

Delaware Planning for 2022-24

Alignment of 2019-21 CCDF Plan with Early Childhood Council Strategic Plan

Strategic Plan Goals & Objectives	CCDF Plan Section Alignment	Overview of CCDF Alignment	Corresponding Policy Alignment	Potential Inconsistencies	Planning Considerations
Goal: Access to Holistic Services					
<i>Support Families in Meeting and Advocating for Children’s Needs</i>					
Offer community-based mental health services and supports for all birth through age 8 children and their families, including integrating into pediatric well visits					Consider how behavioral mental health consultants supporting early childhood programs provide linkages to other community-based mental health supports for the families
Expand mental health consultant’s scope, inclusion specialist’s reach, and treatment services	1.4	LA provides developmental screenings for children birth to 3; coordinates with DSCYF for MH consultation & services; coordinates with DOE for developmental screening and intervention services for children age 3 & older		Although there are references to inclusion training, there is no mention in the plan of inclusion specialists or other supports for inclusion.	

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	4.6.2	LA, in partnership with DSCYF, provides 14 behavioral MH consultants to support early childhood programs			
Expand availability of high-quality services for children with disabilities to reduce wait times	1.4.1	LA has a MOA to ensure smooth transitions between programs to meet early childhood education, nutrition, health, mental health, disabilities, and social service needs.	11003.7.8 Policy states eligibility requirements for children with special needs		Consider making children with disabilities a priority group to receive services
	2.4.5	LA provides information to families through its statewide coordinated interagency early intervention program.			
	2.5.1	LA provides information at intake for subsidy services regarding developmental screenings and early intervention treatment services			

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		through its statewide coordinated interagency early intervention program; information is also shared via licensing, conferences, and other outreach efforts.			
	4.1.3	LA offers grants and contracts to increase the supply and/or quality of programs for children with special needs			
	4.6.2	LA contracts with Children and Families First to serve underserved children, including children with special needs.			
Expand access to prenatal and post-partum care for new mothers					
Establish a universal, voluntary tiered home visiting system offered in-person	1.4.1	LA is responsible for the Maternal and Child Home Visitation Program			Consider how to build on this program and link to other early childhood programs

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and through telehealth					
Ensure all children have health insurance, a medical home, oral health visits, and vaccinations	1.4.1	LA coordinates with Children’s Health Insurance Program			Consider child care licensure and QRIS requirements and how they may align with this goal
Connect families with resources to address food insecurity and homelessness	1.4.1	LA coordinates with the Child and Adult Care Food Program and SNAP and provides nutrition information to families at intake LA also coordinates with McKinney-Vento state coordinators to support services for homeless families	11003.7.2 Determining Child Care for Homeless Families Families who apply for Purchase of Care and meet the definition of “homeless” will receive presumptive child care services for 90 days, regardless of whether documentation is provided at the time of application.		
	2.4.4	LA provides information to families about healthy eating by connecting them to Delaware 211			
	3.2.5	LA prioritizes subsidies for children			

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		experiencing homelessness			
	4.1.3	LA offers grants and contracts to increase the supply and/or quality of programs for children experiencing homelessness			
Mandate universal birth through age 8 screenings connected to intervention services and resources for all					Consider child care licensure and QRIS requirements and how they may align with this goal
Expand family leave to all families through employee-based, tax pool model					
Engage community partners in practices to increase early literacy, math, and social emotional learning	7.5.1	LA partners with volunteer-based community teams, Delaware Readiness Teams, to provide families with a variety of early learning resources			
<i>Meet Children’s Health, Mental Health, Developmental and Educational Needs</i>					
Train service providers as “family navigators” to					Consider aligning eligibility and CCR&R

