INTRO:
The Botvin LifeSkills Training Program (LST) is a comprehensive and exciting program that provides adolescents and young teens with the confidence and skills necessary to successfully handle challenging situations. The program was developed by Dr. Gilbert J. Botvin, a leading prevention expert. LST is backed by over 30 scientific studies and is recognized as a Model or Exemplary program by an array of government agencies including the U.S. Department of Education and the Center for Substance Abuse Prevention.

Why Botvin LifeSkills:
The Life Skills Program was taught in private schools, after-school programs at public schools, and community centers throughout Delaware to elementary and middle school students. The Botvin LifeSkills Program helps to increase the knowledge of the consequences of tobacco and other substance use/abuse. The Botvins program also helps to prevent and/or decrease the use of tobacco and other substance use/abuse. The program also teaches youth about different life skills such as self-image, communication, and assertiveness to help the youth make positive decisions for themselves.

Middle School Results:
- 96% of students disagree that smoking makes you look cool
- 94% of students disagree that drinking alcohol makes you look cool
- 92% of students learned that smoking reduces a person’s endurance for physical activity
- 90% of students said that they would say “no” when someone tries to get you to smoke a cigarette
- 90% of students learned that smoking can affect the steadiness of your hands
- 88% of students said that they would say “no” when someone tries to get you to use cocaine and other drugs
- 86% of students said that they would say “no” when someone tries to get you to drink beer, wine, or liquor
- 85% of students said that they would say “no” when someone tries to get you to smoke marijuana

Elementary School Results:
- 100% of students indicated they learned cigarette smoking can cause your teeth to turn yellow or brown
- 100% of students indicated they learned tobacco smoking can cause mouth cancer
- 90% of students indicated they learned that you should not let other people influence their decisions
Health and Wellness Ambassadors
A youth-adult partnership (YAP)

Brynn Hovatter, Alyssa Whittaker

Teen HAWAs are: official representatives and promoters of holistic healthy living, including fitness, nutrition, mindfulness and substance prevention.

- Cross program mentors of Family & Consumer Science and 4-H Youth Development help lead Teen HAWAs in building Youth Adult Partnerships (YAPs), facilitate peer mentor health education, engage in volunteer activities, and foster personal skills in wellness and leadership

Why Teen HAWAs?
Teens need the opportunity to make positive impacts in their community by building leadership and self-confidence, while having their voices heard!

- When teens are engaged in their community and give back they become productive adults

Ultimate Goals of Teen HAWAs:
- Learn about and promote healthy lifestyle choices
- Create media about healthy living
- Community outreach & education
- Asset building, education, and promotion
- Create and facilitate community change through peer mentoring and YAP

Health & Wellness Ambassadors (HAWAs)

★ Learn about and promote healthy lifestyle choices
★ Create media about healthy living
★ Community outreach & education
★ Asset building, education, and promotion
★ Create and facilitate community change through peer mentoring and YAP

HAWAs create care packs for Code Purple
Kent County, Delaware December 2021
Killen’s Pond Wellness Day
May 2021
Firecracker 5K Racers
Rockford Park
July 2021

Teen HAWA Activities and Outreach:
- Conducting an education program at an afterschool site or community location programs
- Manning a table, presenting, or volunteering at a healthy living event
- Create video/media for community outreach & education
- Learning about healthy habits for self-improvement including; nutrition, fitness, and prevention

2022 Subcommittees
Prevention
Promotes drug, alcohol and tobacco prevention.

Food Access
Improves food access and address food insecurity for teens and youth.

Fitness/5K
Promotes health through fitness

What do you come to HAWA Meetings For?

Community Partnerships and Programs
Healthy Habits for Teens
Volunteer opportunities
Healthy Habits for Teens
Community Partnerships and Programs

Contributors: Whittaker, Alyssa; Crist, Gina, Hovatter, Brynn; Hughes, Lindsay; Johnston, Karen; Moore, Kimberly

Acknowledgements:
- The Walmart Foundation Healthy Habits Grant
- American Lung Association

Know a teen interested in Health & Wellness?
Register Today!

