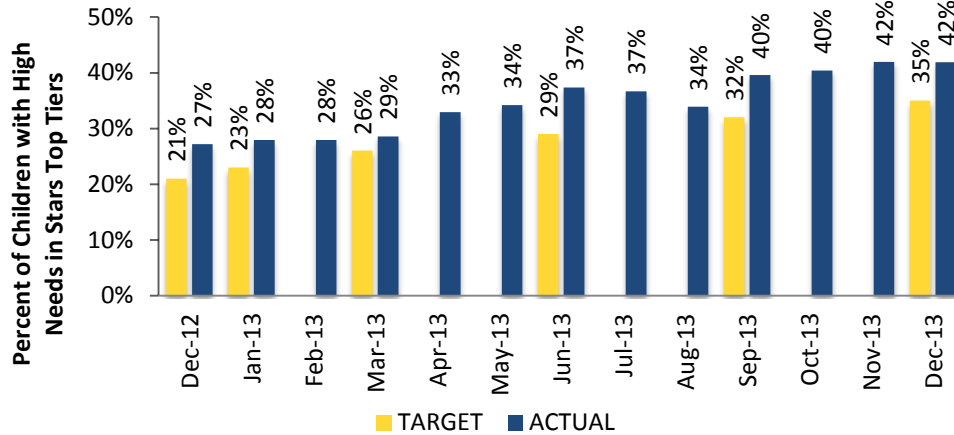
Sources: Head Start and Early Head Start Program Directors, DOE/DHSS (Stars/POC), DOE - ECAP, Part B, Title I , DIEEC Stars   December data is preliminary data and will be updated next month, when more complete Purchase of Care claims/payment data is available.
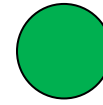
Delaware's December 2013 percentage of children with high needs in Stars Top Tier Programs is 42% (6,306) and itexceeds the 35% YearTwo target.

2014 Target - 51% (7,757)
2015 Target - 58% (8,730)

Graph 2: Increasing Percent of Children with High Needs in Stars

Sources: Head Start and Early Head Start Program Directors, DOE/DHSS (Stars/POC), DOE - ECAP, Part B, Title I, DIEEC Stars   December data is preliminary data and will be updated next month, when more complete Purchase of Care claims/payment data is available.
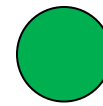
Delaware's November 2013 percentage of children with high needs in Stars programs is 67% (10,011) and it exceeds the 50% Year Two Target.

2014 Target - 65% (9,784)
2015 Target - 78% (11,174)

Graph 3: Increasing Stars Programs

Number of Star Programs

	Dec-12	Jan-13	Feb-13	Mar-13	Apr-13	May-13	Jun-13	Jul-13	Aug-13	Sep-13	Oct-13	Nov-13	Dec-13
TARGET	300	345	347	350	360	370	375	380	380	380	385	392	405
ACTUAL	322	345	351	352	372	389	386	398	394	397	408	418	435

■ TARGET ■ ACTUAL

Source: DOE Stars Database
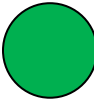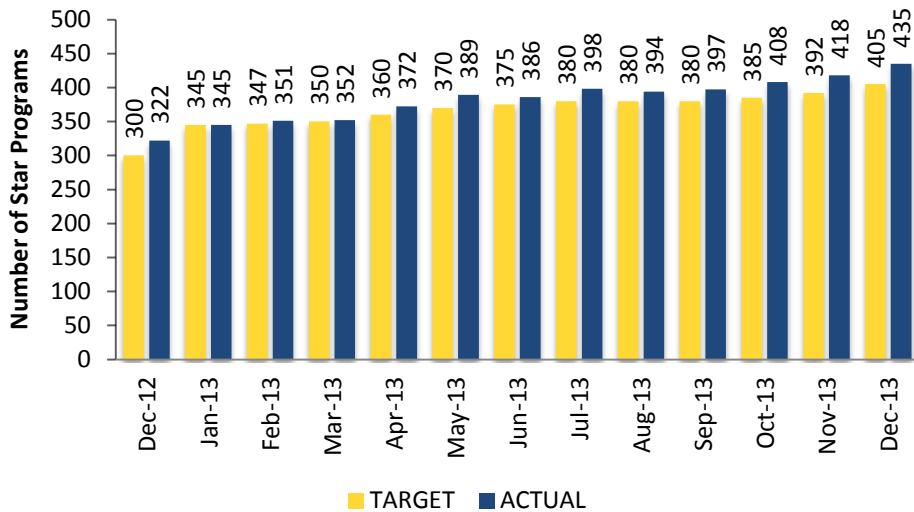
Delaware has 435 Stars Programs in December 2013, which surpasses the target of 405 Stars Programs to be met in 2013.

2014 Target - 419

2015 Target - 442

Graph 4: Increasing the Percentage of Stars Programs Reaching the Top Tiers of Quality

Percent of Stars Programs in Top Tiers of Quality

	Dec-12	Jan-13	Feb-13	Mar-13	Apr-13	May-13	Jun-13	Jul-13	Aug-13	Sep-13	Oct-13	Nov-13	Dec-13
TARGET	42%	31%		32%	31%			36%			41%		42%
ACTUAL	41%	34%	28%		32%	33%	35%	37%	39%	40%	41%	42%	43%

■ TARGET ■ ACTUAL

Source: DOE Stars Database
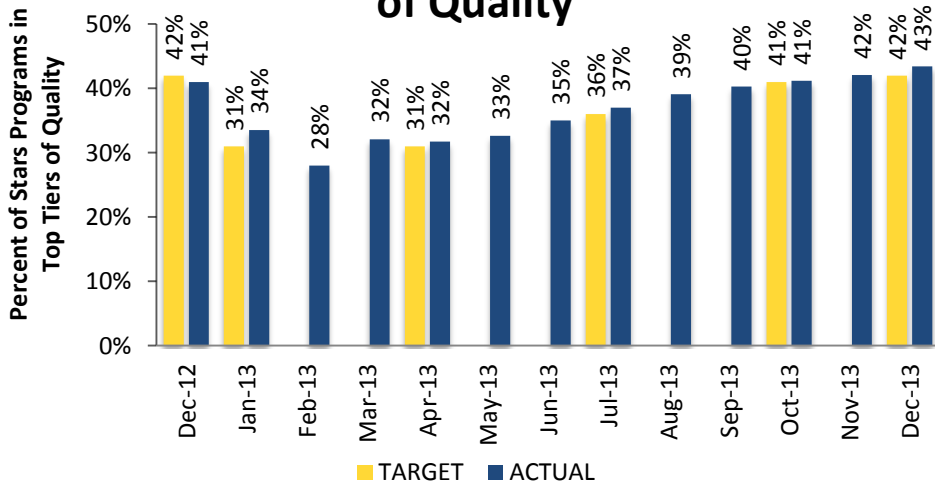
Delaware, with 43% of Delaware Stars programs (189 of 435) in the top tiers of quality in December 2013 met its target of 42% by the end of 2013.

2014 Target – 54%

2015 Target – 62%

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Graphs 4 a-4 e – Increasing Stars ProgramQuality Rating

Graph 4a: Star 1 Programs

Number of Star 1 Programs

Dec-12: 98 (TARGET), 69 (ACTUAL)
Jan-13: 64
Feb-13: 64
Mar-13: 57
Apr-13: 70
May-13: 71
Jun-13: 63
Jul-13: 74
Aug-13: 56
Sep-13: 52
Oct-13: 54
Nov-13: 56
Dec-13: 53 (TARGET), 70 (ACTUAL)

Legend: TARGET, ACTUAL
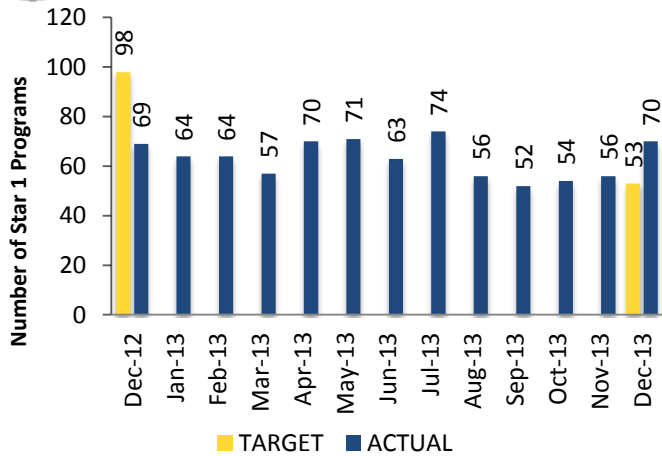
Source: DOE, DIEEC Stars Database

Note: Targets updated in October 2013

Graph 4b: Star 2 Programs

Number of Star 2 Programs

Dec-12: 77 (TARGET), 151 (ACTUAL)
Jan-13: 179
Feb-13: 179
Mar-13: 182
Apr-13: 184
May-13: 192
Jun-13: 189
Jul-13: 177
Aug-13: 184
Sep-13: 185
Oct-13: 186
Nov-13: 186
Dec-13: 183 (TARGET), 176 (ACTUAL)

Legend: TARGET, ACTUAL

Graph 4c: Star 3 Programs

Number of Star 3 Programs

Dec-12: 44 (TARGET), 27 (ACTUAL)
Feb-13: 28
28
Apr-13: 31
33
33
Jun-13: 38
38
42
Aug-13: 40
47
Oct-13: 54
Dec-13: 47 (TARGET), 60 (ACTUAL)

Legend: TARGET

Graph 4d: Star 4 Programs

Number of Star 4 Programs

Dec-12: 49 (TARGET), 51 (ACTUAL)
Feb-13: 55
55
Apr-13: 57
60
68
Jun-13: 70
82
85
Aug-13: 93
95
Oct-13: 96
Dec-13: 95 (TARGET), 101 (ACTUAL)

Legend: TARGET, ACTUAL

Graph 4e: Star 5 Programs

Number of Star 5 Programs

Dec-12: 32 (TARGET), 24 (ACTUAL)
Jan-13: 25
Feb-13: 25
Mar-13: 25
Apr-13: 25
May-13: 25
Jun-13: 26
Jul-13: 27
Aug-13: 27
Sep-13: 27
Oct-13: 26
Nov-13: 26
Dec-13: 27 (TARGET), 28 (ACTUAL)

