Delaware Institute for Excellence in Early Childhood

Intensive Initiative Participation and Observation Results

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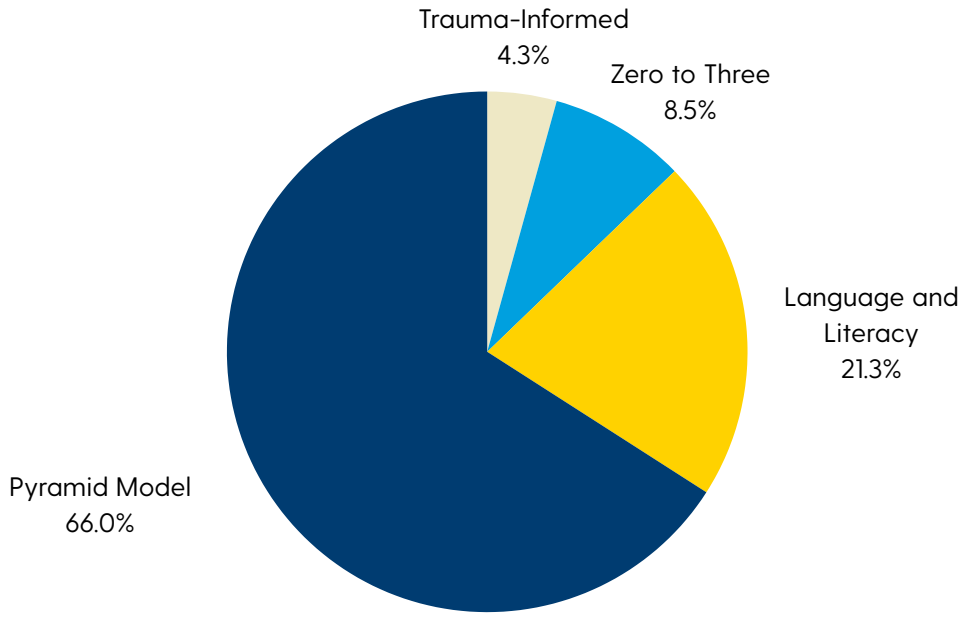
Introduction

For the last three years, the Delaware Institute for Excellence in Early Childhood (DIEEC) has piloted and offered intensive initiatives as a part of its professional learning experiences. Intensive initiatives provide in-depth experiences combining traditional training with observation and feedback, coaching with goal setting, and group reflection for educators. For the 2026 state fiscal year, DIEEC offered four distinct intensive initiative models for State-Funded Early Childhood Education (SFECE) programs across Delaware. The four initiatives were: the Pyramid Model, Language and Literacy, the Zero to Three Critical Competencies, and Trauma-Informed Care. The Pyramid Model and Zero to Three have been delivered by DIEEC since 2023, while Language and Literacy and Trauma-Informed Care were new offerings this year.

SFECE programs not participating in the Delaware Department of Education's (DDOE) Brightstart research project were required to select and participate in only one intensive initiative for FY26. Programs followed a selection process that included completing an initial interest survey and intake process to confirm classroom capacity and scheduling preferences. In FY26, there were 21 cohorts of participants in the intensive initiative models across 47 SFECE programs. Figure 1 provides a breakdown of participation in each intensive initiative model. Of the remaining SFECE programs, 5 participated in the Brightstart research project, and 17 received participation waivers from the Office of Early Learning (OEL).

Figure 1
Intensive Initiative Model Participation by SFECE Program



Details about each Intensive Initiative model are provided below.

Pyramid Model: Tier One Support for Social-Emotional Health

The Pyramid Model utilizes a three-tiered, evidence-based approach to promote social-emotional development in children from birth to age 5 (Pyramid Model Consortium, 2024). This year's implementation focused on Tier 1, which establishes universal supports for all children by fostering nurturing, responsive relationships and creating high-quality, supportive learning environments (National Center for Pyramid Model Innovations [NCPMI], 2023). DIEEC began offering the Pyramid Model as an intensive in FY25 after a pilot was conducted in FY24.

Language and Literacy

This DIEEC-developed initiative is grounded in the Planned Language Approach's "Big 5" model. The Language and Literacy initiative targets key foundational pillars to support early language and literacy development. The framework focuses on five critical dimensions: alphabet knowledge and early writing; child background knowledge; book knowledge and print concepts; phonological awareness; and oral language and vocabulary (National Center on Early Childhood Development, Teaching and Learning [NCECDTL], 2022). The Language and Literacy training was based on content from the Cox Campus online learning modules for birth to pre-K teachers. This initiative is a newly developed model that DIEEC began offering in FY26.

Zero to Three Critical Competencies for Infant-Toddler Educators: *Area 1 - Supporting Social-Emotional Development*

Designed for educators in group care settings, the Zero to Three Critical Competencies translate theory into essential, observable classroom skills (Dean et al., 2019). The DIEEC intensive model focuses on Area 1: Supporting Social-Emotional Development, which equips teachers to foster warm, responsive relationships, cultivate emotional regulation and identity expression, and guide positive behavior and peer socialization. DIEEC began offering Zero to Three as an intensive in FY25 after a pilot was conducted in FY24.

Trauma-Informed Care

This DIEEC-developed initiative equips educators to identify and effectively respond to signs of trauma in infants, toddlers, and preschool-aged children. The framework examines the impact of trauma on social-emotional and cognitive development while emphasizing evidence-based teaching practices that actively promote resilience and healthy childhood development. Trauma-Informed Care is a newly developed model that centers around asynchronous modules from the Teaching Strategies Platform, Quorum (2026). DIEEC began offering the Trauma-Informed Care model in FY26.

Across each model, participants engaged in pre- and post-intensive classroom observations, learning modules or workshops (typically in a virtual format), coaching, and group reflection. To ensure the sustainability of efforts, all models also included a Practice-Based Coaching: Coaching the Coach cohort (National Center on Early Childhood Development, Teaching and Learning, 2026) for designated in-program coaches as well as systems-level data review with administrators and Quality Improvement Specialists.

Organization of this Report

Our report is organized into sections based on each of the four intensive initiative models offered by DIEEC in FY26:

- *Pyramid Model: Tier One Support for Social-Emotional Health*
- *Language and Literacy*
- *Zero to Three Critical Competencies for Infant-Toddler Educators: Area 1 - Supporting Social-Emotional Development*
- *Trauma-Informed Care*

Within each section, there are three subsections:

- *Participation* discusses what was involved in the intensive model, participation hours, and attendance. Further details include individual attendance rates and percentages of intensive sessions completed. These terms are defined as follows:
  - Individual attendance rate - The percent of sessions attended based on an individual educator's employment or leave status with a participating program.
    - Numerator = number of sessions attended
    - Denominator = number of sessions offered during employment or while the educator was not on leave
  - Percent of intensive sessions completed - The percent of all sessions involved in the complete Intensive Initiative that an educator attended.
    - Numerator = number of sessions attended
    - Denominator = all sessions offered as part of the intensive initiative
- *Pre- and Post-Intensive Observation Results* compare scores and totals before and after participation in the intensive initiative.
- *Participation Challenges* discusses the challenges related to attendance and participation.

We conclude the report with an overview of the results and possible next steps.

