



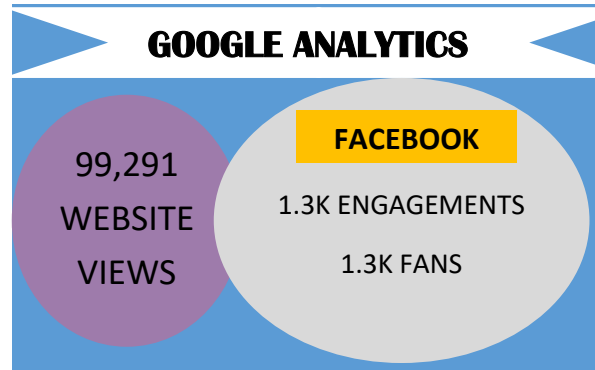
HIGHLIGHTS

- ◆ The development of four bundles is underway and a variety of professional learning experiences will be piloted in the coming months.
- ◆ Five new briefs were posted on the DIEEC website.
- ◆ There are 82 individuals enrolled in five CDA cohorts.
- ◆ In-person training sessions were conducted for the first time since the pandemic.

Communications & Outreach

During the current quarter, DIEEC was successful in meeting communications and engagement deliverables. The Institute produced 3 printed materials and 4 newsletters. There were a total of 379 social media posts including 294 on Facebook, 56 on Instagram, and 29 on Twitter. Additionally, several outreach events and activities were

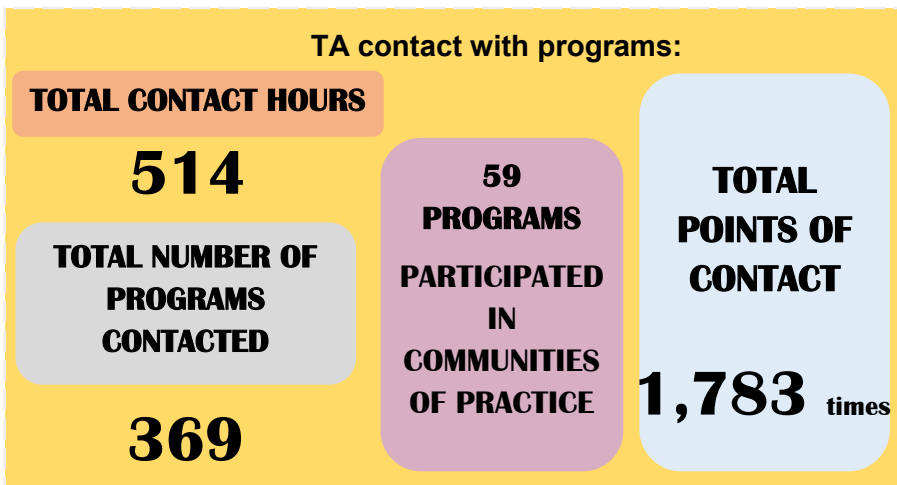
utilized to connect with early childhood professionals during the quarter. These include online Jeopardy, drawings on social media, gift deliveries to new family child care providers, sending flyers to newly licensed programs, delivering welcome packages to programs that enroll in Stars, and provider appreciation videos.



Technical Assistance

Four new technical assistants were added to the DIEEC team, and some of the former-TAs shifted to the professional development coordinator role. Technical assistants have been devoting their time to developing protocols for their work with providers. The new protocol includes five visits as TAs and providers collaboratively

define program goals and engage in the CQI process. As of the end of the quarter, TAs were engaged in the new protocol with 42 centers and 11 family child care programs. They completed 1 visit with 16 programs, 2 visits with 21 programs, and 3 visits with 3 programs. The overall amount of contact that TAs had with their caseload programs during the quarter is displayed in the graphic on the left.



