

ECEAP Expansion Planning



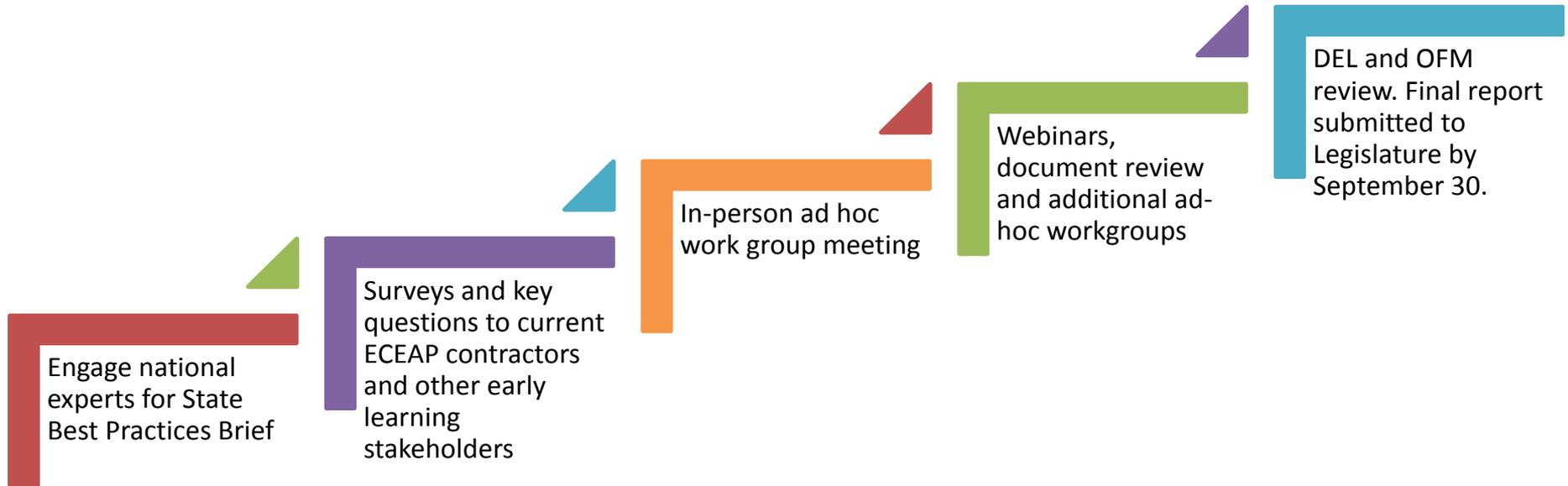
September 10, 2013



Department of Early Learning Goals

- SB 5904 requires DEL to submit a report September 30th detailing expansion plans for the current ECEAP model as an entitlement by 2018-19, including:
 - Number of new enrollment slots to be requested each year
 - A detailed proposal for recruiting the necessary contractors
 - An oversight and evaluation design
- Provide an overall description of the current model, the expansion strategy and future actions to explore deeper questions.

Stakeholder Engagement Process



Our Assumptions

- Serve the most vulnerable children and families first.
- Serve 3 and 4 year olds. Research shows that vulnerable children benefit from receiving two years of high-quality preschool.
- Participation estimates:
 - 80% of families with four-year-old children and 57% of families with three-year-old children eligible for ECEAP and Head Start will choose to participate.

