



Preschool Development Grant Birth through Five

Strategic Planning Approaches
November 2019



Delaware
Department of Education

Agenda

▶ **Process**

- ▶ Overview of Landscape
- ▶ Goals and Opportunities for Delaware's ECCE System
- ▶ Approach Co-Design



Process: Project Scope

The Preschool Development Grant Birth through Five (PDG B-5) supports a needs assessment and strategic plan

1 Needs Assessment

1A) User Experience

- ▶ What is the **current landscape** of programs and supports for B-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?

2 Strategic Plan

- ▶ 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?**

The aspiration is this inclusive process will yield Delaware's next Birth to 5 five-year strategic plan



Process: Project Scope

The needs assessment engaged multiple internal and external stakeholders and data sets

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

qualitative interviews

quantitative analysis



**Field
Research**



**Internal
Stakeholder
Interviews**



**Data
Systems
Assessment**



**Program/
Professional
Data Analysis**

410+ *stakeholders
engaged*

6 *DOE
interviews*

17 *DOE
interviews*

4 *DOE
databases*

22 *in-depth
interviews*

8 *DHSS
interviews*

22 *DHSS
interviews*

3 *DHSS
databases*

6 *pop up
design
sessions*

3 *DSCYF
interviews*

2 *DSCYF
interviews*

2 *DSCYF
interviews*

5 *families
shadowed*

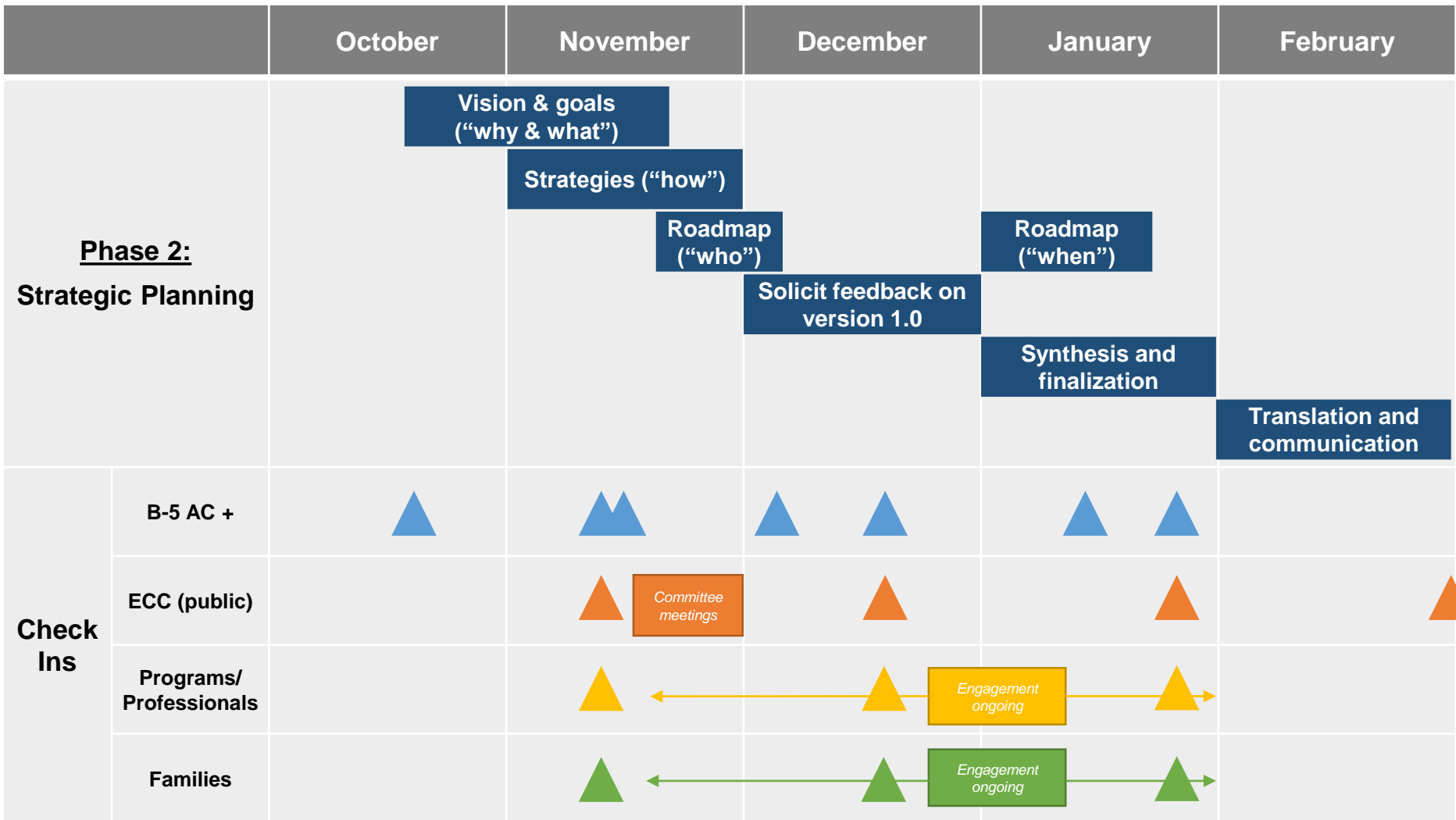
13 *Other
interviews*

2 *Other
databases*



Process: Strategic Plan Timeline

The strategic plan timeline includes dedicated time for stakeholder engagement and public meeting opportunities