Firecracker 5K Racers
Rockford Park
July 2021
Shining the Light on You:
A partnership to improve the health and wellbeing of family child care professionals

PRESENTERS:
Laura Lessard & Rena Hallam

INTRO
• The early care and education (ECE) workforce, and family child care (FCC) professionals in particular, face challenges to optimal wellbeing and mental and physical health.
• The FCC workforce is predominately low-income women of color, placing them at a higher risk for chronic diseases.
• A large proportion of the workforce has overweight or obesity, and many experience high levels of stress.
• Poor wellbeing may contribute to lower program quality, increased conflict and negative reactions to children, and decreased job commitment.
• Poor wellbeing may also influence children’s social-emotional development.
• Few evidence-based interventions have been developed, offered or feasibly implemented with this community to address these issues.

SHINING THE LIGHT ON YOU
• Shining the Light on You (StL) is a 15-week virtual program that integrates evidence-based practices from the Health and Wellness Coaching field and Early Childhood Education sector.
• Program topics include self-care, mindful eating, stress management, sleep, financial literacy, and physical activity. Providers also meet with a health coach one-on-one for three individual coaching sessions.
• StL is designed to help FCC professionals develop individual and group wellbeing goals, provide ongoing monitoring and support, and connect with existing community resources to meet goals.

PARTNERSHIPS
• The design and implementation of the program has been done in partnership with UD’s Departments of Behavioral Health & Nutrition and Human Development and Family Sciences; the Delaware Institute for Excellence in Early Childhood with support from the State of Delaware
• These interdisciplinary partnerships ensure that the work is consistent with professional practice and community needs along with evidence-based practices from relevant fields.

Offering an evidence-based wellbeing program for family child care professionals can improve their quality of life and the ways they interact with children and families.

METHODS
1. Two cohorts of StL were pilot-tested in Fall of 2020 and Spring of 2021, respectively (n=18).
2. Participants were recruited through Delaware Institute for Excellence in Early Childhood.
3. Measures include pre- and post-program surveys and a post-program interview.
4. Modified thematic analysis was conducted for each individual interview and illustrative quotes were identified for each theme (n=12).
5. Participants received a $25 gift card for participating in surveys and the interview.

RESULTS
One-on-one interviews with FCC professionals revealed three major themes: impact on FCC professionals’ health, impact on children and families and the importance of connecting with other professionals.

IMPACT ON HEALTH
• FCC professionals discussed experiencing improvement in areas such as nutrition, physical activity, sleep, and stress.
• “I’m sleeping more, I’m drinking more water, and I’m losing weight.”
• Many interviewees commented on the connections between all components of wellbeing and the importance of self-care.
• Professionals who took advantage of the one-on-one health coaching sessions enjoyed the extra time to receive support for health goals.
• “I feel like it probably has been the most beneficial part for me because [health coach] is actually helping me to set goals and follow up to make sure those things are happening.”

IMPACT ON CHILDREN AND FAMILIES
• Interviewees described how participating in StL positively influenced the ways they engage with the children and families they serve.
• “Because when you’re stressed and you feel like everything’s falling apart in the house, it’s really hard to be pleasant and want to, you know, sit and read books and enjoy time with the kids. So I do feel like it has put me in a better frame of mind, which makes me react to the children in a much better way.”

CONNECTING WITH OTHER PROFESSIONALS
• Many interviewees discussed the importance of having the opportunity to share and feel connected with other FCC professionals.
• “It let me know that I wasn’t the only one going through what I was going through and listening to the other providers, it made me feel as though, okay, I can get through this…”

Laura Lessard, PhD, MPH
Rena Hallam, PhD
Sarah Albrecht, B.S., B.A.
Eric Plautz, M.S.
Kyma Belardo, B.A.
Introduction

In 2019, 23,410 domestic violence incidents were reported in Delaware.