Our Assumptions

- ECEAP contractors will participate in Early Achievers by the 2014-2015 school year.
 - ECEAP is one opportunity along the continuum of high-quality early learning experiences.
 - Value cultural and linguistic competence, reflecting the communities served.
 - All strategies are contingent upon funding appropriated by the Legislature.
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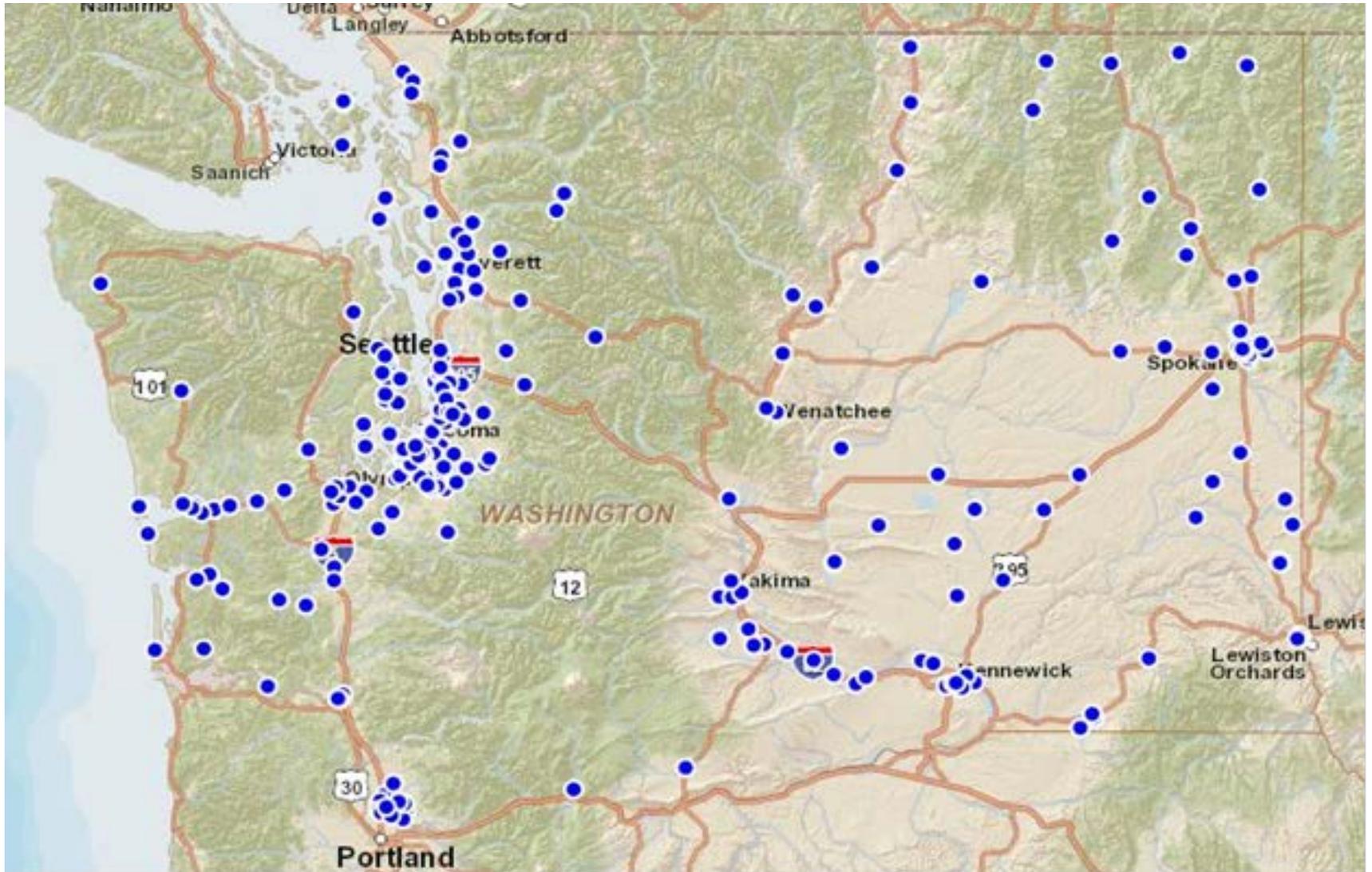
Our Guiding Principles

- Place ECEAP slots first in communities with state-funded FDK and underserved by ECEAP and Head Start.
- Focus on closing the opportunity gap that results in the academic achievement gap.
- Continue to deliver comprehensive preschool services through a mixed delivery system.
- Build towards an integrated and aligned birth to 3rd grade system as envisioned in our State's 10-Year *Early Learning Plan*.

Our Guiding Principles

- Address quality assurance and use of data for monitoring, continuous quality improvement and reflective practice.
- Strengthen relationships with, and intentional outreach to, communities and potential participating families as part of expansion.
- Promote cooperation, collaboration and affiliation at the contractor, regional and state levels.

