

# REACH

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



## December 2019



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



### December and Managing all the Holidays

#### TIP: Celebrate Throughout the Year

For teachers, December lesson plans and days can be jammed with activities and events, adding to the stress and busyness that often feels like it can spiral out of control. At the same time, we want to give voice to all children and families with opportunities to celebrate traditions that are



### Linda's Angels Child Care & Development Center

#### Building a Community of "Mindfulness"

In recent years, "Mindfulness" has become a popular topic in many circles but particularly with education. Research indicates that mindfulness practice decreases stress and anxiety, increases attention, improves interpersonal relationships, and increases compassion. Moreover, for children, practicing mindfulness can build social and emotional resilience and improve their ability to learn.



important and meaningful to them.

Culturally responsive teachers know that to build strong relationships with children: we value the diversity of holidays and celebrations; we honor and acknowledge our own cultures in a way that is self-aware; we recognize the value of knowing about diverse cultures, and we intentionally make our programs inclusive. How then can we enjoy the celebrations instead of feeling overwhelmed and then care for and teach children who are equally overwhelmed with information, celebrations and questions?

One of the ways suggested by Heather Bickley, Professional Development Manager, Catapult Learning, is to think of celebrating culture all through the months and not just in December. There are many traditions and holidays that fall in the days of December; however, doing a little of each of them is not necessarily honoring the values and beliefs of various cultures. The connections often get lost in the sheer volume and the fact that then we only give them a "nod" instead of being able to make sincere connections.

If we loop back to them in meaningful ways throughout the months, with the many holidays to choose from, we may not be so compelled to do as much in one

So what is mindfulness? Simply stated: It means paying attention to the moment without judgment. For a classroom, it can be about creating calm.

Linda's Angels Child Care & Development Center serves as a great example of an early care and education center that embraces the power of this concept. Located in New Castle, Del., the center provides care and education for 234 children, ages infant through school age. What started out as a family child care program in Linda Bright's home thirty years ago, is now a flourishing hub of community for its families and staff alike.

"We believe in investing in the staff," said Linda Bright, site owner. "We do this through multiple ways such as professional development opportunities. This includes providing social/emotional techniques and strategies."

One of those techniques is the program "Mindful Mondays." Brinetta Bright, program director, shares by email a topic that will help sustain and encourage staff and families throughout the week. The staff in turn takes the topic and shares a developmentally appropriate activity with the children.

For example, for the week prior to Thanksgiving, the theme was gratitude. At the annual Thanksgiving Luncheon, together with their families, the children released "light balloons" at the end of the event that included a message of thankfulness.



Miss Brinetta also visits the four-year old classrooms with a "Mindfulness Cart." The cart includes ideas and topics that help students and staff bring a gentle, accepting attitude to the present moment. "The best way to teach mindfulness is to model it and then practice it," added Miss Brinetta.

month. Instead of "ramping up," we "level out" the joy of festivals.

Another way to manage the December frenzy of Christmas, Kwanzaa, Winter Solstice, Hanukkah, New Year's (to name but a few) is to focus on one aspect of them. For example, focus on either music, OR decorations OR foods/cooking. Then have the children deeply engage in this one element of celebration, with the ability to compare, write about, discuss and create in a meaningful way. The following year you can focus on a different aspect. This lends itself to the added dimension of memory, bringing out the photos and scrapbooks and having children tell stories of the past celebrations while trying out new ideas.

Culturally responsive teaching is a mindset that happens every day of the year. It is truly about making programs and classrooms culturally relevant and, as Bickley states, "...having a chance to learn about different people and cultures (to) create an open and welcoming learning environment where all students are held to high expectations and given an equal opportunity to achieve."

Add to that, you are providing children the opportunity to be embraced and to embrace others as community. If community can

Miss Linda and Miss Brinetta's commitment to their vision of investing in their staff and children has paid off. They have very little turnover with their employees and the center is growing exponentially. In fact, in March they opened a second building that includes an indoor gross motor area.

Delaware Stars Technical Assistant Dena Nacci has had a front row seat to their success. "Linda has created a culture of continuous improvement," said Dena. "She and her staff are fully committed to working with Stars in every aspect such as on-site consultation, assistance with assessment tools, and help with curriculum planning and training."

"Linda is committed to her vision of providing loving care and education to Delaware's children and support to their families," added Dena. There is no doubt that Linda and her staff are mindful of their goals.

## Stars Resources

### Curriculum & Assessment (C&A)

#### Technical Assistants

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

More details are included [here](#).

Contact Jen Potts at 302-463-8128 or [jpotts@udel.edu](mailto:jpotts@udel.edu)

#### Delaware Approved Comprehensive Curricula List

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

### **Ages & Stages Update - Portal Deadline Approaching**

#### **Attention All ASQ Users!**

Please note that you will have access to the ASQ information on your original ASQ portal until **Dec. 31, 2019**.

Be sure to run reports, make hard copies of summary sheets, or do whatever is needed for you to keep the record you

be the focus, then "less may be more" in the actual celebrations, allowing for children to deeply connect and engage with each other.

For more information and ideas, check out DIEEC's workshop Culturally Responsive Teaching.

For more information and ideas, look for DIEEC's workshop Culturally Responsive Teaching at <https://dieecpd.org/registry/calendar>

## On-Site Training Fee Reduction - Plus Giveaways!

We are pleased to announce that effective immediately the fee for on-site trainings will be a flat \$200 for three hours.

And on top of that, all participants will receive a giveaway for attending the learning session.

More information on on-site trainings and how to request is available at <https://dieecpd.org/onsite-training>



**New Leadership Seminar**

want. If you need a child's records after Jan. 1, 2020, please contact Jamie Walko, [jamie.walko@doe.k12.de.us](mailto:jamie.walko@doe.k12.de.us).

Additionally, another major challenge is that families are using the incorrect screening link. Please remind your families that if they have children aged birth to 35 months they must use the "Birth to Three" link.

More details on the ASQ transition are included at the end of this publication

## Preschool Development Grant Birth Through Five (PDG B-5)

### Update and Next Steps from the Office of Early Learning - We need your help!

My name is Caitlin Gleason, and I am the program director for the [Preschool Development Grant Birth through Five \(PDG B-5\)](#) (document is at the end of this publication). I am writing to explain more about the grant, share the findings of our needs assessment, and hear your solutions for new and improved EC programs and services.

This federal grant requires Delaware to complete a comprehensive statewide birth through five (B-5) needs assessment and subsequently develop a strategic plan by February 2020. All state departments are committed to improving the design of our system so that all B-5 children and their families receive high quality early childhood (EC) programs and services. Please see more information in our FAQs, at the end of this publication.

- We have recently completed our needs assessments—although we recognize there is still much to uncover in our ECCE landscape. You can find our report on our [human-centered family experience assessment](#) and on our qualitative EC landscape assessment on our website, <https://www.doe.k12.de.us/Page/3964>. \*\*If you see gaps in our information, please email me with what to include or research.
- Since the strategic planning kicked off, we have been iterating on the overall vision for the B-5 system and translating that into a set of guiding principles and goals

## A Director's Guide to Ethics

It's not too late to sign up for the upcoming leadership seminar in December.

This seminar will focus on ethics as it relates to administrators. Peter Pizzolongo, a veteran in the early care and education field, will provide insights and guidance on an administrator's role in managing and guiding your staff on this important topic.

**Participants will receive three quality assured hours.**

Mark your calendar:

**A Director's Guide to Ethics:  
Leadership Seminar  
Friday, December 13th  
9:00 a.m. – 12:30 p.m.  
501 S. College Ave.  
Newark, DE**

Register at

<https://dieecpd.org/registry/calendar>



**"Promoting Social and Emotional Wellness PLUS: Teaching Tools for Life to Maximize Children's Potential"**

Did you know you can teach children skills so they learn to

for the strategic plan. We have been building off the rich research from the needs assessment and partnering with stakeholders across the system (staff across departments, Early Childhood Council subcommittees) to generate a list of emerging approaches for the plan.

- Our ask of you: ***Please read this fact base and provide feedback by Wednesday, December 4th.***
  - Please review the guiding principles and potential goals for the strategic plan. What resonates? What is missing?
  - Please review the emerging approaches identified within each opportunity/enabler – slide 20 has additional guidance.
    - When you are reviewing, we encourage you to think about your role in the system. Are there connections to your work/department that are missing?
    - In addition, the opportunities are interdependent. We'd encourage you to take a step back and reflect across opportunities/enablers – are there any system-wide approaches that may not be reflected in the materials thus far?
- We welcome any/all feedback– please send directly to Malavika, [malavika.dhawan@parthenon.ey.com](mailto:malavika.dhawan@parthenon.ey.com). If you'd prefer to connect via phone, the EY–Parthenon team is happy to chat and walk you through the materials and discuss opportunities for improvement (Malavika can help schedule).

Please also see the calendar of upcoming public DECC meetings is available at:

<https://www.doe.k12.de.us/Page/4105> where we will continue iterating and revising our draft plan. We hope you can join us to share your input.

Thank you so much! Please email me at

[caitlin.gleason@doe.k12.de.us](mailto:caitlin.gleason@doe.k12.de.us) with ANY questions!

cooperate and become more resilient? These life skills are the keys for setting children up for all life-long learning.

Be sure to check out "Promoting Social and Emotional Wellness PLUS" to learn how to intentionally teach these skills. This training also includes PLUS, follow up coaching that will help you implement what you learned at your program.

Take a look at this training and others offered in the next couple of months to get the new year off to a great start.

To facilitate planning, we have provided training by county for the next few months. The trainings are attached to this publication.

[Sussex County](#)  
[Kent County](#)  
[New Castle County](#)

### **Holiday Office Hours Delaware Institute for Excellence in Early Childhood (DIEEC)**

Please note the DIEEC Offices will be closed during the holidays beginning **Tuesday, December 24th** and will reopen on **Thursday, January 2nd**.



## **Happy Holidays from the Delaware Institute for Excellence in Early Childhood December and January Calendars**

Our staff wishes you a very happy holiday season filled with lots of special moments with family and friends. We hope you get time to rest before the start of a busy new year.

The following calendars include free activities for your children that might fill in as a nice break during the busy month of December. And in January, these activities could help break up what typically feels like an extra long month.

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

December & January Calendar's are at the end of this publication

*Be Sure to Follow Delaware Stars on Social Media*



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



Follow DIEEC-PD  
on facebook



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



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*Excellence in*  
Early Childhood

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UNIVERSITY OF  
DELAWARE.

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

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

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

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

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

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

Do you need help implementing your curriculum?

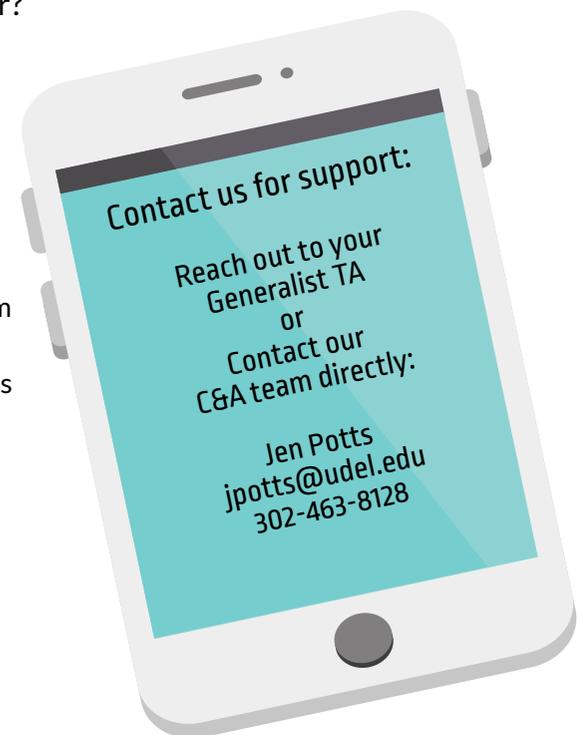
Do you want to use assessments in more meaningful way?

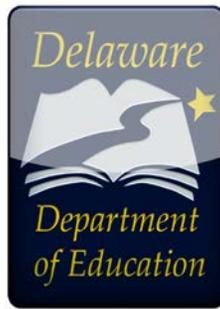
Would you like to simplify your observation process?

Would like to learn how curriculum and assessment work together?

### Ways we can support your program

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





## ASQ Updates from the Office of Early Learning

November 2019

# Time is Running Out!

By now, you should have your new ASQ accounts along with the links to your school district and Birth to Three. **All school districts** have ASQ links set up at this time. Please contact Jamie Walko at [jwalkodel@gmail.com](mailto:jwalkodel@gmail.com) if you did not receive your email with the links or an email from [donotreplybrookes.com](http://donotreplybrookes.com) to set up your password for Birth to Three and your school district. It is possible that your email address on file is incorrect.

**Remember, you will no longer have access to your original ASQ accounts after Jan. 1, 2020.** Please run reports and keep hard copies of any information you feel you may need in the future. If you need information after Jan. 1, 2020 from your old ASQ portal, please contact Jamie Walko for information that you may need.

One of the major challenges that has occurred is that families are using the incorrect screening link.

- **Families with children aged birth to 35 months of age must use the Birth to Three Link.**

When parents use the incorrect link, all of these screenings must be manually transferred to the correct school district. This very labor-intensive process takes time. In turn, this delays your program receiving the results and children being referred for evaluations if needed.

Also, please remind families to note the **specific** name of the preschool their child attends. There are many programs with very similar names and multiple locations. This is one of the questions in the child profile. You will not receive the screening information unless we know the child attends your program.

It will take up to 2 weeks for the school districts to review your screenings and place them into your "classroom". Please be patient, the information will appear.

Thank you for your patience as we work through this new process. I believe it will ultimately improve our ability to meet the needs of our children and families.



# 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*

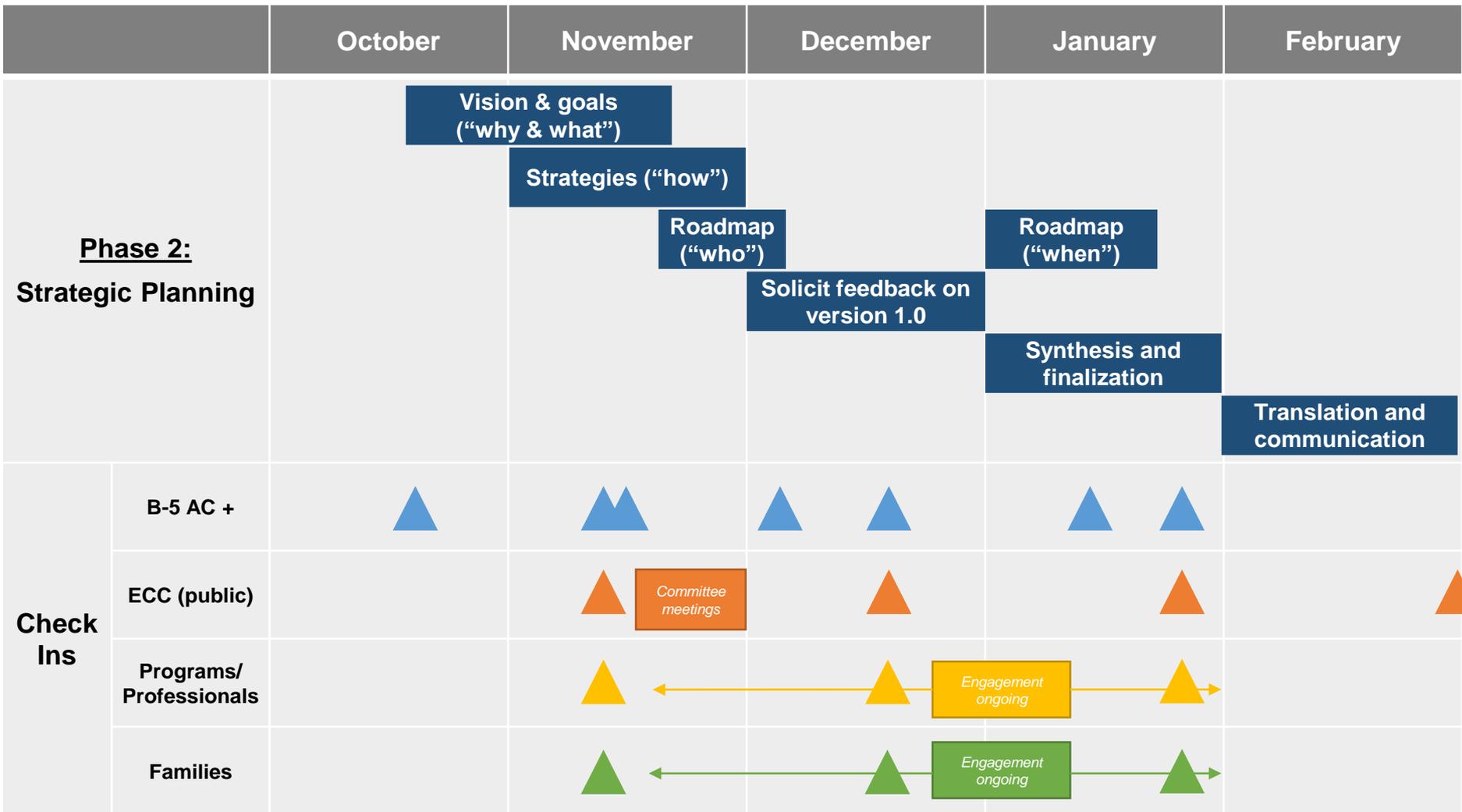
**13** *Other  
interviews*

**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

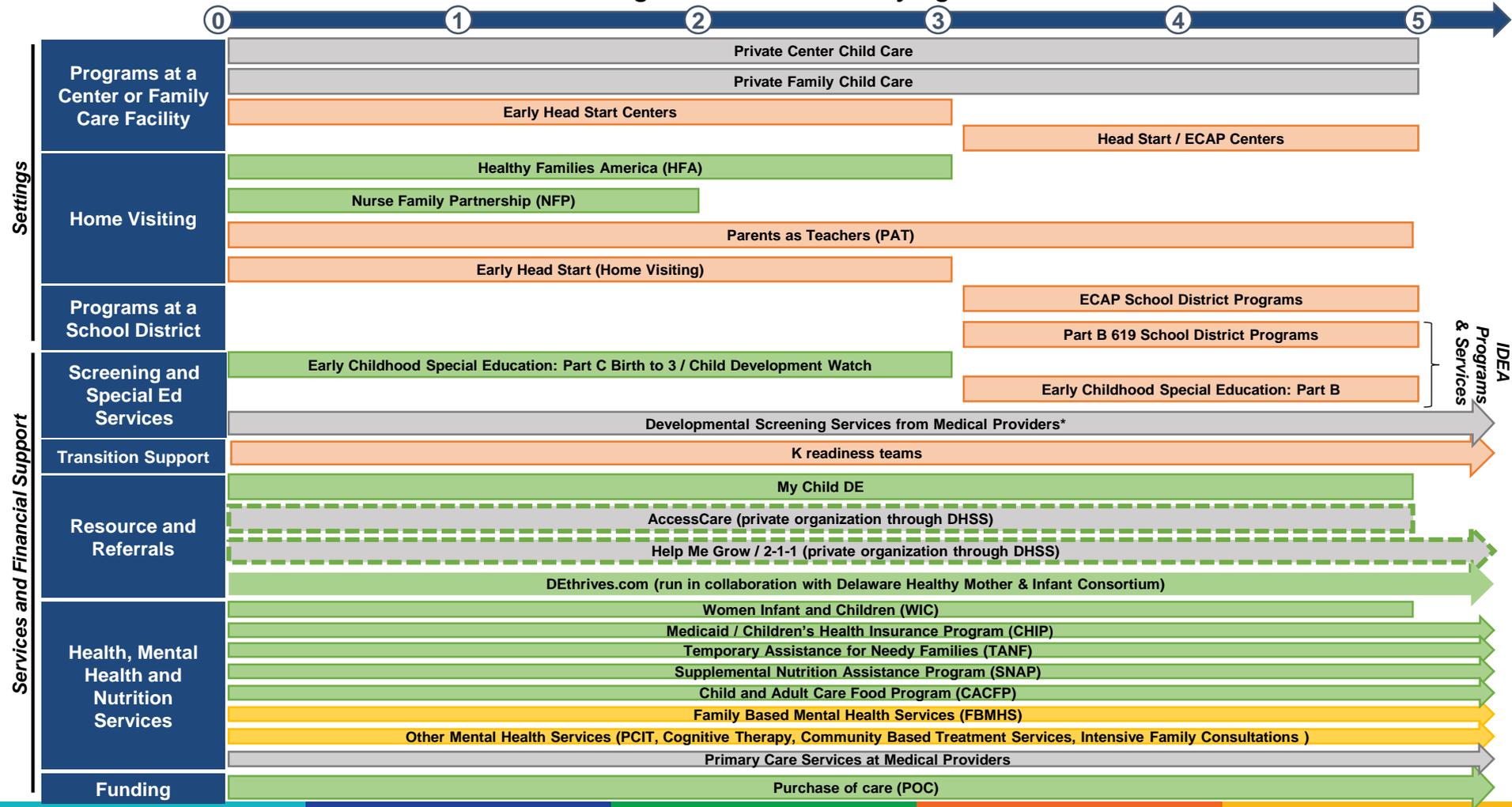
- ▶ Approach Co-Design



# 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><b>1,209</b> enrolled in Head Start centers</p> <p><b>1,532*</b> enrolled in ECAP Programs</p> <p><b>90**</b> enrolled in EHS centers</p>	<p><b>277</b> enrolled in HFA and NFP</p> <p><b>148**</b> enrolled in EHS Home Visiting</p> <p><b>490</b> enrolled in Parents as Teachers</p>	<p><b>1,943</b> enrolled in Part B 619 programs</p> <p><b>1,532*</b> enrolled in ECAP Programs</p>	<p><b>1,413</b> receiving Part C CDW services</p>	<p><b>27,418</b> receiving Medicaid</p> <p><b>17,161</b> receiving SNAP</p> <p><b>11,988</b> enrolled in WIC</p> <p><b>10,346</b> receiving POC</p> <p><b>2,238</b> receiving CHIP</p> <p><b>1,692</b> 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