- 37.6% of women
- 32.7% of men

Daily Population Summary

- 3,271 No. of inmates
- 9,085 No. of offenders on probation
- 1,348 No. of offenders on pre-trial detention
- 1,249 No. of offenders on pre-trial detention within the community
- 83 No. of inmates released

Research Questions

RQ1: Identify the role of system impact on intimate partner violence in families in Delaware, including barriers to seeking help through the criminal legal system.

RQ2: Assess the impact of high profile events (murder of George Floyd, Jeremy McDole) on accessing the criminal legal system (911 calls, requests for PFAs, outcomes of LAP).

Methodological Design

RQ1: Interviews with Black men and women living in DE

- IPV is present
- Men are system impacted

RQ2: Interrupted time series analysis
Responding to Elementary Teachers’ Learning Needs: Partnering to Support Student Talk in Classrooms

Lynsey Gibbons
Latrice Marianno
Christy Metzger
Sam Prough
Amber Webster
University of Delaware

Building a Partnership

To establish this partnership, PI Lynsey facilitated a series of meetings for school leaders in Delaware and discussed the desire for partnership. The principal at Rivers Elementary expressed interest in partnering to support mathematics instruction and classroom discussions.

Key Commitments

Drawing on design principles for teacher learning
Refine theories for enacting classroom discussions
Work across the whole school community
Genuinely respond to teachers’ needs and interests

Research Interests

Our goals relate to:
(1) engaging students in deep disciplinary learning
(2) disrupting limited views of knowing based on privileged ways of speaking, reasoning, and knowing.

We aim to create a collaborative and mutually beneficial relationship that attends to our research interests and responds to the context for the teachers.

Cognitive Interviews

Our questions consider broadly:
➔ Examining shifts in teachers’ knowledge and practice
➔ Understanding how Learning Labs support organizational learning

Our team engaged in:
• conversations with the principal to ensure synergy between the project’s goals and goals of the school community
• activities that allowed us to learn more about the teachers and students at Rivers Elementary School while also allowing them to get to know us as a research team

Learning Labs for Teachers

"It was helpful to have an in-depth analysis of what we saw. It is rare to have so much focused thinking on what we & what students are doing" (Evelyn, 2nd grade)

Problem Types

"I can’t believe kids can do that" (Lois, 4th grade)
Substance Use and Misuse Prevention Services in Delaware: Perspectives from the Primary Prevention Community

Project: In 2020, the Delaware Division of Substance Abuse and Mental Health (DSAMH) funded the Center for Drug and Health Studies at the University of Delaware to interview key stakeholders within the primary prevention community in Delaware. DSAMH was in its final year of the SAMSHA funded Strategic Prevention Framework for Prescriptions Drugs program, a primary prevention program designed to prevent prescription drug misuse, and they were interested in finding ways to support and sustain primary prevention programming in the future.

Purpose: To investigate the current primary prevention landscape in Delaware, to better understand gaps in services, and to identify the various ways in which prevention services are offered across the state and across organizations.

Research Questions:
Q1: What is the current primary prevention landscape in Delaware? (Current trends, emerging concerns, needs, gaps, etc.)
Q2: How can DSAMH best support community based primary prevention work across the state?

Process: Interviews with 25 individuals from 24 prevention-related organizations or agencies in Delaware; all interviews were conducted over Zoom in Spring 2021, and were transcribed and coded through NVivo.

"COVID is going to be a big knock, it’s going to be a big interrupter. It interrupted our consistency and our attention to substance misuse prevention work."