Current Location of Services

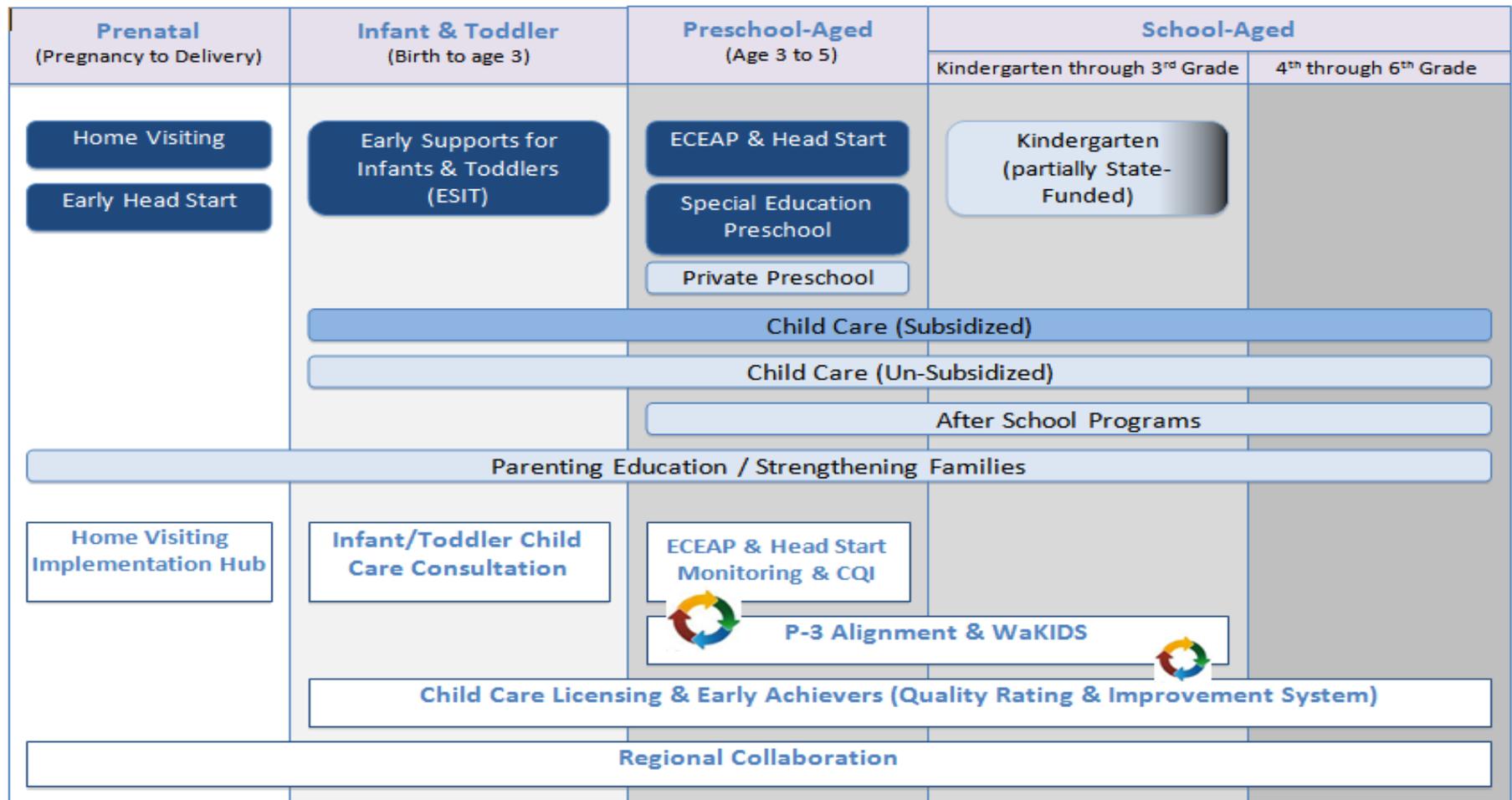


We Need to Consider ECEAP's Connections

Figure 1. Continuum of Early Learning Services

A continuum of early learning opportunities helps children with diverse needs develop and learn. This continuum allows for family choice in the type of early learning services they access. This chart outlines the different early learning services available, noting those available to ALL children, those available to at-risk children (SOME), and those available to the FEW children with multiple risk factors. Early Achievers, P-3 alignment and other quality assurance structures support data-driven continuous quality improvement.