Agenda

- ▶ Process

- ▶ **Overview of Landscape**

- ▶ Goals and Opportunities for Delaware's ECCE System

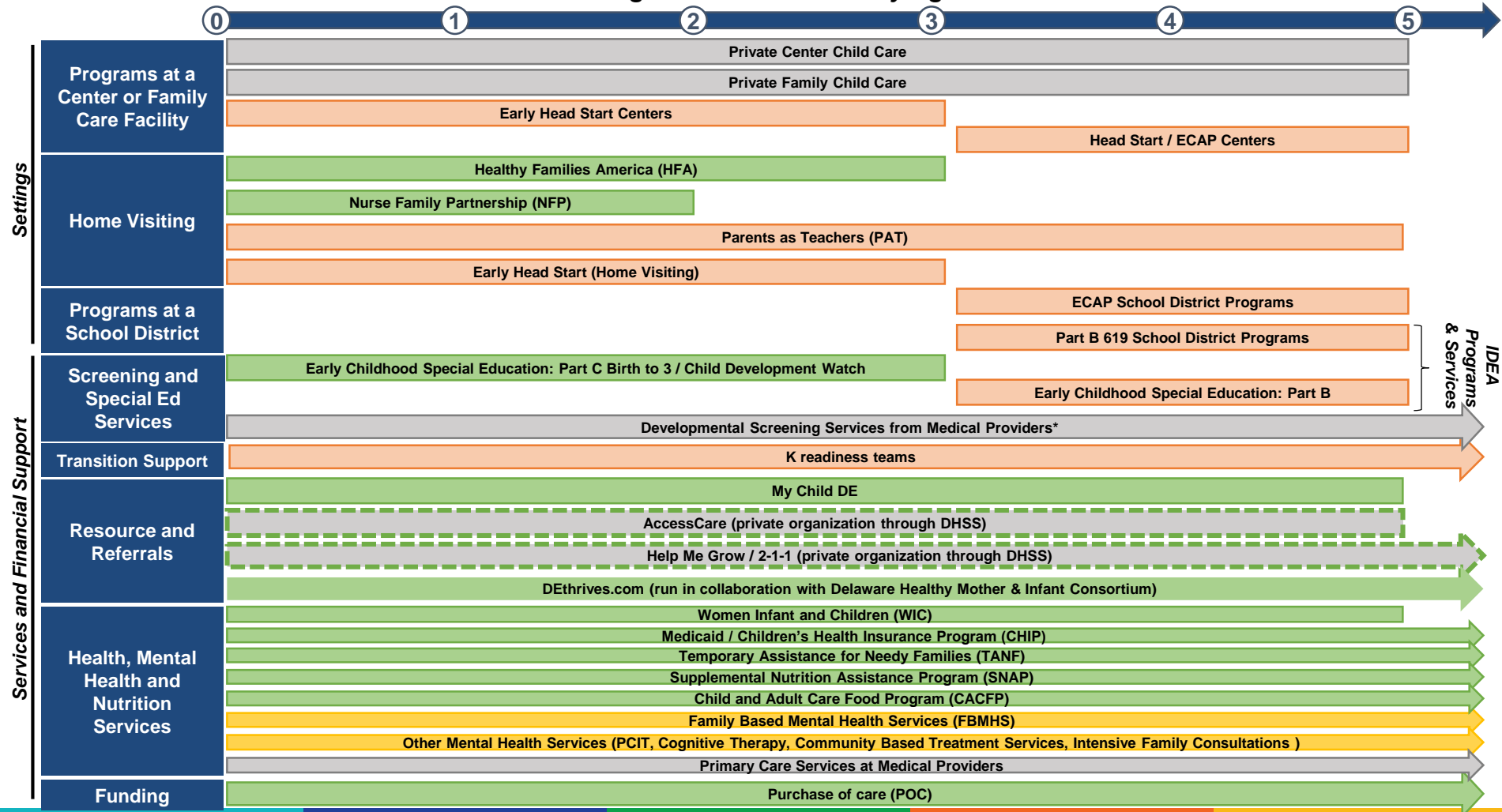
- ▶ Approach Co-Design



Overview of Landscape

Delaware's mixed delivery ECCE system offers an array programs/services for B-5 children and their families

ECCE Programs and Services by Ages Served



IDEA Programs & Services

*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
KIDS	Private Organization



Overview of Landscape

Over 30K unique children B-5 are currently being served through public programs and services within Delaware's ECCE system



30,073 - 47,608
unique children B-5 served by the Delaware's public ECCE system as of Aug, 2019

~45-70%
of children B-5 in DE are being served

~67,000
total children B-5 in DE

Programs at a Center or Family Care Facility	Home Visiting	Programs at a School District	Screening and Special Ed Services	Health, Mental Health and Nutrition Services
<p>1,209 enrolled in Head Start centers</p> <p>1,532* enrolled in ECAP Programs</p> <p>90** enrolled in EHS centers</p>	<p>277 enrolled in HFA and NFP</p> <p>148** enrolled in EHS Home Visiting</p> <p>490 enrolled in Parents as Teachers</p>	<p>1,943 enrolled in Part B 619 programs</p> <p>1,532* enrolled in ECAP Programs</p>	<p>1,413 receiving Part C CDW services</p>	<p>27,418 receiving Medicaid</p> <p>17,161 receiving SNAP</p> <p>11,988 enrolled in WIC</p> <p>10,346 receiving POC</p> <p>2,238 receiving CHIP</p> <p>1,692 receiving TANF</p>

The current EHS enrollment figure does not capture all programs. A more accurate snapshot of EHS enrollment will be taken on 12/1/2019.

197 children waiting for Part C services, EHS centers, EHS Home Visiting, and Head Start in the State of Delaware**