Pyramid Model: Tier One Support for Social-Emotional Health

Participation

DIEEC implementation of the Pyramid Model intensive initiative was in its third year. During FY26, a total of 14 cohorts were implemented with 31 SFECE programs, including 66 infant/toddler and 83 preschool/PreK classrooms. Of those classrooms, 56 infant/toddler and 78 preschool/preK classrooms completed both the pre- and post-intensive observations. The Pyramid Model intensive initiative offered infant/toddler educators 25 hours and preschool educators 21 hours of professional learning and was focused on Tier 1 key practices.

The initiative cohorts lasted 5 to 6 months, and participation included the completion of:

- 1 pre- and 1 post-intensive classroom observation
- 2 sets of virtual e-Pyramid learning modules
- 2 cycles of coaching with 4 visits each
- 1 pre/post feedback session after the post-intensive observation
- Administrators selected coaches (curriculum coordinators, instructional coaches) for a *Practice-Based Coaching: Coaching the Coach* cohort to build in-program capacity to sustain initiative efforts beyond the completion of the intensive initiative

Quality Improvement Specialist support was also provided to program administrators to support the completion of goals and review program-level observation data. On average, participating programs received 8.26 hours of technical assistance from their Quality Improvement Specialist.

Table 1 displays the averages by classroom for the number of participation hours, individual attendance rates (which vary based on leave and turnover), and the percentage of intensive sessions completed of all offered sessions. Data reflects average hours only for classrooms that participated in both a pre- and post-intensive observation.

Table 1

Pyramid Model Intensive Initiative Participation Average Across Classrooms

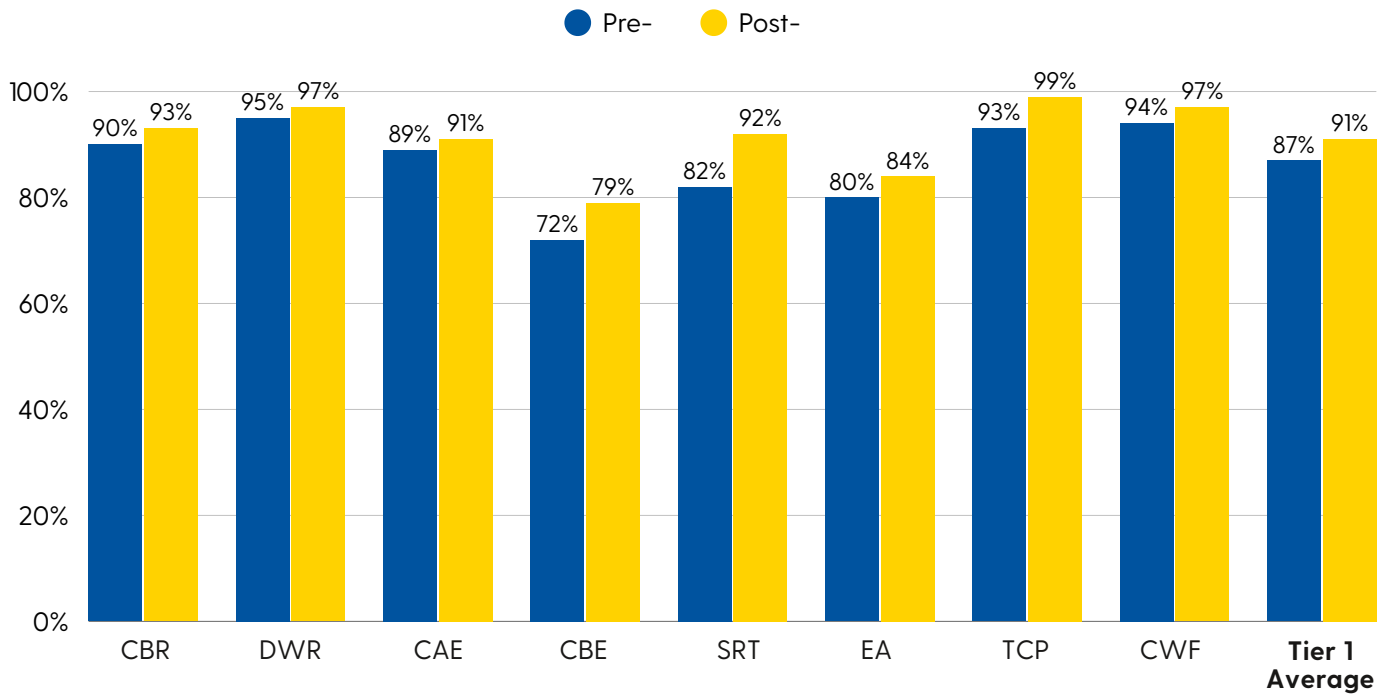
Age Group	Intensive Hours (average by classroom)	Individual Attendance Rate (average by classroom attendance)	Percent of Intensive Sessions Completed (average by classroom attendance)
Infant/Toddler (*n* = 56)	16.94	91%	86%
Preschool/PreK (*n* = 78)	20.82	92%	87%

Pre- and Post-Intensive Observation Results

Infant/Toddler Classroom Results

For infant/toddler classrooms, we compared changes in classroom observation scores pre- and post-intensive using the Teaching Pyramid Infant-Toddler Observation Scale (TPITOS; The Pyramid Model Consortium, 2026). Pre- and post-comparison scores for Tier 1 key practices are illustrated in Figure 2. Percentages for all key practices aligned with Tier 1 increased from pre-to post-intensive observation.

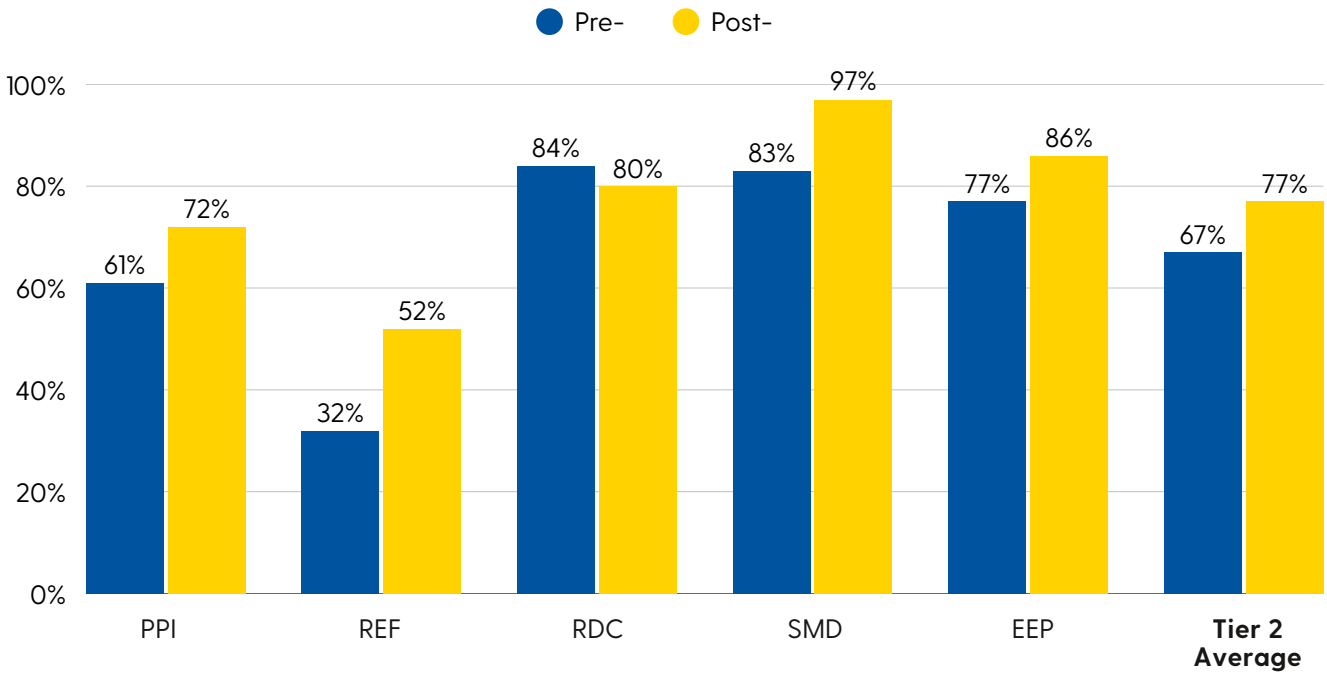
Figure 2. *Tier 1 Average Across Infant/Toddler Classrooms, Pre- and Post-Comparison (n = 56)*