Legend: TARGET, ACTUAL

Graph 5: Early Educators Credentialed by Special Experience

Number of Early Educators Obtaining Specialized Expertise Credentials

TARGET ■ ACTUAL
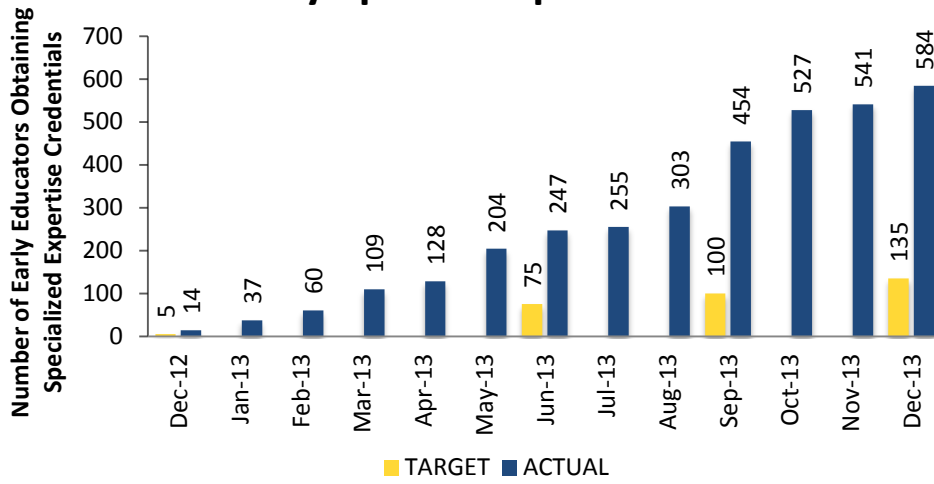
Delaware had 43 individuals obtain a specialized expertise credential in December 2013, bringing the total number of individuals obtaining specialized expertise credential to date to 584, far exceeding the 2013 target of 135 individuals with a specialized expertise credential.

Source: DOE DPEC database

Graph 6: Increasing Physician Practices using PEDS Online

Number of Physician Practices using PEDS Online

TARGET / ACTUAL values by month:
Dec-12: 20/20, Jan-13: 20/20, Feb-13: 21/21, Mar-13: 21/22, Apr-13: 22/22, May-13: 22/23, Jun-13: 23/23, Jul-13: 23/24, Aug-13: 24/24, Sep-13: 24/24, Oct-13: 25/25, Nov-13: 25/25, Dec-13: 26/25

■ TARGET ■ ACTUAL

Source: DPH

Graph 7: Increasing Number of Children Screened using PEDS Online

Number of Children Screened using PEDS Online

TARGET / ACTUAL values by month:
Dec-12: 2538/2031, Jan-13: 2607/2607, Feb-13: 2132/3058, Mar-13: 2185/3708, Apr-13: 2239/4587, May-13: 2295/5082, Jun-13: 2351/5593, Jul-13: 2410/6165, Aug-13: 2468/6686, Sep-13: 2505/8363, Oct-13: 2542/8820, Nov-13: 2580/9220, Dec-13: 2616/9566

■ TARGET ■ ACTUAL
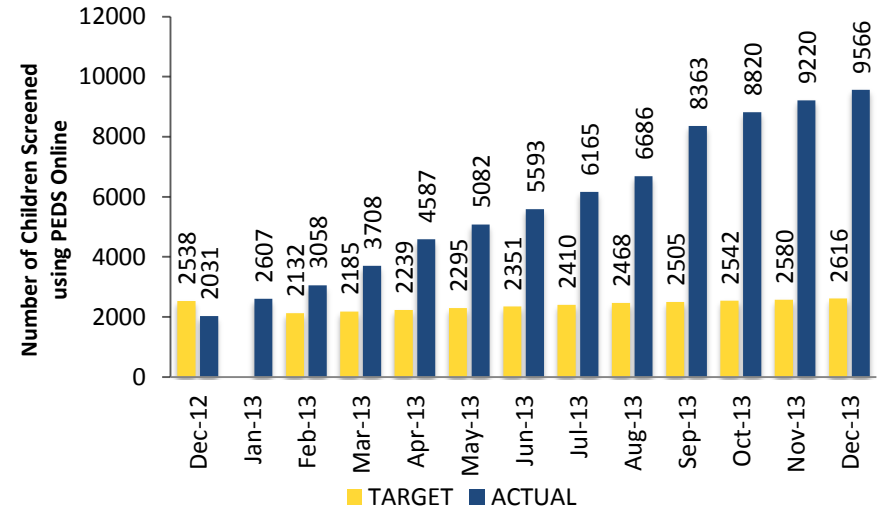
Source: DPH
Note: change to cumulative target setting is recommended.

Graph 8: EPSDT Young Child Developmental Screenings

Number of Children Ages 0-5 Given Developmental Screening by EPSDT

FFY11: TARGET 28,498, ACTUAL 27,642
FFY12: TARGET 28,750, ACTUAL 27,881

■ TARGET ■ ACTUAL
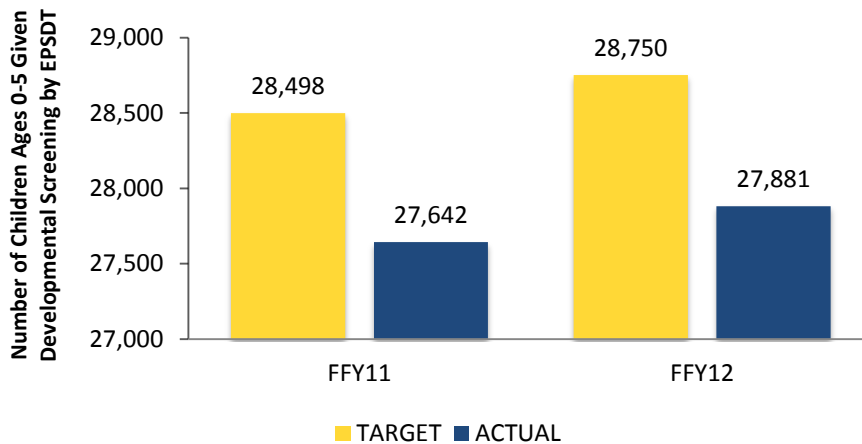
Source: DMMS/DHSS (CMS 416)

Source: DMMA, Form CMS; 416: Annual EPSDT Participation Report, Medicaid and CHIP-enrolled eligible young children (birth to 5 yrs) receiving at least one initial or periodic screen by physician v target number (children who should receive at least one periodic developmental screen. OEL is exploring with DMMA possibility of monthly reporting.

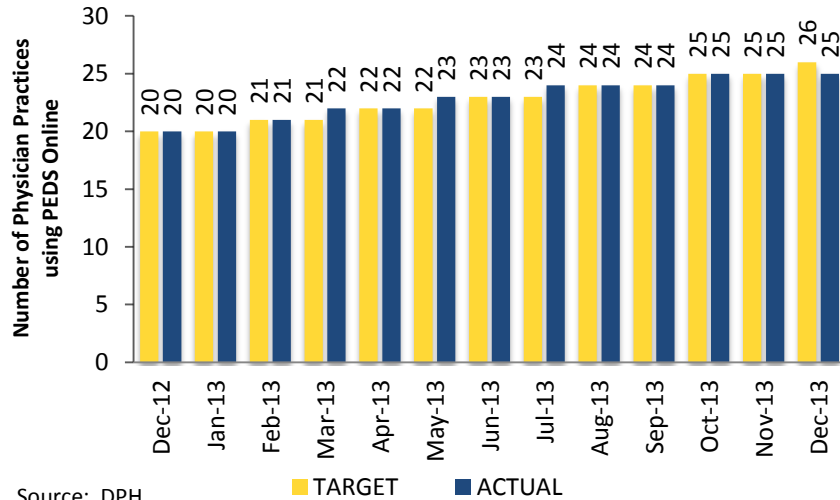The target is 80% of all children birth to age 5 yrs eligible to receive at least one developmental screening per year.

Delaware's screening rate approached but did not meet the 80% target, with 78% of eligible children receiving at least one developmental screen during the year in both FFY 11 and FFY 12.

Section II, Part B: Goal 1, Strategy 2 - Link More Families to Follow-Up Services

Graph 9: Health Ambassador Promotional Events

Number of Health Ambassador Promotional Events

ACTUAL values: Dec-12: 137, Jan-13: 149, Feb-13: 168, Mar-13: 187, Apr-13: 202, May-13: 212, Jun-13: 229, Jul-13: 238, Aug-13: 266, Sep-13: 295, Oct-13: 317, Nov-13: 339, Dec-13: 361

TARGET values: Dec-12: 148, Feb-13: 162, Mar-13: 176, Apr-13: 187, May-13: 200, Jun-13: 212, Jul-13: 224, Aug-13: 237, Sep-13: 250, Oct-13: 265, Nov-13: 280, Dec-13: 287

Source: DPH

TARGET — ACTUAL

Graph 10: Individuals Reached by Health Ambassadors

Number of Individuals Reached by Health Ambassadors

ACTUAL values: Dec-12: 4,278, Jan-13: 4,353, Feb-13: 4,608, Mar-13: 5,701, Apr-13: 6540, May-13: 7,376, Jun-13: 5,672, Jul-13: 6,110, Aug-13: 8,913, Sep-13: 11,716, Oct-13: 13,739, Nov-13: 16,246, Dec-13: 18,615

TARGET values: Dec-12: 3,565, Jan-13: 3,565, Feb-13: 3,565, Mar-13: 3,565, Apr-13: 3,671, May-13: 3,782, Jun-13: 3,895, Jul-13: 3,953, Aug-13: 4,012, Sep-13: 4,132, Oct-13: 4,256, Nov-13: 4,267, Dec-13: 4,278

Source: DPH

TARGET — ACTUAL

Graph 11: Increasing Use of the Help Me Grow Call Center

Number of Calls

ACTUAL values: Dec-12: 329, Jan-13: 422, Feb-13: 551, Mar-13: 704, Apr-13: 911, May-13: 975, Jun-13: 1112, Jul-13: 1246, Aug-13: 1433, Sep-13: 1635, Oct-13: 1819, Nov-13: 2017, Dec-13: 2148