Legend: Department Ownership
DHSS
DOE

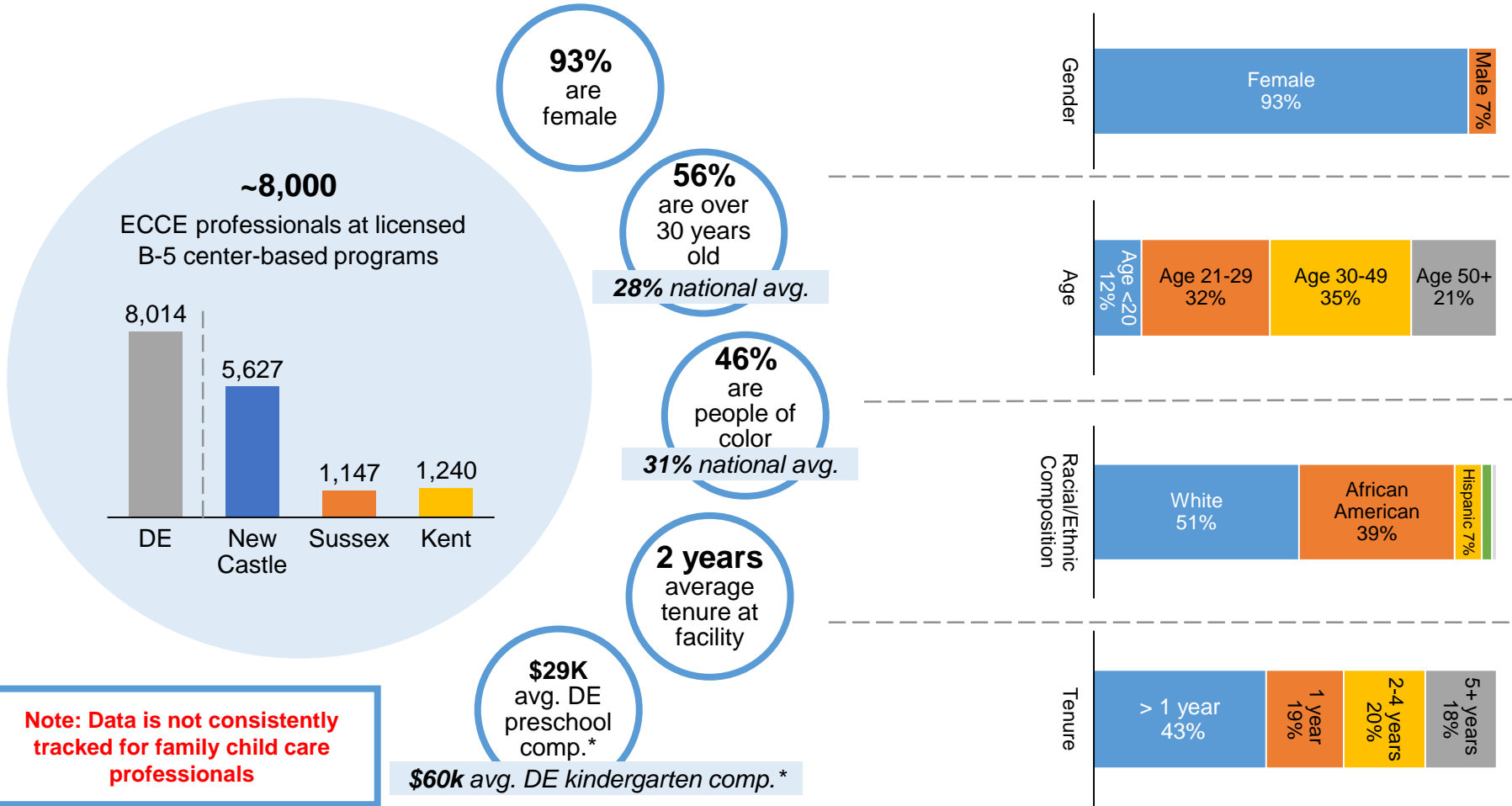
*ECAP program counts are for school district and private center programs
 **The data collected for EHS does not well represent waitlisted children for EHS and HS because it is just before the start of the new program year. Another snapshot will be taken on 12/1/2019. It is also known that there is a waitlist for ECAP, however it is not tracked and maintained.
 Source: PDG B-5 Data Systems Assessment, US Census



Overview of Landscape

Delaware's B-5 ECCE workforce is large and somewhat new to their positions; from a demographic perspective, DE center-based professionals are older and more diverse than national averages

Summary Statistics of B-5 ECCE Professionals [Center-based Care]



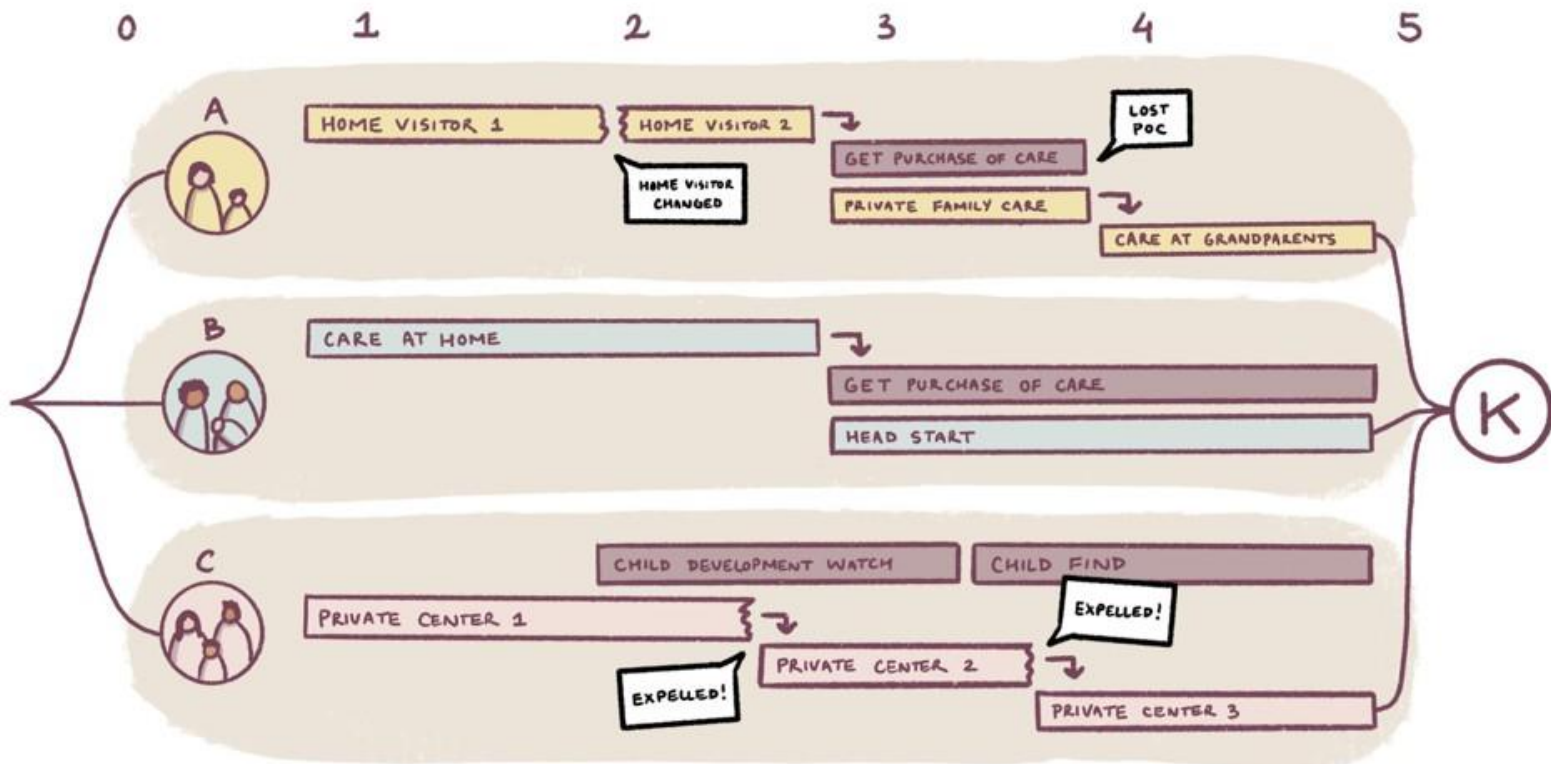
*includes preschool and kindergarten teachers in both public and private settings
Source: Focus database (2019), NAEYC P2P Report (2016), Delaware Department of Labor