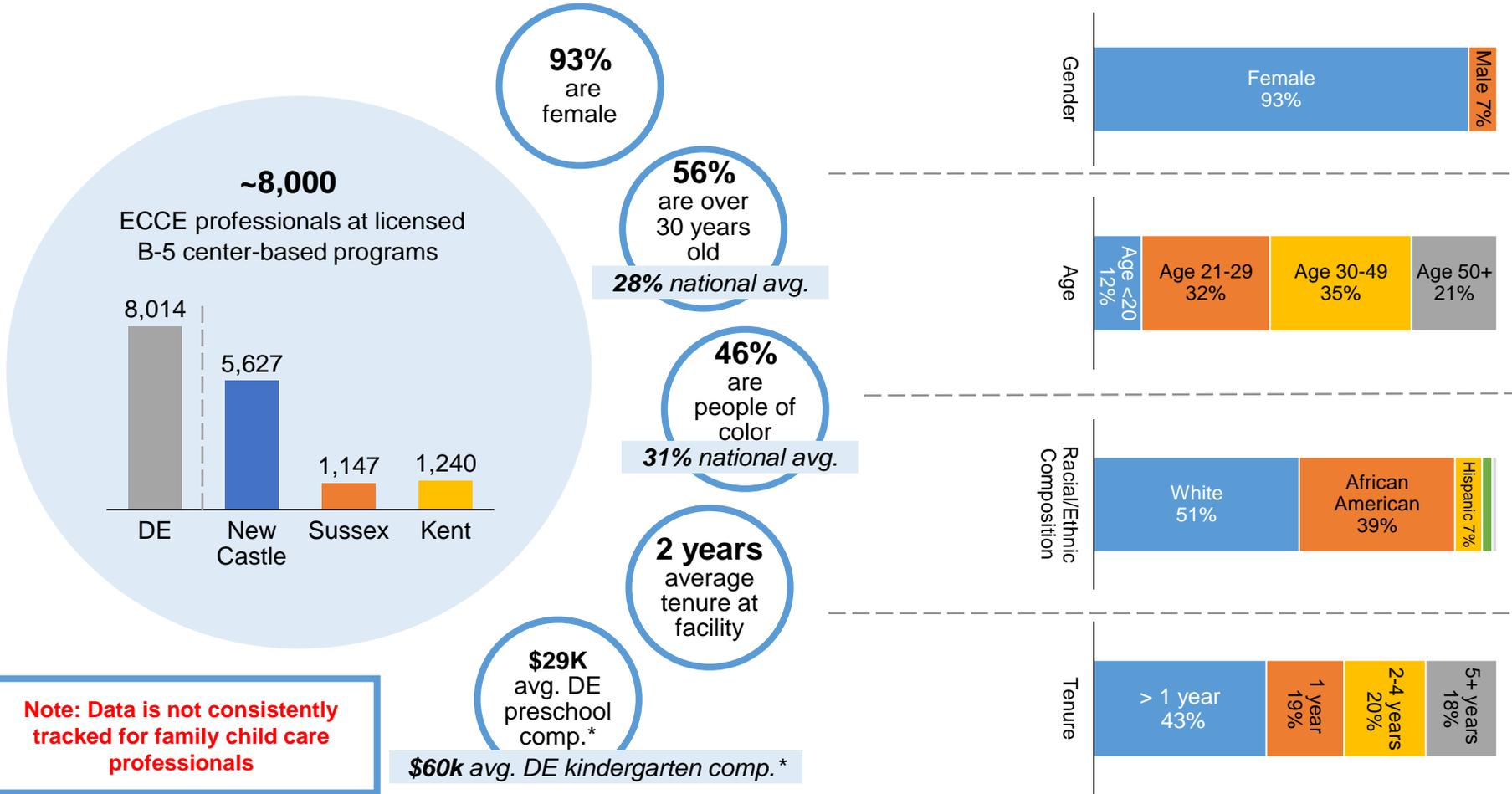
\*ECAP program counts are for school district and private center programs  
 \*\*The data collected for EHS does not well represent waitlisted children for EHS and HS because it is just before the start of the new program year. Another snapshot will be taken on 12/1/2019. It is also known that there 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]



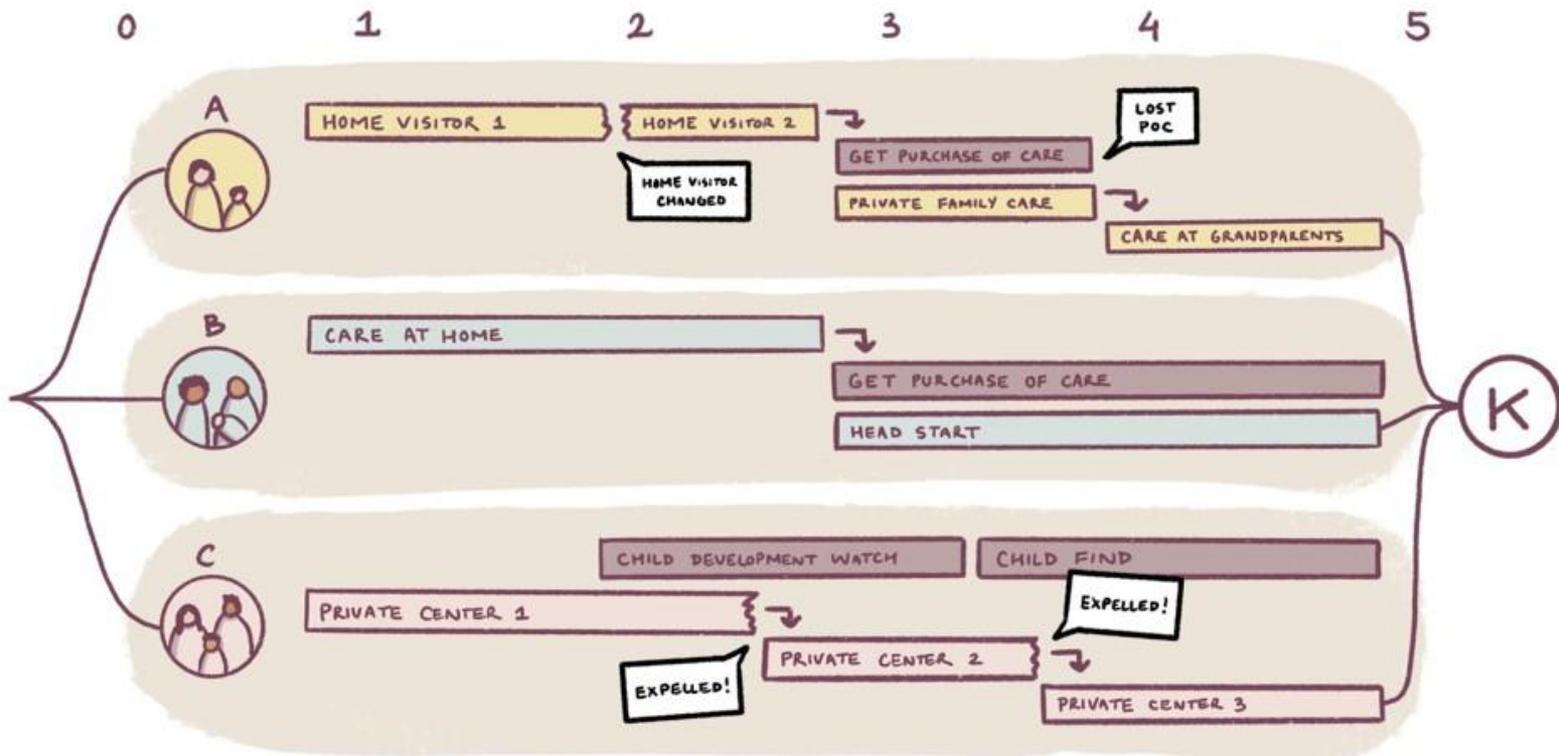
\*includes preschool and kindergarten teachers in both public and private settings  
Source: Focus database (2019), NAEYC P2P Report (2016), Delaware Department of Labor



# 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

- ▶ Process
- ▶ Overview of Landscape
- ▶ **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...

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

- ▶ 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**

# Agenda

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



# Approach Co-Design

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

**Step 1**  
October 23<sup>rd</sup>

**Align on the strategic issues within each opportunity and enabler**

**Step 2:**  
November 12<sup>th</sup>/13<sup>th</sup>

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

This is an iterative process

**Step 3:**  
November 19<sup>th</sup> ECC Subcommittee Meetings

Continue to identify approaches and consider feasibility

*Reconsider infeasible approaches; design additional ones*

*Reconsider deprioritized approaches; design additional ones to address opportunities*

**Step 4:**  
November 19<sup>th</sup> and December 4<sup>th</sup>

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

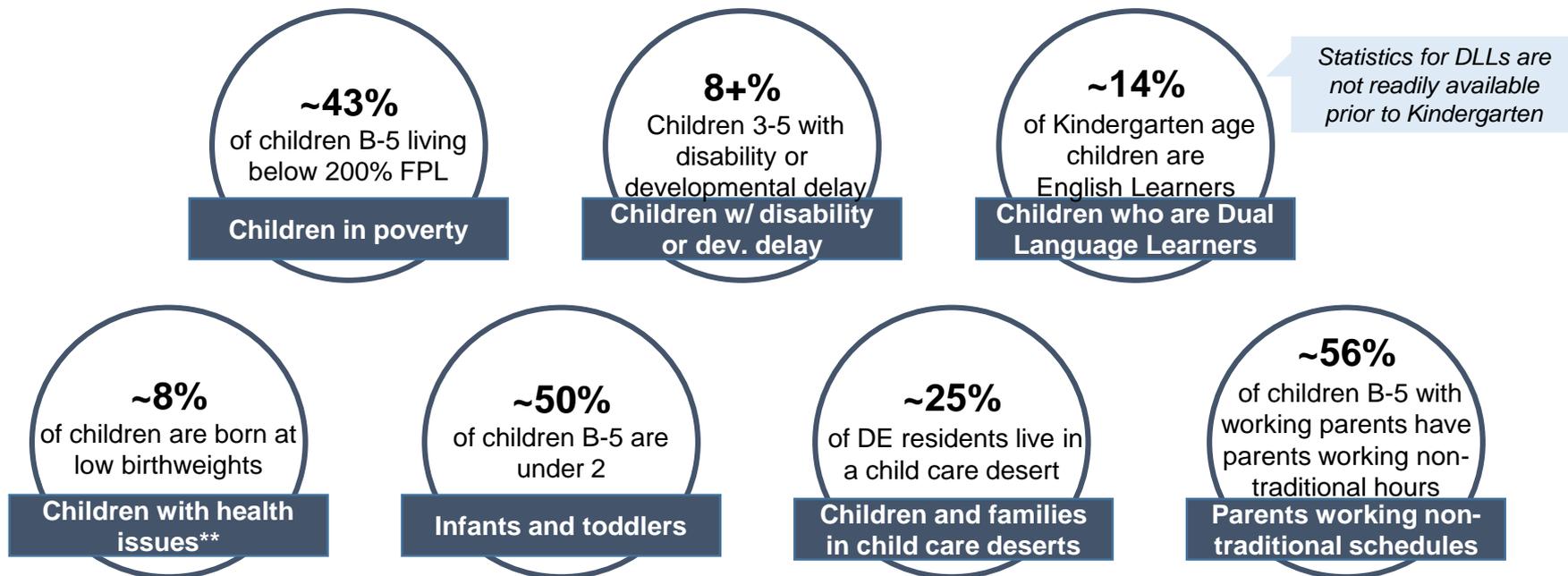
**Feeds into roadmap**



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



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><b>Increase access to flexible program operating models and schedules</b></p>	<p><b>Offer flexible 24/7 care options to families through coordinated program networks</b></p>	<ul style="list-style-type: none"> <li>▶ State facilitates and provides support to partnerships between programs with complementary hours to create coordinated 24-hour options for families</li> <li>▶ Utilize pool of existing babysitters to fill gaps for non-traditional hours with strict quality standards</li> </ul>
	<p><b>Enable more FCC's to offer overnight care by modifying regulation constraints</b></p>	<ul style="list-style-type: none"> <li>▶ Modify existing regulations to enable FCCs to offer overnight, quality-assured programming</li> </ul>
	<p><b>Increase availability of extended hours / days of care to families (i.e., before and after care, evening care, weekend care) through financial incentives</b></p>	<ul style="list-style-type: none"> <li>▶ Offer higher reimbursement rates for programs that offer extended hours commensurate with the cost of care</li> <li>▶ 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</li> </ul>
	<p><b>Partner with employers to offer on-site care, prioritizing employers of large workforces with non-traditional schedules</b></p>	<ul style="list-style-type: none"> <li>▶ 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</li> </ul>



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

**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><b>Develop a quality rating system that families value and can trust</b></p>	<p><b>Incorporate Star ratings and family reviews</b></p>	<ul style="list-style-type: none"> <li>▶ Develop a family-focused quality rating platform that includes Star ratings and family reviews</li> <li>▶ Incorporate parent feedback into current Stars model, weighing familial feedback into the overall Star rating</li> </ul>
<p><b>Expand program participation in quality rating system</b></p>	<p><b>Mandate Stars participation as a condition of licensure</b></p>	<ul style="list-style-type: none"> <li>▶ 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)</li> <li>▶ Automatically enroll all licensed programs in Stars</li> </ul>
<p><b>Support all programs in improving their quality</b></p>	<p><b>Establish cohorts seeking to improve quality that receive support</b></p>	<ul style="list-style-type: none"> <li>▶ 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</li> </ul>
	<p><b>Expand TA/PD available in areas programs most often struggle</b></p>	<ul style="list-style-type: none"> <li>▶ Include targeted offerings focused on quality improvement for at-risk programs and those that opt-in</li> <li>▶ Integrated/tiered PD for programs as they go through the Stars process to understand how they are evaluated and the expectations of them</li> </ul>



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

**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><b>Expand access to fully subsidized care for families with the greatest needs</b></p>	<p><b>Create one system for families to find vacant POC only seats that meet their needs</b></p>	<ul style="list-style-type: none"> <li>▶ Families that are eligible for POC are automatically directed to user-friendly platform to identify available POC only vs. POC+ seats in their area</li> </ul>
	<p><b>Offer financial incentives to increase supply of fully-subsidized seats in POC only deserts</b></p>	<ul style="list-style-type: none"> <li>▶ Offer higher reimbursement rates for POC only seats to programs in POC only deserts</li> </ul>
	<p><b>Limit percentage of POC seats that are POC+</b></p>	<ul style="list-style-type: none"> <li>▶ Mandate that POC+ can make up no more than 50% of a program's total POC seats</li> </ul>
<p><b>Expand access to affordable care for all families</b></p>	<p><b>Offer POC on a sliding scale to families at low- to moderate-income levels</b></p>	<ul style="list-style-type: none"> <li>▶ 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</li> </ul>



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><b>Enable programs to provide more affordable options to families</b></p>	<p><b>Support programs with the administrative requirements around accepting POC</b></p>	<ul style="list-style-type: none"> <li>▶ Offer POC administrative support and technical assistance to networks of programs accepting the subsidy</li> </ul>
	<p><b>Reimburse programs based on the cost of care and the cost of quality</b></p>	<ul style="list-style-type: none"> <li>▶ 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)</li> </ul>
<p><b>Leverage existing funding streams in different ways to improve and expand publicly funded programs and services</b></p>	<p><b>Offer technical assistance to LEAs to expand use of existing funding streams to serve children and families more effectively</b></p>	<ul style="list-style-type: none"> <li>▶ 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)</li> </ul>

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



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><b>System that is accessible to and comprehensible for all stakeholders</b></p>	<p><b>Common kindergarten registration regardless of the district</b></p>	<ul style="list-style-type: none"> <li>▶ Common kindergarten registration online, over the phone, or in-person, regardless of the district</li> <li>▶ Registration made available at pre-K programs</li> </ul>
	<p><b>Single or comprehensive sources of programs/services for families</b></p>	<ul style="list-style-type: none"> <li>▶ 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</li> <li>▶ 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</li> <li>▶ ECCE Angie’s List to consolidate information on “high-quality” programs/services in one place</li> </ul>
	<p><b>Community-based marketing and awareness campaign of resources</b></p>	<ul style="list-style-type: none"> <li>▶ Proactive grassroots public awareness campaigns with DE readiness teams, home visiting programs, and other community- and faith-based orgs. to advertise relevant resources</li> <li>▶ Partner with social services, healthcare providers, libraries etc. to provide ECCE program/service information to all families</li> </ul>
	<p><b>Closed-loop referral system between health care and social service providers</b></p>	<ul style="list-style-type: none"> <li>▶ Bi-directional referral platform between social service providers and health care providers with central portal for health care providers to access ECCE information</li> <li>▶ Caseworkers assigned to each referral who update referring health care provider</li> </ul>

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



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><b>Increase the number of high-quality professionals entering ECCE (2 of 2)</b></p>	<p><b>Marketing campaign to recruit additional ECCE professionals</b></p>	<ul style="list-style-type: none"> <li>▶ 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</li> </ul>
	<p><b>B-5 and K-12 pay parity</b></p>	<ul style="list-style-type: none"> <li>▶ Statewide legislation mandating B-5 and K-12 teacher pay parity</li> </ul>
	<p><b>Access to shared healthcare benefits administered by the State</b></p>	<ul style="list-style-type: none"> <li>▶ Ensure all ECCE professionals have access to healthcare benefits through a State-administered system</li> </ul>
	<p><b>Expand Wage\$ program to include all programs</b></p>	<ul style="list-style-type: none"> <li>▶ Allow all professionals to participate in Wage\$, even if they are not employed at a Stars-rated program</li> </ul>



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

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



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



New Approach A

New Approach B

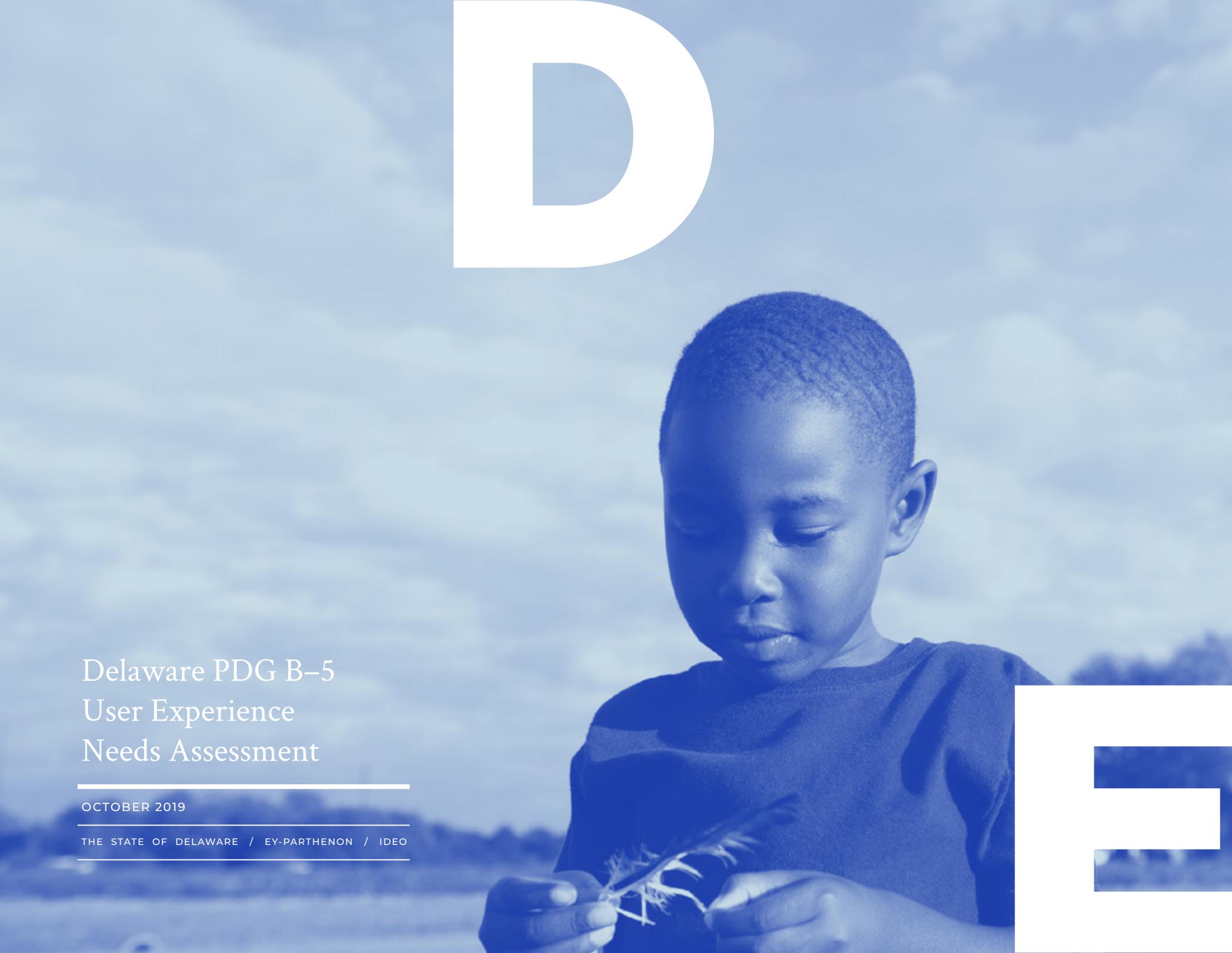
New Approach C



New Approach A

New Approach B

New Approach C

A young child with short hair is shown from the chest up, looking down at a plant root they are holding in their hands. The background is a bright blue sky with soft, white clouds. The entire image has a blue color cast. In the top right corner, there is a large white letter 'D'. In the bottom right corner, there is a large white letter 'E' partially cut off by the edge of the page.

# D

## Delaware PDG B-5 User Experience Needs Assessment

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OCTOBER 2019

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THE STATE OF DELAWARE / EY-PARTHENON / IDEO

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# E

## Executive Summary

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### USER EXPERIENCE NEEDS ASSESSMENT

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## Background

Over the past decade, the state of Delaware has taken many steps to improve its early childhood care and education system, including redesigning its quality rating and improvement system, expanding home visiting programs, and strengthening state licensing requirements. The state has come a long way, but there is still a lot of work to be done.

Many Delawareans struggle to take care of their families. Most see it as their responsibility, and too often, their failure. To get by, they cobble together solutions, and in the process, sometimes voluntarily demote themselves and pass up better job opportunities. Or, they rely on a patchwork of family, friends, and neighbors to care for their children. This can be inconsistent and difficult to coordinate, and the stress of the arrangement affects families tremendously. The high cost of care doesn't even have the silver lining for child care workers, who are so poorly compensated that if they have children of their own, their child care costs would eat up half their pay or more.

In July 2019, the state agencies responsible for early childhood care and education in Delaware began a three month collaboration with EY-Parthenon and IDEO to better understand the needs of families navigating the early childhood system. Specifically, IDEO focused on families as customers of early learning and care services, doing qualitative research to understand what families value and need the most. This executive summary, along with its associated report, is the outcome of IDEO's research. It is meant to offer a vision for policy makers, child care providers, educators, and communities to embark on the critical work to ask, listen to, and actively engage families in order to support them. Delaware's families are knowledgeable partners within the system, and engaging with them deeply is the first step to adopting a "service mindset".

## Early childhood care and education in Delaware

Families need early childhood care and education to be accessible, affordable, and high quality. Yet, that convergence of factors is so rare, families feel "lucky" when they find it.

Finding child care options is a never-ending pursuit because "accessible", "affordable", and "high quality" are dynamic measures.

### **"It was affordable"**

*...but not since I lost my Purchase of Care after getting a raise at work.*

### **"It was accessible"**

*...until the hours changed at dad's job.*

### **"It did seem to be high quality"**

*...until our favorite teachers left.*

Families are always looking for child care options with hours that better match their lives and curricular approaches that better match their children's needs. The constant work, stress, and anxiety of finding care weigh heavily on Delaware's most vulnerable families. While the state is mostly focused on the care of children, it's the adults in the system who need better support, guidance, and options.

## Executive Summary

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### USER EXPERIENCE NEEDS ASSESSMENT

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#### Family needs

The care offerings in Delaware are tough to navigate and evaluate. Parents bear the tax of sifting through the various programs, processes, and requirements. For many families, the cost is so great that it makes parents wonder if they should just quit their jobs and stay home with their kids.

Parents are made even more anxious because they hear bad stories about kids getting hurt in child care facilities, and as a result, trust in the system is low. Families often feel judged by child care providers rather than supported and welcomed. Families want their child care options to be easy, supportive, and welcoming.