Note: *CBR = Communication and Building Relationships; DWR = Demonstrates Warmth and Responsivity; CAE = Promotes Children's Active Engagement; CBE = Communicates and Provides Feedback about Developmentally Appropriate Behavior Expectations; SRT = Predictability through Carefully Planned Schedules, Routines, and Transitions; EA = Environment Arranged to Foster Social-Emotional Development; TCP = Teacher Collaborates with Peers to Support Children's Social-Emotional Development; CWF = Effective Strategies for Communicating with Families and Promoting Family Involvement*

Pre- and post-comparison scores for Pyramid Model Tier 2 key practices are illustrated in Figure 3. Note that Tier 2 addresses targeted supports for children who may be more vulnerable to developing challenging behaviors (National Center for Pyramid Model Innovations [NCPMI], 2023), but it was not the focus of this year's DIEEC Pyramid Model intensive initiative. Percentages for all but one key practice aligned with Tier 2 increased from pre- to post-intensive observation.

Figure 3. *Tier 2 Average Across Infant/Toddler Classrooms, Pre- and Post-Comparison (n = 56)*

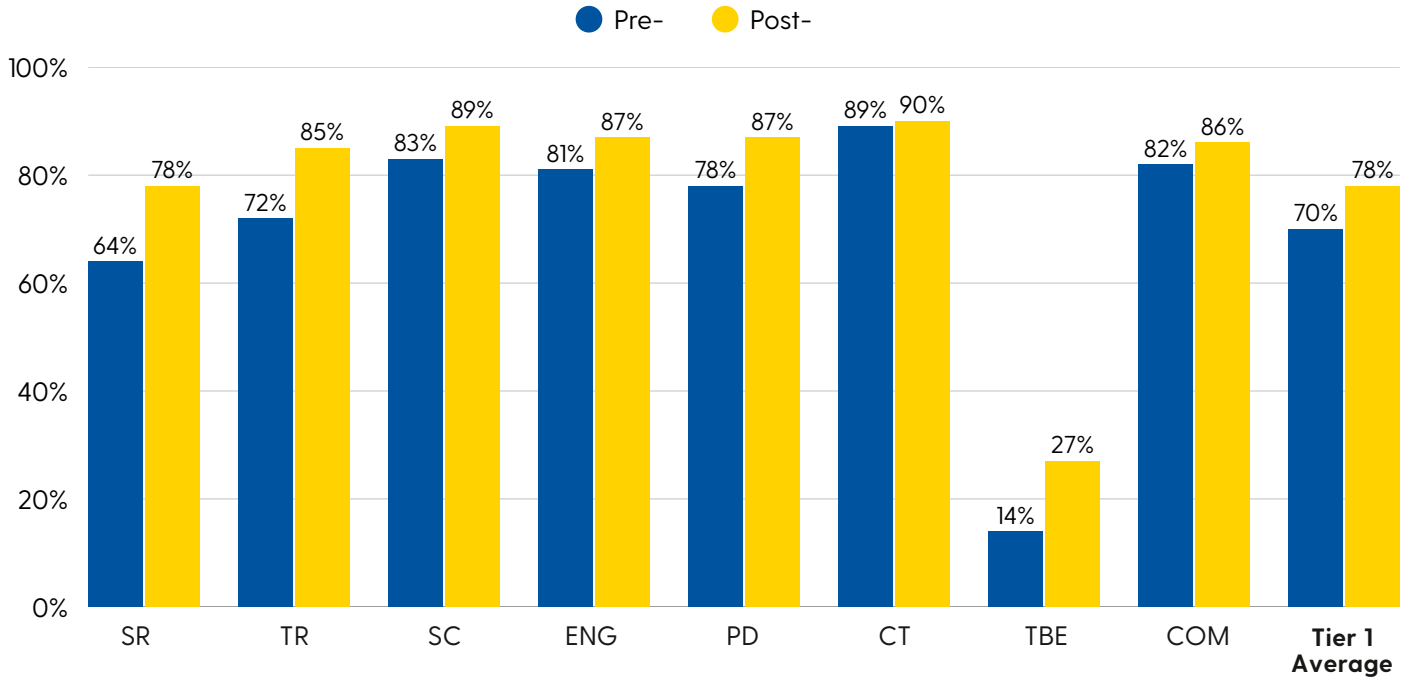


Note: *PPI = Promotes Positive Peer Interactions; REF = Responsive to Children's Emotions and Teaches about Feelings; RDC = Responds to Children in Distress and Manages Challenging Behaviors; SMD = Specific Strategies or Modifications for Children with Disabilities/Delays or Dual-Language Learners; EEP = Effective Strategies for Engaging Parents in Child's Social-Emotional Development*

Preschool/PreK Classroom Results

For preschool/preK classrooms, we compared changes in classroom observation scores pre- and post-intensive using the Teaching Pyramid Observation Tool for Preschool Classrooms (TPOT; Hemmeter, 2014). Pre- and post-comparison scores for Tier 1 key practices are illustrated in Figure 4. Percentages for all key practices aligned with Tier 1 increased from pre-to post-intensive observation.

