



## ***Policy Memo: Response to Delaware ESSA***

The Every Student Succeeds Act (ESSA) affords a unique opportunity to rethink how Delaware has approached education reform and accountability in the past. It is an opportunity to make bold changes, to plan for sustainable and equitable change, and to capitalize on all of the assets that Delaware families, community organizations, businesses, and institutions of higher education have to offer. The University of Delaware Partnership for Public Education (PPE) is committed to being a core partner in setting new directions for education reform. PPE represents the University's collective commitment to strengthening public education in Delaware, working to mobilize the University's research, educational, and public service resources and provide greater and more systematic coordination of diverse efforts in order to maximize support for education in Delaware.

In the spirit of this work, PPE submits the following comments and feedback to Secretary Godowsky, the Delaware Department of Education, and to the Governor's Advisory Committee.

In the following document, PPE shares feedback gathered from a range of committed faculty and professionals across multiple colleges, departments, and centers at the University of Delaware. We organize comments by theme: Diversity and Equity; Research Evidence, Data, and Assessment; and Sustainability and Capacity Building. Within each theme we identify some guiding principles for the plan and specific feedback on various sections and proposed policies. We then provide a list of contributors and resources within the University to further engage in the planning and implementation process. This is *the first of what we hope to be many contributions* to this process and look forward to future opportunities to engage with stakeholders statewide in the development and implementation of the Delaware ESSA plan.

### **Diversity and Equity**

Diversity and equity are central principles in improvement efforts, and the University is committed to promoting equity and inclusiveness in public education and on its own campus. The current draft of the ESSA plan addresses diversity and equity in a range of ways, from collaborative development of this plan in Section 2 to equitable access to high-quality educators in Section 5 to ensuring academic and non-academic needs of all students in Section 6. However, there are additional opportunities to incorporate principles of diversity and equity in the development and implementation of the plan. We note a few examples.

**In section 5, with particular attention to the subsection on Educator Equity**, as a state there is a commitment to the belief that “the achievement gap will close for our highest need students only when all students have equitable access to the most capable and well-prepared educators” (Draft ESSA Plan, p. 68). This conviction is a reiteration of the values found in the June 2015, [Plan to Ensure Equitable Access to Excellent Educators for All Students](#) (PEEAEEAS). Yet notably missing from the plan are the ways enhancing teacher diversity will be addressed throughout the state; an investigation into the ways hiring practices across the state and within districts may or may not impact teacher diversity; and a plan to recruit teachers of color. Embedding teacher diversity into the plan will concretize the belief that diversity in all aspects of education is inherently valuable and will support the larger and specific goals outlined in the plan. For instance, research finds that African-American and Hispanic students stand to gain significant advantages if they are able to work with minority teachers.<sup>1</sup>

As a state, Delaware should aspire to lead the nation in creating specific solutions that will attract and retain teachers of color into classrooms across the state and ensure that classroom teachers reflect the diverse communities and students, 54% of which are students of color, whom they serve.<sup>2</sup> However, this begins with overtly discussing issues relating to teachers of color and teacher diversity.

Other concerns related to diversity and equity pertain to Section 6, which focuses on supporting all students. Central to this goal is recognition of the growing diversity of the student population and the specific needs that each may have in achieving the maximum potential. We applaud the plan’s attention to identifying those groups and articulating strategies and funding sources to support efforts to meet their needs. However, there is limited attention to the following issues, which should be **incorporated into Section 6 of the plan**:

- Students with limited or interrupted formal education (SLIFE): Though section 6 addresses English language learners (ELLs) and migratory students, it does not formally recognize students that meet the definition of SLIFE. These students have different needs than typical ELL students and warrant consideration in policies around testing, accountability, and reporting.

