



Strengthening Early Success: Building Our Future Together

2020-2025 Vision



Delaware Early Childhood Council



STATE OF DELAWARE
OFFICE OF THE GOVERNOR
TATNALL BUILDING, SECOND FLOOR
MARTIN LUTHER KING, JR. BOULEVARD SOUTH
DOVER, DELAWARE 19901

JOHN CARNEY
GOVERNOR

PHONE: 302-744-4101
FAX: 302-739-2775

September 1, 2020

Dear Early Childhood Council and Early Childhood Community:

Thank you for your hard work on the latest Early Childhood Council strategic plan. We are grateful for our partnership with the Council as we work to ensure the best possible start for every young child in Delaware.

Economists and researchers have repeatedly said that there is no greater investment our state can make than in the development of our young children. Despite challenging financial circumstances and the COVID-19 pandemic, I am proud that we continue to make progress and invest in services for young children and their families. Recently, we increased investments in child care, consolidated early childhood governance, and expanded developmental screenings. None of these efforts are possible without the tireless efforts and advocacy of our child care providers.

I commend the Council and the hundreds of Delawareans who worked to create this ambitious, important plan to guide the work ahead. And I thank those who serve our youngest children every day and who have stepped up in unprecedented ways during this pandemic.

We have more to do, together, to serve those that need our leadership the most.

Sincerely,

A handwritten signature in black ink that reads "John C. Carney".

John C. Carney
Governor

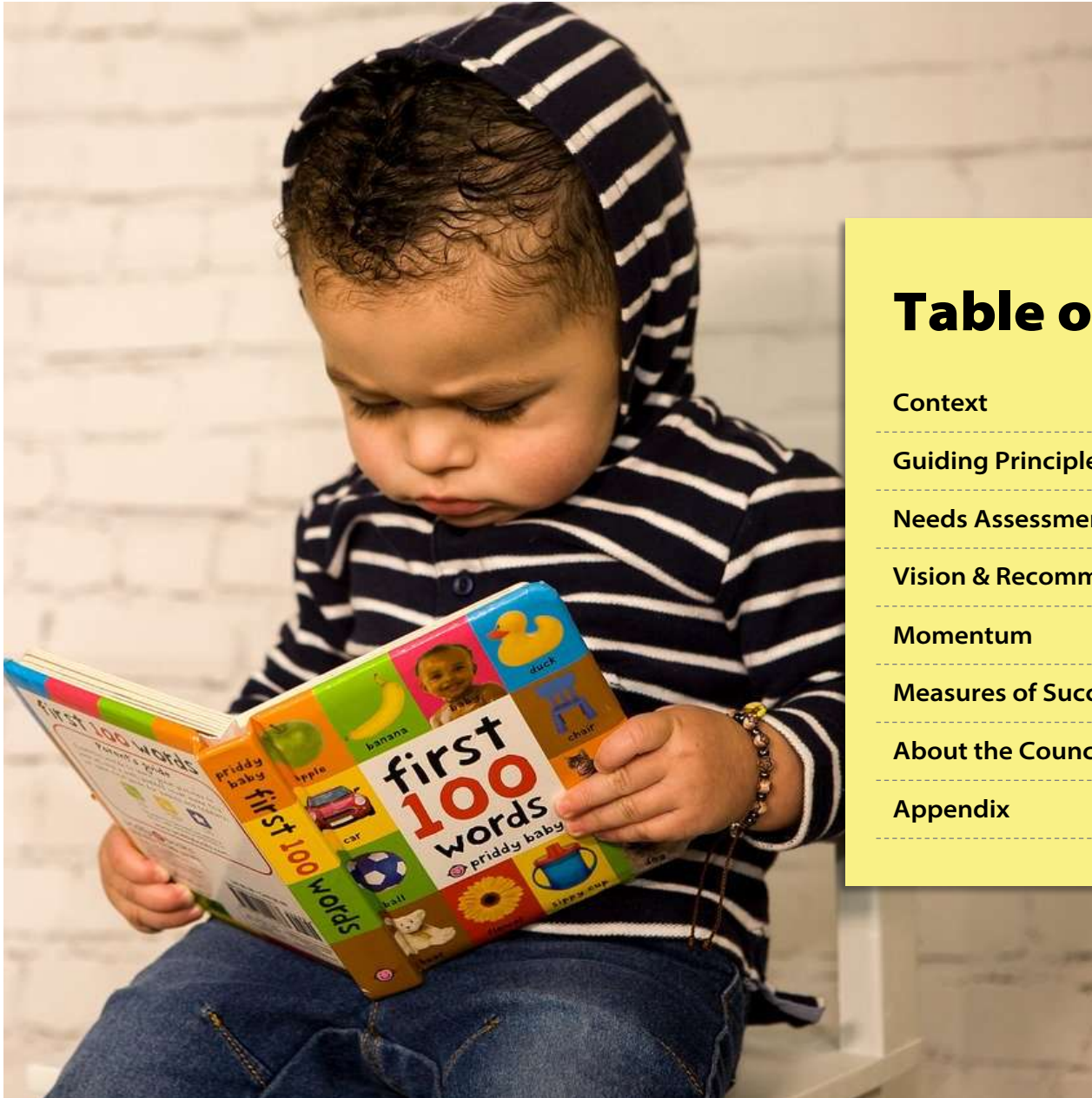


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01 Context

Research Base

This plan builds on the robust brain science and research base on effective practices from birth to age 8.

