Creating high-quality learning environments for Delaware’s children
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April 14, 2020

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

Dear Governor Carney,

As Chair of the Interagency Resource Management Committee (IRMC), it is my pleasure to provide the enclosed annual report detailing various initiatives carried out in 2019 by the Delaware Early Childhood Council (DECC).

The collaborative partnerships between the Department of Education, the Department of Health and Social Services, and the Department of Services for Children, Youth and Their Families, as well as our many partners, have allowed for a coordinated approach to improving services for Delaware’s children. Together we will continue to educate and inform, while creating and executing policies that provide the most beneficial early foundation for Delaware’s young children.

The IRMC is committed to working with DECC on its 2020 priorities, especially the realigned governance structure that we hope will allow for better-coordinated early childhood services for children and their families.

Sincerely,

[Signature]

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

cc: David McBride, President Pro Tempore of the Senate
    Peter C. Schwartzkopf, Speaker of the House
The Delaware Early Childhood Council is pleased to work with the IRMC and the agencies represented to make progress toward our vision for a comprehensive system of early childhood services. The Council is a governor-appointed advisory body made up of non-government and government representatives across the state. We focus on issues impacting children birth to age 8 and their families. This holistic, two-generation focus is intended to address systemic issues, policies, funding, data systems, and other factors to support high-quality services to support families.

Early learning continues to be a priority of state leaders, the business and philanthropic community, and community partners. Research has demonstrated what an important foundation the early years are for success in life—and we have seen firsthand in Delaware the impact early investments can have.

The Council is committed to working in partnership, making data-driven decisions, and learning from other states and regions to best serve families in Delaware. This year, we have had the opportunity to conduct a needs assessment and develop a new 5-year strategic plan, with support from federal Preschool Development Grant funds. The needs assessment has affirmed many of our priorities—including access to quality child care and holistic supports; mental health support; support for the workforce; and support to navigate the system including registering for Kindergarten and identifying the right services —and identified new opportunities for our state, including data system integration and closed loop referral systems.

We are excited to celebrate some exciting progress this year, including increased investments in the child care subsidy (Purchase of Care) and our quality rating and improvement system (Stars); alignment of Stars and child care licensing under the Department of Education through legislation; a Healthy Steps pilot underway at Nemours pediatric practices; and a proposed increase in our state Pre-K program for the first time since it was created.

Many thanks to our partners, including those listed in this report and those we hold joint meetings with including the Wilmington Early Care and Education Council, Sussex Early Childhood Council, and the Delaware Readiness Teams. We look forward to many more years of partnership to support Delaware’s young children, to increase quality of life and equitable outcomes, and to build our state’s future, together.

Sincerely,

Madeleine Bayard
Chair, Early Childhood Council
February 11, 2020

Dear Governor Carney,

It is my pleasure to join my fellow Interagency Resource Management Committee (IRMC) members in presenting you with the annual report for 2019. It has been an exciting and productive year in the world of early childhood education, and the Department of Services for Children, Youth & Their Families (DSCYF) is happy to be a partner in continuing that work.

The mission of DSCYF is to engage families and communities to ensure the safety and well-being of children through prevention, intervention, treatment and rehabilitative services. Our partners on the IRMC recognize that this mission cannot be realized without collaboration and coordination at the state level.

Over the past year, the IRMC has played a key role in overseeing the implementation of the federal Preschool Development Grant, which awarded funds towards a needs assessment and strategic planning for the future of our birth-to-five system in Delaware. DSCYF has been proud to participate in that work, as well as the effort towards centralizing and streamlining early childhood governance through the transfer of the Office of Child Care Licensing to the Department of Education, which will take place this July 1st.

DSCYF and our partners on the IRMC recognize that success in early childhood is the foundation for the rest of a child’s life, and none of our broader statewide efforts will take hold unless we prioritize the needs of our youngest learners.

Sincerely,

Josette D. Manning
Cabinet Secretary
Department of Services for Children, Youth and Their Families
February 4, 2020

The Honorable John C. Carney
Governor
Tatnall Building
150 Martin Luther King Jr. Blvd. South
Dover, DE 19901

Dear Governor Carney:

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

Supporting families and children is one of the priorities that the Department of Health and Social Services (DHSS) shares with the members of DECC, the Family Services Cabinet Council, First Lady Tracey Quillen Carney, and you. Within the DECC, our Division of Social Services (DSS) continues to work with our partner agencies, because as you said in your State of the State, “the future of our state depends on the success of our children.”

In the past year, the DSS Child Care Subsidy program, called Purchase of Care (POC), has added three additional child care monitors to its team, allowing DSS now to conduct annual site visits, as well as follow-up visits to more than 855 POC providers statewide. In addition, DSS is providing information to families at intake about the importance of developmental screening. It has participated in a workgroup that will provide child care providers with training and other resources to reduce suspensions and expulsions.

DSS also joined with other state agencies, including the Office of Child Care Licensing and Delaware Stars, in hosting integrity meetings with early care and education professionals to ensure that federal and state taxpayer dollars are spent appropriately. DSS is collaborating with the Department of Education (DOE) in seeking proposals for innovative training and education efforts to be funded through more than $10 million in federal Child Care and Development Fund (CCDF) discretionary funding. Finally, DSS has increased outreach to POC providers statewide, including launching a listserv for immediate communication.

At the Department of Health and Social Services, we look forward to continuing our important partnership with the Delaware Early Childhood Council and our support of Delaware families so that all children can have the opportunity to reach their full potential.

Sincerely,

Kara Odom Walker, MD, MPH, MSHS
Cabinet Secretary

"To improve the quality of life for Delaware's citizens by promoting health and well-being, fostering self-sufficiency, and protecting vulnerable populations."
March 6, 2020

The Honorable John C. Carney
Governor
Tatnall Building
150 Martin Luther King Jr. Blvd. South
Dover, DE 19901

Dear Governor Carney,

As chair of the Extended Learning Opportunities Subcommittee (ELOS), I am honored to join my colleagues of the Interagency Resource Management Committee (IRMC) in presenting you with the 2019 annual report.

The ELOS was established to oversee coordination, research, and planning statewide for before and after school and summer learning programs for school-age children. Many IRMC members and partners have contributed to the body of research in the area of extended learning opportunities. The SAIL Task Force, the Delaware Afterschool Network, the Institute for Public Administration, the Delaware Early Childhood Council, and others have laid the groundwork for this subcommittee. In the last year, multiple reports have highlighted the need for deeper understanding and coordination of extended learning services and funding in our state.

As a newly created committee, the ELOS is committed to engaging in this critical work with our partners to help eliminate barriers for our children and families to access quality extended learning opportunities. With you as a champion, we can build on recent work to develop program and evaluation standards and make recommendations for funding protocols.

We look forward to continuing this work and are dedicated to providing sustainable solutions that set our Delaware children and families up for life-long success.

Sincerely,

Candice N. Buchanan
President
The Summer Learning Collaborative
§ 3001 State Early Childhood Education Program [Effective until July 1, 2020].*

(a) The Department of Education shall be authorized to provide early childhood educational services to eligible children, which shall include preschool age children who live in poverty, using such funds as are appropriated by the General Assembly for that purpose.

(b) The Department of Education shall provide the early childhood educational services by contracting with public and private providers, including, but not limited to, providers administering federal Head Start programs within the State; provided however, that state funds paid to such contracting providers shall not be used to supplant state and/or federally funded programs or to make a federal Head Start provider ineligible for a Head Start expansion grant. All contracts may be in place for a period not to exceed 3 years; provided that there is sufficient funding contained within the annual appropriations act and the contractor adheres to the required Head Start performance standards, which include parental involvement and receipt of acceptable monitoring results which will be completed at least once during the contract period.

(c) Each contracting provider will be required to establish written agreements within the provider’s respective service area with their local Head Start and/or other Early Childhood Initiative contracting provider as well as the local school district, to address issues including, but not limited to, service areas, recruitment, transition of children and families and sharing resources and information.

(d) The Department of Education shall establish Delaware Stars for Early Success, a quality rating and improvement system. Such rating system shall measure the level of quality of service provided by an early care and education program to safeguard and ensure the growth, development, and learning of the children. The rating and improvement system shall:

(1) Establish quality standards that build upon the child care licensing regulations and include quality standards in the categories of learning environment and curriculum, qualifications and professional development, family and community partnerships, and management and administration.

(2) Ensure that the standards are based on research on best practice related to early care and education and that support children in being physically and emotionally healthy and eager to learn.

(3) Inform families and other purchasers of early care and education about the level of quality in a simple and easy-to-understand manner.

(4) Develop a quality improvement plan that informs participating early care and education programs of their strengths, weaknesses and strategies to improve the quality of their programs.

(5) Target resources to support and recognize programs as they work on implementing improvement plans and increasing the quality of services to children and families.
(6) Provide professional development and technical assistance to assist programs in accomplishing targeted improvements.

(7) Establish public-private partnerships to implement and sustain the quality rating and improvement system including state agencies, higher education, adult education programs, early childhood organizations and community based agencies.

(8) Evaluate Delaware Stars for Early Success to ensure continuous improvement of the system.

(e) The Interagency Resource Management Committee (IRMC) shall have administrative responsibility for all appropriations made to the Department of Education pursuant to this section. Such administrative responsibility shall include, but not be limited to:

(1) Determining unserved and underserved areas within the State, to be addressed in any given year. Such identified areas will be specified within the Request for Proposal (RFP) issued to prospective providers;

(2) Reviewing, recommending and disbursing grant awards for contracts to qualifying providers to deliver early childhood educational services to preschool-age children who live in poverty;

(3) Reallocating unobligated or unspent appropriations made to the Department of Education pursuant to this section; and

(4) Verifying that the contracting providers use state funds paid to them for the purposes specified in their contracts.

(f) All public and private providers contracting with the Department of Education pursuant to this section shall ensure that each and every employee receives a minimum of 1 hour of training every year in the detection and reporting of child abuse. Such training, and all materials used in such training, shall be prepared by the Division of Family Services.

§ 3001 State Early Childhood Education Program [Effective July 1, 2020].*

(a) The Department of Education shall be authorized to provide early childhood educational services to eligible children, which shall include preschool age children who live in poverty, using such funds as are appropriated by the General Assembly for that purpose.

(b) The Department of Education shall provide the early childhood educational services by contracting with public and private providers, including, but not limited to, providers administering federal Head Start programs within the State; provided however, that state funds paid to such contracting providers shall not be used to supplant state and/or federally funded programs or to make a federal Head Start provider ineligible for a Head Start expansion grant. All contracts may be in place for a period not to exceed 3 years; provided that there is sufficient funding contained within the annual appropriations act and the contractor adheres to the required Head Start performance standards, which include parental involvement and receipt of acceptable monitoring results which will be completed at least once during the contract period.

(c) Each contracting provider will be required to establish written agreements within the provider’s respective service area with their local Head Start and/or other Early Childhood Initiative contracting provider as well as the local school district, to address issues including, but not limited to, service areas, recruitment, transition of children and families and sharing resources and information.
The Department of Education shall establish Delaware Stars for Early Success, a quality rating and improvement system. Such rating system shall measure the level of quality of service provided by an early care and education program to safeguard and ensure the growth, development, and learning of the children. The rating and improvement system shall:

1. Establish quality standards that build upon the child care licensing regulations and include quality standards in the categories of learning environment and curriculum, qualifications and professional development, family and community partnerships, and management and administration. The Department of Education shall ensure that Delaware Stars for Early Success standards are consistent with the regulations of the Office of Child Care Licensing.

2. Ensure that the standards are based on research on best practice related to early care and education and that support children in being physically and emotionally healthy and eager to learn.

3. Inform families and other purchasers of early care and education about the level of quality in a simple and easy-to-understand manner.

4. Develop a quality improvement plan that informs participating early care and education programs of their strengths, weaknesses and strategies to improve the quality of their programs.

5. Target resources to support and recognize programs as they work on implementing improvement plans and increasing the quality of services to children and families.

6. Provide professional development and technical assistance to assist programs in accomplishing targeted improvements.

7. Establish public-private partnerships to implement and sustain the quality rating and improvement system including state agencies, higher education, adult education programs, early childhood organizations and community based agencies.

8. Evaluate Delaware Stars for Early Success to ensure continuous improvement of the system.

The Interagency Resource Management Committee (IRMC) shall have administrative responsibility for all appropriations made to the Department of Education pursuant to this section. Such administrative responsibility shall include, but not be limited to:

1. Determining unserved and underserved areas within the State, to be addressed in any given year. Such identified areas will be specified within the Request for Proposal (RFP) issued to prospective providers;

2. Reviewing, recommending and disbursing grant awards for contracts to qualifying providers to deliver early childhood educational services to preschool-age children who live in poverty;

3. Reallocating unobligated or unspent appropriations made to the Department of Education pursuant to this section; and

4. Verifying that the contracting providers use state funds paid to them for the purposes specified in their contracts.
(f) All public and private providers contracting with the Department of Education pursuant to this section shall ensure that each and every employee receives a minimum of 1 hour of training every year in the detection and reporting of child abuse. Such training, and all materials used in such training, shall be prepared by the Division of Family Services.

*Note: There are two subsections for §3001 above. The first one is in effect until July 1, 2020, while the second one is in effect after July 1, 2020. The language in the latter §3001 moves the Office of Child Care Licensing to the Department of Education, which occurred in 2019.

§ 3002 Early Childhood Council.

(a) The Delaware Early Childhood Council (ECC) shall be the State Advisory Council on Early Childhood for children from birth to 8 years of age, and carry out all such functions designated in the federal Improving Head Start for School Readiness Act of 2007 [P.L. 110-134] et seq., and those functions designated herein and those assigned by the Governor, the General Assembly, and the Interagency Resource Management Committee (IRMC), provided sufficient moneys are available from the annual State appropriations act, federal funding, private funding, or a combination thereof.

(b) The ECC shall be comprised primarily of private sector members but shall include all representatives as designated in the above-referenced federal legislation and shall advise the Governor and General Assembly on a continuing basis, working with the IRMC, concerning the status and improvement of services of the early childhood sector and the implementation of the State’s early childhood strategic plan. In addition to any responsibilities assigned by the Governor through the IRMC, the Delaware Early Childhood Council shall make recommendations to the Governor, the General Assembly, and the IRMC that promote the appropriate coordination and effectiveness of state services and policies. The ECC shall be responsible for maintaining and expanding a statewide network of early care and education institutions that includes providers, advocates, state program officers, private and nonprofit community institutions, and others who support the development and delivery of high quality early childhood services.

§ 3003 Organization and composition.

(a) The Delaware Early Childhood Council (ECC) shall be appointed by the Governor upon recommendation by the Interagency Resource Management Committee and shall:

(1) Represent the racial, economic and geographic diversity of the State;

(2) Serve for staggered, renewable terms of 3 years, except in the case of public employees continuing in the same designated position; and

(3) Consist of the following members:

a. Two center-based early care and education providers;
b. One family-home-based early care and education provider;
c. One parent whose child participates in early childhood services;
d. One Delaware Head Start/Early Childhood Assistance Program Association representative;
e. One representative of a statewide early care and education resource and referral agency;
f. Two representatives from advocacy organizations focused on children’s health and well-being;
g. One representative of the Delaware Association for the Education of Young Children;
h. One public school district superintendent;
i. One higher education representative who also serves on the P-20 Council;
j. One business community representative;
k. Two community members;
l. One representative of the General Assembly;
m. The State Director of Head Start Collaboration;
n. A representative of the Delaware Department of Health and Social Services, representing children’s health, child cares subsidy, and Part C of Individuals with Disabilities Education Act (IDEA) [20 U.S.C. § 1431 et seq.];
o. A representative of the Delaware Department of Services to Children, Youth and Their Families, representing child mental health, child care licensing, and family services;
q. Ex officio, nonvoting members shall include the director of the Early Development and Learning Resource Center of the Department of Education, the chair of the Family Support Coordinating Council, and the director of the State’s Institute for Excellence in Early Childhood Education. The ECC may appoint ex officio members and advisors to assist them in meeting their responsibilities.

(b) The Governor shall appoint a Chairperson from the nongovernmental members of the ECC, and who shall serve as a member of the State’s P-20 Council. The Chairperson shall coordinate the activities of the ECC. The Governor shall also appoint a Vice-Chairperson from the nongovernmental members of the ECC.

§ 3004 Meetings; organizational structure.

The Delaware Early Childhood Council (ECC) shall convene regularly-scheduled meetings at least 6 times annually. The ECC may form an executive committee from its members and other subcommittees. The ECC may form standing subcommittees including, but not limited to: professional development, quality rating and improvement system, data, and higher education. The ECC shall fulfill all the responsibilities designated under the above-referenced federal legislation for the State’s Advisory Council on Early Childhood Education and Care.

§ 3005 Staffing and annual reporting.

The Department of Education shall staff the Delaware Early Childhood Council (ECC) with support from the Interagency Resource Management Committee (IRMC) as needed. The ECC will report annually to the IRMC, the Governor, President Pro Tempore, Speaker of the House, and the General Assembly’s committees on Education, Health and Social Services, and Health and Human Development regarding the status of its work and the progress of Council plans and proposals. A summary of the Council’s work shall be included in the IRMC’s annual report.
§1703 Unit of Pupils

(n) (1) The Interagency Resource Management Committee (IRMC) shall have administrative responsibility for establishing a comprehensive and coordinated early childhood system. The IRMC shall be composed of the following members (or their designee with full voting powers):

a. Secretary of Education, who shall be the chairperson of the IRMC.

b. Secretary of the Department of Health and Social Services.

c. Secretary of the Department of Services for Children, Youth and Their Families.

d. Director of the Office of Management and Budget.

e. Controller General.

f. The Chair of the IRMC Extended Learning Opportunities Subcommittee and the Chair of Early the Childhood Council as nonvoting members.

(2) An affirmative vote of a majority of all voting members shall be required to take action.

(3) The IRMC shall promote interagency collaboration in the delivery of early childhood services to young children and their families including young children with disabilities. The IRMC will work to support and coordinate the implementation of the recommendations of the State early childhood plan. To accomplish these goals, the IRMC shall do the following:

a. Allocate all funds provided by the State, obtained by it, or under its control, which are designated for children eligible for services under this subsection except for unit funding for children with disabilities as described in this title.

b. Coordinate resources, federal and state and public and private, to support family-centered services for eligible children and their families, as appropriate.

c. Seek to develop collaborative approaches with the institutions of higher education for children eligible for services under this subsection. Special emphasis shall be placed on the use of existing preschool educator training and child care provider training programs.

d. Coordinate planning, policy, program and funding to establish a comprehensive and coordinated early childhood system.

(4) The IRMC may, at its discretion, apply for and allocate grant funds. Sources of such grant funds may include, but not be limited, to the federal Childcare Block Grant, Developmental Disabilities Council, federal Child and Maternal Health Grant, federal U.S.C. Title 20, and federal Head Start, where appropriate.

(5) The IRMC shall report to the Governor, President Pro Tempore of the Senate, and the Speaker of the House on April 15 of each fiscal year. Each report shall include:

a. A summary of IRMC experience in attempting to accomplish its purposes as stated above; and
b. A recommendation of the IRMC whether and how to institutionalize its activities and functions.

(6) The Director of the Office of Management and Budget and the Controller General are hereby authorized to transfer additional funds serving this population among the budgets of the departments represented on the IRMC if there is prior agreement by the Secretary of the department, as the case may be, to which the funds were previously allocated.

(7) For the purpose of facilitating the continuation of services, programs receiving an allocation under the provisions of this section may receive 20% of the prior year’s allocation at the outset of each fiscal year. These programs are required to present program proposals to the IRMC as required by the IRMC. Upon IRMC approval, adjustments to the program allocations may be made.

(8) The IRMC shall be staffed by the Early Development and Learning Resources Office in the Department of Education. Such Office shall be composed of at least 2 Education Specialists and a clerical support position. Funding shall be provided by the Department of Health and Social Services and the Department of Services for Children, Youth and Their Families by no later than July of each fiscal year to support the operational costs associated with 1 Educational Specialist and clerical support positions. Funds allocated in this section are to be used to support the work of the Office and to continue the interagency coordination process for Delaware’s early childhood programs.

§ 1703A Extended Learning Opportunities Subcommittee.

(a) The IRMC Extended Learning Opportunities Subcommittee is established to oversee coordination, research, and planning statewide for before and after school and summer learning programs for school-age children and advise the General Assembly and the Governor.

(b) The duties of the IRMC Subcommittee are as follows:

(1) Research national and local trends and best practices in extended learning programs and services and recommend new public policy that aligns with that research.

(2) Develop program standards and suggest funding protocols.

(3) Establish standards for program performance and evaluation.

(4) Make regular recommendations regarding coordination of services among different stakeholders, especially with organizations and programs providing early childhood services.

(5) Submit a yearly summary of its recommendations to the IRMC to include in its annual report under § 1703(n)(5)b of this title.

(c) The Subcommittee shall be composed of 19 members:

(1) The following members shall serve by virtue of their position and may designate a person to serve in their stead and at their pleasure:

   a. The Secretary of the Department of Education, or the Secretary’s designee.

   b. The Secretary of the Department of Children, Youth and Their Families, or the Secretary’s designee.

   c. The Secretary of the Department of Health and Social Services, or the Secretary’s designee.

(2) The Delaware After School Network Director, appointed by the Governor.
(3) A representative of a nonprofit afterschool program provider, appointed by the Governor.

(4) A representative of a private afterschool program provider, appointed by the Governor.

(5) A representative of a summer program provider, appointed by the Governor.

(6) A school district superintendent, appointed by the Governor.

(7) A representative for elementary school teachers, appointed by the President of the Delaware State Education Association.

(8) A representative for secondary school teachers, appointed by the President of the Delaware State Education Association.

(9) Four members of the public, who shall be appointed by the Governor.

(10) A representative of the Charter School community, appointed by the Delaware Charter School Network.

(11) A representative of the Governor’s Advisory Council on Exceptional Children, appointed by the Chair of the GACEC.

(12) A representative of the Provider Advisory Board, appointed by the the Chair of the Provider Advisory Board.

(13) Two principals—one elementary and one secondary—appointed by the Delaware Association of School Administrators.

d) Terms of appointed members; chairperson.

(1) Each appointed member shall be appointed to serve a term of up to 2 years. Members shall be appointed for staggered terms, so that no more than half of the appointed members’ terms expire in any 1 calendar year. Appointed members are eligible for reappointment.

(2) From the members, set forth in paragraphs (c)(2) through (13) of this section, there shall be a chairperson of the subcommittee who shall be appointed by the Governor and shall serve at the pleasure of the Governor. The chairperson shall guide the administration of the subcommittee by supervising the preparation and distribution of meeting notices, agendas, minutes, correspondence, and reports of the subcommittee.

e) The subcommittee shall issue an annual report to the Governor, General Assembly, and the public on the work of the subcommittee and the status of extended learning opportunities for school-aged children in the State.

f) The Department of Education will provide administrative and staff support for the subcommittee as part of its responsibility to staff the IRMC.

g) The IRMC Expanded Learning Opportunities Subcommittee shall follow all rules of § 10002(h) of Title 29 relating to public meetings.

(h) The subcommittee shall hold its initial organizational meeting by October 21, 2019, with the date, time, and place for the meeting to be set by the chairperson of the subcommittee.

