

# REACH

a monthly e-newsletter for Delaware's early childhood and school age programs



## August 2019



You're here for Delaware's children and families.  
We're here for YOU!



### Focus on New Training Planning With Intention - Infants/Toddlers

Intentional planning is a phrase used to discuss quality in programs as it relates to ensuring desired outcomes for children as they progress along developmental pathways toward Kindergarten and beyond. Practicing this skill starts at a child's earliest age – when she/he is an infant and toddler.

This workshop is designed for infant/toddler teachers, providers, home visitors, and those who support families with children ages 0–3.



### Provider Spotlight: Tender Loving Kare Child Care & Learning Center - Middletown Site

#### Curriculum & Assessment Pays Big Returns for Staff and Students

Tender Loving Kare Child Care & Learning Center (TLK) in Middletown, Del. is a "happening place" with more than 200 children from infant through school age actively engaged with close to 40 staff members. Although each classroom percolates with different activities, all the learning has one thing in common – it has its roots in the effective implementation of Creative Curriculum.

Participants will learn what "intentional planning" actually means, understand how to do it, and have the opportunity to practice the skills in a supportive setting.

Intentional planning involves creating a vision based on observation, information from families about children, using the observation information teachers gather, and then pulling it all together to create a plan.

One of the necessary skills is setting priorities:

- How do we know which skills we should use as a focus?
- How do we do that appropriately for infants and toddlers?

We know that planning for this age is different than planning for older, more mobile and more verbal children. This is where observation and knowing skill progression becomes extremely important: learning to look at observations and, using a backward design, plan with "the end in mind" as suggested by Stephen Covey.

The complete article is available at the end of this publication.

Register for the training go to:  
<https://dieecpd.org/registry/calendar>



"We invested in Creative Curriculum about four years ago," said Julie Johnson, owner and site administrator. "And we have worked to ensure that each teacher fully embraces it."

This "work" includes providing the staff with many supports and opportunities to understand and become familiar with the curriculum. "We help teachers to link the 'why' of the curriculum to the outcomes for our children," said Caitie Malone, the site's curriculum coordinator.

"They have intentional orientation systems in place and have the administrators do classroom observations to support the teachers," adds Jen Potts, Delaware Stars Curriculum & Assessment Technical Assistant.

Often these administrators serve as mentors to support the staff and provide one-on-one advice on implementing effective strategies. Other supports include monthly team meetings and a shared google drive designated for the curriculum.

TLK also hosts a family night dedicated just to curriculum where parents and caregivers get an opportunity to better understand about their children's learning experience. Families learn about the goals and expectations of the curriculum in addition to participating in activities, all in support of getting everyone in the community comfortable and excited about their child's day.

According to Julie, using Creative Curriculum with Teaching Strategies Gold (TSG) has paid off on many fronts such as supporting staff in:

- meaningful lesson planning;
- generating creative ideas;
- promoting the center's philosophy;
- partnering with families, and
- developing and fine tuning skills.

Perhaps the biggest benefit is what the curriculum and assessment tools have done for the children at TLK. "Through our weekly observations and TSG's data collection tools we are able to individualize and create

## What are Competencies and Why are They Important?

We talk a lot about using competencies when planning professional development. We understand this idea can be overwhelming in the midst of all you are managing.

Here's some information to give you more insight on why they are important in your choices for planning your professional development.

The Delaware Competencies for Early Childhood (or School Age) Professionals are meant to give guidance to all staff who work in early care and education.

Early care and education professionals can choose professional development based on their desired learning goals by looking for the competency areas in which they most need support in increased knowledge and application of learning.

For example, if you would like to add to your skill set in the social emotional competency, you would plan to take training sessions that would build and enhance your knowledge. As a reference, all of the competencies are included at <https://dieecpd.org/registry/calendar/competencies>.

Additionally, the competencies assure those who access the services of providers (families and community) that staff in child care settings are holding themselves accountable to skills and practices that ensure quality.

developmentally appropriate learning experiences for each child,” adds Caitie.

“Our investment in these tools and our focus on family and community has created a culture about quality,” concludes Julie. A culture befitting of a Star Level 5 program.

## Curriculum & Assessment (C&A) Support

### Technical Assistant - Meet Linda Farmer



Linda Farmer is the newest member to the Curriculum and Assessment (C&A) team. She supports programs in Kent and Sussex counties with curriculum and assessment-related quality improvements. Linda

transitioned to this position in January after serving in various roles with Delaware Stars: ERS Assessor, ECERS-R Specialty TA, and most recently Generalist TA.

Prior to joining Delaware Stars, Linda taught Kindergarten at a private school for six years. The Kindergarten program did not have a specific curriculum so she and her teaching partners were responsible for creating hands-on learning activities tied to standards and learning outcomes. As a result, she gained firsthand experience with using backward design, which means starting with the end goal in mind, when lesson planning.

Linda says that the most rewarding part of her job is building longstanding relationships with the administrators and teachers. She sees her role as partnering with programs to support their curriculum and assessment goals in a systematic way.

Finally, the DIEEC Professional Development team uses them as guidance in creating and instructing workshops to align with learning goals. The training sessions are all developed with the intent of teaching skills that teachers, administrators, and support personnel need to provide quality early care and education.

## Professional Development Planning

With the training calendar recently updated, now is the time to develop a professional development plan. A plan will help keep you accountable to your goals.

To facilitate planning, we have provided training by county for the next couple of months.

[Sussex County](#), [Kent County](#) and [New Castle County](#) at the end of this publication.

## Summer Hours

Please note that Professional Development is currently on a summer hours schedule.

The schedule is:

**Monday – Thursday 8–4:30 p.m.**

**Friday 8 – 12:30 p.m.**

Don't hesitate to call if you have any questions.

Contact us at 302–831–3239 or by email [Institute-Early-Childhood@udel.edu](mailto:Institute-Early-Childhood@udel.edu).

Be sure to leave as many details as possible so we can be responsive to your needs.

## Stars Resources Curriculum & Assessment (C&A) Technical Assistants

Stars has a team of C&A Technical Assistants who are available to support you in all aspects of curriculum and assessment.

More details are included on The Role of the Curriculum & Assessment Specialty Technical Assistant flyer at the back of this publication

Contact Jen Potts at 302–463–8128 or [jpotts@udel.edu](mailto:jpotts@udel.edu)  
Delaware Approved Comprehensive Curricula List is available at:

<https://www.delawarestars.udel.edu/curriculum-and-assessment/>



## Office of Early Learning (OEL) News

### Tiered Reimbursement Rates Increase Rates Align With 2018 Market Rates

Effective July 1, Tiered Reimbursement Rates have been increased to reflect the 2018 market rates! To access the new rates go to

<https://www.delawarestars.udel.edu/provider-resources/tiered-reimbursement/>

### Ages & Stages Questionnaire (ASQ) News

#### School Districts Partnership Supports Screenings

The Department of Education, Office of Early Learning is pleased to announce that beginning in the Fall of 2019, each and every child in Delaware will have the opportunity to receive a free developmental screening. Improved access to screening through strong partnerships between early care and education

Please allow us two business days to respond to your inquiry.

Keep up with our Quality Assured training sessions by following us on Facebook.



programs and school districts will lead to earlier identification and better meeting the needs of our children and families, allowing us to meet our goal of better child outcomes.

This infographic, (ASQ Flyer), partnership summary (ASQ Overview), and inclusion guide (Inclusion Guide), provide information about how early childhood educators can support the developmental screening process. This fall, school districts early childhood personnel will be reaching out to all licensed child care programs within their feeder pattern to share the online ASQ access that child care educators should share with parents. The ASQ Flyer, ASQ Overview and Inclusion Guide are at the end of this publication.

To learn more or for questions, please contact Cindy Brown at the Office of Early Learning at 302-735-4295 or [Cindy.Brown@doe.k12.de.us](mailto:Cindy.Brown@doe.k12.de.us).

### **Staff Recruitment Support**

We know that attracting and keeping qualified staff is challenging. OEL has put together this "[Roadmap to Recruiting Quality Early Learning Professionals](#)" to provide ideas for this process. (Attached to this publication)

Direct questions to OEL at 302-735-4295 or to [early.learning@doe.k12.de.us](mailto:early.learning@doe.k12.de.us).

### **Delaware First Paperless Transition Complete**

#### **Delaware First is Completely Online**

Effective August 1, Delaware First will no longer accept paper applications.

Here's what you need to know:

- An online application website was created in 2018 for the Delaware First Qualification Program.
- In order to access the online application website you will need an IMS (Identity Management System) Account.
  - Request and receive your IMS Account by visiting:

<https://pubapps.doe.k12.de.us/sso/petitionacctdpec.aspx>

- After initially setting up an IMS account, you must subsequently log in to the application and complete/verify the profile information, even if you are not applying for qualification at this time.
- You will need to create a profile and use the online application to apply for any early learning teaching qualification.
  - New information entered in your online application profile must be supported by an uploaded document.

For complete instructions about how to apply online click are at the end of this publication.

If you need help:

- Setting up an IMS Account, find answers in our [IMS Account Frequently Asked Questions document](#).
- [Step-by-step directions and Frequently Asked Questions \(FAQS\)](#) application assistance, help uploading documents and allows you to check the status of a pending application.
- Visit your local library for assistance.
- Contact the Delaware First Office at 302-735-4236

**NOTE:** All of the linked documents are attached to this publication.

## **Community Conversations Report Summary**

### **Year Two Highlights**

For the last two years the Office of Early Learning has hosted frequent forums for early learning professionals and community members called "2019 Community Conversations," to exchange ideas in the pursuit of high quality early education.

The report contains year two's highlights. Report is attached to this publication.

## Opioid Crisis Educational Flyer Available

Delaware's Department of Education, Office of Early Learning partnered with the Division of Public Health to produce this [Opioid flyer](#). The flyer's objective is to educate Delaware's early learning professionals and families with information to help address the opioid crisis. Flyer is at the end of this publication



## Still Time for Summertime Fun August and September Calendars

We know that just because summer is winding down you're still in full swing with your program. To help you refresh your planning, we've provided activities for the next couple of months.

*Please note more activities have been added to the August calendar.*

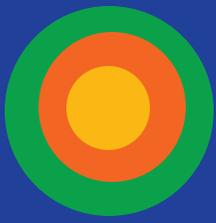
[August Calendar](#)   [September Calendar](#)

*Be Sure to follow us on Social Media*



Delaware Institute for Excellence in Early Childhood  
Delaware Stars for Early Success  
Professional Development Department  
Main (302) 831-3239 | Fax (302) 831-4223  
Visit PD at [www.dieecpd.org](http://www.dieecpd.org)  
Visit DE Stars at: [www.delawarestars.udel.edu](http://www.delawarestars.udel.edu)





# What's New with the ASQ?

Each and every child, birth to 5, will NOW have access to a free developmental screening as of Fall 2019!



**What's New?** Over the summer, your child care program will become registered as a 'provider' under the new school district ASQ link.



Jamie Walko, OEL contractor will send an IMPORTANT email containing your district's ASQ links with the subject line reading: **ASQ CHANGE**. Please watch for this email and save these links to share with your families!



Then, you will receive a follow-up email from **donotreply@asqonline.com** to set up your new password.



For any questions or issues related to the new ASQ process, please email Jamie Walko at: **jamie.walko@doe.k12.de.us**



## What Should Child Care Providers Do?

Continue to educate families about the importance of developmental screening & provide the ASQ information to them.



Work with families to complete the ASQ for each and every child. Monitor the ASQ program to ensure parents complete both ASQ-3 and ASQ:SE-2.



Enter screening information received from families using paper versions. If the family doesn't complete the ASQ, request parental consent for a teacher (who spends 20 hrs. per week w/the child) to complete the screening.



Access your reports for the child level information you need. Once the school district reviews the ASQs, you will continue having complete access to all data just as you do now.



Notify the district and Birth to Three ASAP if you are up for Stars re-verification. At least one month advance notice is needed so that all screenings are processed.

**Learn more about the ASQ for School District Child Find Teams & Birth to Three Staff on page 2.** →



# What's New with the ASQ?

School Districts and Birth to Three will maintain ASQ links.



## School District Child Find Teams and Birth to Three Early Intervention Staff

School districts will place ASQ links on their early childhood websites.



School districts will reach out to all early learning programs in their districts to discuss this change and the best way to collaborate.



Set up early learning programs as 'providers' in the district online ASQ program to allow early learning providers access to children enrolled in their programs.



Birth to Three staff will review the completed ASQ screenings for children birth to age 3, and the school district will review screenings for children 3 through 5.



Birth to Three and School Districts will share results and activities with families, along with any needed follow up.



## THANK YOU for making a difference by helping to ...



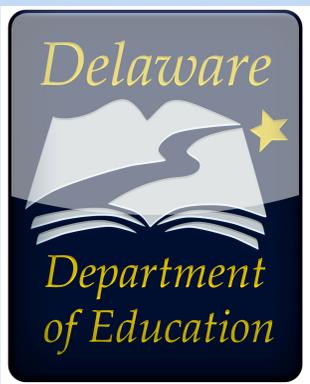
Reduce duplication of services and ensure specialists review screenings.



Provide data to examine trends in development and determine how to best allocate resources.



Reach more children, and assess their development earlier, so they have a greater chance to reach their potential!



# **Delaware Ages and Stages Early Childhood Developmental Screening Partnership**

## Goal

**To provide access to developmental screening for all children birth to 5  
in order to identify those at risk for developmental delays**

The Department of Education, Office of Early Learning (OEL) is committed to assuring that every child has access to developmental screening. In order for this to happen, there must be strong partnerships between school districts and early learning programs demonstrating a shared responsibility to make this happen in Delaware. Beginning in the fall of 2019 each and every child will have the opportunity to receive a free developmental screening through either their school district or the Delaware Readiness team online web link. Providing access to screening will lead to earlier identification, meeting the needs of our children and families, which will lead to better child outcomes.

The OEL and Delaware Stars have been collaborating with early learning programs to administer the Ages and Stages Questionnaire (ASQ) developmental screenings since 2013. Since that time, over 300 Stars early learning programs have signed up to use the online ASQ subscription provided through OEL. During this time, the system has faced several challenges, including:

- Only children enrolled in early learning programs participating in Delaware Stars or home visiting programs have had access to a developmental screening.
- While the purpose of developmental screenings is to identify children at risk for developmental delays, no comprehensive data is available on completion of screenings, numbers of referrals for evaluations, or follow-up services.
- There is a duplication of services with early learning programs completing the ASQ and then school districts completing developmental screenings using the DIAL.
- The Birth to Three/Child Development Watch Early Intervention program has not been participating in the online ASQ subscription.
- Sometime next year the ASQ will be updated to the ASQ 4; distributing new versions to all participating early learning programs will be challenging and expensive.

In an effort to improve the system, stakeholders developed a new process to address the above concerns - to serve all children birth through five in Delaware, to be more efficient, to provide necessary referrals, and to collect data to determine where further resources are needed. This process will go into effect September 2019.

## **The New Delaware Ages and Stages Early Childhood Developmental Screening Partnership is as follows:**

- The Department of Education Office of Early Learning will continue to hold the subscription to the online Ages and Stages (ASQ) program through Brookes Publishing.
- **School districts will:**
  - Maintain links on their early childhood websites for:
    - ASQ screenings for children birth to age three through the Birth to Three Early Intervention System.
    - ASQ screenings for children ages three through five through the school district or the Delaware Readiness Team (if the school district does not have an ASQ link).

- Reach out to **all** early learning programs in their districts (first prioritizing those in Stars and then all licensed childcare providers) sharing the link to their early childhood website, which includes links to the online ASQ program.
- Set up early learning programs as “providers” (classrooms) in their online ASQ program, thereby allowing early learning providers access to children enrolled in their programs.
- Review screenings **at a minimum of every 2 weeks** and place children into ‘classrooms’ so that early childhood providers can track which families have not completed the screenings.
- Jamie Walko, the contracted OEL Part B Technical Assistant, will send early learning providers the Birth to Three and school district ASQ links. (Subject line: **ASQ CHANGE**) This email will include information that they will be receiving another email from **[donotreply@asqonline.com](mailto:donotreply@asqonline.com)** to set up their new passwords for the Birth to Three and school districts links. Once that is completed, they will have access to the Birth to Three and district online portal to view their screenings.
- **Early learning programs will:**
  - Continue to access ASQ trainings through the Delaware Institute for Excellence in Early Childhood (DIEEC).
  - Continue to educate families about the importance of developmental screenings.
  - Distribute developmental screening information provided by the school district to all families.
  - Access the online ASQ program to monitor completion of ASQ screenings, following-up when necessary to ensure parent completion of both the ASQ-3 and ASQ: SE-2.
    - If the family completes the screening on paper, the early learning provider will enter the information in the online ASQ program.
    - If the family does not complete the ASQ screenings, the early learning provider will request consent from the family to allow the teacher to complete the screening. The teacher completing the screening should be an individual who spends at least 20 hours per week with the child.
  - Notify the district ASAP if they are up for Stars re-verification. They must give at least 1-month notice so the district can review screenings and assign the children to the correct program.
  - **NOTE:** Please give districts 2 weeks to review screenings and place them into your program.
- **As ASQ screenings are completed in the online ASQ program, school districts and the Birth to Three Early Intervention program will:**
  - Review completed screenings.
  - Share results of screenings and follow-up activities with families who complete online ASQ screenings.
  - Make appropriate referrals for identified children.
  - Maintain records regarding referral and eligibility.