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promote “two-generation” approach					staff training with this goal
Leverage family service coordinators and community health workers to support families whose children are not in formal child care settings					Consider aligning eligibility and CCR&R staff training with this goal
Leverage existing resource and referral agencies to connect families to programs and services	1.2.2	LA uses CCR&R to assist families in locating child care	11006.7 Determining Relative Child Care – includes statement that families looking for care during non-traditional hours will be referred to CCR&R		
	1.7.1	LA contracts with Children and Families First to manage the state’s CCR&R; they also administer the Capacity Building grant to support underserved populations.			
	2.3.9	LA contracts with Children and Families First to develop and manage the state’s			

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		consumer education website			
	2.4.4	LA also provides information to families about children's development by connecting them to Delaware 211			
Develop supports for families of dual language learners, including translation services	1.6.1 & 1.7.1.	LA contracts with Children and Families First to administer the Capacity Grant program to support underserved families, including English language learners.	11002.9 Defining Child Care Subsidy Program Terms – includes reference to providing care to children who are English language learners in defining “child care subsidy program”		
	2.1.1	LA provides outreach and services to English-language learners via information materials in other languages, providing applications in other languages, employing bilingual caseworkers or translators			
	2.3.1	LA is developing consumer website			

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		that will include translation of text into other languages.			
	4.6.2	LA contracts with Children and Families First to serve underserved children, including children who are English-language Learners.			
Develop an app and website to help families understand what services are available and how to access them					Consider alignment with LA consumer education website
Develop partnerships among state agencies, programs, community-based organizations, and elementary schools to reach families in their communities	1.4.1	LA coordinates with many state agencies, programs, community-based organizations, and schools to expand accessibility and continuity of care			
	1.6.1.	LA partners with the Wilmington Early Care and Education Council, the Delaware Association for the Education of Young Children, and			

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		Children and Families First to improve service delivery to families.			
	2.4.1. & 2.4.4.	LA utilities community partnerships to distribute information to families regarding the availability of child care services and information on children's development.			
Adopt closed-loop referral process and data system between screeners, health care and social service providers, and early childhood educators					Consider alignment with LA consumer education website
Develop and administer a database tracking family eligibility across subsidized child care and development services	2.3.1	Consumer education website is under development		Lack of information regarding how eligibility data is tracked and used	

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Partner to increase public communication efforts and campaign about early brain science	1.4.1.	LA coordinates with many state agencies, programs, community-based organizations, and schools to support children and families			Consider alignment with CCR&R and LA consumer education website
Develop a campaign to promote the profession and its demands and rewards					Consider alignment with CCR&R and LA consumer education website
Goal: Access to High Quality Programs					
<i>Support Increased Child Care Quality and Capacity</i>					
Simplify the number of and increase the quality standards – particularly focused on educators, leaders, and interactions for learning – through the Stars QRIS and State pre-k (ECAP) requirements	4.4.1.	Tiered reimbursement incentives are offered to providers participating in Delaware Stars			Consider how tiered rates will be adjusted as quality standards are revised
	6.1.1.	Delaware’s professional development framework is aligned with Stars standards			Consider how professional development requirements may need to be adjusted as quality standards are revised

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	6.1.3.	Stars participants may apply for T.E.A.C.H. scholarships, WAGE\$ salary supplements, and Early Childhood Apprenticeships			Consider how scholarships, wage supplements, and apprenticeships may need to be adjusted as quality standards are revised
	7.4.6, 7.10.2, & 7.11.1	These sections reference plans to evaluate and revise Stars standards, program standards, and early learning guidelines			
	7.9.2 & 7.10.2	A crosswalk of Stars standards, NAEYC program standards, and Health Start Program Performance Standards was completed to document measurable indicators of progress in improving the quality of child care			Consider update to the crosswalk
Require publicly funded programs to reach a minimum level of quality	2.6.1	Consumer statement provided to families includes any voluntary quality	11002.5 Responsibility for the Administration – notes that DHSS is responsible for	Current plan indicates that quality standards are voluntary	