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<sup>1</sup> As examples, see <http://www.theatlantic.com/education/archive/2015/08/teachers-of-color-white-students/400553/>; Ladson-Billings, G. (1992). Liberatory Consequences of Literacy: A Case of Culturally Relevant Instruction for African American Students. *The Journal of Negro Education*, 61(3), 378; Villegas, A. M., & Irvine, J. J. (2010). Diversifying the Teaching Force: An Examination of Major Arguments. *The Urban Review*, 42(3), 175–192; Ware, F. (2006). Warm Demander Pedagogy: Culturally Responsive Teaching That Supports a Culture of Achievement for African American Students. *Urban Education*, 41(4), 427–456.

<sup>2</sup> Demographics of Delaware public schools in 2015–16 are 30.7% African American, .4% American Indian, 3.7% Asian, .1% Hawaiian, 16% Latino, and 3.2% Multi-Racial. Low-income students comprise 36% of the public school population. <http://profiles.doe.k12.de.us/SchoolProfiles/State/Student.aspx>

- Gifted students: The current draft makes limited reference to the needs of gifted students, in spite of several districts' implementation of initiatives that strengthen gifted education. In ensuring equitable educational opportunities, the plan must develop [gifted education policies](#) that promote research-based strategies and excellent educators to support continued growth and achievement of our highest performers.
- Urban students: Although the current draft attends to low-income students and other groups of students at risk for school failure, there is no specific focus on urban students in spite of Delaware being inclusive of three urbanized areas and 11 urban clusters, according to the [U.S. Census](#). Because of the way district and school feeder patterns are drawn, it is possible to overlook these students as a group and therefore systematically fail to meet their needs. It is critical that we recognize the needs of these areas and actively monitor activities and outcomes for students from urban communities, regardless of which schools and districts they attend, through accountability and reporting policies.
- Institutional processes that perpetuate inequity and disparate outcomes: Although several strategies for addressing inequities appear in all sections, we would add that systematic attention should be paid to understanding, surfacing, and redressing institutional processes that produce bias—explicit and implicit—in decision-making and ultimately perpetuate discrimination and inequity. Policies related to advanced course taking, retention, teacher assignment, and school discipline can lead to disproportional outcomes, systematically privileging some groups while disadvantaging others. Professional development and school evaluations should examine how discipline policies contribute to the school-to-prison pipeline, how the community can be seen as a resource and its funds of knowledge actively drawn upon in schools, how academic tracking reinforces the opportunity gap, and how curricula can be more culturally responsive. We recommend that the plan formally acknowledge the need to understand and address these processes and encourage strategies such as equity audits (adopted in other states).
- Inclusion in pre-school: Though the draft mentions inclusion in several other parts of the plan, there was no discussion of inclusive pre-school practices. Moving forward, Individuals with Disabilities Education Act (IDEA) Part B 619 programs may serve as partners in planning preschool expansion in the state.

## Research Evidence, Data, and Assessment

Central to the improvement efforts presented in the plan is a strategy for high-quality data and assessment and implementation of evidence-based interventions. The current draft requests suggestions for each of these areas.

## ***Tiers of Evidence***

A central feature of ESSA is its emphasis on tiers of evidence underlying local education agency (LEA) improvement plans. In response to the need for criteria to evaluate the underlying evidence, we recommend first that the Delaware Department of Education (DDOE) assemble an advisory board that includes experts in evaluating and/or implementing evidence-based interventions to build local and state capacity for and support meaningful implementation of ESSA provisions related to evaluating and improving LEA plans.

### **In response to specific feedback requested in Section 4, subsection 3 on State Support and Improvement for Low-Performing Schools, PPE recommends that:**