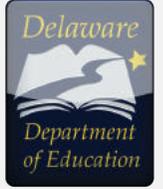
The plan is to transition early learning programs to the school district and Birth to Three ASQ portals late this summer. You will continue to have access to your current ASQ URLs until December 31, 2019. After this date, you will no longer have access to your current childcare ASQ URLs.

**Please be on the lookout for your email this summer from Jamie Walko with the subject:**

**ASQ CHANGE**

DELAWARE EARLY CHILDHOOD

# Inclusion Guide



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# Programs, not children, need to be ready for inclusion.

*Including Young Children with Special Needs*  
by Ilene S. Schwartz, Samuel L. Odom, and Susan R. Sandal

## WELCOME!

The purpose of the Inclusion Guide is to help early childhood professionals in Delaware meet the needs of young children with disabilities and their families. This guide is for family child care providers as well as preschool and child care center program administrators, directors, and curriculum coordinators and the early childhood professionals in the classrooms - the teachers, the assistant teachers, and the aides who serve infants, toddlers, and preschoolers.

Inclusion provides children with disabilities access to a wide range of learning opportunities, activities, settings, materials, and environments. In many cases, simple changes in the schedule, an activity, or the classroom can provide access, participation, and supports for a child with a disability.

This guide is a starting point for early childhood professionals to meet the developmental needs of children with disabilities. Information regarding coursework for the Inclusion Credential - Higher Education Pathways Resource is available at <https://dieecpd.org/early-childhood-credentials>. More information regarding other professional development opportunities can be found at the Delaware Institute for Excellence in Early Childhood website at [www.dieec.udel.edu](http://www.dieec.udel.edu).

**Recommendations and information found in this guide are to be used at the discretion of the reader, and in cooperation with a child's family and physician.**

## FIVE PARTS OF THE INCLUSION GUIDE

**PART 1** **Principles and Policies** establish a foundation for inclusion.

**PART 2** **Strategies for Working with Families** suggests ways to gather and share information with families.

**PART 3** **Accommodations, Modifications, and Supports** describes how participating in common activities can benefit children with disabilities. Ideas are provided for organizing activities, space, and materials to allow all children to participate.

**PART 4** **When You Are Concerned About a Child's Development** lists who to contact, how to support the family, and what is involved in an evaluation.

**PART 5** **Inclusion Resources and Supports** provides useful websites, books, classes, and other resources about including children with disabilities in early childhood programs.

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**Research has shown that including children with disabilities in the same activities and educational settings as their typically developing peers benefits all children.**

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## **Advisory Committee and Reviewers**

### **Member Agencies of the Early Childhood Inclusion Committee (ECIC), formerly Expanding Early Intervention Opportunities Committee (EIEIO)**

**Bayada Home Health**

**Parents**

**Children and Families First**

**Parents as Teachers**

**Delaware Department of Education**

- ▶ Office of Early Learning
- ▶ Head Start Collaboration Office

**Representatives from Early Childhood School District Programs**

**Delaware Department of Health and Social Services**

- ▶ Birth to Three Early Intervention System, Division of Management Services

**Statewide Programs for the Deaf and Hard of Hearing**

**Subject Matter Experts**

**Head Start**

- ▶ New Directions Early Head Start
- ▶ Wilmington Head Start

### **U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES U.S. DEPARTMENT OF EDUCATION**

## **POLICY STATEMENT ON INCLUSION OF CHILDREN WITH DISABILITIES IN EARLY CHILDHOOD PROGRAMS**

*September 14, 2015*

Children with disabilities and their families continue to face significant barriers to accessing inclusive high-quality early childhood programs and too many preschool children with disabilities are only offered the option of receiving special education services in settings separate from their peers without disabilities. This lag in inclusive opportunities is troubling for many reasons:

- Being meaningfully included as a member of society is the first step to equal opportunity, one of America’s most cherished ideals, and is every person’s right – a right supported by our laws.
- Research indicates that meaningful inclusion is beneficial to children with and without disabilities across a variety of developmental domains.
- Preliminary research shows that operating inclusive early childhood programs is not necessarily more expensive than operating separate early childhood programs for children with disabilities.
- Meaningful inclusion in high-quality early childhood programs can support children with disabilities in reaching their full potential resulting in broad societal benefits.

It is the Departments' position that all young children with disabilities should have access to inclusive high-quality early childhood programs, where they are provided with individualized and appropriate support in meeting high expectations.

Though this policy statement focuses on including young children with disabilities, it is our shared vision that all people be meaningfully included in all facets of society throughout the life course. This begins in early childhood programs and continues into schools, places of employment, and the broader community.



## RECOMMENDATIONS FOR STATE ACTION

1. **Create a State-Level Interagency Task Force and Plan for Inclusion:** States should leverage existing early childhood councils or taskforces and create or strengthen a focus on early childhood inclusion. This council should build on existing early childhood efforts, bring partners together, co-create a written vision statement for early childhood inclusion, and carry out an inclusion State plan.
2. **Ensure State Policies Support High-Quality Inclusion:** States should review their policies to ensure that they facilitate high-quality inclusion. The State should ensure that future early learning initiatives within the State have specific policies and procedures to recruit, enroll, and appropriately support the learning and developmental needs of young children with disabilities.
3. **Set Goals and Track Data:** States should set concrete goals for expanding access to inclusive high quality early learning opportunities, and track progress in reaching these goals.
4. **Review and Modify Resource Allocations:** States should review how resources are allocated and how they may be reallocated to better support increased access to inclusive early childhood programs. States should consider using funds across multiple early childhood programs, particularly IDEA funds with other early childhood funding streams.

5. **Ensure Quality Rating Frameworks are Inclusive:** Each level in a quality framework should include indicators applicable to children with disabilities, as opposed to indicators specific to children with disabilities being optional or only applying at the highest level of a framework.
6. **Strengthen Accountability and Build Incentive Structures:** The State should address barriers to inclusion within their accountability system. This should include reviewing the individualized education program (IEP) processes to ensure that placement decisions are individualized and consistent with LRE requirements for eligible children under the IDEA.
7. **Build a Coordinated Early Childhood Professional Development (PD) System:** An effective early childhood workforce is a key component of expanding access to inclusive high-quality early childhood programs. States should ensure that their professional development efforts are coordinated and that inclusion of children with disabilities are meaningfully addressed across all efforts. Specifically, States should:
  - Build a Common Knowledge and Competency Base Across Child-Serving Providers
  - Ensure that State Certifications, Credentials, and Workforce Preparation Programs have a Strong Focus on Inclusion
  - Ensure Personnel Policies Facilitate Inclusion
  - Offer Cross-Sector Professional Development and Technical Assistance
8. **Implement Statewide Supports for Children’s Social-Emotional and Behavioral Health:** Early childhood programs should have access to specialists who can build capacity in working with young children, with an emphasis on fostering social-emotional and behavioral health.
9. **Raise Public Awareness:** The State should take an active role in trying to shift perceptions of inclusion by partnering with community leaders to communicate the benefits of early childhood inclusion by affirming the laws and research that form the foundation for inclusion. By doing so, this will set the expectation that the community is responsible for ensuring that all children have access to high-quality early childhood programs and the individualized supports they need to fully participate in those programs.

## LOCAL RECOMMENDATIONS

1. **Partner with Families:** Families are children’s first and most important teachers and advocates. Schools and programs should ensure all families are knowledgeable about the benefits of inclusion and include them in policy development, advocacy efforts, and public information initiatives. They should build staff’s capacity to form strong goal-oriented relationships with families that are linked to their child’s learning, development, and wellness.
2. **Adhere to Legal Provisions of Supports and Services in Inclusive Settings with IFSPs/IEPs:** LEAs, schools, and other local early intervention service providers should review their IFSP/IEP processes to ensure that inclusive settings are meaningfully discussed for each child.
3. **Assess and Improve the Quality of Inclusion in Early Childhood Programs:** Pair children’s assessments with environmental assessments of their early childhood programs to ensure that there are appropriate accommodations and modifications to support children in reaching their goals.
4. **Review and Modify Resource Allocation:** LEAs, schools, and early childhood programs can examine the ways they allocate funds that serve children with disabilities and modify them to promote inclusion.

5. **Enhance Professional Development:** A high-quality staff should have knowledge, competencies, and positive attitudes and beliefs about inclusion and disability in order to foster the development of all children. Specifically:
  - LEA Administrators, Early Childhood Directors and Principals should participate in professional development focused on the research on inclusion, establishing a culture of inclusion and enacting strong inclusive policies. As well, they will need to develop practical resource allocation strategies that support inclusion. Leaders should require staff to engage in professional development specific to inclusion and supporting the learning and developmental needs of children with disabilities.
  - Teachers and Providers should have the skills necessary to meet the learning needs of all children. All professional development opportunities offered to early childhood staff should incorporate how the content applies and can be individualized for children with disabilities.
  - Early interventionists, Special Educators and Related Service Personnel should deliver services to children with disabilities in early childhood settings that are embedded in everyday routines; and/or co-teach and coach early childhood teachers and providers to encourage inclusive educational environments, as opposed to focusing on working with children in separate settings or pulling children out of their settings for specialized instruction, as a first option.
6. **Establish an Appropriate Staffing Structure and Strengthen Staff Collaboration:** LEAs, schools, and early childhood programs should shift existing resources and systems to establish staffing structures and increase staff collaboration to better support inclusion. Early childhood programs could consist of a skilled teacher or provider and an aide, supported by specialized service providers. Programs should also have a disability or inclusion coordinator.
7. **Ensure Access to Specialized Supports:** Early childhood programs and schools should have access to specialized supports delivered by experts. These specialized supports can increase the quality of early learning experiences for all children.
8. **Develop Formal Collaborations with Community Partners:** Early childhood programs and schools should establish formal agreements with service providers in their community to ensure alignment and delivery of comprehensive services.

<https://www2.ed.gov/policy/speced/guid/earlylearning/joint-statement-executive-summary.pdf>

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## Early childhood inclusion

embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability to participate in a broad range of activities and contexts as full members of families, communities, and society. The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential. The defining features of inclusion that can be used to identify high quality early childhood programs and services are access, participation, and supports.”

From the *“Joint Position Statement of the Division of Early Childhood (DEC) and the National Association for the Education of Young Children”* (2009)



## Mission and Key Principles for Providing Early Intervention Services in Natural Environments

### MISSION

Part C early intervention builds upon and provides supports and resources to assist family members and caregivers to enhance children's learning and development through everyday learning opportunities.

### KEY PRINCIPLES

1. Infants and toddlers learn best through everyday experiences and interactions with familiar people in familiar contexts.
2. All families, with the necessary supports and resources, can enhance their children's learning and development.
3. The primary role of a service provider in early intervention is to work with and support family members and caregivers in children's lives.
4. The early intervention process, from initial contact through transition, must be dynamic and individualized to reflect the child's and family members' preferences, learning styles and cultural beliefs.
5. Individualized Family Service Plan outcomes must be functional and based on children's and families' needs and family-identified priorities.
6. The family's priorities, needs and interests are addressed most appropriately by a primary provider who represents and receives team and community support.
7. Interventions with young children and family members must be based on explicit principles, validated practices, best available research, and relevant laws and regulations.

#### Practical Examples of Key Principles

[http://ectacenter.org/~pdfs/topics/families/Principles\\_LooksLike\\_DoesntLookLike3\\_11\\_08.pdf](http://ectacenter.org/~pdfs/topics/families/Principles_LooksLike_DoesntLookLike3_11_08.pdf)

**Workgroup on Principles and Practices in Natural Environments:** Susan Addison, Betsy Ayankoya, Mary Beth Bruder, Carl Dunst, Larry Edelman, Andy Gomm, Barbara Hanft, Cori Hill, Joicey Hurth, Grace Kelley, Anne Lucas, Robin McWilliam, Stephanie Moss, Lynda Pletcher, Dathan Rush, M'Lisa Shelden, Mary Steenberg, Judy Swett, Nora Thompson, Julianne Woods, and Naomi Younggren.

# Key Principles Underlying the IEP Process:

## Supporting Family Participation, Inclusive Practices and Positive Outcomes for Preschool Children with Disabilities

*Developed by the NECTAC Workgroup on Principles and Practices for the IEP Process  
May 2012*

The overarching goal statement is intended to reflect the broad purpose of services provided under Part B, Section 619 of IDEA to support positive outcomes for children with disabilities, ages three through five, and their families. The principles are the foundation necessary to support the system of services and supports and are intended to reflect key values for the Individualized Education Program (IEP) process.

**Goal:** Preschool special education is to enable young children to be active and successful participants in home, school, and community settings resulting in positive outcomes for children and their families.

**Principle 1:** Preschoolers learn best through meaningful everyday experiences and interactions within developmentally, linguistically and culturally appropriate routines, play, and activities in inclusive settings.

**Principle 2:** All families, with appropriate supports and resources, promote their children's learning and development.

**Principle 3:** The primary role of preschool special educators and related service providers is to provide and support high quality services in collaboration with families, teachers, and caregivers to promote positive outcomes for children and families.

**Principle 4:** Throughout the preschool special education process, the child's individual strengths and needs, along with the family's culture, priorities, and preferences, are respected and reflected.

**Principle 5:** IEP goals based on multiple sources of information, including family concerns and authentic assessment, support and promote access to and participation in the preschool curriculum.

**Principle 6:** Professionals build partnerships with families and support them as the primary decision makers for their children.

**Principle 7:** Preschool learning experiences are developmentally appropriate and based on recommended practices.

**Background:** NECTAC convened a workgroup of diverse stakeholders including researchers, higher education faculty, state policy makers, regional and local program administrators, family representatives, service providers, and technical assistance providers to develop, through a consensus process, an overarching goal statement and related principles for preschool special education services.

**NECTAC Workgroup on Principles and Practices of the IEP Process:** Hilary Bonnell, Kimberly Brancato, Linda Brekken, Janet Cornwell, Sandra Erickson, Kate Gallagher, Sherry Halley, Vivian James, Jennifer Kalis, Robin McWilliam, Phyllis Mondak, Cindy Ramagos, Ruth Ann Rasbold, Sandy Smith, Pat Snyder, Judy Swett, Verna Thompson, Carol Trivette, Gaye Tylka, Gwen Van Ark, Lisa Wagley, Pam Winton. **Facilitators:** Debbie Cate, Shelley deFosset, Martha Diefendorf, Kathi Gillaspay, Joicey Hurth, Christina Kasprzak, Grace Kelley, Mary Peters, Robin Rooney, Kathy Whaley

**Resources:** The preschool principles build upon the work and products developed for early intervention services: Agreed Upon Mission and Key Principles for Providing Early Intervention Services in Natural Environments, Workgroup on Principles and Practices in Natural Environments, November 2007. Other resources guiding the work include: Individuals with Disabilities Education Act (IDEA), DEC Recommended Practices, NAEYC Developmentally Appropriate Practice, and Early Childhood Outcomes (ECO).

*Citation: NECTAC Workgroup on Principles and Practices for the IEP Process, May 2012.*

# Defining Features of Inclusion

The Joint Statement of the Division of Early Childhood (DEC) and the National Association for the Education of Young Children (NAEYC) has further described the three components of inclusive early childhood programs. The presence of these three components has been shown, through research, to result in higher quality early childhood programs for all children.

## Access

Providing access to a wide range of learning opportunities, activities, settings, materials, and environments is a defining feature of high quality early childhood inclusion. In many cases, simple changes can provide access to activities for children with disabilities.

- **Believing that all children have the potential to learn.** A positive attitude is important for helping all children grow and develop.
- **Knowing and understanding child development.** Understanding that children learn skills in a particular order will help the early childhood professional set realistic expectations for a child's skill development. As an example, a child must practice standing before practicing walking. A child with special needs may need to have a skill divided into smaller steps before that skill can be mastered.
- **A physical environment that meets the needs of the child.** In most cases, the environment may not need to be changed at all. Compare your space with the needs of the child.
- **Planning activities that all children can do.** It is possible to plan activities, snacks, meals, and programs that are appropriate for all children.