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		standards met by the provider	coordinating with other agencies to ensure and improve the availability and quality of child care		
	7.4.1 & 7.4.2	Delaware Stars is a voluntary system of quality rating and improvement		Current plan indicates that quality standards are voluntary	
	7.9.1	Voluntary accreditation by a national accreditation body is recognized as higher quality		Current plan indicates that quality standards are voluntary	
Adopt a Multi-tiered System of Support (MTSS) approach in early childhood programs, with high quality core instruction and evidence-based intervention matched to student needs					
<i>Support Families in Finding the Right Program Fit</i>					
Leverage single access point for families to gain information on programs/services					Consider role of CCR&R in the single access point

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Conduct community outreach focused on the importance and availability of quality programs	2.6.1	Consumer statement provided to families includes any voluntary quality standards met by the provider			
<i>Increase Financial and Geographic Access to Quality</i>					
Increase state investment to reimburse all programs based on the cost of quality care	1.5.1, 4.3.2, and 4.6.2	Layered, tiered reimbursement payments are used to support programs reaching 3 or higher QRIS stars			
	4.4.1	External analysis conducted to determine the cost of reaching and maintaining higher quality QRIS standards			Cost analysis completed in 2013
	7.4.6, 7.10.2, & 7.11.1	These sections reference plans to evaluate and revise Stars standards			
Increase access to fully-subsidized seats for income-eligible families	1.5.1	LA layers funds from multiple sources to expand services			Consider other opportunities to maximize and layer funds
Expand access to publicly funded child care using contracted slots	1.4.1	LA contracts with before and after school providers	11002.9 Defining Child Care Subsidy Program Terms – includes reference to	It is unclear in the CCDF Plan if the LA is referencing contracts with an oversight	

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			<p>choosing a provider with a contract in defining “child care certificate”</p> <p>11004.4 Child Care Certificates – indicates parents may elect to use a provider under “contract” or any licensed “non-contract” provider</p> <p>11006.1 Service Providers indicates all licensed family child are homes, group day care homes, and day care centers are eligible for a contract.</p>	<p>community organization or if there are actual contracts with providers for a specific number of slots</p>	
	4.1.3 and 4.6.2	<p>LA uses contracts to serve children with disabilities, infants and toddlers, children needing nontraditional hour care, children experiencing homelessness, children in underserved areas, children from diverse</p>		<p>It is unclear in the CCDF Plan if the LA is referencing contracts with an oversight community organization or if there are actual contracts with providers for a specific number of slots</p>	<p>Contracts appear to be available through Children and Families First; review data on how contracts are used</p>

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		backgrounds, and children in urban and rural areas			
Expand program capacity for infants and toddlers	1.4.1	LA collaborates with DOE, grantee of EHS-CCP to expand capacity for infants and toddlers			
	4.1.3 and 4.6.2	LA uses grants and contracts to increase supply and quality of care for infants and toddlers		It is unclear in the CCDF Plan if the LA is referencing contracts with an oversight community organization or if there are actual contracts with providers for a specific number of slots	
	4.3.2	LA provides differential, higher rates for services to infants and toddlers			
Invest in extended hours and/or flexible hours of care for families with non-traditional work schedules	4.1.3 and 4.6.2	LA uses grants and contracts to provide services to children needing nontraditional hour care	11002.9 Defining Child Care Subsidy Program Terms – includes reference to providing care during nontraditional hours in defining “child care subsidy program”	It is unclear in the CCDF Plan if the LA is referencing contracts with an oversight community organization or if there are actual contracts with providers for a	Consider availability of data to determine need for nontraditional hour care

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			11006.7 Determining Relative Child Care – includes statement that families looking for care during non-traditional hours will be referred to CCR&R	specific number of slots	
Invest in universal, mixed delivery pre-k for all 3- and 4-year olds (school-based, itinerant services, Head Start, community-based organizations, small businesses)	1.4.1	LA collaborates with DOE, state agency responsible for state prekindergarten		Other than the collaboration reference and reference to pre-k programs participating in QRIS, there are no references to a mixed delivery system for pre-k	
Revise regulations with professionals to enable programs to create flexibility to meet market demand					
Increase requirements for teaching literacy in teacher certification for ages birth through 8	7.3.1	Training and professional development activities for the child care workforce include literacy			
Develop alternative and expand existing					