Services for ALL Services for SOME Services for FEW Quality Assurance Structures



We Need to Implement the Right Strategies

Figure 2. Theory of Action (SIMPLIFIED)

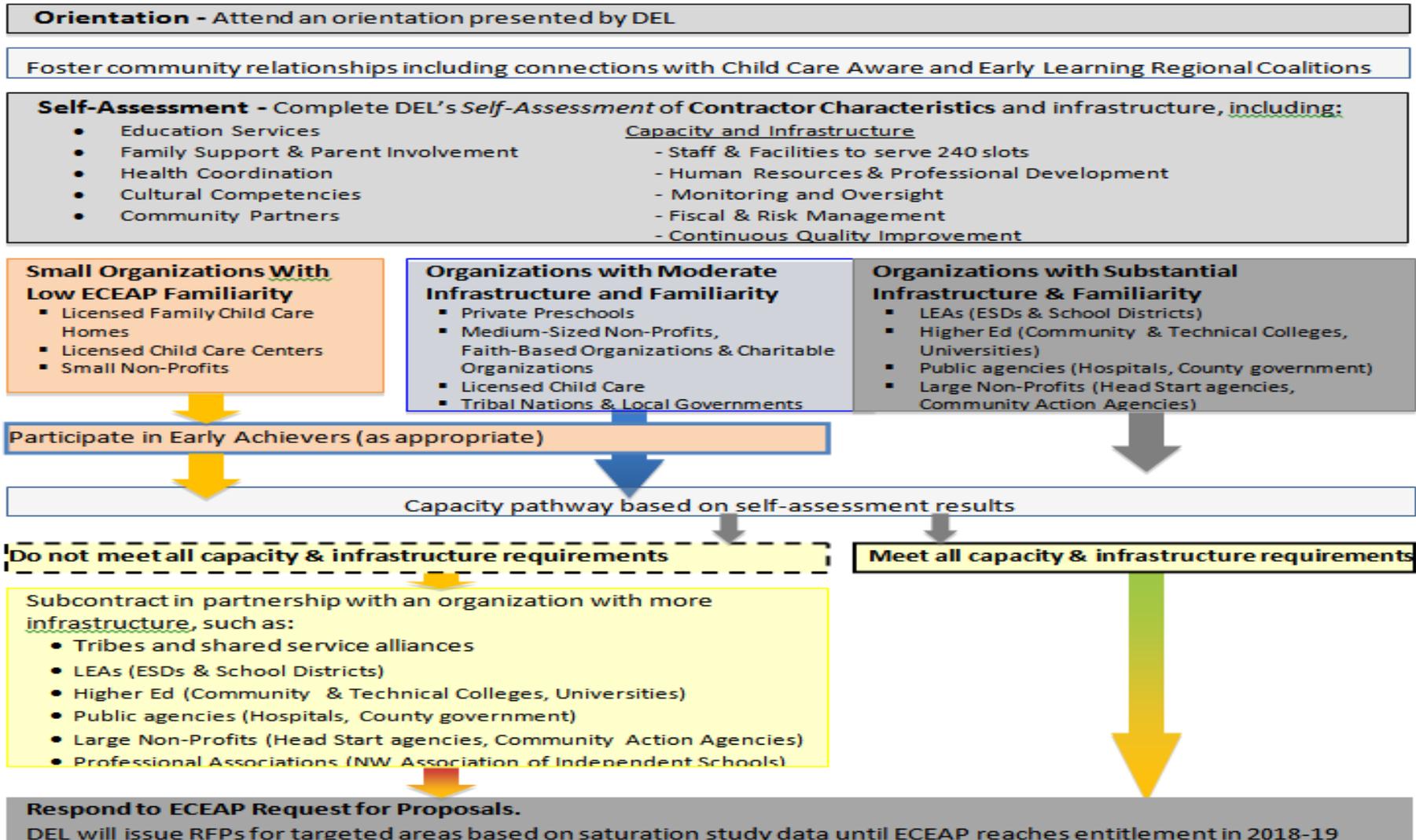