- LEA plans explicitly state within which evidence tier a component of the plan falls, including information that demonstrates why it belongs in that tier. Further, while ESSA requires “at least one study” on an intervention to provide strong evidence, moderate evidence, or promising evidence, state education agencies (SEAs), LEAs, and other stakeholders should consider a comprehensive body of relevant evidence to ensure a robust use of research in the planning process.
- DDOE, either on its own or with support from an advisory committee, review the quality of evidence of LEAs plans using available tools and guides, such as the [What Works Clearinghouse \(WWC\)](#) and others listed in the plan, as well as relying on their own capacity to evaluate research within the first three tiers. Relatedly, this team will determine if plans submitted by LEAs will reasonably address the needs they have identified in their school. This can be done by evaluating the quality of the evidence along with assessing fit to school/district context.
- If evidence underlying an LEA plan does not fall in tiers 1–3, we recommend that the LEA will be required to partner with an evaluation or research group that will measure the effectiveness of the plan, contributing not only to local improvement but to the knowledge base that can then be utilized by other schools under improvement.
- DDOE should create an ongoing list of state-approved, evidence-based interventions that serves as a resource, but not a mandate, for comprehensive or targeted support and improvement status. A preliminary list can pull from resources such as WWC, but should be updated annually, with schools and other agencies encouraged to add to the list. One role for the advisory committee would be to support the population and vetting of this list.
- DDOE must build the significant capacity needed to evaluate the evidence-based underlying interventions, even with aforementioned supports. For example, the School District of Philadelphia recently hired a Director of Research, Policy, and Practice to support the implementation of tiers of evidence in improvement efforts. We strongly recommend professional development for LEA and DDOE staff on the tiers of evidence covering

examples of each, how to interpret research relative to rigor and needs. Additional capacity building should include hiring internal research staff within DDOE to lead this work and to engage in partnership building with the state’s institutes of higher education (IHEs) and other organizations to better connect research expertise to the work and goals of DDOE.

An emphasis on rigorous research and evidence is not limited to sections pertaining to school improvement planning. Too often our educational reforms are scaled quickly without understanding implementation and unintended effects of the work. **Throughout each section of the plan, formative and summative evaluation, coupled with strategies for piloting and scaling up, are essential ingredients in comprehensive improvement and should be required components of all local and state initiatives.** This will require additional capacity, but is necessary for meaningful improvement and ultimately accountability to all education stakeholders. The University and other organizations in the state can play a leading, constructive role in conducting such studies.

### ***Comprehensive Data and Metrics***

Under any accountability system, it is critical to identify reliable and valid measures of performance to ensure that the system is achieving its goals. The past decade of reliance on standardized achievement scores has generated rich conversation and debate about what information key stakeholders value. Many concerns and suggestions are noted within the current draft of the plan and in the documented feedback from stakeholders on these issues.

**In Section 4, subsection 4 on Performance Management,** PPE reaffirms the importance of expanding beyond achievement data and using stakeholder feedback as a guide to broaden the set of metrics used. One source of feedback is the 2015 *School Success Reports Stakeholder Feedback: Final Report*, which communicates what members of the Delaware community value in their schools. The report reveals the importance of not only academic performance but of school offerings (e.g., curriculum, extra-curricular opportunities) and school climate and culture. Recommendations for both are presented in that report. However, we also note the availability of measures of school climate and students’ social-emotional and behavioral health. The [Delaware School Climate Scale](#) is an available, validated tool that can be of great use in assessing school climate. Individual screening of student’s social-emotional and behavioral health could be enhanced by systematic use of tools like the Social Emotional Health Survey developed for [Project Co-Vitality](#) at UC-Santa Barbara in California.

### ***Appropriate Use of High-Quality Assessments***

Additionally, we support the selection and appropriate use of assessments of and for student learning and consideration of teachers’ classroom needs and practices in that process. In 2016, districts and charter schools engaged in an [assessment inventory process](#) that revealed a wide range of assessments administered in Delaware schools and concerns from stakeholders about the value and appropriateness of their use. Additionally, alternate forms of assessment should be explored, such as portfolios and performance/demonstrations of learning, rather than reliance on

standardized testing, with opportunities for stakeholders to consider advantages and disadvantages of various options. Feedback we collected also noted potentially inappropriate uses of assessments. For example, many kindergarten readiness assessments, such as the Delaware Early Learner Survey, are designed to inform curricular and instructional decisions rather than to serve as outcomes indicators for early learning. **We recommend that in Section 4, subsection 4C Collection and Use of Data and in Section 5, subsection 2 Supports for Educators** that the ESSA plan be clear about the formative and summative uses of assessments, include strategies that ensure that assessments are utilized for their designed purposes, and provide adequate professional development around assessment and data literacy for teachers and school leaders.