(i) The subcommittee shall meet at least monthly.
SECTION I: INTERAGENCY RESOURCE MANAGEMENT COMMITTEE (IRMC)
<table>
<thead>
<tr>
<th>Role Defined in Code</th>
<th>Last</th>
<th>First</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secretary of Education, who shall be the chairperson of the IRMC</td>
<td>Bunting</td>
<td>Susan</td>
</tr>
<tr>
<td>Secretary of the Department of Health and Social Services</td>
<td>Walker</td>
<td>Kara</td>
</tr>
<tr>
<td>Secretary of the Department of Services for Children, Youth and Their Families</td>
<td>Manning</td>
<td>Josette</td>
</tr>
<tr>
<td>Director of the Office of Management and Budget</td>
<td>Jackson</td>
<td>Michael</td>
</tr>
<tr>
<td>Controller General</td>
<td>Morton</td>
<td>Michael</td>
</tr>
<tr>
<td>Chair of Early the Childhood Council (non-voting)</td>
<td>Bayard</td>
<td>Madeleine</td>
</tr>
<tr>
<td>Chair of the IRMC Extended Learning Opportunities Subcommittee (non-voting)</td>
<td>Buchanan</td>
<td>Candice</td>
</tr>
</tbody>
</table>
**INTERAGENCY RESOURCE MANAGEMENT AGENCY**
2019 MEETING TOPIC AND PRESENTERS

<table>
<thead>
<tr>
<th>Meeting Date</th>
<th>Topic</th>
<th>Presenters</th>
</tr>
</thead>
</table>
| January 17, 2019   | Considered and approved appointment of Debbie Taylor to the Delaware Early Childhood Council  
|                    | Preschool Development Grant (Birth-Five) Award Announcement – Dr. Kimberly Krzanowski  |                                     |
| April 11, 2019     | Considered and approved appointment of Olivia Gatewood, Elizabeth Ritchie, Tanisha Merced and Michelle Wall to the Delaware Early Childhood Council  
|                    | Considered and approved reappointment of Madeleine Bayard and Dusty Blakey to the Delaware Early Childhood Council  
|                    | Considered and approved the 2018 IRMC Annual Report  |                                     |
| July 17, 2019      | Preschool Development Grant (Birth to Five) Update Presentation – Rex Varner and Caitlin Gleason  
|                    | Early Childhood Legislation Discussed: House Substitute 1 to House Bill 92 with House Amendment 1 to create the Extended Learning Opportunities Subcommittee  
|                    | Early Childhood Legislation Discussed: Senate Bill 187 to move the Office of Child Care Licensing under the Department of Education  |                                     |
| October 16, 2019   | Preschool Development Grant (Birth to Five) Update Presentation – Caitlin Gleason  
|                    | Preschool Development Grant (Birth to Five) Renewal Grant Opportunity Discussed – Caitlin Gleason  
|                    | Extended Learning Opportunities Subcommittee creation update – Tina Shockley  
|                    | Office of Child Care Licensing Move to Department of Education discussed – Dr. Kimberly Krzanowski  |                                     |

*Full meeting minutes are available at [https://publicmeetings.delaware.gov/](https://publicmeetings.delaware.gov/) by meeting date*
<table>
<thead>
<tr>
<th>Key Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>The duties of the IRMC Subcommittee are as follows:</td>
</tr>
<tr>
<td>- Research national and local trends and best practices in extended learning programs and services and recommend new public policy that aligns with that research.</td>
</tr>
<tr>
<td>- Develop program standards and suggest funding protocols.</td>
</tr>
<tr>
<td>- Establish standards for program performance and evaluation.</td>
</tr>
<tr>
<td>- Make regular recommendations regarding coordination of services among different stakeholders, especially with organizations and programs providing early childhood services.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Accomplishments in 2019:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The Extended Learning Opportunities Subcommittee was created per House Substitute 1 for House Bill 92 with House Amendment 1 of the 150th General Assembly</td>
</tr>
<tr>
<td>- Began convening in November 2019 to oversee coordination, research, and statewide planning for before and after school and summer learning programs for school-age children, and to advise the General Assembly and the Governor.</td>
</tr>
<tr>
<td>Role Defined in Code</td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
</tr>
<tr>
<td>Secretary of Education or Designee</td>
</tr>
<tr>
<td>Secretary of DSCYF or Designee</td>
</tr>
<tr>
<td>Secretary of DHSS or Designee</td>
</tr>
<tr>
<td>DE After School Network Director</td>
</tr>
<tr>
<td>Rep of nonprofit afterschool program provider</td>
</tr>
<tr>
<td>Rep of private afterschool program provider</td>
</tr>
<tr>
<td>Rep of summer program provider</td>
</tr>
<tr>
<td>School District superintendent</td>
</tr>
<tr>
<td>Rep of elementary school teachers</td>
</tr>
<tr>
<td>Rep of secondary school teachers</td>
</tr>
<tr>
<td>Four members of the public</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Rep of Charter School community</td>
</tr>
<tr>
<td>Rep of Gov Advisory Council on Exceptional Children</td>
</tr>
<tr>
<td>Rep of Provider Advisory Board</td>
</tr>
<tr>
<td>Two principals - one elementary</td>
</tr>
<tr>
<td>Two principals - one secondary</td>
</tr>
</tbody>
</table>
SECTION II: DELAWARE EARLY CHILDHOOD COUNCIL (DECC)
Mission:
Promote the development of a comprehensive and coordinated early childhood system, birth to eight, which provides the highest quality services and environment for Delaware’s children and their families.

Vision:
- **Ready children**: children who are physically and emotionally healthy, have access to high quality early learning experiences, and enter school prepared to succeed
- **Ready families**: families with the knowledge and resources needed to successfully support their children’s development and learning
- **Ready early care and education programs**: programs that effectively support the growth, development, and learning of all children and are staffed by teachers who are well prepared, well compensated, and well supported
- **Ready communities**: communities that embrace their responsibilities for enhancing the quality of life of young children and their families through collaborations across all sectors
- **Ready schools**: schools that build upon and further enrich the learning foundations of young children and accelerate their continued success

Website:
- [https://www.doe.k12.de.us/Page/3760](https://www.doe.k12.de.us/Page/3760)
Delaware’s Childhood Strategic Plan (2013) has guided our activities, and in 2020, the Council will release a new plan. A comprehensive Needs Assessment was conducted, with support from federal Preschool Development Grant-Birth-5 funds, which considered user experiences and collected data to inform the Strategic Plan. Focus areas included:

**User Experience**
- Current landscape of programs and supports of B-5 families
- Current gaps in quality and availability of programming
- Barriers to access

**Data Systems**
- Number of children currently served by the early childhood system
- Number of potential children who could access the system
- Number of children waiting for service

Findings included:
- A small percentage of mothers of young children (5%) receive home visiting, which has proven to have a significant impact and return on investment
- Early childhood workforce is largely females of color, who stay in their place of work for two years or less and make $9-$10 per hour
- Families find it hard to navigate the system
  - there are 11 divisions in Delaware
  - across three state agencies providing services
  - using 15 data systems
  - with no clear access point for families

Other needs assessment components underway at the time of this report include the cost of child care study and fiscal map of federal and state resources devoted to early childhood.

Input for Delaware’s next Strategic Plan (2020) included the following areas:
- Vision for Delaware’s early childhood care and education system
- Potential strategies to help Delaware realize this vision in areas including: governance, data, policy, funding, access and availability, workforce supports, and supporting families to navigate systems and services
- Implementation Strategies
- Measures of success

Delaware’s 2020-2025 Early Childhood (Birth- Age 8) Strategic Plan is expected to be completed in 2020. For more information on the developing Strategic Plan, please visit the Delaware Early Childhood Council webpage at https://www.doe.k12.de.us/Page/3760.
In 2019 the DECC, its partners and subcommittees celebrated a number of accomplishments, including the following, which include next steps and priorities already underway in 2020:

- **State Investment in Quality Care**, which is currently being reimbursed at 65% of the 75th percentile of the cost of care according to the 2018 market rate study, continues to be a challenge to ensure providers are compensated at a rate that supports quality for children with the greatest needs, including associated quality incentives through the Stars Quality Rating System; in 2019 there was an increase in the tiered reimbursement payments to providers as well as the rate for Purchase of Care payments.

- **Aligned, efficient early learning governance** across programs, agencies, funding streams, and divisions ensures that services are provided seamlessly to families and providers; in 2019, progress included legislation to move the Office of Child Care Licensing to the Department of Education’s Office of Early Learning, and the CCDF federal quality dollars to be managed by the Office of Early Learning as of July 1, 2020.

Initiatives continuing in 2020 include:

- **The Early Childhood Council’s Strategic Plan** guides the work for the state efforts across state agencies and partners and establishes priorities for the Council. The Council has been leveraging capacity provided with the support of federal Preschool Development Grant (Birth to 5), to build on our previous plans, *Early Success* and *Sustaining Early Success*. We look forward to releasing a new 5-year plan in 2020 to guide the work of our committees and efforts going forward.

- **Delaware Stars Redesign**, to ensure improvement of the state’s quality rating and improvement system for child care, ensuring the standards for child care are aligned with research on child outcomes and ensuring providers receive support to reach these standards; new standards are scheduled to be piloted in 2020 and rolled out in 2021.

- **Workforce Strategies**, have been a priority for the Council; we led a panel of representatives from the Department of Labor, Department of Education, providers, and career technical teacher academy pathway. The Council has agreed that the workforce is at a “crisis” level of recruitment and retention, much of which has to do with low levels of compensation. Our discussions have focused on redesigning the career ladder and higher education program design and support, as well as expanding access to scholarships, wage incentives; growing the early learning high school teacher academy; and expanding training opportunities in community settings. This is a key priority for public and private resources, as well as how the state and partners can support the field, in 2020.

- **Governance and Data Systems**, including continuing to consolidate parts of state governance to create greater alignment and efficiency to better serve families and the providers who serve them. The Council has discussed opportunities to move Part C, Birth To Three to align with Part B at DOE, and is excited about the work underway to consolidate data systems. The work to align the workforce data in the DEEDS and Delaware First systems (such as the 2019 transition to an online application is important to improving efficiency, support, opportunities, and professionalism for the field.
DELAWARE EARLY CHILDHOOD COUNCIL
2019 MEETING TOPIC AND PRESENTERS

Full meeting minutes are available at https://publicmeetings.delaware.gov/ by meeting date

January 30, 2019 Meeting
- Governor’s Recommended Budget Request – Jon Sheehan
- Preschool Development Grant (Birth-Five) Update – Caitlin Gleason
- Discussion - Stand By Me: Support for Families with Young Children and Early Care/Education Workforce – Shay Frisby
- Update: Expanding Pre-K in Delaware – Julie Johnson
- Update: Delaware Readiness Teams/Kindergarten Registration – Diane Frentzel

May 8, 2019 Meeting
- DHSS Update: Child Care Copays and Market Rate Changes - Jacqueline Benzel
- Readiness Teams Update – First Lady Tracey Carney
- Universal Pre-Kindergarten – Leslie Newman
- Advocacy Day Materials and Logistics Announced – Dr. Michelle Shaivitz

July 31, 2019 Meeting
- Welcoming Remarks – Secretary Susan S. Bunting
- Governance and Budget Updates – Jon Sheehan
- Market Rate Update – Molly Magarik
- Delaware Stars Update – Dr. Kim Krzanowski
- Early Childhood Workforce Panel Discussion – Sec. Cerron Cade, Julie Johnson, Dr. Kim Krzanowski and Rita Hovermale
  - Perspectives from the field – Lucinda Ross, Julie Johnson and Clara Martinez
  - Work Underway
- Quality Spending Proposals Update – Dr. Kim Krzanowski and Ray Fitzgerald

September 18, 2019 Meeting
- Sussex Early Childhood Council Update – Christine Olley
- Governance Update – Jon Sheehan
- Governance – Making The Transition – Rolf Grafwallner
- Strategic Plan: Insights and Interviews - Caitlin Gleason
- Community Updates: Montessori Teacher Residency Prep Program – Linda Zankowsky

November 13, 2019 Meeting
- 2020 Teacher of the Year Remarks – Rebecca Vitelli
- Wilmington Early Care & Education Council Update – Dr. Gwendolyn Sanders & Staff
  - Stubbs Early Education Center & Dual Generation Center – Whitney Williams
  - WECEC Resource Center Services – Zuluma Arroyo-Loomis
  - Children & Families First – Parent Information Center – Ken Livingston
- Governance Update – Jon Sheehan
- QRIS Revision Update – John Fisher-Klein
- Delaware Literacy Plan – Monica Gant
- Strategic Plan Update – Caitlin Gleason
  - Timeline and Council / Public Engagement
  - PDG Renewal Grant Submission
  - Work Underway
- Quality Spending Proposal Update – Dr. Kim Krzanowski and Ray Fitzgerald

**December 18, 2019 Meeting**

- Governor’s Office Update – Molly Magarik
  - Governance Update
  - Governor’s Recommended Budget
- PDG – Strategic Plan Development – Caitlin Gleason
  - Review and Design Plan
## DELAWARE EARLY CHILDHOOD COUNCIL (DECC)
### MEMBERSHIP
#### as of December 2019

<table>
<thead>
<tr>
<th>Role Defined in Code</th>
<th>Last</th>
<th>First</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.a Two center-based early care and education providers</td>
<td>Clendaniel</td>
<td>Cheryl</td>
<td>The Learning Center</td>
</tr>
<tr>
<td></td>
<td>Johnson</td>
<td>Julie</td>
<td>Tender Loving Kare Child Care &amp; Learning Centers</td>
</tr>
<tr>
<td>3.b One family-home based early care and education provider</td>
<td>Monsanto</td>
<td>Carrette</td>
<td>Family Child Care Provider</td>
</tr>
<tr>
<td>3.c One parent whose child participates in early childhood services</td>
<td>Merced</td>
<td>Tanisha</td>
<td>Delaware Department of Insurance</td>
</tr>
<tr>
<td>3.d One Delaware Head Start/Early Childhood Assistance Program Association Representative</td>
<td>Beck</td>
<td>Heidi</td>
<td>Delaware Head Start Association</td>
</tr>
<tr>
<td>3.e One Representative of a statewide early care and education resource and referral agency</td>
<td>Newman</td>
<td>Leslie</td>
<td>Children and Families First</td>
</tr>
<tr>
<td>3.f Two representatives from advocacy organizations focused on children’s health and well-being</td>
<td>Thompson</td>
<td>Kelli</td>
<td>Nemours</td>
</tr>
<tr>
<td></td>
<td>Rudolph</td>
<td>Katherine</td>
<td>Christiana Care</td>
</tr>
<tr>
<td>3.g One representative of the Delaware Association for the Education of Young Children</td>
<td>Shaivitz</td>
<td>Dr. Michelle</td>
<td>Delaware Association for the Education of Young Children</td>
</tr>
<tr>
<td>3.h One school district superintendent</td>
<td>Blakey</td>
<td>Dr. Dolan</td>
<td>Colonial School District</td>
</tr>
<tr>
<td>3.i One higher education representative who is also serves on the P-20 Council</td>
<td>Ritchie</td>
<td>Elizabeth</td>
<td>Delaware Technical Community College</td>
</tr>
<tr>
<td>3.k Two community members</td>
<td>Wall</td>
<td>Michelle</td>
<td>Make A Wish Delaware</td>
</tr>
<tr>
<td></td>
<td>Bayard</td>
<td>Madeleine</td>
<td>Rodel Foundation</td>
</tr>
<tr>
<td>3.l One representative of the General Assembly</td>
<td>Heffernan</td>
<td>Debra</td>
<td>Delaware House of Representatives</td>
</tr>
<tr>
<td>3.m The State Director of Head Start Collaboration</td>
<td>Taylor</td>
<td>Debra</td>
<td>Department of Education – Office of Early Learning</td>
</tr>
<tr>
<td>3.n A representative of the Delaware Department of Health and Social Services, representing children’s health, child care subsidy, and Part C of IDEA</td>
<td>Kejner</td>
<td>Gabriela</td>
<td>Department of Health and Social Services</td>
</tr>
<tr>
<td>3.o A representative of the Delaware Department of Services for Children, Youth and Their</td>
<td>Seitz</td>
<td>Meredith</td>
<td>Department of Services for Children, Youth &amp; Their Families</td>
</tr>
</tbody>
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29
<table>
<thead>
<tr>
<th>Role Defined in Code</th>
<th>Last</th>
<th>First</th>
<th>Organization</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.p A representative of the Delaware Department of Education representing early childhood professional development, section 619 of IDEA and state early learning guidelines</td>
<td>Krzanowski</td>
<td>Dr. Kimberly</td>
<td>Department of Education – Office of Early Learning</td>
</tr>
<tr>
<td>Ex-Officio Members</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.q Ex Officio, non-voting members shall include the director of the Early Development and Learning Resource Center of the Department of Education</td>
<td>Krzanowski</td>
<td>Dr. Kimberly</td>
<td>Delaware Department of Education – Office of Early Learning</td>
</tr>
<tr>
<td>3.q Ex Officio, The director of the State’s Institute for Excellence in Early Childhood Education</td>
<td>Buell</td>
<td>Martha</td>
<td>University of Delaware, DIEEC</td>
</tr>
<tr>
<td>3.q The ECC may appoint Ex-Officio members and advisors to assist them in meeting their responsibilities</td>
<td>Freel</td>
<td>Ed</td>
<td>IPA/SPPA, University of Delaware</td>
</tr>
<tr>
<td></td>
<td>Moor</td>
<td>Mary</td>
<td>DSCYF/Division of Prevention and Behavioral Health Services</td>
</tr>
<tr>
<td></td>
<td>Rattay</td>
<td>Karyl</td>
<td>Delaware Division of Public Health</td>
</tr>
<tr>
<td></td>
<td>Timm</td>
<td>Elizabeth</td>
<td>DSCYF – Office of Child Care Licensing</td>
</tr>
<tr>
<td></td>
<td>Wilson</td>
<td>Michelle</td>
<td>Capital School District; Booker T. Washington</td>
</tr>
<tr>
<td></td>
<td>Vitelli</td>
<td>Rebecca</td>
<td>Colonial School District</td>
</tr>
<tr>
<td></td>
<td>Martinez</td>
<td>Clara</td>
<td>Telamon Corporation Delaware Head Start Program</td>
</tr>
<tr>
<td>Support Staff</td>
<td>Shockley</td>
<td>Tina</td>
<td>Delaware Department of Education – Office of Early Learning</td>
</tr>
</tbody>
</table>
# Delaware Early Childhood Council
## Subcommittee: Early Learning Data and Policy
### Key Responsibilities and Accomplishments

#### Key Responsibilities
- Monitor federal and state and legislative, regulatory and policy activities relating to DECC’s mission
- Identify and recommend strategies, based on the overall Delaware Early Childhood Council Strategic Plan, to maximize legislation, regulations and policies to facilitate the fulfillment of DECC’s mission
- Inform and engage Council members and the stakeholder community concerning relevant legislative, regulatory and policy activities.
- Ensure that Council members possess the requisite knowledge and skills to advocate on relevant issues
- Promote coordination across agencies and programs contributing early childhood data to federal and state reports and plans
- Identify standard data reports necessary to advance Delaware’s early learning system
- Provide feedback on current data exchanges, data processes, data quality, and data utilization
- Work collaboratively with the Campaign for Grade Level Reading’s School Readiness Subcommittee

#### Key Accomplishments
- Data Systems Integration Planning Work
- Ongoing Statewide Kindergarten Readiness Campaign – and new developmentally appropriate models for Kindergarten Academies to offer to children and families preparing to enter Kindergarten, led by OEL and the Readiness Teams
- Data Collection on children’s experience before Kindergarten, including improving the data collection on child care experiences and the dose, duration, and quality ratings of those experiences
- Alignment with efforts on 0-8 efforts, including assessing the recommendations developed by the P-20 Council Early Literacy Subcommittee and the DOE Literacy Plan and determining opportunities to strengthen them and work in partnership
# DELAWARE EARLY CHILDHOOD COUNCIL (DECC)
## SUBCOMMITTEE: DATA & POLICY MEMBERSHIP
as of December 2019

**Madeleine Bayard, Chair**  
**Caitlin Gleason, OEL Staff**

<table>
<thead>
<tr>
<th>Name</th>
<th>Title &amp; Affiliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexander, Dawn</td>
<td>Preschool Expansion Coordinator, Colonial School District</td>
</tr>
<tr>
<td>Barlow, Janice</td>
<td>Director of KIDS COUNT, University of Delaware</td>
</tr>
<tr>
<td>Barrett, Christine</td>
<td>Kindergarten Teacher, Lake Forest School District</td>
</tr>
<tr>
<td>Bayard, Madeleine</td>
<td>Vice President, Policy &amp; Practice, Rodel Foundation</td>
</tr>
<tr>
<td>Beck, Heidi L.</td>
<td>Director, Delaware Head Start Association</td>
</tr>
<tr>
<td>Beebe, Julie</td>
<td>PolyTech School District</td>
</tr>
<tr>
<td>Brancato, Kim</td>
<td>Principal, Appoquinimink Preschool Center</td>
</tr>
<tr>
<td>Buell, Martha</td>
<td>DIEEC, University of Delaware</td>
</tr>
<tr>
<td>Comegys, Jim</td>
<td>Red Clay Consolidated School District</td>
</tr>
<tr>
<td>Commodore, Veronica</td>
<td>DIEEC, University of Delaware</td>
</tr>
<tr>
<td>DeFeer, Tam</td>
<td>GIFT - DCL</td>
</tr>
<tr>
<td>Edwards, Shysheika</td>
<td>Program Administrator, Christina Cultural Arts Center</td>
</tr>
<tr>
<td>Fisher-Klein, John</td>
<td>Office of Early Learning</td>
</tr>
<tr>
<td>Freel, Ed</td>
<td>Policy Scientist, University of Delaware</td>
</tr>
<tr>
<td>Frentzel, Diane</td>
<td>Delaware Readiness Teams</td>
</tr>
<tr>
<td>Geisler, Peggy</td>
<td>Executive Director, Sussex County Health Promotion Coalition</td>
</tr>
<tr>
<td>Gleason, Caitlin</td>
<td>Education Associate, Alignment &amp; Professional Development</td>
</tr>
<tr>
<td></td>
<td>Office of Early Learning, Department of Education</td>
</tr>
<tr>
<td>Good, Ranie</td>
<td>Communications Consultant, Office of Early Learning</td>
</tr>
<tr>
<td>Gyan, Paulina</td>
<td>Division of Public Health</td>
</tr>
<tr>
<td>Herbert, Belvie</td>
<td>Social Services Senior Administrator, DHSS</td>
</tr>
<tr>
<td>Jenkins, Jackie</td>
<td>United Way of Delaware</td>
</tr>
<tr>
<td>Kejner, Gabriela</td>
<td>Department of Services for Children, Youth and Their Families</td>
</tr>
<tr>
<td>Kelly, Kathy</td>
<td>Education Associate, Language Arts/Literacy &amp; eLearning, Department of Education</td>
</tr>
<tr>
<td>Koester, Jennifer</td>
<td>Education Specialist, Research &amp; Data Analysis, Department of Education</td>
</tr>
<tr>
<td>Koutsourades, Christina</td>
<td>Education Specialist, OEL, Early Learning Transitions</td>
</tr>
<tr>
<td>Kurz-McDowell, Nicole</td>
<td>Caesar Rodney School District</td>
</tr>
<tr>
<td>Lowman, Kim</td>
<td>University of Delaware</td>
</tr>
<tr>
<td>Name</td>
<td>Position and Affiliation</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------------------------------------------------------------</td>
</tr>
<tr>
<td>Magarik, Molly</td>
<td>Deputy Principal Assistant to the Secretary, Department of Health and Social Services</td>
</tr>
<tr>
<td>Mieczkowski, Mary Ann</td>
<td>Director, Exceptional Children Resources, Department of Education</td>
</tr>
<tr>
<td>Poland, Mollie</td>
<td>Program &amp; Policy Analyst, Nemours</td>
</tr>
<tr>
<td>Raser-Schramm, Erik</td>
<td>Board Member, DEAEYC</td>
</tr>
<tr>
<td>Robinson, Tanya</td>
<td>DECC Lake Forest</td>
</tr>
<tr>
<td>Schneider, Jamie</td>
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## DELAWARE EARLY CHILDHOOD COUNCIL
### SUBCOMMITTEE: HEALTHY YOUNG CHILDREN & FAMILIES
#### KEY RESPONSIBILITIES AND ACCOMPLISHMENTS

### Key Responsibilities
- Identify strategic priorities for healthy young children & families based on the overall strategic plan for the Delaware Early Childhood Council, and recommend strategies for new program development or continuous improvement of existing programs and services:
  - Priorities include that every child should have a developmental screening, optimal brain development and an informed parent and community support to address health issues
- Review and recommend periodic program evaluations
- Identify opportunities for cross-system collaboration and coordination to improve services, leverage funds, or create new funding sources for early health initiatives
- Work in collaboration with the Home Visiting Advisory Board, Inclusion Committee, Project Launch, Early Childhood Comprehensive Systems (ECCS), Preschool Development Grant (Birth-5) and others to identify strategies to support high-quality inclusive early childhood opportunities
- Work collaboratively with the Campaign for Grade Level Reading’s School Readiness Subcommittee and the Delaware Readiness Teams

### Key Accomplishments
- Engagement of subcommittees and partners including
  - Early Childhood Inclusion Committee
  - Early Childhood Comprehensive Systems
  - Preschool Development Grant (Birth-5)
- Identify ways to capture baseline data of:
  - Developmental screenings
    - Help Me Grow 211
    - Ages and Stages Questionnaire
    - Parents Evaluation of Developmental Status (PEDS)
  - Hearing screenings
  - Language and literacy screening
- QT30 (Quality Time 30 minutes) Campaign Promotion
- Continued Implementation of Project LAUNCH
- Continue to integrate ACES and Trauma Informed Care into the work of the subcommittee
## Delaware Early Childhood Council (DECC)
### Subcommittee: Healthy Young Children & Families Membership
#### As of December 2019

**Leslie Newman, Chair** (retired as of December 31, 2019)
**Crystal Sherman, DHSS Staff**
**Debra Taylor, OEL Staff**

### Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Title &amp; Affiliation</th>
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<tbody>
<tr>
<td>Alexander, Dawn</td>
<td>Preschool Expansion Coordinator, Colonial School District</td>
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<td>Director, Delaware Head Start Association</td>
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<td>619 Part B Coordinator, Office of Early Learning</td>
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<td>Health Coordinator, Telamon</td>
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DELAWARE EARLY CHILDHOOD COUNCIL
SUBCOMMITTEE: EARLY LEARNING PROGRAMS AND WORKFORCE
KEY RESPONSIBILITIES AND ACCOMPLISHMENTS

**Key Responsibilities**

- Identify strategic priorities, based on the overall Delaware Early Childhood Council Strategic Plan, to raise the quality and retention of early learning programs and practitioners for young children and families.
- Recommend strategies for new program development or continuous improvement of existing programs and services.
- Review and recommend periodic program evaluations.
- Identify opportunities for cross-system collaboration and coordination to improve services, leverage funds, or create new funding sources for early learning initiatives.
- Advise and monitor implementation of the state’s Strategic Plan for Professional Development and bring updates and issues forward to the full Council.
- Monitor/advise policy recommendations on POC rates and requirements
- Work to advise/develop policy recommendations for a professional development system for early childhood professionals
- Monitor/advise policy recommendation for qualifications and professional development requirements for the early education workforce
- Monitor/advise on issues/policies for Delaware Stars
- Recommend/advise improvements for early intervention and behavioral health support for young children
- Work collaboratively with the Campaign for Grade Level Reading’s School Readiness Subcommittee

**Key Accomplishments**

- Ongoing discussion and work to improve professional development for the early care and education workforce via quality-assured training
- Worked collaboratively with high school pathways instructors and higher education partners to ensure their programs are aligned to the needs of the workforce, and also to develop partnerships that support worked-based learning opportunities for ECE students
- Worked collaboratively with DEAECY to better utilize T.E.A.C.H. and WAGE$ Programs for the workforce
- Worked to increase Purchase of Care rates with ongoing discussion for future increases
DELAWARE EARLY CHILDHOOD COUNCIL SUBCOMMITTEE:
EARLY LEARNING PROGRAMS AND WORKFORCE PROVIDERS MEMBERSHIP
as of December 2019

Julie Johnson, Chair *(moved to Co-Chair in early 2020)*
Christina Koutsourades, OEL Staff

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Alexander, Dawn</td>
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<td>Governor’s Advisory Council for Exceptional Citizens</td>
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<td>Key Responsibilities</td>
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<td>• Collaborate across early childhood programs to support high quality inclusive early</td>
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<td>childhood opportunities</td>
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<td>• Increase public awareness regarding inclusion</td>
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<td>• Develop materials to educate and support early childhood inclusion</td>
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<td>• Address funding and financial barriers to inclusion</td>
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<tr>
<td>• Share and disseminate recent research regarding inclusion</td>
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<td>• Revision of the <em>Delaware Early Childhood Guide</em></td>
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<td>• Shared new Quality Inclusion Indicators with the committee and school districts</td>
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<td>• Presentations at the Making a Difference Conference, University of Delaware and</td>
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<td>PolyTech Early Childhood Pathways Program</td>
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<td>• Increased itinerant teacher service delivery model in school districts across the</td>
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<td>state as a result of outreach and communication</td>
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## DELAWARE EARLY CHILDHOOD COUNCIL SUBCOMMITTEE:
### EARLY CHILDHOOD INCLUSION COMMITTEE MEMBERSHIP
#### as of December 2019

Dr. Kimberly Brancato, Chair  
Cindy Brown, OEL Staff

### MEMBERS

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</table>
The Early Childhood Council thanks these community partners for their commitment to strengthening programs and services for Delaware’s young children and families. Their ongoing commitment is essential for maintaining and improving Delaware’s early childhood system.