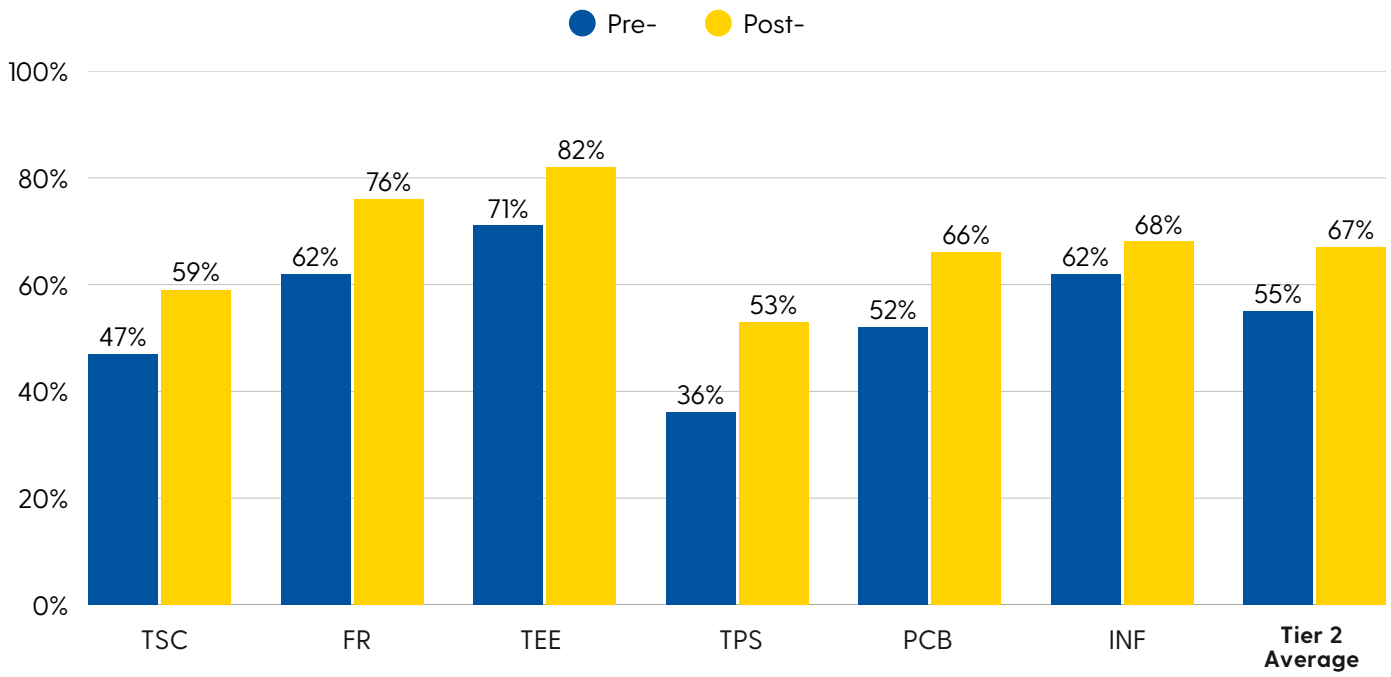
Figure 4. *Tier 1 Average Across Preschool/PreK Classrooms, Pre- and Post-Comparison (n = 78)*



Note: *SR = Schedules, Routines, and Activities; TR = Transitions Between Activities Are Appropriate; SC = Teachers Engage in Supportive Conversations with Children; ENG = Promoting Children's Engagement; PD = Providing Directions; CT = Collaborative Teaming; TBE = Teaching Behavior Expectations; COM = Connecting with Families*

Pre- and post-comparison scores for Tier 2 key practices are illustrated in Figure 5. Although it was not the direct focus of this year's DIEEC Pyramid Model intensive initiative, percentages for all key practices aligned with Tier 2 increased from pre- to post-intensive observation.

Figure 5. *Tier 2 Average Across Preschool/PreK Classrooms, Pre- and Post-Comparison (n = 78)*



Note: *TSC = Teaching Skills and Emotional Competencies; FR = Teaching Friendship Skills; TEE = Teaching Children to Express Emotions; TPS = Teaching Problem Solving; PCB = Interventions for Children with Persistent Challenging Behavior; INF = Supporting Family Use of the Pyramid Model Practices*

Participation Challenges

Changes in program staffing were a challenge related to participant attendance in the Pyramid Model intensive. During the cohort, participating educators left the program or went on leave, were hired mid-cohort, and in some cases, classrooms were closed or had reorganized staffing. The following percentages represent all participants, not only those who completed a pre- and post-intensive observation:

- 16% of infant/toddler and 10% of preschool/PreK participating educators left their programs or went on leave after their cohorts had begun.
- 2% of infant/toddler and 2% of preschool/PreK participating educators were hired after the cohorts had begun.
- 2% of infant/toddler and 5% of preschool/PreK participating educators switched classrooms or had classrooms closed after their cohorts had begun.

Additionally, for staff who remained in programs, participation in coaching sessions was constrained by programs' limited ability to provide classroom coverage during operating hours, largely due to staff absences and retention challenges.

Language and Literacy

Participation

DIEEC implementation of the Language and Literacy intensive initiative was in its first year. During FY26, a total of 5 cohorts were implemented with 10 SFECE programs, including 13 infant/toddler and 25 preschool/PreK classrooms. Of those classrooms, 10 infant/toddler and 14 preschool/preK classrooms completed both the pre- and post-intensive observations. The Language and Literacy intensive initiative offered infant/toddler educators 25 hours and preschool educators 24 hours of professional learning.

The initiative cohorts lasted between 4 to 6 months, and participation included the completion of:

- 1 pre- and 1 post-intensive classroom observation
- 4 infant/toddler and 3 preschool/preK virtual learning modules from Cox Campus
- 2, 2-hour group meetings
- 5 coaching with visits
- 1 group reflection experience
- 1 pre/post feedback session
- Administrators selected coaches (curriculum coordinators, instructional coaches) for a *Practice-Based Coaching: Coaching the Coach* cohort to build in-program capacity to sustain initiative efforts beyond the completion of the intensive initiative

Quality Improvement Specialist support was also provided to SFECE program administrators to support the completion of goals and review program-level observation data. On average, participating programs received 9.85 hours of technical assistance from their Quality Improvement Specialist.

Table 2 displays the averages by classroom for the number of participation hours, individual attendance rates (which vary based on leave and turnover), and the percentage of intensive sessions completed of all offered sessions. Data reflects average hours only for classrooms that participated in both a pre- and post-intensive observation.

Table 2. *Language and Literacy Intensive Initiative Participation*

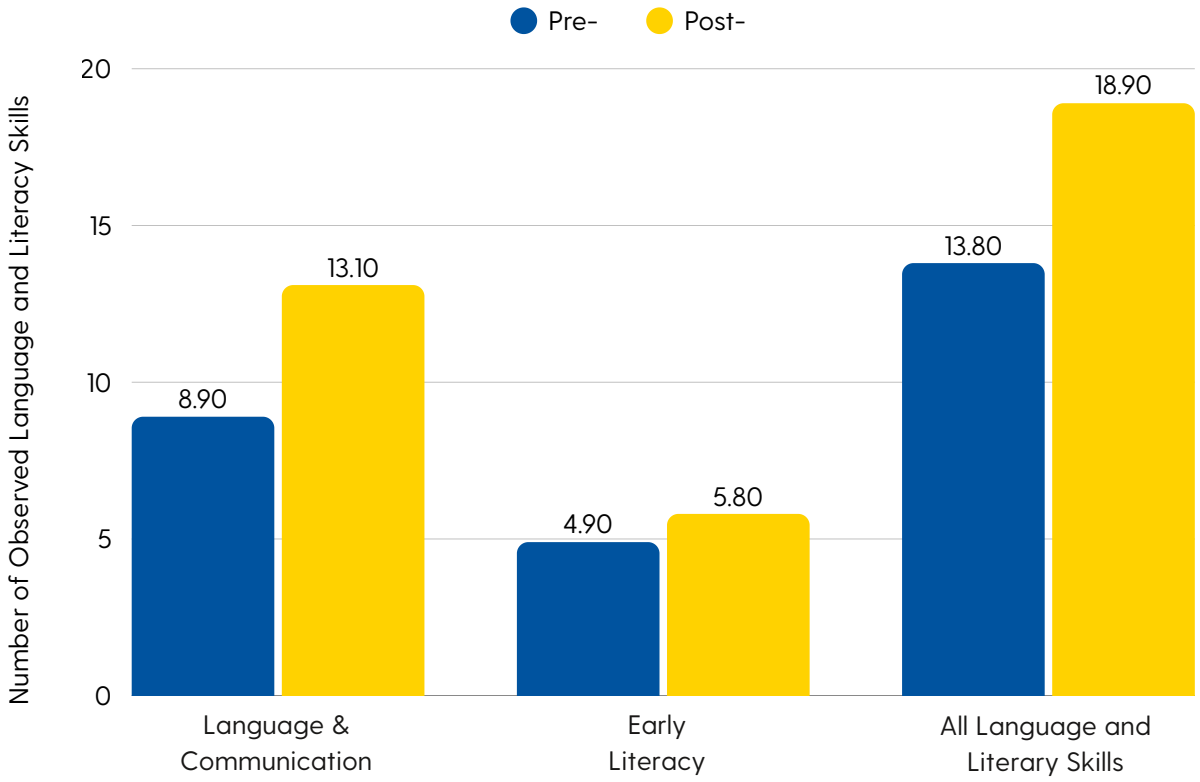
Age Group	Intensive Hours (average by classroom)	Individual Attendance Rate (average by classroom session attendance)	Percent of Intensive Sessions Completed (average by classroom session attendance)
Infant/Toddler (*n* = 10)	18.77	89%	74%
Preschool/PreK (*n* = 14)	19.56	90%	76%