## Examples of Access:

- Having a ramp so that the building is accessible to children with wheel chairs
- Arranging your classroom so that all children have access to all areas
- Using a variety of riding equipment so that all children can participate in gross motor skills
- Providing a cube chair during circle time

## Participation

Even if children with disabilities are able to access programs and environments, some may require additional, individualized accommodations and modifications or adjustments to fully participate in play and learning activities with peers.

- **Knowing that children with special needs are more like all children than different.** While there are some exceptions, many two-year-olds with special needs have the same challenges of being two that all children face. Where and when possible, setting similar expectations for all children will help them to be accepted.
- **Encouraging a child to be independent.** Children like to do things on their own. There is a tendency to “over” help children with special needs. Yet, it is better for the development of these children to encourage them to do whatever they can for themselves.

## Examples of Participation:

- Providing a picture song chart so that all children can choose a song to sing
- Assigning a peer to engage a child in imaginative play
- Providing a variety of activities on various levels





## Supports

Achieving high-quality inclusion of children with disabilities requires that there be a strong foundation of systems-level supports to ensure that the efforts of individuals, programs, and organizations are successful and can be maintained. Systems-level supports address such things as providing on-going training, well-defined processes, and procedures to work collaboratively among all stakeholders (families, therapists, and staff) to provide specialized services and ensure that quality standards are met. Without systems-level supports, the efforts of individuals and organizations providing inclusive services to children and families will be compromised.

## Examples of Systems-Level Supports:

- Providing collaborative professional development for child care and early childhood special education teachers
- Supporting community programs with itinerant teachers or paraprofessionals
- Providing incentives to programs to assist in meeting the needs of children with disabilities

## An Inclusive Early Childhood Program Includes:

- Children of all abilities and backgrounds living, learning, and playing together
- Daily activities and routines planned to meet the needs of each child so that all children are participating
- Access to materials or activities adapted to meet the different needs of children
- Valuing each child's individual strengths and needs
- Activities based on children's interests, which build on and repeat their successes to develop their increased confidence

# Who Benefits from High-quality, Inclusive Early Childhood Programs?

## You, the early childhood professional

- ▶ Inclusion expands your experiences and skills to benefit all children.
- ▶ Inclusion is rewarding. You are able to see all children learn and grow together.

## Other children in your care

- ▶ Inclusion helps children discover that all children are more alike than different.
- ▶ Inclusion builds children's self-esteem.
- ▶ Inclusion allows children to learn from one another.
- ▶ Inclusion helps children see the strengths and abilities of each unique friend.

## Children with a disability

- ▶ Inclusion increases children's opportunities to play and communicate with children of different abilities.
- ▶ Inclusion creates opportunities for friendships among children.
- ▶ Inclusion builds children's self-esteem.

## Families

- ▶ Inclusion connects families to other families and resources in their community.
- ▶ Inclusion increases families' participation in the community.

## Communities

- ▶ Inclusive early care and education sends a message to the community that all children are valued and welcomed.
- ▶ Inclusion strengthens communities by exposing everyone to a wider variety of perspectives and experiences.
- ▶ Inclusion teaches communities to respect and celebrate diversity.

## Related Service Providers

- ▶ Inclusion shares resources provided by agencies, benefitting all children.
- ▶ Inclusion involves early interventionists partnering with early childhood professionals in the child's classroom.



# Inclusion Quiz for Early Childhood Programs

(Questions are designed to reveal how well a program can support children with special needs)

1. Children with special needs can easily access any classroom.  
 TRUE                       FALSE
2. Children with special needs can access many classroom areas independently.  
 TRUE                       FALSE
3. There are many materials and equipment that children can access and use independently.  
 TRUE                       FALSE
4. Adults monitor how children use materials and equipment and provide the necessary support for children who have difficulty using the materials.  
 TRUE                       FALSE
5. Adults organize the space and activities to encourage peer interaction.  
 TRUE                       FALSE
6. Adults in the classroom support children in having conversations with other children.  
 TRUE                       FALSE
7. Classrooms have a great variety of recommended toys, materials, and equipment selected to meet individual needs and to promote the participation of all children.  
 TRUE                       FALSE
8. Inclusion looks the same for every child.  
 TRUE                       FALSE
9. Parents are the best experts regarding what would best meet the needs of their child.  
 TRUE                       FALSE
10. Classroom teachers reflect on their own personal philosophy of serving a diverse set of children.  
 TRUE                       FALSE

Items 1-6 based on: Soucacou, E.P. (2007). *Assessment of Classroom Quality in Inclusive Preschool Settings: Development and Validation of a New Observation Measure*. Unpublished D.Phil Thesis. Department of Education, Oxford University. Available at: <http://community.fpg.unc.edu/discussions/blog-speaking-of-inclusion/measuring-the-quality-of-inclusion>

(1) (1, 2) (1, 3) (1, 4) (1, 5) (1, 6) (1, 7) (1, 8) (1, 9) (1, 10) (1, 11) (1, 12) (1, 13) (1, 14) (1, 15) (1, 16) (1, 17) (1, 18) (1, 19) (1, 20) (1, 21) (1, 22) (1, 23) (1, 24) (1, 25) (1, 26) (1, 27) (1, 28) (1, 29) (1, 30) (1, 31) (1, 32) (1, 33) (1, 34) (1, 35) (1, 36) (1, 37) (1, 38) (1, 39) (1, 40) (1, 41) (1, 42) (1, 43) (1, 44) (1, 45) (1, 46) (1, 47) (1, 48) (1, 49) (1, 50) (1, 51) (1, 52) (1, 53) (1, 54) (1, 55) (1, 56) (1, 57) (1, 58) (1, 59) (1, 60) (1, 61) (1, 62) (1, 63) (1, 64) (1, 65) (1, 66) (1, 67) (1, 68) (1, 69) (1, 70) (1, 71) (1, 72) (1, 73) (1, 74) (1, 75) (1, 76) (1, 77) (1, 78) (1, 79) (1, 80) (1, 81) (1, 82) (1, 83) (1, 84) (1, 85) (1, 86) (1, 87) (1, 88) (1, 89) (1, 90) (1, 91) (1, 92) (1, 93) (1, 94) (1, 95) (1, 96) (1, 97) (1, 98) (1, 99) (1, 100)



## Strategies for Working with Families

A child's family is their first teacher and parents are the primary experts as it relates to meeting the needs of their child. Therefore, it is important to host a family orientation meeting when new families join your program. This will likely be the first meeting between an early childhood professional and the family, and can be a great source of comfort and learning.

Host this meeting when you have a block of time to present a welcoming atmosphere. It is important to use the time to ask questions, answer questions and to tour your classroom or program without interruption.

It is helpful to have information about children and their families before you begin care of them. The next page contains sample questions to create the best foundation of care for children.

You may want to send these questions to the family before you meet so they will have a chance to think about their answers and perhaps gather resources to aid in this introductory phase. Learning about a new child is a first step in forming a good working relationship with the parents and child.

## About Your Child

- What are your child's favorite activities?
- In what topics does your child show interest?
- What are their favorite toys, games, and books?
- Favorite foods?
- Any pets?
- Other significant relationships?  
(*Siblings, neighbors, grandparents, etc.*)

## About Your Child's Routines

- What is your child's daily routine?
- How does your child get along with other children?
- What is the best way of handling the following situations with your child?
  - ▶ When your child gets fussy
  - ▶ When it is time to take a nap
  - ▶ What comforts your child?
  - ▶ What do you do to calm your child when he or she has been upset?
  - ▶ How do you reinforce positive behaviors?
- Are there any "family rules" of which we should be aware?
- Does your child have any fears?
- Does your child have any food allergies or require a special diet?
- Does your child need any help with routines such as toileting or eating?
- Does your child take specific medications?
- What do you think might be difficult about coming to child care for your child?

## About Your Child's Development

- Do you have any concerns about your child's development? Yes/No
  - ▶ If yes, please describe
- Has your child had a hearing and vision screen? Yes/No
  - ▶ If yes, please describe
- Does your infant or toddler have an Individual Family Service Plan (IFSP) – a plan for any child identified as having a special need, disability or developmental delay?
  - ▶ If yes, may we have a copy?
- If the child is 3 years or older, does the child have an Individualized Education Plan (IEP)?
  - ▶ If yes, may we have a copy?
- Does your child use any special equipment or devices? i.e. glasses, braces, walker, hearing aide, etc.
- How does your child communicate?
- What is your child's home language?
- What would you like us to know about your child?
- Who does your child live with?
- Does your family have any cultural or religious practices of which we should be aware?

## Information you may want to share with the family about your program and the teachers

- Mission and philosophy of partnering with families in addressing the needs of all children enrolled in the program
- Schedule of the day, teacher/child ratio
- The program's experience of working with children with special needs and the specialists who may meet with children in the early childhood program
- The teacher's experience in offering a high quality learning experience for all children
- A copy of the parent handbook
- The program's willingness to support the team of the family, early intervention specialists, and program staff encouraging the child's growth, development, and participation
- Daily written/electronic communication to parents of infants and toddlers

Sample interview forms, daily progress sheets, and other free child care forms can be found at [www.supportingproviders.com](http://www.supportingproviders.com)

Resource books are available at local libraries or Parent Information Center of Delaware ([www.picofdel.org](http://www.picofdel.org))

## Accommodations, Modifications, and Supports

### An inclusive early care and education program plans activities and routines so that all children can participate.

Some activities may need to be adapted or changed for children of different abilities or stages of development. When you observe children being successful, repeat the activity or plan similar activities to let children practice their skills. Success builds on success. Adjust routines to meet the needs of children with special needs, as well as for all of the children.

Think about your classroom. Consider how you might use these suggestions to assist your children in being successful.

### Environmental Supports

1. Use visual supports to present information
2. A picture schedule is available in the classroom
3. Review and refer to the picture schedule on a daily basis
4. Present information in multiple formats (pictures, symbols, words)
5. The learning environment addresses all sensory modalities – visual, auditory, kinesthetic, music, and movement toys and activities
6. Provide a predictable mix of active and quiet activities, daily
7. Peer support is used within the classroom
8. Language is modified to reflect the developmental levels of the children
9. Appropriate behavior is modeled
10. Children are encouraged to use appropriate communication strategies
11. Available toys and materials meet a range of developmental levels
12. The classroom has a quiet area with soothing materials and activities
13. All areas of indoor and outdoor play are accessible to all children with a variety of toys to support motor development
14. Assure the appropriate use of Assistive Technology  
Delaware Assistive Technology Initiative ([www.DATI.org](http://www.DATI.org)) • 800-870-3284 • DATI-UD@UDEL.EDU
15. Other classroom visuals and supports may be found at <https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/classroom-visuals-supports>  
*\*See glossary for more information, samples, and links*

### Transitions

1. Review your schedule to reduce transitions when possible
2. Plan for transitions, adding extra time and strategies
3. Remind children what to do before transition occurs
4. Provide cues prior to transition (count down, timer)
5. Provide clear signals for transition from one activity to another (flick lights, ring bell, sing)
6. Be present and ready to begin a new activity as soon as children arrive
7. If needed, use pictures to break down the steps and guide transition  
*\*See links in appendix*

## Systems-Level Supports

High-quality inclusion of children with disabilities means

- Being able to provide specialized services for children with disabilities
- Access to ongoing professional development
- Well-defined processes and procedures to coordinate with families, therapists, program staff, and all other supporting stakeholders

Programs that seek to offer high-quality inclusion establish program guidelines and information that clearly describes their commitment to helping all children reach their full potential.

Frequently, early childhood teachers are involved in the Individualized Family Service Plan (IFSP) process for infants and toddlers with disabilities or the Individualized Education Program (IEP) process for three to five year old children with disabilities. Teachers may meet with child's support team, provide information about the child's capabilities, and be involved in implementing day-to-day strategies in support of the child's development.

Programs serving children with disabilities typically host meetings with teachers, therapists, and family to discuss a child's progress and to set new goals for development.

## Professional Development

Staff is encouraged to continue to learn how to meet the needs of all children. Professional development for those serving children with disabilities is available from Delaware colleges and universities. Community-based professional development is also offered by Delaware Institute for Excellence in Early Childhood. (<https://dieecpd.org>)





## When You Are Concerned About a Child's Development

### Observe and Prepare to Describe Your Observations

One responsibility of an early childhood professional is to identify when a child may be experiencing a developmental delay or challenge. This is a critical step in supporting the growth and development of children in your program. When needs are identified early, children can begin to receive supports to help them grow and learn with their peers.

Children grow and learn new skills at different rates. Some children take longer to learn new skills than others, or may be quick to develop in one area, while learning skills in another area of development more slowly. For instance, a child may quickly learn to move around and walk, yet take longer to learn language skills. This is typical of children's development.

**If you have concerns, a Developmental Screening is the first step that you can recommend to families to help determine if their child is at risk for possible developmental delays.**

### Developmental Screening

All children should have access to developmental screenings. A developmental screening is a snapshot of a child's development to determine if a child is on target or requires a follow up evaluation to gather more information.

The Delaware Office of Early Learning (OEL) supports the use of the Ages and Stages® Developmental Screening tool, and training for the tool is provided through the Delaware Institute for Excellence in Early Childhood (DIEEC). Child care providers share online links with families to complete the Ages and Stages Questionnaire-3 (ASQ-3) and Ages and Stages Questionnaire: Social and Emotional 2 (ASQ: SE-2). Screening results are shared with families. School districts and child care programs will work closely together to support families with developmentally appropriate activities and resources and to determine next steps.

**If a request for evaluation is necessary, details can be found on the DOE website at:**  
<https://www.doe.k12.de.us/Page/3665>

**Plan activities that will help a child develop the skills that they may be learning at a slower rate.**  
 Ideas for activities may be found at:

- Growing Together Calendar  
[https://www.dhss.delaware.gov/dhss/dms/epqc/birth3/files/growingtogether\\_rev083017.pdf](https://www.dhss.delaware.gov/dhss/dms/epqc/birth3/files/growingtogether_rev083017.pdf)
- Delaware Early Learning Foundations  
<https://dieecpd.org/early-learning-foundations>  
<https://dieecpd.org/static/uploads/files/elfpreschool9-10.pdf>

The Center for Disease Control also provides a simple child tracking app that can be found at  
<https://www.cdc.gov/mobile/>

## Share your observations with others

If – after observing and working with the child to develop the new skills – you note that a child is not doing some of the activities that most children are able to do at their age, discuss your observations and your notes with the program director and/or the curriculum coordinator of your early childhood program. If you are a family child care provider, discuss your concerns directly with the family.

## Involve the family

Parents are the ones who will need to take action. Parents may be seeing the same behavior, yet not know how to discuss it with someone else.

Sometimes, we would prefer to avoid or delay these discussions hoping that the child will grow out of it. Remember that helping the child and family find the resources they need in a timely way is an important goal.

## Be prepared for the discussion.

- Ask to talk with the parent at a convenient time for both you and the parent.
- Prepare to share information from the developmental screening (ASQ-3 and ASQ-SE:2), Teaching Strategies Gold, or other curriculum based assessment you may use.
- Ask parents questions about behaviors they may have noticed in their child, but perhaps have not addressed at home.
- Refer to notes, based on your observations; be ready to describe the child's abilities and your concerns.
- Consider using a developmental checklist, the *Early Learning Foundations*, or *CDC Developmental Milestones* to focus the discussion on the child's abilities.
- Talk to one another about what you each see the child doing. Ask questions like:
  - ▶ "Do you see that your child is able to do the same activities or different activities?"
  - ▶ "Do you see that your child is doing activities that are appropriate for the age of your child?"

## Remain sensitive to a family's feelings

- Realize that having a discussion about your observations may be hard for parents to hear, understand, and accept.
- Give parents time to talk about their experiences, concerns, and feelings. Remember that parents have special knowledge and a special relationship with their children.
- Be aware of various cultural expectations and how they may impact the child's development.
- Support parents as they contact health care providers, Child Development Watch, Child Find in their school district, and others to have the developmental concerns assessed. Offer to share your observations of the child on any questionnaires that the parent may need to complete.
- Be prepared for parents to disagree and to deny your concern for their child. It may take several discussions with the family to help them see what you are observing.
- At the end of each conversation, encourage the family to plan an activity that will help them better understand or prepare for assessment of a potential developmental delay. A family could:
  - ▶ Watch what a child does in a certain situation and compare it to what a child of his or her age usually does. This helps parents recognize that the child is not doing the activities one would expect of a child this age.
  - ▶ Practice a skill with a child by playing with them. This helps the family provide opportunities for skills to be developed.
  - ▶ If the child is younger than 3 years old, make an appointment to discuss concerns with the child's health care provider, or Child Development Watch.
  - ▶ If the child is 3 years or older, contact the school district's Child Find Coordinator or Special Education Supervisor. This supports the family in making the first step toward assessing their child's abilities.