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### APPENDICES

**Appendix A:** QRIS Redesign Presentation

**Appendix B:** Strategic Plan Development (utilizing Preschool Development Grant (Birth to 5) funding) Presentation

**Appendix C:** *Extended Learning Opportunities in Delaware* Report
<table>
<thead>
<tr>
<th>APPENDIX A: QRIS REDESIGN PRESENTATION</th>
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<tr>
<td>See attached QRIS Redesign Presentation</td>
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<td>from November 13, 2019 DECC Meeting</td>
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Delaware Stars Revision

November 13, 2019

Structure Revision

- Feedback from Public Information Session
  - 210 participants from all three counties in August and September 2019

- Ideas generated included:
  - Entrance criteria that adequately addresses health and safety while not being overly burdensome

  - Focused support for leaders and administrators
    - Cohort training model, similar to the Aim4Excellence program previously used in Delaware

  - Interactions between teachers and children are of the utmost importance, and must be addressed at all levels of the system

  - Workforce development and the availability of qualified staff
Standards Revision

- The leadership team (OEL, STARS) is reviewing existing standards in light of revised structure and research synthesis and will make final decisions.
- Advisory team includes OEL, Stars, OCCL, POC, deaeyc and provides regular input to the leadership team.
- Two focus groups (Advisory Council, FCC, Center and SA providers) were conducted in October regarding the Leadership and Administration domain.
- Additional focus groups to be announced and will include Council representation to review and provide input on other domain areas.
- Once draft standards are complete, another round of info sessions will be announced. These will include day, evening (in all counties) and a Saturday session in Dover.
- Implementation timeline includes new standards (Jan 2020), piloting (Early Spring 2020) and full implementation (January 2021) of new programs.

Questions & Feedback

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(302) 735-4295
APPENDIX B: PRESCHOOL DEVELOPMENT GRANT (BIRTH – FIVE) PRESENTATION

See attached Preschool Development Grant (B-5) PowerPoint Presentation from December 18, 2019 DECC Meeting
Preschool Development Grant Birth through Five

Strategic Planning Guiding Principles and Approaches
December 18th, 2019

Process: Project Scope
The Preschool Development Grant Birth through Five (PDG B-5) supports a needs assessment and strategic plan

1 Needs Assessment

1A) User Experience
► What is the current landscape of programs and supports for B-5 families?
► Where are there gaps in the quality and availability of this programming?
► What are the barriers to access?

1B) Data Systems
► How many children are currently served by the early childhood system?
► What is the number of potential children who could access the system?
► How many children are waiting for service?

2 Strategic Plan
► What is the vision for Delaware’s early childhood care and education (ECCE) system?
► What are the key areas to address to support availability and access?
► What potential strategies – co-developed with families and professionals – could help Delaware realize these opportunities?
► Who is responsible for implementing the plan?
► How will progress be measured and tracked?

The aspiration is this inclusive process will yield Delaware’s next Birth to 5 five-year strategic plan
**Process: Strategic Plan Timeline**
After three months of research for the needs assessment, we are midway through the strategic planning process.

<table>
<thead>
<tr>
<th></th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
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<tbody>
<tr>
<td><strong>Phase 2:</strong> Strategic Planning</td>
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<td><strong>Vision &amp; goals</strong> (&quot;why &amp; what&quot;)</td>
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<td><strong>Roadmap</strong> (&quot;who&quot;)</td>
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<td><strong>Synthesis and finalization</strong></td>
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<td><strong>Translation and communication</strong></td>
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**Check Ins**
- B-5 AC +
- ECC (public)
- Programs/Professionals
- Families

We are here

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**Process: Strategic Plan Timeline**
The following opportunities are part of a work-in-progress plan that will continue to be refined through stakeholder feedback.

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**Goals for Today**
- Share what we have heard from stakeholders throughout the state of Delaware! This represents an aspirational plan for the state.
  - In order to have an inclusive and authentic process, the approaches have been generated based on input from a variety of professionals and stakeholders in Delaware, research-backed data, and proven examples from other states and cities.
- Solicit your ideas on which approaches resonate with you.

**Reminders**
- The following approaches are draft ideas and are not final; this plan will be revised with the Council over the next 2 months.
- This plan will be practical and aspirational; we will recommend "quick wins", medium and long-term goals.
- This synthesis is an opportunity to provide feedback and thus to iterate on the approaches, which will need to be tested further in January 2020.
Guiding Principles
The User Experience Assessment identified several key needs of families as they navigate the B-5 system in Delaware

dear Delaware...

Earn my trust
- I need to trust the people caring for and educating my children

Treat my child as your own
- I need partners invested in my child's growth and development

Support my whole family
- I need to feel like the unique needs of my family are recognized

Make it easy on me
- I need care and education for my children to make sense for my life

Make me feel welcome
- I need to feel invited and affirmed

Guiding Principles
These insights can be integrated with feedback from the B-5 AC and ECC to inform a set of draft guiding principles for the strategic plan

- We are focused on equitably serving all children in Delaware, offering strategies that will be available to all children and families as well as targeted strategies for those with differences in development, language, resource, and/or family needs

- The plan considers whole-child needs – physical, mental, emotional, cognitive, behavioral – and those of their families to improve long-term outcomes

- The plan aligns to the robust brain science research base on effective practice from birth to age 8; this research emphasizes the criticality of investing early to enable a healthy start

- We are guided by a goal of one B-5 system that connects across health and education system governance, uniting professionals who serve families

- The plan calls upon Delaware’s business community and community partners to support family needs and children's development for a sustainable early childhood mixed delivery system
ECCE Vision
The PDG B-5 grant outlines a vision for the early childhood system

Delaware commits to all children and families having access to an integrated early childhood system, from birth through third grade, which provides high-quality programs & services and an environment that supports their growth, development, and learning, and prepares them for success in school and life

Opportunities
The guiding principles shape the approaches for the strategic plan, which in turn reflect all opportunities and enablers identified during the needs assessment

Unified governance for consistent program/service delivery

- Identifying and navigating programs/services
- Access to programs/services
  - Availability
  - Affordability
- High-quality programs, services, and workforce
  - Quality
  - Workforce

Data to understand and design for child/family needs

- Policy
- Funding
**Approaches**

The approaches outlined will all require either policy or funding changes, or both, in order to be successfully implemented.

### Policy

**Sample** approaches requiring policy changes
- Shift to a single governance model
- Test and potentially revise career pathways for all levels of ECCE professionals

**Sample** approaches requiring both policy changes and additional funding
- Develop closed-loop referral system between health care and social service providers
- Create a single, comprehensive source of workforce data

### Funding

**Sample** approaches requiring additional funding
- Professionalize the ECCE brand
- Develop single and comprehensive source of programs/services for families

- Reimburse all programs based on the cost of quality care
- Offer POC on a sliding scale to families at low- to moderate-income levels

---

**Approaches**

Each approach is initially categorized based on the feasibility and approximate timing of its implementation.

*Within each opportunity bucket, approaches are categorized as “quick wins,” mid-term efforts and long-term efforts*

<table>
<thead>
<tr>
<th>“Quick Wins”</th>
<th>Mid-Term Efforts</th>
<th>Long-Term Efforts</th>
</tr>
</thead>
<tbody>
<tr>
<td>These approaches are considered to be achievable in 12-18 months</td>
<td>These approaches are considered to be achievable in the next 5 years</td>
<td>Long-term projects are considered to be highly impactful, but more difficult to implement, likely beyond 5 years</td>
</tr>
<tr>
<td>▶ These approaches are tangible, have immediate benefit, and can be realized relatively quickly</td>
<td>▶ Many are also “building blocks” to other approaches, i.e., these approaches must be realized first in order to achieve others</td>
<td>▶ These approaches still require work to begin in the near-term</td>
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**Implementation Considerations:**
- Whether the approach builds off something currently implemented or is developed from scratch
- Whether the approach will help drive other strategic approaches
- Current capabilities, resources, or excess capacity available for the approach
- Complexity of stakeholder engagement required, including political will required
- Financial viability including start-up costs, recurrent costs, and ability to engage partners for financial support
Approaches
There are a set of suggested strategic approaches where progress made early on will provide leverage across the strategic plan.

### Key Strategic Approaches That Provide Leverage Across the Strategic Plan

<table>
<thead>
<tr>
<th>Unified Governance</th>
<th>Data</th>
<th>Identifying and Navigating</th>
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</thead>
<tbody>
<tr>
<td><strong>Shift to a single governance model</strong></td>
<td><strong>Develop one system tracking registration and attendance for all ECCE settings</strong></td>
<td><strong>Create a single comprehensive source for workforce data</strong></td>
</tr>
<tr>
<td>- Decisions on the design of DE’s ECCE governance model is a necessary first-step to actioning incremental governance consolidation efforts</td>
<td>- Tracking will allow stakeholders to measure progress of approaches that expand access and improve families’ connections to ECCE programs/services</td>
<td>- Implementation will allow stakeholders to make more informed decisions to support recruitment and retention of Delaware’s workforce</td>
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<table>
<thead>
<tr>
<th>Access</th>
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<tbody>
<tr>
<td><strong>Jointly develop new policies/regs with professionals to enable programs to be more flexible in meeting market demand</strong></td>
<td><strong>Reimburse all programs based on the cost of quality care</strong></td>
<td><strong>Develop closed-loop referral system between health care and social service providers</strong></td>
</tr>
<tr>
<td>- Progress towards more enabling policies/regs is necessary to expand access to flexible program models and/or expanded hours of care</td>
<td>- Progress will advance approaches seeking to increase access to affordable care and improve programs’ abilities to compensate workers appropriately</td>
<td>- Implementation will advance approaches contingent on connecting families to relevant education, social service, and health-related programs and services</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quality</th>
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</thead>
<tbody>
<tr>
<td><strong>Elevate compensation standards across the ECCE system</strong></td>
<td><strong>Professionalize the ECCE brand</strong></td>
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</tr>
<tr>
<td>- Progress will advance any approach seeking to move the needle on recruitment, retention, and development of the workforce as well as approaches contingent on expanding program capacity</td>
<td>- Progress will advance any approach seeking to improve recruitment, retention, and development of the workforce, streamline communication to families, and may unlock greater ECCE funding</td>
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Note: Some approaches are already in the process of implementation.

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### Unified Governance for Consistent Program/Service Delivery

**Summary of Approaches**

**Unified Governance for Consistent Program/Service Delivery**

- **Quick Wins**
  - Streamlined Governance Model
    1. Streamline early intervention / early childhood special education supports and services

- **Mid-Term Efforts**

- **Long-Term Efforts**
  - Shift to a single governance model

DRAFT

53
Unified Governance for Consistent Program/Service Delivery
Streamlined Governance Model

**Mid-Term Efforts**

1. **Streamline early intervention / early childhood special education supports and**
   - **Consolidate Part C and Part B programs and services** into a single “Early Childhood Intervention Program”
   - Delaware can look to Pennsylvania as a model for incremental consolidation efforts. The state consolidated state pre-K, home visiting, and early intervention Part C and Part B into a single office - the Office of Child Development and Early Learning; this office is affiliated with both PA’s DOE and DHSS

**Long-Term Efforts**

2. **Shift to a single governance model**
   - Gradually move all ECCE programs and services into one division of the DOE in an effort to improve service delivery and create a unified family experience, similarly to how Michigan has streamlined early childhood governance
   - Exceptions may be made to moving health-focused programs and services in order to optimize serving the whole child and families and to provide for appropriate checks and balances

---

**Access to Programs and Services**

**Summary of Approaches**

**Availability**

**Mid-Term Efforts**

3. **Quick Wins**
   - Streamline Stars, licensing, and health standards/regulations

4. **Enabling Policies and Operating Supports for Programs**
   - Jointly develop new policies/regulations with professionals to enable programs to be more flexible in meeting market demand

5. **Expanded Funding and Supports for Underserved Populations**
   - Expand program capacity for infants and toddlers
   - Increase availability of extended hours and/or flexible hours of care for families with non-traditional work schedules
   - Increase existing program capacity in child care deserts
   - Increase access to fully-subsidized seats for income-eligible families
   - Partner with employers to expand employer-sponsored child care supports for the workforce
   - Create new flexible program models in child care deserts
   - Reimburse all programs based on the cost of quality care
   - Offer financial assistance on a sliding scale to families at low-to moderate-income levels

**Affordability**

6. **Long-Term Efforts**
   - Leverage community health workers as a liaison for families between the health and education system
   - Expand access to prenatal and postpartum care for new mothers
   - Expand access to high quality services for students with disabilities
   - Offer universal home visiting
Access to Programs and Services
Enabling Policies and Operating Supports for Programs

4 Streamline Stars, licensing, and health standards/regulations

- Assess and revise stars, licensing and health standards in collaboration with programs to streamline compliance mandates across standards
- End-state would consider licensing the base Stars level, removing barriers for licensed programs to participate in Delaware’s QRIS system

How this could look in DE

Mid-Term Efforts

3 Jointly develop new policies/regulations with professionals to enable programs to be more flexible in meeting market demand (by geography, age group and hours of operation)

- Refine and develop regulations and policies collaboratively with professionals (i.e., program administrators) to unlock more infant and toddler seats, expand hours, and flexible models of care for families
- Example regulations that may need to be reviewed include supervision requirements for overnight care, staff to child ratios for infants and toddlers, and facility restrictions that would inhibit mobile or pop-up child care models

How this could look in DE

Access to Programs and Services
Expanded Funding and Supports for Underserved Populations (1/4)

Enabling Policies and Operating Supports for Programs
Expanded Funding and Supports for Underserved Populations
Health and Development Services

5 Expand program capacity for infants and toddlers

- Provide financial incentives for programs to offer seats for infants and toddlers (i.e., contracted seats reserved for infants and toddlers in areas with low supply, grants for staff to gain additional qualifications to serve infants and toddlers)
- Alternatively, the state can use state dollars to expand Early Head Start in Delaware

How this could look in DE

6 Increase availability of extended hours and/or flexible hours of care for families with non-traditional work schedules

- Provide financial incentives for programs to expand their hours (i.e., 24-hour care, before and after care) as well as offer more flexible hours (drop-in care) for families
- Financial incentives could take the form of contracts with specified programs or vouchers for staff working additional / non-traditional hours

How this could look in DE
Access to Programs and Services
Expanded Funding and Supports for Underserved Populations (2/4)

7 Increase existing program capacity in child care deserts

- Offer technical assistance and workforce supports to licensed FCCs looking to expand in child care deserts and uncertified/unlicensed programs looking to get certified, licensed, and quality-assured
- Detailed analysis on areas with gaps in child care supply and demand would be leveraged to target funding and supports for programs expanding in those communities
- Delaware can model this support program after a successful pilot in Denver, which expanded capacity at programs in child care deserts by 57% by providing administrative and marketing supports and grants to rural FCCs

8 Increase access to fully-subsidized seats for income-eligible families

- Enable programs to provide more fully-subsidized seats by providing programs with access to more reliable revenues streams
- As a quick-win, reimbursement practices could be re-designed under the existing POC model (i.e., reimburse programs with more leniency for student absences or provide grace-periods for programs to fill vacancies)
- As a larger undertaking, the state can evaluate if the current subside model (POC) is reaching its goals. An outcome of this evaluation could be a redesign of the child care subsidy model as a contracted seat rather than a family voucher (POC model), which would eliminate the need for family copayments and provide more stable revenue sources for programs

Access to Programs and Services
Expanded Funding and Supports for Underserved Populations (3/4)

9 Partner with employers to expand employer-sponsored child care supports for the workforce

- Partner with employers of large workforces with non-traditional schedules (e.g., large hospitals) to build on-site extended hour child care; Employer co-sponsored programs may have protected seats or discounted fees for the employer’s workforce, but programs would also be open to the public
- Partnerships can be leveraged to advocate for more generous parental leave policies across the business community
- Delaware can point to success stories of many national employers that have instituted on-site care, such as Toyota, which offers an 24 hour on-site children's center managed by Bright Horizons to its manufacturing employees working non-traditional hours

10 Create new flexible program models in child care deserts

- Create child care pop-ups across rural areas in new settings (e.g., buses/trailers) or shared community spaces (e.g., libraries)
- A model in Delaware could resemble Colorado’s innovative pop-ups, which offer child care on a bus for a families in rural areas where there are challenges transporting children to brick and mortar centers
### Access to Programs and Services
**Expanded Funding and Supports for Underserved Populations (4/4)**

<table>
<thead>
<tr>
<th>Enabling Policies and Operating Supports for Programs</th>
<th>Expanded Funding and Supports for Underserved Populations</th>
<th>Health and Development Services</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>11</strong> Reimburse programs based on the cost of quality care</td>
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<tr>
<td>How this could look in DE</td>
<td>Conduct a cost of care study to understand programs' current cost of quality care, and leverage these results to reimburse programs by appropriate segments (e.g., age range served, geography, operating schedules, etc.)</td>
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<td></td>
<td>Quality standards would be developed to assess program eligibility for higher reimbursement rates</td>
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<tr>
<td><strong>12</strong> Offer financial assistance on a sliding scale to families at low- to moderate-income levels</td>
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<tr>
<td>How this could look in DE</td>
<td>Similar to a new subsidy model proposed in NYC, Delaware can offer financial assistance on a sliding scale for families above the traditional POC eligibility income threshold (200% FPL); In this model, moderate-income families would pay up to a set portion of their income on child care and be reimbursed the difference</td>
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<td>Eligibility for financial assistance could be assessed on a variety of factors such as income as a % of FPL or a self-sufficiency index</td>
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*Note: The state may need to make a decision early-on for the intended long-term reimbursement model, as the desired model would have implementation implications for both "quick-wins" suggested (i.e., increasing access to fully subsidized seats)*

### Access to Programs and Services
**Health and Development Services (1/2)**

<table>
<thead>
<tr>
<th>Enabling Policies and Operating Supports for Programs</th>
<th>Expanded Funding and Supports for Underserved Populations</th>
<th>Health and Development Services</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>13</strong> Leverage community health workers as a liaison for families between the health and education</td>
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<tr>
<td>How this could look in DE</td>
<td>Provide rotating community health workers on-site (after-work hours) at child care programs</td>
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<tr>
<td></td>
<td>Community health workers can help support families holistic needs by identifying community resources, coordinating and tracking referrals to education and health programs / services, providing health and wellness education, and offering preventative health services</td>
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<td>Existing efforts in the state looking at expanding training and connections made across organizations to community health workers can be expanded on with a focus on creating connections between the education and health system</td>
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<tr>
<td><strong>14</strong> Expand access to prenatal and post-partum care for new mothers</td>
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<tr>
<td>How this could look in DE</td>
<td>Expand awareness and access to Delaware's existing &quot;Enhanced Prenatal and Postpartum Care&quot; program which provides routine prenatal and post-partum care (i.e., lactation counseling) with a referral system for high risk pregnancies</td>
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<td>Other prenatal services that can be expanded through the program include STD testing, alcoholism screening, oral health, social services and nutritional counseling</td>
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<tr>
<td><strong>15</strong> Expand access to high quality services for students with disabilities</td>
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<tr>
<td>How this could look in DE</td>
<td>Expand capacity of high quality special needs services for students in public programs or served itinerantly such as occupational therapy, physical therapy, and speech-language pathology</td>
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<td></td>
<td>Delaware works with quality-assured special needs service vendors (i.e., Easter Seals) to ensure special needs support services have capacity to meet demand from ISFP/IEPs across the state</td>
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</table>
# Access to Programs and Services
## Health and Development Services (2/2)

### Long-Term Efforts

16. **Offer universal home visiting**
   - In at least a part-time capacity, offer **tiered home visiting services to all expecting and new families**, with support levels varying based on a family's needs.
   - As a baseline service, all new families are screened, connected to needed programs and services, and provided information on what to expect as they navigate the B-5 system for the coming years; higher need families are provided follow-up supports, or referred to one of Delaware’s more intensive (eligibility-based) home visiting programs.
   - Delaware can look to Families Connect in North Carolina, which provides a successful model for a community-wide nurse home visiting program for all parents of newborns, regardless of income or socioeconomic status.