They also want childcare providers to treat their children as their own. Accessibility and cost are important, but families want a trustworthy caregiver above all else. Survey results concluded that families are most concerned with quality — more than cost, reliability, and availability combined. When asked what they value the most, ten times more parents answered “a caregiver they can trust” than “a caregiver who is licensed”.

#### A path forward

The state tracks licensing, but what families actually care about is trust. The state runs Purchase of Care, but what families actually care about is whether it all works out in their monthly budget. The state must shift from a policy mindset to a service mindset. Rather than asking what is possible in terms of policy, the state must ask, “what do most people need the most?”

Here’s what most people need the most— a universally accessible system that truly values care work, and treats child care like the long term investment that it is. Care work is among the most important work humans do for one another. The future will require the state of Delaware to be bold in its investments, and the return on those investments will mean a new, hopeful future for Delaware’s families. Investing in Delaware’s future will have ripple effects for us all.

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Early childhood care and education  
is the single best investment  
Delaware can make for its future.

To make the most of this  
investment, Delawareans must  
undergo a shift in perspective.



Early childhood success has never just been about children; it's about parents, families, and communities. It's about early-morning commutes, lunchtime check-ins, and bedtime routines.

Investing in Delaware's children requires us to understand the needs of Delaware's adults.



The following report is meant to give you insight into the lives of Delaware's families. By understanding their lives, we can see how early childhood success is built on the success of a system—a system that involves not just children, but also grandparents, car seats, and websites.

Investing in the early childhood system won't just raise Delaware's children.

It will raise the entire state.

# Chapter 1

## *Meet Delaware's Families*

USER EXPERIENCE NEEDS ASSESSMENT

# D



# E



# Grace

AGE 27

LOCATION **Dover, DE**

Grace has three  
kids, and they  
all have different  
needs. As a single  
mother, her days  
are spent trying  
to juggle them.





She wakes up at 6:30am before waking up her six-year-old, Austin, five-year-old, Annabelle, and two-year-old, Gabriella. Her fourth is due in a few weeks.



Grace has the help of her mother, who arrives at the house before 8am every morning to bring Austin and Annabelle to school. After seeing them off, Grace straps Gabriella into her car seat and heads to child care.

Grace works at a cafeteria at a local school. Unlike her last job at Lowes, Grace appreciates the predictable schedule which lets her pick her kids up from school.



Because Grace is on her own, the family does nearly everything together. As Austin visits the dentist, Grace helps Annabelle with her homework in the waiting room.



This is Grace during the school year. It may seem like she's holding it together. After all, she's got family in the area, her kids are all enrolled in early care and education programs, and they are happy. Most nights, Austin and Annabelle ride their bike while Grace pushes Gabriella around the neighborhood.

But the threads of support keeping Grace afloat are thin. Over the summer, Grace has to work another job at Wawa in order to maintain her child care subsidies. With so many responsibilities and another kid on the way, Grace barely has time to sleep—let alone build a life of her own.

*To support families like Grace's, we must provide options for early childhood care and education that work for their lives.*





# DIALO

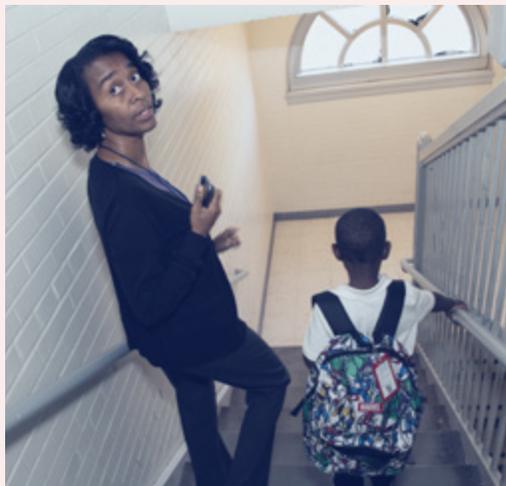
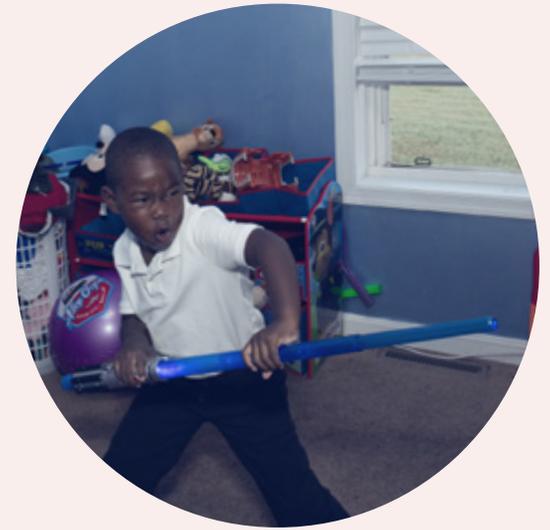
AGE 44

LOCATION Seaford, DE

Dialo leaves for work  
at 5:30am before  
Chris, his five-year-  
old son, wakes up.  
Chris's days are  
defined by a series  
of transitions.

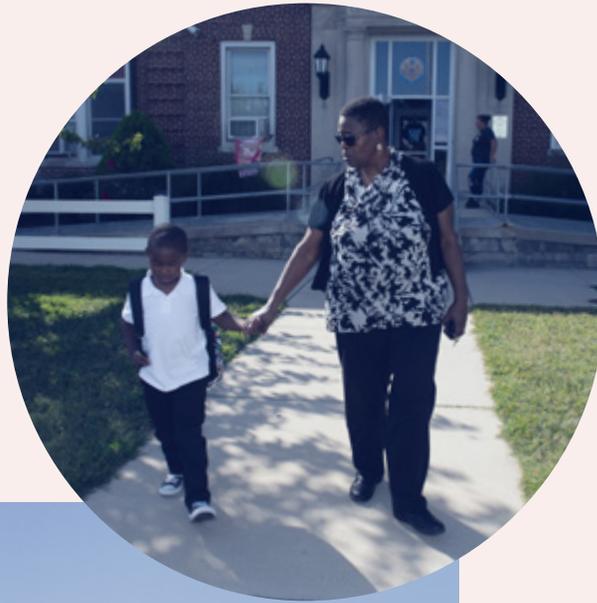


Ma-Mom, Chris' grandmother, is responsible for getting him ready for school. But Ma-Mom has to get to work by 8am, so she hands him off to a family friend, Twila, to take him to school.



Twila teaches at Chris' school, so he hangs out in her classroom as she gets ready for the day before she hands him off to his kindergarten teacher.

Ma-Mom, who also works in early childhood care and education, is stressed. Several of the staff at the center where she works have quit in the first month of the school year. But given what the center pays its employees, high turnover is the norm. At 3pm, she picks Chris up from school and fixes him a snack.

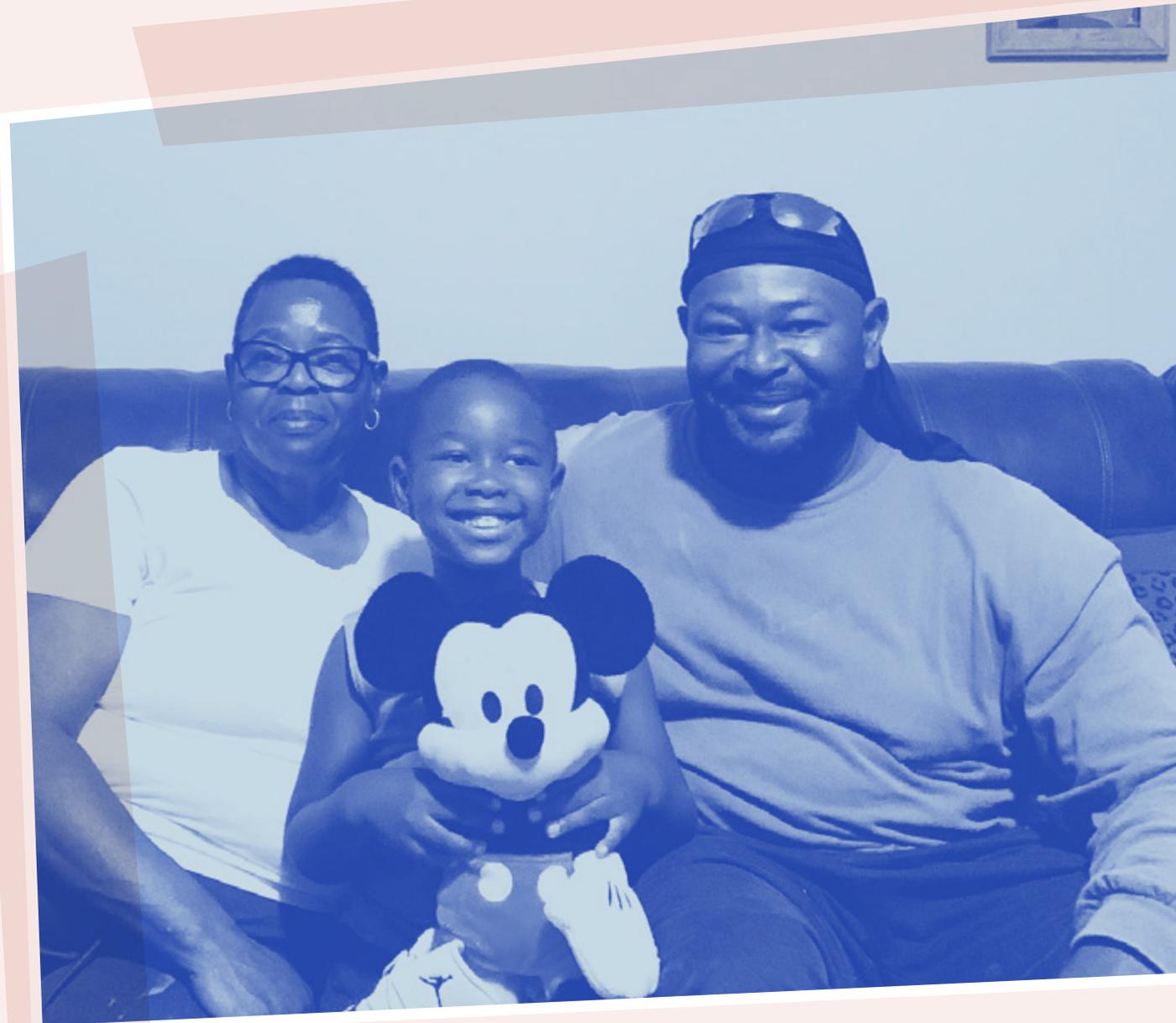


Dialo's schedule is variable. He installs solar panels for a living, so he never quite knows when he'll get off. Today, he's home early, so Ma-Mom can hand Chris off to get some rest. The family eats dinner together before the cycle repeats again tomorrow.

"I have it good," acknowledges Dialo. "Without my family I wouldn't [know how to] go through what an actual single father goes through." The village that raises Chris is held together by patchwork—different adults fill the cracks throughout Chris' day.

But Chris' situation is not unique. Many young families in Delaware get by thanks to a quilt of different support systems and services. Having a family friend to watch your child for a half hour before school can be the difference between falling behind and staying on track.

*To support families like Dialo's, we must give assistance to parents and caregivers, not just children.*



# Zelivette

AGE 26

LOCATION **Newark, DE**

From 4:30am to 5am,  
Zelivette has about  
30 minutes to herself.  
The rest of the day is  
for her family.



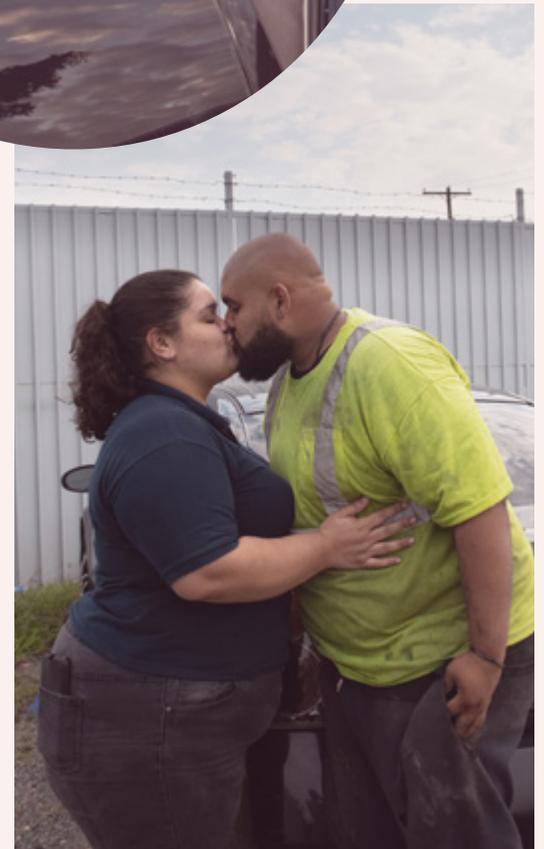


By 6am, she walks out of the house with her one-year-old, Daniela, in her arms, her seven-year-old, Raul, and three-year-old, Dabdiel by her side.



At 6:30am, she drops her husband off at his construction job, her kids at child care, and then checks into work before 7am.

Zelivette works a full day at an international shipping company, translating port documents between Spanish and English.



Around 5pm, she leaves work to pick up her kids and husband. The family stops at the grocery store on the way home.



After dinner and bath time, she helps Raul with his homework. The family goes to sleep at 9pm. Then, they do it all over again.





In many ways, Zelivette has gotten lucky. When she moved her entire family to Wilmington from Puerto Rico after Hurricane Maria, she had a brother on the ground who was able to point her in the right direction. In the morning, she's able to drop off all of her kids at the same place because her child care center transports Raul to his elementary school. Her family benefits from the experience of having their culture honored, respected and included in the services her family receives at their community center.

In the current immigration landscape, Zelivette's story helps us understand how early childhood care and education professionals can support families experiencing the challenges of a new home. From schools to family child care to centers, ECCE professionals play an important role in helping families discover their own strength during life's transitions.

*To support families like Zelivette's, we must design programs that are sensitive to the diversity of Delaware's inhabitants.*

## Chapter 2

### *About Our Research*

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#### USER EXPERIENCE NEEDS ASSESSMENT

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Along this collaborative journey, we've engaged over 410 people, including parents, extended family members, early learning providers, teachers, administrators, community partners, government staff, and experts. Their stories and perspectives have helped inspire, inform, and validate our insights.



Ferran & Kingsley  
WILMINGTON, DE

## Chapter 2

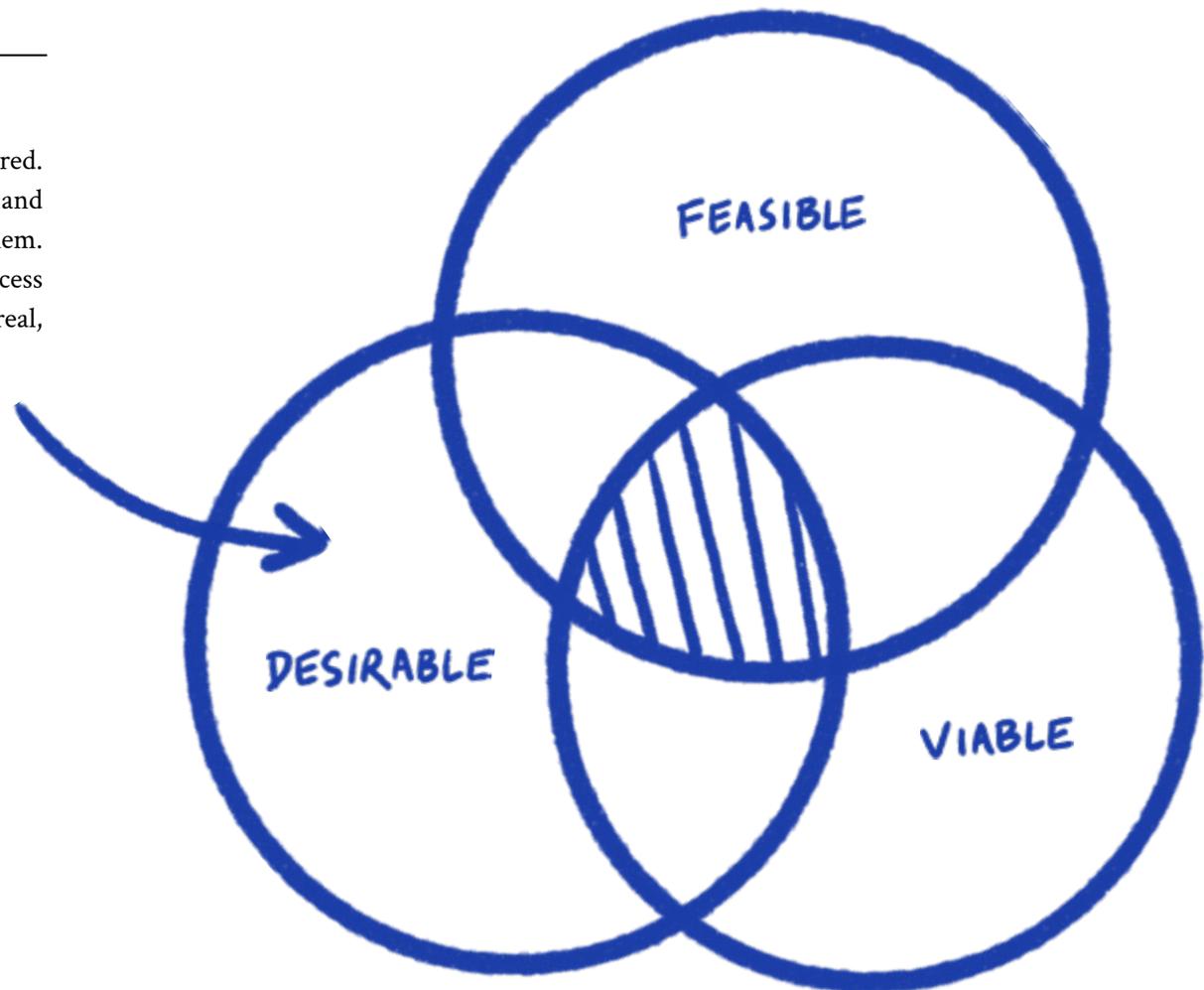
### *About Our Research*

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#### USER EXPERIENCE NEEDS ASSESSMENT

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The design thinking process is human-centered. It starts with the people you're designing for and ends with new solutions that are tailored to them. Including Delawareans in the design process helps ensure that innovative ideas address real, human needs.



## Think / Feel / Say / Do

A key insight in design thinking is that what people say and what they do are often different. For this reason, we not only interview people, but we also observe them in the real world so we can design for the natural inconsistencies of everyday life.

## Generate in the extremes, validate with the mainstream

We learn from the “extremes”—people and organizations on the fringe of common behavior. This enables us to gather insights quickly because people who are at the edges often have exaggerated desires and behaviors. They magnify needs that exist in the mainstream but aren’t as visible.

The insights shared in this report are inspired by interviews with over 20 extreme users in addition to 6 pop-up sessions in public settings and a survey of over 300 families with children ages 0-5.



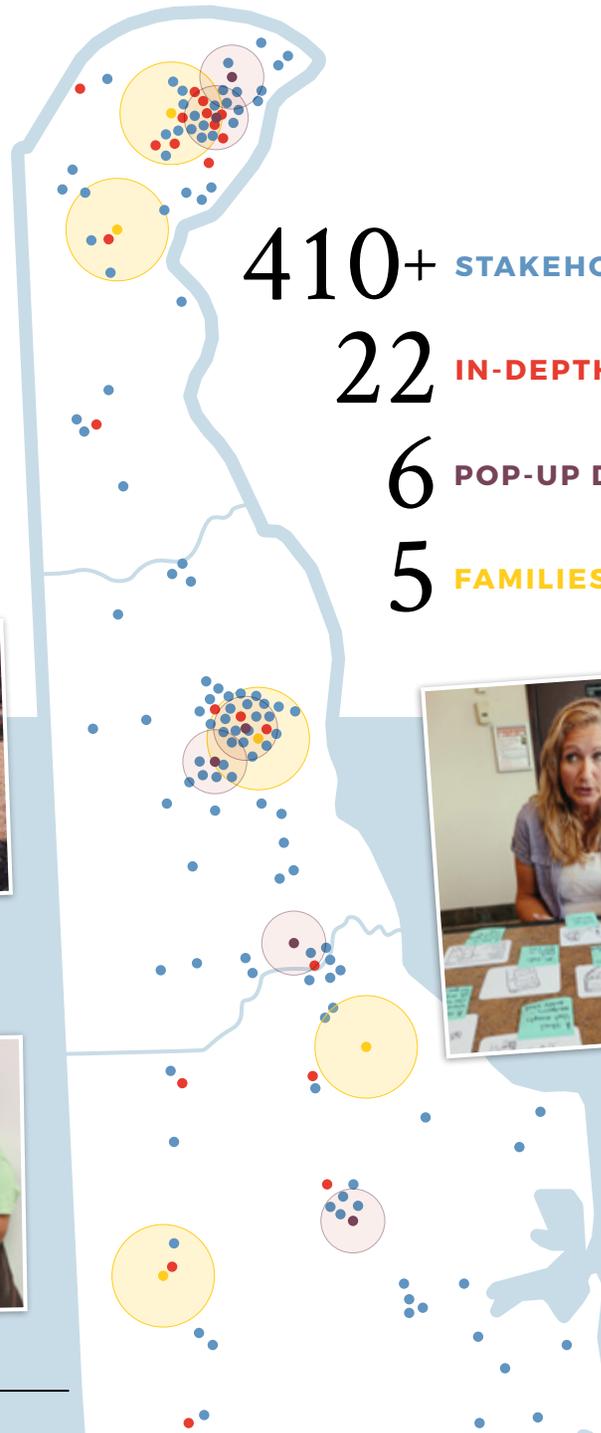
Chapter 2  
*About Our Research*

USER EXPERIENCE NEEDS ASSESSMENT



Chapter 2  
*About Our Research*

USER EXPERIENCE NEEDS ASSESSMENT



410+ **STAKEHOLDERS ENGAGED**

22 **IN-DEPTH FAMILY & PROFESSIONAL INTERVIEWS**

6 **POP-UP DESIGN SESSIONS**

5 **FAMILIES SHADOWED**

## Expert / Analogous Research

In addition to meeting families and professionals across Delaware, we also had 12 interviews with experts across a range of fields, some analogous to our study.