Pre- and Post-Intensive Observation Results

Infant/Toddler Classroom Results

For infant/toddler classrooms, we compared changes in the number of literacy skills observed pre- and post-intensive using the Infant/Toddler Circle Child Observation Tool (Circle COT; Crawford et al., 2022). Figure 6 depicts this comparison across classrooms that completed both observations. Pre- and post-comparison scores are illustrated by skill domain and total practices. The average number of observed skills in classrooms increased for both Language and Communication and Early Literacy domains. Overall, there was an average increase of 5.1 observable skills across participating classrooms.

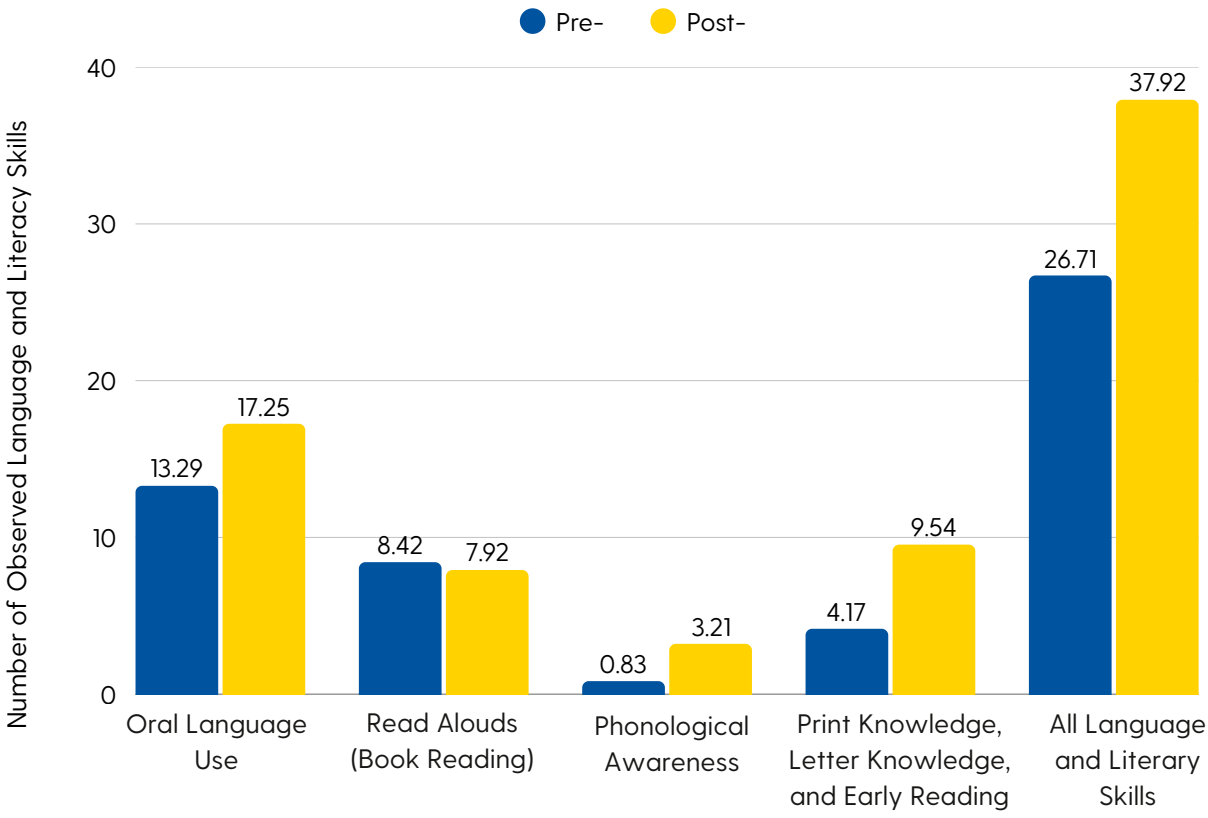
Figure 6. *Average Number of Observed Language and Literacy Skills by Infant/Toddler Circle COT Domain and Total Skills*



Preschool/PreK Classroom Results

For preschool/preK classrooms, we compared changes in the number of literacy skills observed pre- and post-intensive using the PreK Circle Child Observation Tool (Circle COT; Crawford et al., 2013). Figure 7 depicts this comparison across classrooms that completed both observations. Pre- and post-comparison scores are illustrated by skill domain and all language and literacy practices. On average, observed skills increased from pre- to post-intensive for all but one language and literacy domain. Overall, there was an average increase of 11.21 observable skills across participating classrooms. There was a total of 106 skills that could potentially be observed.

Figure 7. *Average Number of Observed Language and Literacy Skills by PreK Circle COT Domain and Total Skills*



Participation Challenges

Changes in program staffing were a challenge related to participant attendance in the Language and Literacy initiative. During the cohort, participating educators left the program or went on leave, were hired mid-cohort, and in some cases, classrooms were closed or had reorganized staffing. The following percentages represent all participants, not only those who completed a pre- and post-intensive observation:

- 15% of infant/toddler and 11% of preschool/PreK participating educators left their programs or went on leave after their cohorts had begun.
- 5% of infant/toddler and 6% of preschool/PreK participating educators were hired after the cohorts had begun.
- 3% of infant/toddler and 2% of preschool/PreK participating educators switched classrooms or had classrooms closed after their cohorts had begun.

Beyond these challenges, programs struggled to set aside dedicated time for educators to complete independent sessions. Educator beliefs and expectations posed another obstacle. For example, some had prior beliefs about the ages at which children should master specific skills that were not consistent with our current understanding of child development. In one instance, a program used a language and literacy curriculum that contradicted information presented during the cohort. Additionally, several educators lacked foundational knowledge and experience in classroom management and social-emotional learning. Without this background, implementing the intensive's new language and literacy practices was challenging.

Zero to Three Critical Competencies: Area 1 Supporting Social-Emotional Development Model

Participation

During FY26, DIEEC implemented the third year of the Zero to Three Critical Competencies for Infant-Toddler Educators intensive initiative. The FY26 cohort focused on *Area 1: Supporting Social-Emotional Development* and included four family child care programs, offering participants 29 hours of professional learning. These four programs participated in Zero to Three intensive initiatives across all three years, with each year focused on a different competency area. This does not represent a multi-year commitment, but rather a decision by programs to continue each year. The FY25 cohort focused on *Area 2: Supporting Cognitive Development* (17 professional learning hours), and the FY24 cohort focused on *Area 3: Supporting Language & Literacy Development* (14 professional learning hours). All four programs received observations across all three years, although the age groups available to observe changed over time for some programs. Participation in FY24 and FY25 was voluntary. However, participation in FY26 met SFECE requirements.