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### Identifying and Navigating Programs/Services

#### Summary of Approaches

<table>
<thead>
<tr>
<th>What</th>
<th>&quot;Quick Wins&quot;</th>
<th>Mid-Term Efforts</th>
<th>Long-Term Efforts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>17</strong></td>
<td>Expand use of <strong>mental health consultations</strong> at ECCE programs and add treatment services</td>
<td><strong>18</strong> Offer universal B-5 screenings</td>
<td><strong>19</strong> Develop <strong>closed-loop referral system</strong> between health care and social service providers</td>
</tr>
<tr>
<td><strong>21</strong></td>
<td>Adopt a <strong>Multi-Tiered System of Support (MTSS)</strong> approach in early childhood programs</td>
<td><strong>23</strong> Develop <strong>single and comprehensive point of access for families</strong> to gain information on programs/services</td>
<td><strong>20</strong> Offer community-based mental health services and supports for all 0-5 children and their families</td>
</tr>
<tr>
<td><strong>22</strong></td>
<td>Engage and support families of dual language learners</td>
<td><strong>24</strong> Leverage and train family service coordinators to expand outreach to families not currently engaged in ECCE</td>
<td><strong>26</strong> Implement &quot;family navigator&quot; orientation across the ECCE system</td>
</tr>
<tr>
<td><strong>25</strong></td>
<td>Provide common kindergarten/entry registration regardless of the district</td>
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</table>
17 "Quick Wins"

Expand use of mental health consultations at ECCE programs and add treatment
- Programs are automatically connected to an Early Childhood Mental Health Consultations (ECMHC) consultant to discuss program needs through an over-the-phone consultation
- After an initial touchpoint ECMHC offers in-person programmatic consulting services for programs that opt-in to the service, and individual treatment is also facilitated if deemed necessary
- While this approach is considered a "quick win" it may become a mid-term effort if there are significant capacity constraints and a lack of funding available in the near-term

18 Mid-Term Efforts

Offer universal B-5 screenings
- Expand and align with existing screening efforts. This may include state-hosted monthly screenings that meet whole needs (e.g., physical, mental, dental, and vision) at community centers and other convenient locations with widespread marketing to communities and medical providers that include outreach through Facebook, hospitals, and primary care providers

19 Long-Term Efforts

Develop closed-loop referral system between health care and social service providers
- Bi-directional referral platform between social service providers and physical and mental health care providers that is compliant with FERPA and IDEA. This may also include a central portal for health care providers to access ECCE information and understand available ECCE resources
- Updates are shared back with referring health provider and if a child is ineligible for services, healthcare provider is updated and available to discuss alternative resources and services with the family

20 Offer community-based mental health services and supports for all B-5 children and their families
- State partnerships with community-based mental health service providers to offer treatment to all families and children (i.e., also children not enrolled in ECCE)
- Community-based partners and their offerings are marketed through local channels, online, at hospitals, and at primary care providers
Quick Wins

21. Adopt a Multi-Tiered System of Support (MTSS) approach in early childhood programs
   - System-wide training around differentiated, individualized instruction and research-based response to intervention tools such as Positive Behavioral Interventions and Supports (PBIS) to meet the needs of the whole child

22. Engage and support families of dual language learners
   - Partner with community-based organization to offer registration, application, referral and wraparound services to families with dual language learners
   - Note: La Colectiva in Sussex is piloting a single-stop navigation service to help immigrants learn how to access social services that could serve as a model for broader Delaware consideration

Mid-Term Efforts

23. Develop single and comprehensive point of access for families to gain information on programs/services
   - Use MyChildDE as a starting point to streamline current information from the Office of Child Care Licensing (OCCL) and Children & Families First (CFF) AccessCare into a mobile-friendly single point of access
   - Resource would also include data on vacant POC seats, which families could apply to through the site
   - This site would be coupled with a proactive grassroots public awareness campaigns with DE readiness teams, home visiting programs, and other community- and faith-based organizations to advertise resources

24. Leverage and train family service coordinators to expand outreach to families not currently engaged in ECCE
   - Train family service coordinators to meet all families where they are (including homeless shelters, foodbanks, hospitals, medical clinics) to provide information and connection to services
Long-Term Efforts

Provide common kindergarten/entry registration regardless of the district

- Move from more than 28 different kindergarten registration processes in DE and 5 different months for the start of kindergarten registration to a common kindergarten registration system online, over the phone, or in-person, regardless of the district; timelines for registration would also be synchronized
- Alternatively, develop a common child enrollment profile

Implement "family navigator" orientation across the ECCE system

- Implement statewide "family navigator" orientation so that all ECCE professionals are trained in and leverage a two-generation approach to meeting families' unique needs and support families with self-advocacy
- Specific supports should also be made available to families navigating POC

High-Quality Programs, Services, and Workforce
Summary of Approaches

Quick Wins
- Develop and expand ECCE professional pipelines across DE
- Leverage non-traditional pipelines of ECCE professionals to grow supply in childcare deserts
- Align professionals' preparation to career expectations and demands

Mid-Term Efforts
- Enhance the ECCE Pipeline and Career Pathways
  - Test and potentially revise career pathways for all levels of ECCE professionals

Long-Term Efforts
- Elevate compensation levels across the ECCE system
- Professionalize the ECCE brand

Support ECCE Professionals
- Streamline access to PD offerings for educators B-21
- Expand access to more quality-assured sources of PD offerings and implement feedback systems to inform updates in offerings

Family and Program Engagement with Quality Measures
- Conduct community outreach focused on the importance of quality
- Expand access quality supports and shared services for FCSs
High-Quality Programs, Services, and Workforce
Enhance the ECCE Pipeline and Career Pathways (1/2)

<table>
<thead>
<tr>
<th>Enhance the ECCE Pipeline and Career Pathways</th>
<th>Support ECCE Professionals</th>
<th>Family and Program Engagement with Quality Measures</th>
</tr>
</thead>
</table>

**27 Develop and expand ECCE professional pipelines across DE**
- Partner with national teacher pipeline programs and expand existing DOE efforts to support interested programs in partnering with high schools that prepare individuals to meet entry-level requirements
- Continue to build and expand partnerships with institutions of higher education to strengthen this workforce pipeline
- Allow apprenticeship, work experience, and other competency-based credentials to contribute towards ECCE credentials

**28 Leverage non-traditional pipelines of ECCE professionals to grow supply in childcare deserts**
- Engage and train non-traditional pipelines of capable workers living in child care deserts (i.e., parents re-entering workforce)
- Alternatively, offer financial incentives for ECCE professionals from formal pipelines to work in child care deserts

**29 Align professionals' preparation to career expectations and demands**
- Establish a bi-directional feedback process between IHEs and programs to better align on coursework and key competencies needed in the field

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High-Quality Programs, Services, and Workforce
Enhance the ECCE Pipeline and Career Pathways (2/2)

<table>
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<tr>
<th>Enhance the ECCE Pipeline and Career Pathways</th>
<th>Support ECCE Professionals</th>
<th>Family and Program Engagement with Quality Measures</th>
</tr>
</thead>
</table>

**30 Test and potentially revise career pathways for all levels of ECCE professionals**
- Prototype career pathways both for entry into ECCE and career progression by leveraging existing DE pathway programs (e.g., Department of Labor’s Apprenticeship initiative, high schools’ EC Teacher Academy Pathways, and TECE 1 and 2) and exploring career pathway models in other states
- Revised career pathways include redesigning the career lattice to be less restrictive to ensure ECCE professionals are reasonably able to advance through the lattice
- Proposed career pathways to be tested with IHEs, parents, and ECCE professionals to test feasibility before being broadly marketed

**31 Elevate compensation levels across the ECCE system**
- Implement the same salary scale across B-5 and K-12 for all professional roles across ECCE settings
- Compensation could also be scaled and elevated for family navigator roles across health, social service and education departments

**32 Professionalize the ECCE brand**
- Launch multi-channel marketing campaign that leverages the stories of professionals in the field and their perspectives; this campaign would include call-lines with career advisors and a state-maintained online ECCE career job board to communicate career pathways
High-Quality Programs, Services, and Workforce
Support ECCE Professionals

33 Expand peer support and coaching opportunities around professionals' competencies and core
How this could look in DE
> Support programs to launch coaching programs for new teachers and those identified with specific improvement needs; professionals would receive peer coaching from a teacher in their program or at a nearby program who would receive compensation
> Early childhood educator/home visitor competencies and core topics (i.e., social emotional learning) would be identified to facilitate quality-assured peer coaching models

34 **Mid-Term Efforts**

**Streamline access to PD offerings for educators B-21**

How this could look in DE
> Offer one PD system with quality-assured sources for all educators of Birth - Age 21 children across districts to help address sub-scale PD offerings and allow educators to access PD that best fits their schedules

35 Expand access to more quality-assured sources of PD offerings and implement feedback systems to continuously inform updates in offerings

How this could look in DE
> Allow for more diversity in the organizations offering quality-assured PD and leverage professional feedback to inform which mediums and topics are most accessible and relevant for professionals by program setting
> A new offering could take the form of a free comprehensive e-learning program, that offers both online and virtual face-to-face courses to professionals; The platform would request and incorporate feedback consistently from participants
> Alternatively, develop ECCE micro-credentials in tandem with K-12 micro credentials

High-Quality Programs, Services, and Workforce
Family and Program Engagement with Quality Measures (1/2)

36 **Quick Wins**

**Conduct community outreach focused on the importance of quality**

How this could look in DE
> Make Stars quality ratings more tangible to families by identifying parent champions of program quality standards to disseminate messaging around the importance of quality
> Delaware can leverage entrusted PTO and PTA groups to conduct on-site provider outreach to better equip programs to talk about Stars and the idea of quality programming with families
> In coordination with parent champions, Delaware can leverage high quality Star-rated programs to communicate the value proposition of Stars to other peer programs
Expand access quality supports and shared services for FCCs

- Develop a cohort system for family child care homes, where programs can access targeted TA (i.e., licensing process coaching), shared services (i.e., substitute pools), and cross-program mentorship
- There are various examples of cohort models leveraged in other states, with administration of cohorts/hubs ranging from larger programs, resource and referral agencies, non-profits or a central administrative office
- In Wisconsin, a cohort model is administered through the state’s Child Care Resource and Referral Agency which provides trainer and technical consultants for FCCs and providers offering infant/toddler care. Cohort sessions include mini-lectures from cohort trainers on a topic of providers choosing, as well as onsite technical assistance from a cohort leader
- Delaware can also look to Virginia as a model, where a partnership between a non-profit and the state’s resource and referral agency is leveraged to administer a home-based shared service alliance program; The alliance manages the fiscal, administrative, PD, and staffing needs of family child care providers
Data to Understand and Design for Child/Family Needs
Improved Data Systems for Tracking and Decision Making Purposes

**Mid-term Efforts**

1. **Develop one data system tracking registration and attendance for all ECCE settings**
   - **How this could look in DE**
   - All children are provided a unique identifier tracked through the eSchool database, and all programs (private and public) are mandated to input registration and attendance data into the centralized platform. Data across system settings can then be leveraged to inform decisions around gaps in supply and demand across the system.

2. **Develop and administer a database tracking family eligibility across subsidized care and development services**
   - **How this could look in DE**
   - A central eligibility list is developed and administered by one Delaware department that includes eligibility standards, lists of eligible families, and enrollment data for all subsidized child care, social service, health and development services across the state.

3. **Create a single, comprehensive source of workforce data across the ECCE system**
   - **How this could look in DE**
   - DOE administers a single database that maintains educator licensure data (including qualification, professional development, and demographic data) across ECCE programs and services (center, family child care, Head Start, school districts, home visiting, Part C early interventionist staff etc.)

**Next steps**

- We will follow up with a survey link for you to offer detailed feedback on any of these approaches!
  - Please complete by EOD January 3rd

**Strategic Plan Feedback**

*The State of Delaware is continuing its needs assessment with a cost of quality care study and conducting interviews with programs*

**Study goals**

- Estimate the average cost of operational elements for ECCE programs, taking into account different facility types, program sizes, counties, etc.
- Calculate the cost of quality care in Delaware to quantify the level of investment needed for programs to elevate quality standards

**Cost of Quality Care**

*How to get involved*

- Please let Malavika know if you’re interested in being interviewed or email Bridget Duru at Bridget.Duru@parthenon.ey.com
APPENDIX C: EXTENDED LEARNING OPPORTUNITIES IN DELAWARE
UNIVERSITY OF DELAWARE REPORT

See attached *Extended Learning Opportunities in Delaware* Report
Extended Learning Opportunities in Delaware

November 2019
Prepared by
Christopher G. Kelly, Julia O’Hanlon, Kelly Sherretz, and Jessica Velez

With assistance from
Hannah Barr, Jamie Forest, Rachael Labataggia, Nicole Minni, Kelly Perillo, Sophia Vassar, and Gerard Weir

Institute for Public Administration
Biden School of Public Policy & Administration
College of Arts & Sciences
University of Delaware

In coordination with
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Extended Learning Opportunities in Delaware

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In coordination with
Office of Management and Budget
State of Delaware
January 23, 2020

Dear Delawareans,

As the former co-chair of the Statewide Afterschool Initiative Learning Task Force, I am acutely aware of the challenges in afterschool and summer programming for our children, even though data supports their strong benefits.

Studies have shown year after year that children with greater access to these programs perform better in school, have greater social and emotional development, and are less likely to be involved in the criminal justice system.

Unfortunately, Delaware has too few programs to provide for all our children and those that do exist are either too difficult for parents to access or are prohibitively expensive. This report highlights many of the difficulties parents face including the lack of a centralized list for parents to find the right program for their children.

With this report, we will be better able to target the gaps in our system and direct resources to help the children to whom we are failing to provide this critical educational bridge. I commend the work of writers and researchers behind The Landscape of Extended Learning in Delaware. You have truly championed this effort and brought forward a robust look at the afterschool and summer programming landscape.

In spite of the challenges, there are many afterschool and summer programs that are reaching our children and helping them succeed. We have a strong base on which to continue building these important programs to reach all our children.

Sincerely,

Valerie Longhurst
House Majority Leader
15th District

Landscape of Extended Learning in Delaware November 2019

Preface and Acknowledgements

As the director of the Institute for Public Administration (IPA) at the University of Delaware, I am pleased to provide The Landscape of Extended Learning in Delaware. The report is a summary of IPA work requested by and prepared for the state of Delaware’s Office of Management and Budget (OMB), in response to a recommendation made in the Statewide Afterschool Initiative Learning (SAIL) Task Force report published in 2017.

Beginning in January 2018, primary components of this 18-month project included research on national and statewide trends in afterschool and summer programs for public school children (primarily grades K-12), and looking at specific trends among elementary, middle, and high school programs; an inventory of the state’s current afterschool and summer program offerings; community outreach to parents, school leaders, and other stakeholders; and the identification of opportunities and gaps in current offerings in Delaware. The considerations section of the report includes policy options for the state to consider to address the needs of Delaware’s children.

I would like to acknowledge IPA Policy Scientist Kelly Sherrets for serving as Principal Investigator for this work. IPA staff members Christopher G. Kelly, Julia O’Hanlon, and Jessica Velez are also recognized for their important contributions with stakeholder outreach, literature review, and survey development, facilitation, and analysis. Additional thanks go to IPA staff member Nicole Minni for the mapping component. Public Administration Fellows Rachel Lai, Sophia Vassar, Gerhard Witt, Hannah Bart, Jamie Forrest, and Kelly Peinol also contributed to the work and analysis. Kudos also go to IPA staff members Lisa Moreland Alford and Sarah Pragg for editing and formatting the document.

A big thank you to the leadership of the SAIL Task Force, Delaware Afterschool Network, survey respondents, and community stakeholders.

Jerome R. Lewis, Ph.D.
Director, Institute for Public Administration
Executive Summary

At the recommendation of the House Resolution 39 Statewide Afterschool Initiative Learning Task Force, the University of Delaware's Institute for Public Administration (IPA) conducted a landscape analysis and needs assessment of extended learning opportunities in Delaware. In addition, the project team engaged with stakeholders in the field and conducted an extensive literature review.

During the landscape analysis phase of the study, the project team identified afterschool and summer program service providers across the state. Identified programs included those offered by schools and non-profit, for-profit, and faith-based organizations. After a substantive list of service providers was compiled, a survey was sent to them to collect detailed operational data about their programs. Requested information included:

- Site location and service area
- Hours of operation
- Participant capacity and enrollment
- Student demographics
- Funding sources and cost of attendance
- Available transportation
- Program activities

Once the data collection was completed, the information was utilized to conduct a needs assessment to determine gaps in availability of or access to extended learning programs in Delaware. Access was assessed with regard to geographic location, demographics served, and financial assistance.

Key findings of the landscape analysis and needs assessment for the responding afterschool programs included:

- The majority of reported afterschool programs are run by non-profit organizations in New Castle County.
- There are a greater number of reported afterschool programs serving elementary school-aged children (88%) than middle (40%) or high school (14%).
- Utilized funding sources for afterschool programs varied; however, Purchase of Care (POC) was the most commonly reported source (79%).

Methods of transportation to afterschool programs were comprehensive with more than half of reported programs providing transportation to their site. In addition, a number of afterschool programs operated in the schools where the children attended, and others reported using school buses.

Very few afterschool programs provided any method of transportation home from the site, relying heavily on families to arrange private rides home.

Key findings of the landscape analysis and needs assessment for the responding summer programs included:

- Two-thirds of reported summer programs were run by non-profit organizations.
- New Castle County had the highest number of reported summer programs.
- Kent and Sussex Counties had similar numbers, but the majority of programs in Sussex County were run by for-profit organizations.
- There were more summer programs serving elementary school-aged children (70%) than middle (50%) or high school (22%).
- Utilized funding sources for summer programs varied; however, Purchase of Care (POC) was the most commonly reported source (53%).
- Transportation to and from reported summer programs was rarely provided (22% and 26%, respectively). Programs reported relying heavily on families to arrange private rides.

Overall, findings of this study have highlighted the need for more comprehensive and systematic oversight of extended learning programs. The lack of a complete list of existing programs makes it difficult to truly understand the current state of extended learning programs in Delaware and limits awareness of opportunities in the community. It is important to have access to more data and program information over time to accurately and consistently assess the quality, accessibility, and impact of extended learning opportunities in Delaware.

Dedicating one primary state agency to be responsible for overseeing and promoting collaboration among extended learning programs could increase community awareness, aid in the creation and oversight of quality standards and professional development for the field, and streamline available funding sources. The responsible agency could collect program information systematically, which would help provide a more complete picture for decision makers, stakeholders, and community members.
Introduction to Extended Learning

Extended Learning Opportunities

As an essential aspect of K-12 education, Extended Learning Opportunities (ELOs) are defined by the National Education Association as "a broad range of programs that provide children with academic enrichment and/or supervised activities beyond the traditional school day, and, in some cases, beyond the traditional school year." The need for ELOs is prevalent in every community throughout the country, and they have been proven to be cost-effective initiatives for states for the long term. There are multiple benefits to students enrolled in these programs. These include academic, behavioral, and social benefits. Effective program design that is intentional, delivered by highly trained staff, and capitalized on partnerships is critical to ensuring that benefits can be maximized.

Barriers to accessing extended learning opportunities include costs, transportation, and access. Opportunities to address these barriers are discussed in later sections of the report. A complete review of the benefits, challenges, and best practices of ELOs can be found in Appendix B.

Statewide Afterschool Initiative Learning Task Force

In June of 2016, the Delaware House of Representatives (148th General Assembly) passed House Resolution 39 establishing the Statewide Afterschool Initiative Learning Task Force (Task Force). The Task Force was created to study and make recommendations regarding the creation of a statewide afterschool initiative program. The Task Force met five times from August 2016 through January 2017 and created a set of three recommendations submitted on June 29, 2016. The recommendations were:

1. Creation of a Delaware Extended Learning Opportunities Council
2. Provision of one-time allocation to conduct a detailed market study
3. Reinstatement of state funding for public school district extended learning opportunities programs

Current Study

As a response to Recommendation 2 of the Task Force and at the request of the Delaware Office of Management and Budget, the Institute for Public Administration (IPA) at the University of Delaware completed a landscape analysis and needs assessment of extended learning opportunities offered in Delaware. This work included a collection of information on current afterschool and summer programs offered in Delaware. IPA also conducted a needs assessment of afterschool and summer program offerings. This was done by comparing the location of service providers with the communities they serve, with particular attention paid to at-risk communities. To gain a greater understanding of perspectives from stakeholders, outreach and informal interviews were conducted. Specific tasks related to these activities were conducted concurrently, and the methods are outlined in the methods section.

Delaware Snapshot

There are approximately 139,000 K-12 school-aged children in Delaware, many of whom could benefit from extended learning opportunities. Both afterschool and summer programs are part of the overarching extended learning definition. Among this school-aged population, there are several notable trends. These trends include an increase in the number of English Learners, students receiving special education services, and the percentage of students from low-income families. Data and information related to these trends are detailed in later sections of the report.

In 2014, the Afterschool Alliance conducted the America After 3PM national survey. This study found that 18 percent of Delaware children participated in afterschool programs. Of those children, 43 percent qualified for free or reduced-price lunch and 39 percent reported that they received government assistance for the cost of the program.

According to the Afterschool Alliance survey data, 73 percent of Delaware parents with children in Delaware afterschool programs said their child's participation in these programs reduced their likelihood of engaging in risky behavior, and 65 percent said the programs excited their children about learning and prepared them for the workforce.

Barriers to Access

Access barriers to extended learning opportunities in Delaware are similar to those experienced nationally. In the Delaware After 3PM study, researchers from the Afterschool Alliance concluded that 40 percent of households with school-aged children surveyed who were not enrolled in extended learning opportunities would be if one were available to them. Given this need, it is important to identify and assess the potential barriers Delaware students and
families are facing in order to increase access to extended learning opportunities. Across the literature, the most common and significant barriers to access include:

- Costs
- Transportation and location
- Access to program information

Costs
Costs of extended learning opportunities pose barriers for many Delaware families. According to the Afterschool Alliance, in 2014 the average cost of afterschool programs in Delaware amounted to $89 per week, and the average cost of a summer program was $250 per week. Average costs create a barrier for many Delaware families, especially for the 114,860 people who were living below the poverty line in Delaware as of 2016. The monthly gross income for a family of two living on the poverty line amounts to $1,354, making it very difficult to allocate their income each week to extended learning opportunities. Despite state and provider subsidies, costs of extended learning opportunities can make participation difficult for many students who might otherwise benefit from the programs.

Transportation and Location
Delaware is home to both rural and urban communities, which poses unique issues when accessing extended learning opportunities. For example, Delaware’s rural geography is less dense and more car dependent. Additionally, fewer public transportation options are available in these areas. Parents living in rural areas, who do not have transportation to extended learning opportunities, reported that they would if programs were available. Of those parents, 46 percent indicated that they chose not to enroll their students because safe and reliable transportation to and from programs was unavailable.13

City of Wilmington students also encounter access and transportation issues related to safely getting to and from extended learning opportunities. According to the American Community Survey Five-Year Estimates from 2007-2011, Wilmington has 7,107 households with no vehicle, which accounts for 24.3 percent of the households in Wilmington. Students are put at a significant disadvantage when they are without access to reliable transportation. Students may be expected to walk or take public transportation, which may not be safe options or even possible depending on their locations. Thus, location is a priority for many parents looking to enroll their students in extended learning opportunities in both urban and rural areas.

1 (Center for American Progress, 2018)
2 (Afterschool Alliance, 2016)
3 (BROADBANDNOW, 2016)
4 (United States Census Bureau, 2019)
Methods
To understand the availability and accessibility of extended learning programs in Delaware, IPA utilized three methods of data collection. First, IPA conducted a landscape analysis to identify potential program providers and collect detailed program information. Next, IPA conducted a needs assessment to determine gaps in availability or access to extended learning programs. Finally, IPA engaged in stakeholder outreach to understand the many perspectives and issues surrounding extended learning in Delaware. This section will outline what each method is, how each was used, and important limitations and considerations.

Definitions
The following are definitions of terms used throughout this report:
- **Extended Learning Opportunities** — Programs that provide academic enrichment and/or supervised activities consistently beyond the traditional school day or beyond the traditional school year. These include both afterschool and summer programs.
- **Afterschool Program** — A program operating supervised activities or academic enrichment beyond the traditional school day.
- **Summer Program** — A program operating beyond the traditional school year for five weeks or more during the summer.
- **Vulnerable Populations** — Delaware’s K-12 public school-aged children who require special education assistance, are English Learners, and/or come from low-income households.
- **English Language Learner (ELL)** — Per Title 14, Regulation 920 of the Delaware Administrative Code, “English Language Learners are students with limited English proficiency (also referred to as Limited English Proficient [LEP] Students). ELLs are individuals who, by reason of foreign birth or ancestry, speak a language other than English, and either comprehend, speak, read, or write little or no English, or who have been identified as English Language Learners by a valid English language proficiency assessment approved by the Department of Education for use statewide.”
- **Low income** — According to the Delaware Department of Education, “Low income is determined by students who receive any one of the following benefits: Temporary Assistance for Needy Families (TANF) Supplemental Nutrition Assistance Program (Direct Certification).”
- **Special Education** — Per Title 14, Regulation 922 of the Delaware Administrative Code, special education “means specially designed instruction, at no cost to the parents, to meet the unique needs of a child with a disability, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings, and instruction in physical education.”

Landscape Analysis
In this study, the landscape analysis aimed to identify all possible providers of afterschool and summer programs in Delaware. This will help provide context and a statewide comprehensive list or database of extended learning providers. The project team compiled an internal database of potential providers that included schools, early learning centers, and non-profit, faith-based, and for-profit organizations that served school-aged children outside of the school day. This list served as a starting point for identifying existing programs and collecting information. Currently, a comprehensive list is not available.

Next, IPA developed an online provider survey using Qualtrics, to disseminate to the list of potential providers. The survey collected information about the following:
- Site location and service area
- Hours of operation
- Participant capacity and enrollment
- Student demographics
- Funding and cost to attend
- Available transportation
- Program activities

Once the survey was drafted, IPA solicited and received feedback from current service providers, experts in the afterschool field, and experienced surveyors to ensure the survey language and questions were aligned and relevant to the work of extending learning providers.

IPA also coordinated with the Delaware Afterschool Network (DEAN), which also disseminated a comprehensive survey to extended learning programs in Delaware’s Promise Communities, to understand the scope of their work, compare the language being used, and information being collected, and get additions to the contact list.

IPA disseminated the survey via email to the internal database of potential providers. The team also utilized the reach of organizing agencies such as the Delaware Early Childhood Council, Office of Child Care Licensing, Delaware Afterschool Network, Delaware Department of Education, and school districts. The survey received 177 unique completed responses to the survey, which were used for the landscape analysis.

Using surveys has its limitations, and IPA made an effort to counter the possible limitations. One limitation of this study is the possibility that existing programs did not receive the survey, because there is no comprehensive list of all extended learning programs in Delaware. As
precaution, IPA worked with a variety of existing organizations and contacts to ensure the survey was disseminated widely but cannot guarantee all existing providers received it. A second limitation is the possibility that there are providers who did receive the survey but chose not to complete it. IPA sent monthly reminders via email, met with stakeholders, and gave presentations for stakeholder groups to introduce the study and explain the importance and potential benefits of participating to increase engagement.

Needs Assessment
To identify program locations and potential gaps in program availability and access, IPA conducted a needs assessment that included a total of six maps. Survey information and baseline information on statewide demographic information were included on maps to illustrate three aspects of program availability and access: geographic location, age groups served, and financial assistance.

To show potential access gaps in specific geographic areas of the state, responding programs were categorized by organizational type (non-profit, for-profit, school-operated, or faith-based) and mapped by the address provided in the survey.

To show potential gaps in access among age groups, responding programs were categorized based on the age groups served (elementary school-aged, middle school-aged, and high school-aged). One map was created for each age group and included the location of programs that reported serving that age group. As an indicator of need, baseline information included population percentages for the corresponding ages, as well as the location of major roads, public libraries, and schools.

To show potential gaps in financial assistance available to students, responding programs were categorized by no-cost/free programs or those that accept Purchase of Care (POC). Baseline information includes percentage of school-aged children in poverty, as well as those eligible for free and reduced price lunch. Major roads, public schools, and libraries are also included.

Several limitations existed in the needs assessment analysis. To begin, information used as indicators of need is derived from census data, which was last updated in 2016 (three years older than the current study). Secondly, maps only include information from programs that completed the survey. Finally, there are other factors involved with statewide geographic and needs-based analyses. For example, the presence of high school-aged students in an area does not necessarily indicate that an afterschool or summer program is needed since students within this age cohort could be involved in other extracurricular activities that do not meet this study’s definition of extended learning (e.g., school or community sports teams, volunteerism) and/or have part-time jobs. Also, Delaware, despite its size, is varied in geographic and demographic composition. Therefore county and jurisdictional comparisons are challenging.