**MARI NAKANO**  
*Director, NYC Mayor's Office  
for Economic Opportunity*



**BEN TERRETT**  
*CEO of Public Digital,  
ex-Director of gov.uk*



**NATALIE FOSTER**  
*Co-Chair, Economic  
Security Project*



**JACOB SOLOMON**  
*Former Product Manager  
Code for America / CalFresh*



**MIA BRUCH**  
*Historian, Researcher  
& Strategist*



**TIFFANY CHU**  
*Urban Planner,  
Co-founder of remix.com*



**MATT GLICKMAN**  
*Co-founder and VC,  
Promise Venture Studio*



**TAYLOR JO ISENBERG**  
*Executive Director,  
Economic Security Project*



**YONI KARPFEN**  
*Research Manager, Airbnb*



**PAOLO PARIGI**  
*Lead Trust Scientist, Airbnb*



**DAVID COGSWELL**  
*Business Designer, IDEO*



**SEAN HEWENS**  
*Design Director, IDEO*

## Chapter 3

### *Needs & Insights*

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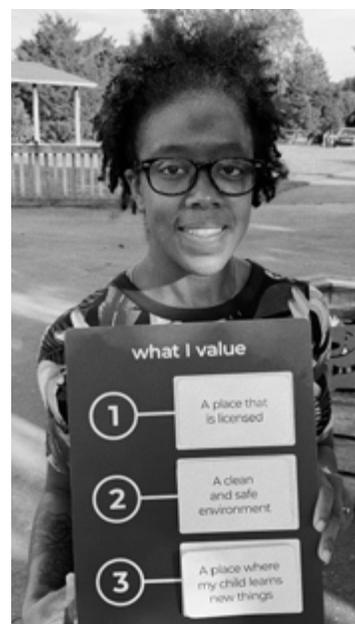
#### USER EXPERIENCE NEEDS ASSESSMENT

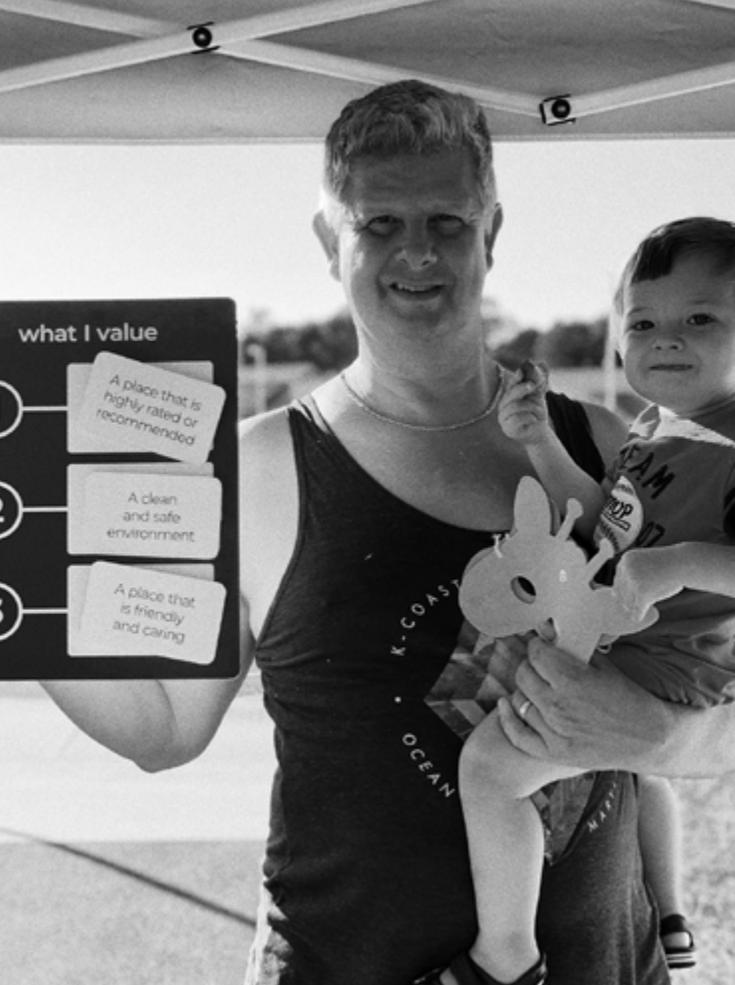
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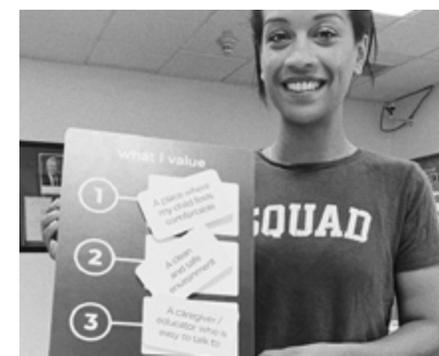
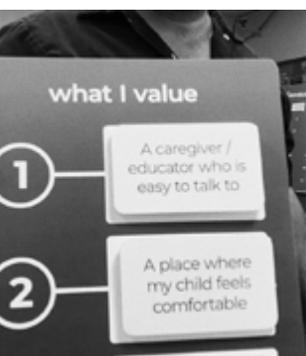
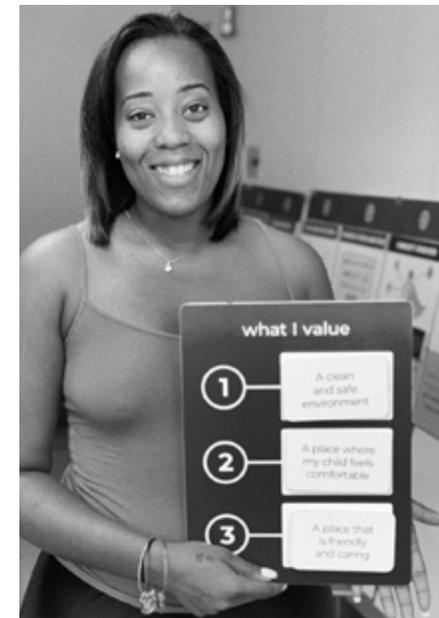
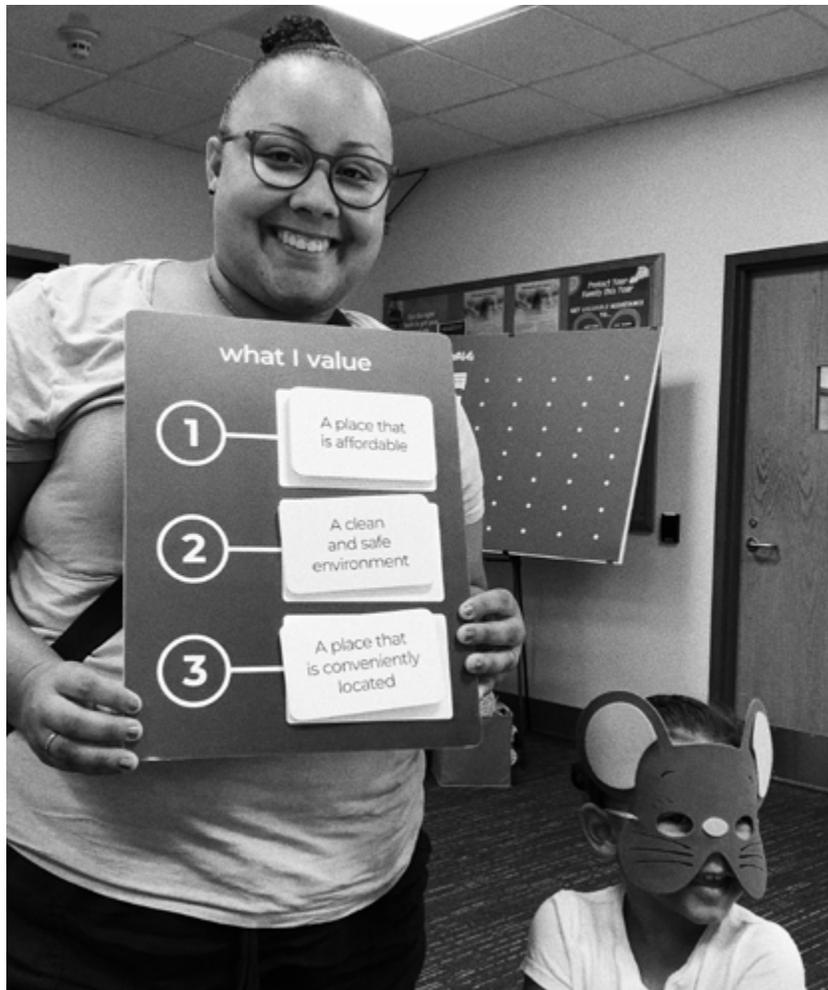
Insights are the result of what we've heard during our research. Our process takes us from inspiration to ideas, and from stories to themes. By condensing and synthesizing what we've learned, we're able to articulate what families across Delaware need and value. From there, we establish a new perspective on opportunities for innovation.



James  
FATHER OF TWO  
DELMAR, DE









# Chapter 3

## *Needs & Insights*

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### USER EXPERIENCE NEEDS ASSESSMENT

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The following insights and quotes capture both families' thoughts on early childhood care and education as well as their needs, aspirations, and challenges.

Policymakers, ECCE professionals, and the broader public can better serve children when they can empathize with families' unique situations.



*dear  
Delaware,*

**Earn my trust.**

---

**Make it easy on me.**

---

**Treat my child as your own.**

---

**Make me feel welcome.**

---

**Support my whole family.**

---

*dear  
Delaware,*

## Earn my trust.

*I need to trust the people  
caring for my kids.*

Most parents are risk averse when it comes to their kids—and for good reason. They worry that no one will care for their kids like they do. They hear horror stories of kids getting sick and hurt in child care facilities. Early childhood professionals must work to earn—and re-earn—parents' trust.

“ I’m very particular about my kids. With today’s world you don’t know who you can trust. ”

PARENT, NEW CASTLE

“ I really don’t trust daycares. The things you see on the news and Facebook - there’s a lot of stuff happening that is not good. ”

PARENT, SUSSEX

“ I don’t want to give my child to just anyone. I need to know that you are legit before I give my child to you. ”

PARENT, KENT

dear  
Delaware,

## Make it easy on me.

*I need child care to  
make sense for my life.*

The life of a parent is a quilt of patchwork solutions to accommodate half-day pick-ups, rising costs, and holiday schedules. They'd rather spend mental energy on quality time with their kids instead of figuring out logistics. They need straightforward information and a stable routine, rather than a series of band-aid solutions.

“ Dropping off and picking up my son is hard. My job is so unpredictable, I never know what time I'll get off. I couldn't do it without my mom. ”

PARENT, SUSSEX

“ 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. ”

PARENT, KENT

“ 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. ”

PARENT, NEW CASTLE

dear  
Delaware,

## Treat my child as your own.

*I need a trusted partner, invested in my child's education and development.*

Parents want their children to be prepared for entering kindergarten as capable, well-rounded human beings. They want to know that their early childhood professional is taking their kids in the right direction and at the right pace. Parents are proud to be their children's first teachers. They want their children's second teacher to be as invested in them as they are.

“ I want him to learn things that I can't teach him, like Spanish. ”

PARENT, SUSSEX

“ My daughter has learned so much in the preschool program here. They teach her what I can't when I'm at work. ”

PARENT, SUSSEX

“ I expect her to learn something, not just play all day, especially if I'm paying for it. ”

PARENT, NEW CASTLE

dear  
Delaware,

## Make me feel welcome.

*I need to feel invited  
and affirmed.*

No one wants to be perceived as a bad parent. It's easy for parents to become ashamed if they feel they can't provide as much as the parents of their child's peers. Parents are looking for a safe child care setting that feels like an extension of their family and makes them feel dignified.

“ The biggest highlight was having our home visitor and having somebody that we actually looked forward to seeing every week. ”

PARENT, KENT

“ At my child's school, you can actually go sit in the classroom with your child. And I feel comfortable with that because it's an open environment. ”

PARENT, SUSSEX

“ The daycare was not able to understand my son because they did not place him with a teacher who speaks Spanish. I made a complaint with the person in charge, but she didn't do anything. ”

PARENT, NEW CASTLE

dear  
Delaware,

## Support my whole family.

*I need to feel like the needs of my family are being recognized.*

Parents want their children's early childhood professionals to suggest services and resources that they wouldn't have otherwise known about. They want to feel like they have someone in their corner — an advocate who loves their child, but understands their family's context as well.

“ A provider who is attentive to both the child and the parent's needs makes everything easier.”

PARENT, NEW CASTLE

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

PARENT, SUSSEX

“ Two months before I had my baby, the center started telling me there was a program called Early Head Start that could take her. I was glad because I didn't need to find a daycare and I knew she was going to be okay.”

PARENT, NEW CASTLE

## Chapter 4

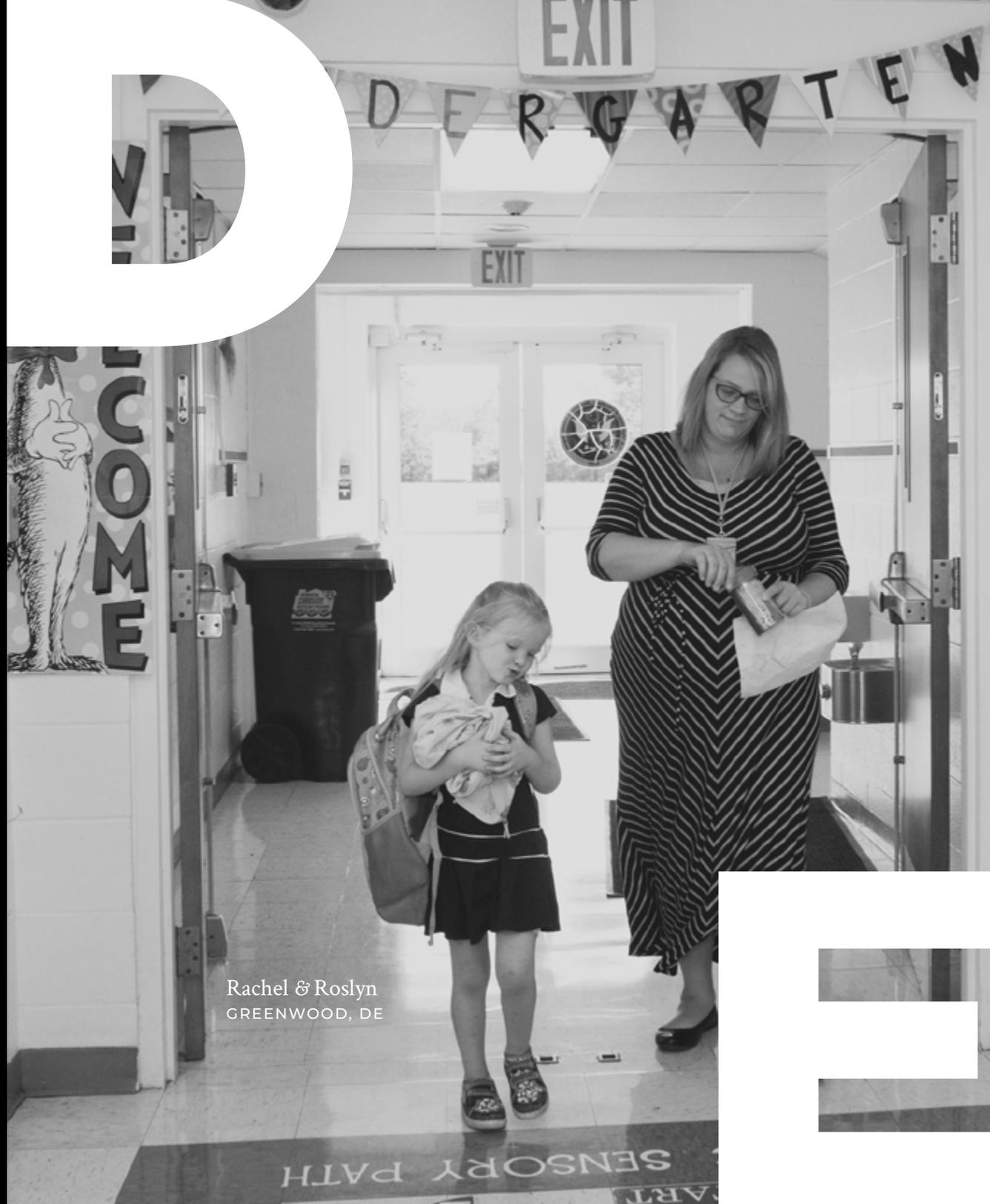
### *Experiences that Matter*

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#### USER EXPERIENCE NEEDS ASSESSMENT

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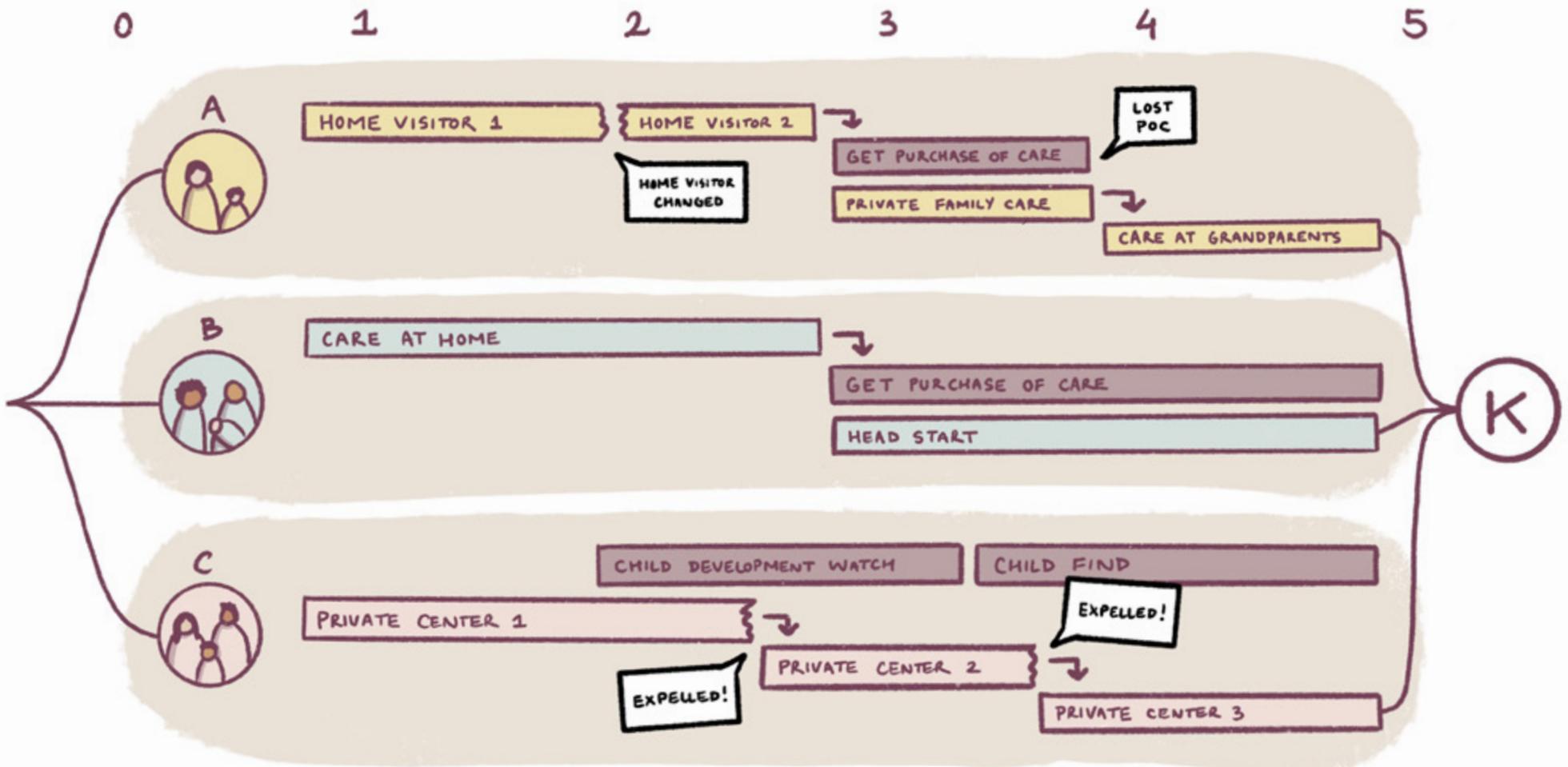
Families find their way to early childhood care and education in Delaware through several routes. Families receiving Purchase of Care apply through case managers. Children with developmental delays go through Child Development Watch or Child Find. Families may sign up for preschool with their local school district, ECAP program, or Head Start.



Rachel & Roslyn  
GREENWOOD, DE

Chapter 4  
*Experiences that Matter*

USER EXPERIENCE NEEDS ASSESSMENT



## Chapter 4

### *Experiences that Matter*

#### USER EXPERIENCE NEEDS ASSESSMENT

Figuring out which agency to go to can be a challenge. If you're lucky, you come in contact with a person or organization that both connects you to multiple programs and verifies your eligibility. But for most families, it is up to them to find a child care setting with space for their children. Parents are constantly burdened by a shortage of available child care spaces, unaffordable fees, and extremely long waitlists. On top of this, the process of finding care is difficult and time-consuming, as parents have

to navigate their way through resources that are uncoordinated and inconsistent. Together, these issues create a system that neither supports nor works for parents.

While each family navigates a different journey through the early learning landscape—from the moment of pregnancy—parents face several decision points that can determine the course of children's futures. We call these defining experiences the **Experiences that Matter**.

Let's focus on these experiences to rethink how Delaware can design a more effective early childhood care and education system.



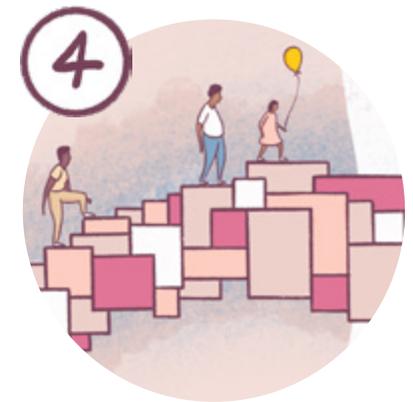
**Becoming  
your child's  
first teacher**



**Finding  
care that  
works**



**Coping  
with  
adversity**



**Transitioning  
to a new  
setting**

# ① Becoming your child's first teacher



# 1 Becoming your child's first teacher

## WHAT WE HEARD

“ Just to be around other moms and hear their breastfeeding stories... hearing that other people struggle somewhat, too, makes me feel not so bad and a little bit more normal that I'm struggling as well. ”

PARENT, KENT



## WHY THIS MATTERS

Children grow up in an environment of relationships—the most important of which are formed with their families. Strong relationships are at the heart of healthy early childhood development.

However, many parents don't feel adequately prepared for parenthood. While the first five years are a critical period for child development, it's also when parents are in need of the most support—whether it's help with sleep, nutrition, behavior, health, or education.

## A QUESTION WE'RE ASKING

How might we give parents and families the tools, networks, and opportunities they need to help their children get the best start possible?

## TOPICS TO CONSIDER

- Early brain development
- Knowing what skills to expect across ages
- Recognizing when a child's development might be delayed
- Positive disciplinary strategies

# 1 Becoming your child's first teacher

## WHAT IF DELAWARE HAD...

### Home Visits for All

What if *all* families could have a trained professional visit them in their home to help them build a nurturing and happy environment for their child?

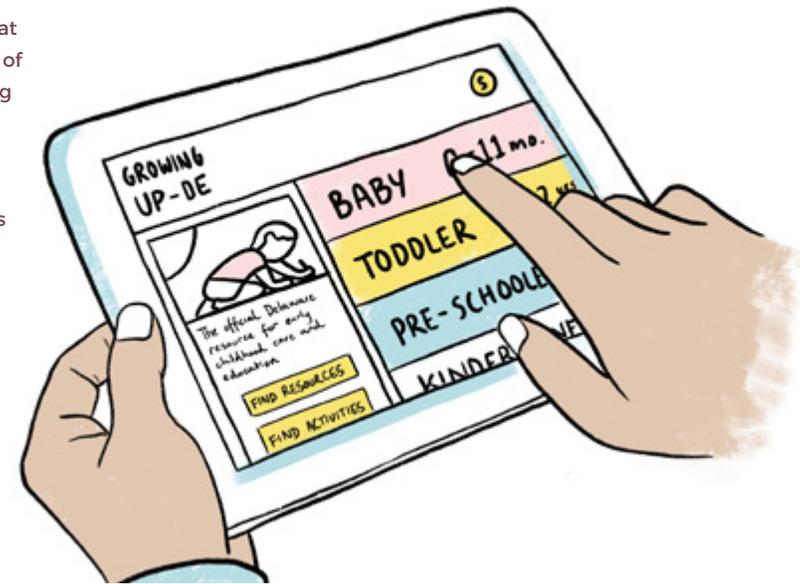
A child's first years are very exciting, but they can also be challenging. Imagine a free and voluntary home visitation program that would provide families of all incomes with the resources and tools they need to strengthen their family bonds.