Brains are built over time, from the bottom up



In the first few years of life, more than **1 million new neural connections** are formed every second

Genes and experience shape the developing brain



Young children **naturally reach out for interaction** through babbling, facial expressions, and gestures, and if adults don't respond in kind, the brain's architecture does not form as expected

The brain's capacity for change decreases with age



The brain is most **flexible early in life to accommodate different environments** and interactions

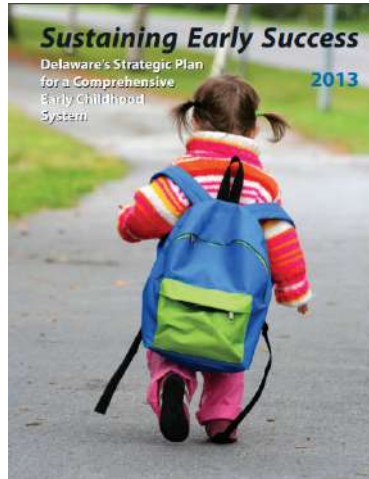
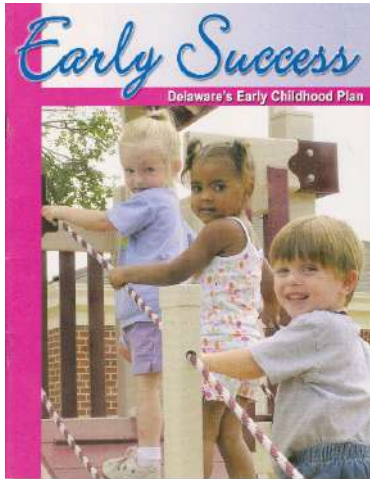
Investing in early childhood care and education (ECCE) results in strong outcomes & returns



Confidence, determination, and a **love of learning begin** in early childhood

Economists estimate a **6-10% per year return on investment** for every dollar invested in quality early learning for children in disadvantaged families. **Long-term returns on investment can be as high as 16%**

Early Childhood Council Strategic Plan Timeline



**State receives
federal
Preschool
Development
Grant—Birth to
5 grant for
needs
assessment and
planning**



Accomplishments

Celebrating the Work of *Sustaining Early Success Plan*

We recognize and applaud the essential industries that supported families with young children during the COVID-19 health crisis; health care, early childhood care and education, child welfare, and many other support systems went above and beyond. Creative approaches like telehealth and online learning activities have sustained families and helped build resilience.

GOAL 1

A Healthy Start for All Children

- Developmental screening options available online and via phone for all families with children 0-5
- Common statewide home visiting referral form to simplify families accessing services
- Project LAUNCH furthers support on mental health and wrap around supports
- Adopted policy on suspension and expulsion
- Healthy Steps pilot of integrated pediatric well visits including parenting, mental health, and intensive screenings
- Early Childhood Mental Health Consultation Service scaled and sustained statewide

GOAL 2

High-Quality Early Childhood Programs and Professionals

- Expansion of Early Head Start- Child Care Partnership statewide to increase access to quality care for children 0-3
- Early Childhood Teacher Academy career technical education pathway launched in high school with opportunity for credit articulation and certification
- \$tand by Me financial coaching provided to early childhood workforce and families
- Expansion of T.E.A.C.H. Early Childhood® Delaware scholarship to serve CDA, AA, and BA candidates
- Expansion of Child Care WAGES® Program salary supplement to increase support retention

GOAL 3

An Aligned and Effective Early Learning System, B-3rd Grade

- Statewide Kindergarten Registration and Readiness Campaign launched reaching thousands of families
- Early Learner Survey tool used to observe every kindergarten student at the start of school
- State inclusion guide released with practices and guidelines for all providers
- Mychildde.com family awareness portal and provider resource hub launched

GOAL 4

Sustained System Improvement

- Office of Child Care Licensing moved to Department of Education to consolidate governance of early childhood across agencies and divisions
- Increased state investments in quality care through increased Purchase of Care child care subsidy rates and increased tiered reimbursement to support quality

Methodology

Strategies for Engaging Over 1,000 Delawareans, Including Hundred of Parents

Phase One: Needs Assessment

July-September 2019

1A) User Experience

What is the **current landscape** of programs and supports for birth through age 5 families?

Where are there **gaps in the quality and availability** of this programming?

What are the **barriers** to access?

1B) Data Systems

How **many children are currently served** by the early childhood system?

What is the number of **potential children** who could access the system?

How many children are **waiting** for service?

The needs assessment **paired qualitative findings with quantitative insights** to help capture the full picture of current challenges and opportunities in Delaware's ECCE system

qualitative interviews	Family and Professionals Research
	410+ stakeholders engaged
	304 parent text surveys
	22 in-depth interviews
	6 pop up design sessions
	5 families shadowed
	Internal Stakeholder Interviews
	6 DOE interviews
	8 DHSS interviews
	3 DSCFY interviews
quantitative analysis	Data Systems Assessment
	13 other interviews
	Program/ Professional Data Analysis
	17 DOE interviews
	22 DHSS interviews
	2 DSCFY interviews
	4 DOE databases
3 DHSS databases	
2 DSCFY interviews	
2 other databases	

Phase Two: Strategic Planning

October 2019-August 2020

- What is the **vision for Delaware's Early Childhood Care and Education (ECCE) system?**
- What are the **key areas to address** to support availability and access?
- What **potential strategies** – co-developed with families and professionals – could help Delaware realize these opportunities?
- Who is **responsible for implementing** the plan?
- How will progress be **measured and tracked?**

Co-Design Sessions

200+ stakeholders engaged

12 co-design sessions

Surveys

3 surveys fielded to receive strategic plan feedback

58 ECCE professionals and program administrators

48 state employees

5 parents

51 other stakeholders were engaged

Stakeholder Meetings

20 group presentations for iterative feedback

Needs Assessment in Action

Delawareans shared their input through text surveys, pop-ups at playgrounds and state service centers, during meetings, through phone interviews





02 **Guiding Principles**

Guiding Principles



EQUITY

- Equitably serving all children and targeting development, language, resource, and/or family needs
- Serving all families with a focus on diversity, equity and inclusion



MULTI-GENERATIONAL SUPPORT

- Supported and affirmed families
- Professionals act as partners with families in their children's growth and development
- Serving and engaging families as their children's first teacher and as the foundation for children's success
- Child care options make sense for families' everyday lives



WHOLE-CHILD SUPPORT

- Serving the whole-child's needs and those of their families—physical, mental, emotional, cognitive, behavioral
- Building protective factors with families: parental resilience, social connections, concrete support in times of need, knowledge of parenting and child development, and social and emotional competence of children



EVIDENCE-BASED

- Strategies are based on robust brain science research, which emphasizes investing early to enable a strong, healthy start