Stakeholder Outreach
The last piece of the study was gathering feedback from providers and stakeholders on the state of afterschool and summer programs in Delaware. IPA reached out to a variety of stakeholders including Task Force members, service providers, legislators, and representatives from relevant state agencies. The team conducted informal confidential interviews with the stakeholders to inquire about the barriers and challenges they face or observe, ways to better serve students outside of the regular school day, and other suggestions for improving extended learning opportunities in Delaware. Recurring topics and key themes from these interviews are included throughout the report.
Results

The goal of this study is to provide an overview of the current state of extended learning programs in Delaware. A landscape analysis was conducted to collect information on existing programs and a needs assessment was completed to show the need for programs and gaps in access according to various indicators. This section highlights important trends recognized as a result of these processes. The results shown represent the responses received from the survey and may not provide a complete picture due to missing or unreported data.

Due to the low response rate from schools to the initial survey, a supplemental data request was distributed to each of the 19 school districts. Additional information was collected on afterschool and summer programs offered in Delaware, predominantly ones funded from local sources such as the extra time match tax. Note that not all of these programs would fall under this report’s definition of an extended learning opportunity. While the list is not all-inclusive of the afterschool and summer programs offered at schools in Delaware, it does provide valuable context for conversations related to program offerings across the state. Appendix C includes the collected data.

Access to Afterschool Programs

The following results are broken down into three aspects of access to afterschool programs: availability of programs for different locations and age groups, availability of financial resources, and availability of transportation to and from the program. The results in this section represent the 155 programs that responded to the survey as having an afterschool program. Since not every respondent answered every survey question, the number of respondents varies and is noted throughout.

Availability of Programs

Availability of programs is described in terms of hours and days of operation, program locations, and age groups served. In terms of operating hours, 97 percent of responding programs indicate that they operate for four or more days per week. The majority of responding afterschool programs (77%) reported being open from the end of the school day until 6:00 p.m. or later. The following map displays distribution of the 155 reporting afterschool program locations across the state by organization/site type. School districts, libraries, and municipal boundaries are also included.

Note: The state share of this funding source was cut in FY 2019 and severely limited the ability of school districts to offer extended learning opportunities to students.
As indicated by the blue dots in Map 1, a majority of afterschool programs reported in Delaware are offered by non-profit organizations in New Castle County (including the City of Wilmington). While those reported do not represent all existing programs, the larger number of reported programs in New Castle County reflects this area’s population density compared to the other two counties. There are 27 programs reported in the City of Wilmington, with two-thirds of those programs offered by non-profits. There are fewer reported Kent and Sussex County-based programs than New Castle County programs. However, the number reported in the other two counties is similar, with slightly more for-profit programs reported in Sussex County.

The following table illustrates reported statewide afterschool programs by type of organization (non-profit, for-profit, school-operated, or faith-based). Survey respondents who reported multiple sites in one survey response are represented in Table 1 once; however, the multiple sites are represented separately on the maps.

Table 1. Number of Afterschool Programs in Each County by Site Type

<table>
<thead>
<tr>
<th></th>
<th>Statewide</th>
<th>New Castle</th>
<th>Kent</th>
<th>Sussex</th>
<th>City of Wilmington</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-profit</td>
<td>115</td>
<td>73</td>
<td>22</td>
<td>10</td>
<td>18</td>
</tr>
<tr>
<td>For-profit</td>
<td>27</td>
<td>15</td>
<td>8</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>School-operated</td>
<td>19</td>
<td>12</td>
<td>4</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Faith-based</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>165</td>
<td>104</td>
<td>29</td>
<td>32</td>
<td>27</td>
</tr>
</tbody>
</table>

*New Castle includes City of Wilmington programs as well.*

**Programs by Age Groups/Grades Served**

In addition to program type and location, the survey sought to identify the number of programs serving specific age groups and grades served. The following maps break down the existing programs by the age groups—elementary, middle, or high school-aged students. As indicated in Maps 2–4, most of the currently reported programs available in Delaware serve elementary students. Of the 163 programs that reported on the age groups served, 86 percent serve children in elementary schools, grades K–5. Forty percent of reporting programs serve middle school, and only 14 percent serve high school students. In reviewing this information, it is important to recognize:

- Programs illustrated on the maps are only those that responded to the survey.
The yellow dots in Map 2 represent reported statewide after school programs serving elementary school-aged students (grades kindergarten to five). Most programs are located near or at elementary schools. Overall, there are a greater number of reported programs serving elementary students than those serving middle and high school-aged students. It is important to note that program information for elementary school-aged students was more easily available through existing lists such as the Early Childhood Council and the Office of Child Care Licensing. Programs serving elementary students are mapped along with the estimated percent of Delaware’s population age 5–9 years old (2013–2017) by ZIP Code.

Areas with higher percentages of children age 5–9 years old are represented by the darker shaded areas. The darkest-shaded pockets include areas in or near:

- City of Wilmington
- Southern New Castle County, including north and south of Middletown
- Northwest Kent County, north and south of Smyrna
- Central Kent County, south of Dover
- Sussex County, between Bridgeville and Ellendale and east and west of Laurel

In most of these areas, there are programs that reported being located near elementary schools. A few of these areas do not have schools or many programs nearby. These darkest-shaded pockets may be areas worth further review and consideration—to identify whether there are unreported and/or underserved students in these areas.

Other noteworthy areas are those located in various areas of Kent and Sussex Counties. There are fewer schools in these areas. However, compared with other areas of the state, there is a higher concentration of elementary school-aged children residing in these communities and relatively few reported programs. Given the more rural, less accessible nature of these areas, it is important to continually review and confirm the actual number of programs available and children served within them. See Appendix C for additional programs offered by schools across the state not included in the survey.15

15 While not all of the programs would fall under this report’s definition of an extended learning opportunity and the report is not all-inclusive of the programs offered at schools in Delaware, it does provide valuable context for conversations related to programs offerings across the state.
Map 3. Afterschool Programs Serving Middle School-Aged Students

The yellow dots in Map 3 represent reported afterschool programs serving middle school-aged students (grades 6 to 8). There are fewer responding programs serving middle school-aged students than those serving elementary students. Again, it’s important to note that elementary program information, versus other grade level programs, was also more accessible. Reported programs are mapped with the estimated percent of Delaware’s population age 10–14 years old (2013–2017) by ZIP Code.

Areas with higher percentages of individuals age 10–14 are represented by the darker-shaded areas. The darkest-shaded pockets include areas in or near:

- Northern Kent County, near and southwest of Smyrna
- Central and southern Kent County, In and around Camden and between Dover and Milford

Other, relatively large concentrations of middle school-aged children include areas in or near:

- North and south of the City of Wilmington
- Southern New Castle County, including north and south of Middletown
- Central and western Kent County, including south of Dover
- Northern Sussex County
- Southwestern Sussex County, In and around Delmar

While fewer afterschool programs were reported in southern Kent County and northern Sussex County, there are also fewer schools located in these areas. However, since transportation is limited in these areas, it will be important for future work to review and confirm the actual number of programs available and children served.
The yellow dots in Map 4 represent responding statewide after-school programs serving high school-aged students (grades 9 to 12). Compared to programs serving elementary and middle school-aged students, there are fewer reported programs statewide serving this cohort. Reported programs (24) are mapped along with the estimated percent of Delaware’s population age 15–17 years old between 2013 and 2017 by zip code. Areas with higher percentages of individuals age 15–17 are represented by the darker shaded areas.

The darkest shaded pockets include areas in or near:
- Northwest New Castle County
- Southern New Castle County, including north and south of Middletown
- Western and central Kent County, west and south of Dover
- Northern Sussex County, between Bridgeville and Ellendale
- Southwest Sussex County, in and around Delmar

Areas where very few programs are reported include the Glasgow and Newark areas, north and south of Milford, and between Bridgeville and Delmar. These are areas where high schools are located and there is a relatively high concentration of high school students. See Appendix C for additional programs offered by schools across the state not included in the survey.⁻

The following table shows the number of after-school programs by county in Delaware.

<table>
<thead>
<tr>
<th>Grade Level Served*</th>
<th>Statewide</th>
<th>New Castle</th>
<th>Kent</th>
<th>Sussex</th>
<th>City of Wilmington**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary (K–5)</td>
<td>140</td>
<td>88</td>
<td>25</td>
<td>27</td>
<td>22</td>
</tr>
<tr>
<td>Middle School (6–8)</td>
<td>66</td>
<td>37</td>
<td>12</td>
<td>17</td>
<td>18</td>
</tr>
<tr>
<td>High School (9–12)</td>
<td>24</td>
<td>15</td>
<td>4</td>
<td>5</td>
<td>10</td>
</tr>
</tbody>
</table>

* Although 163 programs responded, one program may serve multiple grade levels; N = 161
** New Castle includes City of Wilmington programs as well

Students Served by Aftercare Programs in Delaware

Survey respondents were asked to report the demographics of their student enrollment, including gender, race/ethnicity, and percentage of English Language Learners/English as a Second Language students (referenced as English learners subsequent to the facilitation of the survey), special education students, and free or reduced price lunch eligible students.

*While not all of the programs would fall under this report’s definition of an extended learning opportunity and the report is not all inclusive of all programs offered at schools in Delaware, it does provide valuable context for conversations related to programs offerings across the state.
Information was also collected on programs targeted to language ability, gender, intellectual ability, physical disability, income level, and minority status. While this information was limited, it provides a snapshot of the participants in reported programs. To identify future needs of specific students in geographic areas of Delaware, it will be necessary to collect additional information over time. Moving forward, information on areas with underserved, minority, and vulnerable populations will be particularly relevant. As mentioned in the Definitions section above, “vulnerable populations” include Delaware’s K-12 public school-aged children who require special education assistance, are English Language Learners, and/or who come from low-income households.

Special Education Students
A total of 76 survey participants responded to the question regarding the percentage of special education students served. Of these, 12 reported that at least 10 percent of their program participants are special education students.

Inventory of this aftercare participant population is increasingly important. Over the past decade, Delaware’s special education population has increased by approximately 28 percent.17 And, as studies have shown, students with special needs who participate in after-school programs typically experience higher academic achievement, improved school attendance, and improved behavior.18

English Language Learners
A total of 61 survey participants responded to the question regarding the percentage of English Learners. Of the 61 respondents to this question, 11 reported that at least 10 percent of their program participants fall into this category. Most programs reported are located in New Castle County.

While survey information collected about English Learners is limited, this student population is growing. Recent information provided through the Delaware Report Card Snapshot data indicates that English Learners account for approximately 9–10 percent of the state’s total enrollment in public schools. According to the U.S. Department of Education, this percentage mirrors the national student population.19

Information aggregated by the Nodel Foundation, shows that Delaware’s English Learner student population is a diverse and growing cohort.20 Seventy-five percent of Delaware’s

English Learner population are native born. Fourteen percent are students with disabilities and over half are considered low income.

While New Castle County has the largest population of ELs, the fastest growing segments of this population are living in Sussex County—particularly the central and western areas of the county.21 Until recently, Delaware was one of four states that did not allocate specific school curriculum funding to serve these populations.22 Ongoing assessment and measurement of aftercare needs should consider how programs are responding to this increasing population statewide. This is particularly true in areas where transportation and access are more challenging.

Low-income Students
Family and student income and socioeconomic status are important factors when considering financial access to programs as childcare is likely one of the most significant expenses in a budget after housing. In 2014 the average cost of after-school programs in Delaware amounted to $89 per week; and the average cost of a summer program was $250 per week.

For this study, survey respondents were asked to report on the percentage of participants who are eligible for free and reduced price lunch and whether the programs offer targeted programming for low-income participants. A total of 90 survey participants responded to the section about participants’ eligibility for free or reduced price lunch. Of those, 90, over half indicated that 75 percent or more of their program participants are eligible for free or reduced price lunch. This information helps to depict the needs of students based on family income and potential nutritional challenges facing by after school program participants. Importance of healthy diet in learning and extended learning is well known and has been shown to impact the academic achievement of young people.23

Of the survey respondents who indicated that they provide targeted programs based on language, income, and other variables, income was most often selected. Details about these programs were not requested as part of the survey.

Since there are various ways to define or measure student and family income-related information pertaining to educational and school-related programs, data collection efforts and analysis of programs targeted to low-income students are challenging. As indicated by national resources, there are pros and cons to the various income-related definitions and measurements.24 Each alone should not be considered a measure of socioeconomic status (SES), since a broader range of family characteristics may be indicative of student need or

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1. (Note 2019)
2. (Note 2018)
3. (Note 2017)
4. (Note 2016)
5. (Note 2015)
performance. Moving forward, understanding and clarifying the varying data sources for low-income status in Delaware will be important components in defining consistent tracking and measurement tools for assessing statewide aftercare programs.

Financial Assistance

This section discusses financial assistance available from the organizations’ as well as the community members’ (user) perspectives. An organization’s financial access is considered through an examination of the sources of funding available and utilized by existing programs. A community member’s financial access is considered by the financial assistance available.

Survey respondents were asked to identify the sources of funding they used to support their afterschool programs. Respondents were able to select multiple sources of funding from federal, state, local (school district funding), and organizational levels. Of the 165 afterschool program responses, 125 programs reported on funding sources. The most commonly reported used funding source was Purchase of Care, with 73 percent of reporting programs relying on this state source. Purchase of Care (POC) is a state-run financial assistance program that provides aid for low-income families to afford childcare. Families with young children are supported, so that parents or guardians maintain employment or attend training programs.

Overall, 43 percent of afterschool programs reported using a combination of two or more funding sources to support their programs. The following table shows the breakdown of funding sources used by existing afterschool programs:

Table 3. Number of Afterschool Programs by Reported Sources of Funding

<table>
<thead>
<tr>
<th>Funding Sources Programs</th>
<th>21st Century Community Learning Centers 20</th>
<th>Federal Title I Funds 3</th>
<th>Community Services Block Grant 6</th>
<th>Purchase of Care 91</th>
<th>State Grant-in-Aid 22</th>
<th>Department of Services for Children, Youth and Their Families 36</th>
<th>Division of Public Health 5</th>
<th>Local Extra Time Match 0</th>
<th>Tuition 39</th>
<th>Organizational Internal Funding 32</th>
<th>Donations 14</th>
<th>Private Foundations 11</th>
</tr>
</thead>
</table>

Note: One program may utilize multiple sources of funding.

The funding sources used to support programming vary depending on the type of organization. Non-profit organizations made up the majority of the responses (97), followed by for-profit (13), school-operated (13), and faith-based (12) organizations. Of the 97 non-profit run afterschool programs, 77 percent reported that they rely on state-level funding through Purchase of Care to fund their programs. This is overwhelmingly the most-utilized funding source. Purchase of Care is only available for care of children through age 12. Tuition fees and internal organizational funding are the next most-used sources of funding, but with only 34 and 13 percent of programs, respectively.

The chart below shows the utilization of funding sources of afterschool programs run by non-profit organizations. Overall, the afterschool programs operated by non-profit organizations that responded rely heavily on funds from the state, specifically Purchase of Care, Grant-in-Aid, and Department of Children, Youth and Their Families, and these programs supplement with organizational funds through tuition fees and other internal funding.

Figure 2. Funding Sources Used by Afterschool Programs Operated by Non-Profit Organizations

<table>
<thead>
<tr>
<th>Source of Funding</th>
<th>Federal</th>
<th>State</th>
<th>Local</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchase of Care</td>
<td>73</td>
<td>12</td>
<td>0</td>
</tr>
<tr>
<td>Grant-in-Aid</td>
<td>12</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Department of Services</td>
<td>14</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Division of Health</td>
<td>5</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Organizational Internal Funding</td>
<td>33</td>
<td>30</td>
<td>0</td>
</tr>
<tr>
<td>Donations Private Foundations</td>
<td>12</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Note: One program may utilize multiple sources of funding.

The for-profit organizations that responded also frequently rely on Purchase of Care (51%) for their funding. The only other reported source was tuition fees (22% of reporting organizations), which is a typical funding source utilized by for-profit organizations. Only 11 school-operated

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1. (Delaware Office of Child Care Licensing, 2019)
after-school programs reported on funding sources and nearly all utilize federal 21\textsuperscript{st} Century Community Learning Centers funds. Only two faith-based programs reported their funding and indicated multiple sources to run their after-school programs.

Respondents were also asked about the fees charged to participate in their after-school programs. Of the 135 programs that responded about fees, a majority of programs (70\%) charge tuition fees to participate in their programs, and an almost equal number accept purchase of care waivers. However, purchase of care is limited to families with young children.

Table 4: Fees Associated with After-school Programs

<table>
<thead>
<tr>
<th>Type of Fee</th>
<th>Number of Programs Statewide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Charged to Participate</td>
<td>107</td>
</tr>
<tr>
<td>Purchase of Care Accepted</td>
<td>100</td>
</tr>
<tr>
<td>Financial Assistance Available</td>
<td>65</td>
</tr>
<tr>
<td>Free to Attend</td>
<td>33</td>
</tr>
</tbody>
</table>

The following maps show after-school programs that are free to attend and/or programs that accept purchase of care, as indicators of financial access and assistance. Income-related information is based on free and reduced price lunch eligibility by district (Map 5) as well as poverty rate information by ZIP Code from the U.S. Census (Map 6). As previously referenced, low-income data can be reported using varying definitions, and each alone should not be considered a measure of socioeconomic status (SES).\textsuperscript{20}

Map 5 illustrates programs with financial assistance available rates of free and reduced price lunch eligibility as reported by school district. Map 6 illustrates programs with financial assistance available along with income status based on ZIP Code-based statewide poverty rates.
Map 6. Afterschool Programs That Are Free or Accept Purchase of Care and Percent Low Income by ZIP Code

In reviewing both maps, many reported programs accept Purchase of Care. There are a few areas where schools are located, and no assistance is reported. These include in and around Smyrna, central Kent County, and western Sussex County near Laurel. Given the percentage of students eligible for free and reduced price lunch\textsuperscript{29} and the percentage of school-aged youth living in poverty in these areas, further review and consideration to confirm financial assistance available to students are important. See Appendix C for additional programs offered by schools across the state that are not included in the survey.\textsuperscript{30}

Ability to Access Programs

The final aspect of access discussed in this study is the ability to get to programs. Offering programs is important but being able to get to and from the programs can be a concern for some families, particularly those that do not have reliable and/or consistent transportation. Survey respondents were asked to identify the availability and methods of transportation used by participants to arrive at and depart from the afterschool program. These results are broken down by county and the City of Wilmington due to their distinct geographic characteristics and challenges.

Of the 165 afterschool programs that completed the survey, 138 reported on the availability of transportation to arrive at the site. It is important to note that not all programs need transportation, particularly programs that are operated in or by a school, as the kids are already on site; 54 of the reporting afterschool programs fall into this category.

For afterschool programs that do not report operating on site, the majority provide free transportation to their afterschool programs. A large number of programs in Kent and Sussex Counties are on site or provide transportation, which is important to note given the geographic characteristics of those regions. Although the survey did not address this, it is interesting to note that 28 programs mentioned using school buses as a mode of transporting students to their afterschool program sites. The following chart shows the availability of transportation for afterschool programs that are not operated on site and is broken down by county.

\textsuperscript{29} The total number of eligible Free and Reduced Price Lunch recipients participating in the Free and Reduced Price Lunch Program by school district in the 2015-16 school year divided by the total number of students in each school district in the 2015-16 school year. This number is calculated using the 2015-16 school year recipients and the 2015-16 school year counts of students as reported in the Common Core of Data from the National Center for Education Statistics. Any school district for which the number of eligible free and reduced price lunch recipients or the number of students is not available is displayed on the map as having insufficient data.

\textsuperscript{30} Note: not all of the programs would fall under the report’s definition of an extended learning experience, and the report is not all-inclusive of the programs offered at schools in Delaware; it does provide valuable context for conversations related to program offerings across the state.
Of the 138 programs that reported on transportation home from the afterschool program, only 22 (16%) programs offer free or paid transportation home. Of the remaining programs that do not provide transportation, 84 programs (62%) report that the participants rely on private rides to return home, and a small number walk or use public transportation. Access and transportation to programs can be challenging for students living in both rural and more urban settings in Delaware.

Capacity and Enrollment

In an attempt to determine the number of slots available to children, survey respondents were asked to provide their enrollment capacity, current enrollments, and waitlist information (if applicable) by grade level (Pre-K, K, 1, 2, etc. through grade 12) for the 2017–18 school year. Responses to these questions were very inconsistent. Additional follow-up was conducted to capture more capacity and enrollment data from programs, but the response rate was still low. Out of 165 reporting K–12 afterschool programs, only 93 programs (56%) completed the capacity question and 126 (77%) completed the enrollment question but, in many cases, both questions were not answered for a direct comparison. Since the responses were inconsistent, it is not possible to directly compare capacity and enrollment data or analyze the capacity data. The low response rate could be due to programs not tracking capacity in the same way as was represented on the survey, not tracking capacity information at all, or not having access to the data at the time of the survey. The state should consider collecting capacity data as part of a larger data collection process.
Access to Summer Programs

The following results are broken down into three aspects of access to summer programs: availability of programs for various locations and age groups, availability of financial resources, and availability of transportation to and from the program. The results in this section represent the 98 programs that responded to the survey as having a summer program. Since not every respondent answered every survey question, the number of respondents varies and is noted throughout.

Availability of Programs

The availability of programs is discussed in terms of the hours/days of operation and locations of the programs and the various age groups served by each program. Looking at the operating hours, 97 percent of responding programs operate four or more days per week.

A majority of summer programs in Delaware are run by non-profit organizations. New Castle County has the most programs in the state, which is likely due to it having the largest population. There are 20 programs in the City of Wilmington. About two-thirds of summer programs are being run by non-profits. Kent and Sussex Counties have a similar number and composition of programs, but Sussex County has more programs run by for-profit organizations. The following table shows the breakdown of summer programs across the state by type of organization (non-profit, for-profit, school-operated, or faith-based).
Landscape of Extended Learning in Delaware November 2019

Table 7. Number of Summer Programs in Each County by Site Type

<table>
<thead>
<tr>
<th>Site Type</th>
<th>Statewide</th>
<th>New Castle*</th>
<th>Kent</th>
<th>Sussex</th>
<th>City of Wilmington</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-profit</td>
<td>61</td>
<td>30</td>
<td>14</td>
<td>17</td>
<td>14</td>
</tr>
<tr>
<td>For-profit</td>
<td>20</td>
<td>11</td>
<td>8</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>School-operated</td>
<td>15</td>
<td>10</td>
<td>3</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Faith-based</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>98</td>
<td>33</td>
<td>20</td>
<td>25</td>
<td>20</td>
</tr>
</tbody>
</table>

*New Castle includes City of Wilmington programs as well. N = 98

Of the 98 programs that reported on the age groups served, over 80 percent serve children in elementary schools, grades K–5. Almost two-thirds of reporting programs serve middle school, and only 22 percent serve high school students. However, this doesn’t necessarily represent a significant gap in service given that the needs of students change as they grow. There could be a lower need for everyday summer programming in middle and high school since there are more extracurricular activities available, such as clubs, sports teams, and part-time jobs.

Table 8. Number of Summer Programs in Each County by Grade Level Served

<table>
<thead>
<tr>
<th>Grade Level Served*</th>
<th>Statewide</th>
<th>New Castle</th>
<th>Kent</th>
<th>Sussex</th>
<th>City of Wilmington**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary (K–5)</td>
<td>74</td>
<td>35</td>
<td>19</td>
<td>20</td>
<td>12</td>
</tr>
<tr>
<td>Middle School (6–8)</td>
<td>58</td>
<td>34</td>
<td>10</td>
<td>14</td>
<td>13</td>
</tr>
<tr>
<td>High School (9–12)</td>
<td>20</td>
<td>14</td>
<td>2</td>
<td>4</td>
<td>8</td>
</tr>
</tbody>
</table>

* Although 90 programs responded, one program may serve multiple grade levels. N = 90
** New Castle includes City of Wilmington programs as well.

Financial Assistance

In addition to understanding the distribution of available programs, it is important to understand the types of funding programs use and accept. In this section, financial assistance is discussed from an organization’s perspective as well as a community member’s perspective. An organization’s financial assistance is looked at through the sources of funding available and utilized by existing programs. A community member’s financial assistance is looked at by the financial assistance available.

Survey respondents were asked to identify the sources of funding they used to support their summer programs. Respondents were able to select multiple sources of funding from federal, state, local, and organizational levels. Of the 98 summer program responses, 78 programs reported on funding sources. The most commonly used funding source was Purchase of Care, with 58 percent of reporting programs relying on this state source, followed by 21st Century Community Learning Center funds, grants, and state Grant-in-Aid, 27 percent and 26 percent, respectively. The following table shows the breakdown of funding sources used by reporting summer programs.

Table 9. Sources of Funding Used by Summer Programs

<table>
<thead>
<tr>
<th>Funding Sources Programs</th>
<th>Number of</th>
</tr>
</thead>
<tbody>
<tr>
<td>21st Century Community Learning Center Funds 23</td>
<td></td>
</tr>
<tr>
<td>Federal</td>
<td></td>
</tr>
<tr>
<td>Community Services Block Grant B</td>
<td></td>
</tr>
<tr>
<td>Title I Funds 2</td>
<td></td>
</tr>
<tr>
<td>Purchase of Care 41</td>
<td></td>
</tr>
<tr>
<td>Grant-in-Aid 20</td>
<td></td>
</tr>
<tr>
<td>State Department of Services for Children, Youth, and their Families 14</td>
<td></td>
</tr>
<tr>
<td>Division of Public Health 5</td>
<td></td>
</tr>
<tr>
<td>Local Extra Time Match Tax 0</td>
<td></td>
</tr>
<tr>
<td>Tuition 16</td>
<td></td>
</tr>
<tr>
<td>Organizational</td>
<td></td>
</tr>
<tr>
<td>Internal Funding 13</td>
<td></td>
</tr>
<tr>
<td>Donations 13</td>
<td></td>
</tr>
<tr>
<td>Private Foundations 6</td>
<td></td>
</tr>
</tbody>
</table>

* One program may utilize multiple sources of funding. N = 78
Landscape of Extended Learning in Delaware November 2019

Respondents were also asked about the fees charged to participate in their summer programs. Of the 96 responding programs, more than two-thirds charge tuition to participate in the program, and an equal number reported that there is financial assistance available for participants.