## This is a stressful time for the family

No parent wants to hear that their child is struggling. Parents often fear the worst when they hear concerns. When a family is concerned or when someone suggests that their child has a disability or developmental delay, families may become angry, defensive, or may not realize the extent of their child's needs. This is normal and should be expected. Do not take their concerns or emotions personally.

When a parent takes steps to have their child screened to determine if there is a developmental delay, they are beginning a very difficult journey. There are many appointments to be scheduled and arrangements to be made. The support and encouragement of the early childhood professional is crucial to keeping a parent moving through the process. Remind the family that the sooner the child is assessed and involved in the program if he or she is eligible, the easier it will be for the child to be the best that he or she can be. Waiting to see if the child makes progress without supports may waste valuable time in these early years.

If you are a person whom the parent sees every day, you may take some of the "blame" for the child's difficulty. Realize that this may be part of the family's denial that this is happening to their child. Let parents know that you see their child's abilities and special qualities also. While you may already do so, this is a time to be sure to share something positive about their child every day.

Treat this family as you do other families who are going through stressful times, such as a divorce, a new baby, or a death in the family. During these times, a child usually needs a great deal of attention and comfort. Parents need support, encouragement, and patience.



## The words we use to describe the situation – our language – can help

Be aware of your communication and practice using “people first language.” The children in your care are children first, who can be described in many different ways. Describe the child by what the child can do rather than what they can’t do or the disability. Instead of saying “the Autistic boy”, say “the boy on the Autism Spectrum.” Describe the person first and then the characteristic about them.

By talking about the person first, the focus is first on the person, not the disability. By using “people first language,” people become more comfortable talking about people and their unique needs.

## Share resources with the family

Help parents become aware of resources and services to aid them and their child.  
With help, many children are able to develop their skills and abilities.  
Getting help early allows a child to learn ways to be successful.

### Child Development Watch

*Delaware early intervention for children birth to age 3.*

**MISSION:** To enhance the development of infants and toddlers with disabilities or developmental delays and to enhance the capacity of their families to meet the needs of their young children.

New Castle County referrals..... (302) 283-7140  
New Castle County Toll-free ..... (800) 671-0050  
Kent and Sussex Counties..... (302) 424-7300  
All other inquiries..... (302) 283-7240



### Child Find

*At age 3 and older, Delaware services for children with disabilities or developmental delays are managed through each of the public school districts.*

<u>School District</u>	<u>Child Find Contact Number</u>
Appoquinimink.....	(302) 376-4404
Brandywine .....	(302) 479-2600
Caesar Rodney.....	(302) 697-4145
Cape Henlopen .....	(302) 645-7210
Capital .....	(302) 857-4241
Christina .....	(302) 454-2047
Colonial.....	(302) 429-4088
Delmar .....	(302) 846-9544
Indian River.....	(302) 732-1343
Lake Forest.....	(302) 284-9611 x123
Laurel .....	(302) 875-6100
Milford .....	(302) 424-5474
Red Clay .....	(302) 892-3227
Seaford .....	(302) 629-4587 x1635
Smyrna .....	(302) 659-6287
Woodbridge.....	(302) 349-4539 x263



## Inclusion Resources and Supports

### Services for Children

#### Birth to 3 years old

Part C Coordinator  
 Birth to Three Early Intervention System  
 Division of Management Services (DMS)  
 Delaware Department of Health  
 and Social Services.....(302) 255-9134  
<http://dhss.delaware.gov/dhss/dms/epqc/birth3/directory.html>

#### IDEA Ages 3 through 5

Section 619 Coordinator  
 Office of Early Learning  
 Delaware Department of Education ..(302) 735-4295

#### Parents as Teachers

[www.parentsasteachers.org](http://www.parentsasteachers.org)  
 New Castle County ..... (302) 454-5955  
 Kent County .....(302) 697-4545 x482  
 Sussex County.....(302) 856-5239

#### Autism Delaware

<https://www.delautism.org>

#### Delaware Early Childhood Mental Health Consultation

<https://kids.delaware.gov/pbhs/pdfs/pbh-brochure-ecmhc.pdf>

### Services for Families

#### Child, Inc.

Shelters, domestic violence treatment programs, and specialized foster care, parenting classes, assistance, and community advocacy for children and their families.  
 Statewide .....(800) 874-2070  
 New Castle County ..... (302) 762-8989

#### Community Legal Aid Society, Inc.

Free legal assistance to disabled, low-income, and elderly citizens in civil areas of law.  
 New Castle County ..... (302) 575-0660  
 Kent County .....(302) 674-8500  
 Sussex County.....(302) 856-0038

#### Delaware Family Voices

[www.delawarefamilytofamily.org](http://www.delawarefamilytofamily.org)

Family-centered care for all children and youth with special health care needs and/or disabilities.  
 Toll-Free .....(877) 235-3588

**Delaware Helpline**..... 211  
 Information about parenting programs, subsidized childcare, and services, such as Aid to Families with Dependent Children (AFDC) and Medicaid.

#### Delaware Stars for Early Success

[www.delawarestars.udel.edu](http://www.delawarestars.udel.edu)

**Domestic Violence Hotline** ..... (302) 762-6110

#### Parent Information Center of Delaware

[www.picofdel.org](http://www.picofdel.org)

New Castle County ..... (302) 999-7394  
 Kent and Sussex Counties .....(302) 856-9880  
 Statewide toll-free .....(888) 547-4412

**Runaway Youth Hotline**..... (302) 762-6373

#### Women, Infant and Children (WIC) Nutrition Program

New Castle County ..... (302) 283-7570  
 Toll Free .....(800) 222-2189

#### Information about breastfeeding

LaLeche League .....(800) 525-3243  
 Nursing Mothers.....(302) 733-0973

#### For help in finding a doctor

Medical Society of Delaware ..... (302) 366-1400

#### For children who could be eligible for Head Start

Delaware Head Start Collaboration Director  
 Office of Early Learning  
 Delaware Department of Education ..(302) 735-4295

#### For information about immunizations

(800) 282-8672

## Professional Development for Staff on Inclusion

[www.dieec.udel.edu](http://www.dieec.udel.edu)

Delaware Institute for Excellence in Early Childhood  
(302) 831-3239

[www.dec-sped.org](http://www.dec-sped.org)

Division for Early Childhood, Council for Exceptional Children offers Special Education Intervention Professional Standards with CEC Common Core

<http://www.naeyc.org/positionstatements/cape>

National Association for the Education of Young Children offers position statements on “Early Childhood Curriculum, Assessment, and Program Evaluation” and “Promoting Positive Outcomes for Children with Disabilities: Recommendations for Curriculum, Assessment, and Program Evaluation”

## Internet Resources on Inclusion:

[www.inclusivechildcare.org](http://www.inclusivechildcare.org)

Resources, technical assistance, professional development opportunities, and training

[www.circleofinclusion.org](http://www.circleofinclusion.org)

Practical site for information on inclusive programs, methods and practices with interactive lessons, forms, and other materials

[www.headstartinclusion.org](http://www.headstartinclusion.org)

Information, professional development, materials, and other resources to support the inclusion of children with disabilities in Head Start programs

<http://npdci.fpg.unc.edu>

National Professional Development Center on Inclusion offers planning guides, measures, wikis, blogs, discussions, free e-newsletter, and other resources to support quality inclusive practices

<http://community.fpg.unc.edu/connect-modules/learners/module-1>

Embedded Intervention Module provides training on the legal foundations of inclusion and integrating supports into daily routines

<http://ectacenter.org>

Early Childhood Technical Assistance Center has resources on policies related to inclusion and strategies for implementing policies

<http://www.fpg.unc.edu/~ecrii/>

Early Childhood Research Institute on Inclusion has resources for supporting the inclusion of children with disabilities in typical preschool, child care, and community settings

<https://eclkc.ohs.acf.hhs.gov>

Early Childhood Learning and Knowledge Center supports Head Start programs with evidence-based practices for all children including specific information for children with disabilities

[www.zerotothree.org](http://www.zerotothree.org)

Information and resources about child development from birth through age three

[www.earlyliteracylearning.org](http://www.earlyliteracylearning.org)

Evidence-based early literacy learning practices to support young children, birth to five, who have or are at risk for disabilities and delays

<http://ecmhc.org/advisors.html>

Strategies for strong mental health foundation for children, families, and early childhood professionals

<https://fpg.unc.edu/resources/snapshot-55>

Making Friends: Assisting Children’s Early Relationships

## Internet Resources for Parents and Families

[www.supportforfamilies.org](http://www.supportforfamilies.org)

Resources for families of children with disabilities

[www.beachcenter.org](http://www.beachcenter.org)

The Beach Center on Disability at the University of Kansas offers materials on family support in early intervention

[www.fathersnetwork.org](http://www.fathersnetwork.org)

For fathers of children with special health care needs and developmental disabilities

[www.fcsn.org](http://www.fcsn.org)

Federation for Children with Special Needs

[www.kidstogether.org](http://www.kidstogether.org)

Information and resources for children and adults with disabilities, with a mission to promote inclusive communities

[www.parentcenterhub.org](http://www.parentcenterhub.org)

Central “hub” of information and products created for the network of Parent Centers serving families of children with disabilities

[www.our-kids.org](http://www.our-kids.org)

An organization of parents devoted to raising special kids with special needs

[www.familyshade.org](http://www.familyshade.org)

An alliance of family partners/organizations committed to improving the quality of life for children with special health care needs, and their caregivers.

## Books on Inclusion

### ***Building Blocks for Teaching Preschoolers with Special Needs***, 2nd Edition

By Susan R. Sandall and Illene S. Schwartz  
Paul H. Brookes Publishing Co., Baltimore 2008  
Provides educators three types of practical, research-based inclusion strategies that promote progress in critical areas like behavior, emergent literacy, and peer relationships

### ***An Administrator's Guide to Preschool Inclusion***

By Woolery and Odom  
FPG Child Development Center Early Childhood Research Institute on Inclusion  
Chapel Hill: University of North Carolina, 2000  
Practical strategies for addressing common administrative barriers and challenges to inclusion

### ***CARA's Kit: Creating Adaptations for Routines and Activities***

By Suzanne Milbourne and Pip Campbell  
Missoula, DEC. 2007  
Adaptations that can support each child's full participation

### ***Engagement of Every Child in the Preschool Classroom***

By R.A. McWilliam and Amy M. Casey  
Paul H. Brookes Publishing Co., Baltimore 2008  
Provides practical, simple ideas for adjustments in the classroom environment to increase children's level of active engagement

### ***Making Preschool Inclusion Work***

By Anne Marie Richardson-Gibbs and M. Diane Klein  
Paul H. Brookes Publishing Co., Baltimore, 2014  
Textbook identifying how to collaborate among team members to provide evidence based strategies and practices for a successful preschool experience

### ***The Preschool Inclusion Toolbox – How to Build and Lead a High-Quality Program***

By Erin E. Baron and Barbara J Smith  
Paul H. Brookes Publishing Co., Baltimore, 2015  
A how-to book for preschool administrators, school district leaders, and child care professionals on increasing inclusion through big picture, systems level change

### ***The Intentional Teacher: Choosing the Best Strategies for Young Children's Learning***

By A.S. Epstein  
NAEYC, Washington, DC 2011  
Strategies to support the learning of all children

## Books for Children

### ***We're Amazing 1, 2, 3!***

By Leslie Kimmelman and Beth Nelson  
Golden Book, 2017  
A Sesame Street Big Book about friendship and autism

### ***What Is It Like To Be Me?***

By Alenka Klemenc  
Jessica Kingsley Publishers, Philadelphia, 2013  
A book about a boy with Asperger's Syndrome

### ***My Brother Charlie***

By Holly Robinson Peete and Ryan Elizabeth Peete, 2010  
Written by a mother and daughter who is the fraternal twin of a brother with autism

### ***Best Friends***

By Sheri Safran, 2011  
A story of a boy and his best friend who utilizes a wheelchair



### ***Don't Call Me Special***

By Pat Thomas, 2012  
Explores questions and concerns about physical disability in a simple and reassuring way

### ***Just Because***

By Rebecca Elliott, 2011  
The story of a brother and his older sister with special needs

### ***We'll Paint the Octopus Red***

By Stephanie Stuve-Bodeen, 1998  
This book tells the story of Emma and her brother who is born with Down syndrome



### ***Seal Surfer***

By Michael Foreman, 2007  
Story of the relationship between a boy with disabilities, his grandfather, and a seal that saved him while surfing

### ***Yes, I Can! : A Girl and Her Wheelchair***

By Kendra J. Barrell, 2018  
Carolyn is a happy, energetic, and caring first grader in her new school

### ***Meet Clarabelle Blue***

By Adiba Nelson, Elvira Morando and Ilene Serne



### ***El Deafo***

By Cece Bell

**Janine**

By Maryann Cocca-Leffler, 2013  
First of a series of books that shows kids with special needs and how they can relate

**Looking After Louis**

By Lesley Ely, 2003  
Highlights the advantages of inclusion for both children with autism and their classmates

**Emily's Sister: A family Journey with Dyspraxia and Sensory Processing Disorder**

By Michele Gianetti

**My Belly Has Two Buttons**

By Meikele Lee, 2016  
Nico talks about his feeding tube and all it does for him



**Hip, Hop, Hooray for Brooklyn Bunny**

By Jill Harold and Betsy Miller, 2016  
About a rabbit with a can do attitude who loves to hop and wears a night brace

**What Are Your Superpowers?**

By Marget Wincent, 2017  
Nalvana learns how she is unique and special

**Suzie Book Series for Autistic Kids**

By Charlotte Olson, 2013  
One in a series of social stories for children with autism and all kids who are anxious about new situations and trying new things

**White Cane Day**

By Kristin Grender, 2015  
Cute picture book for young children explaining blindness and the white cane

**We're Not So Different After All**

By Lissette Lent, 2015  
A playful story of acceptance and understanding featuring a little girl with special needs

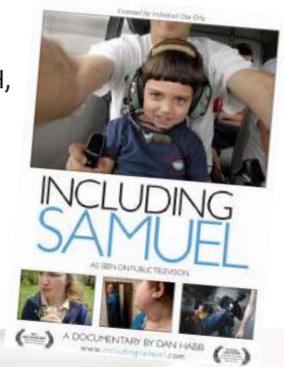
**Videos and DVDs:**

**I'm Tyler**

By Tyler Green  
Ability Awareness, Waterloo, IA, 2006  
<http://www.imtyler.org>  
A young man's account of how "ability awareness" has led to opportunities to be included in school, sports, and community experiences

**Including Samuel**

By Dan Habib, D. Author, Concord, NH, 2007  
<http://www.includingsamuel.com>  
An award winning film describing a family's journey of supporting their child in inclusive settings



# Glossary and Resources

**ASQ:3** – Ages and Stages Developmental Screening: 3 – Parent completed questionnaire that screens to determine if a child is at risk in the areas of communication, fine motor, gross motor, personal – social, or problem solving skills.

**ASQ:SE:2** – Ages and Stages Social-Emotional Screening: 2 – Parent completed questionnaire that screens to determine if a child is at risk in social/emotional development.

**A.T.** – Assistive Technology – Any item, piece of equipment, or product system, whether bought, modified, or customized, that is used to increase, maintain, or improve the functioning of a child with a disability.

**CDW** – Child Development Watch – Agency that provides early intervention services to children birth through 2 years 11 months with developmental delays, such as difficulty hearing, seeing, talking, moving, and learning.

**DATI** – Delaware Assistive Technology Initiative – Funded by the Administration on Community Living, DATI helps Delawareans find and try tools that support learning, communication, personal care, employment and leisure pursuits. DATI raises awareness of assistive technology (AT) and offers training to people with disabilities, families, and professionals and operates several programs that help people acquire the tools they need through lending libraries in all 3 counties. (<http://www.cds.udel.edu/at/dati>)

**DIEEC** – Delaware Institute for Excellence in Early Childhood – University of Delaware program that oversees professional development, Delaware Stars, and Early Head Start. (<http://www.dieec.udel.edu>)

**DELAWARE THRIVES** – Website that provides resources for families to maintain a healthy lifestyle. (<http://dethrives.com>)

**DEVELOPMENTAL SCREENINGS** – A quick snapshot of a child’s development used to determine if a child is at risk for a delay and may require further testing.