Overview of Landscape

While the landscape overview can suggest a more seamless system, families' experiences may be more varied

Families can find their way to early childhood care and education through several routes – they may also experience various moments of adversity and multiple settings of care throughout their journey



Agenda

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- ▶ **Goals and Opportunities for Delaware's ECCE System**
- ▶ Approach Co-Design



Goals and Opportunities: Family Needs

The User Experience Assessment identified several key needs of families as they navigate the B-5 system in Delaware

dear Delaware...

Treat my child as your own

- ▶ I need a trusted partner, invested in my child's education and development

Support my whole family

- ▶ I need to feel like the needs of my family are being recognized

Earn my trust

- ▶ I need to trust the people caring for my children

Make it easy on me

- ▶ I need child care to make sense for my life






Make me feel welcome

- ▶ I need to feel invited and affirmed



Goals and Opportunities: Guiding Principles

These insights were aligned with feedback from the B-5 AC and ECC to inform a set of **guiding principles** for the strategic plan...

	Equity
	Whole-child and multi-generational support
	Evidence-based
	One B-5 family experience
	Cross-sector partnerships

- ▶ We are focused on equitably serving all children in Delaware, offering strategies that will be available to all children and families as well as targeted strategies for those with differences in development, language, resource, and/or family needs
- ▶ The plan considers whole-child needs – physical, emotional, cognitive, behavioral – and those of their families to improve long-term outcomes
- ▶ The plan aligns to the robust brain science research base on effective practice from Birth to Age 8; this research emphasizes the criticality of investing early to enable a healthy start
- ▶ We are guided by a goal of one B-5 system that connects across health, education and social services, professionals who serve families, and system governance
- ▶ This strategic plan brings together Delaware’s employers and community partners to support children’s development and family needs and a sustainable early childhood system



Goals and Opportunities: Goals

...as well as shape the following revised goals of the Strategic Plan

Goal 1: An Accessible, Quality Start for Families

Every family in Delaware has **access to high-quality programs/services** across the B-5 continuum that connects to K-12 and enables long-term success

Goal 2: Whole-Family, Multi-Dimensional Supports

The ECCE system works **across education, health and other social services** to meet the needs of the **whole child and families**

Goal 3: An Aligned, Data-Driven System

There is **streamlined early childhood governance** that is supported by **linked data systems** to assess child and family needs, ease transitions, and measure progress of the Strategic Plan

Goal 4: A High-Quality, Stable Workforce

The value of early childhood is recognized through the **elevation of its professionals and financial investment commensurate with K-12**



Goals and Opportunities: Opportunities

There are seven key opportunities and enablers that emerged from the needs assessment

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

There is a parallel process to elaborate on and refine these goals

To do so, Delaware must help families with...

1 Availability of programs/services

2 Quality of programs/services

3 Affordability of programs

4 Identifying and navigating programs/services

These opportunities are supported by cross – cutting enabling conditions

5 High-quality, stable educator workforce

6 Data to understand child/family needs

7 Unified governance for consistent program and service delivery

Policy

Funding

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- ▶ **Approach Co-Design**



Approach Co-Design

Developing approaches is an iterative process, with additional work to ideate, prioritize and assess feasibility

Step 1
October 23rd

Align on the strategic issues within each opportunity and enabler

Step 2:
November 12th/13th

Develop and refine what the plan needs to address and potential approaches for Delaware

Step 3:
November 19th ECC Subcommittee Meetings

Continue to identify approaches and consider feasibility

Step 4:
November 19th and December 4th

Prioritize among the approaches to develop a balanced plan across system opportunities

This is an iterative process

Reconsider infeasible approaches; design additional ones

Reconsider deprioritized approaches; design additional ones to address opportunities

