



This report provides data on engagement, services, and support that DIEEC has provided to early childhood programs and professionals in the state of Delaware during the current quarter.

## Home-Based Supports

- ⇒ The Home-based team conducted 14 professional learning experiences (PLEs) this quarter (7 are still ongoing). These included a mix of virtual, in-person, hybrid, and self-paced options. Each PLE included multiple sessions, for a total of 46 hours of professional learning experiences (ranging from 2 to 7 hours each).
- ⇒ 72 individuals from 64 home-based programs participated in home-based PLEs during the current quarter. 22 home-based programs were engaged in protocol visits with DIEEC technical assistants, and 49 home-based programs were engaged in Communities of Practice during the quarter.
- ⇒ Additionally, 61 programs that were not engaged in TA protocol visits (3 of which do not participate in Delaware Stars) were engaged with TAs in general continuous quality improvement efforts.
- ⇒ 166 home-based professionals were engaged in at least one of three DIEEC supports (any type of PLE, CoPs, any type of TA) during the quarter, representing 33% of home-based programs in Delaware. Further, 48 home-based professionals were engaged in DEPDNow.
- ⇒ During the quarter, the home-based team also tested out a new strategy called Community & Conversations, for engaging programs that are not involved in other opportunities. These monthly in-person meetings will alternate between Sussex and Kent Counties and each one will have a theme and will include topics for discussion and a group activity. The team also started testing out PLE cohorts as a strategy to increase attendance at PLEs.
- ⇒ The health and wellness initiative, “Shining the Light on You” started its fourth round of cohorts with 10 family child care professionals.
- ⇒ Family Child Care Networks were launched this quarter as an additional means to support family child care professionals. A total of 51 home-based educators in 3 networks attended 10 group events throughout Delaware.

## Administrative & Leadership Supports

- ⇒ The Leadership and Administration team conducted 13 professional learning experiences during the quarter (3 are still in progress), also comprised of various virtual, in-person, and hybrid options, for a total of 72 PLE hours offered.
- ⇒ 59 individuals from 55 programs were engaged in administrative and leadership PLEs.
- ⇒ This team also engages in technical assistance with center-based programs. During the current quarter, 68 programs were engaged in TA protocol visits and an additional 123 programs were engaged in general TA continuous quality improvement efforts. 14 programs were engaged in Communities of Practice.
- ⇒ 271 center-based programs were engaged in at least one of 3 DIEEC supports (any type of PLE, CoPs, any type of TA) during the quarter, representing 56% of center-based programs in Delaware. Further, individuals from 233 center-based programs were engaged in DEPDNow.
- ⇒ Results from 355 individuals who responded to our annual survey indicated that their primary means of communication from DIEEC was email, followed by REACH, and then the DIEEC website. Drawing on this data, we began examining our communication strategies during the quarter to better support EC professionals in Delaware.

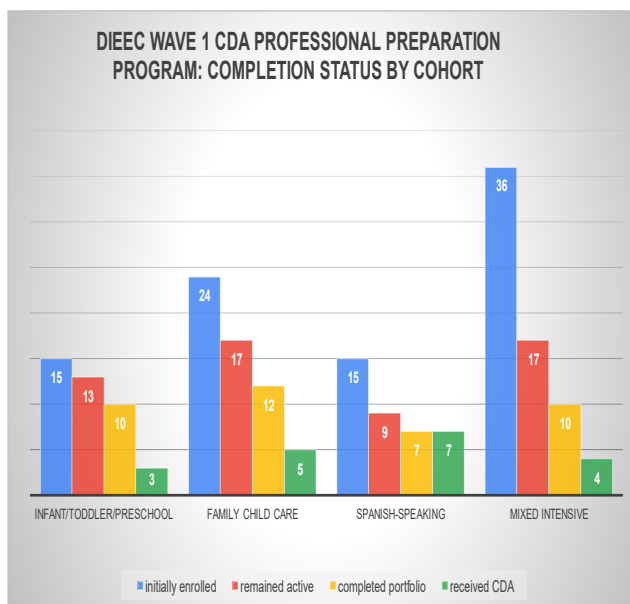


## Learning Environments

- ⇒ The Learning Environments team conducted 21 PLEs targeted to classroom educators (2 are in progress). Their mix of virtual, in-person, hybrid and self-paced options spanned 86 hours. 136 individuals from 98 programs attended at least one of these Learning Environments PLEs.
- ⇒ 11 of the 21 total PLEs were “Stronger Together” sessions, which were administered primarily on-site. This PLE is unique in the way that it provides an opportunity for families and educators to reflect and connect side by side one another. The objective is to foster knowledge, attitudes, and practices to strengthen partnerships among families and educators.
- ⇒ The most intensive offering this quarter was the “Let’s Go Outside” initiative. This PLE is targeted to classroom educators and program administrators. The full experience is 2 hours self-paced, 6 hours in-person, 5 hours of observation at an outdoor learning site, and 2 hours of coaching. One new PLE titled “5 Strategies for a Happy and Healthy Classroom” debuted this quarter.
- ⇒ DIEEC assessors spent this quarter developing protocols and procedures for embedding observations with feedback into some of the professional learning experiences. Assessors are scheduled to begin observations in the coming months.

## Career Pathways

- ⇒ Wave 2 of CDA cohorts began during this quarter. The breakdown of participants in wave 2 is shown in the table on the right below. Totals are reported for those currently enrolled in each cohort as well as those that initially enrolled but did not attend the required introduction session. The team also continues to work with participants from wave 1 to complete portfolios and earn their CDA credentials. The numbers of participants who completed each cohort are reported in the chart on the left below. While the role of DIEEC is to support individuals through the completion of portfolios, the institute is also working with DSU to improve the process through which individuals move from portfolio completion to receiving their CDA.



**DIEEC WAVE 2 CDA PREPARATION PROGRAM PARTICIPANTS**

	Center-based		L/FCC	
	enrolled	enrolled but did not participate	enrolled	enrolled but did not participate
Infant/Toddler/Preschool Intensive (1)	27	2	0	0
Infant/Toddler/Preschool Intensive (2)	15	8	0	0
Family Child Care Intensive	0	0	5	8
Independent	5	8	2	7
Spanish-speaking	12	4	6	0
Infant/Toddler/Preschool Fast-paced (1)	17	5	0	0
Infant/Toddler/Preschool Fast-paced (2)	13	12	1	0

- ⇒ In the previous wave, we learned that attendance rates dropped greatly after session 3. In light of this, surveys will be administered just after session 3, asking questions about challenges and specific supports needed. Results from surveys will be used to adjust strategies, attempt to reduce attrition from the program, and better support individuals in wave 2.