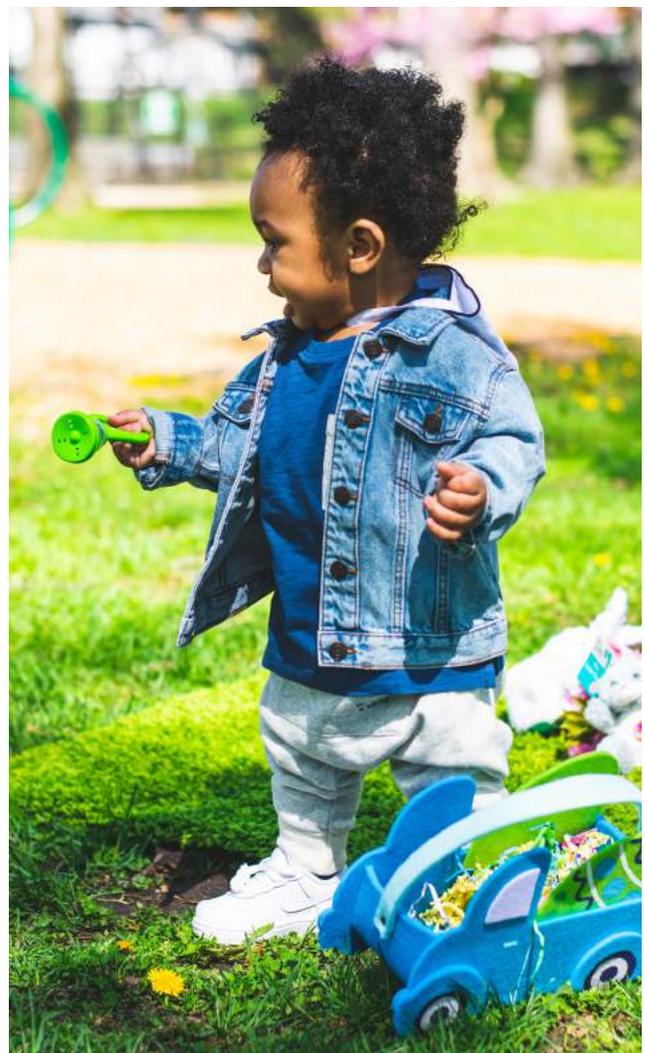
**ECMH SERVICES** – Early Childhood Mental Health Consultation is a free service that addresses supporting young children’s social and emotional development in early care and education settings. (<https://kids.delaware.gov/pbhs/pdfs/pbh-brochure-ecmh.pdf>)

**ECKLC** – Early Childhood Learning and Knowledge Center – A website administered through the US Department of Health and Human Services and the Administration for Children and Families provides a variety of resources to support early childhood educators. (<https://ecklc.ohs.acf.hhs.gov>)

**ELFS** – Early Learning Foundations – Delaware’s standards for young children.

**EVIDENCE BASED PRACTICE** – Evidence-based practice refers to the use of research and scientific studies as a base for determining the best practices in a field.

**FABRICATE** – Initiative that brings volunteers together to design, adapt, modify, create, and donate no tech/low tech assistive tools and materials for individuals with disabilities. ([www.fabricate4all.org](http://www.fabricate4all.org))



**FAMILY VOICES** – Provides support for families navigating health care systems and statewide family network working to enhance systems for children with serious emotional disturbances. (<http://delawarefamilytofamily.org>)

**FAMILY SHADE** – Network of organizations that provide support for families of children with disabilities, connect families, and providers to information, resources, and services. (<http://www.familyshade.org>)

**FAPE** – Free and Appropriate Public Education – Section of IDEA that guarantees the right of all children with disabilities to be educated at no cost, based on their individual needs and supported through public education.

**HELP ME GROW/211** – Assures that families with children, birth to age 8, have knowledge of and access to appropriate community resources. Also provides developmental screenings free of charge. (<http://dethrives.com/help-me-grow/2-1-1>)

**IDEA** – Individual with Disabilities Education Act – Law that ensures all students with disabilities have access to a free and appropriate public education.

**I.F.S.P.** – Individualized Family Service Plan – Written plan for children birth through 3 identified as having a developmental delay or disability. The IFSP is a legal document that lists the child and families' strengths, needs, priorities, interests, and activities in order to identify a system of supports to enhance the caregivers' competence, confidence, and ability to meet their child's needs in the natural environment.

**I.E.P.** – Individualized Education Program – Written plan developed by the school's special education team, including the parents, that specifies the child's educational goals, the special education, related services and method to obtain these goals in the least restrictive environment. An IEP is a legal document that children can receive at age 3, or earlier if eligible, due to a child being identified with a birth mandates classification, which include autism, hearing impaired, deaf/blind, and visually impaired including blindness.

**L.R.E.** – Least Restrictive Environment – Refers to educating children with typically developing peers without special needs.

**My Child Delaware.org** – Delaware's Child Care Consumer website that provides information for families, resources, and providers (<https://www.mychildde.org>)

**Natural Environment** – Refers to educating children in an environment in which they would participate if they did not have a disability.

**PCIT** – Parent-Child Interaction Therapy – Short term specialized behavior management program designed for young children experiencing behavioral and/or emotional difficulties and their families.

**PARENTS AS TEACHERS** – (PAT) – Free, voluntary program for families of children birth through Kindergarten entry, designed to foster strong relationships between parents and their children through home visiting, and Stay and Play groups. (<https://www.doe.k12.de.us/Page/3626>)

**PARENT INFORMATION CENTER** – Provides information and support to parents of children with disabilities from birth to 26 to help them access appropriate education and related services for their children. (<https://picofdel.org>)

**PART B of IDEA** – Federal grant that assists states with implementation of special education and related services for children 3 through 21 years.

**PART C of IDEA** – Federal grant that assists states with implementation of early intervention services for children birth through age 2 and their families.

**PICTURE SCHEDULE** – Series of pictures used to communicate the activities or steps of a specific activity. Often used to help a child understand and manage daily events.

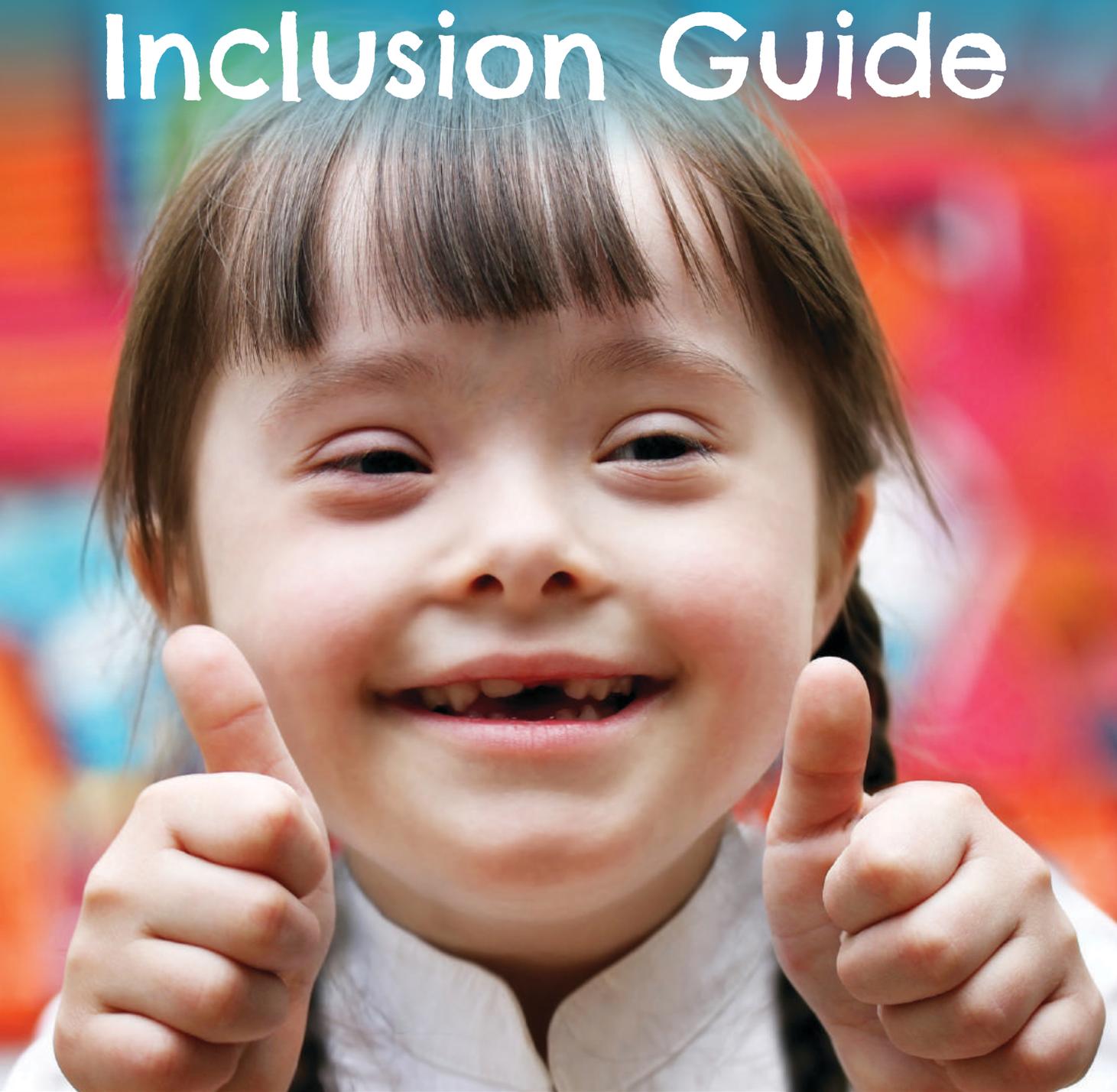
**TRAUMA-FOCUSED COGNITIVE BEHAVIORAL THERAPY** – Evidenced based treatment proven effective for children ages 3-17 who have experienced traumatic events. (<https://kids.delaware.gov/pdfs/delaware-tf-cbt-roster.pdf>)

**VISUAL SUPPORTS** – Concrete items, pictures, symbols, or printed words that support a child in their ability to maintain attention, understand spoken language, express themselves, sequence and organize their environment.

**WIC** – Supplemental nutrition program for women, infants, and children of low-income families. Provides education on general health, nutrition, physical activities, tobacco prevention, diabetes, and breastfeeding support.



# DELAWARE EARLY CHILDHOOD Inclusion Guide



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Research has shown that including children with disabilities in the same activities and educational settings as their typically developing peers benefits all children.

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# Roadmap to Recruiting Quality Early Learning Professionals

The Office of Early Learning encourages you to follow these action steps as you journey toward locating and hiring the most qualified early learning professionals for your program.

## START:

Employee recruitment is an ongoing and creative way to highlight your program!



### Word of Mouth:

Inform teachers, families, friends and co-workers about vacancies



**PROMOTE YOUR PROGRAM**

**RECRUIT WITH INCENTIVES**



### Incentivize:

Offer paid vacations, sign-on bonuses and benefits when possible



### Don't Forget Social Media:

Post jobs on Facebook, Instagram & LinkedIn to reach potential employees



### Online Job Postings:

Use these free websites to find the best employees: Indeed.com, ZipRecruiter.com

## Promote from Within:

Encourage existing employees to grow and advance with your program



### Partner:

Utilize tuition assistance and salary supplements through T.E.A.C.H. Early Childhood® Delaware and Child Care WAGE\$® Program Delaware

## Partner with College and University

**Department Chairs:**  
Find college students in the early learning field



### Speak to an In-Person TECE Class:

Promote your program to adult students/potential employees



### Support Your Staff:

Support staff to utilize the OCCL Supervised Experience Program



### Visit a High School Early Childhood Pathway Class:

Engage with students/potential employees

## More Recruiting Resources Around the Corner

**Connect:**  
Recruiting Resources  
Page 2

Developing personal relationships with these organizations can directly connect your program to quality early learning professionals.

## RECRUITMENT RESOURCES

### High School Pathways Program/ Early Childhood Teacher Academy

Find students who wish to work in early childhood education  
Rita Hovermale  
Rita.Hovermale@doe.k12.de.us

## WORK AHEAD!

### Department of Labor (DOL) Apprenticeship Program

Partner with DOL to mentor and train new employees  
John Heiniein  
John.Heiniein@delaware.gov

### T.E.A.C.H. Early Childhood® Delaware

Provide staff access to this scholarship/bonus program for completing college coursework  
Michelle Spencer  
Mspencer@deaeyc.org

### OCCL Supervised Experience Program

Expedite experience requirements for potential staff  
Kelly McDowell  
Kelly.McDowell@delaware.gov

### College and University Early Childhood Department Chairs

Connect with instructors teaching students who are interested in working in the early learning field

#### DELAWARE TECHNICAL COMMUNITY COLLEGE

Dr. Timothy Mello (Dover)  
timothy.mello@dtcc.edu

Dr. Diana Nardozzi (Wilmington)  
dnardozzi@dtcc.edu

Dr. Robert Kime (Georgetown)  
rkime@dtcc.edu

#### WILMINGTON UNIVERSITY

Dr. Michael Curry  
Michael.g.curry@wilmu.edu

#### DELAWARE STATE UNIVERSITY

Dr. Shelley Rouser  
srouser@desu.edu

## SUCCESS

### Child Care WAGES® Program Delaware

Recruit and retain staff with increased salary opportunities  
Lisa Miller  
lmiller@deaeyc.org

### In-Person Training in Early Care and Education (TECE I and II) Programs

Contact program coordinators in your county to locate early learning professionals

#### NEW CASTLE COUNTY

Delaware Technical  
Community College (Wilmington)  
Cathren.hagan-smith@dtcc.edu

New Castle County Vo-Tech HS  
Nicole.Bowe@nccvt.k12.de.us

#### KENT COUNTY

Polytech Adult Education  
Jeremy.McEntire@polytech.k12.de.us

Delaware Technical  
Community College (Dover)  
Dleech@dtcc.edu

#### SUSSEX COUNTY

Sussex Tech  
Adult Education  
Lynn.Danner@  
sussexvt.k12.de.us

Delaware Technical  
Community College  
(Georgetown)  
Jillian.Whitney  
jwhitney@dtcc.edu

Experienced employees!



Salary supplement!



Child Care WAGES® Program Delaware



Tuition assistance!

Potential employee pool!

Mentored employees!

Trained individuals!

Educated employees!



# Welcome to the Delaware First Online Application Public Information Session

August 2018



Delaware  
Department of Education

# What's Changing

- Key differences in the application process include:
  - The applicant will need to create an IMS Account
  - The applicant will be able to print their own Verification of Experience Forms
  - The applicant will be able to upload documentation
  - The applicant will be able to follow the status of their application online
  - The applicant will be able to print their own qualification certificate

# Benefits

- Online Application = faster application processing time
- Confirmation that application was received
- Communication sent via email
- Ability to go online to check the status of a pending application
- Ability to print qualification certificate – past and present
- Self-management of personal information, education, training, and work experience

# The Process

- Step 1: Apply for an IMS Account
- Step 2: Log into the DE First online application and complete your Profile, Education, and Professional Development (PD) Training
- Step 3: Complete Experience - Print Verification of Experience form - Administrator verify and sign - Applicant sign
- Step 4: Upload documents
- Step 5: Apply for qualification certificate
- Step 6: Check the status of your qualifications application at any time
- Step 7: Print certificate

# Apply for an IMS Account

**Request New Delaware First Account**

Please fill out the following fields in order to request a new account for Delaware First.

Email	<input type="text" value="test@test.com"/>
First Name	<input type="text" value="Jane"/>
Last Name	<input type="text" value="Smith"/>
Middle Name	<input type="text"/>
What is your birthday?	<input type="text" value="01/01/1900"/>
What is the last four digit of your SSN?	<input type="text" value="1234"/>
Additional Security Question	<input type="text" value="What color was your first car?"/> <input type="button" value="v"/>
Additional Answer	<input type="text" value="white"/>

**Accept Terms**

This system is for use only by employees of the Department of Education (DOE) and its authorized clients. To protect the system from unauthorized or inappropriate use and to ensure that it is functioning properly, the system is monitored by system administrators at the DOE. By using this system, you expressly consent to such monitoring and waive any privacy claim. Unauthorized or inappropriate use may result in the termination of access to the system. Evidence of possible criminal activity will be disclosed to the appropriate law enforcement agency. Anyone using this system expressly consents to comply with the State of Delaware's acceptable use policy. Violation of this policy may result in termination of access to the system and, in the case of employees of the DOE, disciplinary action up to and including dismissal.