We Need Multiple Paths for ECEAP Providers

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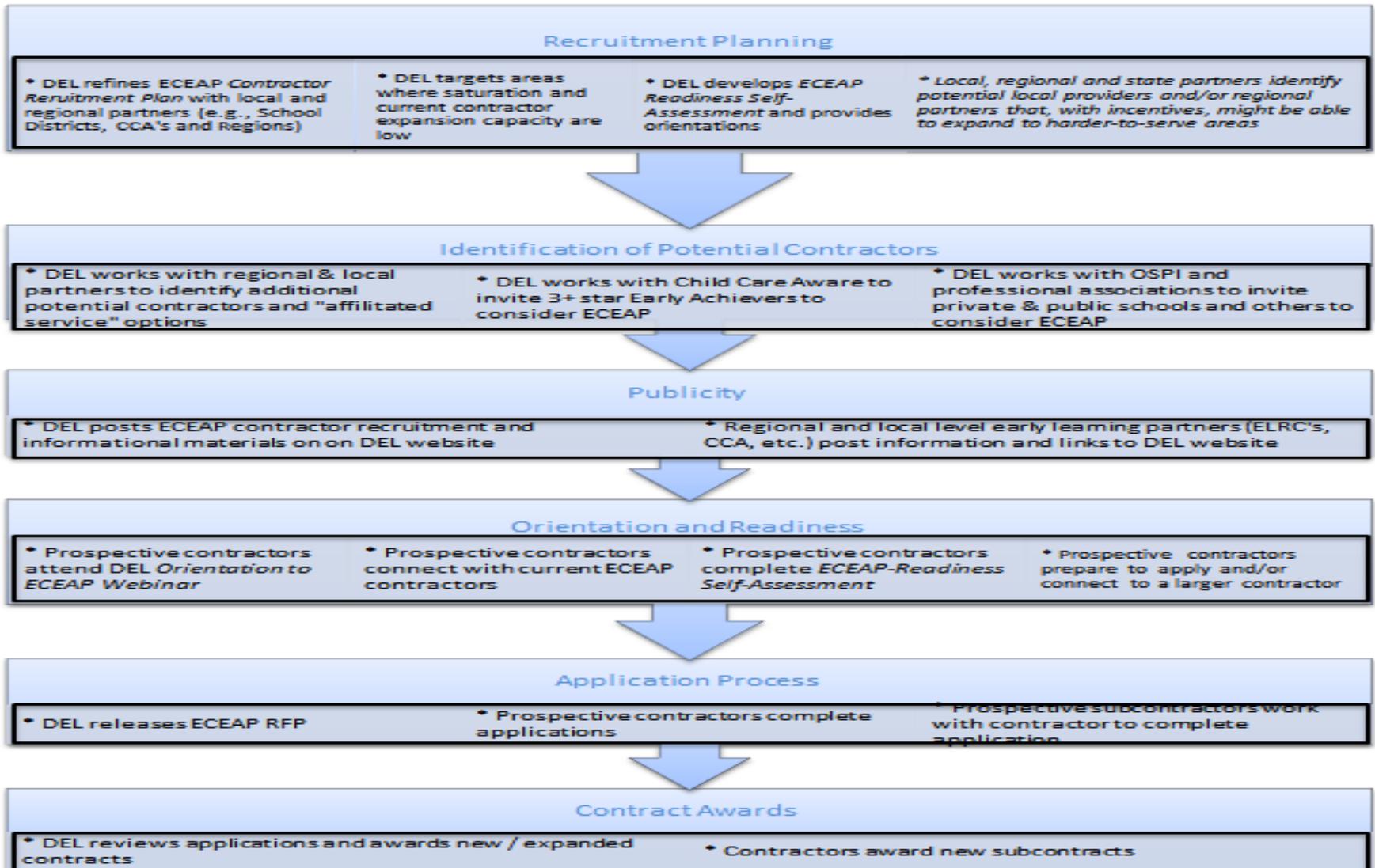
Figure 7. Sample ECEAP Contractor Pathways