Perspectives on Prescription Drug Misuse
- People who misuse prescription drugs often misuse other substances, so general substance abuse prevention messages and strategies are also likely to be effective, even if the goal is prescription drug misuse prevention
- Talking about medicine safety is a good way to start talking about prevention with younger children
- Student athletes and young adults who are not in college were identified as at risk of prescription painkiller misuse; young adults in college were noted as at risk of prescription stimulant misuse
- Prescription painkiller misuse and opioid use were seen as a higher priority concern in southern areas of the state
- Student athletes and young adults who are not in college were identified as at risk of prescription painkiller misuse; young adults in college were noted as at risk of prescription stimulant misuse
- Prescription painkiller misuse and opioid use were seen as a higher priority concern in southern areas of the state
- Many interviewees noted that there is a need for expanded Naloxone training and access
- Framing matters: while interviewees noted that it is good that the opioid epidemic is currently framed as a public health concern, past attitudes towards substance use disorder favored criminalization which had disastrous consequences for communities of color

Themes

Partnerships
- Collaboration needed across prevention organizations
- Community involvement is important in prevention work
- Community-based organizations would like a "seat at the table" for state-level prevention related conversations
- More collaboration with schools is needed
- A state-level prevention plan and/or prevention coordinator would help sustain and strengthen prevention work

Responsive Prevention
- Program implementers and funders should understand the social determinants of health and how that relates to substance use and misuse
- Strong prevention programs can move easily move along a continuum of mental health services, substance use disorder treatment programs, and other needed programs.
- Prevention is needed across the lifespan
- Updated and diverse prevention resources and messaging are needed to resonate with diverse audiences.

Implementation Factors
- Sustainable and flexible funding sources are helpful
- Staff recruitment and retention is a challenge
- Transportation barriers can limit program involvement
- Prevention workforce development and training is needed
- Data reporting requirements for federally-funded projects can be burdensome

Community Knowledge
- A strong understanding of the local community helps build stronger prevention programming
- Stigma related to substance use disorder is a major barrier to community buy-in to prevention work
- Program participants are reporting increased mental health concerns
- The normalization of marijuana use, increased vaping, and the risk of unintentional fentanyl exposure are main concerns for prevention providers

"Break down the silos. It’s the ongoing thing in Delaware, which everybody says, ‘yeah, prevention operates in silos.’"

"As far as prevention, well you know we always need more money."

"Yes, a data driven approach is very important, but also like a holistic approach which is wellness based . . . with wraparound services."

"Thankfully we have real connections with our community . . . I have a real relationship with them."

"COVID is going to be a big knock, it’s going to be a big interrupter. It interrupted our consistency and our attention to substance misuse prevention work."

For more information contact dwholz@udel.edu.
Tidewater Park is a one-of-a-kind, nature-based play area with features designed to share the traditional folklore and knowledge of the Nanticoke Indians (Nanticoke or Nanticoq translates as “People of the Tidewater”). The park sits on the ancestral lands of the tribe, which were deeded as a reservation in 1705 only to be sold by the colonial government in 1768. Tidewater Park is an anchor element in Laurel’s comprehensive Broad Creek waterfront redevelopment plan called “The Ramble.”

An award-winning, constructed wetland and bioswale were installed at Tidewater Park in 2018 and a pedestrian footpath around these treatments soon followed. Kompan, Inc.- one of the world’s leaders in designing innovative and engaging playground equipment- collaborated with the Town of Laurel and UD to produce a truly exciting conceptual design with great historical and ecological significance.

Phase I installation of the play equipment (“How the Beaver Got Its Tail” and “Story of the Creation”) was completed in SEP 2021 with financial support from Delaware State Parks and local legislators. A 30’x30’ shade sail, swing-set and interpretive panels are scheduled for installation in spring 2022. Fundraising to install phase III (“Squirrel Council”) and phase IV (“Rainbow Crow”) of this ~$1.3MM community development project is ongoing.

Enjoy a virtual tour at https://roundme.com/tour/772317
Community Engaged Design - Little Creek, Delaware

The Coastal Resilience Design Studio is an interdisciplinary team of student designers, researchers, and engineers exploring creative and thoughtful solutions to the many challenges facing Delaware’s Coastal Communities. CRDS engaged with the town of Little Creek for a master planning process in the summer of 2020. From that master plan, several projects including street banners, a traffic calming pop-up project and the design and the development of a microretail village followed in 2021.

