

DELAWARE INSTITUTE FOR EXCELLENCE IN EARLY CHILDHOOD

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

- ⇒ Roughly 27% of all licensed home-based programs in Delaware were engaged in DIEEC home-based supports during the quarter.
- ⇒ The home-based team conducted 33 professional learning experiences (PLEs) this quarter (2 are still ongoing). Seven of these included sessions that were part of the 1st State FCC Conference and 2 were part of a new cohort model that seeks to include a consistent group of FCC providers in several workshops together over time. Combined, these offered 111 hours of professional learning experiences (ranging from 2 to 10 hours each).
- ⇒ 203 unique individuals participated in home-based PLEs during the current quarter. These individuals are from 92 programs, of which 66 are home-based and 26 are center-based.
- ⇒ 28 home-based programs were engaged in CQI protocol visits with DIEEC technical assistants, 27 were engaged in quick TA check-in visits, and 45 were engaged in other general TA. Further, 34 home-based programs were engaged in Communities of Practice during the quarter. “Community & Conversations,” a new home-based strategy to help engage providers, is included in the “other general TA” category.
- ⇒ Professionals from 38 home-based programs, or roughly 8% of licensed home-based programs in Delaware, were engaged in DEPNow.
- ⇒ The home-based team also started a new initiative during the quarter called “What’s Up Wednesday?” They send out weekly content to 245 home-based professionals who have opted in. Examples of content include basic information sharing and updates on new offerings, as well as compiling and sharing out information from the Department of Education.
- ⇒ The inaugural 1st State Family Child Care Conference was held this quarter, and 71 FCC educators participated. Surveys were distributed at the conclusion of the conference and analyses showed very positive feedback. 97% of participants expressed interest in attending the conference again next year. Participants also suggested a number of topics for future conferences, such as infants/toddlers, resources/funding, outdoor classrooms, children with behavior issues, and music and learning. The [First State Family Child Care Conference](#) was featured in UDaily, the University of Delaware’s online magazine.

Administrative & Leadership Supports

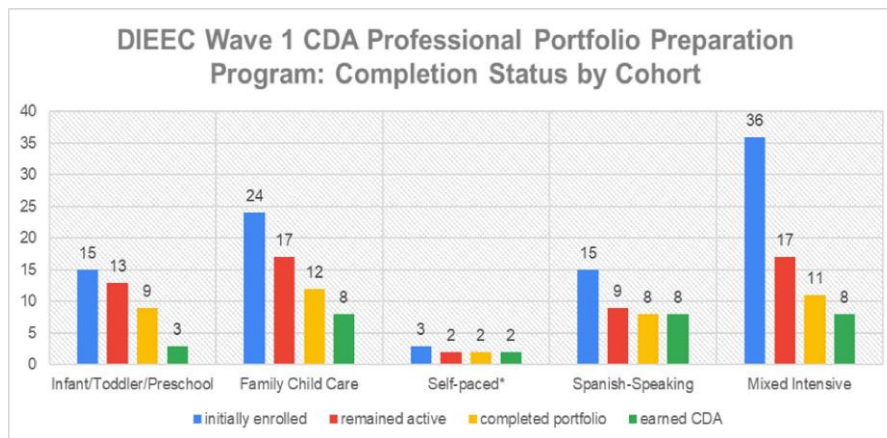
- ⇒ 59% of licensed center-based programs in Delaware were engaged in one or more DIEEC supports during the quarter. Additionally, 17 license-exempt programs participated with DIEEC services. Again, these supports include any type of PLE, CoPs, or any type of TA.
- ⇒ The Leadership and Administration team conducted 10 professional learning experiences during the quarter (2 are still in progress), for a total of 61.5 PLE hours offered. Four additional PLEs were canceled due to low enrollment.
- ⇒ 50 unique individuals from 35 programs (2 home-based; 33 center-based) were engaged in administrative and leadership PLEs.
- ⇒ During the current quarter, 54 programs were engaged in CQI protocol visits, 144 were engaged in quick TA check-in visits, and 181 were engaged in other types of TA. These are overall totals and some programs engaged in more than one of these types of TA. In addition, 41 center-based programs were engaged in Communities of Practice.
- ⇒ Individuals from 241 center-based programs were engaged in DEPNow.
- ⇒ A new leadership cohort was launched during the quarter where participants attend a series of five leadership PLEs as a group. Nine program leaders attended the first two PLEs during the quarter. The first one included a 5-hour workshop with four individual coaching sessions per participant to support the implementation of the content. The second PLE offered a 3-hour workshop with two individual coaching sessions per participant as well as one Group Reflective Experience. The cohort also included two Community of Practice meetings.

Learning Environments

- ⇒ The Learning Environments team conducted 15 PLEs targeted to classroom educators during the quarter (1 is still in progress). Their mix of virtual, in-person, hybrid and self-paced options spanned 86.5 hours.
- ⇒ 289 unique individuals participated in Learning Environments PLEs. These individuals were from 70 programs, 23 of which are home-based and 47 of which are center-based.
- ⇒ DIEEC assessors were trained to reliability on the Assessing Classroom Sociocultural Equity Scale (ACSES) during the quarter. This tool measures classroom quality with a racial equity focus, and it will be used to inform our practices related to sociocultural interactions in early childhood classrooms.
- ⇒ Two rounds of the “Let’s Go Outside” initiative wrapped up this quarter, which is focused on equitable access to outdoor spaces where children and their educators can learn, develop, play, and connect with nature. 32 programs participated in these two recent rounds, for an overall total of 45 programs participating in LGO. Programs were randomly selected from 124 applications to ensure a mix of program types and varied locations. The next round is being prepared for applications to open in early February 2023.

Career Pathways

- ⇒ While courses from wave 1 of the DIEEC CDA Professional Portfolio Preparation Program wrapped up in June 2022, participants continue to complete portfolios and earn CDAs with support from DIEEC PD coordinators. To date, 42 participants have completed portfolios and 29 have earned their CDA credential. The completion status for each cohort in wave 1 is displayed in the visual below.



Note: One of the participants from the wave 1 self-paced cohort transitioned to the wave 2 fast-paced cohort and now has her CDA.

- ⇒ Wave 2 CDA cohorts continued this quarter. One fast-paced cohort is complete, and 15 of 16 initial participants have completed their portfolios. The second fast-paced cohort completed all 12 classes and is finishing portfolio checks. The 4 intensive cohorts have completed between 5 and 8 classes. Full participant lists from waves 1 and 2 were sent to ECIC.
- ⇒ Surveys were administered to wave 2 participants after session 3 was completed to gather information and adjust supports accordingly. Results showed that the majority of participants in the program felt well-prepared and were confident about completing the program. Even so, they expressed “help with time management” as a support needed to get through the most intensive period of the program.
- ⇒ A summary of the impact of the [CDA Work](#) was also recently featured in UDaily.

General Outreach

- ⇒ DIEEC launched a podcast, *X, “Why,” Z: Reflections from Early Childhood Education Professionals*. New content was released on the last Friday of October, November, and December. Analytics data showed that there have been 200 listens across 13 states and 4 countries.
- ⇒ Volunteers from DIEEC and other agencies in Delaware collaborated for Children’s Book Week to read to children in over 50 licensed programs in the state.