### growingupde.com

What if there was an online, one-stop shop for families to access services, programs, and events for their children?

Imagine a website aimed at helping make the hurdles of parenting easier by putting information at parents' and caregivers' fingertips on everything from child developmental milestones to events and programs across the state.



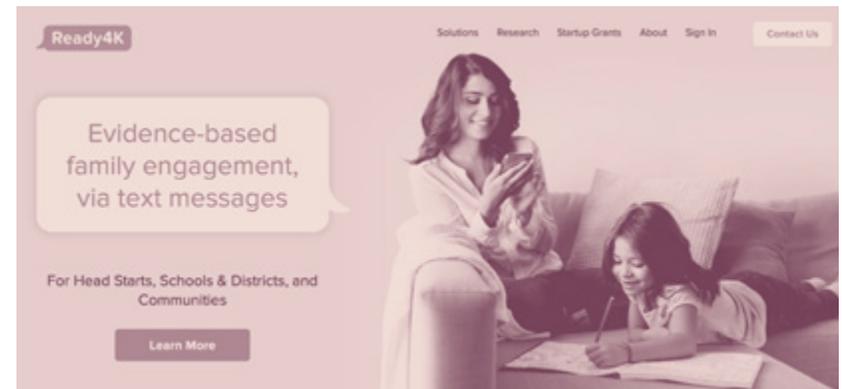
# 1 Becoming your child's first teacher

## WE'RE INSPIRED BY...



### Welcome Baby / First 5 L.A.

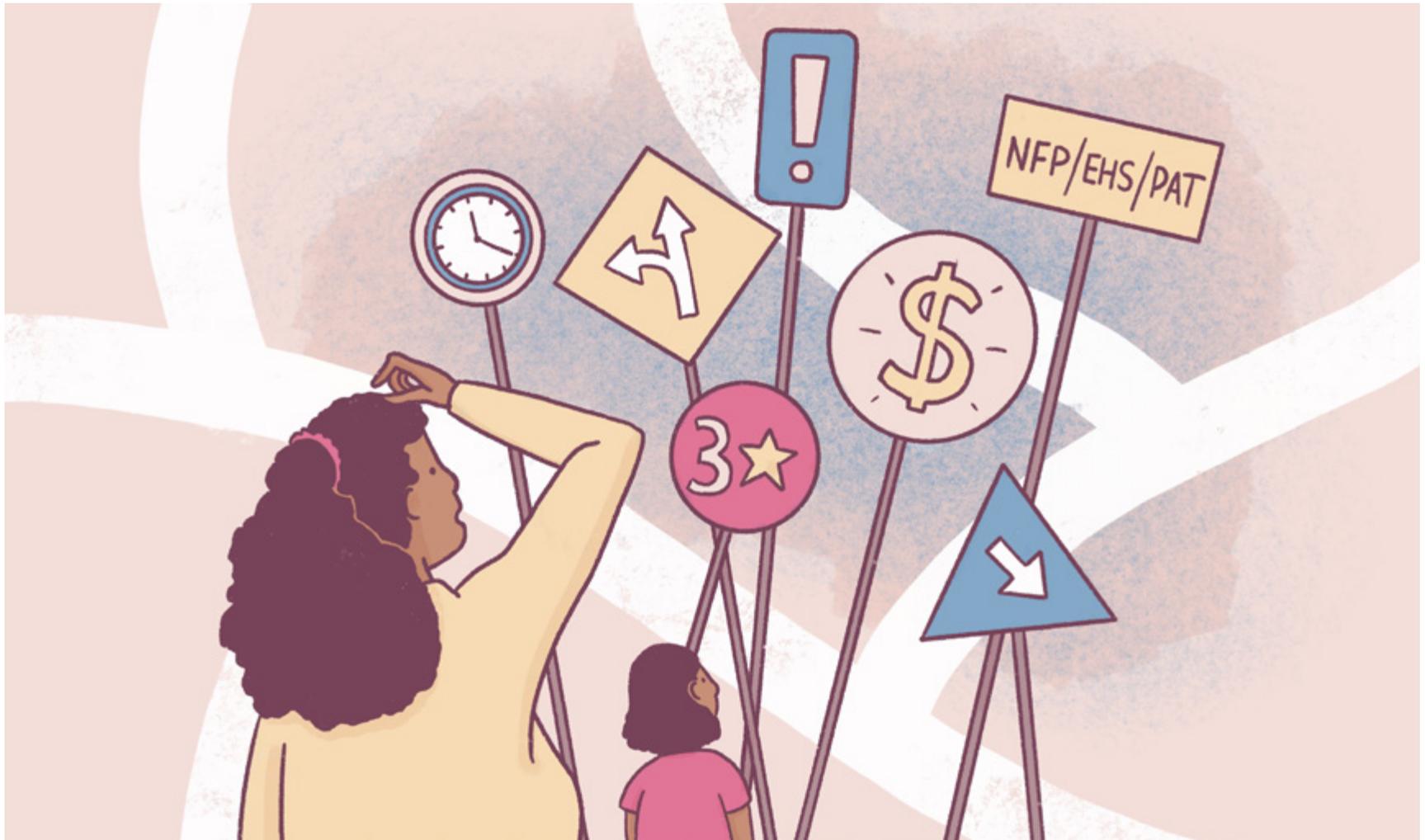
**Welcome Baby** provides an opportunity for parents to learn about parenting, early childhood development, and to get assistance on issues such as basic health care, insurance coverage, nutrition, breastfeeding, family violence, maternal depression, and improving home safety. The program is free, community-wide, and voluntary. It provides hospital and home-based interventions for pregnant and postpartum women.



### Ready4K

**READY4K!** is an eight-month text messaging program for parents of preschoolers. This program simplifies parenting practices into short, manageable steps to increase parents' ability to support their children's literacy development.

## ② Finding care that works



## ② Finding care that works

### WHAT WE HEARD

“ I work two jobs: one from 9pm to 6am and the other from 10am to 2:30pm. I need a place that can be flexible with me. ”

PARENT, KENT



### WHY THIS MATTERS

For families, child care arrangements are not one-size-fits-all. Parents make child care decisions as one piece of a complex puzzle of work and family life. Constrained family finances, inflexible work schedules, and limited availability of suitable options make choices challenging for families.

Given the complexity of this dynamic decision-making process, many parents make child care choices quickly with inadequate information and a great deal of worry.

### A QUESTION WE'RE ASKING

How might we provide child care decision-making assistance with information parents seek and trust, delivered in ways they can access and use?

### TOUCHPOINTS TO CONSIDER

- Searching online for child care options
- How to choose and how to recognize “high-quality” child care
- Securing a child care subsidy
- Navigating waiting lists
- Securing after-hours care

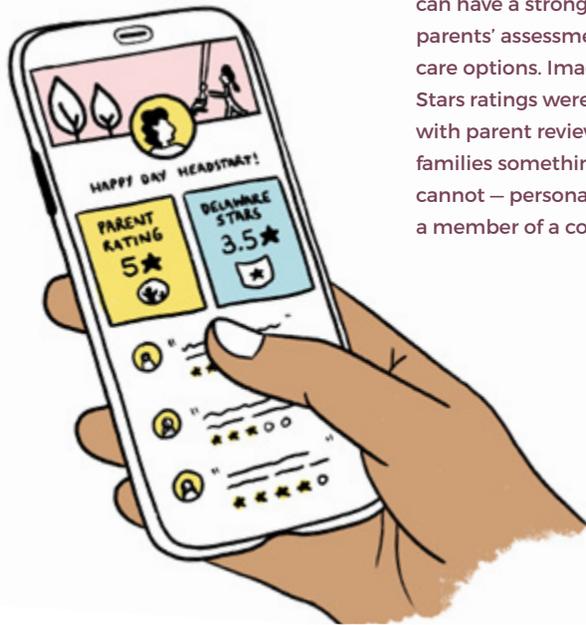
## ② Finding care that works

### WHAT IF DELAWARE HAD...

#### Stars + Parent Reviews

What if Stars incorporated parent reviews and personal stories of child care settings alongside official ratings?

The opinions of other parents can have a strong influence on parents' assessments of child care options. Imagine if official Stars ratings were supplemented with parent reviews, offering families something that data cannot — personal experience as a member of a community.



#### After-Hours Care

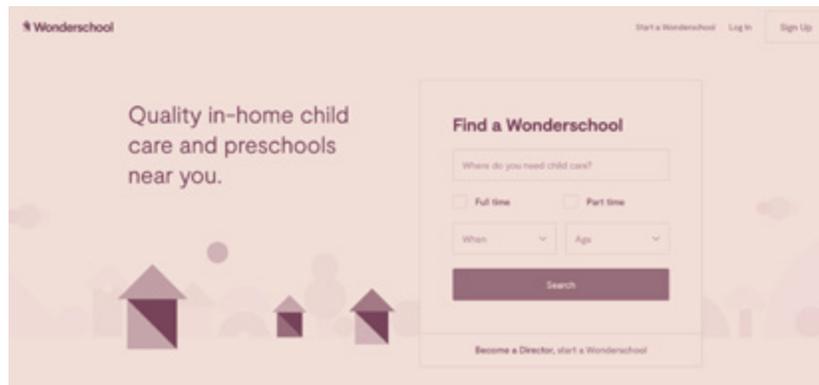
What if Delaware had a 24-hour, 7 days/week child care options?

Finding child care can be difficult, especially for families that work unconventional hours. Most child care programs are only open during the day, but imagine if Delaware had After Hours Care Centers that offered families high-quality care, support, and convenience by operating 24 hours a day.



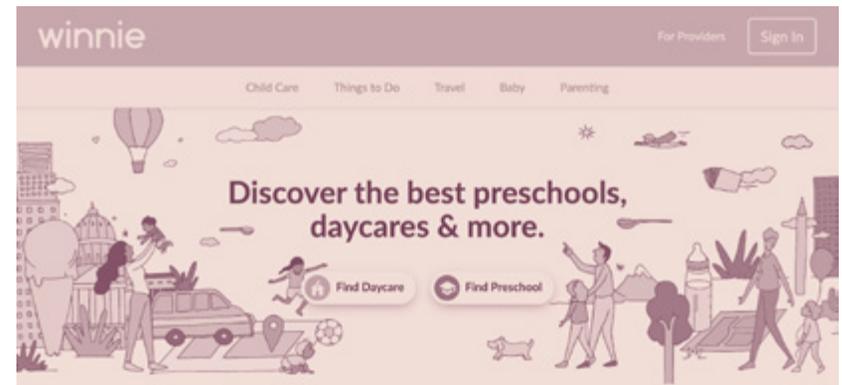
## ② Finding care that works

### WE'RE INSPIRED BY...



### Wonderschool

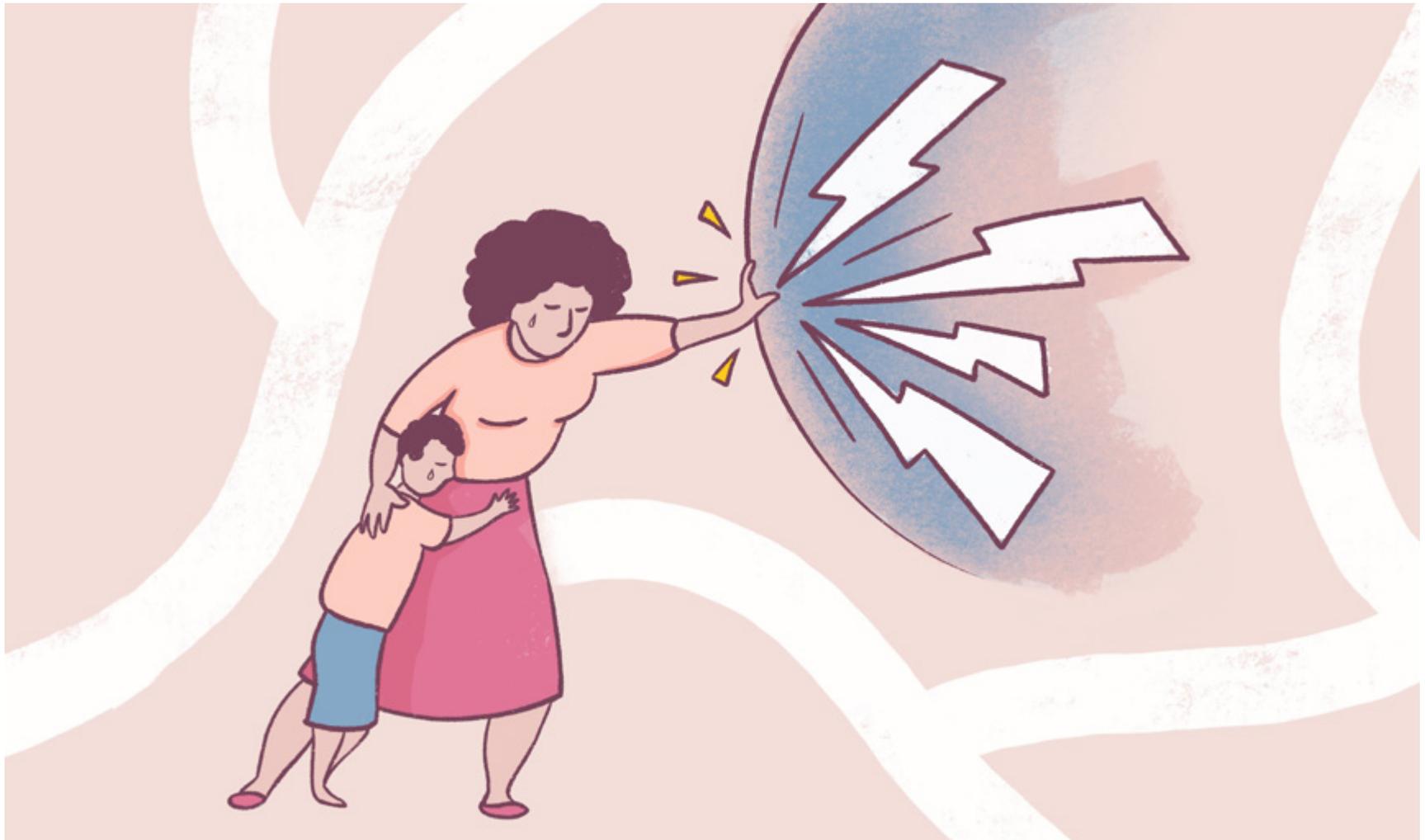
**Wonderschool** helps early childhood professionals start and grow their own programs out of their home. For parents, this serves as a network of modern program options that makes it easy to find and enroll in quality in-home programs.



### winnie.com

**Winnie** helps create and organize information parents need, especially helping them find suitable child care and local activities.

## ③ Coping with adversity



## ③ Coping with adversity

### WHAT WE HEARD

“After three weeks of being in kindergarten in Puerto Rico, the hurricane hit. So [my kid] never went back. When we got to Delaware, he started kindergarten again and he was really behind.”

PARENT, NEW CASTLE



### WHY THIS MATTERS

Young children develop in the context of their families, where stability and supportive relationships nurture their growth. All families benefit from parenting support, and many—particularly those challenged by hunger, abuse, and neglect, household instability, and violence—require access to additional resources that help meet their children’s needs.

### A QUESTION WE’RE ASKING

How might we provide the stability that families with young children need to support their child’s development?

### TOPICS TO CONSIDER

- Calling 2-1-1
- Applying for social services programs on Delaware ASSIST
- Supporting families in accessing community resources, such as early intervention, and state supported social service programs

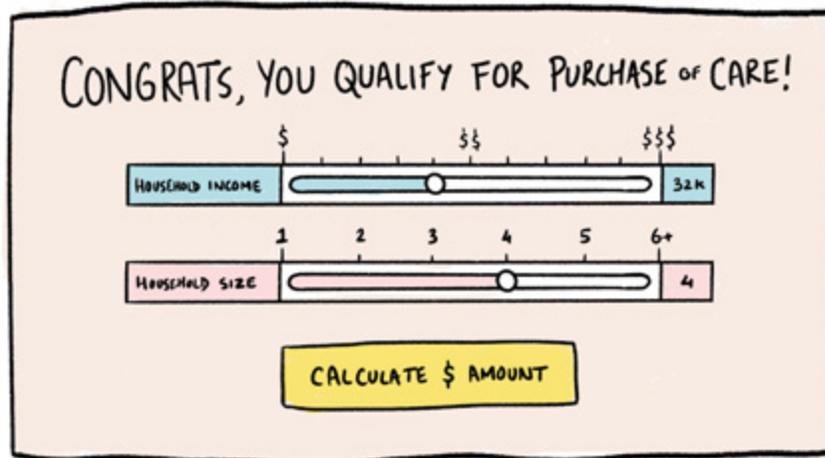
## ③ Coping with adversity

### WHAT IF DELAWARE HAD...

#### Purchase of Care Sliding Scale

What if more families could receive some form of financial assistance for child care, no matter their income?

Imagine if Purchase of Care offered families direct financial assistance to help pay for child care on a sliding scale, based on their income and family size.



#### Access DE

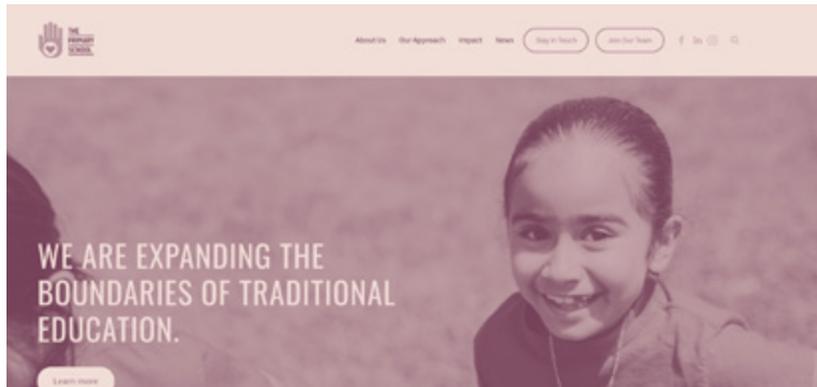
What if a simple online tool could help families find which government services and programs they qualify for and help them apply?

Imagine a mobile-friendly, single point of access that provides information about the many city, state, and federal benefit services across Delaware. Available after hours on the web, Access DE would streamline the application process to these services, eliminating the need to take time off work or arrange for child care to apply for benefits in person.



## ③ Coping with adversity

### WE'RE INSPIRED BY...



### The Primary School

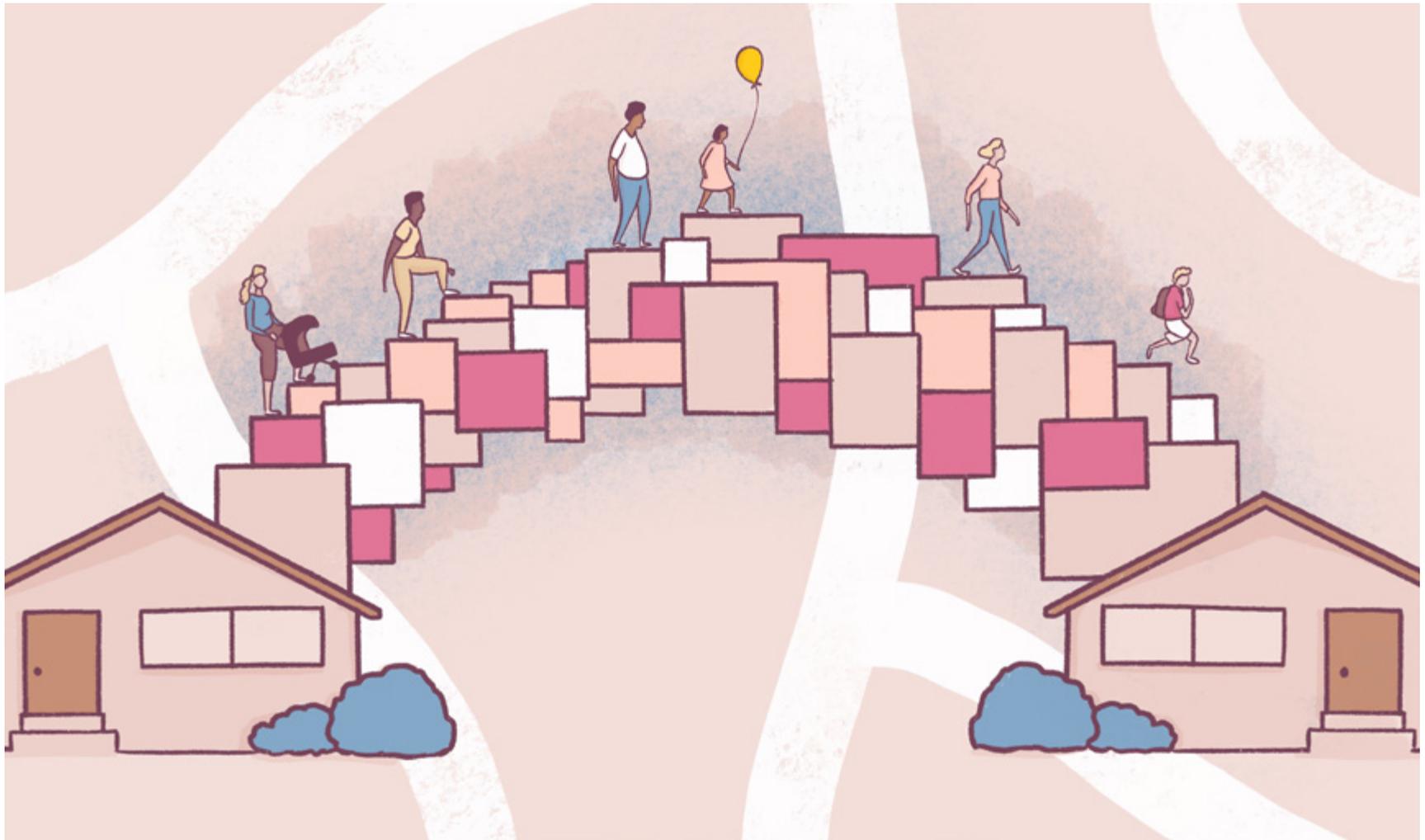
**The Primary School** integrates education, healthcare, and family support services to dramatically improve outcomes for underserved children. Their holistic model brings together parents, educators, pediatricians, and family support services, starting as early as birth.



### gov.uk

The UK government is leading the way in using design to create simpler digital services for its citizens. Every week, millions of people use **gov.uk** to do bureaucratic tasks, such as booking a driving test, registering a birth, or starting a business.

