

QUALITY IMPROVEMENT ANNUAL OVERVIEW

July 1, 2025 – June 30, 2026

The Delaware Institute for Excellence in Early Childhood (DIEEC) is committed to improving the lives of young children and their families by strengthening early childhood experiences. We develop and deliver comprehensive, evidence-based supports for early childhood professionals, children, and families. Through innovative research and partnerships, we advance equity and promote high-quality education. Housed within the University of Delaware's College of Education and Human Development, DIEEC works collaboratively to build a brighter future for all children.

The information and data included in this report serve as a summary of key DIEEC accomplishments delivered through the Quality Improvement System contract from July 2025 through June 2026. The report combines data presented in quarterly reports throughout the fiscal year.

PROFESSIONAL LEARNING EXPERIENCES (PLEs):

- All PLEs include a training component along with follow-up reflection or coaching to support educators with implementation.
- PLEs are designed specifically for target audiences - family child care, classroom educators, and center leaders.

117 PLEs delivered

750 Hours of professional development provided

20 Asynchronous offerings with follow-up coaching

832 Educators trained

INTENSIVE INITIATIVES

In addition to the PLEs summarized above, DIEEC facilitated four intensive professional development series at the program level. Details of participation in each of the four initiatives are provided below.

Pyramid Model

- This is an evidence-based series that helps educators promote healthy social and emotional development with children aged birth to 5. It includes asynchronous e-modules or live workshops, classroom observations, and individual coaching components, along with targeted program leader support.
- DIEEC facilitated 14 cohorts with 145 classrooms in 31 programs. 336 classroom educators participated in professional learning hours. Infant/toddler educators participated in 21 professional learning hours, and preschool educators participated in 25 professional learning hours.

Language and Literacy

- This series builds on the Big 5 components of the Head Start Planned Language Approach to enhance early educator literacy practices in infant-toddler and preschool classrooms. It includes asynchronous e-modules, classroom observations, individual coaching, and group reflection sessions.
- DIEEC facilitated 5 cohorts, with 37 classrooms in 10 programs, and 100 educators. Infant/toddler educators participated in 25 professional learning hours, and preschool educators participated in 24 professional learning hours.

Trauma Informed Care

- This series supports educators by promoting trauma-informed practices in the classroom and includes asynchronous e-modules, classroom observations, and individual and group coaching. This is the first year DIEEC has delivered the TIC intensive series.
- DIEEC facilitated 1 cohort with 13 classrooms in 2 programs. 33 classroom educators participated in 23 professional learning hours.

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

- This is a series that supports educators in promoting children's optimal social-emotional development. It includes live workshops, classroom observations, and individual coaching components.
- DIEEC facilitated 1 cohort with 4 large/family child care educators who participated in 29 professional learning hours.

COACHING THE COACH

- This initiative supports leaders of programs participating in the above intensive cohorts, with an additional focus on strengthening practice-based coaching skills. It includes live workshops, group reflective experiences, and individual coaching, and is delivered at the program level rather than to individual classrooms. This is the first year the DIEEC has delivered this initiative to support program-level practice-based coaching.
- DIEEC facilitated 4 cohorts with 81 program leaders in 59 programs who participated in 30 professional learning hours.

SELF-PACED STATE TRAININGS

- DIEEC offered 3 core trainings for Delaware early care and education professionals. These trainings were continuously available for registration throughout the year and were completed by educators on the Canvas learning platform.
- The trainings, developed by the Delaware Department of Education, were transitioned from the former DEPDNow platform to DIEEC's professional development registry in December 2024.
- **3,579** educators were trained across the 3 courses.

TECHNICAL ASSISTANCE

- These continuous quality improvement supports include universal and targeted offerings designed for program leaders working to strengthen program practices.
- **5,966** Quality Improvement Specialist contacts were made over the course of the year; this represents **2,989** contact hours with programs.
- A total of **675** programs were supported in developing and implementing Quality Improvement Plans.
- **71** family child care community meetings were held, with **172** family child care programs attending.
- **69** programs, including 66 center-based and 3 home-based programs, participated Leader Link Up meetings.
- **12** Community of Practice meetings held with center-based programs.
- Held **24** 'drop-in' office hours for center-based programs and **22** office hours for family child care programs.
- Facilitated **13** Make Time For Me engagement sessions for family child care educators.
- Tailored strategies for State-Funded ECE programs:
 - **33** Community of Practice sessions were held with **48** state-funded programs.
 - **13** working sessions were held for **69** state-funded programs.