Table 10. Fees Associated with Summer Programs

<table>
<thead>
<tr>
<th>Type of Fee Programs Statewide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition Charged to Participate 63</td>
</tr>
<tr>
<td>Purchase of Care Accepted 53</td>
</tr>
<tr>
<td>Financial Assistance Available 63</td>
</tr>
<tr>
<td>Free to Attend 31</td>
</tr>
</tbody>
</table>

Physical Access

The final aspect of access discussed in this study is the physical access to programs. Just having programs in the state is not enough; being able to get to the programs can be a concern for families in high-needs areas or who do not have reliable and/or consistent transportation. Respondents were asked to identify the availability and methods of transportation used by participants to arrive to and depart from the afterschool program. These results are broken down by county and the City of Wilmington due to their distinct geographic characteristics and challenges.

Of the 96 summer programs that completed the survey, 83 reported on the availability of transportation to arrive at a program’s site, and 84 reported on the availability of transportation to leave from a program’s site. Only 22 percent and 26 percent of programs provide transportation to and from their sites, respectively.

Of the 86 programs that reported on transportation to the program, only 16 (19%) provide transportation to their sites. Nearly all programs reported that participants relied on private rides (91%). Of the 85 programs that reported on transportation from the program, 22 (26%) provide transportation home from their sites. Private rides are also heavily relied on, with 88 percent of programs reporting this as a major method to leave the program.

Discussion

As the findings of the study demonstrate, the implementation of extended learning opportunities in Delaware is complex. There are a variety of organizations, agencies, and stakeholders across the state that are involved in providing valuable educational, enrichment, and recreational opportunities to students outside of school time. Through conducting the landscape analysis, needs assessment, and conversations with stakeholders, the project team has identified multiple areas for potential state action including:

- Governance and oversight
- Funding
- Program development and quality improvement
- Systematic collection of data
- Increased awareness of programs
- Expanding access

These considerations offer systematic direction in providing high-quality extended learning opportunities to children in Delaware, particularly for the state’s most vulnerable student populations.

Governance and Oversight

Currently, there is no single government agency that is responsible for overseeing and coordinating the efforts of extended learning programs in Delaware. Identifying and designating an appropriate state agency to fulfill this task is critical, as future initiatives in this space will require sufficient staff resources to oversee and implement them with fidelity. Its work could address issues of awareness, lack of quality standards, and aligned professional development, and funding overlaps and/or gaps. With additional staffing and funding, a primary state agency could fulfill this role in collaboration with groups such as the Delaware Afterschool Network (DAN), the proposed Extended Learning Opportunities Council, Early Childhood Council, and other key stakeholders. Appendix B offers some examples of how states and localities implement extended learning programs in a systematic way. Identified models include the Local Oversight Model, State Oversight Model, and Provider Network Model. Delaware currently falls under the Provider Network Model, however, appointing a state agency to take the lead in this area would shift it toward a State Oversight Model. Each of the following considerations is dependent upon a primary state agency taking the lead on implementing the actions.
Funding

Delaware extended learning programs currently utilize a combination of funding sources to support the delivery of their programs across the state. This includes established federal and state sources, ad-hoc philanthropic grants or partnerships, and fees-for-service. However, in many cases these funding sources are not sustainable or sufficient for the long-term operation and growth of extended learning programs. For example, 21st Century Community Learning Center funding, which is provided by the federal government, is awarded to programs for five years with the expectation that programs secure other sources to sustain programming. While this funding supports the development of excellent programs, many of the programs struggle with operations at the end of the grant term. Despite positively impacting children, programs often cease operations due to the inability to develop a long-term, sustainable business model. The state portion of funding designated specifically for school districts to offer extended learning programs was cut in FY2009, which severely limits their ability to provide this service to families in their schools. A large number of Delaware programs utilize state Purchase of Care to fund their programs, however, this funding is only available for children through age 12, which limits the program’s ability to serve more age groups. To supplement federal and state funding sources, many organizations utilize private funding made available through philanthropic grants and partnerships with businesses and community organizations. These grants are smaller, short-term, and often targeted toward a specific purpose, which limits their use.

The state could consider creating a designated funding source specifically for extended learning programs. Allocations could be based on programmatic and/ or performance criteria, which may help support the development and lifespan of extended learning programs. Designated funding could include a competitive grants allocation process or funding formula that considers factors such as the specific needs of an area, participation in current programs, and/or program criteria. Additionally, funding could also be allocated to programs on a per student basis or as a cost-subsidy to support low-income families. Establishing standards for extended learning opportunities and producing an ongoing program inventory would be essential components to such a process.

The state could also consider reallocating funds that are currently provided by multiple state agencies to one primary agency. Ideally, this funding source would be overseen by a designated lead agency charged with overseeing and coordinating extended learning opportunities in Delaware. A streamlined application and distribution process would help increase accountability for state funding. Additionally, a streamlined funding pool would promote the leveraging of resources and collaboration among service providers. This might increase programmatic impact, while targeting specific populations or types of programs as needed.

Program Development and Quality Improvement

Ensuring that all students in Delaware have access to high-quality extended learning programs will require state and key stakeholders to work collaboratively to assist service providers with program development and quality improvement. To assist in this endeavor, the state should consider working collaboratively with groups such as the Delaware Afterschool Network (DEAN), the proposed Extended Learning Opportunities Council, providers, and other key stakeholders to:

- Establish quality standards for programs and provide technical assistance and professional development opportunities to providers that are aligned with the standards, such as creating a training curriculum for new staff so that all employees in the field can begin work with the same set of base information and skills.
- Create a system plan that addresses topics such as program standards, equal access initiatives for students, professional development, and sustainable funding.
- Ensure that service providers have the resources they need to attract and retain qualified staff, which is currently an issue for providers leading to high rates of turnover.
- Educate service providers on how to engage in regular data collection and program evaluation to improve the quality of services they offer.

Data Collection: System and Program Oversight

Currently, there is not a centralized system for collecting and utilizing operational information on extended learning programs in Delaware. This limits the ability of decision makers to understand the full body of work undertaken by extended learning programs and the outcomes that result from it. To address this issue, the state might consider engaging in regular operational data collection to assist public officials and other stakeholders with developing policies and initiatives and promoting accountability. Before engaging in data collection, it will be critical for the responsible party to work collaboratively with stakeholders to obtain agreement on the information that should be collected, terms definitions, and the frequency and process. It is recommended that demographic, financial, and outcome data be collected. One potential solution is to create and host a registration website for extended learning programs for the purposes of maintaining an up-to-date database of programs operating in Delaware. At a minimum, the registration process should require service providers to submit information related to the cost of attendance, available subsidies, physical address, operating hours, programs offered, and age levels served.
Increased Awareness of Programs

The lack of regular data collection has made it difficult to document all programs currently operating in the state. There is no comprehensive list of programs for families to reference when finding an appropriate option for their children. As noted in the literature review and through conversations with stakeholders, one of the most significant barriers to accessing extended learning opportunities is awareness of available programs. Ideally, the information collected through the registration website could be uploaded to a public database where families can search for programs that would best serve their children. Accommodations would need to be made to ensure that families who lack access to technology or face language barriers can still utilize this resource.

Expanding Access

As previously mentioned in the report, areas with higher concentrations of students with relatively few extended learning opportunities should be prioritized for further exploration. Additionally, vulnerable populations such as special education students, English Learners, and low-income students could benefit greatly from expanded access to extended learning programs. Given the state’s demographic trends among these particular student populations, access to and support for programs that are specific to the needs of these populations is important for student success and impact.

Collaborative efforts among stakeholders would help address the barriers such as attendance costs, location of services and available transportation, awareness about and information on the availability of programs, and alignment to student interests that are limiting participation in extended learning programs. However, it is critical that the implementation of collaborative efforts and strategies will need to consider the specific interests of the various populations, communities, and service providers involved. Appendix B offers some examples of how states and localities have addressed these barriers in their communities.

Conclusion

This report provides a landscape analysis and needs assessment of extended learning opportunities offered in Delaware. Key findings of the landscape analysis and needs assessment for after-school and summer programs that could warrant more discussion and research include:

- There are a greater number of reported after-school and summer programs serving elementary school-aged children than middle or high school-aged children.
- Utilized funding sources for after-school and summer programs varied, however, Purchase of Care was the most commonly reported source.
- Very few after-school programs provided any method of transportation home from the sites, relying heavily on families to arrange private rides home. Transportation to and from reported summer programs was rarely provided (22% and 36%, respectively). Programs reported relying heavily on families to arrange private rides.

As the discussion section highlights, there is a need for more comprehensive and systematic oversight of extended learning programs. The lack of a complete list of existing programs makes it difficult to truly understand the current state of extended learning programs in Delaware and limits awareness of opportunities to the community. It is important to have access to more data and program information over time to accurately and consistently assess the quality, accessibility, and impact of extended learning opportunities in Delaware. Dedicating one primary state agency to be responsible for overseeing and promoting collaboration among extended learning programs could increase community awareness, as in the creation and oversight of quality standards and professional development for the field, and streamline available funding sources. The responsible agency could collect program information more systematically, which would help provide a more complete picture for decision makers, stakeholders, and community members. It is the hope of the report authors that this will be considered in future policy decisions.

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1) Extended learning opportunities encompass programs that operate for five weeks or more or after-school programs offered consistently over the school year.
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Appendix A: Survey

Informed Consent

Extended Learning Opportunities in Delaware Survey

Thank you for your participation in the Extended Learning Opportunities in Delaware Survey. We appreciate the time and energy you dedicate to the children of Delaware every day!

Invitation to Participant: The Institute for Public Administration (IPA) at the University of Delaware has been contracted by the Delaware Office of Management and Budget to conduct a study of extended learning opportunities in Delaware. This survey is an effort by IPA to gather important information regarding the locations and students currently being served in the hours outside of the normal school day. Your participation in this survey will help create a better understanding of the state of extended learning opportunities in Delaware to inform policymakers.

Purpose: The purpose of this survey is to collect site-specific information for after school and summer programs. IPA is collecting data from the 2017-2018 school year and the summer of 2018. It is best if this survey can be completed by someone who can provide information on an site level, rather than an organizational level, such as a site coordinator or director.

Risks and Benefits: Participation in this survey presents little or no risk. The results of this survey will be provided to the State of Delaware Office of Management and Budget who is interested in supporting extended learning opportunities more effectively. The information collected in this survey may be used in the future to create a database of programs that can be a resource to parents, educators, and service providers across the state.

Confidentiality: The investigators will report in the aggregate when possible. Addresses and locations of services will be used to map where programs are located. Any comments or responses shared will be reported anonymously.

Oklahoma/Withdrawal: By providing responses to the questions that follow, you do so with the understanding that this study is completely voluntary and that you may withdraw at any time without any consequences to you.

Subject Rights: If you have questions regarding your rights as a research participant, you may contact the Chair of the University of Delaware’s Institutional Review Board at 302-831-2137.

Conclusion: Thank you for generously offering your time to assist in increasing access to extended learning opportunities for children in Delaware. If you have any questions regarding this research study please contact Kelly Shinnick at kshinnick@udel.edu.
Site Information

Please provide the following information for the site at which the extended learning program is provided. For the purposes of this survey, “site” refers to the location where the program takes place. For example, if you are a national organization operating a program out of a local elementary school, please provide information specific to the program operating out of the school rather than the organization-wide or state-wide data.

What is the physical address of the site? For example, “123 Main Street, Dover, DE 19901.”

From which zip codes do you receive participants? For your state, you may upload a document with the zip codes listed or type them in the question below.

From which zip codes do you receive participants? Please enter the zip codes below separated by a comma (for example, “19906, 19715”).

Please select which of the following best describes your site.

School-operated: managed primarily through school personnel
Non-profit: managed primarily through a non-profit organization
For-profit: managed primarily through a for-profit organization
Fath-based: managed primarily through a faith-based organization

After School Program

Does your site currently offer an after-school program?

Yes
No

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Site Capacity and Enrollment Information

Please complete the following chart by listing your site's enrollment data by grade level for the 2017/2018 school year. If you do not serve the grade level, please insert "NA".

Pre-K  K  1st  2nd  3rd  4th  5th  6th  7th  8th  9th  10th  11th  12th

Enrollment Capacity
Current Enrollment
Waitlist

Please list the site's enrollment for the 2017/2018 school year as a percent of the total enrollment. For example, Male: "404", Female: "656".

Male
Female
African-American
Asian
Hawaiian
Hispanic/Latino
Native American or Alaska Native
White
Multiracial
ELAEL Students
Special Education Students
Students Eligible for Free or Reduced Lunch

Please indicate whether your site's after school program provides targeted programming to students for any of the following purposes:

Language ability (e.g., English Language Learners)
Gender (e.g., Women in STEM programs)
Intellectual disability

Financial Information

Which of the following methods of payment does your site's after school program accept? Please select all that apply.

Tuition paid directly by parent or guardian (please indicate the tuition rate per month)
Purchase of Care/Tax Reimbursement
Scholarships and/or Tuition Subsidies from the program/organization
Free/No charge to parents

If available, what is your site's operational cost per student per month?

Please select all sources from which your site's after school program receives funding to provide services.

21st Century Community Learning Centers (21st CCLC)
Title I Federal Funds
Individual with Disabilities Education Act (IDEA) Federal Funds
Community Service Block Grant (CSBG)
Other Federal Funding (please list)
State Grant-in-Aid
Department of Services for Children, Youth, and Their Families
Division of Health
Purchase of Care/Tax Reimbursement
Other State Funding (please list)

Extra Hours Worked Time
Other (please list)

Feeding Services
Philanthropic donations specifically for programming
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Private Foundation (please)

Internal organization funding

Other (please list)

Services Offered

Does your site or a site-partner provide transportation for participants to access your site?

Yes, and it is free (Please describe)

Yes, but at an additional cost (Please describe)

No

Does your site or a site-partner provide transportation for participants to get home from your site?

Yes, and it is free (Please describe)

Yes, but at an additional cost (Please describe)

No

How do students typically arrive at your site for the after school program? Please select the top two most commonly used methods.

Transportation paid for/provided by the after school program

Private ride (family, friends, privately organized transportation)

Walk/bike

Public transportation

Other (please list)

How do students typically leave your site after school program? Please select the top two most commonly used methods.

Transportation paid for/provided by the after school program

Private ride (family, friends, privately organized transportation)

Walk/bike

Public transportation

Other (please list)

Public transportation

Other (please list)

Please indicate the types of programs/activities provided at your site and offer school program. Check all that apply:

Home:work Time (e.g., structured homework help/reading)

Academic Assistance (e.g., structured and adult-supported homework help)

Academic Enrichment (STEM projects)

Enrichment Activities (e.g., cultural enrichment, arts, music, career readiness, field trips)

Community Service (e.g., volunteer work)

Health and Wellness (e.g., health education, nutrition, mental health, drug/alcohol prevention)

Recreation (e.g., sports, games, free time)

Targeted programming for a special population (please describe)

Summer Program

Does your site offer a summer program?

Y es

N o

Site Information

For the purposes of this survey, “site” refers to the location where the program takes place. For example, if you are a national organization operating a program out of a local elementary school, please provide information specific to the program operating out of the school rather than the organization-wide or state-wide data.

Days of operation for your site’s summer program (please check all that apply):

Monday

Tuesday

Wednesday

Thursday
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If available, what is your site's operational cost per student per month?

Please select all sources from which your site's summer program receives funding to provide services. More specific sources will appear if you select the Federal, State, or Local School Funding options:

21st Century Community Learning Centers (21st CLC)
Title I Federal Funds
Individuals with Disabilities Education Act (IDEA) Federal Funds
Community Services Block Grant (CSBG)
Other Federal Funding (please list):

State Grant-in-Aid
Department of Services for Children, Youth, and Their Families
Division of Health
Purchase of Care
Reimbursement
Other State Funding (please list):

Data Tame Match Tax:
Other Local Funding (please list):

Parent-Service
Philanthropic donations specifically for programming
Private Foundation (please list):

Internal organization funding
Other (please list):

Services Offered

Does your site's summer program or site partner provide transportation for participants to access your site?

Yes, it is free. (Please describe)

Yes, but at an additional cost. (Please describe)

NO

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Does your site's summer program or site partner provide transportation for participants to get home from your site?

Yes, and it is free. (Please describe)

Yes, but at an additional cost. (Please describe)

NO

How do students typically arrive at your site for the summer program? Please select the top two most commonly used methods:

Transportation paid for by the site and funded by the program
Transportation paid for by the site and funded by the participant
Private ride (family, friends, privately organized transportation) available:

Public transportation
Other (please list):

How do students typically leave your site's summer program? Please select the top two most commonly used methods:

Transportation paid for (prived) by the site and funded by the program
Transportation paid for (prived) by the participant
Private ride (family, friends, privately organized transportation) available:

Public transportation
Other (please list):

Please indicate the types of programming provided at your site's summer program, check all that apply:

Homework Time (e.g., unstructured homework/study time)
Academic Assistance (e.g., structured and adult-supported homework help)
Academic Enrichment (e.g., STEM projects)
Enrichment Activities (e.g., cultural enrichment, arts, music, career readiness, fitness)
Community Service (e.g., volunteer work)
Health and Wellness (e.g., health education, nutrition, mental health, drug/alcohol prevention)
Recreation (e.g., sports, games, free time)
Appendix B: Literature Review

Introduction

As an essential aspect of K-12 education, Extended Learning Opportunities (ELOs) are increasingly being recognized for their positive impact on student outcomes. ELOs are programs that provide academic and enrichment activities beyond the traditional school day to support student learning and development. These programs can be found in a variety of settings, including schools, community centers, and online platforms.

In the context of this literature review, we focus on the current landscape of Extended Learning in Delaware. The review is based on a comprehensive analysis of existing research and reports related to ELOs in Delaware, with a particular emphasis on recent studies and initiatives.

Value of Extended Learning

In order to bridge the gap between school and home life, extended learning opportunities can serve as a positive and effective form of structure, education, and social development. Extended learning programs can provide additional learning opportunities, support for at-risk students, and exposure to diverse learning environments.

In Delaware, various programs have been implemented to support extended learning, including afterschool programs, homework clubs, and study groups. These programs aim to enhance student achievement, provide social and emotional support, and promote positive behavior and attitudes.

For policymakers and educators, understanding the value and effectiveness of these programs is crucial. A thorough review of the literature can provide insights into best practices, potential challenges, and areas for improvement in the delivery of extended learning opportunities in Delaware.
The successful implementation of extended learning programs has also been found to provide a notable return on investment (ROI) of public funding. For example, the state of Maryland calculated a $3.36 return on investment of each dollar they invested in afterschool programming. Other states, such as Vermont and Minnesota, calculated return on investments ranging from $2 to more than $5 per every $1 invested. These ROI calculations factor in the cost savings and increased tax revenue attributed to the multiple factors addressed by afterschool programming, including but not limited to: increased high school graduation rates, greater support for working parents in need of child supervision, and reduced criminal activity. According to professors at Columbia and Princeton Universities, when accounting for increased graduation rates, a community can gain approximately $127,000 over the course of the graduate’s lifetime, due to higher employment and wages and decreased expenditures on social services.

Academic Supports and Benefits

One key advantage of extended learning opportunities is that there is more flexibility in terms of curriculum. The additional time with enrichment tools allows staff to incorporate fun learning activities that would typically not be possible during a traditional school day. Staff may also have the flexibility to incorporate students’ interests into the learning, making it more personalized and helping to increase learning outcomes.

Research conducted over time has supported that afterschool programs provide academic benefits. A study conducted by New York University of 236 middle school students in the Bronx, Manhattan, and Brooklyn found that after-school programming significantly increased academic skills, especially for students with social-behavioral difficulties and those who are disengaged from school. The findings from this study demonstrated that high-quality afterschool programs can significantly impact student academic performance, especially for disadvantaged students. Additionally, a Johns Hopkins University study that followed Baltimore youth from ages 6 to 22 found that the differences in academic achievements could be traced back to differential summer learning during elementary school years (kindergarten to fifth grade).

Both studies demonstrated that consistent, well-structured afterschool and summer programs can help work toward narrowing the achievement gap, particularly for disadvantaged students.

In addition to increasing academic achievement, afterschool programs also provide opportunities for academic enrichment, such as engaging in more in-depth learning opportunities in core subjects, such as math, science, and reading, as well as participating in arts and extracurricular programs. According to a 2007 report from the Center for American Progress, the skills developed in these core courses, such as critical thinking, team building, communication, and problem-solving help prepare a student to succeed in society and the workplace after formal education has ended. While extra enrichment and learning opportunities traditionally were saved for students needing remediation, these learning opportunities can help all students, regardless of their academic performance. Teachers can also take advantage of extra time by providing more one-on-one instruction, helping students work on projects in areas of interest, and offering more hands-on learning opportunities.

Lastly, extended learning opportunities can enrich a child’s educational experience by incorporating community engagement and programming. These opportunities help children to foster interests and learn skills that go beyond the school walls.

Extended learning opportunities also address a major academic concern, which is summer learning loss. Summer learning loss is the substantial loss of information obtained during the school year over the summer months. The Harvard Family Research Project found that students, “on average, end the summer a month behind where they were academically at the end of the prior school year.” This inhibits students, requiring them to spend the beginning of the school year re-taught forgotten information, which puts the class further behind. In addition, summer learning loss more heavily impacts disadvantaged students. Research conducted by Johns Hopkins University has shown that up to two-thirds of the academic achievement gap between low- and high-income youth nationally can be explained by unequal access to learning opportunities during the summer months. According to the National Summer Learning Association, students can lose more than two months of grade-level equivalency in math, and low-income students in particular fall significantly behind in reading comprehension and word recognition. The unequal access to educational opportunities during the summer further increases the achievement gap between low-income students and their higher-income peers. By prioritizing access to educational supports to all students,
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regardless of socio-economic background, extended learning opportunities have become a critical strategy for helping students to retain the information necessary for them to succeed in the next school year.

Social and Behavioral Supports and Benefits

The social and behavioral benefits of high-quality afterschool and summer extended learning opportunities have been extensively documented. A meta-analysis of 75 reports that evaluated 69 afterschool programs across the country conducted at Loyola University discovered that students who participated in these programs had significant improvements in their behavior both inside and outside of the classroom. For example, students who participated in these programs were 58 percent more engaged in the classroom and were 10–19 percent more likely to attend class than non-participating students. Another meta-analysis of 73 studies on extended learning opportunities found high-quality programs foster the development of personal and social skills. The analysis found benefits in student outcomes including improved school attendance, engaged learning, increased rates of family involvement in schools, and increased conflict management skills.

Extended learning opportunities also can foster positive connections between students and their communities. Programs can engage students in their neighborhoods by getting them involved with organizations, businesses, and other individuals and by allowing them to participate in direct community service and other forms of learning. Building positive connections to the community gives children opportunities for growth and reduces their risk for negative outcomes.

Research shows that these programs alleviate many of the negative social and behavioral consequences that can occur if students are left unsupervised without structured activities after school and in the summer months. Data collected by the U.S. Department of Justice on adolescent crime showed that the hours directly after school are when youth are most likely to be involved in risky behavior such as committing crimes, being involved in car accidents, smoking, drinking, using drugs, and being the victims of crimes. Teens who do not participate in structured afterschool programs are three times more likely to be involved with activities such as trying drugs, skipping classes, and engaging in sexual activity. Three large-scale studies conducted on afterschool programming in Chicago found that structured and safe afterschool programming can help reduce arrests and violent crime. These afterschool programs in Chicago

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w) (Durlak, Weissberg, & Pachan, 2000)  
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[w) (Alexander, Ershler, & Olson, 2007)  
[w) (Durlak, Weissberg, & Pachan, 2000)  
[w) (Council for a Strong America, 2014)  
[w) (University of Chicago Urban Labs, 2015)  
[w) (Every Hour Counts, 2014)  
[w) (Every Hour Counts, 2014)
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- Processes that support staff development
- Strong partnerships in the community

The design of the extended learning program must be intentional so that the activities offered to students align with the goals and intended outcomes of the program, whether that is to enhance social skills or improve reading scores. The activities should also be developmentally appropriate to the youth the program serves. Additionally, program staff should be supported with an initial orientation and continuous professional development practices to ensure they are equipped with the skills needed to provide quality support. Finally, extended learning programs are part of a wide-reaching system of support that children experience, and strong partnerships among programs, schools, parents, and the surrounding community are essential.17

Intentional Program Design

Program design refers to the overall strategy for delivering program content. An intentional program design has a clear goal and expectation for its students, program activities that align with that goal, and staff trained to support the students in that content area and is developmentally appropriate overall.16 For example, if a program’s goal is to improve math skills for students, the activities offered should have a grade-appropriate math-related focus, and the staff should understand the necessary skills to support students through the activities.

Middle School Best Practices/Programs

Middle school youth need a safe place to have fun and learn. Afterschool programs can offer multiple benefits to help students navigate the adolescent years, thereby preparing them for success in high school, college, and beyond.16 Three examples of middle school focus areas are science, technology, engineering and math (STEM), health and wellness, and supporting career and college pathways.