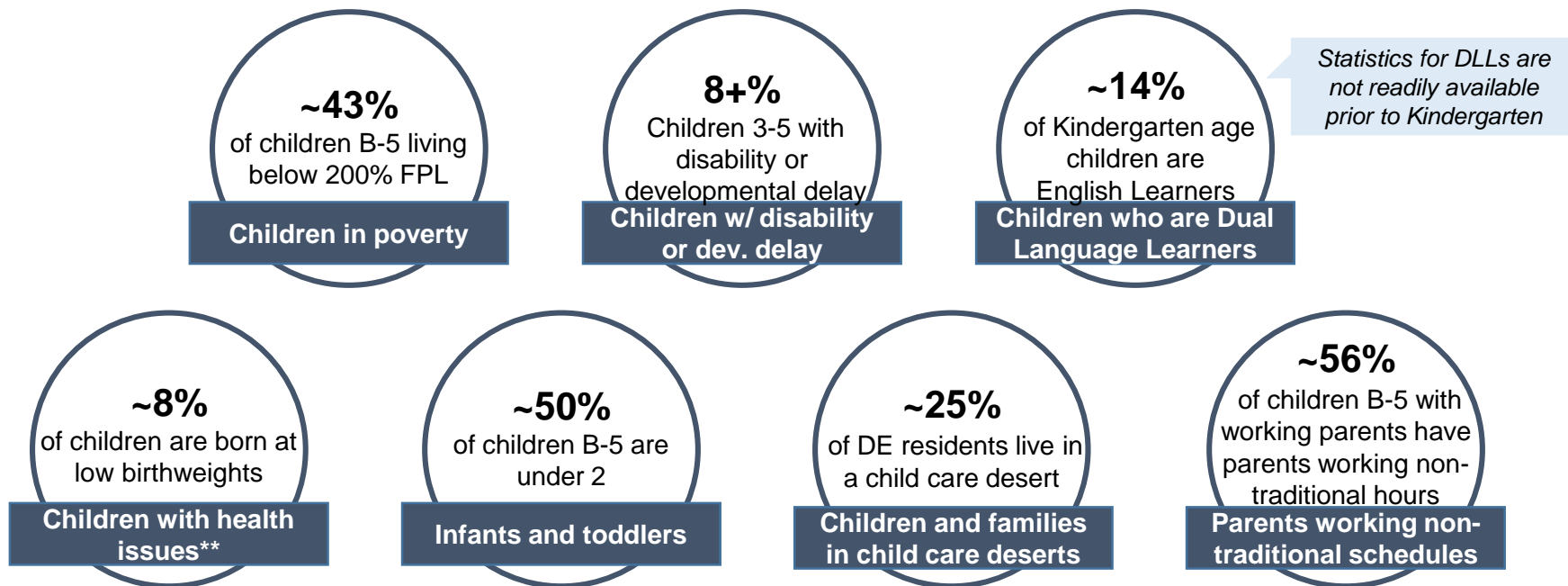
Feeds into roadmap



Approach Co-Design

Statistics on major underserved and vulnerable populations can help guide prioritization and advance equitable approaches

Statistics on DE's vulnerable and underserved children and their families



Other key underserved and vulnerable population segments to consider

- ▶ Children in foster care
- ▶ Children living in families receiving public assistance
- ▶ Children experiencing trauma including living in neighborhoods experiencing violence
- ▶ Children born to teenage mothers
- ▶ Children in the care of the elderly, such as grandparents
- ▶ Children involved with protective services
- ▶ Children living in families with significant risk factors
- ▶ Children of military families
- ▶ Children of migrant and seasonal workers
- ▶ Children of a foreign adoption
- ▶ Children who are racial and ethnic minorities
- ▶ Children experiencing homelessness

*8% of K-12 student population in 2016 were Dual Language Learners, which can be used as a proxy for B-5 pop.

**Health issues can include low weight birth infants, children born prematurely or children who have other significant medical issues

Source: Rodel Foundation, 2018 Community Needs Assessment, DE-ELS Survey, Nemours, Center for American Progress, Urban Institute



Approach Co-Design

Statistics on ECCE programs and professionals can help guide prioritization and advance equitable approaches

Statistics on DE's ECCE programs and professionals

Program setting

~35% of licensed programs
~86% of licensed seats

Licensed Child Care Centers

~65% of licensed programs
~14% of licensed seats

Licensed Family Child Care

Program Star participation

17% of FCC
41% of large FCC
69% of centers participate in Stars

Stars participants

~16% of licensed programs have a 5-Star rating

5-Star rated programs

Program POC acceptance

~75% of licensed programs across DE accept a form of POC (POC only, POC plus, POC Self-Arranged)

Programs accepting POC

Professionals

~43% of center-based professionals have worked at their program for less than a year

Professionals' experience

~46% of center-based professionals are people of color

Professionals of color



Approach Co-Design Questions for review

- ▶ **Review the summary of each opportunity/enabler** to understand the issues that emerged from the needs assessment and the potential topics the plan should address
- ▶ **Consider the existing emerging approaches**
 - ▶ How would you refine the objectives?
 - ▶ What are your reactions to the emerging approaches and prototypes?
 - ▶ Which ones are most promising and why?
 - ▶ What is missing?
 - ▶ What should be consolidated?



Approach Co-Design

Availability: Summary of availability opportunity and objectives

Availability of programs and services

What issues emerged from the needs assessment?

Insufficient supply of programs by location and age group

Program hours do not reflect family needs

What does the strategic plan need to address?

Grow capacity to meet demand in all geographies and for all age groups

Expand eligibility for existing high-quality program models to more families

Increase access to flexible program operating models and schedules

Provide families with the means to get children to available programs

Expand early childhood medical services through the ECCE system

Question: are there **missing objectives** related to **availability**?



Approach Co-Design

Availability: Emerging approaches for prioritization

Objective	Emerging Approaches	How this could look / additional details
<p>Grow capacity to meet demand in all geographies and for all age groups</p>	<p>Stand up new innovative and flexible program settings in child care deserts</p>	<ul style="list-style-type: none"> ▶ Offer drop-in-care program models at public locations (e.g., libraries) ▶ Increase access to informal forms of education (i.e., meet mothers at a laundromat) ▶ Offer child-care pop-ups (Head Starts or contracts with private programs) to meet changing demand across regions and age groups
	<p>Offer financial and technical assistance to high-quality programs looking to scale in child care deserts</p>	<ul style="list-style-type: none"> ▶ Offer grants and technical assistance to programs expanding existing sites in child care deserts ▶ Contract with existing 5-star programs to open new sites in child care deserts
	<p>Offer financial incentives to existing / new programs to expand infants and toddler capacity</p>	<ul style="list-style-type: none"> ▶ Offer contracts (providing fixed, per-seat funds each month) for infants and toddler seats in high-need communities ▶ Offer higher reimbursement rates for programs serving infants and toddlers that is commensurate with the cost of care
<p>Expand eligibility for existing high-quality program models to more families</p>	<p>Offer universal child care and education</p>	<ul style="list-style-type: none"> ▶ Offer free universal pre-K to all 3- and 4-year-olds through a mixed delivery model, prioritizing expansion of high-quality programs ▶ Offer universal infant, toddler care and or pre-K through a mixed delivery model at a daily base rate (e.g., \$5 per day) or on a sliding scale
	<p>Offer free universal home visiting</p>	<ul style="list-style-type: none"> ▶ Free universal home visits for prenatal mothers and infants ▶ Offer centralized-delivery approach for universal home visiting across the 4 existing home-visiting models