TARGET values: Dec-12: 286, Jan-13: 326, Feb-13: 370, Mar-13: 418, Apr-13: 471, May-13: 528, Jun-13: 591, Jul-13: 660, Aug-13: 736, Sep-13: 819, Oct-13: 910, Nov-13: 1010, Dec-13: 1120

Source: DPH Adjustment in Targets /graph recommended

TARGET — ACTUAL

Graph 12: Increasing Infants and Toddlers Assessed for Early Intervention

Number of Infants and Toddlers Assessed for Early Intervention

ACTUAL values: Dec-12: 691, Jan-13: 886, Feb-13: 1026, Mar-13: 1143, Apr-13: 1259, May-13: 1370, Jun-13: 1489, Jul-13: 1577, Aug-13: 1696, Sep-13: 1842, Oct-13: 1934, Nov-13: 2029, Dec-13: 2149

TARGET values: Dec-12: 675, Jan-13: 825, Feb-13: 950, Mar-13: 1100, Apr-13: 1240, May-13: 1370, Jun-13: 1500, Jul-13: 1580, Aug-13: 1660, Sep-13: 1720, Oct-13: 1780, Nov-13: 1840, Dec-13: 1900

Source: DMS/DHSS

TARGET — ACTUAL

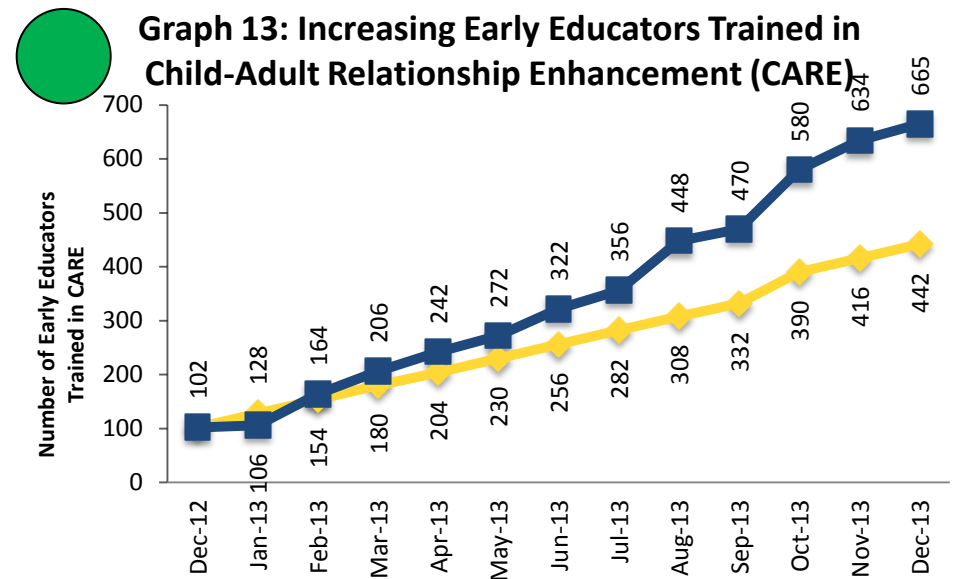# Section II, Part C: Goal 1, Strategy 3 - Strengthen Young Child Mental Health Services

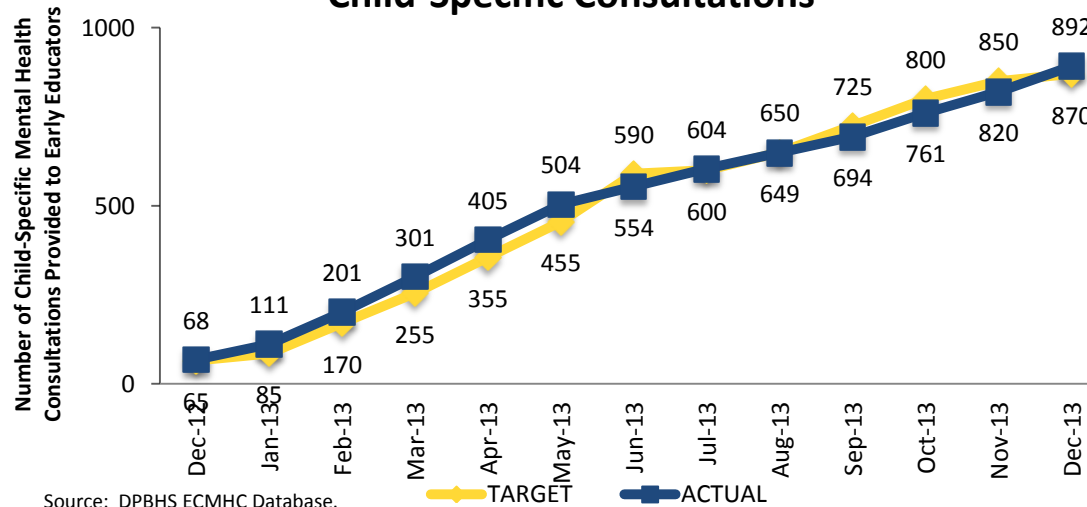## Graph 14: Increasing Intensive Teacher-Child Interaction Training

Number of Early Educators Trained

Month	TARGET	ACTUAL
Dec-12	6	5
Jan-13	8	9
Feb-13	8	10
Mar-13	10	12
Apr-13	10	12
May-13	10	13
Jun-13	10	15
Jul-13	10	15
Aug-13	10	17
Sep-13	20	20
Oct-13	20	25
Nov-13	20	25
Dec-13	20	25

Source: DPBHS ECMHC Database. TARGET ACTUAL

Graph 13: Increasing Early Educators Trained in Child-Adult Relationship Enhancement (CARE)

Number of Early Educators Trained in CARE

Month	TARGET	ACTUAL
Dec-12	102	102
Jan-13	106	128
Feb-13	154	164
Mar-13	180	206
Apr-13	204	242
May-13	230	272
Jun-13	256	322
Jul-13	282	356
Aug-13	308	448
Sep-13	332	470
Oct-13	390	580
Nov-13	416	634
Dec-13	442	665

Source: DPBHS ECMHC Database. TARGET ACTUAL

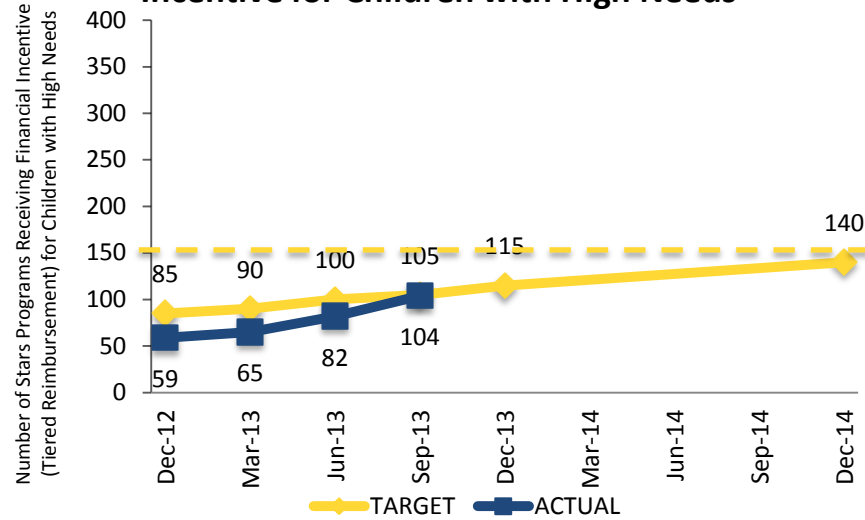## Graph 15: Providing Early Childhood Mental Health Child-Specific Consultations

Number of Child-Specific Mental Health Consultations Provided to Early Educators

Month	TARGET	ACTUAL
Dec-12	65	68
Jan-13	85	111
Feb-13	170	201
Mar-13	255	301
Apr-13	355	405
May-13	455	504
Jun-13	590	554
Jul-13	604	600
Aug-13	650	649
Sep-13	725	694
Oct-13	800	761
Nov-13	850	820
Dec-13	892	870

Source: DPBHS ECMHC Database. TARGET ACTUAL

Graph 16: Stars Programs Receiving Financial Incentive for Children with High Needs

Number of Stars Programs Receiving Financial Incentive (Tiered Reimbursement) for Children with High Needs

TARGET values: 85, 90, 100, 105, 115, ... 140
ACTUAL values: 59, 65, 82, 104

X-axis: Dec-12, Mar-13, Jun-13, Sep-13, Dec-13, Mar-14, Jun-14, Sep-14, Dec-14
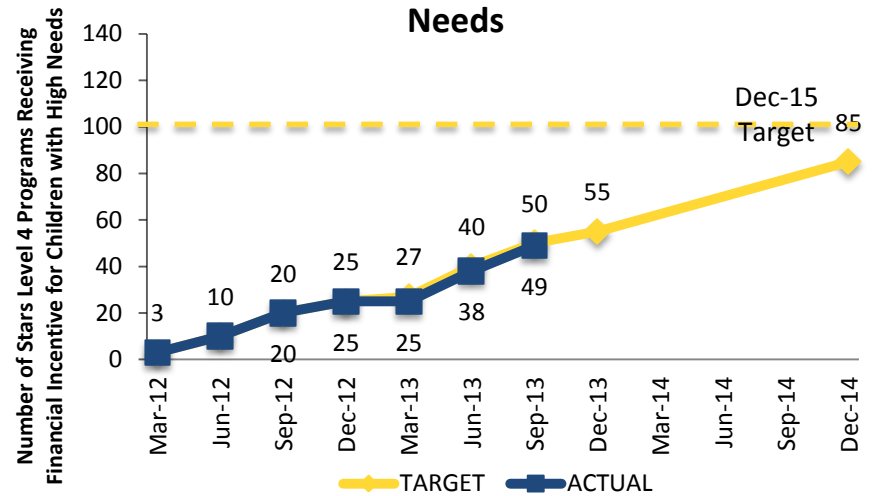
TARGET   ACTUAL

Graph 17: Stars Level 3 Programs Receiving Financial Incentive for Children with High Needs

Number of Stars 3 Programs Receiving Financial Incentive for Children with High Needs

TARGET values: 20, 30, 30, 30, 30, 30, 36, Dec-13 Target
ACTUAL values: 10, 25, 27, 29, 25, 29, 34