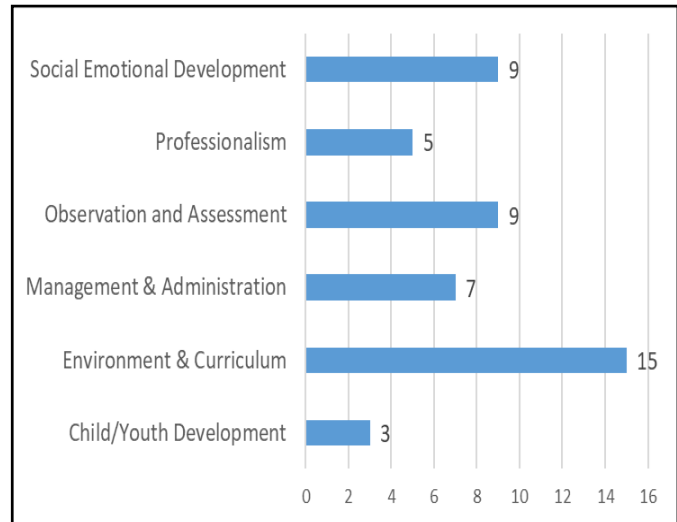


Professional Learning & Specified Professional Learning Initiatives

During the current quarter, DIEEC has focused largely on the development of professional learning experiences (PLEs). The following bundles are in development and will be piloted within the next two months:

- ◆ The Learning Environments team is currently developing “Stronger Together: Culturally Responsive Partnerships among Families and Educators”. This PLE will have various pathways for educators and families to learn alongside one another to increase their knowledge, beliefs and values, and practices around family engagement.
- ◆ Based on interviews with classroom teachers, assistant teachers, and family child care providers, the Family Child Care team identified the need for a PLE focused on responding to children’s behaviors to support healthy emotional development. Pathways will be largely geared toward family child care, with an option available for centers.
- ◆ Interviews with administrators have led the Administrator/Leadership team to design a bundle focused on leadership and teacher support. Various pathways will be available for this bundle including introductory, intermediate, and advanced content.
- ◆ The Career Pathways team has recruited 82 individuals to engage in five cohorts working toward the CDA credential. Cohorts accommodate various groups including preschool, infant, and toddler teachers, family child care providers, and Spanish-speakers. All cohorts will begin in January and end by June 30th.

INDIVIDUALS TRAINED	
DIEEC-SPONSORED PUBLIC	210
OTHER PUBLIC	27
PRIVATE	76
ON SITE	171
DEPDNOW	2003
TOTAL	2487



The chart above on the left displays the number of individuals trained at PD workshops during the current quarter. As is shown, roughly 80% of all individuals trained attended DEPNow trainings. The remaining 20% of individuals attended DIEEC-sponsored or other public trainings (10%), private trainings (3%), and on-site trainings (7%). Five trainings were conducted in-person, for the first time since the pandemic.

The chart above on the right displays the number of trainings administered by topic area. At the high end, there were 15 trainings related to environment and curriculum. At the low end, there were 3 trainings related to child/youth development.



Verification

Per the Delaware Department of Education, verifications remain suspended, the QRIS Revision has been paused, and current star ratings have been removed from public websites.

Research & Evaluation

The Research and Evaluation team continues to support and conduct analyses for internal and external units.

Internal Reporting

During the current quarter internal productivity reports were generated monthly for assessors and technical assistants, and quarterly for professional development instructors. The unit also continues to monitor the implementation process for motivational interviewing (MI). Sample videos were created and coded with the Motivational Interviewing Treatment Integrity (MITI) to work toward coding TA use of MI skills in the subsequent quarter. This will be the next step to gauge progress toward fidelity among technical assistants.

External Reporting

Also during the current quarter, additional analyses of COVID survey data were conducted and 2 briefs were finalized and 1 brief is pending final edits. Additionally, three more briefs that had been in progress were finalized during the current quarter: Demographic Trends on Access to Professional Development during the COVID-19 Pandemic (November 2021); Public Reviews of Delaware Licensed Child Care Centers (November 2021); and Family Child Care in Delaware Stars:

Lessons from the Family Child Care Exit Study (November 2021). All briefs are located at <https://www.dieec.udel.edu/reports/>

Monthly reports were also distributed externally to the Sussex County and Wilmington Early Childhood Education Councils.

We continue to track changes in Stars programs on a quarterly basis. During the current quarter, 4 programs closed and 4 programs joined Delaware Stars. There were no withdrawals from Delaware Stars and no programs were placed on or came off OCCL enforcement action.

STARS PROGRAM CHANGES

	Centers	L/FCC
Total closures	3	1
Total withdrawals	0	0
Total enrollments	0	4
Total placed on OCCL enforcement	0	0
Total removed from OCCL enforcement	0	0

Partnerships

- ◆ Collaborated with WELS partners on database.
- ◆ Partnered with *Empowering Change* on Motivational Interviewing (MI) development.
- ◆ Collaborated with WECEC and CFF on CDA cohort development work.
- ◆ Partnered with Erikson Institute on a new project focused on family child care networks in Philadelphia.