High School Best Practices/Programs

Afterschool programs for high school students assist the development of the twenty-first century skills that students need to be successful after they graduate.17 Afterschool programs offer a variety of avenues such as exposure to workplaces, colleges, and “real-world” issues and experiences. These programs provide multiple benefits, as there are opportunities for older youth to develop, use, and learn technology, gain a cross-cultural understanding, think collaboratively, learn leadership skills, and understand civic participation.18

Staff Development and Support

Staff play a crucial role in the success and effectiveness of extended learning programs.17 Beyond supervision, staff guide and assist students through skill-building activities, provide supportive and mentoring relationships to students, and contribute to the overall climate of the program. Even programs with the most engaging activities can lose student interest and growth if the staff are not properly trained or managed. Great staff can get worn out from the demands of the position, which creates turnover and instability in the program. In order to ensure a skilled and stable staff, extended learning programs should provide:

- New staff orientation
- Continuous professional development opportunities
- Career paths and opportunities for growth
- Staff engagement and input in creating and adapting policies19

It is also important to note beyond the factors listed above, that a livable wage, benefits, and reasonable hours are essential for recruiting and retaining highly skilled staff. Like teachers, extended learning program staff are often expected to “do more with less” and are frequently seen as babysitters instead of highly trained professionals. Programs that value and celebrate their staff by providing support will likely see improved outcomes for their students and programs.17

Strong Partnerships

Strong partnerships with schools, communities, families, colleges/universities, and businesses are a vital part to sustaining an effective extended learning program. These partnerships play a role in helping programs achieve their goals of preparing students for the future and provide a coordinated system of support.20

School Partnerships

Strong partnerships between schools and afterschool programs with good communication are crucial for a student’s academic success. For example, the Schools and Homes in Education (SHINE) Afterschool program in Pennsylvania emphasizes ongoing communication with school-day teachers to help develop each student’s individualized instructional plan. This allows students to complete their homework, receive tutoring if needed, and improve a student’s overall academic performance.20 Consistent communication allows the afterschool program staff.

16 (Every Hour Counts, 2014)
17 (Every Hour Counts, 2014)
18 (After School Alliance, 2013)
19 (After School Alliance, 2013)
20 (After School Alliance, 2011)
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to target those students who are in most need of help. An effective after-school program aligns its programming and tailors its curriculum to complement the learning that takes place during the school day.77

Community Partnerships
Developing community partnerships is a key to a successful after-school program. Community partnerships potentially can provide programs with added resources such as grants, equipment, and volunteers. Beyond these resources, community partners can become advocates for programs as they see the positive impact programs have on the youth.

Partnership with organizations in the community brings outside expertise and real-world relevance to the subjects that students are learning. For example, as the high school students are exploring career options, community businesses can offer advice and insight on their fields of interest and even offer internships to students. In this way, partners add insight to the issues facing the community as well as adding valuable resources to the youth.78

One example worth further research and exploration is partnering with community-based organizations serving older adults. Current research on scheduled and consistent intergenerational activities indicates that youth and older adults can benefit physically, mentally, and developmentally from personal connections with individuals of a different age cohort.79 Youth at all levels and backgrounds are supported. In particular, intergenerational support can support challenges faced by at-risk youth who need additional family or community support to succeed in school and among peers.80 While academic achievement could be elevated through intergenerational reading and mentoring programs, recreational activities and technology support might also provide significant aftercare experiences to both generations. Opportunities for shared community spaces to support such activities is also an important consideration and can lead to increased volunteerism and skill development, as well as improved reading scores.81

Family Partnerships

Family partnerships are extremely important in after-school programs, as families are the foundation in every child’s life. After-school programs can raise overall family engagement in students’ academics as well as acting as a bridge between families and schools. After-school programs also can provide services to families such as counseling, adult education classes, and connections to social services.82 For example, LA’s Best, an after-school program teaches children how to build relationships with their parents. They hold parent orientations, one-on-one

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parent conferences, and open forum parent meetings and believe that parents’ voices matter for the success of their program. Overall, family involvement is a critical component for after-school programs because it helps build a stronger bond among the families, encourages parents to participate more in their children’s academic lives, and offers services that greatly benefit families.83

Business Community Partnerships
Business partnerships provide a variety of benefits to after-school programs. Ranging from promoting a healthy lifestyle to paid internships, professionals are great mentors and role models for children as they can offer them a great deal of knowledge about career paths.84 Having high school students interact with strong mentors allows them to grow as individuals as well as develop the soft and hard skills necessary for future success. Below are successful after-school programs with business community partnerships.85

Higher Education Partnerships
A college/university partnership is best for after-school programs geared toward high school students because it can offer them the opportunity to explore their career options.86 After-school programs can utilize institutions of higher education as resources to inspire the youth by connecting them with role models and mentors already in college. It is critical for high school students to understand the importance of furthering their education. More importantly, the relationships formed with college students are very positive, as young adolescents need to interact with adults who are willing to share their own experiences, views, values, and feelings.87 College students allow for a positive peer relationship that helps the youth become strong, independent individuals.

Barriers to Access

Students and families, both in Delaware and nationally, may encounter a variety of barriers when trying to access extended learning opportunities. In 2014, the After-school Alliance surveyed guardians who live in Delaware with school-aged children in their homes on this subject. The findings help illuminate the barriers students and families face when accessing extended learning opportunities and allow for a better understanding of the activities in which school-aged children engage after school hours. In the Delaware-specific study, “Delaware After School PM,” researchers concluded that 40 percent of the households with school-aged children surveyed who were not enrolled in extended learning opportunities would be if they were
available. Given this need, it is important to identify and assess the potential barriers Delaware students and families are facing in order to increase access to extended learning opportunities. The most common and significant barriers to access include:

- Cost
- Transportation and location
- Access to information
- Alignment of interest

The following section will explore each of these barriers to access in greater detail.

Cost

The cost of extended learning opportunities poses a barrier for many Delaware families. According to the After School Alliance, in 2014 the average cost of after-school programs in Delaware amounted to $89 per week, and the average cost of a summer program was $250 per week.16 These average costs create a barrier for many Delaware families, especially the 136,360 people living below the poverty line in Delaware as of 2016. For a family of two living on the poverty line, the monthly gross income amounts to $1,354, making it very difficult to allocate $89 of its income each week to extended learning opportunities.17 The cost of extended learning opportunities is making it difficult to reach many students who would benefit most from the programs. Delaware's current funding landscape for extended learning opportunities is made up of federal and state funding that supports school-based, for-profit, community-based non-profit, and faith-based organizations throughout the state to operate programs. Programs also utilize private funding made available through philanthropic grants, service fees, and partnerships with businesses and community institutions. These grants and funds act as monetary supplements that can assist in alleviating some of the costs of attendance for low-income families. Extended learning programs in Delaware rely on a variety of funding sources to operate their programs ranging from federal and state funding to philanthropic grants and donations. However, the combination of sources is not always sufficient to cover operating costs, and organizations then charge families a fee to participate in the programs.

Many states throughout the country use innovative ways to alleviate the cost barrier between students and extended learning opportunities. States such as Tennessee and Nebraska utilize lottery programs to fund them. The Tennessee Education Lottery Corporation (TEL) uses the winnings of expired lottery tickets and repurposes the winning money to help fund the state's extended learning programs. In the 2017 fiscal year, this program provided $39.9 million dollars for extended learning opportunities in Tennessee. According to the After School Alliance, the

16 (After School Alliance, 2018)
17 (Center for American Progress, 2019)

Transportation and Location

Lack of transportation to and from extended learning programs is often a challenge for families members who work after school or do not have a vehicle. Public/Private Ventures's research noted that transportation is the most significant barrier to successfully implementing an extended learning opportunity.18 The cost of offering transportation can be very high, and therefore programs typically cannot offer it to all participating students. Coinciding with transportation, the physical location of these programs can also inhibit families without the means to travel to programs.

Delaware is home to both rural and urban communities and both pose unique needs when addressing the location barrier to extended learning opportunities. Families living in Delaware's rural communities have distinct barriers that make it difficult to access local programs. According to the 2016 America After 3PM study, parents living in rural areas, who do not have
their children enrolled in any extended learning opportunities, reported that they would if programs were available. Of those parents, 46 percent reported that they chose not to enroll their students because of the lack of safe transportation to and from the available programs.\textsuperscript{55}

The City of Wilmington’s students encounter location and transportation issues related to safely getting to and from extended learning opportunities. According to the American Community Survey Five-Year Estimates from 2007–2011, 24.3 percent of the households in Wilmington have no vehicle. Students are put at a significant disadvantage when they are without access to reliable transportation. Students may be expected to walk or take public transportation, which may not be a safe option or even possible depending on their location. Additionally, those students without a vehicle in rural communities in Kent and Sussex Counties are at a disadvantage because it is likely that extended learning opportunities will not be within walking distance. Thus, a program’s location is a serious consideration for many parents looking to enroll their students in extended learning opportunities in both urban and rural areas.

Louisiana’s Positive Achievement for Learning Success (PAL) reached many students through offering transportation assistance to and from extended learning opportunities for all students with working families. The state was able to offer these transportation services by allowing special education and standard education school buses to be used interchangeably between the two groups of children. Additionally, PAL established partnerships between community organizations, such as the state’s school boards, to help alleviate some of the transportation cost burden. When programs account for safe transportation to and from extended learning opportunities, more students will have the chance to engage in the programs.\textsuperscript{56}

Denver, Colorado, created an innovative school transportation system called the Denver Public School Success Express that helped parents overcome the transportation barrier. Moving away from the standard school bus schedules, its school shuttle buses utilize routes that are similar to public transportation such as from 6:30 to 9:30 a.m. and from 2:30 to 6:30 p.m. Swapping the traditional school bus transportation model to the School Success Express gives parents a greater amount of flexibility.

Alternatively, Seattle, Washington, has attempted to tackle the issue of transportation by utilizing 95 percent of its public elementary schools to host extended learning opportunities within their facilities.\textsuperscript{57} These programs are often operated by local non-profits or private organizations—rather than schools—that are charged with ensuring that the programs align with school curricula. This model provides a safe location for students to participate in extended learning opportunities without adding the additional burden of transportation to and from programs. Students stay in their familiar and comfortable school environment and actively learn from an entity separate from their school staff, which exposes them to new teaching styles and perspectives. Hosting extended learning opportunities within public schools to serve the state’s targeted student population alleviates many transportation concerns thereby providing more access to students.

Access to Information about Programs

Without sufficient access to information, students are at a higher risk of not participating in extended learning opportunities. Specific barriers include: a lack of easy-to-find information, access to technology, language barriers, and parental engagement. Many of these issues affect states and make it difficult for parents to locate programs that will best fit the needs of their children. In Delaware in 2017, 15,000 people in Delaware did not have any wired Internet providers where they live.\textsuperscript{58} Without access to the Internet, chances of families being fully informed about their extended learning opportunity options are very low. U.S. Census data from 2012–2016 shows that 12.7 percent of Delaware residents speak a language other than English at home.\textsuperscript{59} This may pose a barrier for parents’ ability to access and understand information about the benefits of extended learning opportunities, where the programs are offered, and how to register. This disconnect inherently puts these students at a disadvantage.

Having an easy-to-navigate inventory of providers and programs is an effective way to provide access to necessary information. To ensure that families are aware of their offerings, the school-run extended learning programs in Seattle, Washington, created a comprehensive listing on the Seattle Public Schools’ website. Though it is unlikely the list encompasses all extended learning opportunities in the surrounding area, it is a clean and concise starting point for parents to easily navigate. The list includes every elementary school and the extended learning opportunity programs offered within it beyond the typical school-day hours. Additionally, it shows programs that are within a small distance of each school, giving families additional options to consider.\textsuperscript{60} Having such a list helps to prevent confusion of program offerings and availability, giving families easy access to information.

Another strategy that has been used to address accessibility issues includes the preparation of a parent/family engagement plan specifically for after-school programs. Nebraska’s 4-H program has an expansive parent engagement plan. The development of the engagement plan begins in schools with teachers speaking directly to families about the programs offered and sending students home with flyers on available opportunities.\textsuperscript{61} The engagement plan includes daily

\textsuperscript{55} [After-school Alliance, 2010]
\textsuperscript{56} [Community Transportation Association of America]
\textsuperscript{57} [Seattle Public Schools, 2019]
updates on students’ progress and involvement and creates opportunities for families to be involved through various volunteer projects. Incorporating family support by communicating key information about programs fosters a productive dialogue and increases community awareness.

Alignment of Interest
Engaging students in meaningful ways leads to successful programs. As students get older, they are likely to disengage from—or not attend—programs that do not align with their interests. Results from the Delaware After-3PM survey showed that Delaware’s highest-reported barriers to access were cost and preference for alternative activities. With such results, it is very important to align Delaware’s extended learning opportunities with the interest of its students.

It is particularly important and challenging to develop strong program design for older students who are less likely to join and stay engaged in extended learning programs. Unlike younger students who are placed in programs by their parents and need structured child care, middle and high school students are able to choose whether or not they join programs and often have a variety of other opportunities for their out-of-school time, such as part-time jobs, hanging out with friends, or just going home to play video games. There are a variety of best practices for designing programs for middle and high school students that include mentoring, STEM, health and wellness, and career readiness.

Middle School Grade Level
Middle school (grades 6–8) is an age when youth go through a phase of developmental changes, form new behaviors, and gain a sense of newfound independence that will impact their future. During this time, youth face various unfamiliar experiences, and ELPs provide ways to become familiar with new practices. Extended learning programs provide multiple benefits such as learning experiences, hands-on projects, leadership opportunities, and community involvement. While many students benefit from programming, many unsupervised children do not have access to any programs or simply choose not to attend.

STEM

STEM-focused after-school programs provide students with fun, challenging, and hands-on experiences to learn skills that they will need in high school or college. An example of a STEM program is the Tinkr Project. This initiative allows students learn about renewable energy through hands-on science experiments and then make short films about the experiments.

Additionally, programs such as The Science Club for Girls teaches young women a variety of STEM fields and real-world application of these principles. The program is guided by undergraduate, graduate, and professional women in STEM.

Health and Wellness
There is a shift in school hours toward more instructional time and less physical education. This has led to the growth of such issues as obesity, diabetes, teasing, taunting, lower self-confidence, and depression among the youth. After-school programs with a focus on health and wellness engage students in physical activity regularly while teaching positive nutritional choices. The San Antonio Youth Centers provide a model of health and wellness programming. Here, middle school students participate in at least 45 minutes of structured daily physical activity, which include karate, swimming, cheerleading, and rock climbing. Students are taught about healthy decision-making (i.e., smoking, alcohol, and drug use). The centers provide family boot camps to make sure healthy living extends into the homes.

High School Grade Level
The transition from middle school to high school is a pivotal time for retaining older youth in after-school programs. There is a perception that as they enter their adolescent years children no longer need after-school programs. Middle school students often participate in after-school programs for enrichment purposes and to help with their family’s childcare needs, but as youth enter high school some families and young adults believe that after-school programs and adult supervision are no longer necessary. In addition, many after-school programs gear their curricula toward younger teens, which may inadvertently exclude older students. Older youth still need mentoring, enrichment, guidance, and the chance to explore their future as they prepare for college and careers. Effectively utilizing after-school hours can be a great tool for reducing high school dropout rates. High-quality extended learning programs provide opportunities to develop not only academic skills, but soft and hard skills needed post-graduation. Team-building activities help build social and literary skills, and field trips to colleges, universities, and industry sites increase awareness of career opportunities. Compiled research and best practices from the After-school Alliance provide insight on how after-school programs help guide and grow our future leaders.
Extended Learning Opportunity Models

The following section is an examination of the primary extended learning opportunity (ELO) models utilized throughout the United States. The review of these models spans several states and cities across the country and examines the variety of approaches utilized to provide extended learning programs. This section details the three primary models of ELOs, the Local Oversight Model, the State Oversight Model, and the Provider Network Model.

It breaks down and defines each of these models by identifying common elements: governance structures, programs, funding sources, partnerships, and quality oversight measures. Each of the five core aspects for each model is examined and illustrated with examples from various states and localities to show key similarities and differences.

Local Oversight Model: Overview of Model

The examination of the Local Oversight Model will focus primarily on the New York City Department of Youth and Community Development (DYCD), the Seattle Public School System, and the District of Columbia Public Schools (DCPS) Out of School Time Programs (DSTP).

Overview and Governance Structure

In the Local Oversight Model, a city government agency, department, division, or office is responsible for the general administration and oversight of the system and its providers. Local Oversight Model programs provide public after-school and summer care ELOs at the local level. Typically, local systems rely on collaboration or support from community recreation centers, youth organizations, and other community-based organizations.

Selected Programs and Equal Access Initiatives

Programs and equal access initiatives in the examined programs are more aligned with the needs of the specific communities they serve than those in other models. The localization of the administration of these systems allows for specific communities, demographics, and student populations to be targeted when creating programs and initiatives.

Funding Sources

Funding sources for providers vary across systems and may come from a variety of sources or from one single source. There also may be multiple funding sources for specific programs within a system.

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117 Out of school time commonly refers to the hours between 3:00 p.m. and 6:00 p.m., which is the timeframe when students are no longer in school and are often unsupervised.

118 Equal Access Initiative refers to programs that are implemented to ensure that students of all characteristics, particularly low-income, special education, and English Learners, are able to participate in extended learning opportunities.
Partnerships and Other Key Groups
Local systems often require some form of assistance from outside organizations so that their providers can effectively offer programs and services. Providers may rely on organizations such as the Charles Stewart Mott Foundation, federal grants like the 21st Century Community Learning Centers (CCLC), and state funding as revenue sources; community organizations to serve as host sites and to administer programming; and accreditation organizations or other entities to assist in enabling or providing afterschool and summer programs.

Quality Oversight, Standards, and Accountability
Quality oversight, standards, and accountability vary greatly between cities. There are a variety of standards that may be adopted, ways in which quality can be evaluated, and methods in which providers and their staff can be evaluated. These standards vary depending on the city agency, department, division, or office responsible for ELO administration and programming. Some ELO systems will rely on providers own efforts to adhere to standard quality guidelines published by organizations such as the National After School Association (NAA) or the National Dropout Prevention Center, while others will require some form of accreditation, review, or approval process by the governing body. Some ELO systems may conduct research to track outcomes of students who participate in their programs as a form of accountability and quality assurance.

Local Oversight Model Example 1: New York City
Overview and Governance Structure
In New York City, the Department of Youth and Community Development (DYCD) is responsible for facilitating and overseeing publicly funded ELOs. DYCD works with a network of community organizations to operate public ELOs, particularly targeting low-income and middle-class students. These ELOs are housed at sites around the city including schools, community centers, and facilities of other organizations. The most robust of these programs is the Comprehensive After School System of NYC (COMPASS NYC), which is a system of over 900 providers that offer afterschool care and programming for school-aged children around the city in public and private schools, community centers, religious institutions, and public housing facilities.

Selected Programs and Equal Access Initiatives
New York City’s COMPASS School’s Out New York City (SONYC) Pilot Program services middle school youth in the Administration for Children’s Services (ACS) system and in the city’s homeless shelters. Students included in the ACS system have been neglected, abused, or abandoned. The program also partners with the Department of Homeless Services. The goal of the program is to create a community for the city’s homeless and neglected students and keep them engaged in their education.

Funding Sources
The NYC DYCD system is entirely funded by the city as part of the city budget and does not require program participants to pay any program fee nor does it require funding from outside sources such as community organizations or advocacy groups.

Partnerships and Other Key Groups
The COMPASS/NYC is a system of over 900 providers that offer afterschool care and programming for school-aged children around the city. While programs are funded by the city, the individual organizations and community centers that make up the COMPASS network provide additional supplemental resources to help meet the demand for afterschool and summer care. These partnering organizations range from public schools to local recreation centers to faith-based organizations.

Quality Oversight, Standards, and Accountability
The New York DYCD providers are monitored in areas of responsibility, accountability, integrity, transparency, and the delivery of impactful results. Standards vary across the various programs offered by providers in the system. For example, the SONYC program is required to offer its services for three hours per day, five days per week during the school year, while the COMPASS Elementary model (elementary school version of the COMPASS/NYC program) requires that services be offered on 13 school holidays.

Local Oversight Model Example 2: Seattle
Overview and Governance Structure
The Seattle Department of Education and Early Learning Public Schools system uses its public school buildings as sites for public afterschool and summer care ELOs, but they are operated by

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1) National AfterSchool Association, 2016
2) Department of Youth and Community Development, 2016
3) Department of Youth and Community Development, 2019
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Licensed community care providers or by the Seattle Parks and Recreation/Associated Recreation Council. The ELOs are offered in 93 percent of Seattle public elementary schools but are not operated directly by the schools themselves. Programs for middle school-aged and older children are provided by community-based organizations outside of the public school system.

Selected Programs and Equal Access Initiatives

The Seattle Public Schools system provides the Skills Center that offers summer programs. The Skills Center offers Career and Technical Education (CTE) for high school students to promote college readiness or to prepare students for professional certifications in a variety of fields. The program is free to those who use it.

Funding Sources

The variety of programs that work under the Seattle Public Schools’ ELOs range from being funded by the Seattle Department of Education and Early Learning to being funded by program fees paid by participants.

Partnerships and Other Key Groups

In Seattle, the afterschool system partners with national accrediting agencies that are used to ensure program quality and adherence to quality standards and guidelines. The two national accrediting organizations that operate in the Seattle system are the National After School Association (NAA) and the National Association for the Education of Young Children (NAEYC). The system also partners with community organizations to serve as providers.

Quality Oversight, Standards, and Accountability

Seattle’s public ELOs make significant efforts to ensure their programs are of high quality and accomplish a variety of goals. Quality assurance is managed by a collaborative effort among the Seattle Public Schools, Seattle Parks and Recreation/Associated Recreation Council (ARC), and national accrediting agencies. NAA and NAEYC are national accrediting organizations that evaluate program quality for ELO programs. These accrediting organizations function by having their programs conduct rigorous self-evaluations based on NAA or NAEYC program quality criteria and then conduct follow-up endorsement visits to confirm the validity of the self-evaluation.

Local Oversight Model Example 3: Washington, D.C.

Overview and Governance Structure

The Washington, D.C. OSSTP programs are operated by DC Public Schools (DCPS) in 54 public school locations. DCPS teachers, paraprofessionals, and professionals from community-based organizations work together to provide activities and programming. The DCPS coordinate and administer all programs using DCPS staff while also enlisting the assistance of these community-based organizations to better provide a wide variety of academic enrichment and extracurricular activities.

Selected Programs and Equal Access Initiatives

The Washington DCPS OSSTP offers programs focused on academic and extracurricular enrichment. The goal of the activities is to develop new skill sets in students and introduce them to new hobbies. The overall desired outcome is to improve school attendance, academic achievement, graduation rates, and attitudes toward learning.

Funding Sources

The DCPS OSSTP system is funded by program fees. Participants are charged a monthly co-pay of $94.50 for the months of September through May for a total payment of $850.50 per year per student participant. The program is cost-free for families that fall into any of the following categories:

- Families that receive TANF or Medicaid
- Homeless students, unaccompanied minors, and foster youth
- Families that demonstrate financial need
- Families who do not qualify for TANF or Medicaid due to their legal status in the United States

Partnerships and Other Key Groups

In Washington, D.C., the DCPS OSSTP partners with a wide variety of organizations including government agencies and departments, local and national non-profit organizations, as well as both public and private entities. The purposes of these partnerships range from funding to technical support, to serving as provider sites of afterschool programs.

Quality Oversight, Standards, and Accountability

The Washington, D.C. OSSTP providers are required to operate from the end of the school day until 6:00 p.m. each school day. The providers encourage their participants to attend

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[1] Seattle Public Schools, 2019
[2] Seattle Public Schools, 2019
[4] National Association for the Education of Young Children, 2019
[5] Seattle Public Schools, 2019

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after-school for at least 2.5 hours each day based on research that indicates that this amount of time spent daily in after-school care results in the learning equivalent of nearly two months in school.184

State Oversight Model: Overview of Model

The examination of the State Oversight Model will focus primarily on the California After School Education and Safety (ASES) program and the Iowa Department of Education Before and After School Programs.

Overview and Governance Structure

In the following programs, it is the state department or board of education that is responsible for the overall administration and oversight of the after-school or summer extended learning system. While the state’s level of involvement may vary, the state department, board of education, or specified subsidiary office or division that is directly responsible for the provision of public ELOs, involvement of the state department or board of education ranges to limited direct on a state-by-state basis. Systems with limited involvement allow for the provision of public ELOs to all students without demanding a significant dedication of the state’s financial or human resources by allowing individual providers to be privately administered under public supervision. In systems with direct involvement, the state is responsible for all aspects of the administration and implementation of ELO programs.

Selected Programs and Equal Access Initiatives

Programs and equal access initiatives vary greatly across states and often depend on demographics specific to each. Systems typically emphasize a balance of a variety of forms of academic enrichment and extracurricular, non-academic programming. Most systems require a certain amount of time for homework help, tutoring, or academic enrichment that serves as a supplement to in-school curricula. Additionally, most systems integrate several forms of extracurricular activities in a variety of areas ranging from sports, to performance arts, to culinary arts.

Funding Sources

State Oversight Model systems are funded at least in part by the state as an allocation in the budget. Some providers charge small fees for ELO programs to allow for increased programming or to make up the difference between operating costs and the allocated public funding. Providers that charge fees for participation typically offer some form of need-based financial aid.

Other Key Groups

Regardless of the state’s level of oversight or involvement in the administration of its programs, every state that uses this model relies on other organizations to some extent. Whether for funding, technical support, administrative support, regulation, or any other area of assistance, outside groups play a key role in the success of the ELOs.

