



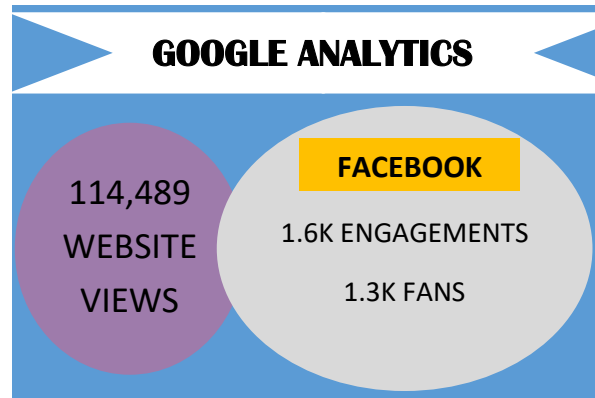
HIGHLIGHTS

- ◆ The new DIEEC website was launched: <https://www.dieec.udel.edu/>
- ◆ 15 individuals were trained on the Climate of Healthy Interactions for Learning & Development (CHILD)
- ◆ Technical assistants engaged in 639 hours of contact with programs.
- ◆ Development of four bundles has begun.

Communications & Outreach

During the current quarter, DIEEC was successful in meeting communications and engagement deliverables. The new DIEEC website was launched. Additionally, the Institute produced 2 printed materials and 3

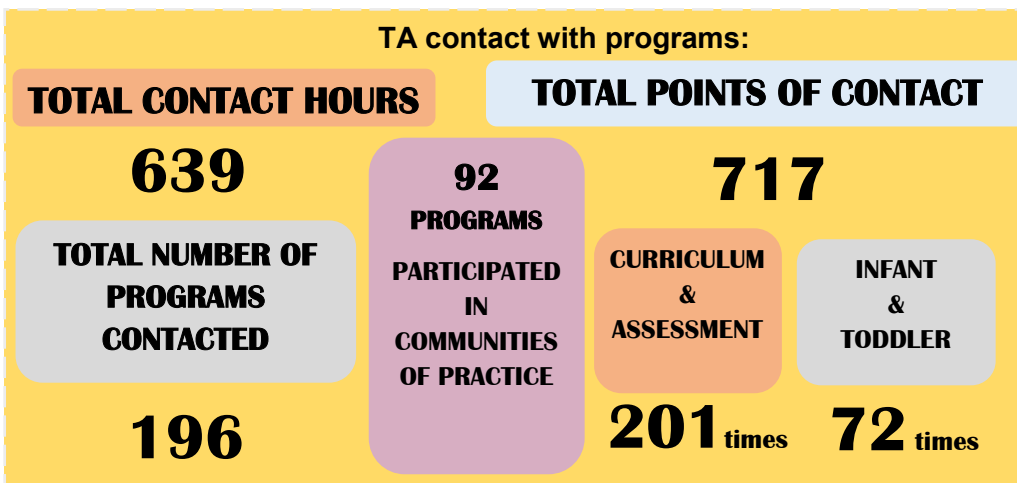
newsletters. There were a total of 481 social media posts including 325 on Facebook, 79 on Instagram, and 77 on Twitter. In the next quarter, updates will be given on outreach plans, including the number of events and participants.



Technical Assistance

The TA role is continually evolving given the shift in focus on the Stabilization Fund in addition to the QRIS revision. Generalist TAs are currently working in collaboration with other staff across the DIEEC to develop bundles. For the current quarter, the amount of contact with programs is reported. Technical assistants were in

contact with 196 programs 717 times for a total of 639 hours. Further, 92 programs participated in communities of practice (COPs). As bundles are developed, TA will be reported as a bundle component rather than independently.





