

2020-2025 Strategic Plan Implementation



January 2021

2021 Planning Timeline

		J	F	M	A	M	J	J	A	S	O	N	D
Council Meetings (meeting schedule can be found here)		x	special meeting national QRIS revisions	x		x		x		x		x	
				<i>Ad hoc topical meetings and convenings as needed</i>									
					IRMC report due (Apr 15)	DOE Roadmap presented							
Committees	Complete initial landscape audit of work underway aligned with Strategic Plan			<i>Additional meetings and report outs based on topics</i>									
Funding Opportunities	CCDF	Council input on draft						2022-24 CCDF Plan due					
	ECCS	Stakeholder engagement + DECC letter of support	ECCS due (Mar 15)										
Stars Redesign	Testing and Adjusting Verification							Practice Verifications					
	New data system developed				Determinations on professional qualification requirements, financial incentives, required involvement, TA model, and timeline associated								
Cost of Care	Market rate and initial cost of care study complete (Feb 1)				Cost of Care estimator tool developed and used to set new rates								

Council Leadership Committees and Chairs

Council Staff: Tina Shockley, DOE

**Kirsten Olson +
Meghan Walls**

*Staff: Crystal
Sherman, DPH*



ACCESS TO HOLISTIC SERVICES

Support Families in Meeting and Advocating for Children's Needs
Meet Children's Health, Mental Health, Developmental and Educational Needs

NAVIGATE A SIMPLE SYSTEM

Integrate Governance
Integrate Data Systems
Increase Financial Investments in Professionals, Programs, and Services



Madeleine Bayard

Staff: Yvette Sanchez Fuentes, DOE

**Kim Brancato +
Cheryl Clendaniel**

Staff: John Fisher-Klein, OEL, DOE

ACCESS TO HIGH QUALITY PROGRAMS

Support Increased Child Care Quality and Capacity
Support Families in Finding the Right Program Fit
Increase Financial and Geographic Access to Quality



PARTNERSHIPS WITH PROFESSIONALS

Support and Develop Early Childhood as a Profession
Achieve Culturally and Linguistically Responsive, Inclusive Practices
Increase Compensation and Build Systems of Support



**Rena Hallam +
Lucinda Ross**

Staff: Deirdra McNatt, OCCL, DOE

[Sign ups as of November 30](#)

[Sign up with tina.shockley@doe.k12.de.us](mailto:tina.shockley@doe.k12.de.us)

Tools to Support Implementation

Objectives

- Leverage other work underway in the state/align efforts
- Confirm 2021 Priorities
- Create guidance and consistency for Committees

Tools

- **Work underway** (Committee Chairs and Staff, March 16 meeting)
- **Annual Report with IRMC** (April 15)

DOE Roadmap to Implement the DECC Strategic Plan

- **Advisory Committee:** Convene key stakeholders to ensure participation and create broad-based support for the work ahead, including Council representation
- **Public document** to be presented in May
- **Timeline and activities to implement the plan,** including priorities based on realistic timelines, barriers, opportunities, resources
- **Hunt Institute Support**

APPENDIX

Roles and Expectations of Council Members

In addition to any responsibilities assigned by the Governor through the Interagency Resource Management Committee (IRMC) as outlined in Delaware Code, the Delaware Early Childhood Council (DECC) shall make recommendations to the Governor, the General Assembly, and the IRMC that promote the appropriate coordination and effectiveness of early childhood state services and policies. The DECC shall be responsible for maintaining and expanding a statewide network of early care and education institutions that includes early childhood professionals, advocates, state program officers, private and nonprofit community institutions, and others who support the development and delivery of high quality early childhood services.

- Champion DECC Strategic Plan Vision, Goals and Guiding Principles
- Attend 6 annual meetings and any special convenings or presentations
- Join a committee, attend and participate
- Help advance the recommendations of the Council
- Engage stakeholders or constituency as appropriate

[Membership on Council website](#)

Roles and Expectations of Committee Members and Chairs

Committee Chair Duties:

- Call a meeting at least two times per year, scheduled **at least 3 weeks in advance and publically noticed at least 1 week in advance**
- Participate in DECC Leadership calls and Meeting Prep Phone Call ahead of each DECC meeting to share out and plan updates for DECC
- Represent the Committee during report outs and at meetings as appropriate
- Work with appointed state agency support staff to create subcommittee agendas; agendas to be shared with support staff **no less than 12 days ahead of meeting for public posting**
- With support of staff, lead **development of landscape matrix and reporting tools – and lead reports back to Council**


Committee Members:

- Champion DECC Strategic Plan Vision, Goals and Guiding Principles
- Attend and participate in meetings (at least 2/year)
- Act as representative of your organization and/or the other early childhood committees on which you serve
- Bring expertise, resources and networks to help advance committee priorities and action
- Engage stakeholders or constituency as appropriate

ACCESS TO HOLISTIC SERVICES

- Support Families in Meeting and Advocating for Children's Needs
 - Adopt family navigator orientation
 - Single, Comprehensive point of access for families
 - Promote awareness of importance of early years
- Meet Children's Health, Mental Health, Developmental and Educational Needs