1. Go to the following URL:

<https://pubapps.doe.k12.de.us/sso/petitionacctdpec.aspx>

2. Fill out the requested information and select the 'Accept Terms' checkbox and select 'Submit'.

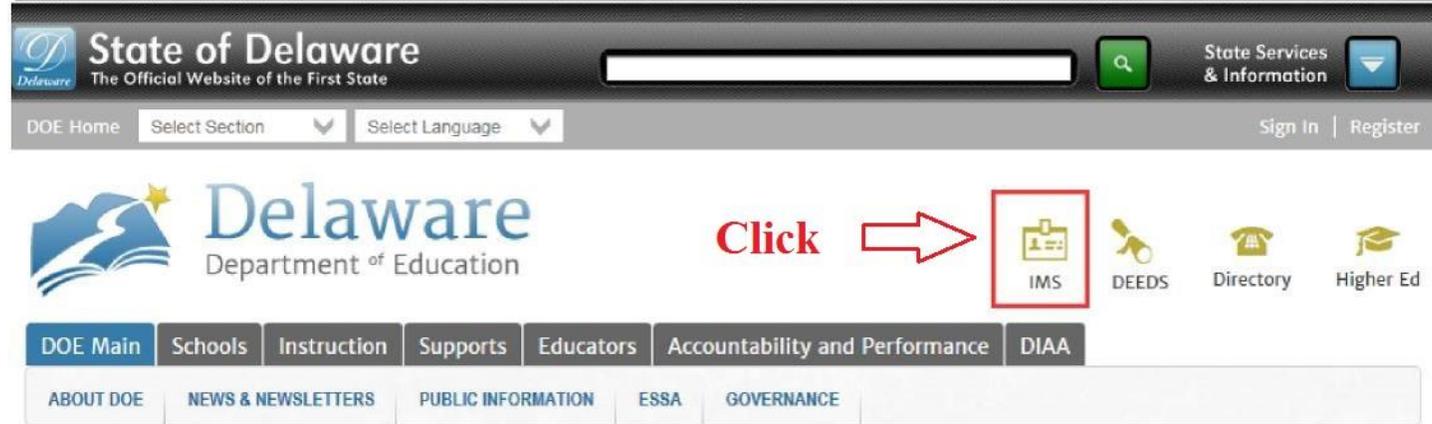
3. You will receive an email confirmation that your request has been received.

4. You will receive a second email confirmation when your request has been approved (or denied).



# IMS Account Access on DOE Homepage

Go to the Delaware Department of Education website: [www.doe.k12.de.us](http://www.doe.k12.de.us)



Type in your username and temporary password sent to you in the email confirmation.



# DE First Application Icon

Delaware Department of Education

Welcome Tineal.DeLaCruz

Identity Management System

Request Applications Application Contacts Change Password

Search for your application here

**Click**

Delaware First

For technical support please call the Technology Operations main line at 302-735-4140 or enter in a DOE Help Desk ticket.

Delaware Department of Education | State of Delaware

Delaware Department of Education ©

All data needs prior authorization before being disclosed, Consult your manager before sharing or disclosing data from the website

# Online Application Home Page



State of Delaware  
The Official Website of the First State



Delaware  
Department of Education

Welcome

[Early Learning](#)



IMS

[Home](#) [Profile](#) [Online Help and Resources](#)

### Home

Welcome to the Office of Early Learning. The Office of Early Learning is responsible for the oversight of early childhood and school-age qualifications programs, known as Delaware First. Anyone who would like to work in an early childhood licensed facility or a school-age program must hold a qualification certificate from Delaware First. If you have any questions, please contact us at [delawarefirst@doe.k12.de.us](mailto:delawarefirst@doe.k12.de.us).

To begin the application process, please click on the "Profile" tab above.

Delaware Department of Education

401 Federal Street, Suite 2  
Dover, DE 19901-3639  
1-302-735-4000

[Nondiscrimination Statement](#)

[Nondiscrimination Statement](#)

# Profile

- Profile
- Name & Address
- Contact Info
- Personal Info
- K12 Cert. Info
- Education
- PD Training
- Experience
- Upload
- Apply
- Status
- Certificate
- Delaware First
- K12

### Early Learning

Step 1 of 14 - Name & Address -

- Profile
- Name & Address
- Contact Info
- Personal Info
- K12 Cert. Info
- Education
- PD Training
- Experience
- Upload
- Apply
- Status
- Certificate

First Name   
To request a name change email  
delawarefirst@doe.k12.de.us

Middle Name

Last Name   
To request a name change email  
delawarefirst@doe.k12.de.us

Apt#

Street

Street2

City

State

Zip

County

Country

Next

Navigating your profile is easy and fun!  
Just fill in the blanks and click "Next".

Click Here

# Profile (continued)

Profile

Name & Address

Contact Info

Personal Info

K12 Cert. Info

Email  **Personal email**

Phone 1

Phone 2

Back Next

Entering an email is mandatory. This will be the new form of communication for all DE First updates and notifications.

Profile

Name & Address

Contact Info

Personal Info

K12 Cert. Info

SSN

DOB

Gender

Profile

Name & Address

Contact Info

Personal Info

K12 Cert. Info

Do you have a Delaware K12 (DEEDs) Certificate?  **Click**

Back Next

# Education

Early Learning

Step 5 of 14 - Education - Tineal delacruz

Profile

Name & Address

Contact Info

Personal Info

K12 Cert. Info

Education

Education

PD Training

Experience

Upload

Apply

Status

Education

+ Add

<< 1 >>

25

Search Filter your results by typing search text

Showing records 1 to 2 of 2 records

Degree	School Name	Month	Graduation Year		
Associate	Community College of the Air Force	April	2017		
High School	Homestead High School	June	2011		

Showing records 1 to 2 of 2 records

Back

Next

Click here

Edit here

View here

CLICK

The Education section includes:

- High school
- College

You may only enter one high school

You may enter multiple colleges and universities

You may Add, Edit or View information

**NOTE:** You may only edit information during the application process – once submitted you will no longer be able to edit

# PD Training

Early Learning

Step 6 of 14 - PD Training

- Profile
- Education
- PD Training
- PD Training
- Experience
- Upload
- Apply
- Status
- Certificate

Professional Development Training

25 Search Filter your results by typing search text

Showing records 1 to 0 of 0 records

No records found for the search criteria

Showing records 1 to 0 of 0 records

Back Next

The PD Training Section includes:

- TECE 1 & 2
- National CDA
- High School Pathway
- Clock Hour Trainings

Click ADD to enter PD training information

Add/View Professional Development Training

Category: Child Development Associate

Area: Child Development Associate National Cred

Type: National

CDA: Family Child Care

Completion Month: February

Completion Year: 2018

CLICK → Save Cancel

# Experience

Step 7 of 14 - Experience -

- + Profile
  - + Education
  - + PD Training
  - Experience
- Experience
- + Upload
  - + Apply
  - + Status
  - + Certificate

## Experience

+ Add

<< 1 >> 25

Search

Showing records 1 to 1 of 1 records

Center Name	Supervisor	Start Date	End Date	
Boys and Girls Club	FIRST & LAST NAME, TITLE	01/01/2018		  

Showing records 1 to 1 of 1 records

Print

Back Next

Add Experience for : Tineal DeLaCruz

Center Name:

Supervisor Name & Title:

Address:

City:

State:

Zip:

Phone Number:

Position You Held:

Dates of Service From:

Dates of Service To:   Currently Employed

Ages of Children You Worked With:  [0-3]  [3-5]  [5-8]  [8-12]

Hours Worked directly with children Per Week:

Total number of months worked for this center:

Total Hours:

CLICK 

- The Experience Section has 3 steps:
- Complete information
    - Print
  - Verify and Sign (both Administrator and Applicant)



# Upload

Early Learning

Step 8 of 14 - Upload - Tineal delacruz

- Profile
- Education
- PD Training
- Experience
- Upload
- Apply
- Status
- Certificate

Official College Transcript cannot be uploaded. Please have your college send an official, sealed transcript to DOE, 401 Federal Street, Dover, DE 19901 ATTN: DE First, or via email at delawarefirst@doe.k12.de.us. College transcripts must be translated into English and evaluated – look at the attached form in online resources and help.

**Personal Verification**

Upload Copy of Driver's License

Browse...

**Education Verification**

Upload HS Diploma

Browse...

Upload HS Transcript

Browse...

**Employment Verification**

Upload Signed form (Download the form your experience)

Browse...

Browse...

Browse...

Browse...

Browse...

**Training Certificates**

Please upload max load of 15 certificates per file

Browse...

Browse...

Browse...

Back Next

- Only pdf files are able to be uploaded
- All uploaded documents will be verified by DE First Office
- If an uploaded document is missing information or is not accepted by Delaware First, you will be notified via email and in the Status Section

# Apply

← Apply

Early Childhood

School-Age

Specialized Training

## Early Care and Education Centers

Qualification Certifications

Early Childhood Assistant Teacher

### Applicant **MUST** select one of the following

- Completed high school career pathway in early childhood
- Passed TECE 1 with C- or higher
- 6 college credits in early childhood with 3 credits in child development and 3 credits in early childhood elective content

Submit Application

Back

Next

Select the type of qualification you are applying for

Then select the qualification certificate you are interested in applying for (Intern, Assistant Teacher, etc.)

# Status

**Application Status**

<< 1 >> 25 ▾

Search  

*Showing records 1 to 4 of 4 records*

Application ID	Application Name	Date	Status	Reason
55485	Early Childhood Administrator	06/21/2018	Application Pending	
45566	Early Childhood Teacher	04/22/2014	Issued	
44514	Early Childhood Assistant Teacher	02/24/2012	Missing Details	
42914	Early Childhood Intern	04/17/2013	Denial	

*Showing records 1 to 4 of 4 records*

[Back](#) [Next](#)

Application Pending: The application has been submitted successfully and you will receive our auto reply via email

Issued: An email will be sent stating you have been approved and your certificate is ready to print in the “Certificates” Section.

Missing Details: Your application is missing documentation or other information. Click on the button in the “Reason” column for more information.

Denial: Your application has been denied for some reason. Click on the button in the “Reason” column for more information.

# Certificate

## Early Learning

Step 13 of 14 - Delaware First - Rayne Aaron

+ Profile

+ Education

+ PD Training

+ Experience

+ Upload

+ Apply

- Status

Status

- Certificate

Delaware First

K12

### Certificate

Certificate: Early Childhood Administrator

Issue Date: 05/23/2017

Effective Date: 05/23/2017

Download Certificate

The Certificate Section will display current and past certificates issued

# College Transcripts

“These are not uploaded via the online application”

TO VERIFY, TRANSPARENT GLOBE ICONS MUST BE VISIBLE WHEN HELD TOWARD A LIGHT SOURCE

THE WORDS "WILMINGTON UNIVERSITY" AND "VOID" APPEAR ON ALTERNATE ROWS WHEN PHOTOGRAPHED



**RECEIVED**  
APR 13 2017  
DELAWARE DEPARTMENT OF EDUCATION

Page 1 of 2

Student Name : \_\_\_\_\_ Student ID : W000108961  
Personal ID : XXX-XX-XXXX  
Date of Issue : 7/5/2017

YOUR NAME HERE \_\_\_\_\_

Major: Education Studies- Early Childhood Ed Birth-2 B.S.

Term	Course	Grade	ATT	ERN	HRS	PTS	GPA															
<b>Term: Summer 2014</b>																						
EPC 301 B1D01 Assessment of Exceptional Children and IEPs 3.00 A																						
ECC 206 DIS B1T01 Family Development and Service Systems 3.00 A																						
<b>Term: Spring 2011</b>																						
ACM 102 ACM 141 3.00 TR																						
ACM 131 ACM 121 3.00 TR																						
ACM 320 of ACM 320 10.00 TR																						
ART 100 ACM 140 3.00 TR																						
BCS 206 BCS 206 3.00 TR																						
BIO 101 BCS 232 3.00 TR																						
ENG 102 ENG 121 3.00 TR																						
ENGL 1 ENG 121 3.00 TR																						
MAT 121 MAT 201 3.00 TR																						
MAT 202 MAT 302 3.00 TR																						
MAT 308 MAT 304 3.00 TR																						
PHIL 140 PHI 100 4.00 TR																						
PSY 101 PSY 101 3.00 TR																						
PSY 356 PSY 336 3.00 TR																						
PUBSP ADM 127 3.00 TR																						
SOC 110 SOC 305 3.00 TR																						
<table border="1"> <thead> <tr> <th>ATT</th> <th>ERN</th> <th>HRS</th> <th>PTS</th> <th>GPA</th> </tr> </thead> <tbody> <tr> <td>0.00</td> <td>18.00</td> <td>0.00</td> <td>0.00</td> <td>0.00</td> </tr> <tr> <td>CUM:</td> <td>0.00</td> <td>18.00</td> <td>0.00</td> <td>0.00</td> </tr> </tbody> </table>								ATT	ERN	HRS	PTS	GPA	0.00	18.00	0.00	0.00	0.00	CUM:	0.00	18.00	0.00	0.00
ATT	ERN	HRS	PTS	GPA																		
0.00	18.00	0.00	0.00	0.00																		
CUM:	0.00	18.00	0.00	0.00																		
<b>Term: Spring 2014</b>																						
ECE 201 DIS B1T01 Health, Safety, and Nutrition 3.00 A																						
ECE 202 DIS B2T01 Professional Issues in Early Childhood 3.00 A																						
ECE 214 B1D01 Creating Environments for Learning 3.00 A																						
EDU 102 LAB B1N01 E-Field 0.00 S																						
EDU 203 DIS B1T01 Instructional Technology 3.00 A																						
<b>Term: Spring 2016</b>																						
Dual Degree List																						

AN OFFICIAL SIGNATURE IS WHITE WITH A GREEN BACKGROUND. REJECT DOCUMENT IF SIGNATURE BELOW IS DISTORTED.

In accordance with USC 438 (6) (4) (B) (1) (The Family Educational Rights and Privacy Act of 1974) you are hereby notified that this information is provided upon the condition that you, your agent or employees, will not permit any other party access to this record without consent of the student. Alterations of this transcript may be a criminal offense.

Elizabeth P. Jordan  
Registrar



THIS TRANSCRIPT IS PRINTED ON GREEN SCRIP-SAFE® PAPER AND DOES NOT REQUIRE A RAISED SEAL

Official college transcripts cannot be uploaded.

Please mail official, sealed transcripts to  
 Delaware Department of Education  
 Attn: Delaware First  
 401 Federal Street, Dover, DE 19901  
 or  
 Your college/university may email an electronic version of your official college transcript via a secure server to [delawarefirst@doe.k12.de.us](mailto:delawarefirst@doe.k12.de.us)

# Supports

- Help setting up an IMS Account or resolving a problem with accessing an IMS Account – Call 735-4140
- Questions about DE First online application process – Refer to the “Online Help and Resources” section found on the application Home Page
  - Step-by-step instructions for all aspects of the online application
  - Website links to early learning resources (DIEEC, OCCL, etc.)
  - FAQs
- General Questions - Contact DE First Office at 302-735-4236

# Resources

- Local libraries – Available Internet access to the online application, as well as scanners to allow for scanning and uploading documents
  - Public Computer Access Area
  - Open Computer Lab (otherwise known as Inspiration Space)
- Cell phone - access a free pdf scanning app

# Delaware First

DE First Office - (302) 735-4236

Monday – Friday 8:00 a.m. to 4:30 p.m.

Email: [delawarefirst@doe.k12.de.us](mailto:delawarefirst@doe.k12.de.us)

Website: [www.doe.k12.de.us/delawarefirst](http://www.doe.k12.de.us/delawarefirst)

Staff Qualification Information:

*Delacare: Regulations for Early Care and Education and  
School-Age Centers*

## **IMS Account Frequently Asked Questions**

Q: Can one individual have two IMS Accounts?

A: No, one IMS account is assigned per individual. However, the individual can have multiple applications they access within the IMS system.

Q: Will center administrators be able to access, change or upload personal information or documents or view certificates for their employees?

A: No, individuals are not permitted to allow anyone else to use their IMS account.

Q: Do all employees working with young children need to create an IMS account in order to access their qualification certificates?

A: It is recommended that all employees who have qualification certificates already in the system obtain an IMS account and access the system in order to review their profile, update personal information and print certificates.

Q: I already have an IMS account and need to request the Delaware First Online Application icon, what do I need to do?

A: Applicants should go into their IMS account and click on “Request Application” and choose “Delaware First” from the drop down menu.

Q: I have an existing IMS account, but I have not accessed it for a while, and I am unable to log in. How do I gain access to my existing IMS account?

A: Passwords for IMS accounts expire every 90 days. Click on the “Forgot Password” link directly under the “Sign On” button and follow the steps provided to reset your password.

## **Delaware First Online Application** **Online Help and Resources**

### **IMS Account Access**

#### **Step by Step Instructions:**

- Request an IMS account by going to:  
<https://pubapps.doe.k12.de.us/sso/petitionacctdpec.aspx>
  - Fill out requested information
  - Click on “Accept Terms” and select “Submit”
  - Wait until you receive an email your request has been received
  - Next, wait until you receive a second email confirming IMS Account access has been approved
- Access IMS by going to the Department of Education Website at:  
<https://www.doe.k12.de.us/>
  - Click on the IMS icon at the top right of the DOE Website homepage
  - Once in IMS, type in username and temporary password sent to you in the email confirmation. This will prompt you to create a permanent password.
  - Login to the IMS with your Sign On ID and new permanent password.
  - Click on the Delaware First logo to access the online application

#### **FAQs:**

Q: Can one individual have two IMS Accounts?