A related dimension of assessments pertains to the use of performance assessments for pre-service teachers and standardized assessments for teacher evaluation, elaborated on in **Section 5**. We agree it is important to have evidence of teaching quality and student learning, but note that there are considerable downsides to this approach that should be considered in a larger agenda focused on equity. In particular, we believe that it is important to understand how these practices impact efforts to expand and diversify the teacher workforce and to encourage teachers to work in high-needs schools, as many have asserted that these practices may create barriers to these goals.

## Sustainability and Capacity Building

One of the challenges in education reform is ensuring that improvement is sustainable. Education reform that relies on short-term funding, out-of-state vendors, or efforts of a single agency are unlikely to be successful. Funding runs out, local capacity remains unchanged, and institutional priorities can shift as leaders transition in and out of influential roles. It is essential to plan for long-term change in education, and to do so the ESSA plan should explicitly incorporate strategies for sustaining the work, most notably by building local capacity to continue improvement efforts.

First, sustainability can be supported through integration and alignment. The ESSA plan can be used to create a cohesive reform agenda that promotes alignment across key issues and organizations. A powerful, effective state plan will **integrate key issues throughout each section.** Above we note that diversity and equity are core principles in Section 6 with its focus on students, but that a focus on teacher diversity was missing in Section 5 and that other practices in Section 5 may work against these goals. There is limited discussion of early childhood education outside of the brief section on Pre-K to Kindergarten transitions yet ESSA affords many opportunities to strengthen early childhood (a [set of suggestions](#) is available from the First Five Fund).

Cohesiveness must also be a focus in implementation of the plan as well. Education is a complex system and implementation of initiatives in each section of the plan may create challenges for those on the front lines, namely teachers and building leaders. For these reasons, DDOE and district leaders must help teachers and leaders understand how to coordinate the work and ensure someone is responsible for integrating new programs and requirements. **This is especially important for coordinating services and interventions found within Section 6 and Section 4**

**subsection 3 on State Support and Improvement for Low-Performing Schools.** For example, community supports are needed to fully serve the needs of students in challenged communities, but bringing external services into the schools will be ineffective without the coordination and collaboration that school-based professionals can provide.

Second, sustainability is achieved through planning for a strong, highly-qualified pipeline of educators, leaders, and other school-based professionals. **Section 5** details a range of strategies for supporting teachers and leaders in their work, but does not adequately address strategies for attracting potential candidates into teaching or administrative roles or to succession planning for schools and districts. Nor does it mention other key administrators or professionals that are positioned to support the new plan, such as school psychologists. Additionally, professional learning is not directed at all school and district staff. It is critical to focus attention on the development not only of teachers and principals, but also instructional coaches, guidance counselors, school psychologists, assistant principals, and principal supervisors. Title II under ESSA and changes in Title I create opportunities for flexibility and innovation in both recruitment and development to create a comprehensive and cohesive talent management plan.

Third, sustainability is promoted when plans recognize and build upon existing resources within the state. Delaware has been at the forefront of educational reform for decades, evidenced by state policymakers leading national initiatives, leading the nation in standards based reform, and even being among the first to be awarded Race to the Top funds. Delaware is also home to hundreds of corporations and small businesses and a world-class research university. We are a small state, making each of these unique strengths accessible to those seeking to leverage their capacity. However, recent education reform efforts have not been perceived as valuing local expertise necessary for statewide collaboration and cooperation. Failure to explicitly acknowledge and tap into those resources signals that capacity is either absent or of poor quality. This may have the unintended effect of a) inefficiently using resources to “reinvent the wheel” and b) alienating partner organizations. The current draft of the ESSA plan does not always acknowledge what is currently available to support improvement strategies listed in the plan and greater utilization of state resources is required throughout all sections of the plan. For example, **in Section 6, subsection on Pre-K to K transitions,** the plan indicates a need to *create state guidance policies and procedures and a resource toolkit for the expansion or creation of preschool district programs or partnerships with existing community-based programs,* including tools to determine local need for early learning programs. There are existing mechanisms, such as Delaware Readiness Teams, Head Start community needs assessments, and Delaware STARS ratings, among others, that may be utilized and, in doing so, ensures multiple parties participate in the needs assessment and planning process.