- 
- Common kindergarten registration system online statewide development underway
 - Developmentally appropriate Kindergarten Academy tools for communities to use with support from Readiness teams
 - Expanding Healthy Steps integrated pediatric visit pilot
 - Assessing opportunities to expand home visiting



Access to Holistic Services

Support Families in Meeting and Advocating for Children's Needs

- 1 Offer community-based mental health services and supports for all birth through age 8 children and their families, including integrating into pediatric well visits
- 2 Expand mental health consultants' scope, inclusion specialists' reach, and treatment services
- 3 Expand availability of high-quality services for children with disabilities to reduce wait times
- 4 Expand access to prenatal and post-partum care for new mothers
- 5 Establish a universal, voluntary tiered home visiting system offered in-person and through telehealth
- 6 Ensure all children have health insurance, a medical home, oral health visits, and vaccinations
- 7 Connect families with resources to address food insecurity and homelessness
- 8 Mandate universal birth through age 8 screenings connected to intervention services and resources for all
- 9 Expand family leave to all families through employee-based, tax pool model
- 10 Engage community partners in practices to increase early literacy, math, and social emotional learning



Access to Holistic Services

Meet Children's Health, Mental Health, Developmental and Educational Needs

Adopt family navigator orientation

1

Train service providers as “family navigators” to promote “two-generation” approach

2

Leverage family service coordinators and community health workers to support families whose children are not in formal child care settings

3

Leverage existing resource and referral agencies to connect families to programs and services

4

Develop supports for families of dual language learners, including translation services

Single, Comprehensive point of access for families

5

Develop an app and website to help families understand what services are available and how to access them

6

Develop partnerships among state agencies, programs, community-based organizations and elementary schools to reach families in their communities

7

Adopt closed-loop referral process and data system between screeners, health care and social service providers, and early childhood educators

8

Develop and administer a database tracking family eligibility across subsidized child care and development services

Promote awareness of importance of early years

9

Partner to increase public communication efforts and campaign about early brain science

10

Develop a campaign to promote the profession and its demands and rewards

ACCESS TO HIGH-QUALITY PROGRAMS

- Support Increased Child Care Quality and Capacity
- Support Families in Finding the Right Program Fit
- Increase Financial and Geographic Access to Quality



ACCESS TO HIGH QUALITY PROGRAMS

- Cost of Quality study to understand the cost of care
- Inclusion specialist pilot underway to support special education children's needs
- Stars redesign underway



Access to High Quality Programs

Support Increased Child Care Quality and Capacity

1

Simplify the number of and increase the quality standards-- particularly focused on educators, leaders and interactions for learning -- through the Stars Quality Rating and Improvement System and State pre-k (ECAP) requirements

2

Require publicly funded programs to reach a minimum level of quality

3

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

Support Families in Finding the Right Program Fit

1

Leverage single access point for families to gain information on programs/services

2

Conduct community outreach focused on the importance and availability of quality programs



Access to High Quality Programs

Increase Financial and Geographic Access to Quality

Affordability	1	Increase state investment to reimburse all programs based on the cost of quality care
	2	Increase access to fully-subsidized seats for income-eligible families
	3	Expand access to publicly funded child care using contracted slots
Capacity	4	Expand program capacity for infants and toddlers
	5	Invest in existing program capacity and new flexible models and create flexible models in child care deserts
	6	Invest in extended hours and/or flexible hours of care for families with non-traditional work schedules
	7	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)
	8	Revise regulations with professionals to enable programs to create flexibility to meet market demand
	9	Increase requirements for teaching literacy in teacher certification for ages birth through 8
	10	Develop alternative and expand existing pipelines to the profession
Access	11	Identify strategies to overcome transportation challenges that impact access to programs and services
	12	Develop more robust suspension and expulsion policy and training; create database to track

PARTNERSHIPS WITH PROFESSIONALS

- Support and Develop Early Childhood as a Profession
 - Qualifications and Career Pathways
 - Pipeline Development
 - Professional Learning
- Achieve Culturally and Linguistically Responsive, Inclusive Practices
- Increase Compensation and Build Systems of Support



PARTNER WITH PROFESSIONALS

- Statewide professional development system adopted more topics in new formats
- Pilot cohort model for Child Development Associate (CDA) credential attainment with classroom coaching



Partnerships with Professionals

Support and Develop Early Childhood as a Respected Profession

Qualifications and Career Pathways

1

Regulate consistent qualifications across the direct service field, including child care, preschool, home visiting, early intervention

2

Revise the state-based career pathways to include stackable credentials through a competency-based system

3

Establish individual licensure requirement and registry for professionals

4

Over time, and with increased compensation and support, require higher standards of education and degrees in early childhood

5

Require that elementary school leaders take coursework in early childhood development

6

Increase requirements for teaching literacy in teacher certification for ages birth through 8

7

Develop alternative and expand existing pipelines to the profession

8

Prioritize and invest in high-need areas through scholarships, alternative routes to certification strategies, and other models

9

Redesign preparation programs to meet the needs of the current and future workforce—include coaching, cohort support, flexible programming, and stackable credentials

10

Actively recruit professionals who reflect students we seek to serve, leverage leaders of color, start early, provide financial supports, remove implicit bias in hiring

Professional Learning

11

Develop feedback system to generate improvements to updates on professional development content, delivery, and accessibility

12

Establish partnerships to offer PD for teachers and parents across health and education systems

The profession encompasses child care, educators, home visitors, itinerant workers, service providers, therapists, medical professionals; many of these recommendations apply to only child care and early educators and are noted as such.