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We Need to Actively Recruit

Figure 8. Contractor Recruitment Strategy



Contractors Need Specific Skills & Capacities

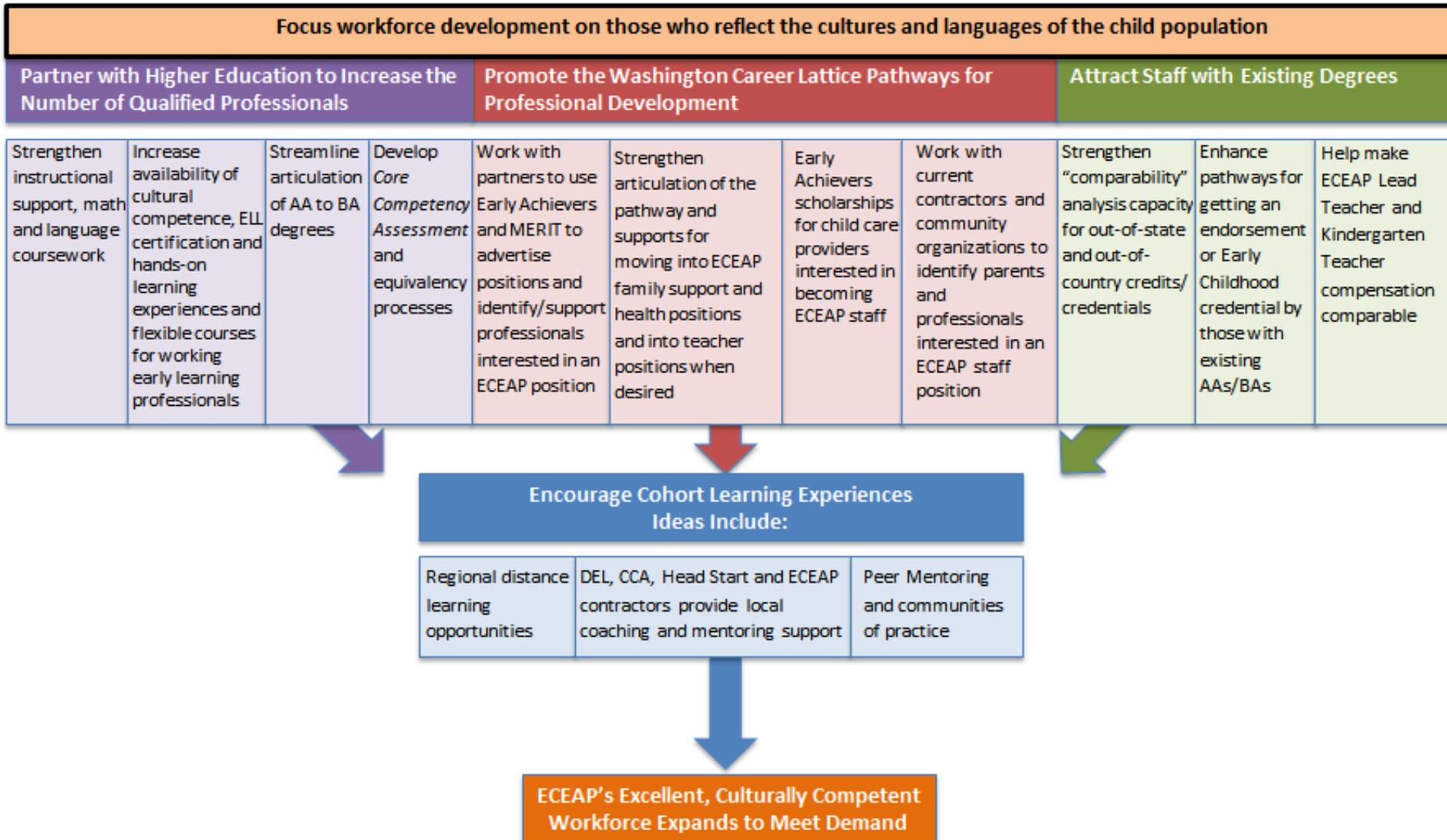
- Experience conducting needs assessment and expansion planning.
- Expertise and experience in providing comprehensive services.
- Existing community and school partnerships that ensure ECEAP families educational, health and family support needs are met.
- A minimum rating of level 3 in Early Achievers for licensed child care centers and family homes.

Contractors Need Specific Skills & Capacities

- The ability, solely or in affiliation with other contractors, to:
 - ✓ Provide meaningful parent and family participation on an ECEAP policy council, Health Advisory Committee and in other parent and family engagement processes.
 - ✓ Meet governance and other contractual requirements.
 - ✓ Demonstrate experience with program and fiscal management and marketing.
- Processes and systems for gathering data, monitoring and continuously improving program quality.
- Demonstrated commitment to cultural competence.