COHESION

- Connected health and education systems across birth-8 programs and services
- United and supportive professionals who serve families
- Mixed delivery system to meet families' diverse needs

A Letter from Delaware Parents

Dear Delaware,

Earn my trust

*Treat my child as
your own*

*Support my whole
family*



*Make it
easy on
me*

*Make me
feel
welcome*



*“That’s the reason
she’s not in
preschool. It’s \$700
a month. I’m
applying for
Purchase of Care
but for as much as
I have to pay, I
might as well not
work.”*

–New Castle Parent

*“Home visits are
really amazing.
They changed my
whole outlook. I
appreciate having
some outside
encouragement.”*

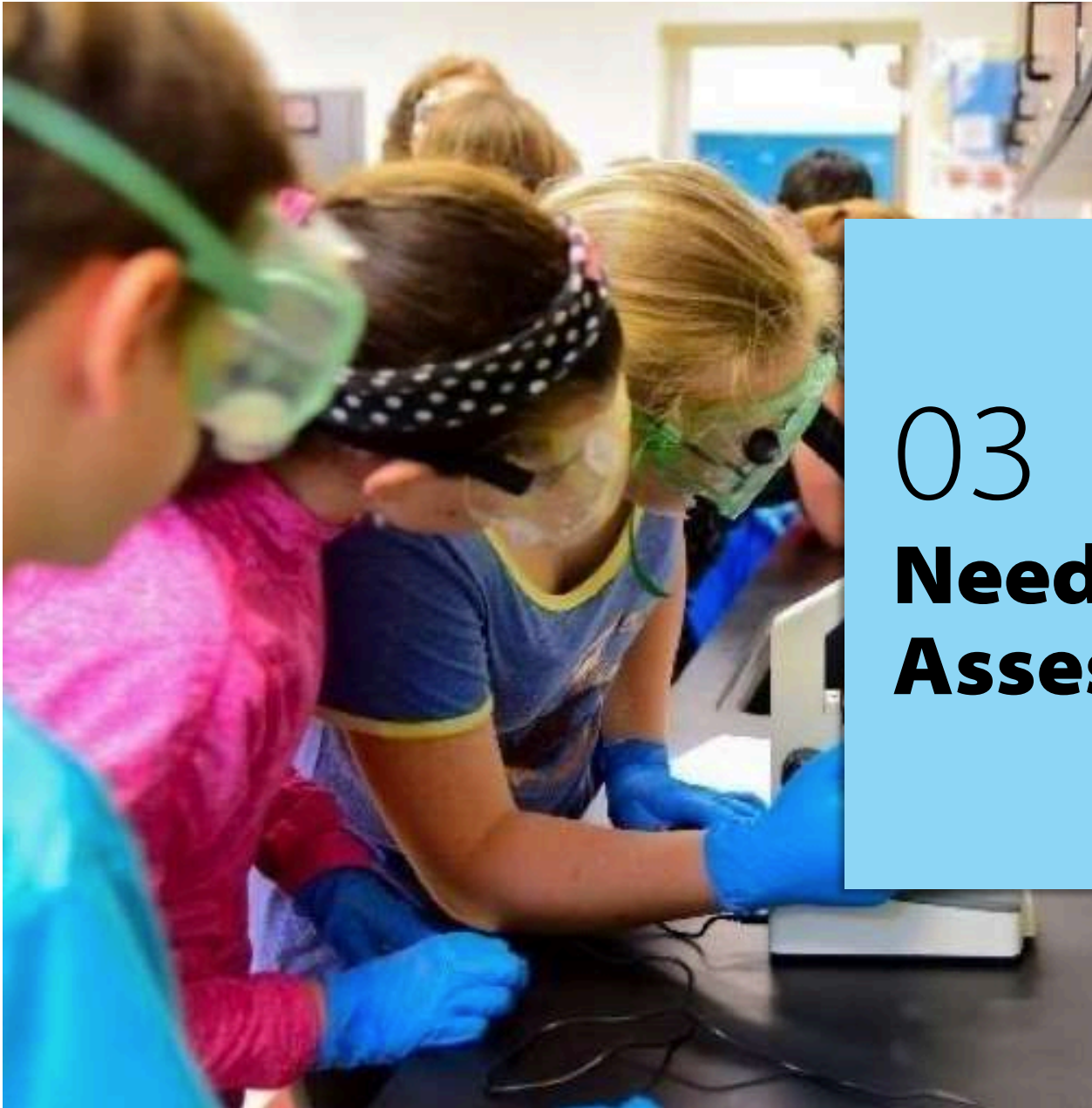
–Sussex Parent



*“They send you
different places
too much. I’m in a
domestic violence
situation and I
need emergency
housing and child
care. I don’t have
time to wait.”*

–Kent Parent





03 Needs Assessment

About Delaware's Children Birth-Age 8



ACCESS TO HOLISTIC SERVICES



ACCESS TO HIGH QUALITY PROGRAMS



PARTNERSHIPS WITH PROFESSIONALS



NAVIGATE A SIMPLE SYSTEM



There are about **100,000** children in Delaware birth through **age 8**

15% of children **ages 0-5** and **11%** of children **ages 6-18** live in poverty

8% have a diagnosed disability or developmental delay

7% of births are to women receiving no prenatal care

6% of children do not have health insurance

23% of children in Delaware have experienced two or more adverse childhood experiences (abuse, neglect, household dysfunction)

27% of Delaware's children 0-8 are Black, and **14%** are Hispanic

40% of children in Delaware live in a one-parent household

20% of Delaware's children are food insecure

82% of Delaware's children have received preventative dental care in the past year



Investments in high-quality early childhood care and education starting at birth provides taxpayers with a return of **\$7.30** for every dollar invested

Quality education and access to child care are high priorities for businesses looking to expand or relocate

83% of millennials say they would leave their jobs for ones with more family-friendly benefits

Companies providing child care decrease employee absences by **30%** and job turnover by **60%**

40% of employers are concerned that some employees will not fully return to work because of child care needs

52% of Delaware parents say they can't buy a home, find employment, or go back to school

Delaware's Fragmented ECCE Services Results In:

Underutilized Resources

Only **80%** of home visiting opportunities are utilized

About **2%** of families with children 0-5 served through home visiting



46% of children have access to a medical home that provides comprehensive care

52% of eligible mothers use Women Infants and Children (WIC) nutrition support

77% of children 19 to 35 months are vaccinated according to the recommended schedule

Lack of Support – Limited Access to Services

Children with disabilities experience long wait times **up to 3 months** for services due to insufficient service providers



Dual language services are limited **13-20%** of programs employ staff who speak Spanish

*"We have a wait list... There's nothing more frustrating to have a family come in, and tell them their child has a speech delay, but... **you'll have to wait 6-8 weeks.**" – Service Provider*

Confusing Family Experience

- **Special needs services lack coordination and continuity.** Challenges with referrals, transitions from Part C to Part B, and itinerant service offerings
- **3 referral service sources** lack common language and have no central parent portal
- **No system to track** who has been screened for follow-ups and referrals

Access to Child Care is Limited

Insufficient supply of child care options by location, age groups served, and hours of service

Child care centers offer **86%** of licensed seats, but only **3%** of centers offer extended hours

Sussex and Kent only have **38%** of programs, but **47%** of the state's birth through age 5 population



77%

of programs accept infants under 1 year old

"I'd love to see more options for families. For example, I had to drive my son 35 minutes away in order to enroll him in a quality program since there were none in the Dover area"
-Parent, Kent County

High costs and limited financial assistance

Child care for one child costs **~20%** of the median family income or **\$13,000** per year per child

POC reimbursement rates **cover just a fraction** of the actual cost of care

Families at the federal poverty line have to pay **20%** of their income to access Purchase of Care Plus, and Delaware full-time, full-year minimum wage earners pay **43%** of their earnings on child care

Only **23%** of eligible children 0-5 are enrolled in subsidized care. The cost of high-quality child care is **2-3** times as high as current state reimbursement rates (high quality child care, including greater compensation and wraparound support, is 2-3 times)

24% of child care programs do not accept public subsidies

"Families at the federal poverty line through full-time, full-year minimum wage earners pay 20-43% of their earnings on child care for 2 children"
-Internal Stakeholder

Families' Needs Outpace Supply:

Few families access care, and we don't have a clear picture of access across funding streams

Child care is funded through a mix of federal, state, Head Start, state pre-k, and parental private pay

Enrolling in subsidized care is **difficult for families**

Half of children 3 and 4 are not in a preschool experience

22% of all currently **eligible** young children 0-5 are served by publicly funded child care

14% of **all** children 0-5 are served by publicly funded child care

5% of Delaware's 3 and 4-year olds are served by the state Pre-K program

2% of Delaware's 3-year-olds and **5%** of Delaware's 4-year-olds are enrolled in Head Start

"In my area there is never enough space for a child...I actually take care of my grandkids so my daughter can work...they are too expensive for a single mother, and you also have to wait too long to get into a center"
– Caretaker

Parents who take higher paying jobs are penalized because they no longer qualify for POC but still have significant child care expenses



There is about a \$600 benefits cliff, where families must make at least \$600 more to break even -- so some choose not to make more so they can retain their benefit

Parent need is high; support limited

80%

of all Delaware children have all available parents in the workforce



Many families **do not have paid family leave**

which is shown to have strong child and societal outcomes

The U.S. is the only developed country that does not offer any federally funded paid parental leave (average among other countries is 18 weeks, with some offering up to 60 weeks)

"I need reliable child care to keep my job."

"High quality affordable child care availability was already limited [before COVID-19]."

– Delaware Parents

Limited extended hours, "nontraditional" and overnight care

Quality of and Outcomes for Child Care and Early Education Do Not Provide What Children Deserve and Do Not Match Public Expectations

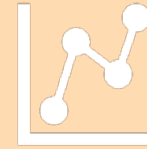
Only about 1/2 to 2/3 of students enter kindergarten with the skills they need to succeed in school:



- 58%** Social and emotional
- 61%** Physical
- 53%** Language
- 70%** Literacy
- 54%** Cognitive
- 45%** Mathematics

Higher Star rated programs **have elements associated with outcomes based on research**— and are associated with higher levels of social emotional development, which is associated with literacy skills

About half of child care centers are in the Stars Quality Rating and Improvement System (QRIS), and **59%** of those rate a **4 or 5 Star** (out of 5)



Delaware **does not track suspension and expulsion** of young children



51% of 3rd graders score proficient or on grade level in reading;

- 35%** Black
- 37%** Latinx
- 35%** Low-Income

Students score about **35%**



Elementary school principals are not required to have any training in early childhood development, which applies to **65%** of elementary grades

Early Childhood Educators Are Not Considered Professionals

Early Childhood Educators are not Treated as Professionals

61% Have a high school degree with limited training in early childhood

Research indicates an early childhood teacher with a bachelor's degree in early childhood development or specialized training is better able to support children's healthy development and school readiness.

\$10 Hourly average salary of child care teacher

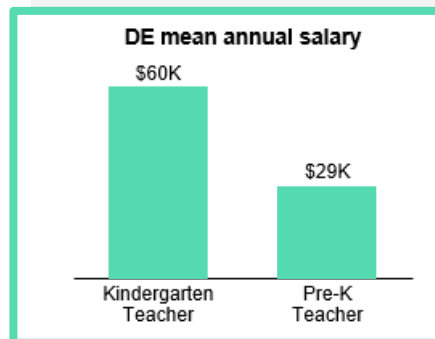
40% Have healthcare benefits

Out of the **10,000** Early Childhood Educators in child care in Delaware, **1/3 are on public assistance of some kind** (e.g. TANF, SNAP)

13% Of the workforce has another paid job to supplement their income

Delaware struggles to recruit, train, and retain Early Childhood Care and Education (ECCE) professionals

- **Declining enrollment in early education** degrees in Delaware and **358** high school students are enrolled in the high school career technical early childhood pathway
- **Poor compensation and lack of benefits** compared to K-12
- Average tenure only **2 years**