New Approach A

New Approach B

New Approach C



New Approach A

New Approach B

New Approach C



Approach Co-Design

Availability: Emerging approaches for prioritization

Objective	Emerging approaches	How this could look / additional details
<p>Increase access to flexible program operating models and schedules</p>	<p>Offer flexible 24/7 care options to families through coordinated program networks</p>	<ul style="list-style-type: none"> ▶ State facilitates and provides support to partnerships between programs with complementary hours to create coordinated 24-hour options for families ▶ Utilize pool of existing babysitters to fill gaps for non-traditional hours with strict quality standards
	<p>Enable more FCC's to offer overnight care by modifying regulation constraints</p>	<ul style="list-style-type: none"> ▶ Modify existing regulations to enable FCCs to offer overnight, quality-assured programming
	<p>Increase availability of extended hours / days of care to families (i.e., before and after care, evening care, weekend care) through financial incentives</p>	<ul style="list-style-type: none"> ▶ Offer higher reimbursement rates for programs that offer extended hours commensurate with the cost of care ▶ Offer additional financial incentives (i.e., grant dollars) that incentivize programs to offer extended hour / day options above and beyond reimbursing programs at cost the cost of care
	<p>Partner with employers to offer on-site care, prioritizing employers of large workforces with non-traditional schedules</p>	<ul style="list-style-type: none"> ▶ Partner with employers (e.g., large hospitals) to build on-site extended hour child care. Programs are open to the public with protected seats or discounted fees for the employer's workforce



New Approach A

New Approach B

New Approach C



Approach Co-Design

Availability: Emerging approaches for prioritization

Objective	Emerging approaches	How this could look / additional details
Provide families with the means to get children to available programs	Offer busing services across networks of programs	<ul style="list-style-type: none">▶ State run Pre-K buses that pick up and drop off B-5 children across networks of centers▶ Contract with private transportation provider to offer services across rural areas
Expand early childhood medical services through the ECCE system	Rotating on-site medical professionals across child care and education settings	<ul style="list-style-type: none">▶ Monthly / bi-weekly on-site nurses at early child care and education programs in medical deserts

Question: What approaches are most promising? Missing?



New Approach A

New Approach B

New Approach C



New Approach A

New Approach B

New Approach C



Approach Co-Design

Quality: Summary of quality opportunity and objectives

Quality of programs

What issues emerged from the needs assessment?

Lack of awareness of Delaware Stars by families

Lack of correlation between Delaware Stars and outcome indicators of quality

Mixed participation in Delaware Stars across program settings

What does the strategic plan need to address?

Develop a quality rating system that families value and can trust

Expand program participation in quality rating system

Support all programs in improving their quality

Expand family and program understanding of the importance of quality and how it is realized in practice

Question: are there **missing objectives** related to **quality**?



Quality: Emerging Approaches for prioritization

Objective	Emerging Approaches	How this could look / additional details
<p>Develop a quality rating system that families value and can trust</p>	<p>Incorporate Star ratings and family reviews</p>	<ul style="list-style-type: none"> ▶ Develop a family-focused quality rating platform that includes Star ratings and family reviews ▶ Incorporate parent feedback into current Stars model, weighing familial feedback into the overall Star rating
<p>Expand program participation in quality rating system</p>	<p>Mandate Stars participation as a condition of licensure</p>	<ul style="list-style-type: none"> ▶ A condition of licensure is enrollment in Stars at a 2-level or higher (i.e., participate in Stars beyond the “Starting with Stars” phase) ▶ Automatically enroll all licensed programs in Stars
<p>Support all programs in improving their quality</p>	<p>Establish cohorts seeking to improve quality that receive support</p>	<ul style="list-style-type: none"> ▶ Develop cohorts based on program-type where each cohort receives (1) targeted TA focused on quality improvement, (2) access to professional networks, (3) relevant professional development, and (4) access to quality improvement dollars
	<p>Expand TA/PD available in areas programs most often struggle</p>	<ul style="list-style-type: none"> ▶ Include targeted offerings focused on quality improvement for at-risk programs and those that opt-in ▶ Integrated/tiered PD for programs as they go through the Stars process to understand how they are evaluated and the expectations of them



New Approach A

New Approach B

New Approach C



New Approach A

New Approach B

New Approach C



New Approach A

New Approach B

New Approach C



Quality: Emerging Approaches for prioritization

Objective	Emerging Approaches	How this could look / additional details
<p>Expand family and program understanding of the importance of quality and how it is realized in practice</p>	<p>Market Stars and its value to programs</p>	<ul style="list-style-type: none"> ▶ Overall communication/messaging plan, including a quality campaign through multi-channels to explain what quality is and why it's important ▶ Market to programs through presentations at POC provider meetings
	<p>Outreach to families focused on the definition and value of quality</p>	<ul style="list-style-type: none"> ▶ Multi-media campaign that trains ECCE programs and professionals in how to discuss quality with families, its importance, and key measures ▶ Grassroots campaign marketing directly to families on what ECCE quality "looks like" and its importance ▶ Parent champions that provide community-based outreach on quality's definition and importance to other B-5 families
	<p>Study and communicate impact of quality ECCE on K-3 success</p>	<ul style="list-style-type: none"> ▶ Long-term research shared publicly on the impacts of ECCE quality on children's K-3 outcomes

Question: What approaches are most promising? Missing?



New Approach A

New Approach B

New Approach C



Approach Co-Design

Affordability: Summary of affordability opportunity and objectives

Affordability of programs

What issues emerged from the needs assessment?

Cost for families is high across income levels

Families with the greatest needs have limited access to financial assistance

POC reimbursement rates have not kept up with the cost of care

What does the strategic plan need to address?

Expand access to fully subsidized care for families with the greatest needs

Expand access to affordable care for all families

Enable programs to provide more affordable options to families

Leverage existing funding streams in different ways to improve and expand publicly funded programs and services

Question: are there **missing objectives** related to **affordability**?