We Need to Strengthen Workforce Development

Figure 9. Strategies to Expand the Workforce & Recruit Additional Qualified Staff



We Need to Develop Facilities

As ECEAP expands, state, local and regional partners will need a range of facility development pathways and financing options. It is anticipated that the expansion of Full- Day Kindergarten will reduce the space available in existing school buildings. The following graphic illustrates potential pathways to develop and finance ECEAP facilities. Facilities include the indoor and outdoor space (including classrooms and non-consumable equipment such as classroom furnishings and playground equipment) required to provide ECEAP. Requirements for the safety and square footage of classrooms and outdoor spaces are specified in the *ECEAP Performance Standards*.

Types of Facility Development

Use of Existing Facilities

- Public school classrooms
- Licensed child care centers
- Licensed family child care homes
- Private preschools/schools
- Non-profit organizations
- Local government buildings (e.g., park facilities & community centers)

Renovation of Existing Facilities

- Public school classrooms
- Licensed child care centers
- Licensed family child care homes
- Private preschools/schools
- Non-profit organizations
- Local government buildings (e.g., park facilities & community centers)

Leasing of Facilities

- Contractors lease land for portables, classroom and playground space
- Contractors lease building space
- Contractors lease non-consumable equipment

Development/Purchase of New Facilities

- Public school classrooms
- Licensed child care centers
- Licensed family child care homes
- Private preschools/schools
- Non-profit organizations
- Local government buildings (e.g., park facilities & community centers)
- Portables
- Purchase of non-consumable equipment

Finance Options

▪ ECEAP contractor generated funds (e.g., agency fund development/ private grants)	▪ Local funds used as match for state CDBG/other capital funds
▪ Incorporation of ECEAP facilities into school district capital development plans and levies	▪ State funds as match for local CDBG/other capital funds
▪ Incorporation of ECEAP facilities into local government bonds and levies	▪ Local or state funds as match for philanthropic or other federal capital funds (e.g., USDA Rural Development Loans and Grants)
▪ State ECEAP funds (e.g., potential start-up and contract funds)	▪ Child care centers and homes use Early Achievers Awards for minor remodeling and upgrading of facilities to meet applicable health and safety standards

We Need to Strengthen Quality Assurance

State-Level (DEL)

- Set expansion targets
- Allocate funding
- Administer & monitor contracts
- Conduct Program Reviews every three years
- Design longitudinal evaluation
- Develop, manage and monitor database
- Use evaluation and ELMS data for CQI, including standards revision and professional development
- Incorporate culturally competent approaches into *ECEAP Performance Standards*
- Secure professional learning opportunities on topical issues

State-Level (DEL)

Regional-Level (DEL & Partners)

- Use regional data to analyze need and guide expansion
- Identify future facilities and staff members
- DEL staff located in early learning regions to provide onsite coaching and technical assistance
- Mentor new directors and contractors
- Promote culturally competent approaches
- Secure professional learning opportunities on topical issues
- Strengthen knowledge of and relationships with the cultures of the communities in the region
- Strengthen relationships with regional coalitions, Child Care Aware and ESDs

Regional-Level (DEL & Partners)

Local-Level (Contractor)

- Plan program expansions
- Identify and develop facilities
- Identify, train and monitor subcontractors
- Recruit, hire and train staff members
- Meet all contract provisions including ECEAP Performance Standards
- Administer child assessments
- Enter ELMS data
- Complete Self-Assessments And other continuous improvement processes
- Develop strong knowledge of and relationships with diverse cultures

Local-Level (Contractor)

Regional Presence & Capacity Are Key

State-Level (DEL)

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- Design longitudinal evaluation
- Develop, manage and monitor database
- Use evaluation and ELMS data for CQI, including standards revision and professional development
- Secure professional learning opportunities on topical issues

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Local-Level (Contractor)

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Local-Level (Contractor)

Considerations and Tensions

- Quality levels shown to benefit children require infrastructure and capacity
- Administrative, programmatic and quality assurance capacity is expensive to do and replicate at each small site
- Ability to identify, attract, renovate and purchase/lease facilities and prepare workforce are key
- Effective/efficient use of \$\$ must be balanced with support for family needs and choice