A fourth key strategy for sustainability and capacity development is partnerships. We support the use of partnerships as a core strategy for planning, implementation, capacity building, and sustainability. Partnerships can help build capacity within and across the system, ensure stability in

resources, and protect long-term priorities. This is **acknowledged in Section 2 with** its focus on consultation and coordination, **but must be explicitly incorporated as a strategy in Sections 3, 4, 5, and 6**. PPE has documented more than 75 partnerships between UD and schools and districts across the state and have found that more than one hundred faculty and professionals are interested in supporting partnership work in education. This represents only the University's commitment and does not take into account the capacity afforded by engaging other institutions of higher education, educational associations, community organizations, businesses, and families as partners. We assert that consultation and coordination should not be merely a strategy in developing a statewide plan but serve as an integral component in implementation. Further, partnerships and other forms of collaboration can be encouraged through the plan and rewarded under the accountability framework.

Lastly, we believe there is a need for collaborative, rather than hierarchical, decision-making, and cooperative, rather than competitive, implementation. The past several years has seen an erosion of trust and the perception of a climate of competitiveness among stakeholders with shared goals. As DDOE works to improve the quality of education in our state, it is important to rebuild the social capital needed to realize meaningful, sustainable change. Social capital fosters trust, cooperation, and collaboration—all essential ingredients to successful reform. Efforts to build those ties are reflected in stakeholder engagement in the ESSA planning process. However, these ties must be sustained **in each section of the plan** through continued opportunities for engagement during implementation, the establishment of feedback loops for educators, leaders, and institutions responsible for implementation of the plan, and structures that support ongoing communication among all stakeholders.

Strategy development should also consider the possibility that policies may foster competition in spite of shared goals for improving opportunities and outcomes for students. For example, charter policies in the state appear to have produced a sense of competition between charter and district-run schools and among charters for students, funding, and human resources. This type of competition is not constructive and does not advance statewide improvement goals. In the ESSA planning process, we have the opportunity to build from lessons learned and design strategies and processes that avoid unproductive competition. For example, in the expansion of pre-school and new opportunities for LEAs to provide preschool services, we should focus on ways for LEAs and community-based providers to partner in expansion and improvement efforts, rather than compete for scarce resources.

## Summary of Recommendations by Section

### *All sections*

- Ensure core goals and issues are integrated throughout each section to ensure coherence and prevent conflicting strategies (an example is integrating early childhood throughout, rather than only in Section 5).



- Include specific strategies to help teachers and leaders understand how to coordinate the work and ensure someone is responsible for integrating new programs and requirements.
- Recognize and build upon existing resources within the state.
- Utilize partnerships as core strategy for planning, implementation, capacity building, and sustainability, not just part of Section 2. Encourage partnerships throughout the plan and reward them under the accountability framework.
- Rebuild social capital and trust by including continued opportunities for engagement during implementation, the establishment of feedback loops for educators, leaders, and institutions responsible for implementation of the plan, and structures that support ongoing communication among all stakeholders.
- Build from lessons learned and design strategies and processes that avoid unproductive competition (such as charter-district competition for resources).

### **Section 4: Accountability, Support, and Improvement for Schools**

- Maintain an emphasis on accountability through rigorous research and evidence by planning for formative and summative evaluation and piloting and scaling up strategies for all LEA and SEA initiatives.