A: No, one IMS account is assigned per individual. However, the individual can have multiple applications they access within the IMS system.

Q: Will center administrators be able to access, change or upload personal info or documents or view certificates for their employees?

A: No, you are not permitted to allow anyone else to use your IMS account.

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A: It is recommended that all employees who have qualification certificates already in the system obtain an IMS Account and access the system in order to review their profile, update personal information and print certificates.

Q: I already have an IMS account and need to request the Delaware First Online Application icon, what do I need to do?

A: Applicants should go into their IMS account and click on “Request Application” and choose Delaware First from the drop down menu.

### **Application Assistance**

#### **Step By Step Instructions:**

- Once in the IMS System, click on the Delaware First logo to access the online application
- Complete each page of the Profile tab
- Complete each page of the Education tab
- Complete each page of the PD (Professional Development) Training tab
- Complete each page of the Experience tab
- Access the “Upload” tab to upload documentation (see Upload Documents for more information)
- Access the Apply tab and complete the information for the qualification you are applying for
- Submit new application

### **FAQs:**

Q: Why can't I change my first or last name in my profile?

A: The system limits the ability for anyone to change a legal name. Please send proof of name change (marriage certificate, etc.) via U.S. mail to the Delaware First Office and we will make the change in the system for you.

Q: Will I be able to view past trainings, education and experience in my profile?

A: Yes, you will be able to view training, education and experience that was previously in the DE First database prior to the activation of the online application portal.

Q: Can an applicant start an online application and then come back to it later?

A: Yes the applicant can start the online application, save it, and come back to it at a later date to complete and apply.

Q: If I don't have a home computer, where can I go to publicly access the Online Application?

A: All public libraries in Delaware have Internet access which you can access if you have a library card for the library you visit. You may obtain a free library card at the library by showing them a photo ID and two other forms of identification (bills, etc.).

Q: Who do I call if I have general questions about the Delaware First Online Application or other Delaware First matters?

A: You might try one of the following options:

- (1) Visit the FAQs page of the Delaware First website [here](#).
- (2) Email your questions/concerns to the Delaware First via email at [delawarefirst@doe.k12.de.us](mailto:delawarefirst@doe.k12.de.us).
- (3) Call the Delaware First Office at 302-735-4236

Q: If I have my college/degree information in DEEDS, do I still need to have an official transcript sent to Delaware First?

A: No, if your college/degree information already exists in DEEDs, you do not need to have your college submit an official transcript.

Q: How do I submit my experience if I work different hours in the summer and winter months?

A: You would need to submit two separate Verification of Experience forms, one for hours worked in the summer months and one for the hours worked in the winter months.

Q: What if I submit an application and then realize that I didn't upload or enter all my information?

A: Please verify all information is entered and is correct before submitting your application. Once you have officially applied (by hitting "Submit Application") your information cannot be changed until a decision is made on that application. If information is missing from this application, your application will likely be denied and you would need to reapply for that qualification at a later date.

Q: How do I enter and upload student teaching experience?

A: The applicant's "student teaching experience" is typically listed on their official college transcript, therefore they would not need to submit a Verification of Experience form for student teaching.

### **Uploading Documents**

- It is best to have all your documents (driver's license, HS transcript, HS diploma, signed and completed Employment Verification forms and training certificates) in pdf files in one place on your computer, so you can easily browse your computer and upload them to the online application. Note: The system only lets you upload pdf files.
- College transcripts cannot be uploaded, as they must be officially submitted via US Mail or electronically (see FAQs)
- Local libraries can provide access to the Internet and scanners to assist you in applying and uploading documents. When visiting, look for the library's Public Computer Access Area or a Open Computer Lab (also known as Inspiration Space - where assistance is provided in completing, uploading documents, etc.)
  - List of Local Libraries - <https://lib.de.us/list-of-libraries>
  - Inspiration Space – availability varies by library – available Dover Public Libraries on Mondays 9am-1pm
  - Most library services are free – may be minimal cost for copies
  - General questions or need assistance at a library Call Alta Porterfield at 302-922-0753

### **FAQs:**

Q: Does the high school transcript need to be official and sent by the high school?

A: No the high school transcript or diploma can be uploaded by the individual and does not need to be an official copy.

Q: Do I need to upload individual professional development training certificates, or can I scan them all together and upload?

A: You can scan up to 15 training certificates together and upload as one document. Another option is to obtain a copy of your professional development training transcript and upload that document.

Q: Can I scan documents and upload to the Online Application at a public library?

A: All public libraries have computers and scanners which will allow you to scan a document and upload it to the application. It is best if you come with copies of the items you need to upload, otherwise there may be a small charge to copy these items. The copy of the document would then be scanned and uploaded.

Q: Can I take a photo of my document and upload it via my phone?

A: No, photos taken with cell phones are not acceptable as they are not in a pdf format. However, if you download one of the free pdf scanner apps to your phone, you can use that to take a photo of your document.

Q: Are there any free scanning apps that I can download and use from my home?

A: Yes there are free PDF scanning apps available for iPhone or Android devices available on the Internet.

Q: Are there any documents that cannot be scanned and uploaded?

A: Official college transcripts cannot be uploaded. Please mail official, sealed transcripts to Delaware Department of Education, Attn: Delaware First, 401 Federal Street, Dover, DE 19901; or your college/university may email an electronic version of your official college transcript via a secure server to [delawarefirst@doe.k12.de.us](mailto:delawarefirst@doe.k12.de.us).

Q: Can I upload Verification of Employment forms from two or more different employers?

A: Yes, you have the option to submit up to five different Verification of Employment forms documenting your work experience.

## **Application Status and Printing Certificates**

### **Step by Step Instructions for Checking Application Status:**

- Once in the Online Application, click on “Checking Status of Application”
- One of the following should be listed in the “Status” column:
  - **Application Pending**: The application has been submitted successfully and you will receive our auto reply via email
  - **Issued**: An email will be sent stating you have been approved and your certificate is ready to print in the “Certificates” Section.
  - **Denial**: Your application has been denied for some reason. Click on the button in the “Reason” column for more information.
  - **Missing Details**: Your application is missing documentation or other information. Click on the button in the “Reason” column for more information.

### **Step by Step Instructions for Downloading and Printing Certificates:**

- Click on the “Certificate” tab
- Choose the qualifications certificate you wish to print
- Click on “Download Certificate”
- Click “Print”

## **FAQs:**

Q: Will applicants be able to view their Delaware First application status online?

A: Yes, applicants can click on the “Status” tab to see approved or denied applications, as well as any applications that are missing information.

Q: How do I get a copy of my qualifications certificate mailed to me?

A: DE First will no longer mail copies of certificates as all certificates are able to be printed via the online application. See “Step by Step Instructions for Downloading and Printing Certificates”

## **System Capabilities**

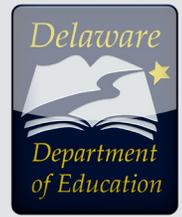
Q: Can an applicant view their career lattice or step level?

A: Currently an applicant cannot view career lattice or step level, but we hope to add that functionality to the online application in the future.

## **Other Helpful Website Links/Resources**

- DIEEC - <http://www.dieec.udel.edu/>
- OCCL - <https://kids.delaware.gov/occl/occl.shtml>
- DEAEYC - <https://deaeyc.org/>
- DOE Website - <https://www.doe.k12.de.us>
- DE First webpage - <https://www.doe.k12.de.us/delawarefirst>
- De First Online Application PowerPoint - <https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/534/DE%201st%20Online%20application%20-%20OEL%205.pdf>
- Libraries in Delaware having computer and scanner access – <https://lib.de.us/list-of-libraries/>
- Libraries – Inspiration Space - <https://lib.de.us/is/>

# 2019 Community Conversations Report



## YEAR 2 HIGHLIGHTS

Early learning professionals and community members throughout the state participated in **Early Learning Community Conversations** at eight meetings over two weeks in May.

An increase in the number of participating child care providers and an 80% increase in overall participation resulted in more varied and thought-provoking discussions.

### WHO ATTENDED?

2018



103 PARTICIPANTS



CHILD CARE PROVIDERS



STATE AGENCY CONTRACTORS



NONPROFIT/COMMUNITY PARTNERS

2019



185 PARTICIPANTS



CHILD CARE PROVIDERS



STATE AGENCY CONTRACTORS



NONPROFIT/COMMUNITY PARTNERS

The goal of **Community Conversations** is to engage together around common issues in the pursuit of high quality early education.

## 2019 UPDATES

OFFICE OF EARLY LEARNING

OFFICE OF CHILD CARE LICENSING

DEPARTMENT OF HEALTH & SOCIAL SERVICES

DIVISION OF PREVENTION AND BEHAVIORAL HEALTH SERVICES

**Community Conversations** offer an opportunity for open dialog among early childhood professionals and Delaware early learning support agencies.

DELAWARE STARS REDESIGN

PROFESSIONAL/WORKFORCE DEVELOPMENT

OFFICE OF CHILD CARE LICENSING REGULATIONS

PURCHASE OF CARE/MARKET RATES CHANGES

EARLY CHILDHOOD MENTAL HEALTH CONSULTATION SERVICES

## **POSITIVE FEEDBACK**

**The Office of Early Learning** supports my program in providing the best care for children.

**Purchase of Care** provides subsidies to help children attend high quality care & education programs.

**The Office of Child Care Licensing** provides guidelines for children's health and safety.

**Early Childhood Mental Health Consultation** provides hands-on assistance and training for teachers, children and families managing behavior issues.

## **PROGRESS**

The Department of Education and its partners will continue to listen, take action and promote work that will streamline, improve and expand services for young children.

**In the next year, we will work together to:**

- ✓ Review the **governance** structure of early learning in Delaware
- ✓ Work to **strengthen early learning agency communications**
- ✓ Identify ways to **recruit and retain quality early learning staff**

- ✓ **Redesign Delaware Stars** to ensure all children have access to high-quality early learning opportunities
- ✓ Explore the expansion of **appropriate mental health consultation services** for young children

## **TO LEARN MORE AND STAY INFORMED**

A comprehensive list of early learning programs and initiatives may be found at [www.doe.k12.de.us/resources](http://www.doe.k12.de.us/resources)

### **Early Childhood Program Grants**

Grant Watch: [www.grantwatch.com/cat/26/preschool-grants.html](http://www.grantwatch.com/cat/26/preschool-grants.html)

Child Care Lounge: [www.childcarelounge.com/pages/grants-for-early-childhood-education](http://www.childcarelounge.com/pages/grants-for-early-childhood-education)

### **Connecting with Delaware Libraries**

**Beth-Ann Ryan**, Deputy Director, DE

Division of Libraries

[beth-ann.ryan@delaware.gov](mailto:beth-ann.ryan@delaware.gov)

**Annie Norman**, State Librarian

[Annie.norman@delaware.gov](mailto:Annie.norman@delaware.gov)

[www.lib.de.us](http://www.lib.de.us)

## **THANK YOU!**

The Office of Early Learning and its partners express their appreciation for everyone's involvement in the informative **2019 Community Conversations**. Your feedback, discussion and questions are extremely valuable as we continue to improve and expand services for Delaware's youngest learners.



## DELAWARE DRUG-RELATED DEATHS

 **345**  
deaths in 2017\*

 **6<sup>TH</sup> HIGHEST**  
overdose death rate in the nation\*\*

 **HIGHER**  
than the national rate

If you suspect or know that a family is dealing with substance misuse, your primary responsibilities as an educator are to:

1. **Assess the situation** - Is anyone in immediate danger? Follow your center’s policies and procedures and call local law enforcement when necessary.
2. **Provide families with resources** - Go to <https://www.helpsherede.com> for detox, outpatient, inpatient and education programs in Delaware.

### Substance Misuse Concerns

- **Substance Misuse:** Using any substance in a manner that can cause harm to users or to those around them.
- **Substance Use Disorder:** A medical illness caused by repeated misuse of a substance that impairs health and function.
- **Addiction:** Severe and chronic substance use disorder.

**Did you know?**

Families in crisis are more likely to accept information and assistance from individuals whom they already know and trust, such as early childhood educators.

There is Hope



Refer families to:  
 (800) 652-2929 (New Castle County),  
 (800) 345-6785 (Kent and Sussex counties), or  
<https://www.helpsherede.com>  
 for information on detox, and treatment resources, and more.

# Substance Use and Children

No amount of alcohol, marijuana, or other illegal drugs is safe for children, even in pregnancy. Babies exposed to these substances may experience effects long after birth.

## OPIOIDS: LEGAL AND ILLEGAL

### what families need to know

Opioids are highly addictive. In babies, opioids can cause life-threatening illness and withdrawal symptoms known as neonatal abstinence syndrome (NAS). Symptoms of NAS include excessive crying, irritability, seizures, gastrointestinal problems, and more. The long-term impacts of opioid use during pregnancy are still unknown, but there is evidence to suggest children exposed to opioids in utero face long-term behavioral and cognitive effects.



## ALCOHOL

### what families need to know

Alcohol is the number one cause of preventable birth defects. If a pregnant woman drinks alcohol, the alcohol reaches the baby through the placenta. Alcohol is significantly more toxic to a baby because a baby's liver cannot break down alcohol. Alcohol can damage a baby's organs as well as cause physical, emotional and behavioral problems, difficulties in learning or memory, and higher rates of Attention Deficit Hyperactivity Disorder (ADHD).



## COCAINE AND METHAMPHETAMINE (STIMULANTS)

### what families need to know

Babies born to mothers who use cocaine during pregnancy may have low birth weight and small head circumference, and may be shorter than babies born to mothers who do not use cocaine. They may also show symptoms of irritability, hyperactivity, tremors, high-pitched crying and excessive sucking at birth.



## MARIJUANA

### what families need to know

Marijuana use should not be viewed as a "safe" alternative to other drugs. Contrary to reports, marijuana can be addictive. There is research to suggest that marijuana use during pregnancy causes impaired neurodevelopment in fetuses as well as low birth weight and problems in behavior and cognition in childhood.



## Summary of Substance Effects

	Nicotine	Alcohol	Marijuana	Opioids	Cocaine	Methamphetamine
<b>Short-term Effects/Birth Outcome</b>						
Fetal Growth	Effect	Strong Effect	Effect	Effect	Effect	Effect
Anomalies	?	Strong Effect	?	No Effect	No Effect	?
Withdrawal	No Effect	Effect	Effect	Strong Effect	No Effect	Effect
Neurobehavior	Effect	Effect	Effect	Effect	Effect	Effect

### Long-term Effects/Birth Outcome

Growth	?	Strong Effect	No Effect	No Effect	?	*
Behavior	Effect	Strong Effect	Effect	Effect	Effect	*
Cognition	Effect	Strong Effect	Effect	?	Effect	Effect
Language	Effect	Effect	No Effect	Effect	Effect	*
Achievement	Effect	Strong Effect	Effect	*	?	*

? No Consensus on Effect    \* Limited or no data available

Updated by the Delaware Division of Public Health in 2017. Original source: Behnke, M. & Smith, V. C. (2013). Technical Report. Prenatal effects on the exposed fetus.

American Academy of Pediatrics, 131(3), e1009- e1024.



## PLANNING WITH INTENTION

### Infants/Toddlers

Intentional planning is a phrase used to discuss quality in programs as it relates to ensuring desired outcomes for children as they progress along developmental pathways toward Kindergarten and beyond. Practicing this skill starts at a child's earliest age – when she/he is an infant and toddler. This workshop is designed for infant/toddler teachers, providers, home visitors, and those who support families with children 0-3.

Participants will learn what “intentional planning” actually means; understand how to do it, and have the opportunity to practice the skills in a supportive setting.

Intentional Planning involves creating a vision based on observation, information from families about children, using the observation information teachers gather, and then pulling it all together to create a plan. One of the necessary skills is setting priorities: how do we know which skills we should use as a focus? In addition, how do we do that appropriately for infants and toddlers? We know that planning for those ages is different than planning for older, more mobile and more verbal children. This is where observation and knowing skill progression becomes extremely important: learning to look at observations and, using a backward design, plan with “the end in mind” as suggested by Stephen Covey.

While this sounds complicated, it is a manageable task when we know how to break down the parts into a sequence and learn a skill that comes “automatically” with practice. Having the opportunity to see this sequence in action, practice the pieces, and have an instructor walk through it in a supportive way, is the intent behind the design of the DIEEC workshop Planning with Intention. It is accomplished by using visual examples and sample data for infants and toddlers as a way to show it in “real” action format.

Planning with Intention is the difference between leaving skill development to chance, and taking the active and proactive role of knowing the how and when of teaching skills.