X-axis: Mar-12, Jun-12, Sep-12, Dec-12, Mar-13, Jun-13, Sep-13, Dec-13

TARGET   ACTUAL

Graph 18: Stars Level 4 Programs Receiving Financial Incentive for Children with High Needs

Number of Stars Level 4 Programs Receiving Financial Incentive for Children with High Needs

TARGET values: 3, 10, 20, 25, 27, 40, 50, 55, ... 85 (Dec-15 Target)
ACTUAL values: 20, 25, 25, 38, 49

X-axis: Mar-12, Jun-12, Sep-12, Dec-12, Mar-13, Jun-13, Sep-13, Dec-13, Mar-14, Jun-14, Sep-14, Dec-14
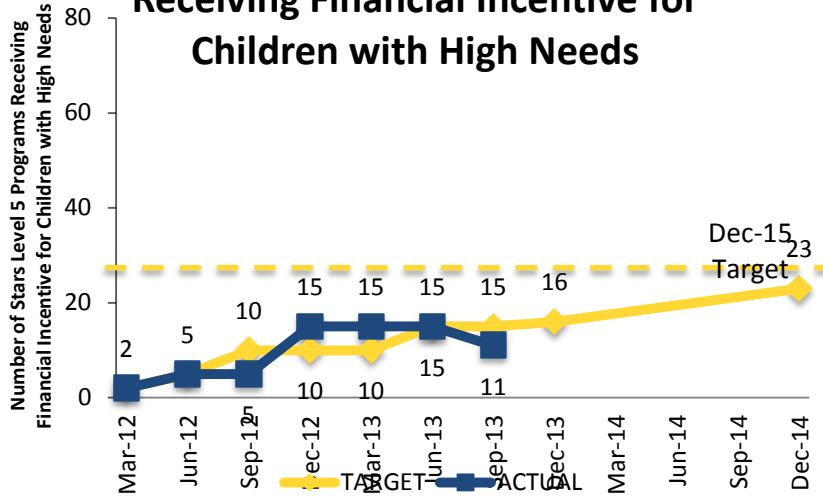
TARGET   ACTUAL

Source: DOE (Stars) and DHSS (POC)

Source: DOE (Stars) and DHSS (POC)

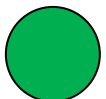## Graph 19: Stars Level 5 Programs Receiving Financial Incentive for Children with High Needs


Y-axis: Number of Stars Level 5 Programs Receiving Financial Incentive for Children with High Needs

Data labels: 2, 5, 10, 15, 15, 15, 15, 16, 23 and 10, 10, 15, 11

Dec-15 Target

X-axis: Mar-12, Jun-12, Sep-12, Dec-12, Mar-13, Jun-13, Sep-13, Dec-13, Mar-14, Jun-14, Sep-14, Dec-14

Legend: TARGET ACTUAL

Source: DOE (Stars) and DHSS (POC)

Graph 20: Children with High Needs in ECAP in Stars Top Tier Programs

Y-axis: Number of Children with High Needs in ECAP in Stars Top Tier Programs

Data labels (TARGET): 843 for all months; (ACTUAL): 500, 500, 500, 537, 660, 750, 750, 750, 750, 750, 750, 750, 750

X-axis: Dec-12, Jan-13, Feb-13, Mar-13, Apr-13, May-13, Jun-13, Jul-13, Aug-13, Sep-13, Oct-13, Nov-13, Dec-13

Legend: TARGET ACTUAL

Source: DOE

Graph 21: Children with High Needs in Head Start and Early Head Start in Stars Top Tier Programs

Y-axis: Number of Children with High Needs in Head Start and Early Head Start

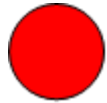X-axis: Dec-12, Mar-13, Jun-13, Sep-13, Dec-13

Legend: TARGET ACTUAL
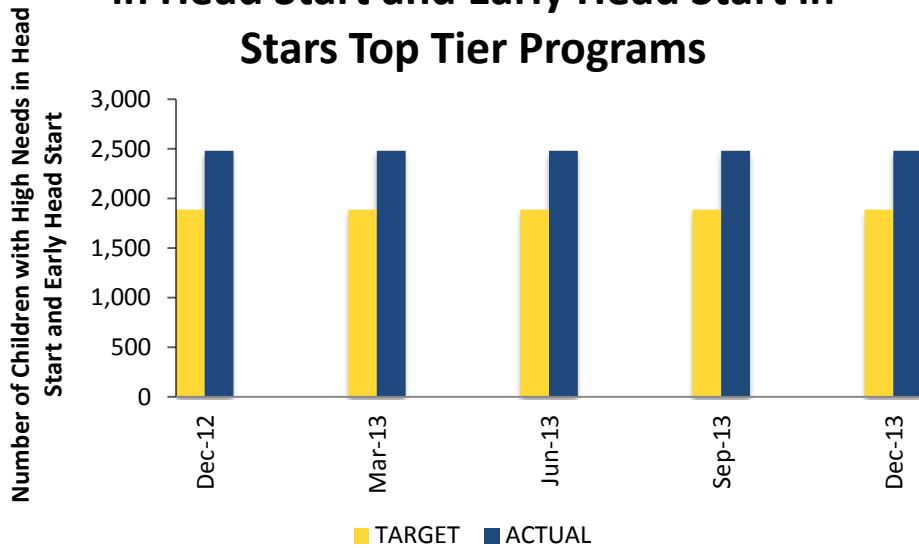
Source: Early Head Start, Head Start Programs.
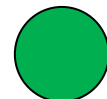
Graph 22: Children with High Needs in Early Intervention Part C in Stars Top Tiers

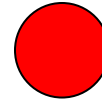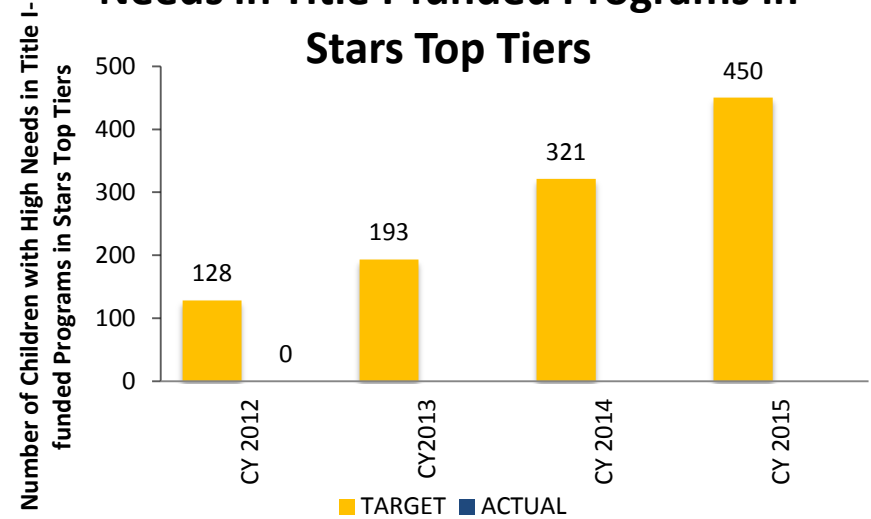Data labels: 19%, 30%, 33%, 40%, 50%

X-axis: Dec-12, Mar-13, Jun-13, Sep-13, Dec-13, Mar-14, Jun-14, Sep-14, Dec-14, Mar-15, Jun-15, Sep-15, Dec-15

Legend: TARGET ACTUAL
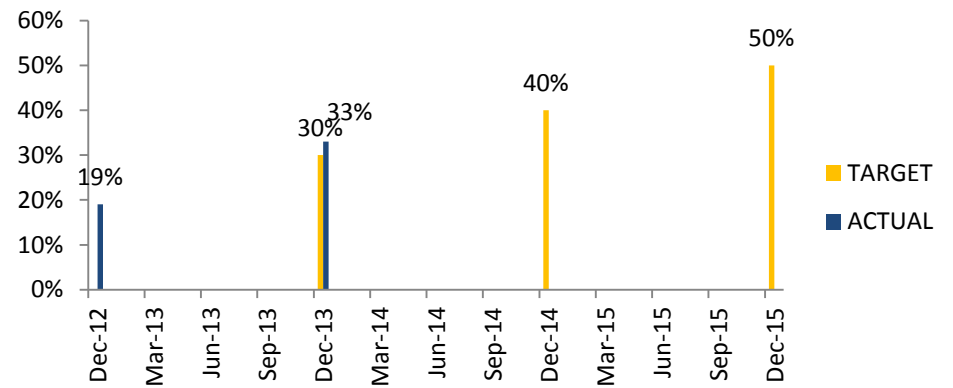
Source: DMSS/DHSS.

Graph 23: Children with High Needs in Part B in Stars Top Tiers

TARGET
ACTUAL

|	Jan-12	Jan-13	Jan-14	Jan-15
Target	13%	25%	38%	50%
Actual	13%	11%		
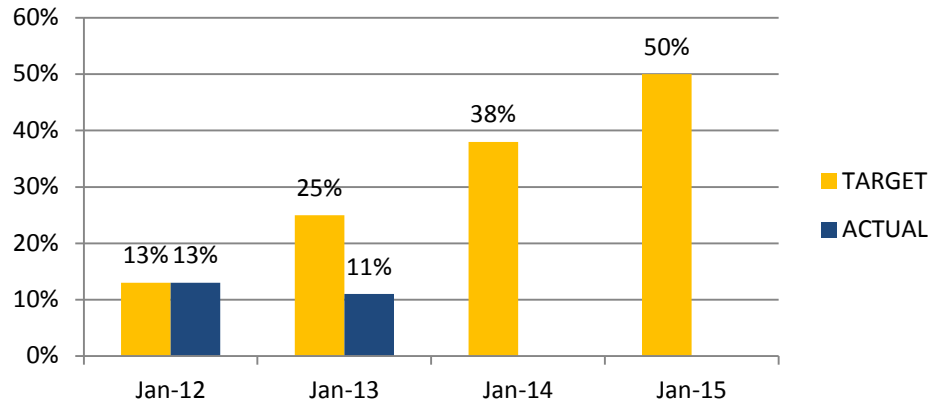
Source: DOE. Specifics of plan in development for 2013 movement