*"To have more highly qualified and trained teachers that costs you money, either in literal training dollars or because now you're hiring somebody who's got more skills and they **don't want to make \$9.50 an hour...it almost feels like everyone who comes in here for an interview, we have to hire them because we don't have any other options.**"*

– Child Care Provider

No Support System

PD offerings are inaccessible and undervalued

Early Childhood Governance is Fragmented

11 ECCE divisions across DOE, DHSS, and DSCYF, leading to an inefficient and complex system for families, professionals, and programs

Interagency Resource Management Committee (IRMC)

(DHSS, DOE, DSCYF, OMB, and Controller General's Office)



Early Childhood Council



Governor, General Assembly and IRMC

Department of Health & Social Services (DHSS)

Social Services

- ▶ Purchase of Care funding and eligibility

Division of Public Health

- ▶ Child Development Watch
- ▶ Home Visiting
- ▶ Maternal and Child Health
- ▶ Early Childhood Comprehensive Systems
- ▶ Part C Birth-3
- ▶ Special Supplemental Nutrition Program for Women, Infant and Children (WIC)
- ▶ 211/Help Me Grow

Division for the Visually Impaired

- ▶ Programs and services for visually impaired

Department of Education (DOE)

Office of Early Learning

- ▶ Delaware First (early childhood workforce online certification system)
- ▶ ECAP (pre-k)
- ▶ Parents as Teachers (Home Visiting)
- ▶ Head Start Collaboration Office/Early Head Start
- ▶ T.E.A.C.H. and WAGE\$ workforce supports
- ▶ Delaware Institute for Excellence in Early Childhood
 - Delaware Stars
 - Professional Development
- ▶ Exceptional Children Resources
 - IDEA Part B 619
- ▶ Quality funding
- ▶ Delaware Educator Data System (DEEDS)

Office of Child Care Licensing

- ▶ Licenses program settings

Student Supports

- ▶ Adult Care Food Program (CACFP)

Department of Services for Children, Youth & Their Families (DSCYF/Kids)

Prevention & Behavioral Services

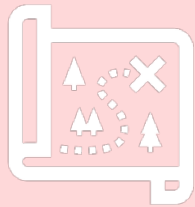
- ▶ Early Childhood Mental Health Consultation

Management Support Services

- ▶ Education Services
- ▶ Criminal Background Check Unit

Note: Governance as of early 2020. Other related programs that don't apply only to early learning include DHSS programs like SNAP, TANF, Children and Families First, Medicaid, Delaware Healthy Children Program, and other public health programs; Title 1 pre-k funding administered by DOE; and additional programs administered by DSCYF such as Strengthening Families, Promoting Safe and Stable Families, Families and Centers Empowered Together, and family Based Mental Health Services

Families and Programs Struggle to Navigate the Current System



Families must **complete complex enrollment forms** and multiple intake processes to enroll their children

28

Different Kindergarten registration systems with **no online versions**, and parents must fill out **2 more sets of forms** if they use school choice

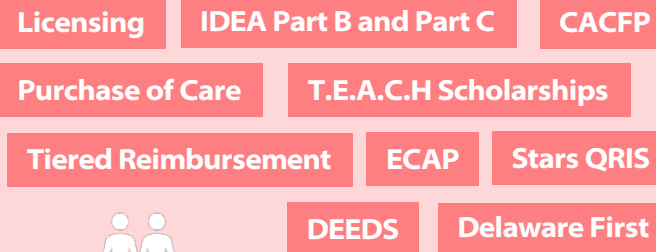


Programs work across **three state departments** for licensing, quality ratings, and funding

75%

of stakeholders surveyed say Delaware's ECCE system should be managed by one state department

Some child care programs must navigate **10 or more requirements and funding applications**



*"It's difficult trying to navigate all of the different services that a lot of kids need and having to go to different places, fill out different forms that sometimes are redundant. It's overwhelming."
-ECE Professional, New Castle*

*"Discrepancies between Stars and licensing requirements sometimes make it impossible to comply; these layers of requirements do not talk to each other."
-Internal Stakeholder Interview*

Data Systems Don't Interact

Hinders understanding of children served and families' needs

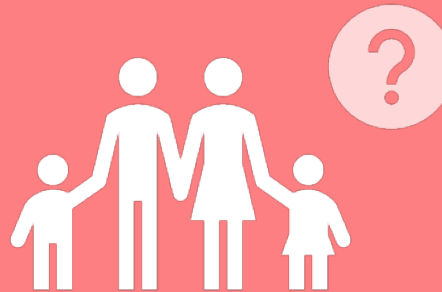
Three unique child identifiers
are used across
15 different data systems

to track information about children 0-5 and their families

No workforce registry to analyze trends and data

No connections between 0-5 and K-12 data

Only **22%**
said their department is
using data to inform design
of programs and services for
children and families



No end-to-end view of how children and families receive ECCE services or are impacted by them

Delaware Underinvests Where It Matters Most

Compared to K-12 students, Delaware invests a fraction of what it does in children under 5



Delaware invests \$15-18K per child in K-12 education (despite higher adult to child ratios and shorter school day and year)



1/4 in ages 3-4...

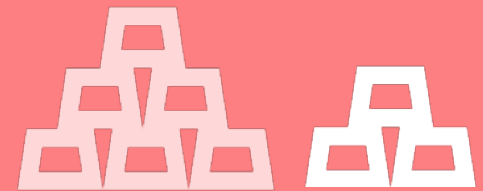


...and 1/10 in ages 0-2 per child as it does in K-12 children per child

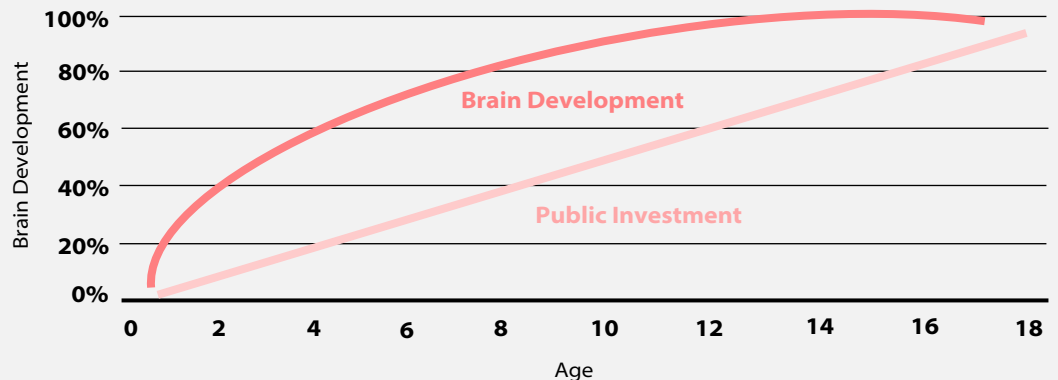
The U.S. ranks in the bottom 20% of Organisation for Economic Co-operation and Development (OECD) countries on child care spending