Street Banners

Community branding and street banners were designed as part of the 2020 Little Master Plan. The town council adopted the new brand and banners were funded through grants and community donations. They were installed in April 2021 with help from the local fire department.

Pop-Up Gateway

A traffic calming gateway was designed as part of an overall plan to address street flooding and speeding traffic. In collaboration with DelDOT and the Living Lab, students installed a temporary pop-up version of the new gateway and results were tracked showing that the treatment worked to reduced traffic speeds.

Micro Retail

CRDS students worked with a local developer to design a microretail village to support the economic needs of the community. Following that design work, the town of Little Creek received funding to work with a planner from the Biden School of Public Policy and Administration to facilitate a full city code review and revision to allow for the master plan and microretail designs to be incorporated into policy. Those revisions were voted on and adopted by the town of Little Creek in 2022.
Write Outside Your Window

David Teague
Wilmington Associate in Arts Program

Introduction

This "pop-up" text/image event set out to make connections between canonical literary works and the lives of contemporary Wilmingtonians. Its purpose was to provide city residents a moment of reflection on an otherwise busy, urban day, and to transform an unexpected city location into the crucible for a creative act.

Vision

"Write Outside Your Window" began with a question: In these quarantine times, what can we city residents offer each other in the fleeting terms of poetry?

Connection in a time of disconnect. Truth in a time of misinformation. A clear voice in the time of erasure and silence. Perhaps an artistic expression to conjure up a cure.

For this project, a collaborative consisting of Delaware Shakespeare Company, Brevity Bookspace, University of Delaware Partnership for Arts & Culture, University of Delaware Associate in Arts Program, and Wilmington Alliance asked Wilmington residents to answer the following question in a poem:

In 30 words or less, If you could say anything to Wilmington, what would it be?

Wilmington being your neighbor, your zip code, your garden. What’s on your chest that you’ve yearned to say and have heard about Wilmington? What beautiful poem have you written and would love to share with other residents? What’s something you’ve come to understand about our city during quarantine?

Method

David Stradley, Producing Artistic Director of Delaware Shakespeare Company, Laura Semmelroth, Director of Creative Placemaking at Wilmington Alliance, Sallym Cooper, Owner of Brevity Bookspace, Newton Buchanan, Bi Joan Ngo, and Emily Schuman, Associate Artists at DelShakes, and UD AAP Students in ENGL 207, Introduction to Poetry, and ENGL 201, Re-Writing Literature, selected ten model poems including "Ars Poetica" by Archibald MacLeish, "The Soul Selects Her Own Society" by Emily Dickinson, and "Sonnet 18" by William Shakespeare, which were presented online as writing models for aspiring poets who participated in the event virtually. On the day of the live writing event at 7th and West Streets Park in Wilmington, DelShakes actors read the model poems aloud.

In the park, performers, artists, and student writers worked with community members who composed their own poems, inspired by the canonical offerings. The writing centered around themes of conflict and renewal suggested by the city setting. Newly penned poems were performed live.

During a pandemic spring, Write Outside Your Window provided a formative opportunity for poets, young and old, academic and self-taught, to experience poetry face to face with other human beings for the first time in over a year.

Three winning poems, chosen by a panel of UD students and DelShakes artists, were rendered graphically for public display.

Results

The poems toured the city of Wilmington as transit placards for two months in July and August of 2021, and in the form of yard signs, they continue to grace lawns around the city, providing summation, closure, affirmation and publication not only for the three poets who were honored, but for all the students, artists, and neighbors who participated.

Conclusions

The aim of this project was not to record and display trauma or assuage guilt. The purpose was to merge thoughts and poems to expand and elevate conversation among city residents, especially black and brown residents whose voices, ideas, and concerns are often silenced, erased, and marginalized. We wanted their poems and thoughts to be heard, seen, and contemplated — and not merely in their own zip codes.

Future Work

While a display of words cannot capture the magnitude of what’s needed in Wilmington, it can expand voices and visibility.