## ④ Transitioning into a new setting



## ④ Transitioning into a new setting

### WHAT WE HEARD

“ Switching child care is hard. If I could stay with one person until school, that would be great. ”

PARENT, KENT



### WHY THIS MATTERS

Children experience a variety of early care and education settings during their first five years. It starts in the home, then possibly at a child care center or pre-K program, followed by the start of kindergarten. For both children and families, transitions can lead to excitement and joy as well as uncertainty and friction.

### A QUESTION WE'RE ASKING

How might we design consistent high-quality care and education experiences across settings, from birth through the 3<sup>rd</sup> grade?

### TRANSITIONS TO CONSIDER

- From hospital to home
- From home to child care/preschool
- From Child Development Watch to Child Find
- Child care/preschool to kindergarten

## ④ Transitioning into a new setting

### WHAT IF DELAWARE HAD...

#### Continuity of Care

What if all children could stay with the same early childhood professional for the first three years of their life?

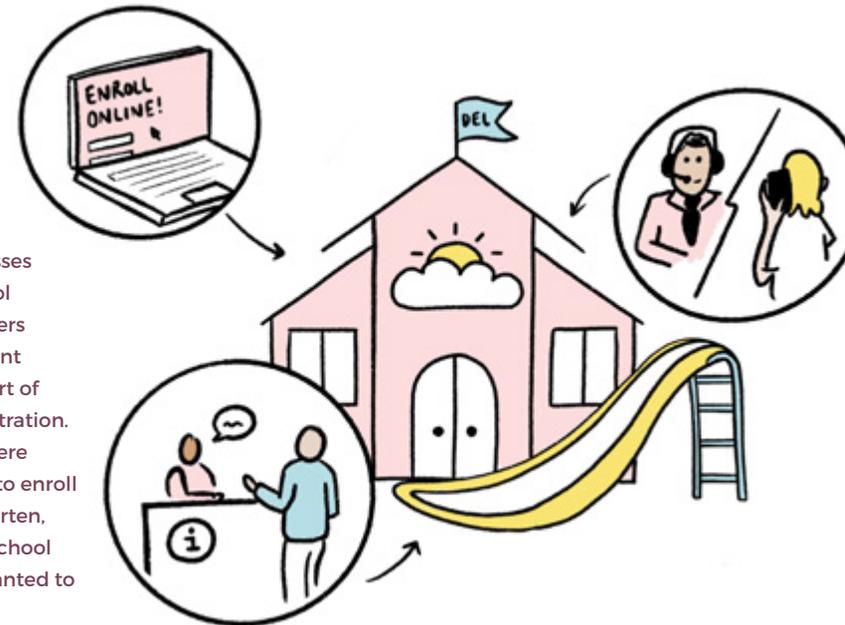
It is important to a child's well-being to develop a special bond with his or her primary caregivers - not only mom and/or dad, but ECCE professionals as well. Imagine if Delaware had a policy that encouraged bonding relationships by keeping teachers with the same children for at least the first three years. This policy would enhance child development by minimizing periods of transition.



#### Common Kindergarten Registration

What if families could enroll their child in kindergarten online, over the phone, or in-person, regardless of their school district?

There are more than 28 different kindergarten registration processes in Delaware. School districts and charters provide five different months for the start of kindergarten registration. Imagine if there were streamlined ways to enroll a child in kindergarten, no matter which school district a family wanted to send their child.



## ④ Transitioning into a new setting

### WE'RE INSPIRED BY...



### NYC Dept of Education Family Welcome Centers

Family Welcome Centers are available to address the enrollment needs of all New York City families with children in pre-kindergarten through high school. They are open 8am to 3pm, Monday through Friday.



photo: ©Charles Young

### Universal Preschool in West Virginia

Unlike most states, West Virginia offers free, universal preschool to all 20,000 of its 4-year-olds, as well as to 3-year-olds with special needs. Preschool and kindergarten teachers are required to communicate with each other about the students they will eventually share, ensuring each child transitions smoothly between grades.



**Becoming your child's first teacher**



**Finding care that works**



**Coping with adversity**



**Transitioning to a new setting**

## Chapter 5

### *Shifts & Design Principles*

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#### USER EXPERIENCE NEEDS ASSESSMENT

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Change is hard. Sustaining change is even harder. It requires new habits, achievable milestones, and continuous improvement.

When you break it down to the most basic definition, change is simply a “from-to”: it’s going from today’s current state to a desired future state. While the definition may seem simple, identifying the right “from” and “to” for early childhood care and education in Delaware—much less activating that change—is a large undertaking.

Systemic change to Delaware’s early childhood care and education infrastructure will require five key structural shifts.

# D

Amy  
MOTHER OF TWO  
WILMINGTON, DE



# E

FROM  
**Policy  
Mindset**



TO  
**Service  
Mindset**

We know that government services should be accessible to everyone, equitably distributed, effectively evaluated, and improved over time. Often, the government's drive toward fair distribution can get in the way of recognizing people as individuals or as families with pronounced needs. They aren't "Purchase of Care recipients"—they are moms and dads struggling to get by.

FROM  
**Pay  
Later**



TO  
**Invest  
Now**

The research is clear: investing in the well-being of our youngest children—and the people who raise and care for them—pays off in a big way. Economists estimate a \$4 to \$9 return on investment for every dollar spent on high-quality early care and education—in reduced spending on health care, special education, incarceration costs, increased productivity, and tax revenues in the future.<sup>1</sup>

<sup>1</sup> Harvard Center on the Developing Child. (2013). Five Numbers to Remember about Early Childhood Development. [http://developingchild.harvard.edu/resources/multimedia/interactive\\_features/five-numbers/](http://developingchild.harvard.edu/resources/multimedia/interactive_features/five-numbers/)

FROM

Stigmatized



TO

Universal

Today, government-sponsored early childhood care and education programs have a stigma. Advocates for universal child care argue this is because these programs are determined by income. By expanding those who are eligible to take advantage of government-sponsored programs, we can strengthen public commitment to quality, while providing a legal foundation for care for all children.

FROM  
**Undervalued**



TO  
**Valued**

Caring and educating young children occupies a paradoxical place in our society. On the one hand, we hold caring and educating our young as one of our most sacred duties. On the other hand, we tolerate an early childhood system that is expensive, difficult to find, and mediocre at best.

The early child care and education professionals who provide this invaluable labor, many of them women of color, are grossly underpaid. So how can something so important be so undervalued? Throughout history, we've assumed that people, traditionally women, will do it for free, and this has costs for everyone. What if Delaware recognized the value of care? Not just moms, dads, grandparents and ECCE professionals—but policymakers and civic leaders, too?

FROM

Focus on  
Compliance



TO

Focus  
on Kids

The lack of affordable, accessible, and quality care options is a major burden for parents. But the situation isn't easy for ECCE professionals, either. Administrative burdens such as licensing, marketing, and business administration can distract early care and education professionals from doing what they do best—caring for and educating children. Let's dignify their work by supporting the workforce as they start, operate, and grow their programs.

# Design Principles

Our research has inspired a set of design principles that can be used to guide the strategic planning process.

Design principles are actionable reflections of our insights. We use them as a tool to guide policy, program, and service design. They serve as a reminder to stay true to our insights into users' needs.

## 1 Lead with what families need and value

Whether you're preaching to the choir or persuading the undecided, shared values are a good place to start. Reminding audiences of why early childhood development matters helps build common ground.

Communications research shows that audiences are more receptive to unfamiliar arguments when they are framed by shared values. If we only present a litany of facts that conflict or appear to conflict with an audience's core values, they often disregard the facts. Furthermore, many audiences are less familiar with the details of controversies and policies than we are, which means we can quickly overwhelm them. It is important to connect arguments to universal values that all Delawareans care about.

## 2 Promote tangible concepts

Emphasizing tangible concepts gives our audience something to believe and counters "compassion fatigue," in which people see a parade of social problems as impossible to solve. We have to be for something positive, not just against potential threats.

## 3 Trade technicalities for aspirational themes

We connect new information and ideas to familiar stories, metaphors, or concepts that we already understand. For instance, instead of beginning the conversation with policy-speak around school readiness, brain development, or universal pre-K, prime the discussion with values of stewardship, future prosperity for society, or reciprocity (give to children now, so they can give back to society later).

# Design Principles *cont.*

4

## **Tell a systemic story**

Research shows that when people exclusively hear about someone's struggles, they assume that person should solve their problems without outside support. Be sure to offer both—individuals' stories and the big-picture solution. We want to tell long-term narratives that point audiences toward future solutions rather than dwell on problems.

5

## **Think in systems, not in silos**

Much of Delaware's early childhood field is dependent upon (and crippled by) a program-first approach, where policy is defined by a set of siloed programs (ex: home-visiting, pre-K, Head Start, child care, etc.). A comprehensive early childhood system recognizes and designs for connections between services and programs, and leverage those connections to improve outcomes.

# Chapter 6

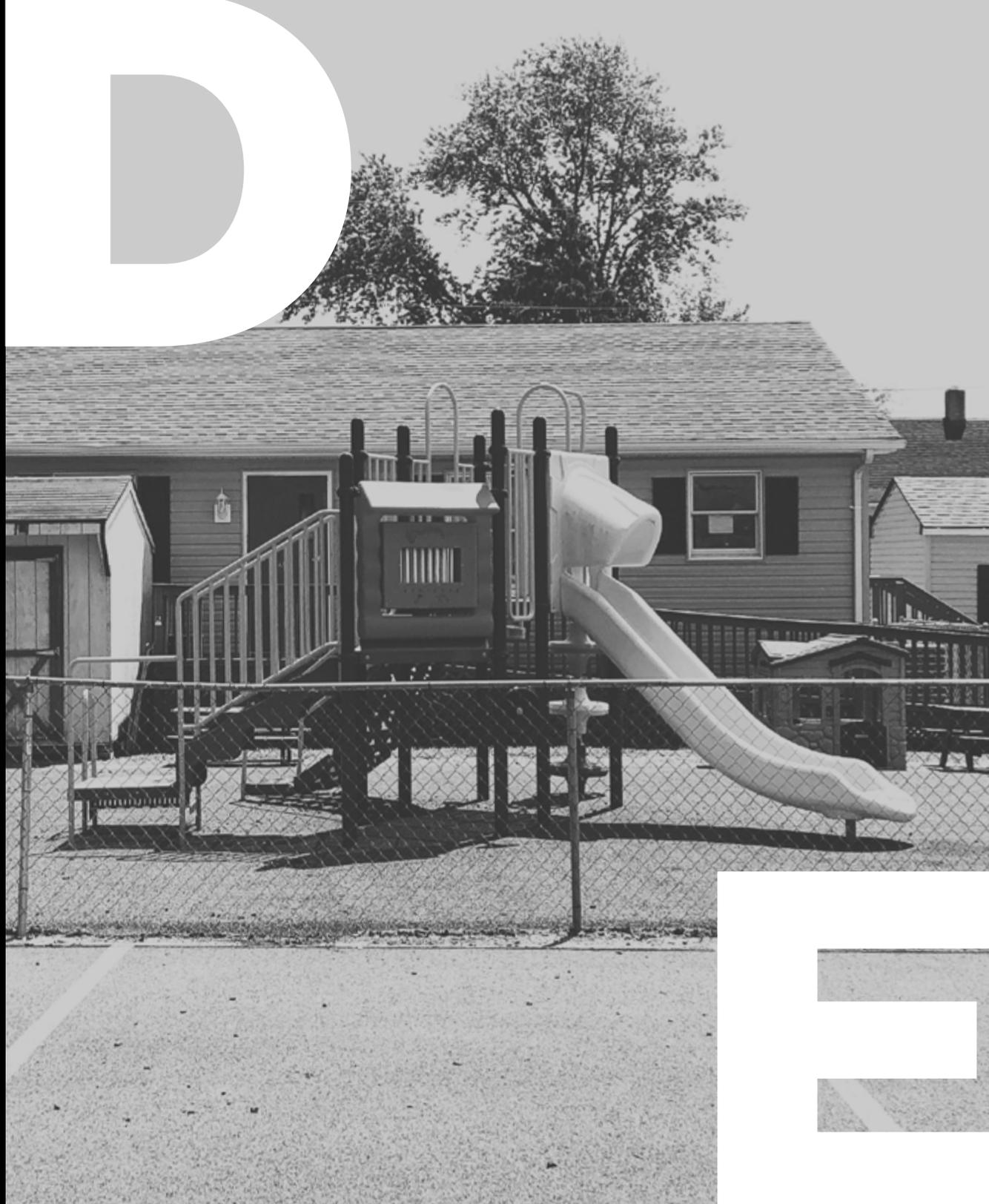
## *Conclusion*

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USER EXPERIENCE NEEDS ASSESSMENT

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D



E

The science is clear: Children's early experiences set the stage for lifelong success.

The research is clear: For every dollar spent on early childhood care and education, there is a 10-15% return on investment. Those with access to early childhood education earn more money, pay more taxes, and cost the state fewer resources.

Making child care and education accessible, affordable, and high quality is an obvious investment in Delaware's future. But today, this convergence is so rare families feel "lucky" when they find it.

It doesn't have to be this way.

We must work to value child care and education in the same way we value our children. We can no longer afford to consider this “women’s work.” We must consider it “essential work.”

Because when we invest in Delaware’s future, the benefits ripple to us all.



# Appendix

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USER EXPERIENCE NEEDS ASSESSMENT

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DDOE / EY PARTHENON / IDEO

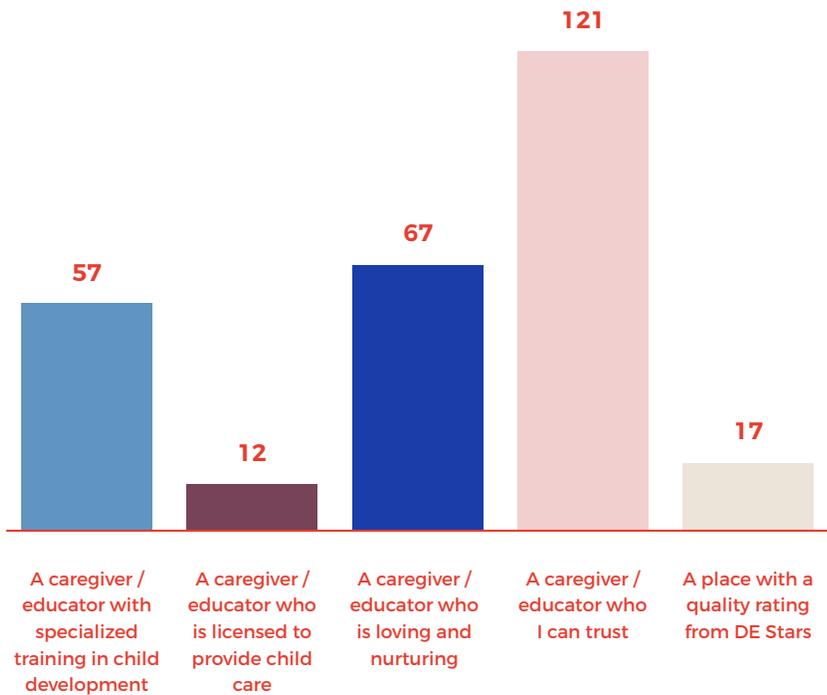
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### Survey Results

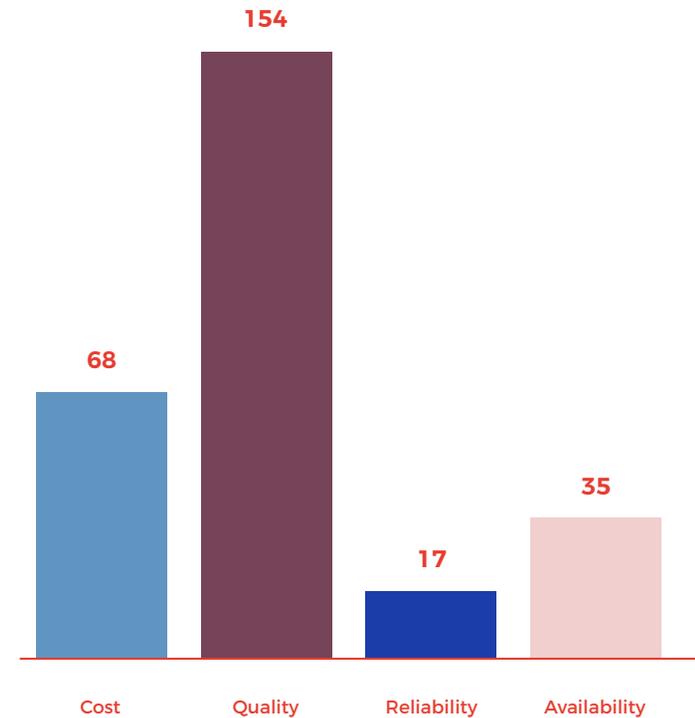
*Question*

**HERE IS A LIST OF WHAT MANY PARENTS VALUE WHEN THEY ARE SEEKING EARLY CHILDHOOD CARE AND EDUCATION. WHAT DO YOU VALUE MOST?**



*Question*

**WHAT IS YOUR SINGLE BIGGEST CONCERN ABOUT EARLY CHILDHOOD CARE AND EDUCATION?**



## Appendix

### USER EXPERIENCE NEEDS ASSESSMENT

#### Question

#### **IF YOU COULD TELL POLICYMAKERS ONE THING YOU'D LIKE TO SEE CHANGE RELATED TO DELAWARE'S EARLY CHILDHOOD SYSTEM, WHAT WOULD IT BE?**

“ 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

“ There needs to be more equity in opportunities. I pay a fortune for early childhood education and care, but many families in Delaware are not able to do the same. Their children deserve the same level of care and school preparation as mine. ”

PARENT, NEW CASTLE

“ Quality childcare needs to be affordable and attainable for ALL families. ”

PARENT, NEW CASTLE

“ Affordable education is hard to find in lower Delaware for children in preschool. ”

PARENT, SUSSEX

“ You should not have to be low income in order to qualify. ”

PARENT, KENT

“ More emphasis on the importance of play in early childhood. Let children learn through play while being kids! ”

PARENT, SUSSEX

“ Create one early childhood system with one set of policies and procedures for all families and staff. There are too many different rules/guidelines in DE. Rules are different in private Pre-K, child care, public Pre-K, Head Start, Birth-3 early intervention, and home visiting. This is too difficult for families and staff. ”

PARENT, NEW CASTLE

“ In my area there is never enough space for a child, so you always have to be put on a waiting list... I am a grandmother and I actually take care of my grandkids so my daughter can work... they are too expensive for a single mother, and also you have to wait too long to get into a center. ”

GRANDPARENT, SUSSEX

“ I would like to see things planned better. It seems like everything is thrown together without thinking all the steps through. (i.e., Let's move the pre-K from lower Sussex schools to one location... And then the 3-4 year old kids will be on the bus for 1.5 hrs each way). ”

PARENT, SUSSEX

“ Make more money available to early childhood education. It builds the foundations our children need to succeed. ”

PARENT, KENT

“ Every single provider really needs to have a special needs specialist on staff. Being repeatedly told your toddler has needs that are “too complex for this center to handle” is frustrating. ”

PARENT, SUSSEX

“ Increase the Purchase of Care threshold so more families can have financial support for quality care. ”

PARENT, NEW CASTLE

“ The cost to have my child cared for while I work should not exceed my salary. ”

PARENT, KENT

## Appendix

### USER EXPERIENCE NEEDS ASSESSMENT

#### Question

### IF YOU COULD TELL POLICYMAKERS ONE THING YOU'D LIKE TO SEE CHANGE RELATED TO DELAWARE'S EARLY CHILDHOOD SYSTEM, WHAT WOULD IT BE?

“ Find a way to provide affordable, quality, trustworthy childcare for peoples' kids who can't go to school yet. The current costs are what is stopping me from having a third kid which we would really like. ”

PARENT, NEW CASTLE

“ The caregivers definitely need a pay increase. They have a tremendous responsibility caring for our children. ”

PARENT, SUSSEX

“ Offer full day for 3 year olds. ”

PARENT, KENT

“ Every classroom needs a nurturing, highly-qualified and highly-paid teacher who will stay! ”

PARENT, KENT

“ I'd like to have child care options for parents that work overnight shifts such as at a hospital. ”

PARENT, KENT

“ More information regarding what the kids are doing in class so that us parents can do the same and help as well. ”

PARENT, NEW CASTLE

### RESPONDENT DEMOGRAPHICS



# Appendix

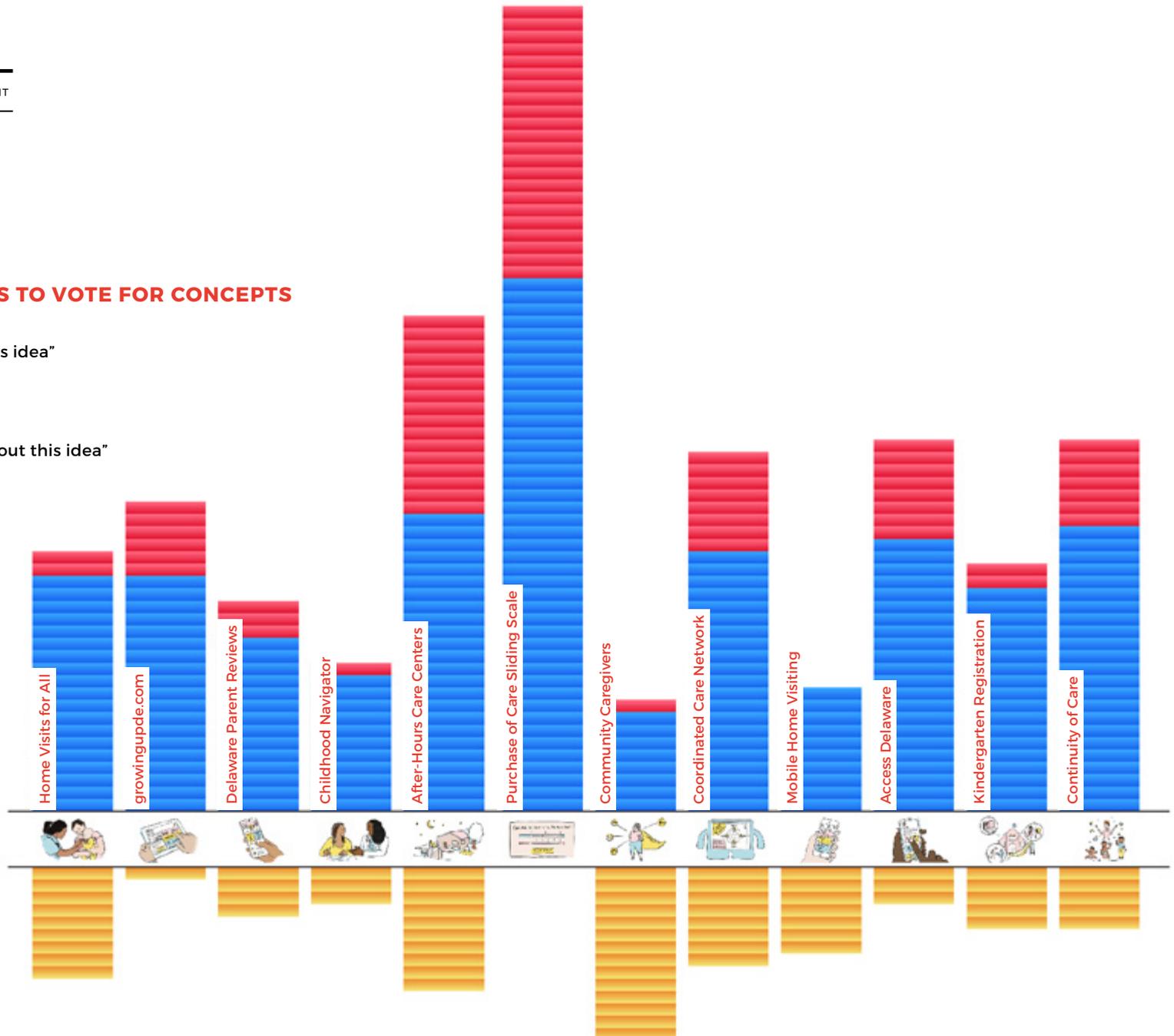
USER EXPERIENCE NEEDS ASSESSMENT

## Concept Voting

Prompt

**USE THESE STICKERS TO VOTE FOR CONCEPTS**

-  "I love / really need this idea"
-  "I like this idea"
-  "I don't like or care about this idea"