Child care professionals make about half the salary of a kindergarten teacher



Brain science inverse relationship





04

Vision & Recommendations

Vision for Delaware's Early Childhood System

Delaware commits to **all children and families** having access to an **integrated early childhood system**, from birth-8, which provides **high-quality programs and services** and an environment that supports their growth, development, and learning, and prepares them for **success in school and life**.

To achieve this vision, we must commit to integrating the State's birth-8 health and education systems.

Though it may take beyond 2025 to achieve this vision, we must begin now.

Framework

For Recommendations to Achieve Our Vision for 2025 and Beyond

Early childhood care and education is a public good that every child deserves. **Whole child learning starts at birth.**



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



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





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

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 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
Pipeline Development	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

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

Create a more coherent system for children, families and providers

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



05

Momentum

Initiatives Underway

What momentum is underway that we can build upon?



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



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



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 HOLISTIC SERVICES



- 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



06

Measures of Success

Measures of Success

We have an aspirational, long-term vision for Delaware’s children and families



ACCESS TO HOLISTIC SERVICES

- All families can access health insurance
- All families can access physical health and mental health services
- All families can access paid family leave
- Increased public awareness and voter demand for public investment in early childhood



ACCESS TO HIGH QUALITY PROGRAMS

- All families can access affordable child care and home visiting
- State invests public funding in only high quality programs
- Streamlined, research-based standards for programs



PARTNER WITH PROFESSIONALS

- Higher qualification requirements and early childhood professional wages approaching pay parity with K-12 educators
- Early childhood is treated as a profession which attracts a strong workforce
- Increased workforce retention
- Programs are linguistically, culturally responsive and inclusive by design



NAVIGATE A SIMPLIFIED SYSTEM

- Streamlined governance supports efficient, family-and child-oriented services and program design
- Families access the resources to support their children through one user-friendly platform
- Data systems connect families to professionals to ensure access to needed programs and services



07

About the Council

Delaware Early Childhood Council Partners

Campaign for Grade Level Reading (CGLR)	Fund for Women, Delaware Community Foundation
Child Development Watch (CDW)	GIFT
Child Find	Governor's Advisory Council for Exceptional Citizens (GACEC)
Children and Families First (CFF)	Help Me Grow 211
Delaware Chapter, American Academy of Pediatrics	Home Visiting Advisory Board (HVAB)
Delaware Afterschool Network	KIDSCOUNT
Delaware Association of School Administrators (DASA)	Montessori Teachers Association of Delaware
Delaware Association for the Education of Young Children (DEAEYC)	Nemours
Delaware Business Roundtable Education Committee	Nursery Kindergarten Association of Delaware
Delaware Department of Education (DDOE or DOE)	Office of Child Care Licensing (OCCL)
Delaware Division of Libraries	Office of Early Learning (OEL)
Delaware Head Start Association (DHSA)	Office of the Governor
Delaware Chief School Officers Association (DCSOA)	PNC Bank
Delaware Institute for Arts Education (DiAE)	Prevent Child Abuse Delaware (PCAD)
Delaware General Assembly	Privately Owned Child Care Business Owners
Delaware Readiness Teams	Project LAUNCH
Delaware State Board of Education (DSBE)	Rodel
Delaware State Education Association (DSEA)	Stand By Me
Delaware Head Start Collaboration Office	State of Delaware P-20 Council
Delaware Technical Community College (DTCC)	Sussex County Early Childhood Council (SCECC)
Department of Services for Children, Youth and Their Families (DSCYF)	United Way of Delaware (UW)
Department of Health and Social Services (DHSS)	University of Delaware (UD)/Delaware Stars for Early Success (DE Stars) and Delaware Institute for Excellence in Early Childhood (DIEEC)
Early Childhood Comprehensive System/COIIN	
Family Services Cabinet Council (FSCC)	Vision Coalition
First Lady Tracey Quillen Carney – First Chance Initiative	Wilmington Early Care and Childhood Council (WECEC)
Fresh Start Foundation	Workforce Development Board

Council Members

- Madeleine Bayard, Chair
- Heidi Beck, Delaware Head Start Association
- Kim Brancato, Appoquinimink School District
- Matthew Burrows, Appoquinimink School District
- Cheryl Clendaniel, The Learning Center
- Karen Derasmo, Prevent Child Abuse Delaware
- Ed Freel, University of Delaware
- Olivia Gatewood, JP Morgan Chase & Co
- Rena Hallam, University of Delaware
- Representative Debra Heffernan
- Julie Johnson, former center director and school board member
- Representative Quinn Johnson
- Gabriela Kejner, Department of Health and Social Services
- Kimberly Krzanowski, Office of Early Learning, Department of Education
- Clara Martinez, Children and Families First Head Start
- Tanisha Merced, parent
- Carette Monsanto, Miss Monique Child Care
- Mary Moor, Department of Services for Children, Youth & Their Families
- Kirsten Olson, Children and Families First
- Lee Pachter, Christiana Care
- Mike Quaranta, Delaware State Chamber of Commerce
- Karyl Rattay, Department of Health and Social Services
- Elizabeth Ritchie, Delaware Technical Community College
- Lucinda Ross, St. Michael's School and Nursery
- Katherine Rudolph, Christiana Care
- Meredith Seitz, Department of Services for Children, Youth & Their Families
- Michelle Shaivitz, Delaware Association for the Education of Young Children
- Debra Taylor, Head Start Collaboration Office, Department of Education, Office of Early Learning
- Betty Gail Timm, Office of Child Care Licensing
- Kelli Thompson, Nemours Children's Health System
- Rebecca Vitelli, Colonial School District
- Michelle Wall, School Board, Appoquinimink School District
- Meghan Walls, Division of Behavioral Health, Nemours/Al duPont Hospital for Children
- Michelle Wilson, Capital School District