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pipelines to the profession					
Identify strategies to overcome transportation challenges that impact access to programs and services					
Develop more robust suspension and expulsion policy and training; create database to track	2.4.6	LA, along with partners, developed best practice statement on suspension and expulsion and requires programs receiving CCDF fund to use the statement and develop and implement an expulsion policy			Consider development of trainings specific to expulsion prevention
Goal: Partnerships with Professionals					
<i>Support and Develop Early Childhood as a Respected Profession</i>					
Regulate consistent qualifications across the direct service field, including child care, preschool, home visiting, and early intervention					
Revise the state-based career	1.6.1	LA contracts with Wilmington Early			

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pathways to include stackable credentials through a competency-based system		Care and Education Council to provide a professional development center for providers and parents with career consultation, mentoring, TA, and scholarships; DeAEYC provides TEACH educational scholarships			
	6.1.1	Workforce professional competencies are being revised, along with career lattice			
Establish individual licensure requirement and registry for professionals					
Over time and with increased compensation and support, require higher standards for education and degrees in early childhood	6.1.1	LA contracts to support TEACH educational scholarships and WAGES			Review workforce data to determine potential support needs
Require that elementary school					

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leaders take coursework in early childhood development					
Increase requirements for teaching literacy in teacher certification for ages birth through 8					
Develop alternative and expand existing pipelines to the profession	6.1.1	Career lattice begins in high school and moves through higher education; under revisions			
Prioritize and invest in high-need areas through scholarships, alternative routes to certification strategies, and other models	6.1.1	LA contracts to support TEACH educational scholarships and WAGE\$; Career lattice begins in high school and moves through higher education; under revisions			Consider how scholarships are currently provided and how they might be targeted to high-need areas
Redesign preparation programs to meet the needs of the current and future workforce-including coaching, cohort support, flexible	1.6.1	LA contracts with Wilmington Early Care and Education Council to provide a professional development center for providers and			Consider how professional development contracts might be improved to reflect priorities

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programming, and stackable credentials		parents with career consultation, mentoring, TA, and scholarships; DeAEYC provides TEACH educational scholarships			
Actively recruit professionals who reflect students we seek to serve, leverage leaders of color, start early, provide financial supports, remove implicit bias in hiring					
Develop feedback system to generate improvements to updates on professional development content, delivery, and accessibility					Consider how professional development contractors might collect feedback for continuous quality improvement
Establish partnerships to offer PD for teachers and parents across health and education systems					
<i>Achieve Culturally and Linguistically Responsive, Inclusive Practices</i>					

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Recruit multi-lingual professionals	2.1.1	LA utilizes bilingual caseworkers to provide outreach and services to eligible families			
	6.2.3	State QRIS offers supports for bilingual professionals through the availability of translation services and bilingual TA staff; QRIS revision includes an emphasis on equality and strategies to recruit diverse professionals			
Train professionals on trauma-informed practices and practices that develop social and emotional learning	2.4.5	LA has a coordinated interagency early intervention program that includes information on trauma focused therapy			
Invest in strategies to ensure programs and services reflect the diversity of families' culture and values	2.1.1	LA utilizes bilingual caseworkers to provide outreach and services to eligible families			
	6.3.1	Early learning and developmental guidelines address			

