



HIGHLIGHTS

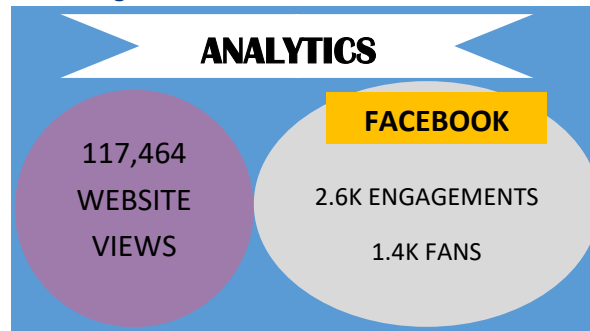
- ◆ 840 individuals participated in 28 PLEs and trainings by other sponsoring agencies.
- ◆ Technical assistants engaged in 247 visits with programs using the newly-developed Continuous Quality Improvement (CQI) TA protocol.
- ◆ Five CDA cohorts were completed. 93 individuals initially started and 53 remained active throughout; 31 completed portfolios and 20 have submitted to the CDA council.

Communications & Outreach

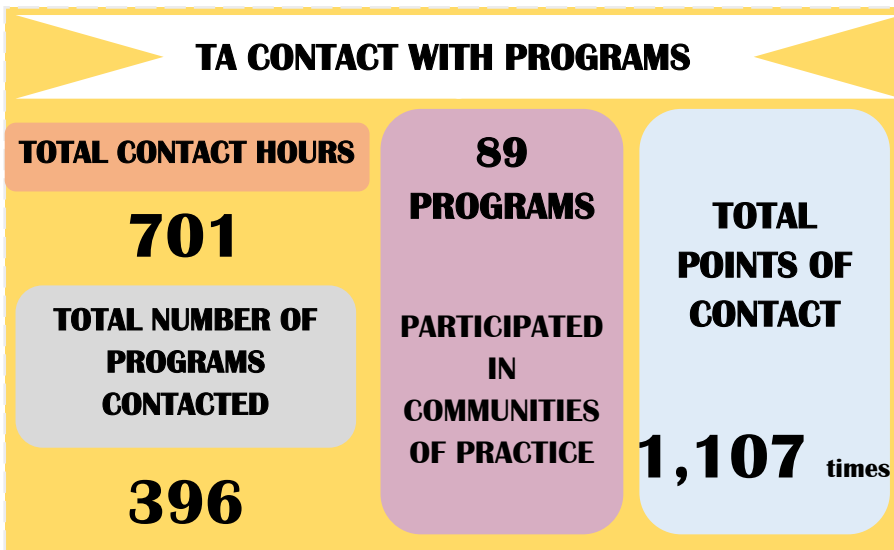
During the current quarter, DIEEC produced 4 printed documents and 4 newsletters (3 REACH and 1 Professional Pursuits). There were a total of 584 social media posts including 276 on Facebook, 242 on Instagram, and 66 on Twitter. In exploring our social media data in greater depth, a few key takeaways were brought to light. Facebook maintains our largest audience by far, compared to Instagram and Twitter. Quarterly Facebook posts that received the most traction were those that showcased early childhood professionals. Panelist spotlights alone reached nearly 2,500 views. Posts that received the greatest response were posted around 4pm, followed by those posted by 9:30am, indicating that followers engage in our social media before and after work. In addition to routine outreach, this quarter added a focus on 1) Week of the Young Child, including a webinar with a diverse panel discussing

teaching resilience in early childhood, 2) Provider Appreciation Day, including giveaway events in Wilmington and Sussex County and a brand new Early Childhood Educator of the Year Initiative, and 3) distribution of COVID-19 test kits throughout New Castle and Sussex counties. Further, 9 new home-based

programs enrolled in Stars this quarter just after receiving gift bag deliveries. This increase in enrollment suggests that gift bag deliveries may be an effective outreach strategy.



Technical Assistance



The chart to the left displays several tallies of technical assistance that occurred during the quarter. Further, TAs continued to engage in the new CQI protocol with program directors and home-based providers. Overall, a total of 114 programs participated in the new CQI protocol visits. 82 protocol visits were completed with family child care programs and 165 protocol visits were completed with center-based programs. TAs also engaged with 18 ECAP organizations in building their Quality Improvement Plans (QIPs).