Council Charge

TITLE 14, DELAWARE CODE, CHAPTER 30 RESPONSIBILITIES OF THE DELAWARE EARLY CHILDHOOD COUNCIL (DECC)

§ 3002 Early Childhood Council. (a) The Delaware Early Childhood Council (ECC) shall be the State Advisory Council on Early Childhood for children from birth to 8 years of age, and carry out all such functions designated in the federal Improving Head Start for School Readiness Act of 2007 [P.L. 110-134] et seq., and those functions designated herein and those assigned by the Governor, the General Assembly, and the Interagency Resource Management Committee (IRMC), provided sufficient moneys are available from the annual State appropriations act, federal funding, private funding, or a combination thereof. (b) The ECC shall be comprised primarily of private sector members but shall include all representatives as designated in the above-referenced federal legislation and shall advise the Governor and General Assembly on a continuing basis, working with the IRMC, concerning the status and improvement of services of the early childhood sector and the implementation of the State's early childhood strategic plan. In addition to any responsibilities assigned by the Governor through the IRMC, the Delaware Early Childhood Council shall make recommendations to the Governor, the General Assembly, and the IRMC that promote the appropriate coordination and effectiveness of state services and policies. The ECC shall be responsible for maintaining and expanding a statewide network of early care and education institutions that includes providers, advocates, state program officers, private and nonprofit community institutions, and others who support the development and delivery of high-quality early childhood services.

Delaware Early Childhood Council
<https://www.doe.k12.de.us/Page/3760>

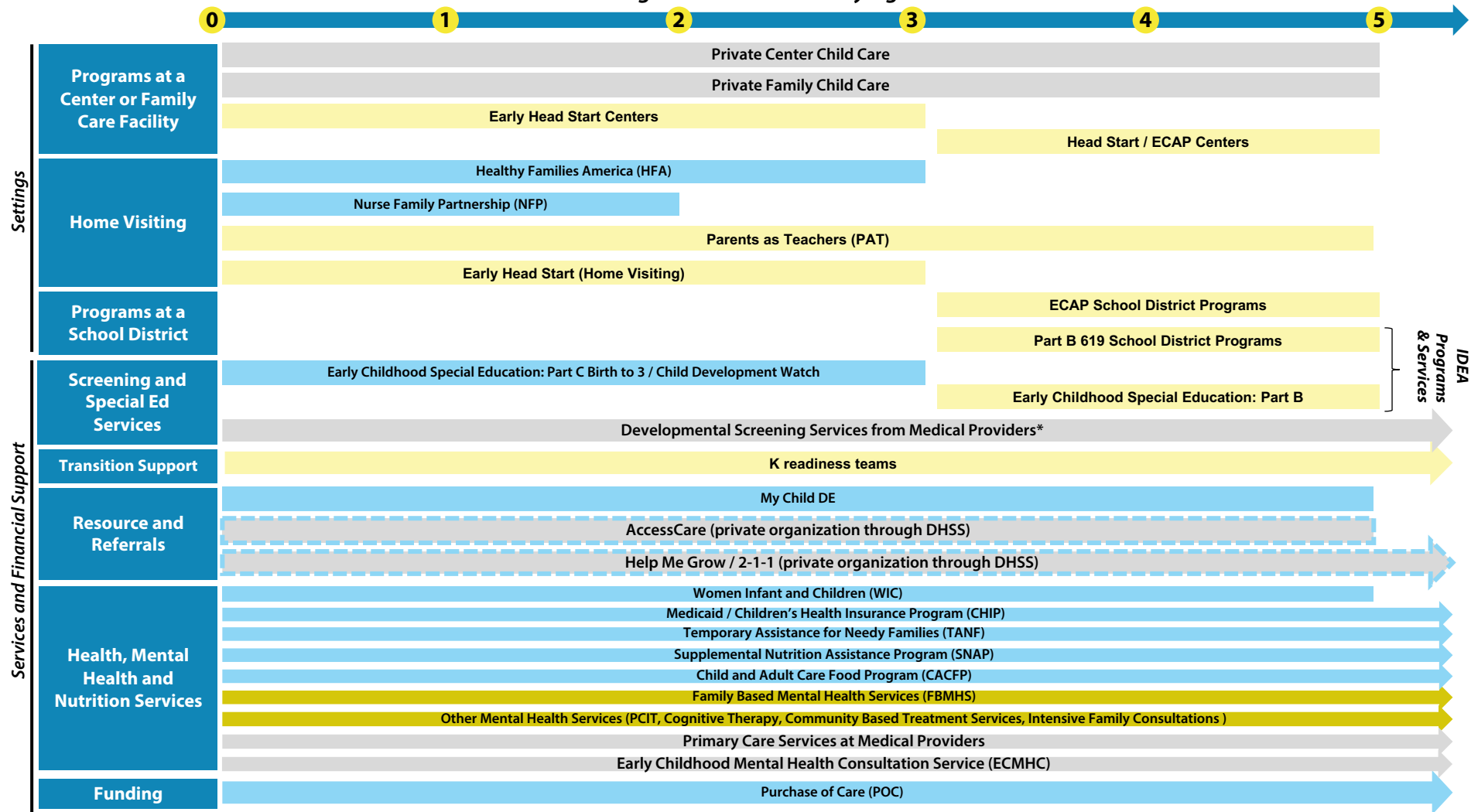


Appendix

Landscape of Birth to Age 5 Programs and Services

Dozens of programs/services for B-5 children and their families provided across public and private providers