Partnerships with Professionals

Achieve Culturally and Linguistically Responsive, Inclusive Practices

- 1 Recruit multi-lingual professionals
- 2 Train professionals on trauma-informed practices and practices that develop social and emotional learning
- 3 Invest in strategies to ensure programs and services reflect the diversity of families' culture and values
- 4 Increase special education professional learning opportunities
- 5 Maintain repository of online best practice materials for professionals to access and contribute to

Increase Compensation and Build Systems of Support for Child Care Professionals

- 1 Elevate compensation of early childhood professionals to K-12 educator and specialist levels in tandem with increased qualification requirements
- 2 Offer health care benefits and paid time off to early childhood teachers
- 3 Expand financial support for teachers to obtain higher degrees
- 4 Develop a substitute teacher pool to support paid time off and professional learning
- 5 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

NAVIGATE A SIMPLE SYSTEM

- Integrate Governance
 - Shared Leadership
 - Create a more coherent system for children, families and providers
- Integrate Data Systems
- Increase Financial Investments in Professionals, Programs, and Services

NAVIGATE A SIMPLIFIED SYSTEM

- More resources centralized within Department of Education, including Child Care Licensing and quality dollars
- Centralized DEEDs and Delaware First professional certification system
- Stars standards revision and alignment with licensing regulations



Navigate a Simple System

Integrate Governance

<i>Shared Leadership</i>	1	Establish oversight body for consolidation of state divisions for a more integrated approach
	2	Consolidate governance of programs, services and funding; coordinate funding to improve service delivery and create a unified family experience
<i>Create a more coherent system for children, families and providers</i>	3	Streamline regulations structuring early childhood programs and services, including Stars, licensing, and health
	4	Align birth through age 5 and K-12 standards for learning and development, curriculum and assessment
	5	Provide transition supports to families across home visiting, child care, pre-K and Head Start, and kindergarten— as well as early intervention services
	6	Create and adopt common terminology for birth-2nd grade across sectors for professionals and families



Navigate a Simple System

Integrate Data Systems

1

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-12th grade so programs and professionals can support children's needs

2

Create single workforce data system that maintains educator licensure data (including qualification, professional development, and demographic data) across programs and services

3

Create child-level portfolio to capture well-being and academic outcomes (including screening, steps taken to prevent suspension and expulsion)

4

Prioritize annual data analysis to inform continuous quality improvement (e.g. to identify child care deserts, referral loops not closed, and re-assessment of children in monitoring range)

Increase Financial Investments in Professionals, Programs, and Services

1

Invest in mixed delivery early childhood programs at least at the level of public, K-12 education to ensure optimal early development

2

Invest in family access to child care and services that meet their needs – family interface /common enrollment that is not dependent on funding source

3

Create stable revenue processes and leverage contracts to support and stabilize families and providers, such as contracting for slots

Committee Alignment

Child Protection
Accountability
Committee

Home Visiting
Advisory
Board

Child Death
Review
Committee

Stars
Management
and Advisory
Committee

ACCESS TO HOLISTIC SERVICES



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APPENDIX OF PREVIOUS
COMMITTEES
(2014-2020)

Early Learning Data and Policy Committee (Aligned Birth – Third Grade Committee)

Key Responsibilities

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

Early Learning Programs & Workforce Committee (High Quality Programs and Professionals)

Key Responsibilities

- Identify strategic priorities, based on the overall Delaware Early Childhood Council Strategic Plan, to raise the quality and retention of early learning programs and practitioners for young children and families.
- Recommend strategies for new program development or continuous improvement of existing programs and services.
- Review and recommend periodic program evaluations.
- Identify opportunities for cross-system collaboration and coordination to improve services, leverage funds, or create new funding sources for early learning initiatives.
- Advise and monitor implementation of the state's Strategic Plan for Professional Development and bring updates and issues forward to the full Council.

Healthy Young Children & Families Committee (Healthy Start)

Key Responsibilities

- Identify strategic priorities for healthy young children & families based on the overall strategic plan for the Delaware Early Childhood Council, and recommend strategies for new program development or continuous improvement of existing programs and services.
- Review and recommend periodic program evaluations.
- Identify opportunities for cross-system collaboration and coordination to improve services, leverage funds, or create new funding sources for early health initiatives.
- Work in collaboration with the EIEIO, a sub-committee of the Healthy Young Children & Families Committee, to identify strategies to support high-quality inclusive early childhood opportunities.

Early Childhood Inclusion Committee

Key Responsibilities

- Collaborate across early childhood programs to support high quality inclusive early childhood opportunities
- Increase public awareness regarding inclusion
- Develop materials to educate and support early childhood inclusion
- Address funding and financial barriers to inclusion
- Share and disseminate recent research regarding inclusion