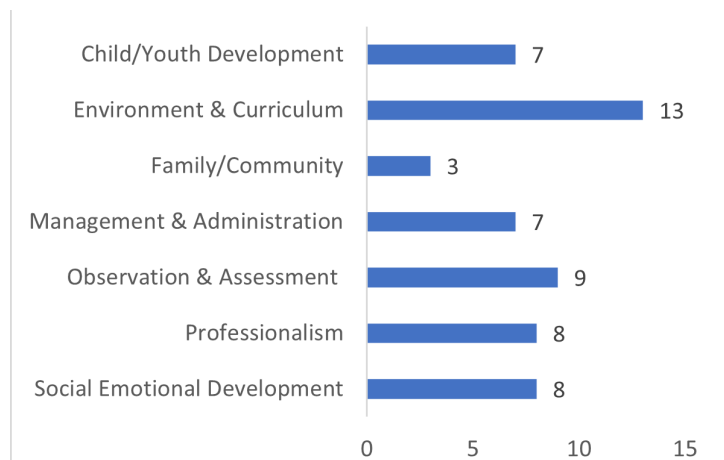
Professional Learning & Specified Professional Learning Initiatives

During the current quarter, DIEEC has continued the development and administration of Professional Learning Experiences (PLEs) in four areas:

- ◆ The Learning Environments team completed “Stronger Together: Culturally Responsive Partnerships among Families and Educators” with one program and began it with five new programs. They also developed and administered “Childhood and Nature: Design Principles for Educators” for the WECEC Provider Appreciation event. Additionally, the team began offering the first round of “Let’s Go Outside,” a PLE aimed at providing equitable access to outdoor spaces where children and their educators can learn, develop, play, and connect with nature.
- ◆ The Leadership and Administration team spent this quarter reflecting on current experiences and adapting PLEs based on lessons learned. The team also began developing three new experiences to be piloted in late summer/early fall: “Fun with Fiscal Management”; “Strength-based Observation and Assessment”; and “ECAP Schoology.”
- ◆ The Home-based team completed the “Shining the Light on You” pilot with 13 participants. The team also delivered 2 PLEs that included individual coaching: “FLIP it! Flipping the Challenging Behavior” and “The Business of Early Childhood: Your Purpose, Passion, and Position as a Leader,” one PLE that included a GRE: “Using Responsive Care Techniques to Foster Social-Emotional Development,” and 2 self-paced experiences. Finally, the FCC network pilot was launched: A provider needs assessment was completed by Erikson Institute; a graphic representation of networks was created; and 36 providers completed the networks interest form.
- ◆ The Career Pathways team completed five cohorts. 93 individuals initially began in the cohorts and 53 of them remained active throughout. Of these individuals, 31 have completed portfolios and 20 have submitted to the CDA council. Cohorts included a total of 72 hours of professional development across 48 sessions. The next round of cohorts are planned to begin in September 2022.

INDIVIDUALS TRAINED	
DIEEC-SPONSORED PUBLIC	193
OTHER PUBLIC	309
PRIVATE	286
ON SITE	52
DEPDNOW	3111

Quarterly Trainings Administered



The chart above on the left displays the number of individuals trained at PD trainings during the current quarter. As is shown, the highest attendance numbers by far were at the DEPDPNow trainings, with about 79% of all individuals trained attending DEPDPNow trainings. All other individuals were trained by other sponsoring organizations and in 28 total DIEEC professional learning experiences, which included 8 group reflective experiences (GRES) and 10 individual coaching sessions.

The chart above on the right displays the number of trainings administered by topic area. At the high end, there were 13 related to environment and curriculum, and at the low end, there were 3 related to family and community. This chart includes all DIEEC PLEs as well as trainings by other sponsoring agencies.



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). The MITI fidelity tool has been used to code a total of 28 TA recordings to monitor their use and development of MI skills. We also administered an annual survey to all licensed programs in Delaware to gather information on DIEEC services and communications. A total of 393 individuals completed the survey. We will use results from surveys to help us improve the services we provide in order to better support early childhood professionals in Delaware.

External Reporting

Also during the current quarter, our third and final COVID-related brief was completed and is now posted to the institute website. Further, a second round of data from ECAP monitoring reports was analyzed to enhance our understanding of what programs look like. Data was similar to the previous quarter. In terms of ECAP statistics for the state of Delaware, our data showed that there were 965 enrolled in ECAP for the contracted fiscal year (roughly three-fourths 4-year olds and one-fourth 3-year olds). There were a total of 109 lead teachers in the state that teach ECAP-funded children, and 88 of them were reported to have a B.A. or higher. Additional statistics will be shared in a future report.

Monthly reports were also distributed externally to the Sussex County and Wilmington Early Childhood Education Councils. These reports provide information on the number of programs in each area, including program closures, enforcement action, and new enrollments in Delaware Stars.

We continue to track changes in Stars programs on a quarterly basis. During the current quarter, 3 programs closed and 11 programs joined Delaware Stars. Two programs were placed on OCCL enforcement action and 2 programs came off OCCL enforcement action. Lastly, no programs withdrew from Delaware Stars.

DELAWARE STARS PROGRAM CHANGES		
	Centers	L/FCC
Total closures	2	1
Total withdrawals	0	0
Total enrollments	1	10
Total placed on OCCL enforcement	2	0
Total removed from OCCL enforcement	2	0

Partnerships

- ◆ Partnered with *Empowering Change* on Motivational Interviewing (MI) development
- ◆ Partnered with Erikson Institute on work related to family child care networks