Professional Learning & Specified Professional Learning Initiatives

BUNDLES

DEVELOPMENT IN PROGRESS

Teacher/Child Interactions

Diversity in Families

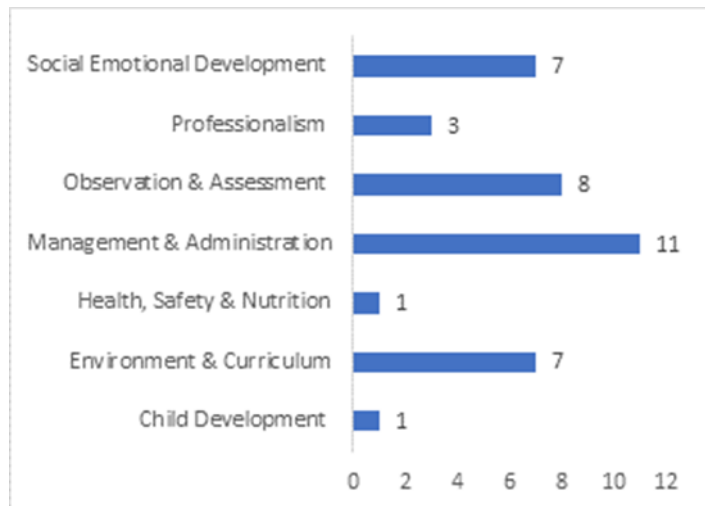
Equity

Supervision, Feedback, and Coaching Cycles

During the current quarter, DIEEC has focused largely on the QRIS revision. One piece of this included the alignment of OCCL regulations with pathways and key practices. The other piece is the development of bundles. We have begun work on four bundles that are focused on teacher/child interactions; diversity in families; equity; and supervision, feedback, and coaching cycles.

The chart to the right displays the number of trainings administered by topic area. In future iterations of this report, topic areas will be reported by bundle rather than individual professional development training sessions. We will also report the number of PD offerings aligned with professional development plans, number of new bundles aligned with the revision, updates on CDA assessment, including number of professionals ready for the CDA assessment, as well as the number of professionals trained on the new registry.

Quarterly Trainings Administered



INDIVIDUALS TRAINED	
DIEEC-SPONSORED PUBLIC	153
OTHER PUBLIC	40
PRIVATE	119
ON SITE	9
DEPDNOW	2798
TOTAL	3119

The chart to the left displays the number of individuals trained at professional development workshops during the current quarter. As is shown, 90% of all individuals trained attended DEPDPNow trainings. The remaining 10% of individuals attended DIEEC-sponsored or other public trainings (6%), private trainings (nearly 4%), and on-site trainings (0.3%). All trainings remained virtual through the current quarter, and we are scheduled to begin in-person trainings in early October, for the first time since the pandemic.

Of those who were trained, feedback from surveys indicated that 97% rated professional development workshops as “good” or “extremely good” and 86% said they plan on making changes to their everyday practice as a result of the workshop.



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. Additionally, the survey for professional development participants was revised and implementation of the new version began halfway through the quarter. The unit also continues to monitor the implementation process for motivational interviewing (MI). TA use of MI skills were documented monthly using a form created internally that aligns with the MITI, which is the most widely-used MI coding tool. Data will continue to be analyzed quarterly as a way to gauge progress toward fidelity. In subsequent months when MI skills are met with proficiency, the research unit will take on the task of coding for MI to ensure fidelity among technical assistants in their work with programs.

External Reporting

Also during the current quarter, analyses of COVID survey data were conducted and 3 briefs were drafted. Data will continue to be analyzed in different ways in subsequent months.

Monthly reports were also distributed externally to the Wilmington Early Childhood Education Council (WECEC) and the Sussex County Early Childhood Council.

We continue to track changes in Stars programs on a quarterly basis. During the current quarter, 3 programs closed and two 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	2	1
Total withdrawals	0	0
Total enrollments	0	2
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 DASL on Stabilization Fund work.
- ◆ Collaborated with DEAEYC to promote COVID survey.
- ◆ Reported monthly Stars participation and Star level breakdown at Wilmington and Sussex County Early Childhood Council meetings.
- ◆ Collaborated with OCCL on revision pathway work.