The FY26 initiative cohort lasted 6 months, and participation included the completion of:

- 1 pre- and 1 post-intensive classroom observation
- 6 workshops
- 2 cycles of coaching, each with 4 visits
- 1 pre/post feedback session after the post-intensive observation
- Administrators selected coaches (curriculum coordinators, instructional coaches) for a Practice-Based Coaching: Coaching the Coach cohort to build in-program capacity to sustain initiative efforts beyond the completion of the intensive initiative

Quality Improvement Specialist support was also provided to SFECE program administrators to support the completion of goals and review program-level observation data. On average, participating programs received 4.04 hours of technical assistance from their Quality Improvement Specialist in FY26.

Table 3 displays the averages by classroom for the number of participation hours, individual attendance rates (which vary based on leave and turnover), and the percentage of intensive sessions completed of all offered sessions. Data reflects average hours only for classrooms that participated in both a pre- and post-intensive observation.

Table 3
Zero to Three Initiative Participation

Intensive Hours (average by L/FCC program)	Individual Attendance Rate (average by classroom session attendance)	Perecent of Intensive Sessions Completed (average by classroom session attendance)
28.5 (*n* = 4)	94%	94%

Pre- and Post-Intensive Observation Results

Infant Results

We compared changes in observation scores across four time periods. Table 4 depicts the change in dimension and domain scores for teacher behaviors that support social and emotional development observed in classrooms using the Infant Classroom Assessment Scoring System (CLASS; La Paro et al., 2012). The initial pre-intensive observations were conducted in the spring of 2024. The first post-intensive observation was conducted in the summer of 2024 after the completion of Area 3, and a second post-intensive observation was conducted in the fall of 2024/ winter of 2025 for the completion of Area 2. For Area 1, the last component to be completed by participants, a post-intensive observation was conducted in the spring of 2026. These observations tracked participant progress through each phase of the Critical Competencies. Only one family child care educator had infants enrolled in their program at the time of the Area 1 post-intensive observation in spring 2026. Thus, data from only this program is presented below.

Table 4
Infant CLASS Observation Scores

Program	Observation	Rational Climate	Teacher Sensitivity	Facilitated Exploration	Early Language Support	*Overall Score*
Program 1	Pre-ZTT Observation	6.00	6.00	4.50	5.75	5.56
	Post-Area 3	7.00	7.00	3.00	5.00	5.50
	Post-Area 2	6.25	6.75	6.00	5.50	6.13
	Post-Area 1	5.00	6.00	6.00	6.00	5.75

Toddler Results

Similarly, Table 5 depicts the change in dimension and domain scores for teacher behaviors that support social and emotional development using the Toddler CLASS (La Paro et al., 2012). The initial pre-intensive observations were conducted in the spring of 2024. The first post-intensive observation was conducted in the summer of 2024 after the completion of Area 3, and a second post-intensive observation was conducted in the fall of 2024/winter of 2025 for the completion of Area 2. For Area 1, the last component to be completed by participants, a post-intensive observation was conducted in the spring of 2026. Two family child care educators (Programs 3 and 4) consistently cared for toddlers across all four observation points and demonstrated increases across all but one dimension from the first to the last observation. The Negative Climate (Reverse Scored) was consistently a 7, the highest possible score. Both programs had increases in their overall scores. Program 1 had toddlers in the program only in the summer 2024 and spring 2026 observation periods. This program also had increases across all but one dimension, the reversed score for Negative Climate, rated a 7 in both observations. Finally, Program 2 had a single toddler observation in spring 2026 and scored a 7 across all dimensions.

Table 5
Toddler CLASS Observation Scores

Program	Observation	Positive Climate	Negative Climate (Reversed Scored)	Teacher Sensitivity	Regard for Child Perspective	Behavior Guidance	*Overall Emotional & Behavior Support Score*
Program 1	Pre-ZTT Observation*	-	-	-	-	-	-
	Post-Area 3	5	7	5.67	4.33	5.33	5.47
	Post-Area 2*	-	-	-	-	-	-
	Post-Area 1	6.5	7	6.5	6	6	6.4
Program 2	Pre-ZTT Observation*	-	-	-	-	-	-
	Post-Area 3*	-	-	-	-	-	-
	Post-Area 2*	-	-	-	-	-	-
	Post-Area 1	7	7	7	7	7	7
Program 3	Pre-ZTT Observation	5.5	7	5	4.75	5.5	5.55
	Post-Area 3	7	7	5	4.75	5.5	5.55
	Post-Area 2	7	7	7	7	7	7
	Post-Area 1	7	7	7	6.75	7	6.95
Program 4	Pre-ZTT Observation	5.8	7	5.8	6	6.2	6.16
	Post-Area 3	6.8	7	7	7	7	6.96
	Post-Area 2	6.8	7	6.4	6	6.6	6.56
	Post-Area 1	6.75	7	6.5	6.25	6.25	6.55

**Toddlers were not available to observe in this program during this time period. A Toddler CLASS could not be conducted.*

Participation Challenges

Participants from large/family child care programs did not have challenges related to retention or late hires during their Zero to Three Critical Competencies participation or due to assigning educators to different classrooms. Family child care educators are sole proprietors of their child care programs, leading to lower staff turnover. However, due to the nature of multi-age classrooms, some programs did not always have consistent enrollment of infants or toddlers to allow data to be included for all four observation time points.

Trauma-Informed Care

Participation

During FY26, DIEEC's implementation of the Trauma-Informed Care intensive initiative was in its first year. One cohort was implemented with 2 programs, including 2 infant, 6 toddler, and 5 preschool/PreK classrooms. All classrooms completed pre- and post-intensive observations. The Trauma-Informed Care intensive initiative offered educators 23 hours of professional learning.

The initiative cohort lasted 7 months, and participation included the completion of:

- 1 pre- and 1 post-intensive classroom observation
- 2 sets of virtual learning modules from Quorum
- 2 cycles of coaching with 4 visits each
- 1 pre/post feedback session after the post-intensive observation
- Administrators selected coaches (curriculum coordinators, instructional coaches) for a Practice-Based Coaching: Coaching the Coach cohort to build in-program capacity to sustain initiative efforts beyond the completion of the intensive initiative.

Quality Improvement Specialist support was also provided to program administrators to support the completion of goals and review program-level observation data. On average, participating programs received 8.50 hours of technical assistance from their Quality Improvement Specialist.

Table 6 displays the averages by classroom for the number of participation hours, individual attendance rates (which vary based on leave and turnover), and the percentage of intensive sessions completed of all offered sessions. Data reflects average hours only for classrooms that participated in both a pre- and post-intensive observation.