Graph 24: Children with High Needs in Title I-funded Programs in Stars Top Tiers

Number of Children with High Needs in Title I-funded Programs in Stars Top Tiers

	CY 2012	CY2013	CY 2014	CY 2015
Target	128	193	321	450
Actual	0			

TARGET ACTUAL

Source: DOE. December 1, 2013 count anticipated to provide data needed for Year Two report.
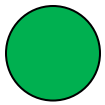
Graph 25: Increasing Children with Financial POC Subsidy in Stars Top Tiers

Number of Children with Financial POC Subsidy in Stars Top Tiers

	Dec-12	Jan-13	Feb-13	Mar-13	Apr-13	May-13	Jun-13	Jul-13	Aug-13	Sep-13	Oct-13	Nov-13	Dec-13
ACTUAL	1,113	1,300	1,440	1,500	1,811	1,917	2,390	2,287	2050	2725	2846	3078	3075
TARGET	1,069	1,205	1,222	1,283	1650	1725	1880	2000	1,872	2170	2250	2300	2,462

TARGET ACTUAL
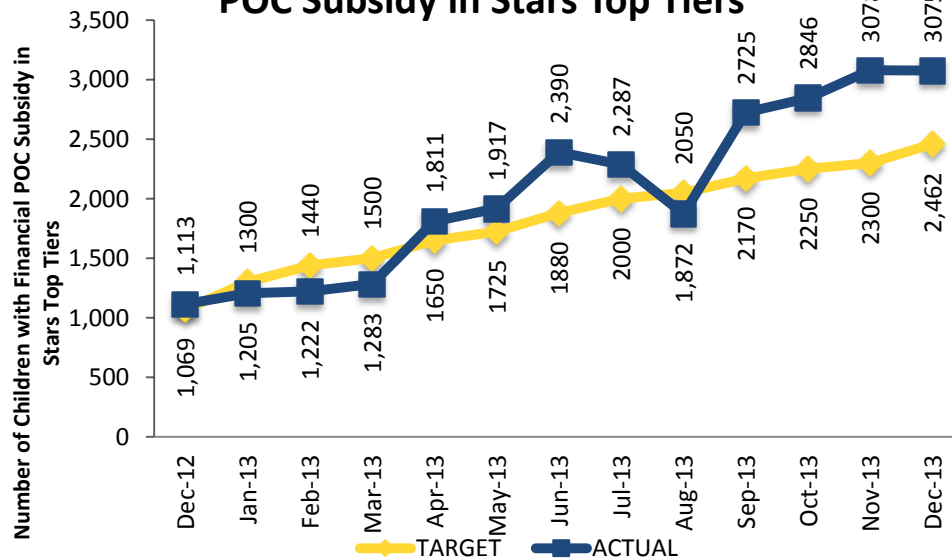
Source: DOE (Stars), DHSS (POC payment data). October data is preliminary data, to be updated next month as more claims are filed and paid.

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# Section III, Part B: Goal 2, Strategy 2 - Support Programs Moving Through Stars

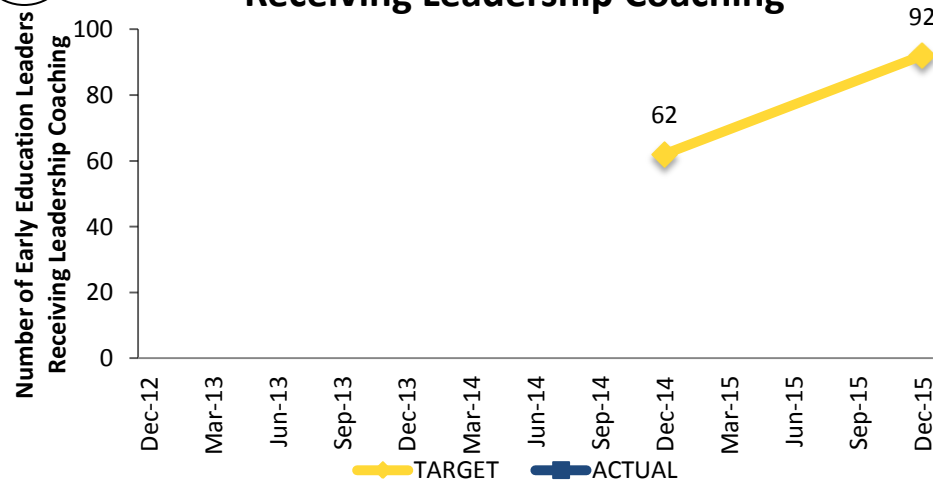## Graph 26: Increasing Stars Rating for Stars TA Plus Programs
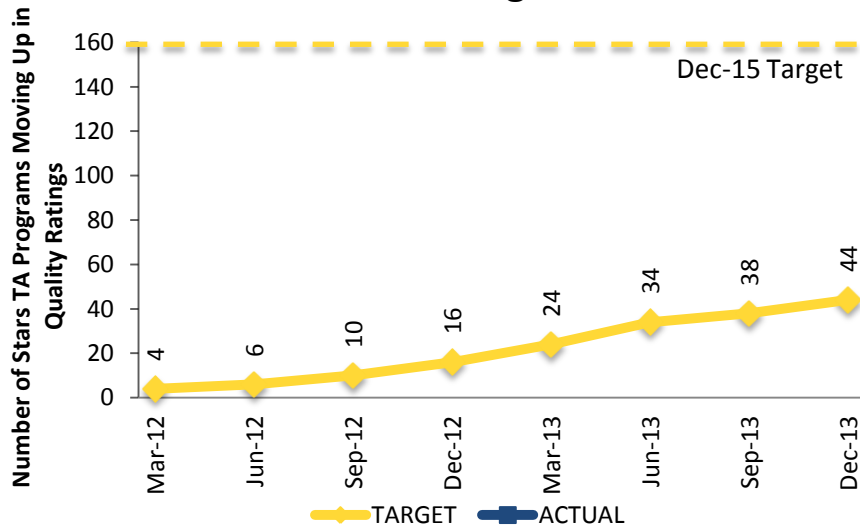
Source: DIEEC Placeholder graph. Data is not yet available, early in implementation.
Anticipated is that monthly data will be generated beginning with January 2013.

## Graph 27: Early Childhood Education Leaders Completing Online Leadership Course
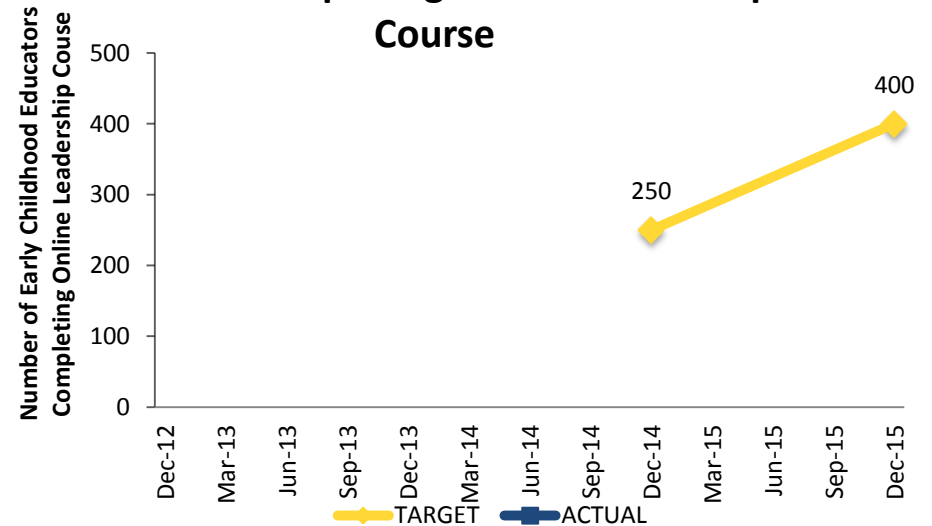
Source: DIEEC. Placeholder graph - Implementation has not yet begun and is targeted for 2014.
Target is plugged data.

## Graph 28: Increasing Early Education Leaders Receiving Leadership Coaching

Source: DIEEC. Placeholder graph - Implementation has not yet begun and is targeted for 2014. Target is plugged data.

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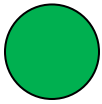
Graph 29: Increasing Stars Educators Trained on ASQ Screening Tool