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		family culture and values			
	7.3.1	Professional development offerings include cultural and linguistic appropriateness			
Increase special education professional learning opportunities	7.3.1	Professional development offerings include caring for and supporting children with disabilities and developmental delays			Review workforce data to determine number and reach of current trainings and credentials
Maintain repository of online best practice materials for professionals to access and contribute to	2.4.4	LA, along with partners, maintains Delaware Thrives, a website dedicated to providing information, resources, best practices, and research on child development to families and providers		Several websites are noted in the CCDF Plan, and it is unclear how they are coordinated and used	
<i>Increase Compensation and Build Systems of Support for Child Care Professionals</i>					
Elevate compensation of early childhood professionals to K-12	6.1.1	LA contracts to support WAGE\$			

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educator and specialist levels in tandem with increased qualification requirements					
Offer health benefits and paid time off to early childhood teachers					
Expand financial support for teachers to obtain higher degrees	6.1.1	LA contracts to support TEACH scholarships and WAGES			
Develop a substitute teacher pool to support paid time off and professional learning					
Develop a cohort system with embedded peer coaching and support for family child care homes where programs can access targeted TA (e.g., licensing process coaching) and cross-program mentorship	1.6.1	LA contracts with Wilmington Early Care and Education Council to provide a professional development center for providers and parents with career consultation, mentoring, TA, and scholarships			
Goal: Navigate a Simple System					
<i>Integrate Governance</i>					

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Establish oversight body for consolidation of state divisions for a more integrated approach					
Consolidate governance of programs, services, and funding; coordinate funding to improve service delivery and create a unified family experience					
Streamline regulations structuring early childhood programs and services, including Stars, licensing, and health					
Align birth through age 5 and K-12 standards for learning and development, curriculum, and assessment	6.3.1	Crosswalk of early learning and development standards (Early Learning Foundations) and Common Core State Standards for K-12 completed; revision underway			

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Provide transition supports to families across home visiting, child care, pre-K, and Head Start, and kindergarten – as well as early intervention services	2.1.1	LA utilizes bilingual caseworkers to provide outreach and services to eligible families			Consider coordination of translation services
Create and adopt common terminology for birth-2 nd grade across sectors for professionals and families					
<i>Integrate Data Systems</i>					
Develop single data system to track registration and attendance for all ECCE settings, including a common statewide kindergarten enrollment system – all children are provided a unique identifier from birth-12 th grade so programs and professionals can support children’s needs			11002.5.1 Responsibility for Direct Administration – identifies DCIS as managing the CCMIS data system to record client and child care provider data		

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Create single workforce data system that maintains educator licensure data (including qualification, professional development, and demographic data) across programs and services					
Create child-level portfolio to capture well-being and academic outcomes (including screening, steps taken to prevent suspension and expulsion)	6.3.1	Teaching Strategies GOLD child online assessment is supported through sponsorships		Unclear how many programs participate	
	7.10.2	Child-level outcome data is tracked for all Star 4 and 5 programs using Teaching Strategies GOLD portfolios			
Prioritize annual data analysis to inform continuous quality improvement (e.g., to identify child care deserts, referral					

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loops not closed, and re-assessment of children in monitoring range)					
<i>Increase Financial Investments in Professionals, Programs, and Services</i>					
Invest in mixed delivery early childhood programs at least at the level of public, K-12 education to ensure optimal early development			11006.1 Service Providers are identified as licensed family child care, group day care homes, and day care centers.		
Invest in family access to child care and services that meet their needs – family interface/common enrollment that is not dependent of funding source	1.4.1	LA coordinates with many state agencies, programs, community-based organizations, and schools to support children and families			
Create stable revenue processes and leverage contracts to support and stabilize families and providers, such as contracting for slots	4.1.3 and 4.6.2	LA uses contracts to serve children with disabilities, infants and toddlers, children needing nontraditional hour care, children experiencing homelessness, children in		It is unclear in the CCDF Plan if the LA is referencing contracts with an oversight community organization or if there are actual contracts with providers for a	Review contract data to determine reach and effectiveness of current contracts

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		underserved areas, children from diverse backgrounds, and children in urban and rural areas		specific number of slots	