Table 6
Trauma-Informed Care Intensive Initiative Participation

Age Group	Intensive Hours (average by classroom)	Individual Attendance Rate (average by classroom session attendance)	Percent of Intensive Sessions Completed (average by classroom session attendance)
Infant (*n* = 2)	18.58	56%	56%
Toddler (*n* = 6)	18.13	65%	64%
Preschool/PreK (*n* = 5)	18.50	73%	68%

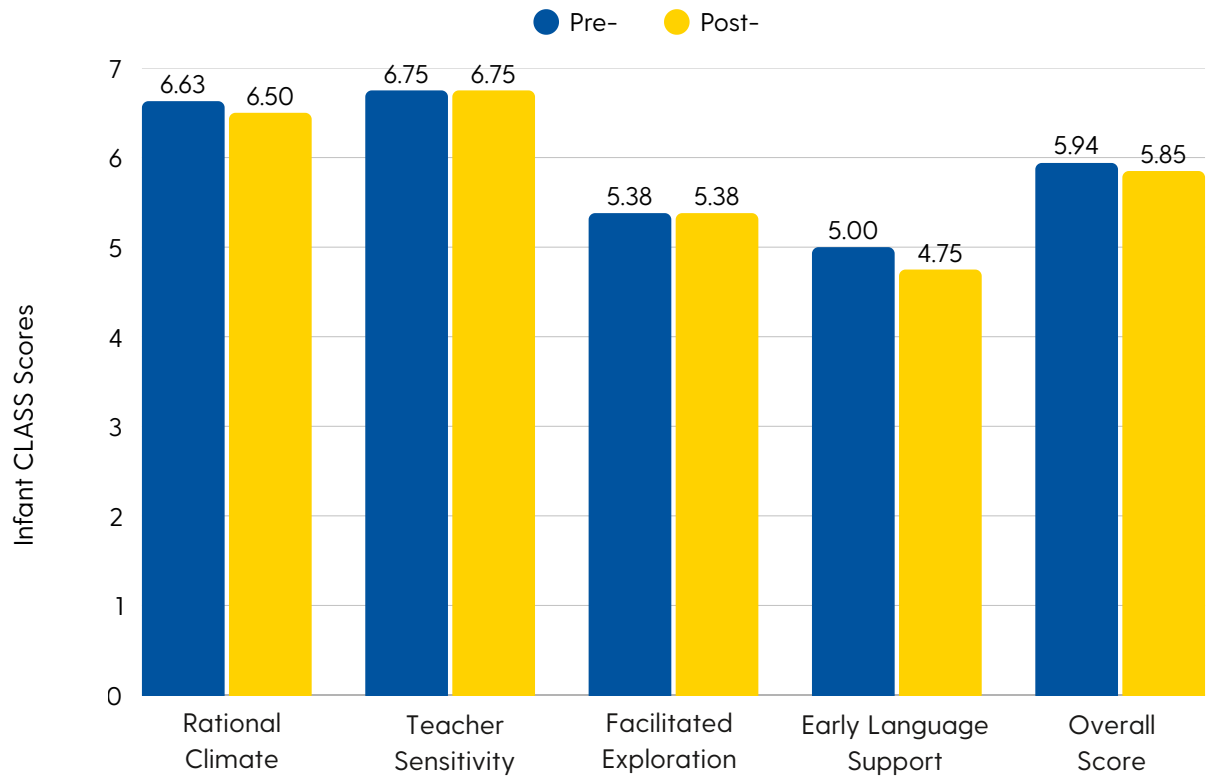
Pre- and Post-Intensive Observation Results

Infant Classroom Results

We also compared changes in observation scores pre- and post-experience. Changes in infant classroom scores are depicted in Figure 8. The figure illustrates the changes in dimensions and overall domain scores for teacher behaviors that support social and emotional development observed in classrooms using the Infant Classroom Assessment Scoring System (CLASS; La Paro et al., 2012). Infant CLASS scores, pre- and post-intensive, show Teacher Sensitivity and Facilitated Exploration remained the same, while Relational Climate and Early Language Support had small decreases. Overall, there was a very small average decrease of 0.09 across all domains. These results indicate there were minimal changes to CLASS scores from pre- to post-intensive.

Figure 8

Average Across Infant CLASS Scores Pre-Post Comparison

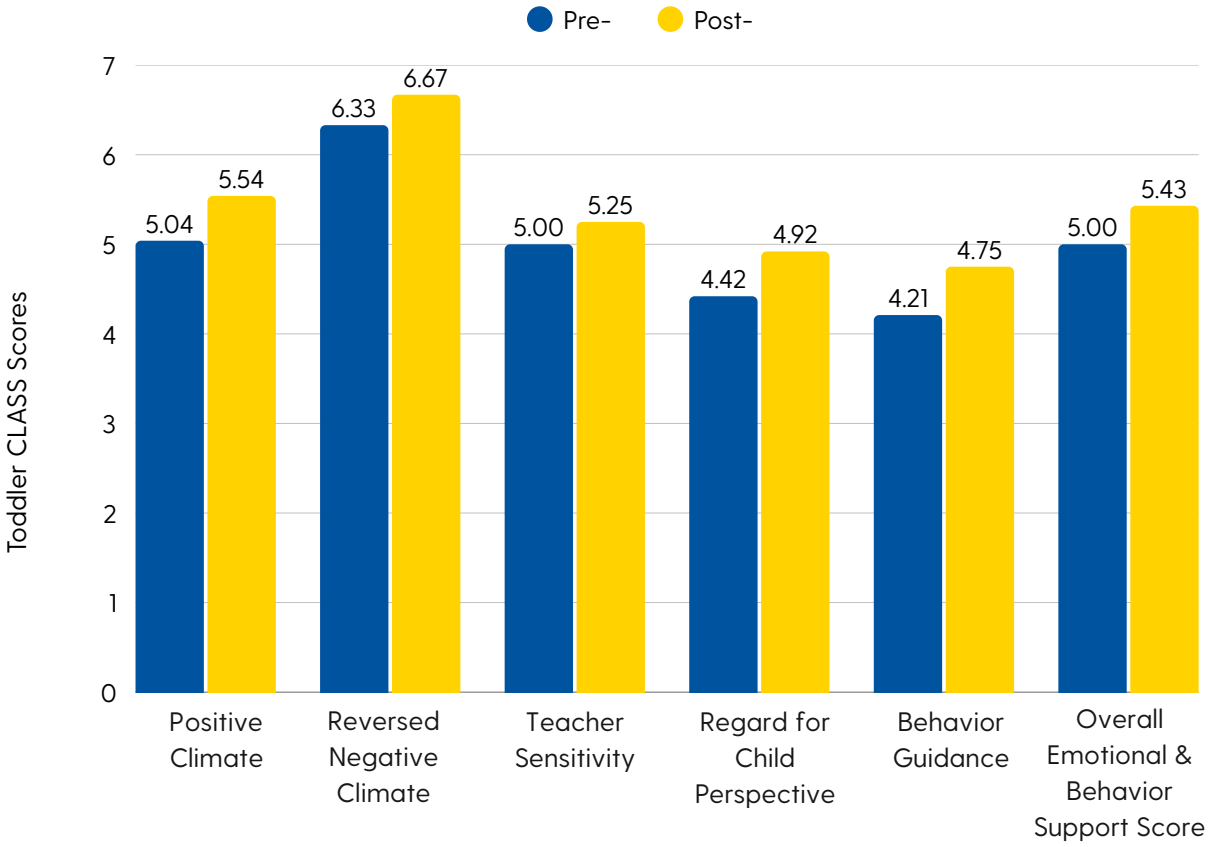


Toddler Classroom Results

Similarly, the changes in toddler classroom scores are depicted in Figure 9. The figure illustrates the changes in dimensions and overall domain scores for teacher behaviors that support social and emotional development observed in classrooms using the Toddler CLASS (La Paro et al., 2012). Toddler CLASS scores, pre- and post-intensive, show a slight increase pre- and post-intensive across all dimensions, with a small overall increase of 0.43. The overall picture is one of modest increases in CLASS domain scores from pre- to post-intensive.