Graph 29: Increasing Stars Educators Trained on ASQ Screening Tool

- TARGET
- ACTUAL

Year	Value
2013	906 (ACTUAL)
2014	200 (TARGET)
2015	350 (TARGET)
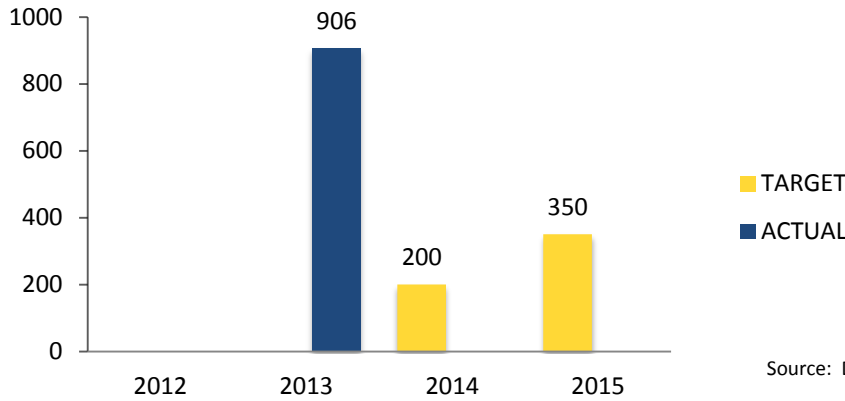
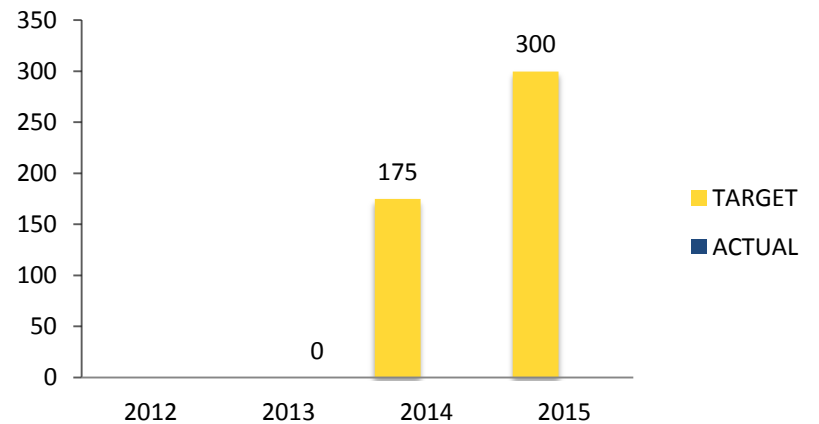Source: DIEEC. Data are from 2013 until current month.
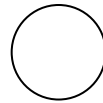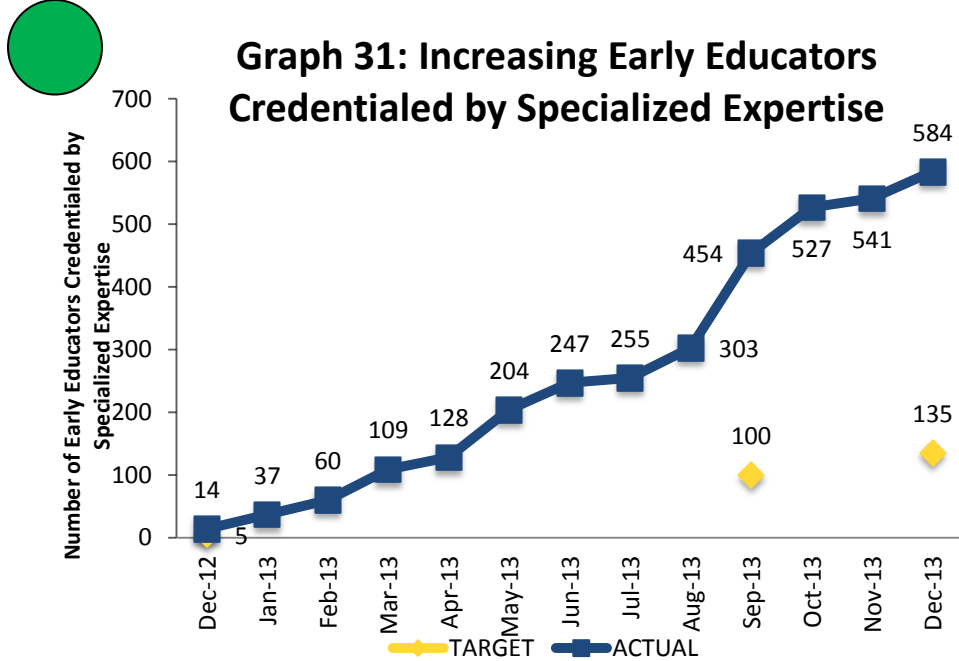
Graph 30: Increasing Children Assessed using ASQ Tool Online

Number of Children Assessed using ASQ Tool Online

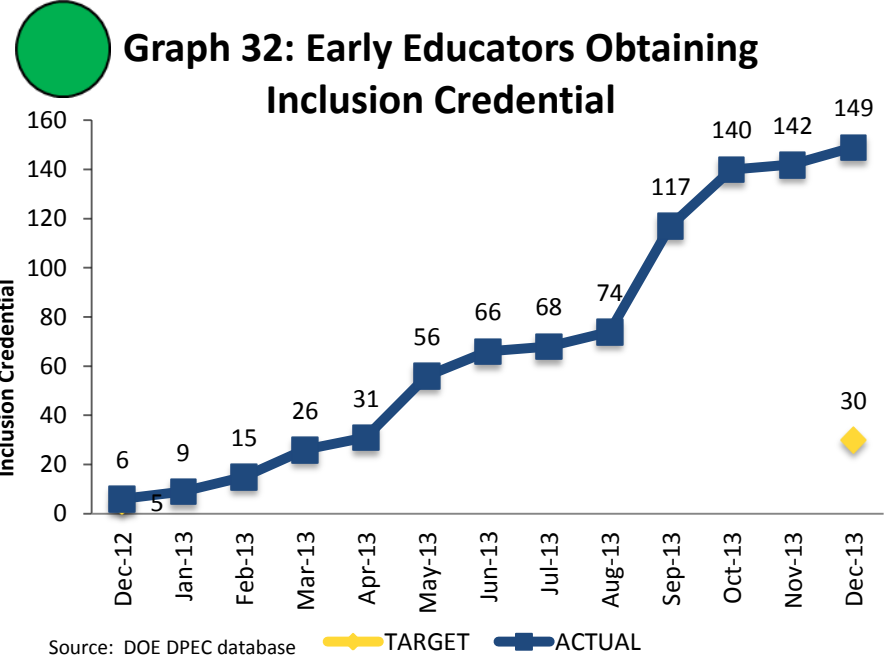- TARGET
- ACTUAL

Year	Value
2013	0
2014	175 (TARGET)
2015	300 (TARGET)

Source: ASQ Online Database. Data are from 2013 until current month.
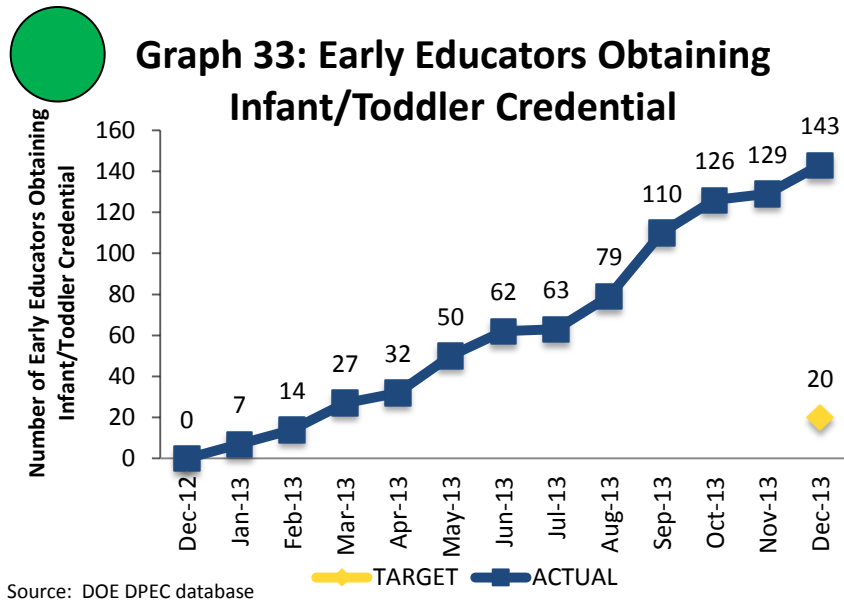
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Section III, Part C: Goal 2, Strategy 3 - Provide Financial Incentives for Education and Retention of Stars Educators

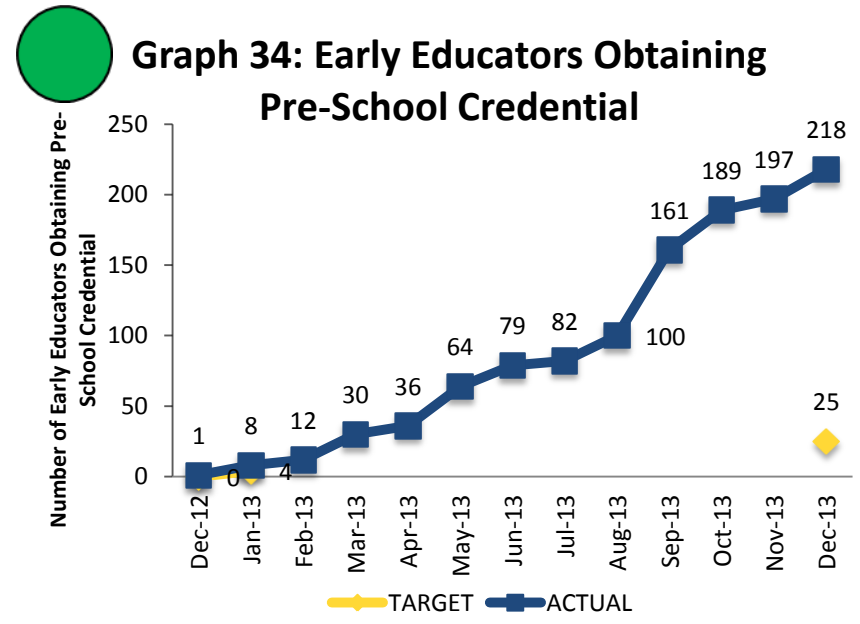## Graph 31: Increasing Early Educators Credentialed by Specialized Expertise

Number of Early Educators Credentialed by Specialized Expertise

ACTUAL values: Dec-12: 14, Jan-13: 37, Feb-13: 60, Mar-13: 109, Apr-13: 128, May-13: 204, Jun-13: 247, Jul-13: 255, Aug-13: 303, Sep-13: 454, Oct-13: 527, Nov-13: 541, Dec-13: 584

TARGET values: Sep-13: 100, Dec-13: 135

TARGET — ACTUAL

Source: DOE DPEC database

Graph 32: Early Educators Obtaining Inclusion Credential

Number of Early Childhood Educators Obtaining Inclusion Credential

ACTUAL values: Dec-12: 6, Jan-13: 9, Feb-13: 15, Mar-13: 26, Apr-13: 31, May-13: 56, Jun-13: 66, Jul-13: 68, Aug-13: 74, Sep-13: 117, Oct-13: 140, Nov-13: 142, Dec-13: 149

TARGET values: Dec-12: 5, Dec-13: 30

TARGET — ACTUAL

Source: DOE DPEC database

Graph 33: Early Educators Obtaining Infant/Toddler Credential

Number of Early Educators Obtaining Infant/Toddler Credential

ACTUAL values: Dec-12: 0, Jan-13: 7, Feb-13: 14, Mar-13: 27, Apr-13: 32, May-13: 50, Jun-13: 62, Jul-13: 63, Aug-13: 79, Sep-13: 110, Oct-13: 126, Nov-13: 129, Dec-13: 143

TARGET values: Dec-13: 20

TARGET — ACTUAL

Source: DOE DPEC database

Graph 34: Early Educators Obtaining Pre-School Credential

Number of Early Educators Obtaining Pre-School Credential

ACTUAL values: Dec-12: 1, Jan-13: 8, Feb-13: 12, Mar-13: 30, Apr-13: 36, May-13: 64, Jun-13: 79, Jul-13: 82, Aug-13: 100, Sep-13: 161, Oct-13: 189, Nov-13: 197, Dec-13: 218