This leads to better outcomes for children, less chaos for staff and more stability and staff satisfaction. It also deliberately uses family information and goals to partner in the development of infants and toddlers in any program setting.

## What is the role of a C&A Specialty TA?

We know that the quality of care in a child's first few years of life has a major impact on developmental outcomes. Delaware Stars offers C&A specialty technical assistance to work with both centers and family early care and education professionals to improve practice. Our C&A TAs have specific knowledge and skill sets to help you use curriculum and assessments in an intentional way.

Delaware Stars C&A Technical Assistants are available to work with you in a variety of situations all while coordinating their efforts with your Generalist TA.

**Contact us if any of these situations apply to you!**

Would you like support in getting the most out of your curriculum?

Would you like your lesson plans and schedules to be consistent with your curriculum?

Do you need help implementing your curriculum?

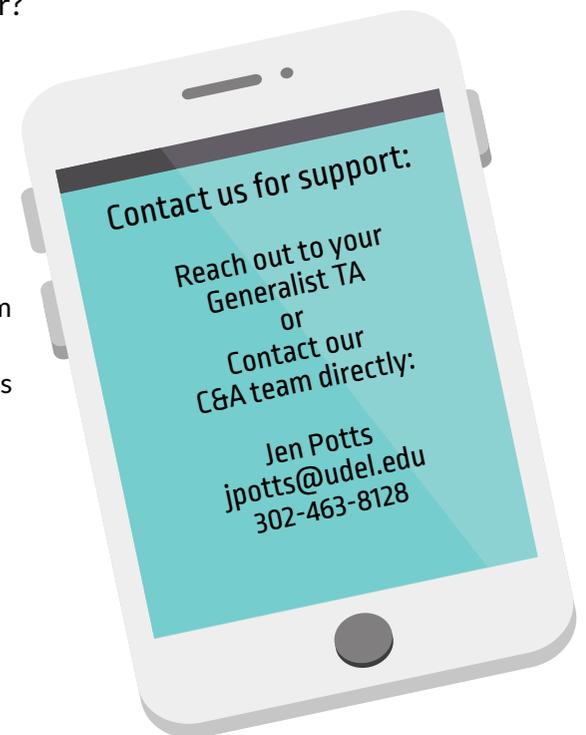
Do you want to use assessments in more meaningful way?

Would you like to simplify your observation process?

Would like to learn how curriculum and assessment work together?

### Ways we can support your program

- Curriculum/Assessment Selection
  - Discuss and help you think through your program's curriculum and assessment needs
  - Present an overview of approved curriculum/assessment tools
  - Provide samples for you to review
- Curriculum Consultation
  - Support administrators to work with teachers to fully understand the curriculum
  - Align curriculum so it fits with daily schedules
  - Help develop lesson plans that connect with the curriculum
  - Observe staff implementation and set goals based on teacher needs
- Assessment Consultation
  - Support administrators to orient staff
  - Help build observation systems
  - Develop strategies to include the assessment cycle
  - Use assessment data to plan



# DIEEC Professional Development Opportunities Calendar

Sussex County

August 2019

Register at: [www.dieecpd.org](http://www.dieecpd.org)

DATE/TIME	TITLE	LEVEL	HOURS	LOCATION	PRICE
08/01/2019 06:30 pm	Transitions	Intro CE	3.00	Adams State Service Center 546 S. Bedford St., Georgetown	\$15.00
08/15/2019 06:30 pm	Supporting Relationships in Mixed Age Environments	Intro SE	3.00	Adams State Service Center 546 S. Bedford St., Georgetown	\$15.00

# DIEEC Professional Development Opportunities Calendar

Sussex County

September 2019

Register at: [www.dieecpd.org](http://www.dieecpd.org)

DATE/TIME	TITLE	LEVEL	HOURS	LOCATION	PRICE
09/07/2019 09:00 am	FCC Business Practices 1: Business Plans and Record Keeping	Intermediate MA	2.00	Adams State Service Center 546 S. Bedford St., Georgetown	\$10.00
09/19/2019 06:30 pm	Kindergarten Readiness	Intermediate CE	3.00	Adams State Service Center 546 S. Bedford St., Georgetown	\$15.00
09/28/2019 09:00 am	Child Assessment for Teachers: The Power of Practice	Intro OA	6.00	Adams State Service Center 546 S. Bedford St., Georgetown	\$20.00

# DIEEC Professional Development Opportunities Calendar

Sussex County

October 2019

Register at: [www.dieecpd.org](http://www.dieecpd.org)

DATE/TIME	TITLE	LEVEL	HOURS	LOCATION	PRICE
10/01/2019 06:30 pm 10/03/2019 06:30 pm	Child Assessment for Teachers: The Power of Practice	Intro OA	6.00	Adams State Service Center 546 S. Bedford St., Georgetown	\$20.00
10/12/2019 09:00 am	FCC Business Practices 2: Contracts and Policies	Intermediate MA	2.00	Adams State Service Center 546 S. Bedford St., Georgetown	\$10.00
10/15/2019 06:30 pm	Healthy Together: Teaching Nutrition and Healthy Living to Preschool Children	Intermediate HS	2.00	Adams State Service Center 546 S. Bedford St., Georgetown	\$15.00

# DIEEC Professional Development Opportunities Calendar

**Kent County**

**August 2019**

**Register at: [www.dieecpd.org](http://www.dieecpd.org)**

DATE/TIME	TITLE	LEVEL	HOURS	LOCATION	PRICE
08/26/2019 06:30 pm	Intergrating the Early Learning Foundation (ELF's) & Daily Experience	Intro CE	3.00	DIEEC Dover Office- Blue Hen Mall Corp., Center, Suite 1E 655 Bay Road, Dover	\$15.00

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# DIEEC Professional Development Opportunities Calendar

**Kent County**

**September 2019**

**Register at: [www.dieecpd.org](http://www.dieecpd.org)**

DATE/TIME	TITLE	LEVEL	HOURS	LOCATION	PRICE
09/07/2019 09:00 am	Child Assessment for Administrators: Polishing the Lens	Intermediate OA	6.00	DIEEC Dover Office- Blue Hen Mall Corp., Center, Suite 1E 655 Bay Road, Dover	\$20.00
09/11/2019 06:30 pm	Transitions	Intro CE	3.00	DIEEC Dover Office- Blue Hen Mall Corp., Center, Suite 1E 655 Bay Road, Dover	\$15.00
09/16/2019 06:30 pm 09/23/2019 06:30 pm 09/25/2019 06:30 pm 10/21/2019 06:30 pm 10/23/2019 06:30 pm	Every Day Math PLUS	Intermediate CE	10.00	DIEEC Dover Office- Blue Hen Mall Corp., Center, Suite 1E 655 Bay Road, Dover	\$10.00
09/17/2019 06:30 pm 09/19/2019 06:30 pm	Child Assessment for Teachers: The Power of Practice	Intro OA	6.00	DIEEC Dover Office- Blue Hen Mall Corp., Center, Suite 1E 655 Bay Road, Dover	\$20.00

# DIEEC Professional Development Opportunities Calendar

**Kent County**

**October 2019**

**Register at: [www.dieecpd.org](http://www.dieecpd.org)**

DATE/TIME	TITLE	LEVEL	HOURS	LOCATION	PRICE
10/01/2019 06:30 pm 10/03/2019 06:30 pm	Child Assessment for Teachers: The Power of Practice	Intro OA	6.00	DIEEC Dover Office- Blue Hen Mall Corp., Center, Suite 1E 655 Bay Road, Dover	\$20.00
10/09/2019 06:30 pm	Intergrating the Early Learning Foundation (ELF's) & Daily Experience	Intro CE	3.00	DIEEC Dover Office- Blue Hen Mall Corp., Center, Suite 1E 655 Bay Road, Dover	\$15.00
10/19/2019 09:00 am	Flip It: Flipping the Challenging Behavior	Intermediate SE	6.00	DIEEC Dover Office- Blue Hen Mall Corp., Center, Suite 1E 655 Bay Road, Dover	\$20.00
10/30/2019 06:30 pm 11/04/2019 06:30 pm 11/06/2019 06:30 pm 12/09/2019 06:30 pm 12/11/2019 06:30 pm	Play for Development and Learning PLUS	Advanced CE	10.00	DIEEC Dover Office- Blue Hen Mall Corp., Center, Suite 1E 655 Bay Road, Dover	\$10.00

# DIEEC Professional Development Opportunities Calendar

New Castle County

August 2019

Register at: [www.dieecpd.org](http://www.dieecpd.org)

DATE/TIME	TITLE	LEVEL	HOURS	LOCATION	PRICE
08/05/2019 06:30 pm	Kindergarten Readiness	Intermediate CE	3.00	501 South College 501 South College Avenue, Newark	\$15.00
08/14/2019 06:30 pm	Integrating the Early Learning Foundation (ELF's) & Daily Experience	Intro CE	3.00	501 South College 501 South College Avenue, Newark	\$15.00
08/19/2019 06:30 pm	Planning with Intention: Infants and Toddlers	Intermediate CE	3.00	501 South College 501 South College Avenue, Newark	\$10.00

# DIEEC Professional Development Opportunities Calendar

New Castle County

September 2019

Register at: [www.dieecpd.org](http://www.dieecpd.org)

DATE/TIME	TITLE	LEVEL	HOURS	LOCATION	PRICE
09/07/2019 09:00 am	Transitions	Intro CE	3.00	501 South College 501 South College Avenue, Newark	\$15.00
09/09/2019 06:30 pm 09/11/2019 06:30 pm	Child Assessment for Teachers: The Power of Practice	Intro OA	6.00	501 South College 501 South College Avenue, Newark	\$20.00
09/17/2019 06:30 pm 09/19/2019 06:30 pm 09/24/2019 06:30 pm 10/22/2019 06:30 pm 10/24/2019 06:30 pm	Play for Development and Learning PLUS	Advanced CE	10.00	501 South College 501 South College Avenue, Newark	\$10.00

# DIEEC Professional Development Opportunities Calendar

New Castle County

October 2019

Register at: [www.dieecpd.org](http://www.dieecpd.org)

DATE/TIME	TITLE	LEVEL	HOURS	LOCATION	PRICE
10/08/2019 06:30 pm 10/10/2019 06:30 pm	Developing Relationships, Developing Brains: Infants and Toddlers	Intermediate CD	4.00	501 South College 501 South College Avenue, Newark	\$18.00
10/15/2019 06:30 pm 10/17/2019 06:30 pm	Child Assessment for Administrators: Polishing the Lens	Intermediate OA	6.00	Hudson State Service Center 501 Ogletown Rd., Newark	\$20.00
10/17/2019 05:30 pm	Seeing Science Everywhere: Seasons and Weather	Intermediate CE	3.00	Delaware Museum of Natural History 4840 Kennett Pike, Wilmington	\$5.00
10/28/2019 06:30 pm	Integrating the Early Learning Foundation (ELF's) & Daily Experience	Intro CE	3.00	501 South College 501 South College Avenue, Newark	\$15.00
10/29/2019 05:30 pm	Seeing Science Everywhere: Habitats and Animals	Intermediate CE	3.00	Delaware Museum of Natural History 4840 Kennett Pike, Wilmington	\$5.00

# August 2019

Be sure to share with your families: [1,000 Books before Kindergarten literacy program](#) \*check out their resources and articles

BrandyDine Summer Food Service Program will be delivering healthy lunches in local communities this summer. Children between the ages of 3-18 are eligible to receive lunch at no cost. [View their full schedule here.](#)

SUN	MON	TUE	WED	THU	FRI	SAT
				<p><b>1</b> <a href="#">Stress Management– Free seminar, Appoquinimink Library</a> <b>*Registration Required</b></p> <p><a href="#">BrandyDine Summer Food Service Program Food Truck Claymont Library</a></p>	<p><b>2</b> <a href="#">Book Babies, Appoquinimink Library</a></p>	<p><b>3</b></p>
<p><b>4</b> <a href="#">Build It! Lego, Dover Library</a></p>	<p><b>5</b></p>	<p><b>6</b> <a href="#">Story Time w/ Segal Puppets, Woodlawn Library</a></p> <p><a href="#">National Night Out, Newark</a></p> <p><a href="#">Summer IN the Parks: Music Discovery, Wilmington</a></p>	<p><b>7</b> <a href="#">Sign, Sing and Play, Appoquinimink Library</a></p> <p><a href="#">3...2...1 Blast Off! Into Books w/ Magician Brian Richards, Newark Library</a></p> <p><a href="#">Touch a Truck, Can-Do Playground</a></p>	<p><b>8</b></p>	<p><b>9</b> <a href="#">One Man Sideshow, Dover Public Library *for all ages</a></p>	<p><b>10</b> <a href="#">Saturday Storytime, Dover Library</a></p> <p><a href="#">Back 2 School Community Fair, Dover</a></p>
<p><b>11</b> <a href="#">Family Movie: Wrinkle in Time, Woodlawn Library</a></p>	<p><b>12</b> <a href="#">Pre-K Free Play, Appoquinimink Library</a></p> <p><a href="#">Book Babies Jitterbugs @ Bear Library</a></p>	<p><b>13</b></p>	<p><b>14</b></p>	<p><b>15</b> <a href="#">Aliens! Escape from Earth, Wilmington Library</a></p>	<p><b>16</b> <a href="#">End of Summer Bash, Children's Museum \$5 admission for non-members</a></p> <p><a href="#">City of Wilmington, Play Streets event *click for details</a></p>	<p><b>17</b> <a href="#">2018 Middletown Olde Tyme Peach Festival</a></p> <p><a href="#">Dover Comic Con</a></p>
<p><b>18</b></p>	<p><b>19</b></p>	<p><b>20</b> <a href="#">Jitterbugs Story Time, Woodlawn Library</a></p>	<p><b>21</b></p>	<p><b>22</b> <a href="#">Book Babies, Woodlawn Library</a></p>	<p><b>23</b></p>	<p><b>24</b></p>
<p><b>25</b></p>	<p><b>26</b></p>	<p><b>27</b> <a href="#">Family Literacy Story Time, Route 9 Library</a></p>	<p><b>28</b> <a href="#">Route 9 Farmers Market</a></p>	<p><b>29</b></p>	<p><b>30</b></p>	<p><b>31</b> <a href="#">Arden Fair, 112th year</a></p>

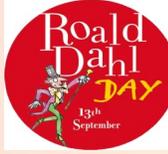
# September 2019



Begins Sunday, September 1  
Through Tuesday, October 15



International Peace Week  
September 21-29

SUN	MON	TUE	WED	THU	FRI	SAT
1 <a href="#">Build It! STEM Program, Dover Library</a>	2  <b>LABOR DAY</b> <i>UD/DIEEC offices are closed in observance</i>	3 <a href="#">Rhythm, Rhyme &amp; Story Time, Wilmington North library</a>	4 <a href="#">Kids and cookies event, Appo Library</a> *see details	5 <a href="#">PreSchool Pals, Rehoboth Library</a>	6 <a href="#">Tot Time, Rehoboth Library</a>	7
8 <a href="#">Build It! STEM Program, Dover Library</a>	9 <a href="#">Book Babies, Bear Library</a>	10 <a href="#">Child Safety/ Stranger Danger, Bear Library</a>	11 <a href="#">Family Story Time, Rt 9 Library</a>	12 <a href="#">Toddler Tales, Bear Library</a>  <a href="#">Little Learners, Dover Library</a> *registration required/every Thursday until Nov 21	13 <a href="#">Roald Dahl Day, Rt 9 Library</a>  	14
15 <a href="#">Build It! STEM Program, Dover Library</a>	16 <a href="#">Jitterbugs, Bear Library</a>	17 <a href="#">Free Classes in Basic Computer Skills for Spanish speakers, Bear Library</a>	18 <a href="#">Infant and Toddler Storytime, Lewes Library</a>	19 <a href="#">Book Babies, Kirkwood Library</a>	20 <a href="#">Book Babies, Claymont Library</a>	21 <a href="#">Peace Week Delaware, Color for Peace, Claymont Library (until Sept 28)</a>  <a href="#">Hispanic Heritage Month Celebration, Rt 9 Library</a>
22 <a href="#">Build It! STEM Program, Dover Library</a>	23 <a href="#">L.E.A.P (Literacy Education Assistance Pups), Lewes Library</a>	24 <a href="#">Families at Peace— Peace Week Program, Kirkwood Library</a>  <a href="#">Toddler Time, Dover Library</a> *registration required/every Tuesday until Nov 19	25 <a href="#">Sign, Sing and Play, Appo Library</a> *\$5, registration required	26	27 <a href="#">Jitterbugs Story Time, Claymont Library</a>	28 <a href="#">Paws for People: READ! Appo Library</a>  <a href="#">Storybook Saturday, Kirkwood Library</a>
29 <a href="#">Build It! STEM Program, Dover Library</a>	30					