Affordability: Emerging approaches for prioritization

Objective	Emerging approaches	How this could look / additional details
<p>Expand access to fully subsidized care for families with the greatest needs</p>	<p>Create one system for families to find vacant POC only seats that meet their needs</p>	<ul style="list-style-type: none"> ▶ Families that are eligible for POC are automatically directed to user-friendly platform to identify available POC only vs. POC+ seats in their area
	<p>Offer financial incentives to increase supply of fully-subsidized seats in POC only deserts</p>	<ul style="list-style-type: none"> ▶ Offer higher reimbursement rates for POC only seats to programs in POC only deserts
	<p>Limit percentage of POC seats that are POC+</p>	<ul style="list-style-type: none"> ▶ Mandate that POC+ can make up no more than 50% of a program's total POC seats
<p>Expand access to affordable care for all families</p>	<p>Offer POC on a sliding scale to families at low- to moderate-income levels</p>	<ul style="list-style-type: none"> ▶ Offer POC on a sliding scale for families above 200% of the federal poverty line (FPL), with families between 200-400% of the FPL paying up to a set portion of their income on child care and being reimbursed the difference



New Approach A

New Approach B

New Approach C



New Approach A

New Approach B

New Approach C



Affordability: Emerging approaches for prioritization

Objective	Emerging approaches	How this could look / additional details
<p>Enable programs to provide more affordable options to families</p>	<p>Support programs with the administrative requirements around accepting POC</p>	<ul style="list-style-type: none"> ▶ Offer POC administrative support and technical assistance to networks of programs accepting the subsidy
	<p>Reimburse programs based on the cost of care and the cost of quality</p>	<ul style="list-style-type: none"> ▶ Leverage cost of care study to understand program's current cost of care as well as the cost of providing quality, and reimburse programs by appropriate segments (i.e., age range served, geography, high needs population served, operating schedules)
<p>Leverage existing funding streams in different ways to improve and expand publicly funded programs and services</p>	<p>Offer technical assistance to LEAs to expand use of existing funding streams to serve children and families more effectively</p>	<ul style="list-style-type: none"> ▶ Offer technical assistance to LEAs, specifically on ways to leverage Part B funds to offer publicly funded services in the least restrictive environment for children (i.e., Part B services in private child care programs)

Question: What approaches are most promising? Missing?



New Approach A

New Approach B

New Approach C



New Approach A

New Approach B

New Approach C



Approach Co-Design

Identifying and Navigating: Summary of identifying and navigating opportunity and objectives

Identifying and navigating programs/services

What issues emerged from the needs assessment?

Lack of a holistic understanding of parental and familial needs

A system that is often confusing and cumbersome for parents and families

Underutilization of high-quality programs, services, and information resources

Gap in culturally responsive supports (e.g., for dual language learners)

Perceived lack of support and coordination for children with special needs

What does the strategic plan need to address?

Programs/services that support all types of children, families, and their needs

System that is accessible to and comprehensible for all stakeholders

Question: are there **missing objectives** related to **identifying & navigating** programs/services?



Identifying and Navigating Programs/Services: Emerging Approaches for prioritization

Objective	Emerging Approaches	How this could look / additional details
<p>Programs/services that support all types of children, families, and their needs</p>	<p>Universal B-5 screenings</p>	<ul style="list-style-type: none"> ▶ Monthly, free screenings for all B-5 children available in convenient community locations ▶ Require all ECCE programs to developmentally screen from B-5
	<p>Expanded use of mental health consultations at ECCE programs</p>	<ul style="list-style-type: none"> ▶ Early Childhood Mental Health Consultations (ECMHC) offered on an opt-out basis to Star-rated programs ▶ Prioritize expanding awareness of ECMHC programmatic services by ECCE program geography (e.g., in low-income communities)
	<p>Community-based mental health consultations for all B-5 and their families</p>	<ul style="list-style-type: none"> ▶ Community-based ECMHC for parents and all children (i.e., also children not enrolled in ECCE)
	<p>Engage and support families of dual language learners through community-based partners</p>	<ul style="list-style-type: none"> ▶ Partner with community-based organizations to offer registration, application, referral and wraparound services to families with DLLs ▶ Engage experienced parents/guardians of dual language learners as coordinators of support networks for other families
	<p>"Family navigator" orientation where programs leverage two-generation approach</p>	<ul style="list-style-type: none"> ▶ Organize existing resource and referral agencies under a universal, statewide "family navigator" orientation so that all ECCE professionals are trained in and leverage a two-generation approach to meeting families' unique needs



New Approach A

New Approach B

New Approach C



Identifying and Navigating Programs/Services: Emerging Approaches for prioritization

Objective	Emerging Approaches	How this could look / additional details
<p>System that is accessible to and comprehensible for all stakeholders</p>	<p>Common kindergarten registration regardless of the district</p>	<ul style="list-style-type: none"> ▶ Common kindergarten registration online, over the phone, or in-person, regardless of the district ▶ Registration made available at pre-K programs
	<p>Single or comprehensive sources of programs/services for families</p>	<ul style="list-style-type: none"> ▶ Mobile-friendly single point of access with a common “brand” that provides information about all ECCE programs/services and allows families to apply to programs/services ▶ Enhance current resources (My Child DE, AccessCare, Help Me Grow, DEthrive.com) to provide more comprehensive information on available services and programs on each site ▶ ECCE Angie’s List to consolidate information on “high-quality” programs/services in one place
	<p>Community-based marketing and awareness campaign of resources</p>	<ul style="list-style-type: none"> ▶ Proactive grassroots public awareness campaigns with DE readiness teams, home visiting programs, and other community- and faith-based orgs. to advertise relevant resources ▶ Partner with social services, healthcare providers, libraries etc. to provide ECCE program/service information to all families
	<p>Closed-loop referral system between health care and social service providers</p>	<ul style="list-style-type: none"> ▶ Bi-directional referral platform between social service providers and health care providers with central portal for health care providers to access ECCE information ▶ Caseworkers assigned to each referral who update referring health care provider

Question: What approaches are most promising? Missing?



New Approach A

New Approach B

New Approach C



Approach Co-Design Workforce: Summary of workforce opportunity and objectives

High-quality, stable educator workforce

What issues emerged from the needs assessment?

Lack of qualified ECCE workforce supply

PD programming is not accessible or considered particularly valuable to educators

Programs struggle to retain their workforce despite educators wanting to make ECCE their long-term career

Poor compensation does not incentivize quality applicants, or retention / professional development within the current workforce

What does the strategic plan need to address?

Increase the number of high-quality professionals entering ECCE

Improve retention of high-quality professionals

Upskill existing workforce

Question: are there **missing objectives** related to the workforce?