Figure 9

Average Across Toddler CLASS Scores Pre-Post Comparison

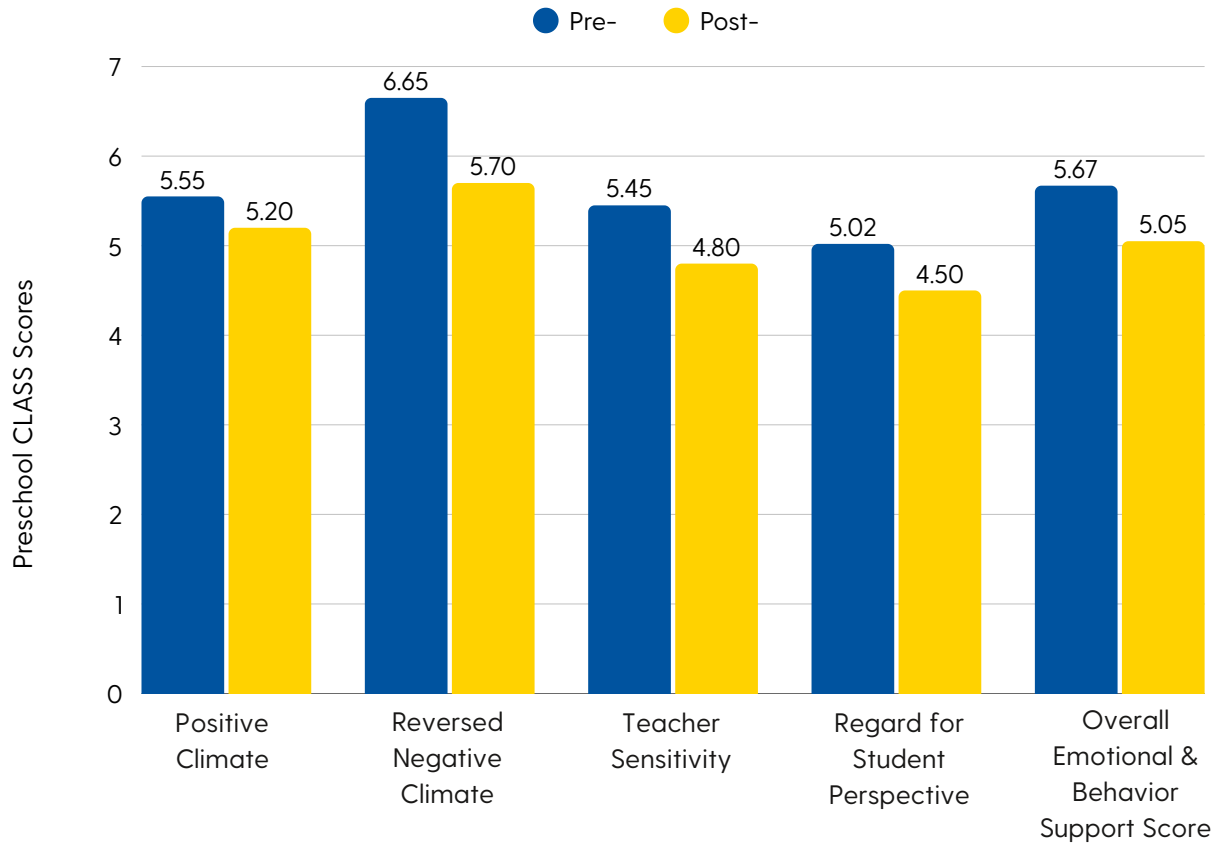


Preschool/PreK Classroom Results

Finally, changes in preschool/preK classrooms are depicted in Figure 10. The figure depicts the changes in dimensions and overall domain scores for teacher behaviors that support social and emotional development observed in classrooms using the Preschool CLASS (La Paro et al., 2012). Preschool CLASS scores from pre- to post-intensive show a small decrease in scores across all dimensions, with a small overall decrease of 0.62. The overall picture is one of modest decreases in overall CLASS domain scores from pre- to post-intensive.

Figure 10

Aggregate Across Preschool CLASS Scores Pre-Post Comparison



Participation Challenges

Only two PreK educators left the program after the cohort had begun, resulting in a turnover rate of 7%. No other educators were added late, switched, or had combined classrooms. Thus, teachers remained available to participate. However, it appears that in some classrooms, while all educators would complete e-modules, only a single educator consistently attended coaching sessions.

Summary of Results and Possible Next Steps

Summary of Results

Attendance overall was strong across the Pyramid Model, Language and Literacy, and Zero to Three Critical Competencies initiatives. Across these three models, the average individual attendance rates, which vary based on leave and turnover, ranged from 89% to 94% for infant and toddler classrooms and from 90% to 92% for preschool/preK classrooms. As for the percent of intensive sessions completed that were provided by DIEEC and via e-modules, this ranged from 74% to 94% for infant and toddler classrooms and 76% to 87% for preschool/preK classrooms. The percent of intensive sessions completed illustrates some of the challenges related to consistent classroom staffing and turnover. As for the Trauma-Informed Care Intensive Initiative, individual attendance rates were somewhat lower, with 56% for infant, 65% for toddler, and 73% for preschool/PreK classrooms. The percent of intensive sessions completed was 56% for infant, 64% for toddler, and 68% for preschool/preK classrooms.

As for observation results, the classrooms participating in the Pyramid Model showed overall increases in scores from pre- to post-intensive, in both infant/toddler and Preschool/PreK settings. Similarly, classrooms participating in the Language and Literacy initiative showed overall increases in the number of skills observed from pre- to post-intensive in both infant/toddler and preschool/PreK settings. Results suggest that these are the most promising initiatives. Programs participating in the Zero to Three Critical Competencies showed some score increases across four time periods, but results were uneven. Classrooms participating in the Trauma-Informed Care initiative showed little change for infant classrooms, modest increases for toddler classrooms, and modest decreases for preschool/preK classrooms.

As for participation challenges related to attendance, infant/toddler educator turnover was at 16% for the Pyramid Model and 15% for the Language and Literacy initiative. The Trauma-Informed Care initiative did not have any infant/toddler educator turnover. As for preschool/preK educators, turnover was 10% for the Pyramid Model, 11% for the Language and Literacy initiative, and 7% for the Trauma-Informed Care initiative. The Zero to Three cohort had no turnover since participants were family child care educators who owned and operated their own programs.

Possible Next Steps

For FY27, plans are underway to address challenges related to foundational knowledge and skills through DIEEC, supporting CDA attainment for individual educators. This foundational knowledge is expected to provide a more consistent knowledge base to support further knowledge development via intensive initiatives. As for the content of future intensive initiatives, plans for the new fiscal year include a focus on social-emotional learning through the Pyramid Model and Conscious Discipline. There will also be a focus on literacy through the Language and Literacy intensive initiative. Considerations for implementation in the new fiscal year include:

- Weighing options for staggered entry points for newly hired staff to allow them to participate in a cohort from the beginning.
- Considering more in-classroom coaching to reduce the need for educators to spend time out of the classroom.
- Assessing the extent, if any, to which there should be requirements for participants to continue in a cohort based on module completion and attendance at coaching and group meetings.
- Considering formal or informal assessments of relevant participant attitudes and beliefs related to child care during sessions.

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The Delaware Institute for Excellence in Early Childhood (DIEEC) is dedicated to improving early childhood experiences for young children and their families. DIEEC is housed within the University of Delaware's College of Education and Human Development.