We wanted this project to be a catalyst for conversations in cars, buses, online, and on sidewalks and front porches. We wanted to give power back to the voices and the people of Wilmington. The collaborative relationships built in the course of this project continue; currently, the Just Write! Wilmington 6-Word-Story project is in motion, bringing together DelShakes, UD AAP, Wilmington Alliance, and the voices of Kuumba Academy and Great Oaks Charter School to create community-authored, publicly displayed stories about our shared experiences in the city.

Acknowledgements

The University of Delaware Community Engagement Initiative, The Wilmington Alliance, Delaware Shakespeare Company, Brevity Bookspace, The University of Delaware Partnership for Arts and Culture, and the UD Associate in Arts Program contributed generously to this project.
Mapping the Anthropocenic Fibershed: Re/sourcing Waste as Raw Material for Textile Production.

Kelly Cobb, Anabelle Brame, Savanah Goff, Madleen Knutson, Shae Woodruff, Huantian Cao
Department of Fashion and Apparel Studies. The University of Delaware

Aim of Research

The term Anthropocene reflects the ways in which human activity has become a world shaping force, and highlights the urgent need for planetary stewardship to ensure a sustainable future for human society and the nonhuman world (Payne, 2019).

As virgin resources grow more scarce, there is incentive to focus on bi-products and waste as a resource and raw material.

Goodwill of Delaware and Delaware County is a partner in this project (an ongoing collaborator) offering materials and is working closely with faculty and students on a daily basis to learn together.

Method or Project Description

For this study, the team researched regional agricultural crops (corn, melon, soy, dairy, berries) as well as other waste sources from farm and food production including consumer facing food outlets. Researchers sourced food waste from area restaurants (vegetable waste, avocado) as well as textile waste from unsold clothing through Goodwill of Delaware and Delaware County. The research team sourced regional plants (goldenrod, walnut) in addition to waste in an effort to best identify regional opportunities. All materials were used as dyestuff for coloration of textiles in design experiments through waste-led design.

Results

Researchers mapped the regional wasteshed, and investigate waste processing via source map technology. In the lab, researchers developed manufacturing stations capable of developing reproducible procedures. For textile production and coloration, dye tests were conducted an analysis of textile production and coloration processes were compared for technical feasibility and cradle-to-cradle impacts. To assess prototype development, researchers are now evaluating consumers acceptance and social, economic and environmental outcomes of the products, and conduct a costing exercise (via focus group) to determine acceptable prices.

Conclusions

The reality is that in most regions, in this time of the Anthropocene, waste is the prominent local material. According to McDonough and Braungart, local materials have less effect on soil and water and often provide the most feasible solutions to local problems; local business bolsters local economies and promotes citizen awareness. Our research expands the notion of fibershed identifying waste as a raw material, demonstrating (through waste-led design) that local production that applies waste as value can be a sustainable development strategy with economic, environmental, and social benefits.

References


Acknowledgements. Thank you to Goodwill DDC, CENFOODS Internship, UDRAW researchers.

Future Work

To address social aspects of the wasteshed and to function as a tool for consumer education/citizen awareness, the researchers are continuing collaboration with Goodwill of Delaware and Delaware County with qualitative and social practice research merging experiential retail, visual merchandising with wardrobe studies and the anthropology of clothes.

Project Images:
Delaware Restaurant Association and UD Partner to Design HR Competencies for Restaurant Managers (HR CRM)

Introduction
The Department of Hospitality & Sport Business Management of the Lerner College partnered with the Delaware Restaurant Association (DRA) to develop the HR Competencies for Restaurant Managers Certification for the restaurant industry.

The program was very timely, when, "Delaware's restaurant industry has been devastated by COVID-19, suffering a staggering $900 million in lost sales revenue since March, [2020]" said Carrie Leishman, president, and CEO of the Delaware Restaurant Association. With business shutdowns and continued capacity restrictions, many Delawareans were suffering from underemployment due to decreased hours, and unemployment from furloughs and layoffs.

HR CRM was funded by Delaware's Rapid Workforce Training and Redeployment Training Initiative (underwritten by Federal CARES Act) to assist Delaware workers and their families.