High-quality, stable workforce: Emerging Approaches for prioritization

Objective	Emerging Approaches	How this could look / additional details
<p>Increase the number of high-quality professionals entering ECCE (1 of 1)</p>	<p>Develop partnerships to establish ECCE teacher pipelines</p>	<ul style="list-style-type: none"> ▶ Partner with national teacher pipeline programs (e.g., Teach for America) ▶ Offer rotational opportunities for K-12 teachers interested in ECCE
	<p>Develop partnerships with high schools to build ECCE professionals pipelines</p>	<ul style="list-style-type: none"> ▶ Partner with high schools to expand and improve programming that prepares individuals to meet entry-level requirements to work ECCE settings
	<p>Allow competency-based credentials to build towards ECCE credentials</p>	<ul style="list-style-type: none"> ▶ Allow apprenticeship, work experience, and other competency-based credentials to build towards ECCE credentials
	<p>Financially incentivize ECCE teachers working in priority areas/deserts</p>	<ul style="list-style-type: none"> ▶ Loan relief for teachers working in priority areas



New Approach A

New Approach B

New Approach C



High-quality, stable workforce: Emerging Approaches for prioritization

Objective	Emerging Approaches	How this could look / additional details
<p>Increase the number of high-quality professionals entering ECCE (2 of 2)</p>	<p>Marketing campaign to recruit additional ECCE professionals</p>	<ul style="list-style-type: none"> ▶ Expand statewide career advisement support (i.e., call-lines with career advisors, a state-maintained ECCE career job board online) to communicate career pathway and scholarship options to existing workforce
	<p>B-5 and K-12 pay parity</p>	<ul style="list-style-type: none"> ▶ Statewide legislation mandating B-5 and K-12 teacher pay parity
	<p>Access to shared healthcare benefits administered by the State</p>	<ul style="list-style-type: none"> ▶ Ensure all ECCE professionals have access to healthcare benefits through a State-administered system
	<p>Expand Wage\$ program to include all programs</p>	<ul style="list-style-type: none"> ▶ Allow all professionals to participate in Wage\$, even if they are not employed at a Stars-rated program



New Approach A

New Approach B

New Approach C



High-quality, stable workforce: Emerging Approaches for prioritization

Objective	Emerging Approaches	How this could look / additional details
Improve retention of high-quality professionals	Offer financial incentives for teachers based on program tenure	<ul style="list-style-type: none">▶ Expand scholarships or grants for professionals who have remained at their program for >1 year and are pursuing additional ECCE qualifications▶ Expand loan relief options for professionals remaining at their program year-to-year▶ Expand Wage\$ program to offer expanded benefits based on a teacher's tenure at a given program

Question: What approaches are most promising? Missing?



New Approach A

New Approach B

New Approach C



High-quality, stable workforce: Emerging Approaches for prioritization

Objective	Emerging Approaches	How this could look / additional details
Upskill existing workforce	Expand peer support and coaching opportunities	<ul style="list-style-type: none"> ▶ Establish co-teaching or teacher team models ▶ Teacher swap: send staff to see other high-quality teachers in practice ▶ Partner with DIEEC to provide in-classroom coaching at no-cost to eligible programs, starting with those in highest need communities ▶ Praxis support and study groups for teachers
	Expand sources of PD offerings, including online and outside of typical institutions of higher education (IHE)	<ul style="list-style-type: none"> ▶ Offer PD through a free comprehensive e-learning program that is available to eligible programs ▶ Develop ECCE micro-credentials in tandem with K-12 micro-credentials ▶ Partner with informal education organizations / professionals to provide high quality training for ECCE (i.e., museums, native centers, zoos)
	Streamline access to PD offerings for educators B-21	<ul style="list-style-type: none"> ▶ Offer one PD system for all educators of Birth - Age 21 children across district and quality-assured sources
	Training on SEL and trauma-informed practice	<ul style="list-style-type: none"> ▶ Mandatory training on SEL and trauma-informed practice for professionals prior to joining the workforce



New Approach A

New Approach B

New Approach C



Approach Co-Design

Unified Governance: Summary of unified governance opportunity and objectives

Unified governance for consistent program/service delivery

What issues emerged from the needs assessment?

Families experience an inefficient ECCE system

State program/service administrators are siloed, leading to challenges related to accountability and efficiency

Professionals and programs struggle to navigate the complex system

What does the strategic plan need to address?

Optimize governance structure to help families identify what they are entitled to and improve program experiences

Decrease siloes in order to create a common ECCE message, reduce duplication, and unify effective practice

Question: are there **missing objectives** related to **unified governance**?



Unified Governance: Emerging approaches for prioritization

Objective	Emerging approaches	How this could look / additional details
<p>Optimize governance structure to help families identify what they are entitled to and improve program experiences</p>	<p>Leverage local intermediaries to deliver state-funded services and supports to networks of programs (i.e., coaching)</p>	<ul style="list-style-type: none"> ▶ Contract with local organizations (“Hubs”) across counties to provide technical assistance, administrative, financial, and other supports for local networks of family child care programs
	<p>Streamline special education program and service management</p>	<ul style="list-style-type: none"> ▶ Consolidate Part B and Part C programs and services into a single “Division of Early Intervention” ▶ Develop an oversight board that facilitates streamlined efforts between DHSS (managing Part C) and DOE (managing Part B) ▶ Automatically notify Part B programs when children with Part C services transition to their program
<p>Decrease siloes in order to create a common ECCE message, reduce duplication, and unify effective practice</p>	<p>Shift to a single governance model</p>	<ul style="list-style-type: none"> ▶ Establish a single governance model under DOE ▶ Establish a single governance model through a separate state agency with authority over all of DE’s ECCE
	<p>Comprehensive streamlining of Stars, licensing, and health regulations (i.e., lead testing and immunizations) for programs</p>	<ul style="list-style-type: none"> ▶ ECCE regulation advisory board with representation from OCCL, higher education, school districts, division of public health, medical providers, education and care programs, etc. ▶ ECCE health, care and education programs and services report current standards to DOE, which manages a review of these standards ▶ Offer coaches to programs with expertise across licensing, quality and health-related regulations to help programs navigate the system



New Approach A

New Approach B

New Approach C



New Approach A

New Approach B

New Approach C