TARGET values: Jan-13: 0, Feb-13: 4, Dec-13: 25

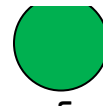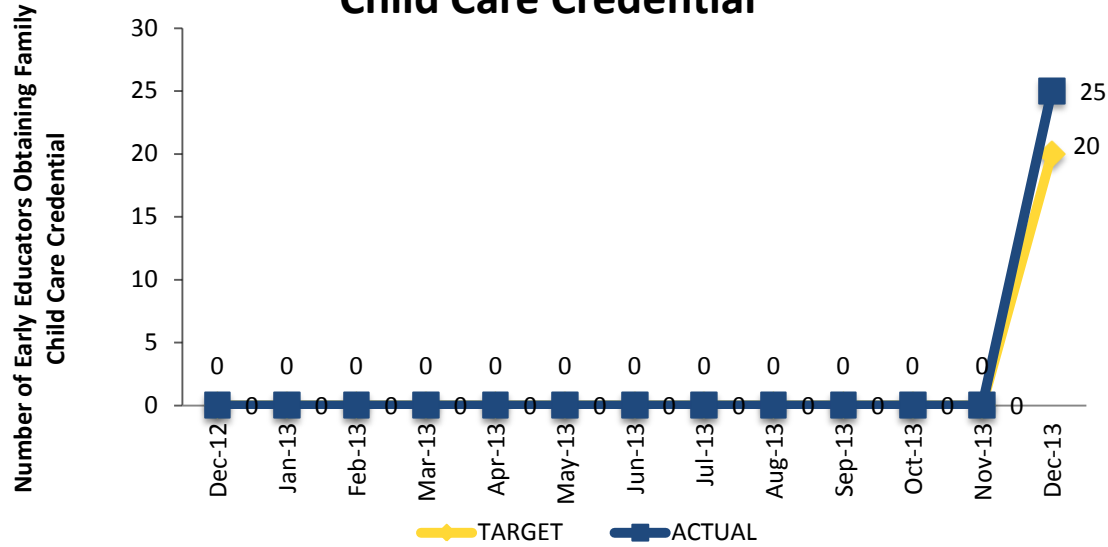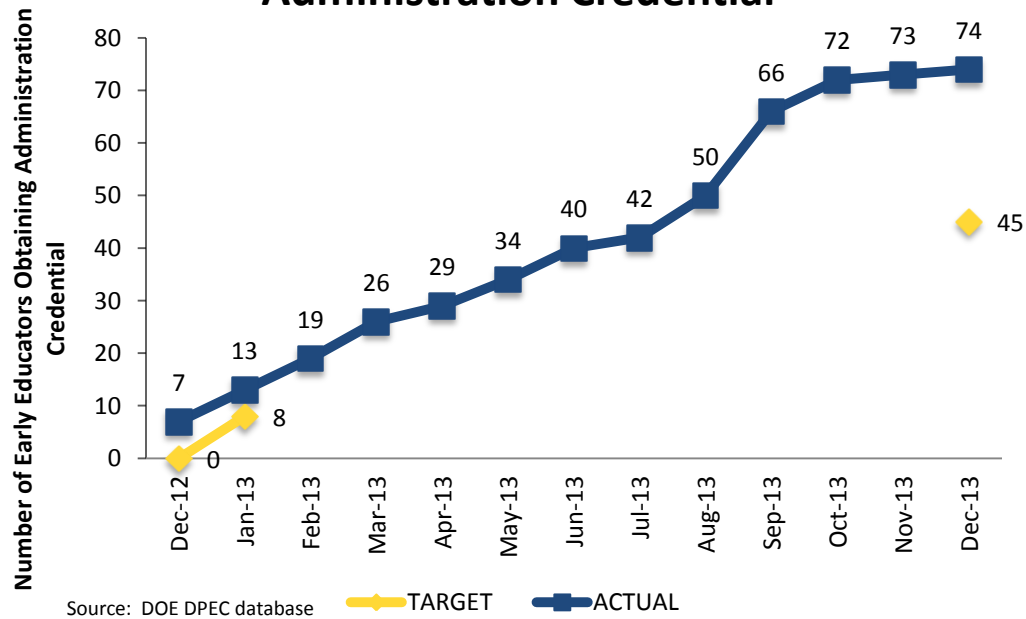TARGET — ACTUAL

Source: DOE DPEC database

Graph 35: Early Educators Obtaining Family Child Care Credential

# Graph 36: Early Educators Obtaining Administration Credential

Source: DOE DPEC database

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Section IV, Part A: Goal 3, Strategy 1 - Implement Delaware Early Learner Survey
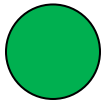
Graph 37: Percentage of Teachers Conducting Delaware Early Learning Survey

Percent of Teachers Conducting Delaware Early Learning Survey

	CY 2012	CY 2013	CY 2014	CY 2015
TARGET	20%	60%	80%	100%
ACTUAL	20%	63%		
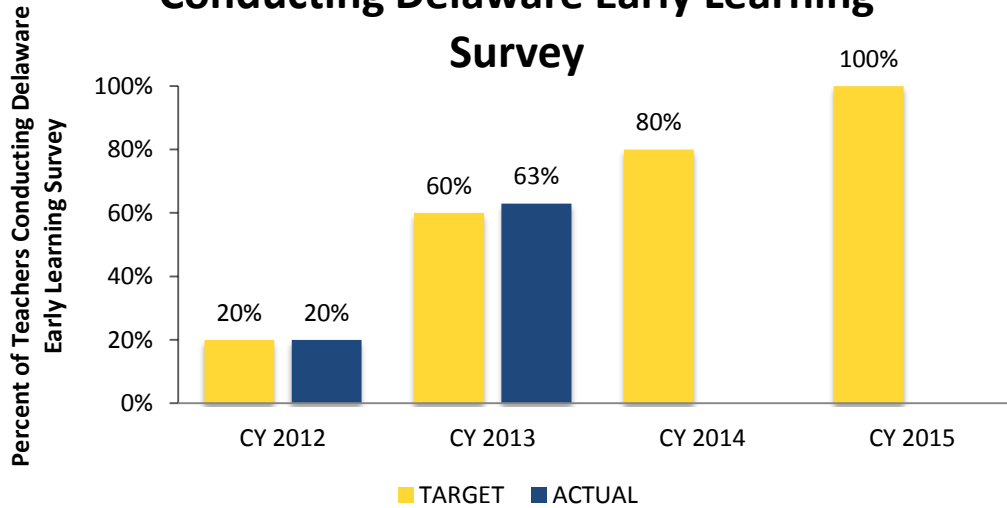
■ TARGET ■ ACTUAL

Source: Actual - TSI Gold database, DOE for K enrollment data informing target development.
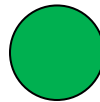
Graph 38: Kindergarten Children Participating in Delaware Early Learner Survey
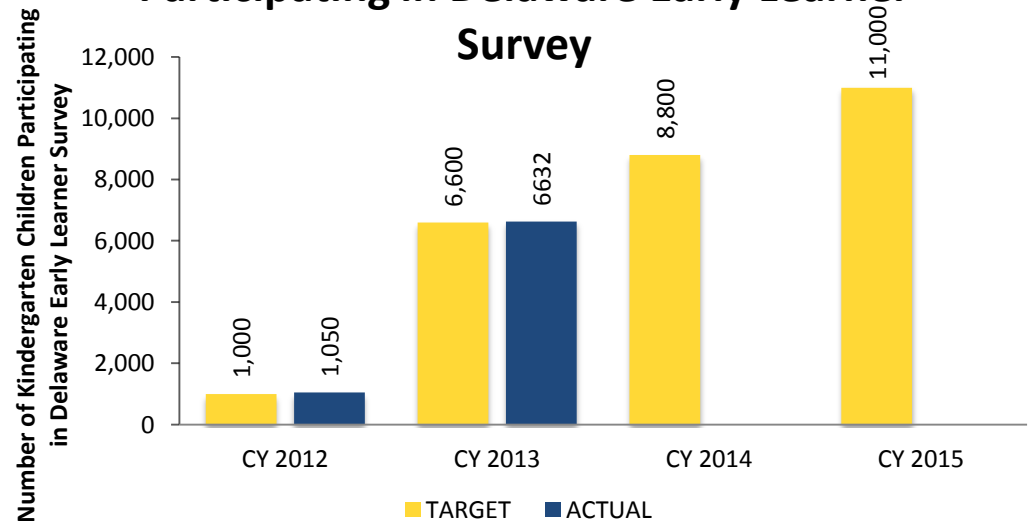
Number of Kindergarten Children Participating in Delaware Early Learner Survey

	CY 2012	CY 2013	CY 2014	CY 2015
TARGET	1,000	6,600	8,800	11,000
ACTUAL	1,050	6632		

■ TARGET ■ ACTUAL

Source: Actual - TSI Gold database, DOE for K enrollment data informing target development.