#### *Subsection 3*

- DDOE should assemble an advisory board to evaluate and/or implement ESSA provisions related to evaluating and improving LEA plans.
- Explicitly state evidence tiers and demonstrate why evidence is within that tier in all LEA plans.
- DDOE on its own or in collaboration with an advisory board should review LEA plans.
- For plans for which evidence is not within ESSA Tiers 1–3, require partnerships with researchers or evaluators to assess plan effectiveness.
- DDOE should create and routinely update a list of state-approved evidence-based interventions that serve as a resource but not a mandate.
- Invest in capacity around utilizing tiers of evidence, including professional development for LEA and DDOE staff, partnerships with IHEs or other organizations, and hiring DDOE staff to manage these processes.

#### *Subsection 4*

- Use stakeholder feedback as a guide, including the 2015 *School Success Reports Stakeholder Feedback: Final Report* and the work conducted as part of the 2016 [assessment inventory process](#).

- Include school offerings (e.g., curriculum, extra-curricular opportunities) and school climate and culture. Two useful measures include the [Delaware School Climate Scale](#) and the Social Emotional Health Survey developed for [Project Co-Vitality](#).

### **Section 5: Supporting Excellent Educators**

- Must include a focus on developing a diverse teacher workforce.
- Articulate the formative and summative uses of assessments, and include strategies that ensure that assessments are utilized for their designed purposes.
- Provide adequate professional development around assessment and data literacy for teachers and school leaders.
- Consider use of performance assessments for pre-service teachers and standardized assessments for teacher evaluation with particular attention to how these practices impact efforts to expand and diversify the teacher workforce and to encourage teachers to work in high-needs schools.
- Address plans for a strong, highly qualified pipeline of educators, leaders, and other school-based professionals into the profession in addition to preparation and professional development.
- Focus attention on the development not only of teachers and principals, but also instructional coaches, guidance counselors and school psychologists, assistant principals, and principal supervisors.

### **Section 6: Supporting All Students**

- Acknowledge needs of students with limited or interrupted formal education (SLIFE).
- Include plans for gifted students and gifted education.
- Pay explicit attention to urban students.
- Take into account institutional processes that perpetuate inequity and disparate outcomes.
- Plan for inclusive pre-school practices.
- Coordinate and collaborate with school-based professionals so that bringing external services into schools will be effective.
- Make use of existing mechanisms, such as Delaware Readiness Teams, Head Start community needs assessments, and Delaware STARS ratings, among others in Pre-K to K Transitions.

# University of Delaware Contributors and Resources

## ***Partnership for Public Education***

The Partnership for Public Education (PPE) is a University of Delaware initiative of the Provost's Office and housed within the Community Engagement Initiative. PPE seeks to connect the University's people and resources with Delaware educators and to build capacity for partnerships between the University and the P–12 public education community. PPE also engages with stakeholders on strategic initiatives to address key challenges facing Delaware schools in order to strengthen opportunities for all Delaware students.

[sites.udel.edu/ppe](https://sites.udel.edu/ppe)

## ***Center for Community Research and Service***

Since 1972, the Center for Community Research and Service (CCRS) has worked in partnership with community-based organizations, local, state, and federal governmental agencies, nonprofit and private/for-profit entities, grassroots community groups, and academic partners within and outside of the University of Delaware to promote healthy and vibrant communities across our state (and beyond). CCRS supports KIDS COUNT in Delaware, which provides high-quality data about the well-being of children, youth, and their families for the purpose of effecting positive changes in policy, priorities, and programs.

[www.sppa.udel.edu/ccrs](http://www.sppa.udel.edu/ccrs)

## ***Center for Educational Leadership, Teaching, and Learning***

The Professional Development Center for Educators has merged with UD's Southern Delaware Professional Development Center, and the Delaware Academy for School Leaders to form the Center for Educational Leadership, Teaching and Learning (CELTL). This newly expanded center in University of Delaware's College of Education and Human Development is committed to coaching, mentoring, and instructing K–12 teachers and administrators, providing them the tools to meet the challenges of educating 21st century learners. CELTL's experienced staff provides professional development services customized to assist participating schools and districts with: Core subjects of English language arts, math, science, and social studies, Delaware Reading and Writing Projects, STEM project, Responsive Classroom, leadership coaching and mentoring for current and aspiring administrators, and research findings and reports evaluating trends in our school districts.