## ECC Workshop Voting

*Prompt*

**COMPLETE THE SENTENCE.  
USING THREE STICKERS ON  
EACH SIDE OF THE BOARD.**





# 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*

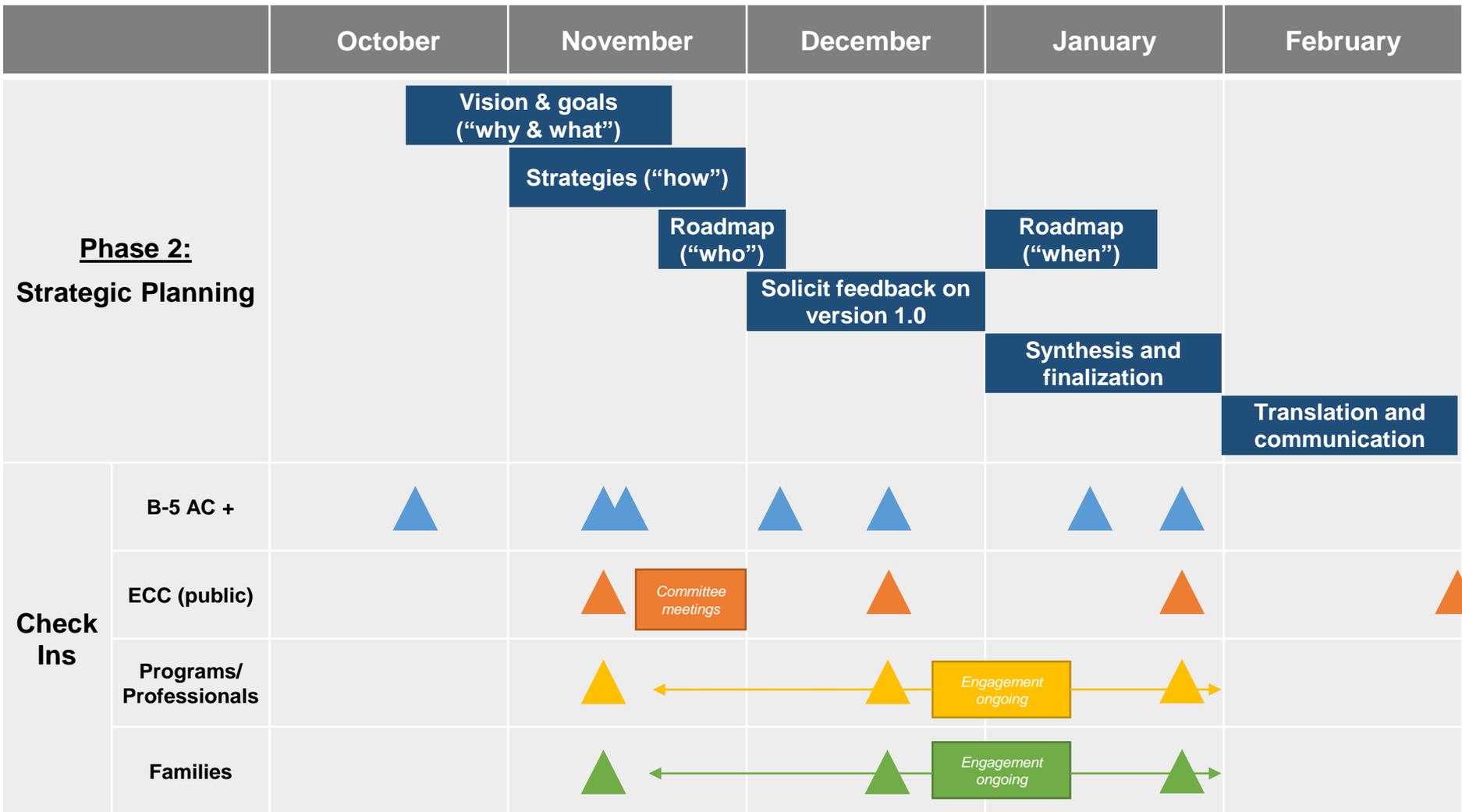
*quantitative analysis*

 <b>Field Research</b>	 <b>Internal Stakeholder Interviews</b>	 <b>Data Systems Assessment</b>	 <b>Program/ Professional Data Analysis</b>
<b>410+</b> <i>stakeholders engaged</i>	<b>6</b> <i>DOE interviews</i>	<b>17</b> <i>DOE interviews</i>	<b>4</b> <i>DOE databases</i>
<b>22</b> <i>in-depth interviews</i>	<b>8</b> <i>DHSS interviews</i>	<b>22</b> <i>DHSS interviews</i>	<b>3</b> <i>DHSS databases</i>
<b>6</b> <i>pop up design sessions</i>	<b>3</b> <i>DSCYF interviews</i>	<b>2</b> <i>DSCYF interviews</i>	<b>2</b> <i>DSCYF interviews</i>
<b>5</b> <i>families shadowed</i>	<b>13</b> <i>Other interviews</i>		<b>2</b> <i>Other databases</i>



# 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

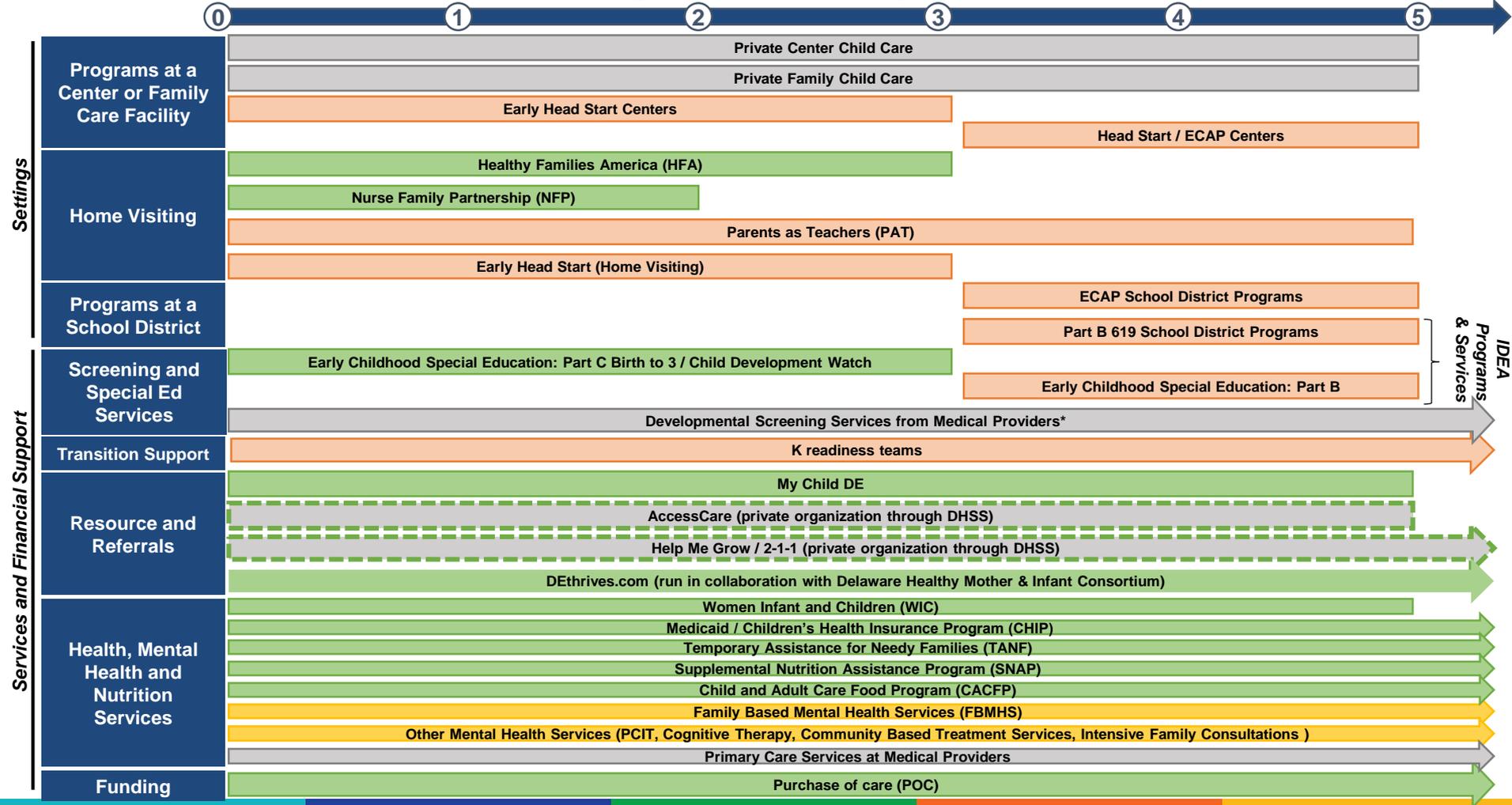
- ▶ Approach Co-Design



# 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
<b>1,209</b> enrolled in Head Start centers	<b>277</b> enrolled in HFA and NFP	<b>1,943</b> enrolled in Part B 619 programs	<b>1,413</b> receiving Part C CDW services	<b>27,418</b> receiving Medicaid
<b>1,532*</b> enrolled in ECAP Programs	<b>148**</b> enrolled in EHS Home Visiting	<b>1,532*</b> enrolled in ECAP Programs		<b>17,161</b> receiving SNAP
<b>90**</b> enrolled in EHS centers	<b>490</b> enrolled in Parents as Teachers			<b>11,988</b> enrolled in WIC
				<b>10,346</b> receiving POC
				<b>2,238</b> receiving CHIP
				<b>1,692</b> receiving TANF

*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.

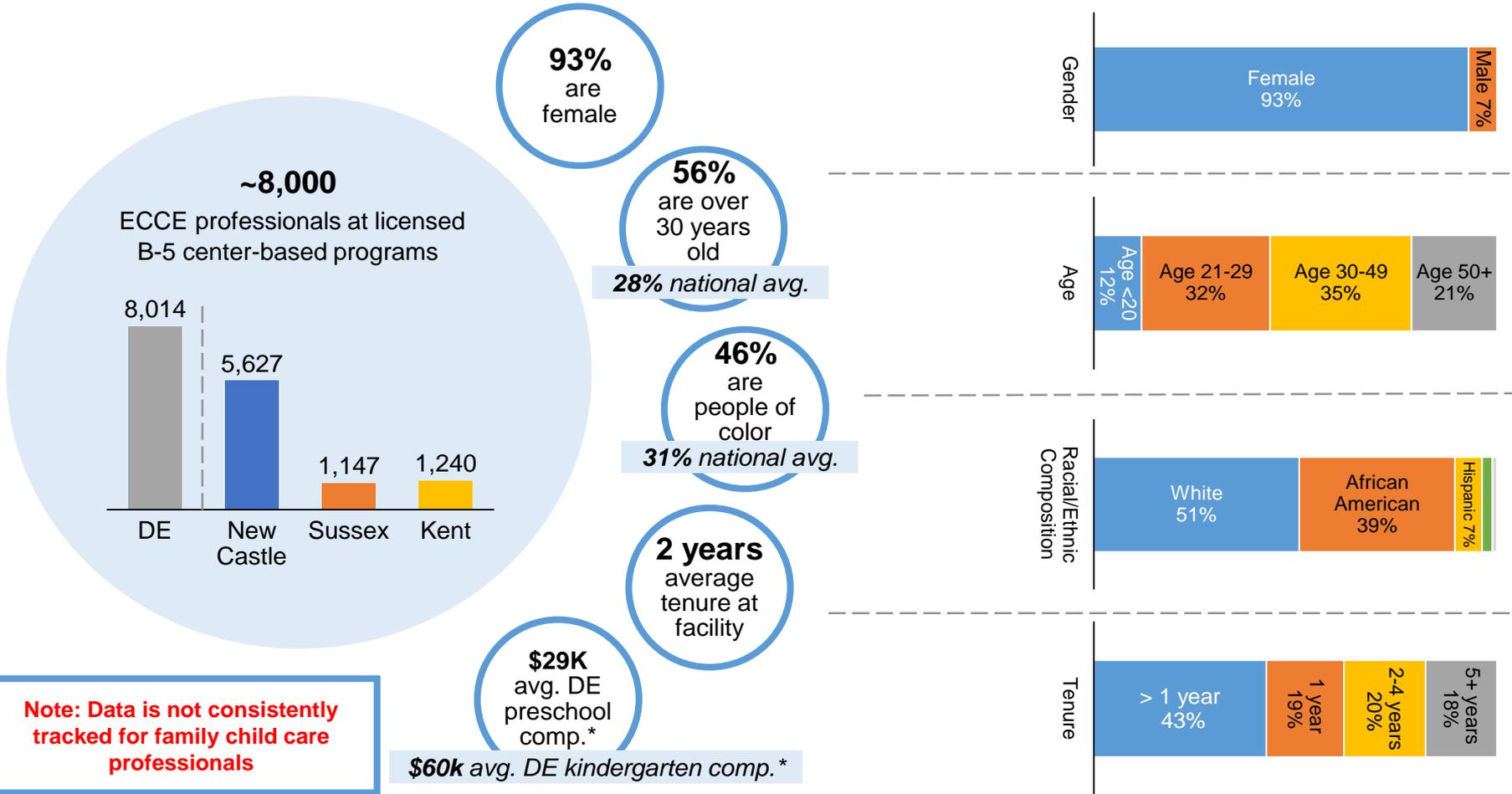
Source: PDG B-5 Data Systems Assessment, US Census



# 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]



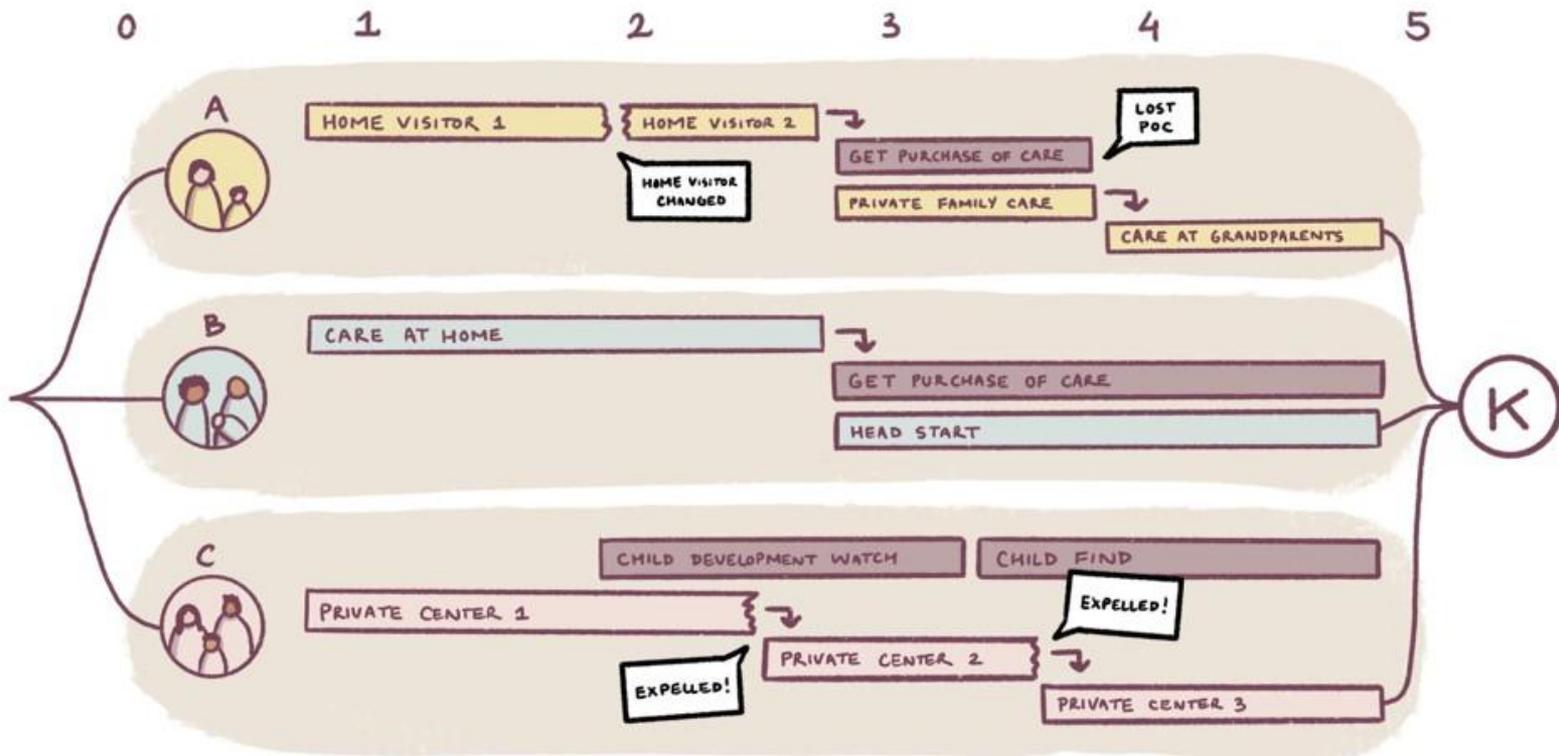
\*includes preschool and kindergarten teachers in both public and private settings  
Source: Focus database (2019), NAEYC P2P Report (2016), Delaware Department of Labor



# 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

- ▶ Process
- ▶ Overview of Landscape
- ▶ **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...

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

- ▶ 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**

# Agenda

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



# Approach Co-Design

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

**Step 1**  
October 23<sup>rd</sup>

**Align on the strategic issues within each opportunity and enabler**

**Step 2:**  
November 12<sup>th</sup>/13<sup>th</sup>

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

This is an iterative process

**Step 3:**  
November 19<sup>th</sup> ECC Subcommittee Meetings

Continue to identify approaches and consider feasibility

*Reconsider infeasible approaches; design additional ones*

*Reconsider deprioritized approaches; design additional ones to address opportunities*

**Step 4:**  
November 19<sup>th</sup> and December 4<sup>th</sup>

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

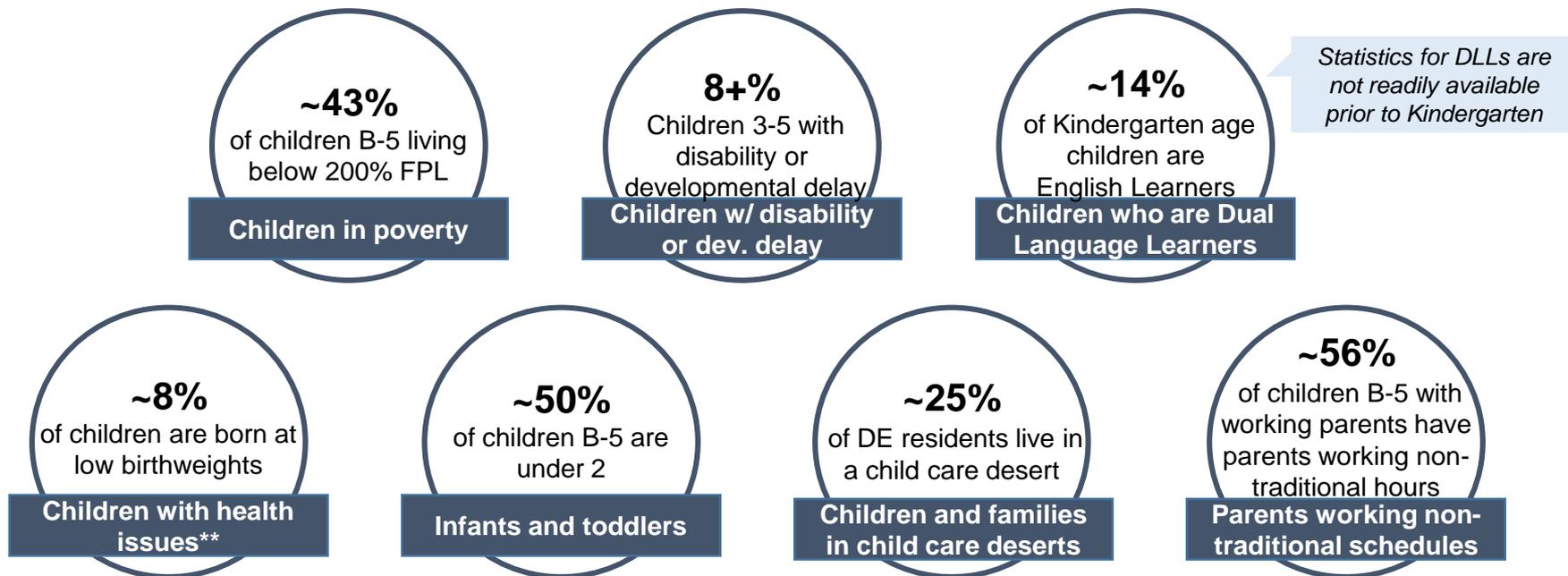
**Feeds into roadmap**



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



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><b>Increase access to flexible program operating models and schedules</b></p>	<p><b>Offer flexible 24/7 care options to families through coordinated program networks</b></p>	<ul style="list-style-type: none"> <li>▶ State facilitates and provides support to partnerships between programs with complementary hours to create coordinated 24-hour options for families</li> <li>▶ Utilize pool of existing babysitters to fill gaps for non-traditional hours with strict quality standards</li> </ul>
	<p><b>Enable more FCC's to offer overnight care by modifying regulation constraints</b></p>	<ul style="list-style-type: none"> <li>▶ Modify existing regulations to enable FCCs to offer overnight, quality-assured programming</li> </ul>
	<p><b>Increase availability of extended hours / days of care to families (i.e., before and after care, evening care, weekend care) through financial incentives</b></p>	<ul style="list-style-type: none"> <li>▶ Offer higher reimbursement rates for programs that offer extended hours commensurate with the cost of care</li> <li>▶ 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</li> </ul>
	<p><b>Partner with employers to offer on-site care, prioritizing employers of large workforces with non-traditional schedules</b></p>	<ul style="list-style-type: none"> <li>▶ 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</li> </ul>