ECCE Programs and Services by Ages Served



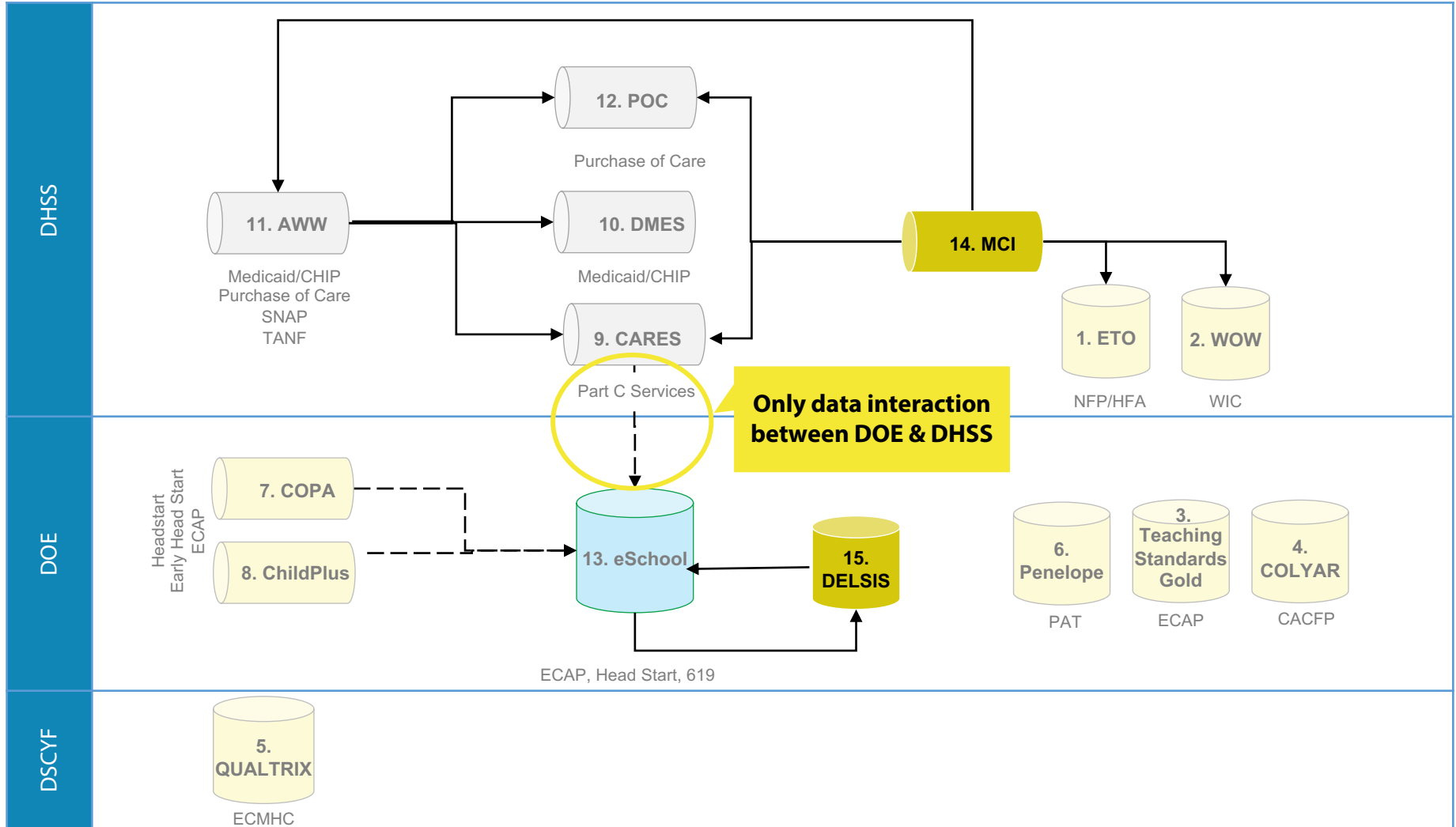
*Developmental screenings services are often administered at third-party medical providers through Pediatricians, Family Physicians, Nurses, Physician Assistances, and Nurse Practitioners or at home by families themselves

Legend: Department Ownership	
DOE	DHSS
DSCYF	Private Organization

As of early 2020. Includes B-5 services only as mapped by PDG-funded needs assessment; services for school age children include many of the ones listed here, plus others provided by school districts and charter schools, as well as afterschool programs

Landscape of Birth to Age 5 Data Systems

Limited interaction between 15 data systems across Delaware departments



As of early 2020

--- Manual process
 — Automated process



Needs Assessment and Resource Materials

- **Delaware PDG B-5 Needs Assessment and Strategic Plan Literature Review** – This document summarizes common themes from existing Delaware-specific early childhood health and education needs assessments, strategic plans, and recommendation reports within the last ten years.
- **Delaware PDG B-5 Consolidated Needs Assessment** – This document merges all quantitative analyses, findings, and recommendations into one final report. This comprehensive research fact base is organized into an analysis of Delaware’s early childhood landscape, opportunities to improve the system and a vision for future strategic planning.
- **Delaware PDG B-5 User Experience Needs Assessment** – This document summarizes the qualitative data gathered from Delaware families and early childhood professionals and organizes their feedback into Needs and Insights, Experiences that Matter, and Shifts and Design Principles. The design of this document reflects the human-centered approach taken to understand Delawareans’ experience within early childhood care and education (ECCE) mixed delivery system. It summarizes what they eloquently and authentically shared with the PDG B-5 research team as they traveled across the state to meet with families in their homes, communities, and workplaces.
- **Delaware PDG B-5 Data Systems Needs Assessment** – This document summarizes the technical, data systems analyses. It includes an analysis of the number of children currently served and awaiting services in the ECCE system, with particular focus on the unduplicated number of children served. Findings explore the use of Delaware’s unique child identifiers and how data currently flows through state agency systems and the business processes that support these flows.
- **Delaware PDG B-5 Cost of Quality Study** – This document explores one particular issue identified during the needs assessment process: the importance of providing more affordable and quality child care seats to families. This study uses financial models to understand the costs of delivering quality care to children.
- **Delaware PDG B-5 Cost of Quality Executive Summary** – A two-page document highlighting the Cost of Quality Study conclusions.



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