[www.pdce.udel.edu](http://www.pdce.udel.edu)

## ***Center for Research in Education and Social Policy***

The Center for Research in Education and Social Policy (CRESP) conducts scientifically rigorous research about current educational and social policy issues to inform educational institutions, nonprofit organizations, foundations, and policymakers about the effectiveness of new and innovative programs and practices. Studies of school-based educational interventions, community-

driven public health efforts, and efforts to improve healthcare practice are at the center of CRESP's work. Faculty, research staff, and doctoral students at CRESP share an interest and commitment to collaborative research efforts where practitioners, academic researchers funders, and policy-makers are able to inform study designs and outcome measures and mutually benefit from establishing evidence-based practices.

[www.cresp.udel.edu](http://www.cresp.udel.edu)

### ***Center for Research Use in Education (R4S: Rethinking Research for Schools)***

Through a federally funded grant from the Institute for Education Sciences the mission of R4S and the Center for Research Use in Education is to expand the study of knowledge utilization and produce a more holistic picture of what drives research use, from the production of knowledge through research to the application of knowledge in local decision-making processes.

[www.research4schools.org](http://www.research4schools.org)

### ***College of Arts and Sciences' Secondary Teacher Education Program***

The Secondary Teacher Education Program is committed to providing quality Secondary Education programs that prepare young people to become highly-qualified professional teachers. In four years, undergraduates can earn a bachelor's degree in their content area and complete a set of pre-professional courses and field experience that prepares them to teach in grades 7 to 12.

[www.secondaryed.udel.edu](http://www.secondaryed.udel.edu)

### ***Delaware Center for Teacher Education***

The Delaware Center for Teacher Education (DCTE) within the College of Education and Human Development provides support services for students and faculty in 28 educator preparation programs at the University of Delaware. These undergraduate and graduate programs are located in six of the seven colleges across campus. DCTE is the home of the Education Resource Center, Office of Certification and Accreditation, Office of Clinical Studies, and Alternative Routes to Certification.

[www.dcte.udel.edu](http://www.dcte.udel.edu)

### ***Delaware Education Research and Development Center***

The Delaware Education Research and Development Center conducts high-quality research and human service evaluations. Since 1993, it has served as a bridge from the university to schools, human service providers, policymakers, and the wider community. Its work encompasses program and organizational evaluation, policy analysis, and research.

[www.rdc.udel.edu](http://www.rdc.udel.edu)

## ***Delaware Institute for Excellence in Early Childhood***

The Delaware Institute for Excellence in Early Childhood (DIEEC) is located within UD's College of Education and Human Development and the Department of Human Development and Family Studies. The goal of DIEEC is to improve the quality of early care and education experiences for young children and their families, with an emphasis on high-risk children. We accomplish this through the design, development, and testing of model programs and practices in areas such as professional development, technical assistance, and early intervention benefiting the early learning community.  
[www.dieec.udel.edu](http://www.dieec.udel.edu)

## ***Human Development and Family Studies***

The Department of Human Development and Family Studies (HDFS) is an academic unit that prepares undergraduate and graduate students for a career in early childhood education, family studies, or human services. We value diversity, inclusion, and the promotion of positive human development within the rapidly changing global environment in which we live. By providing a rigorous curriculum and practical field experience, our students develop the skills to become leaders in their fields.  
[www.hdfs.udel.edu](http://www.hdfs.udel.edu)

## ***Institute for Public Administration***

The Institute for Public Administration, a center within the School of Public Policy and Administration, addresses the policy, planning, and management needs of its partners through the integration of applied research, professional development, and the education of tomorrow's leaders.  
[www.ipa.udel.edu](http://www.ipa.udel.edu)

## ***School of Education***

The School of Education within the College of Education and Human Development is a nationally recognized and authoritative source of knowledge about the practices that impact students' academic and social development and educators' professional development. Our 54 faculty members work with over 900 students in our diverse undergraduate programs and graduate programs.  
[www.education.udel.edu](http://www.education.udel.edu)