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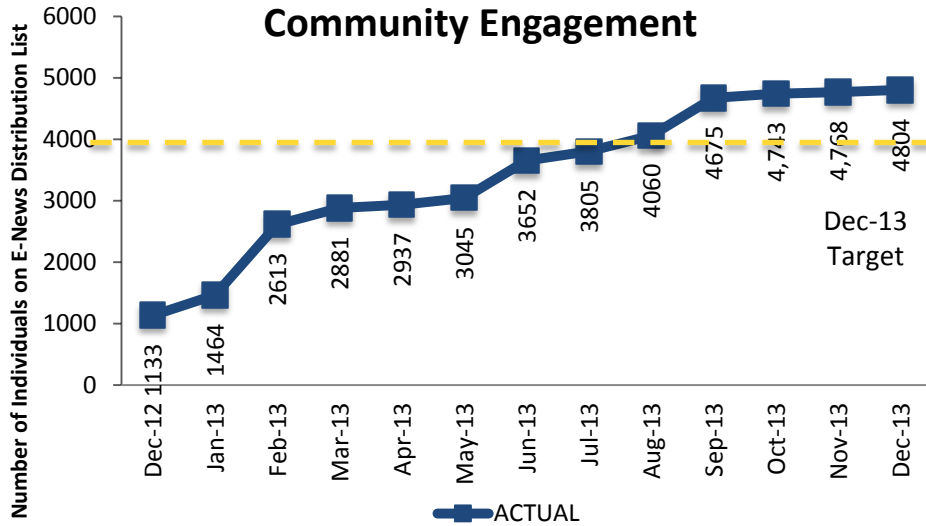Great Tomorrows Begin Today

# Section V: Goal 4 – Sustain a Thriving Statewide Early Learning System

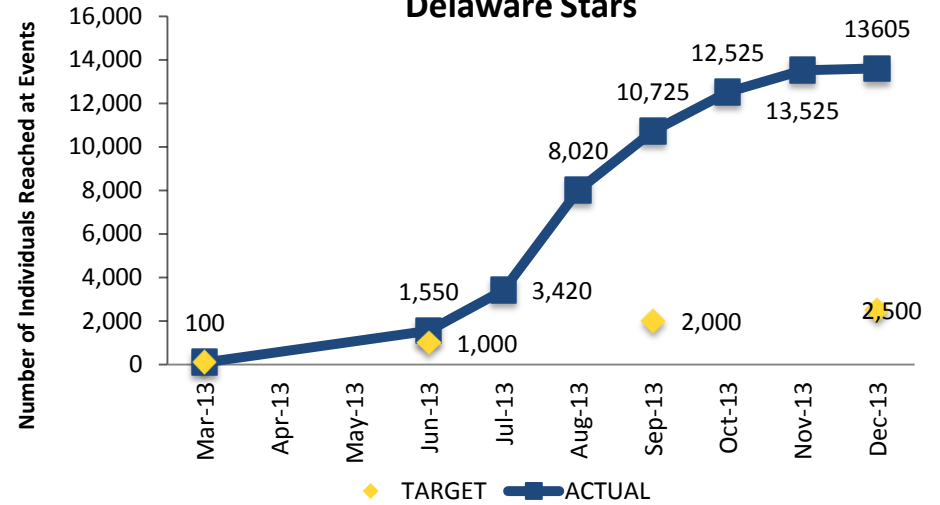## Section V: Part A. Goal 4, Strategy 2 - Community Engagement
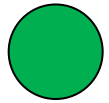
Graph 39: Increasing Reach of Delaware Early Childhood E-news to Promote Community Engagement

Y-axis: Number of Individuals on E-News Distribution List (0 to 6000)

Data points (ACTUAL):
- Dec-12: 1133
- Jan-13: 1464
- Feb-13: 2613
- Mar-13: 2881
- Apr-13: 2937
- May-13: 3045
- Jun-13: 3652
- Jul-13: 3805
- Aug-13: 4060
- Sep-13: 4675
- Oct-13: 4,743
- Nov-13: 4,768
- Dec-13: 4804
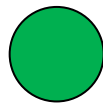
Dec-13 Target

Legend: ACTUAL

Source: Constant Contact Reports – Total number does not include re-distribution (e.g. OCCL to all licensed child care providers), or the 300+ hard-copies send via mail to individuals without email addresses.
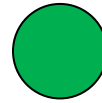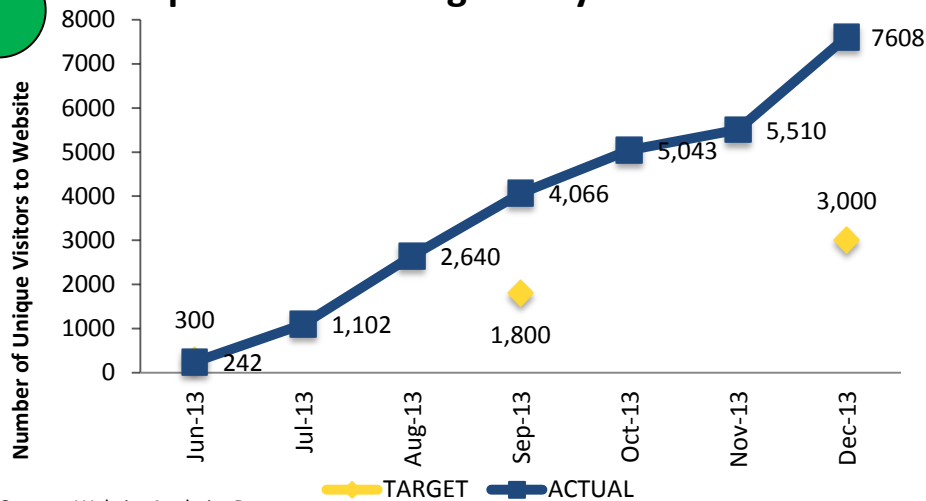
Graph 40: Increasing Community Engagement, Promoting Quality Early Learning and Delaware Stars

Y-axis: Number of Individuals Reached at Events (0 to 16,000)

Data points (ACTUAL):
- Mar-13: 100
- Jun-13: 1,550
- Jul-13: 3,420
- Aug-13: 8,020
- Sep-13: 10,725
- Oct-13: 12,525
- Nov-13: 13,525
- Dec-13: 13605

TARGET:
- Jun-13: 1,000
- Sep-13: 2,000
- Dec-13: 2,500

Legend: TARGET   ACTUAL

Source: OEL consultant reports and promotion partner reports. Note-numbers exclude DPH Health Ambassador outreach.

Graph 41: Increasing Family Website Use

Y-axis: Number of Unique Visitors to Website (0 to 8000)

Data points (ACTUAL):
- Jun-13: 242
- Jul-13: 1,102
- Aug-13: 2,640
- Sep-13: 4,066
- Oct-13: 5,043
- Nov-13: 5,510
- Dec-13: 7608

TARGET:
- Jun-13: 300
- Sep-13: 1,800
- Dec-13: 3,000

Legend: TARGET   ACTUAL

Source: Website Analytics Report

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Delaware Early Learning Challenge Definitions

Child with High Needs: Children from birth through Kindergarten entry who are from low-income families (200%Federal Poverty Level) or otherwise in need of special assistance and support, including children who have disabilities or developmental delays; who are English learners; who reside on "Indian lands" as that term is defined by section 8013(6) of the ESEA; who are migrant, homeless or in foster care and other children as identified by the State. (Source: RTT-ELC Application Guidance, expiration date 02-29-12, p 14). Where data capability permits individual child tracking and counting/reporting, Delaware's definition includes children who are Medicaid- and CHIP-enrollees as well as children who are at high risk of removal from home as indicated by enrollment in the DFS/DSCYF Treatment Unit. It is anticipated that, as data integration capacity grows, Delaware will be better able to identify and track these children and their enrollment in Stars.

Note: For the ELC Performance Measures Charts – the denominator is the total of children with high needs by program type as described on page 23 of the DE ELC application, specifically children in ECAP, Early Head Start and Head Start, Part B, Part C (who receive early intervention services in a child care setting), Title I-funded early learning and development programs and children with CCDF Subsidy/Purchase of Care.

ELC Dashboard Graphs using this data are: Graphs 1,2,16,17,18,19,20,21,22,23,24 and 25

Children with High Needs referred for services who received follow-up/treatment –

The number of children who participate In Part C (per footnote on Performance Measure Chart in federally approved RTT-ELC application)

Children with High Needs screened– The sum of young children (birth to age 5 years) receiving developmental screening through EPSDT, Part C/Child Development Watch, children screened via PEDS Online (including both via DPH portal and Nemours), and children screened via ASQ Online. As per footnote on Performance Measure Chart, some children may be double counted across these data sources.

ELC Dashboard Graphs using this data are: Graphs 7 and 8

Children with High Needs in Early Learning and Development Programs/Stars*: In Year One and until such child-specific data is available (with the expectation of moving to child-specific reporting (with child name, DOB, address for each child enrolled in the program YTD /cumulative through the reporting period/CY year, OEL will reach out to participating state agencies and, where the program is operated by contract with the federal government, to the specific program director, to obtain data on the total number of children served by program during each year, and will, further, seek to obtaining data monthly or quarterly as part of the overall effort to track progress toward meeting goals over time to a) identify opportunities for improvement and b) ensure that targets are met.

ELC Dashboard Graphs using this data are: Graph 1,2,16,17,18,19,20,21,22,23 and 24

For the purposes of ELC reporting, Stars programs should be counting and reporting regularly their enrollment (cumulative through the year). Ideally, the Stars database should include a field for entry (by provider) of date of entry of child into the program as well as last date on which child attended the program. Additional field where provider enters (monthly) the number of children in the program and indicates the PAYER (private, purchase of care, ECAP, HeadStart, Early HeadStart, Part B, Title 1 of ESEA) for each child by month for**Stars Programs**is recommended.The count of programs in Stars will, for every performance measure, include ECAP, Early Head Start and Head Start, Part B and any Title I/ESEA-funded early learning and development programs that are in Stars at the end of the reporting period. Stars quality level or rating is defined as the Star level achieved by the program on the last day of the reporting period. Source of data will be the Stars database developed by DOE and used by DIEEC.

Part C Children in Stars   Children who are in Part C where the consultation/intervention Part C services are provided in a child care setting/program *(data not currently collected –collection of data is scheduled to begin January, 2013).*

ELC Dashboard Graphs using this data: Graph 22

Early Learning and Development Programs receiving Purchase of Care Financial Subsidy - Any licensed early care and education program receiving financial purchase of care subsidy payment during the reporting period as reported by DSS/DHSS.

Licensed Programs   Any early learning and development program that is licensed at any time during the reporting period.

NOTE*:*   *System level reporting will be significantly enhanced, including for accuracy and completeness, where children participating in Stars programs are identified by name and other key identifying information (e.g. DOB, Mother's name) - sufficient to enable 3 point matching via warehouse for analysis), and reported so that the data may be incorporated into the data warehouse.*

FOR ALL CHARTS ON THE EARLY LEARNING CHALLENGE DASHBOARD – Data across time is cumulative so that the overall, high level effect is that being tracked and assessed. In addition, where ELC is funding an increment of an initiative thereby increasing Delaware's capacity to implement an initiative, it is the overall initiative indicators which are tracked (not just the numbers specific to the one or two FTE being contributed/funded by ELC).   The effort is to track and assess overall impact of these initiatives on our state, young children and their families.