Quality Oversight, Standards, and Accountability

In State Oversight Model systems, quality oversight and accountability are often left to each individual provider and are not closely monitored by the governing authority of the state. In many cases, the extent of state quality oversight and accountability is in the adherence to state licensing requirements. Typically, these requirements are related to the ratio of children to staff, facility specifications, certifications, hours of operation, and capacity. Licensing requirements are not related to the development of program curricula or other activities and programming. Operational policies and standards may vary between states and providers, however they are generally similar.

State Oversight Model Example 1: California

Overview and Governance Structure

The California After School Education and Safety (ASES) system is a limited involvement system. It is a partnership between the California Department of Education and local community organizations. California public schools serve as the sites, and the principal of each school is required to approve the site supervisor who is the administrator of the program. The supervisor and staff coordinate with each school principal and school staff when designing individual programs. This fosters collaboration between the Department of Education employees and the ELO employees and allows for the state to retain substantial oversight of its after-school providers.185

Selected Programs and Equal Access Initiatives

The California ASES system places its primary focus on educational and literacy elements. Providers offer tutoring and homework help in the core academic areas of reading, mathematics, history, and social studies. The educational enrichment element of the system focuses on supplementing the traditional academic focus areas with recreational activities such as art, music, physical activities, and health and nutrition promotion.186

Funding Sources

The California Department of Education fully funds all ASES programs in three-year grant periods. The current total funding level for ASES programs statewide is $950 million per year.
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Each elementary school site’s minimum annual funding amount is set at $27,000, while each elementary school site’s maximum annual funding amount is set at $112,000. Each middle and junior high school site’s maximum annual funding amount is $150,000.109

Other Key Groups
While the California ASES system is largely independent and does not require much assistance from partnering organizations, it does have some partners that offer various types of support. The California Comprehensive Center, the Glen Price Group, and the Partnership for Children & Youth are the system’s primary partners.110

Quality Oversight, Standards, and Accountability
The California ASES program policies require providers to operate 15 hours per week and run until at least 6:00 p.m. Before school programs are required to operate for a minimum of 1.5 hours prior to the start of each school day and allow them to run up to two hours.111 The ASES program has a system-wide set of quality standards established by the California After School Network (CAN). The providers in the system are required to conduct annual evaluations to determine adherence to quality standards and track measurable student outcomes in such areas as attendance, academic performance, and behavioral changes. The results of the annual evaluations are used by the California Department of Education to determine funding levels for each provider at the conclusion of each three-year grant cycle.112

State Oversight Model: Example 2: Iowa

Overview and Governance Structure
The Iowa Department of Education Before and Afterschool system is a statewide limited involvement system offering before school, afterschool, and summer care services for Iowa students ages 5–17. Providers in this unique system range from public schools, to private afterschool organizations, to other public organizations. The focus of all providers is on constructive learning activities during out of school time to improve academic achievement and promote more positive social outcomes.113

Selected Programs and Equal Access Initiatives
The Iowa Department of Education offers a wide variety of programs through its providers. The department believes that a variety of enrichment activities are necessary for a high-quality afterschool system. Some of the enrichment activities offered by Iowa providers include:

- Tutoring
- Drug and violence counseling
- Character-building programs
- Volunteering
- College preparation114

Funding Sources
The Iowa state budget allocates a certain amount of funding to each provider, and the state receives additional funding in the form of federal grants. Public school districts as well as public and private organizations are all eligible to receive state and federal funding for before and afterschool programs as well as summer programs.115

Other Key Groups
The Iowa Department of Education partners with the Iowa Afterschool Alliance (IAA) for purposes of establishing and maintaining quality standards and for other forms of support.116

Quality Oversight, Standards, and Accountability
The Iowa Department of Education uses a framework of quality standards published by the IAA. Each quality standard is accompanied by a corresponding set of indicators used by each individual provider to determine adherence to the standards. The Iowa Department of Education publishes semi-regular reports based on survey results relating to afterschool care. Most recently, the department has focused on barriers to access as its primary area of evaluation.117

Provider Network Model: Overview of Model

The examination of the Provider Network Model will focus primarily on Maryland Out of School Time Network (MOST) and the Pennsylvania Statewide Afterschool/Youth Development Network (PSAYDN).

Overview and Governance Structure
The systems that operate under the Provider Network Model framework are the most unique and variable in their governance structures but are also the most prevalent across the country. Providers in this model administer programs that are not governed by a state or local government but instead by a network of both private afterschool providers and community-based organizations throughout a state. The networks may work as a governing body, an organizing body, an advocacy group, and/or a resource for providers. Some play active roles in the day-to-day and hands-on operations of providers, while others are more focused on advocating for afterschool to state and local governments and conducting research and compiling data to better advocate for policy change.
Selected Programs and Equal Access Initiatives

Programs and equal access initiatives are more dependent on each individual provider in the Program Network Model. Because the networks are statewide and less uniformly structured than the local or state models, it falls on individual providers to cater to the needs of the populations they serve. Some providers that operate within the boundaries of this model provide statewide programs or engage in equal access initiatives across their networks by utilizing the capacity they have to the fullest.

Funding Sources

In the Program Network Model, funding of the networks is entirely separate from the funding of individual providers. There are a variety of ways that individual providers can be funded including program fees, state or federal grants, local or state sources, donors, etc. This section specifically examines funding for the network structures and not the individual providers within each network.

Partnerships and Other Key Groups

Networks often rely on several other organizations to assist in providing services and quality care. Because the systems function as networks and not as government entities, there is often an equal collaboration between provider sites and external organizations to offer diverse programming.

Quality Oversight, Standards, and Accountability

Quality oversight, standards, and accountability vary greatly in scope among providers that fit the framework for the Provider Network Model. This is primarily due to the lack of government involvement in the system. Typically, any legal regulations or licenses for providers are overseen and enforced by the local or state governments. However, the curriculum design and quality improvement are left to the network systems or the providers themselves. Due to limited capacity, networks will often offer voluntary guidelines to serve as a tool from which their providers can build. Tracking factors such as student success and student outcomes may be conducted by ELO networks. Providers that track outcomes typically use the results to determine funding levels for upcoming years or to design or redesign programs.

Provider Network Model Example 1: Maryland

Overview and Governance Structure

The Maryland Out of School Time Network (MOST) is a statewide youth development organization primarily focused on the advocacy and development of afterschool programs. The network advocates for the policy interests of afterschool and summer programs to both state and local governments, creates a network of afterschool and summer care providers, and coordinates a variety of events focused on professional development, advocacy, and networking. The network is governed by a steering committee, which is a statewide body of volunteer members who serve one-year terms. MOST is staffed by an executive director, MENTOR director (who leads a program that serves children with mental health challenges), special projects manager, AmeriCorps VISTA program coordinator, and quality advisor.

Selected Programs and Equal Access Initiatives

A prime example of the network model equal access initiative is the Baltimote Out-of-School Time Inclusion Project. The program began in 2014, and there are currently 28 participating programs in the City of Baltimore. The goal of the program is to increase access to afterschool and summer care programs for low-income youth with disabilities, citing that: “Youth with disabilities are over-represented among chronically absent students; over-represented among students who leave school without completing, and over-represented among students who are suspended and arrested in school.” This focus on students with disabilities allows providers to work toward being more accessible and effective for youth struggling with physical or mental disabilities.

Funding Sources

MOST receives most of its funding from the Charles Stewart Mott Foundation. In 2016 the foundation provided a grant for Educational Excellence in the amount of $220,000. This grant is used to fund MOST programming such as advocacy, conferences, and professional development efforts. The network does not supply funding to its individual providers. Its website offers a list of resources for providers to explore for potential funding from local and national organizations. The network also accumulates funding from several other organizations in the form of grants and donations.

Partnerships and Other Key Groups

MOST utilizes a wide variety of organizations to support its network of providers. These organizations include:

- AmeriCorps VISTA
- Maryland MENTOR
- Technovation
- Baltimore Robotics Center
- Code in the Schools
- FutureMakers
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- Digital Harbor Foundation
- LET’S GO Boys and Girls, Inc.
- Maryland Science Olympiad
- University of Maryland Extension 4-H
- Alliance for a Healthier Generation

These organizations serve a variety of purposes and functions for MOST and allow it to provide quality programming and services for its providers.252

Quality Oversight, Standards, and Accountability

All providers in MOST are licensed by the Maryland State Board of Education. Aside from legal requirements, the network publishes and provides a quality standards framework to which all member providers are expected to adhere.253 To assist with quality guideline adherence, the network provides professional development workshops and hosts an annual statewide conference. MOST encourages an emphasis on quality STEM education in its programs and has established partnerships with several STEM-focused organizations throughout the state.254 MOST, along with the Governor’s Office for Children (GOCC), Sharp Insight, LLC, and the Maryland After-School and Summer Opportunity Fund (MASOF), conducts outcome data research to determine student outcomes associated with afterschool and summer care. Outcomes are tracked in areas of return on investment, school attendance, academic outcomes, health behaviors, and high school graduation rates.

Provider Network Model Example 2: Pennsylvania

Overview and Governance Structure

The Pennsylvania Statewide Afterschool/Youth Development Network (PSAYDN) is an advocacy and capacity-building organization that works to create a network of afterschool care providers throughout the state. The organization employs the PSAYDN director, coordinator, and special projects coordinator.255 The network is governed by a steering committee that is composed of leadership from the network’s partnering organizations. There are three standing subcommittees consisting of member volunteers: policy and communications, quality, and sustainability.256

Selected Programs and Equal Access Initiatives

PSAYDN has a program called Project Accelerate,257 which is an initiative that focuses on science, technology, engineering, and math (STEM) across out-of-school time providers. The network works to facilitate capacity building to enable its providers to establish STEM programs. The goals of the initiative are to enhance academic achievement in the classroom by improving STEM literacy outside of the classroom, develop STEM skills, and prepare students for future study of and careers in STEM.

Funding Sources

PSAYDN receives funding from several sources, which include:258
- Center for Schools and Communities
- Charles Stewart Mott Foundation
- The Heinz Endowments
- Pennsylvania Department of Education

Partnerships and Other Key Groups

PSAYDN has partnerships with a variety of organizations that serve a wide range of purposes.259 Some of the network’s partners include:

- Afterschool Alliance
- Allegheny Partners for Out-of-School Time
- Attendance Works
- Big Brothers Big Sisters Independence Region (Southeastern Pennsylvania)
- Central Pennsylvania Workforce Development Corporation
- Chester Education Foundation
- Children’s Museum of Pittsburgh
- Pennsylvania School Boards Association
- Philadelphia Department of Human Services
- Public Health Management Corporation
- United Way of the Greater Lehigh Valley
- YMCA of Greater Pittsburgh

This variety of both public and private sector partners assists the network in several ways. Functions of these partners range from assisting in ensuring equal access, to research and identifying best practices, to advocacy, to technical support, to quality assurance. The partnerships include local and statewide organizations and departments.
Landscape of Extended Learning in Delaware November 2019

Quality Oversight, Standards, and Accountability
PSAYDN’s quality statements describe the core elements the network believes are essential to offering quality afterschool care. The four core elements outlined in the quality statement are structure and management, positive connections, safety and health, and activities. The network also provides a self-assessment tool so providers can measure their adherence to the quality statement guidelines. The network publishes an annual director’s report detailing its future initiatives and highlighting selected success stories, but the network does not conduct comprehensive outcomes tracking on student success.

Appendix C. Self-Reported Extended Learning Programs Offered in Delaware Public Schools as of June 2019

<table>
<thead>
<tr>
<th>Partnering Agency/Grades/Site Offering</th>
<th>Program Name/Organization</th>
<th>Estimated Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>NA, Grades 5-6, Extra Time</td>
<td>N/A, Pre-K, 21st Century</td>
<td>Minority Tax</td>
</tr>
<tr>
<td>Old State Elementary</td>
<td>Grades 1-5, IDEA, 812</td>
<td>Registered to date; Estimated 320</td>
</tr>
<tr>
<td>Alfred T. Waters Middle School</td>
<td>Grades 6-8, IDEA, 812</td>
<td>Estimated 325</td>
</tr>
<tr>
<td>Middle High School, Grades 9-12, IDEA, 812</td>
<td>Grades 9-12, IDEA, 812</td>
<td>Registered to date; Estimated 325</td>
</tr>
</tbody>
</table>

Appropriations

- Appropriations Credit Recovery
  - James H. Groves Middle/High School Program/Elementary School
  - Grades 9-12, State Grant – 90
  - Groves/Middle Education Funding

- Appropriations Credit Elementary Summer School Program
  - N/A, Bunker Hill Elementary School
  - Grades 4-2 Extra 167
  - Tim/Title I

- Appropriations Middle, N/A, Alfred T. Waters Grades 6-8, Extra 38
  - Summer School Program Middle School Time/35

- Appropriations Credit Middle School
  - N/A, Bunker Hill Elementary School
  - Grades 3-12, Registration Program
  - 362 Unique students occupying 363 total seats over 5 weeks
<table>
<thead>
<tr>
<th>Program Name Organization Site</th>
<th>Partnering</th>
<th>Ages/Grades Served</th>
<th>Funding Source</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Landscape of Extended Learning in Delaware</strong></td>
<td><strong>November 2019</strong></td>
<td><strong>Estimated Students Enrolled 2017-2018 School Year</strong></td>
<td><strong>Funding Source</strong></td>
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<td><strong>Partnership</strong></td>
<td><strong>Site</strong></td>
<td><strong>Program</strong></td>
<td><strong>Estimated</strong></td>
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<td><strong>Campus Programs</strong></td>
<td><strong>Cyndie</strong></td>
<td><strong>Middle School</strong></td>
<td><strong>Grade 6-8</strong></td>
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<tr>
<td><strong>Deans Circle</strong></td>
<td><strong>Talley Middle School</strong></td>
<td><strong>Grade 6-8</strong></td>
<td><strong>$30,000</strong></td>
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<tr>
<td><strong>SCHOLARSHIP</strong></td>
<td><strong>Everywhere GATE Club</strong></td>
<td><strong>Talley Middle School</strong></td>
<td><strong>Grade 6-8</strong></td>
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<tr>
<td><strong>TECHNOLOGY STUDENT ASSOCIATION (TSA)</strong></td>
<td><strong>Talley Middle School</strong></td>
<td><strong>Grade 6-8</strong></td>
<td><strong>$30,000</strong></td>
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<td><strong>YMCA</strong></td>
<td><strong>Talley Middle School</strong></td>
<td><strong>Grade 6-8</strong></td>
<td><strong>$30,000</strong></td>
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<tr>
<td><strong>Future School</strong></td>
<td><strong>Talley Middle School</strong></td>
<td><strong>Grade 6-8</strong></td>
<td><strong>$30,000</strong></td>
</tr>
<tr>
<td><strong>M.N.</strong></td>
<td><strong>Brandywine High School</strong></td>
<td><strong>Grade 9-12</strong></td>
<td><strong>$18,000</strong></td>
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<tr>
<td><strong>M.I.N.</strong></td>
<td><strong>Brandywine High School</strong></td>
<td><strong>Grade 9-12</strong></td>
<td><strong>$18,000</strong></td>
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<tr>
<td><strong>BRADLEY</strong></td>
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<td><strong>SRG</strong></td>
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<td><strong>Grade 9-12</strong></td>
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<td><strong>ALLYN</strong></td>
<td><strong>Brandywine High School</strong></td>
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<td><strong>DEAL</strong></td>
<td><strong>Brandywine High School</strong></td>
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<td><strong>Brandywine High School</strong></td>
<td><strong>Grade 9-12</strong></td>
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<td><strong>OLYMPIA</strong></td>
<td><strong>Brandywine High School</strong></td>
<td><strong>Grade 9-12</strong></td>
<td><strong>$18,000</strong></td>
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<td><strong>JIMMY</strong></td>
<td><strong>Brandywine High School</strong></td>
<td><strong>Grade 9-12</strong></td>
<td><strong>$18,000</strong></td>
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<td><strong>MIDDLE</strong></td>
<td><strong>Brandywine High School</strong></td>
<td><strong>Grade 9-12</strong></td>
<td><strong>$18,000</strong></td>
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<td><strong>RADIO</strong></td>
<td><strong>Brandywine High School</strong></td>
<td><strong>Grade 9-12</strong></td>
<td><strong>$18,000</strong></td>
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<td><strong>BOLD</strong></td>
<td><strong>Brandywine High School</strong></td>
<td><strong>Grad 9-12</strong></td>
<td><strong>$20,000</strong></td>
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</table>
### Landscape of Extended Learning in Delaware November 2019

<table>
<thead>
<tr>
<th>Partnering Agency/Grades/Serving Grade</th>
<th>Estimated Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Details not fully visible]</td>
<td>[Details not fully visible]</td>
</tr>
</tbody>
</table>

### Cape Henlopen
- **Busch Elementary**
  - Grades 6-8: Local Funding
- **Dover Middle School**
  - Grades 6-8: Local Funding
- **Windsor Middle School**
  - Grades 6-8: Local Funding
- **Indian River School**
  - Grades 6-8: Local Funding

### Capital
- **Cape Henlopen High School**
  - Grades 9-12: Local Funding
- **Golden Grove School**
  - Grades 6-12: Local Funding
- **Dover High School**
  - Grades 9-12: Local Funding

### Notes
- [Details not fully visible]
- [Details not fully visible]
Landscape of Extended Learning in Delaware November 2019

Estimated Students

Partnering Agencies/Grants/Funding: Encouraged 2017–
Program Name/Organization: Site-Served Source: 2018 School Year
District North Dover Grades 3–8 Extra Time 30
Elementary Match: School Grants:
Delaware State: Central Middle Grades 7–8 Version 20
University School Minority Grant
Milex
Junior Central Middle Grades: 7–8 21st Century 120
Achievement / School: 2nd Extra Time
Century Learning Match Tax Center
District Nurturing Elementary Grades: 3–5 Extra Time 30
School Match Tax
District Booker T. Grades: 3–5 Extra Time 50
Washington Match Tax: Elementary School
District Towes/Prater: Grades 3–4 Extra Time 30
Elementary Match Tax School
District Fairview: Grades 3–4 Extra Time 30
Elementary Match Tax School
District Dover High School: STEM Extra Time
East Dover: Enterering Focus/Title I 30
Elementary Kindergarten School
District East Dover: Grades K–4 ESL/ESL
Elementary ESOL Match School
District Dover High School: Grades K–12 Extra Time 30
Elementary ESOL Match School

Estimated Students

Partnering Agencies/Grants/Funding: Encouraged 2017–
Program Name/Organization: Site-Served Source: 2018 School Year
After School Learning Rotts Elementary Grades 2–3 Total: 30
Tutoring and Elementary Enrichment School
Terry: John R. Downs
Elementary School
Ned and Susan John R. Downs
Elementary School
Computer Kids: John R. Downs: Grades K–5 Parents 60
Community Elementary School
River Dale: John R. Downs
Elementary School
Drama Kids: John R. Downs
Elementary School
Med Science: John R. Downs
Elementary School
Science Explorers: John R. Downs
Elementary School
Gymnastics: John R. Downs
Elementary School
Steel Drum: John R. Downs
Elementary School
YMCA Before/After Care
Maddox Elementary School, Etta J., Wilson
School
DeLaney Bayard Elementary Grades K–8 Grant 25
Fencing Funding
21st Century Award School: Grades K–8 Grant 40
Grant Funding
Boy Scouts: Bayard Elementary Grades K–8 Grant 15
Funding
After School Frederick: Grades K–5 Grades:
STEM Club: Discovery Science Funding
Owens Elementary, January, Smith
Elementary School
Intermural: January Smith
Elementary School

Director of Gallier: Grades K–5, Building 45
Computer Kids Elementary Budget
Oak School

97
### Landscape of Extended Learning in Delaware November 2019

<table>
<thead>
<tr>
<th>Partnering Program/Name Organization Site</th>
<th>Ages/Grades Served</th>
<th>Funding Source</th>
<th>Estimated Students Enrolled 2017-2018 School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jena Smith Elementary School</td>
<td>Grades K-5</td>
<td>NA/Not</td>
<td>15-20</td>
</tr>
<tr>
<td>Ivan Smith Elementary School</td>
<td>Grades K-5</td>
<td>NA/Not</td>
<td>15-20</td>
</tr>
</tbody>
</table>

### STEAM/CUB, Science Olympiad/Coding/Gaming Club, After-school Tutoring, Math 24, Knights Table

<table>
<thead>
<tr>
<th>Math League, HOSA, and STEAM Club, Daylights Alliance</th>
<th>Ages 11-15 in Extra Time</th>
<th>Grades 6-9 Match Tax</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gunning Bedford Middle School</td>
<td>Ages 12-18 in Extra Time</td>
<td>Grades 6-9 Match Tax</td>
</tr>
<tr>
<td>Steven's Middle School</td>
<td>Grades 12-18 Extra Time</td>
<td>Match Tax</td>
</tr>
<tr>
<td>W.T. White Elementary School</td>
<td>Grades 6-9 Match Tax</td>
<td></td>
</tr>
</tbody>
</table>

### Extra Time 0

<table>
<thead>
<tr>
<th>Girls on the Run/Drama Club</th>
<th>Ages 9-12 in Extra Time</th>
<th>Grades 6-9 Match Tax</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary School</td>
<td>Grades 6-9 Match Tax</td>
<td></td>
</tr>
<tr>
<td>Williamsville Elementary School</td>
<td>Grades 6-9 Match Tax</td>
<td></td>
</tr>
</tbody>
</table>

### Extra Time 5

<table>
<thead>
<tr>
<th>Girls in the Run/Runners Club</th>
<th>Ages 9-12 in Extra Time</th>
<th>Grades 6-9 Match Tax</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary School</td>
<td>Grades 6-9 Match Tax</td>
<td></td>
</tr>
<tr>
<td>Williamsville Elementary School</td>
<td>Grades 6-9 Match Tax</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STEAM/CUB, Science Olympiad/Coding/Gaming Club, After-school Tutoring, Math 24, Knights Table</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 6-9 Match Tax</td>
</tr>
<tr>
<td>Extra Time 0</td>
</tr>
<tr>
<td>Match Tax</td>
</tr>
<tr>
<td>Program Name</td>
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<tr>
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</tr>
<tr>
<td>Social Skills &amp; Physical Education</td>
</tr>
<tr>
<td>Newfoundland</td>
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<tr>
<td>Summer trip for special education</td>
</tr>
<tr>
<td>Summer Credit Recovery</td>
</tr>
</tbody>
</table>

**Total:** 400 students

**Tutoring programs:**
- **University of Delaware:** Provides tutoring for students in grades 6-12.
- **N/A:** Provides tutoring for students in grades 6-12.
- **N/A:** Provides tutoring for students in grades 6-12.

**Contact information:**
- **University of Delaware:** 302-831-3500
- **N/A:** 302-831-3500
- **N/A:** 302-831-3500

**Additional information:**
- **N/A:** This program offers tutoring for students in grades 6-12.
Partnering Agency/Grades Funding Enrolled 2017 –
Program Name/Organization We Served Source 2018 School Year

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Grades</th>
<th>Estimated Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A Lulu M. Ross Elementary School – Ross Rangers</td>
<td>K-5</td>
<td>121</td>
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<tr>
<td>N/A Morris Early Childhood Center</td>
<td>Pre-K</td>
<td>121</td>
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</tbody>
</table>

POLYTECH
(Individuals served)

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Grades</th>
<th>Estimated Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELL Adrian B. Balboa Elementary School (W(de)ne's Heritage Club)</td>
<td>K-5</td>
<td>80</td>
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<tr>
<td>ELL Adrian B. Balboa Elementary School</td>
<td>Grades K-5</td>
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### Landscape of Extended Learning in Delaware November 2019

<table>
<thead>
<tr>
<th>Partnering Agency/Grade</th>
<th>Program Name/Program Name</th>
<th>Students Served 2018 School Year</th>
<th>Estimated Students</th>
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</thead>
<tbody>
<tr>
<td>After School Program Boy's &amp; Girls Club North Granby</td>
<td>Elementary</td>
<td>Grades K-6 Parents/Guardians</td>
<td>20-30</td>
</tr>
<tr>
<td>After School Program Boy's &amp; Girls Club North Granby</td>
<td>Intermediate</td>
<td>Grades K-6 Parents/Guardians</td>
<td>20-30</td>
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<tr>
<td>After School Program Boy's &amp; Girls Club North Granby</td>
<td>Middle School</td>
<td>Grades K-6 Parents/Guardians</td>
<td>20-30</td>
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<td>Homework Help John Boscott</td>
<td>Attendees of JES Stapele Intermediate School</td>
<td>Grades 5-8 Extra Time Match TAE/Local</td>
<td>15-20</td>
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<tr>
<td>Homework Help Dayan</td>
<td>Intermediate School</td>
<td>Grades 5-8 Extra Time Match TAE/Local</td>
<td>15-20</td>
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<tr>
<td>Homework Help Smyrna Middle</td>
<td>Middle School</td>
<td>Grades 7-8 Extra Time Match TAE/Local</td>
<td>15-20</td>
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<tr>
<td>Homework Help Smyrna High</td>
<td>Grades 9-11 Extra Time 20-50 School Match TAE/Local</td>
<td>15-20</td>
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**On-line Credit Recovery N/A Grades 7-11 Students 15-20**

**Estimated School Year Charter School Charter School K-12 IDEA District 15 (identified students)**

<table>
<thead>
<tr>
<th>School Name</th>
<th>ENROLLED STUDENTS</th>
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</thead>
<tbody>
<tr>
<td>Technical Coaching Two-hour after-school program available year-round Mondays to Thursday for all students for extra help with math, science, English, social studies, Spanish, computer, network, and make-up testing.</td>
<td>1,242 Enrolled Students</td>
</tr>
</tbody>
</table>

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**Institute for Public Administration**

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College of Arts & Sciences  
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