New Approach A

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New Approach C



# Approach Co-Design

## Availability: Emerging approaches for prioritization

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

**Question:** What approaches are most promising? Missing?



New Approach A

New Approach B

New Approach C



New Approach A

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# 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><b>Develop a quality rating system that families value and can trust</b></p>	<p><b>Incorporate Star ratings and family reviews</b></p>	<ul style="list-style-type: none"> <li>▶ Develop a family-focused quality rating platform that includes Star ratings and family reviews</li> <li>▶ Incorporate parent feedback into current Stars model, weighing familial feedback into the overall Star rating</li> </ul>
<p><b>Expand program participation in quality rating system</b></p>	<p><b>Mandate Stars participation as a condition of licensure</b></p>	<ul style="list-style-type: none"> <li>▶ 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)</li> <li>▶ Automatically enroll all licensed programs in Stars</li> </ul>
<p><b>Support all programs in improving their quality</b></p>	<p><b>Establish cohorts seeking to improve quality that receive support</b></p>	<ul style="list-style-type: none"> <li>▶ 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</li> </ul>
	<p><b>Expand TA/PD available in areas programs most often struggle</b></p>	<ul style="list-style-type: none"> <li>▶ Include targeted offerings focused on quality improvement for at-risk programs and those that opt-in</li> <li>▶ Integrated/tiered PD for programs as they go through the Stars process to understand how they are evaluated and the expectations of them</li> </ul>



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New Approach A

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New Approach A

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# Quality: Emerging Approaches for prioritization

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

**Question:** What approaches are most promising? Missing?



New Approach A

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# 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><b>Expand access to fully subsidized care for families with the greatest needs</b></p>	<p><b>Create one system for families to find vacant POC only seats that meet their needs</b></p>	<ul style="list-style-type: none"> <li>▶ Families that are eligible for POC are automatically directed to user-friendly platform to identify available POC only vs. POC+ seats in their area</li> </ul>
	<p><b>Offer financial incentives to increase supply of fully-subsidized seats in POC only deserts</b></p>	<ul style="list-style-type: none"> <li>▶ Offer higher reimbursement rates for POC only seats to programs in POC only deserts</li> </ul>
	<p><b>Limit percentage of POC seats that are POC+</b></p>	<ul style="list-style-type: none"> <li>▶ Mandate that POC+ can make up no more than 50% of a program's total POC seats</li> </ul>
<p><b>Expand access to affordable care for all families</b></p>	<p><b>Offer POC on a sliding scale to families at low- to moderate-income levels</b></p>	<ul style="list-style-type: none"> <li>▶ 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</li> </ul>



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New Approach C



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# Affordability: Emerging approaches for prioritization

Objective	Emerging approaches	How this could look / additional details
<p><b>Enable programs to provide more affordable options to families</b></p>	<p><b>Support programs with the administrative requirements around accepting POC</b></p>	<ul style="list-style-type: none"> <li>▶ Offer POC administrative support and technical assistance to networks of programs accepting the subsidy</li> </ul>
	<p><b>Reimburse programs based on the cost of care and the cost of quality</b></p>	<ul style="list-style-type: none"> <li>▶ 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)</li> </ul>
<p><b>Leverage existing funding streams in different ways to improve and expand publicly funded programs and services</b></p>	<p><b>Offer technical assistance to LEAs to expand use of existing funding streams to serve children and families more effectively</b></p>	<ul style="list-style-type: none"> <li>▶ 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)</li> </ul>

**Question:** What approaches are most promising? Missing?



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



New Approach A

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# Identifying and Navigating Programs/Services: Emerging Approaches for prioritization

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

**Question:** What approaches are most promising? Missing?



New Approach A

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



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# High-quality, stable workforce: Emerging Approaches for prioritization

Objective	Emerging Approaches	How this could look / additional details
<p><b>Increase the number of high-quality professionals entering ECCE (2 of 2)</b></p>	<p><b>Marketing campaign to recruit additional ECCE professionals</b></p>	<ul style="list-style-type: none"> <li>▶ 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</li> </ul>
	<p><b>B-5 and K-12 pay parity</b></p>	<ul style="list-style-type: none"> <li>▶ Statewide legislation mandating B-5 and K-12 teacher pay parity</li> </ul>
	<p><b>Access to shared healthcare benefits administered by the State</b></p>	<ul style="list-style-type: none"> <li>▶ Ensure all ECCE professionals have access to healthcare benefits through a State-administered system</li> </ul>
	<p><b>Expand Wage\$ program to include all programs</b></p>	<ul style="list-style-type: none"> <li>▶ Allow all professionals to participate in Wage\$, even if they are not employed at a Stars-rated program</li> </ul>



New Approach A

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# High-quality, stable workforce: Emerging Approaches for prioritization

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

**Question:** What approaches are most promising? Missing?



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# High-quality, stable workforce: Emerging Approaches for prioritization

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



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



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## **Preschool Development Grant Birth through Five (PDG B-5) Frequently Asked Questions**

### **What is the Preschool Development Grant Birth-Five?**

Delaware was awarded a \$4.2 million Preschool Development Grant (PDG B-5) to help strengthen its early childhood mixed delivery system. Delaware’s early childhood mixed delivery system includes private and public programs and services provided in a diverse range of settings such as homes, private child care centers, faith- and community-based child care centers, school districts, and many others.

This federal grant will allow Delaware to improve the design of our system so that all children receive high quality early learning experiences and have successful transitions prior to and into kindergarten. The grant requires Delaware to complete a comprehensive statewide birth through five needs assessment and subsequently develop a strategic plan. The grant also requires the state to determine how data systems can be put in place to understand the population of all children and their families and make decisions on how to best meet their diverse needs.

[Check out Delaware’s PDG B-5 website, which has our full application posted, here.](#)

### **What are the guiding principles of our work?**

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

While the activities proposed in this grant application are focused for children birth through age five (B-5), Delaware embraces high-quality birth to age eight services as part of a broader statewide strategy to ensure that children’s transitions from the B-5 system into the K-12 system are seamless. Five core principles (described below) guide Delaware’s vision for quality, coordination, alignment, and efficiency of programs and services within the state’s early childhood mixed delivery system.

- Whole-Child Development.
- Birth-Through-Third Grade Learning.
- Family Knowledge and Choice.
- Inclusion and Access for All.
- Collaboration Across Sectors, Agencies, and Organizations.

[Read more about our guiding principles in Delaware’s PDG B-5 application on page 7 of 61](#), using the bookmark “B-5 Mixed Delivery System Vision.”

### **Who is managing the PDG B-5 project?**

The Office of Early Learning (OEL) within the Department of Education is the lead agency responsible for coordinating the grant activities. A Birth-Five Accountability Committee has been named to oversee the grant project. This team includes representatives from all agencies who touch children birth to five and their families, from the Department of Health and Social Services (DHSS), Department of Education (DOE), Department of Services for Children, Youth, and Their Families (DSCYF), and Delaware Department of Technology and Information (DTI). Advisors to the project include the Interagency Resource Management Committee and the Delaware Early Childhood Council.

### What exactly is the work supported by the PDG B-5 grant?

Over the next six months, the team will conduct a needs assessment and develop the strategic plan. The needs assessment will be complete towards the end of September and is divided into two parts: 1) mapping the experiences of families and learning from early childhood professionals to identify opportunities to coordinate services across the B-5 mixed delivery system with human-centered designs, especially at key transition points; and 2) assessing how the State can integrate B-5 data systems, including how to count the unduplicated number of children receiving and awaiting services in the State's mixed delivery system. We are particularly excited about the work we are undertaking to understand and design processes from the perspective of Delaware families. This approach will ensure children and families are at the center of our strategies for future improvements.

Developing the strategic plan will follow the needs assessment and is currently scheduled to be complete at the end of 2019. Both activities, the needs assessment and strategic plan, will draw upon diverse stakeholders from across the state with an emphasis on understanding the availability of services and the experiences of vulnerable and underserved children.

### How is this work connected to other statewide early childhood initiatives?

This project will build on the progress Delaware has made in strengthening its services and supports for its youngest citizens and their families and provides an opportunity to update the Delaware Early Childhood Council's strategic plan that ended in 2018. Our goal is for the PDG B-5 work to integrate initiatives that are already underway or beginning soon. These include the integration of the Office of Child Care Licensing into the Department of Education; the Maternal, Infant, and Early Childhood Home Visiting Program needs assessment; trauma informed care training; Delaware Readiness Teams' kindergarten registration campaign; investments in longitudinal data systems; and the revision of Delaware Stars, to name only a few.

### How can I share about my experiences in the early childhood mixed delivery system?

If you are interested in sharing your story, please go to our [user experience needs assessment website](https://www.earlylearningde.com/). There, you can learn more about our process and ways to engage in this important work: <https://www.earlylearningde.com/>

### How do I stay engaged?

Continue to [check out Delaware's PDG B-5 website](#) for updates, opportunities to engage in the work, and connections to social media.

Thank you for your support of our youngest citizens' growth, development, and learning!

# DIEEC Professional Development Opportunities Calendar

**Kent County**

**December 2019**

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

DATE/TIME	TITLE	LEVEL	HOURS	LOCATION	PRICE
12/10/2019 06:30 pm 12/12/2019 06:30 pm	Child Assessment for Administrators: Polishing the Lens	Intermediate OA	6.00	DIEEC Dover Office- Blue Hen Mall Corp., Center, Suite 1E 655 Bay Road, Dover	\$20.00

# DIEEC Professional Development Opportunities Calendar

**Kent County**

**January 2020**

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

DATE/TIME	TITLE	LEVEL	HOURS	LOCATION	PRICE
01/07/2020 06:30 pm 01/09/2020 06:30 pm	Implementing Teaching Strategies Gold	Intermediate OA	6.00	POLYTECH Adult Education 823 Walnut Shade Rd., Woodside	\$20.00
01/27/2020 06:30 pm 01/29/2020 06:30 pm	Child Assessment for Teachers: The Power of Practice	Intro OA	6.00	DIEEC Dover Office- Blue Hen Mall Corp., Center, Suite 1E 655 Bay Road, Dover	\$20.00

# DIEEC Professional Development Opportunities Calendar

**Kent County**

**February 2020**

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

DATE/TIME	TITLE	LEVEL	HOURS	LOCATION	PRICE
02/08/2020 09:00 am	Giving Care to the Caregiver: Recognizing Compassion Fatigue and How to Plan for Balance	Intro PR	4.00	DIEEC Dover Office- Blue Hen Mall Corp., Center, Suite 1E 655 Bay Road, Dover	\$18.00
02/18/2020 06:30 pm 02/25/2020 06:30 pm	Developing Relationships, Developing Brains: Infants and Toddlers	Intermediate CD	4.00	DIEEC Dover Office- Blue Hen Mall Corp., Center, Suite 1E 655 Bay Road, Dover	\$18.00
02/24/2020 06:30 pm 02/27/2020 06:30 pm	Explore STEAM with Making and Tinkering	Intermediate CE	4.00	DIEEC Dover Office- Blue Hen Mall Corp., Center, Suite 1E 655 Bay Road, Dover	\$18.00

# DIEEC Professional Development Opportunities Calendar

**New Castle County**

**December 2019**

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

DATE/TIME	TITLE	LEVEL	HOURS	LOCATION	PRICE
12/02/2019 06:00 pm	Success Through Focus: Brain Breaks and Energizers	Intermediate SE	2.00	Bancroft Elementary School 700 N. Lombard St., Wilmington	\$0.00
12/07/2019 09:00 am	Culturally Responsive Teaching	Intermediate PR	4.00	501 South College 501 South College Avenue, Newark	\$18.00
12/10/2019 06:30 pm	Kindergarten Readiness	Intermediate CE	3.00	501 South College 501 South College Avenue, Newark	\$15.00
12/13/2019 09:00 am	A Director's Guide to Ethics: Leadership Seminar	Advanced MA	3.00	501 South College 501 South College Avenue, Newark	\$10.00

# DIEEC Professional Development Opportunities Calendar

**New Castle County**

**January 2020**

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

DATE/TIME	TITLE	LEVEL	HOURS	LOCATION	PRICE
01/07/2020 06:30 pm 01/09/2020 06:30 pm 01/14/2020 06:30 pm 02/11/2020 06:30 pm 02/13/2020 06:30 pm	Promoting Social and Emotional Wellness PLUS: Teaching tools for life to maximize children's potential	Intermediate SE	10.00	501 South College 501 South College Avenue, Newark	\$10.00
01/13/2020 06:30 pm 01/15/2020 06:30 pm	Child Assessment for Administrators: Polishing the Lens	Intermediate OA	6.00	501 South College 501 South College Avenue, Newark	\$20.00
01/13/2020 06:30 pm 02/10/2020 06:30 pm	Developing Relationships, Developing Brains: Infants and Toddlers	Intermediate CD	4.00	Claymont Community Center 3301 Green Street, Claymont	\$18.00
01/28/2020 06:00 pm	Healthy Together: Teaching Nutrition and Healthy Living to Preschool Children	Intermediate HS	2.00	Delaware Museum of Natural History 4840 Kennett Pike, Wilmington	\$5.00
01/29/2020 06:30 pm	Planning with Intention: Infants and Toddlers	Intermediate CE	3.00	501 South College 501 South College Avenue, Newark	\$10.00

# DIEEC Professional Development Opportunities Calendar

**New Castle County**

**February 2020**

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

DATE/TIME	TITLE	LEVEL	HOURS	LOCATION	PRICE
02/06/2020 06:00 pm 02/20/2020 06:00 pm	Science Up: Birds and Bugs	Intro CE	4.00	Delaware Museum of Natural History 4840 Kennett Pike, Wilmington	\$10.00
02/08/2020 09:00 am	Implementing Teaching Strategies Gold	Intermediate OA	6.00	University of Delaware - Downtown Center 13 East 8th Street, Wilmington	\$20.00
02/11/2020 05:30 pm	Seeing Science Everywhere: Seasons and Weather	Intermediate CE	3.00	Delaware Museum of Natural History 4840 Kennett Pike, Wilmington	\$5.00
02/20/2020 06:30 pm 02/22/2020 09:00 am	Flip It: Flipping the Challenging Behavior	Intermediate SE	6.00	501 South College 501 South College Avenue, Newark	\$20.00
02/24/2020 06:30 pm	FCC Business Practices 1: Business Plans and Record Keeping	Intermediate MA	2.00	University of Delaware - Downtown Center 13 East 8th Street, Wilmington	\$10.00
02/25/2020 06:30 pm 02/27/2020 06:30 pm	Giving Care to the Caregiver: Recognizing Compassion Fatigue and How to Plan for Balance	Intro PR	4.00	501 South College 501 South College Avenue, Newark	\$18.00
02/27/2020 05:30 pm	Seeing Science Everywhere: Habitats and Animals	Intermediate CE	3.00	Delaware Museum of Natural History 4840 Kennett Pike, Wilmington	\$5.00

# DIEEC Professional Development Opportunities Calendar

**Sussex County**

**December 2019**

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

DATE/TIME	TITLE	LEVEL	HOURS	LOCATION	PRICE
12/02/2019 06:30 pm	Math 1,2,3: Understanding Children's Math Development	Intro CE	3.00	Adams State Service Center 546 S. Bedford St., Georgetown	\$10.00
12/03/2019 06:30 pm 12/05/2019 06:30 pm	Child Assessment for Administrators: Polishing the Lens	Intermediate OA	6.00	Adams State Service Center 546 S. Bedford St., Georgetown	\$20.00
12/07/2019 09:00 am	Child Assessment for Teachers: The Power of Practice	Intro OA	6.00	Adams State Service Center 546 S. Bedford St., Georgetown	\$20.00

# DIEEC Professional Development Opportunities Calendar

**Sussex County**

**January 2020**

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

DATE/TIME	TITLE	LEVEL	HOURS	LOCATION	PRICE
01/13/2020 06:30 pm 01/15/2020 06:30 pm	Implementing Teaching Strategies Gold	Intermediate OA	6.00	Sussex Central High School 26026 Patriots Way, Georgetown	\$20.00
01/23/2020 06:30 pm	Planning with Intention: Infants and Toddlers	Intermediate CE	3.00	Adams State Service Center 546 S. Bedford St., Georgetown	\$10.00
01/30/2020 06:30 pm 02/03/2020 06:30 pm 02/06/2020 06:30 pm 03/02/2020 06:30 pm 03/05/2020 06:30 pm	Promoting Social and Emotional Wellness PLUS: Teaching tools for life to maximize children's potential	Intermediate SE	10.00	Adams State Service Center 546 S. Bedford St., Georgetown	\$10.00

# DIEEC Professional Development Opportunities Calendar

**Sussex County**

**February 2020**

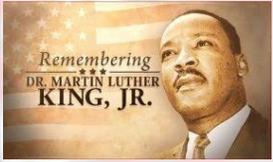
**Register at: [www.dieecpd.org](http://www.dieecpd.org)**

DATE/TIME	TITLE	LEVEL	HOURS	LOCATION	PRICE
02/10/2020 06:30 pm 02/13/2020 06:30 pm 02/20/2020 06:30 pm 03/16/2020 06:30 pm 03/19/2020 06:30 pm	Every Day Math PLUS	Intermediate CE	10.00	Adams State Service Center 546 S. Bedford St., Georgetown	\$10.00
02/22/2020 09:00 am	Differences Matter: The Diversity of Gender in the Early Childhood Program	Intermediate CD	4.00	Adams State Service Center 546 S. Bedford St., Georgetown	\$18.00
02/25/2020 06:30 pm 02/27/2020 06:30 pm	Child Assessment for Administrators: Polishing the Lens	Intermediate OA	6.00	Adams State Service Center 546 S. Bedford St., Georgetown	\$20.00

# December 2019

SUN	MON	TUE	WED	THU	FRI	SAT
1	2 <a href="#">Book Babies, Newark Lib</a>  <a href="#">Basic Computer Classes, Woodlawn Lib</a>	3 <a href="#">Rhythm, Rhyme and Story Time, Hockessin Lib</a>  <a href="#">STEM: Santa's Sleigh, Milford Lib</a>  <a href="#">Santa's Story Time, Newark Lib</a>	4 <a href="#">Sign, Sing and Play, Appo Lib</a>  <a href="#">Butterflies (Early Literacy) Story Time, Georgetown Lib</a>  <a href="#">Parent-Tot Yoga, Rehoboth Lib *fee</a>	5 <a href="#">Toddler Tales, Bear Lib</a>  <a href="#">Jitterbugs, Elsmere Lib</a>  <a href="#">Book Babies, Kirkwood Lib</a>  <a href="#">Free Story time and Fun with Perry the Sugarplum Fairy, Wilmington Public Lib</a>	6 <a href="#">Rhythm, Rhyme &amp; Story Time, Appo Lib</a>  <a href="#">Book Babies, Appo Lib</a> <a href="#">Jitterbugs, Music and Movement, Newark Lib</a>  <b>Holiday Open House @ Rockwood Park</b>	7 <a href="#">Holiday Make-and-Take, Bear Lib</a>  <a href="#">Post-Parade Holiday Celebration, Claymont Lib</a>  <a href="#">Delaware Day Celebration, Elsmere Lib</a>
8	9	10 <a href="#">Santa's Visit and Storytime, Brandywine Lib</a>  <a href="#">Little Jays, Seaford Lib</a>	11 <a href="#">Musical Story Time, Bear Lib</a>  <a href="#">Beach Babies Story Time, Lewes Lib</a>	12 <a href="#">Toddler Tales, Bear Lib</a>  <a href="#">Preschool Story Time, Kent County Lib</a>	13 <a href="#">Musical Storytime, Brandywine Lib</a>  <a href="#">Christmas Traditions from Around the World, Kent County Lib</a>	14 <a href="#">Blood Pressure Ambassadors, Wilmington North Lib</a>
15	16 <a href="#">Santa Green Screen, Route 9 Lib</a>	17 <a href="#">Rhythm, Rhyme and Story Time, Kirkwood Lib</a>	18 <a href="#">Jitterbugs, Brandywine Lib</a>  <a href="#">Infant &amp; Toddler Story Time, Lewes Lib</a>	19 <a href="#">Jitterbugs, Elsmere Lib</a>  <a href="#">Book Babies, Woodlawn Lib</a>	20 <a href="#">One big Storytime! Appo Lib</a>  <a href="#">Tot Time, Rehoboth Lib</a>	21 <a href="#">Spanish Story Time, Newark Lib</a>
22 <a href="#">Bell Ringing Concert, Hockessin Lib</a>  Start	23 <a href="#">Sensory Times, Appo Lib</a>  <a href="#">Book Babies, Brandywine Lib</a>	24	25 	26 <a href="#">Book Babies, Woodlawn Lib</a>  Kwanzaa Start	27 <a href="#">Story Time! Smyrna Lib</a>	28 <a href="#">Build, Build, Build, Hockessin Lib</a>  <a href="#">Story Time in the Barn, Glasgow Park</a>
29	30	31 <a href="#">Two's Year Eve, Appo Lib</a> <a href="#">Noon Year's Party, Brandywine Lib</a> 				

# January 2020

SUN	MON	TUE	WED	THU	FRI	SAT
			1 	2 <a href="#">Book Babies, Kirkwood Lib</a>	3 <a href="#">Rhythm, Rhyme &amp; Story Time, Appoquinimink</a>  <a href="#">First Day of Winter Reading, Brandywine Hundred Lib</a>	4 <a href="#">Computer Basics, Getting Started, Bear Lib</a>  <a href="#">Saturday Storytime for Family, Brandywine Lib</a>  <a href="#">Books, Block and Balls, Claymont Lib</a>
5	6 <a href="#">Sensory Storytimes, Appoquinimink Lib</a>  <a href="#">Jitterbugs, Bear Lib</a>  <a href="#">Story Time with a Twist, Hockessin Lib</a>	7 <a href="#">Preschool Story Time, Bear Lib</a>	8 <a href="#">Sign, Sing and Play, Appoquinimink Lib</a>  <a href="#">Music Story Time, Bear Lib</a>	9	10 <a href="#">Book Babies, Appoquinimink Lib</a>  <a href="#">Caterpillars (Tots) Story Time, Georgetown Lib</a>	11 <a href="#">Sensory Story Time for Ages 1-6, Rt9 Lib</a>
12	13 <a href="#">Jitterbugs, Bear Lib</a>	14 <a href="#">Toddler Tales, Brandywine Lib</a>	15 <a href="#">Butterflies (Early Literacy) Story Time, Georgetown Lib</a>	16 <a href="#">Book Babies, Kirkwood Lib</a>	17 <a href="#">Book Babies, Claymont Lib</a>  <a href="#">Martin Luther King, Jr Celebration, Elsmere Lib</a>	18 <a href="#">Computer Basics, Email Basics, Bear Lib</a>  <a href="#">Winnie the Pooh Day</a>  <a href="#">Winnie the Pooh Day, R9 Lib</a>
19	20 <a href="#">Martin Luther King Jr. Day</a>  <a href="#">DIEEC Offices are closed in observance</a> 	21 <a href="#">Rhythm, Rhyme and Story Time, Hockessin Lib</a>	22 <a href="#">Rhythm, Rhyme and Story Time, Claymont Lib</a>	23 <a href="#">Book Babies, Kirkwood Lib</a>	24 <a href="#">Chinese New Year's Party, Brandywine Lib</a>	25 <a href="#">Paws for People: READ! Appoquinimink Lib</a>  <a href="#">Winter Story and Craft Time, Claymont Lib</a>  <a href="#">Chinese Story Time, Newark Lib</a> 
26	27	28 <a href="#">Rhythm, Rhyme &amp; Story Time, Brandywine Lib</a>	29 <a href="#">Toddler Tales, Hockessin Lib</a>	30 <a href="#">Toddler Tales, Bear Lib</a>	31 <a href="#">Book Babies, Appoquinimink Lib</a>  <a href="#">Caterpillars (Tots) Story Time, Georgetown Lib</a>	