Aim of Research

Program Objective:
The objective was to provide restaurant professionals to upskill or reskill to address the increasingly complex human resource challenges facing restaurants particularly during the pandemic.

HR Competencies for Restaurant Managers (HR CRM) certification provided restaurant professionals with the latest knowledge and skills required to:
- Address the increasingly complex human capital challenges facing restaurants
- Analyze the relevant workplace laws affecting restaurant business
- Change leadership in a dynamic and disruptive environment
- Manage a restaurant's culture to improve the customer and employee experience and engagement

Purpose & Research Question

Research Question:
Had the program achieved stated learning objectives as measured by pre-and-post assessments reported by participants?

Project Description

Project Description:
HR CRM Certificate utilized the latest adult learning using system-thinking and participative methods. It provided attendees with tangible skills and the opportunity to practice them between the certificate sessions. Through sharing achievement stories and building a strong networking, participants were able to confidently manage their restaurant enterprises in this dynamic landscape.

The certificate Description: HR CRM is comprised of:
- Four 5-hour modules (20 total contact hours)
- Taught over an 8-week period, with 2.5 hours to include 1.5 hours of self-paced, asynchronous learning and 1 hour of interactive discussion with UD instructors and other participants
- Taught by Lerner faculty and industry practitioners to ensure an excellent mix of theory and practice
- Designed to maximize participant convenience, limit participant expenses, and shorten the time to completion

Participants who successfully complete the certificate earned a restaurant talent management certificate worth 2.0 Continuing Education Units (CEUs). CEUs can be used to maintain professional credentials which participants may possess.

Participants:
Restaurant owners and operators; current or aspiring managers in the food service field; current employees; and HR professionals.

Survey Method:
Participants were administered an online pre-and-post assessment to measure learning outcomes and success of the program.

Results

The Division of Professional and Continuing Studies (PCS) used online, pre-program surveys to assess participant needs and to allow for post-program comparison of impact, using an online, post-program survey.

Comparison between the pre-and post-program, online participant surveys indicated increased participant understanding of the learning objectives in all 17 learning objectives (on a 1 to 4 scale):
- 4 objectives had a mean increase of >2.00 survey points,
- 9 objectives had a mean increase of >1.00 or more survey points,
- 4 objectives had a mean increase of >0.33 survey points.

As shown in Graph 1, the highest improvements were gained pertaining to:
- Employment laws including FMLA, marijuana and opioid use in workplace
- Analyzing the restaurant’s culture
- Creative recruiting and selection techniques
- Creating a culture of employee and customer experience and engagement

Achievement Stories:
To attain certification students had to share their achievement stories of a process improvement at their workplace.

Conclusions

This program benefited both employers and workforce.

Benefits to Employers:
- Upskilling current employees without any additional cost to restaurants during pandemic
- Developed women and underrepresented groups to move to HR roles
- Prepared current owners, managers, and operators to meet the changing demands of restaurant landscape
- Increased avenues for staff retention
- Prepared management for new trends is staff acquisition, onboarding, and creating a culture of engagement, innovation, and empowerment

Benefits to Employees:
- New Careers
- Employees to find their dream job
- HR to be engaged in strategic decisions
- Free offerings encouraged staff to take responsibility for their own upskilling
- Networking

Directions for Future Research

Program Challenges:
During running the program restaurants were facing enormous labor challenges. Once restaurants began to open, it triggered some challenges. Once restaurants began to open, it triggered some challenges. Once restaurants began to open, it triggered some challenges. Once restaurants began to open, it triggered some challenges. Once restaurants began to open, it triggered some challenges. Once restaurants began to open, it triggered some challenges. Once restaurants began to open, it triggered some challenges. Once restaurants began to open, it triggered some challenges.

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- Creating a culture of employee and customer experience and engagement

Acknowledgements

DE Dept. of Labor; DE Restaurant Association (DRA): Carrie Leishman, Karen Stauffer, Raeann Grogan; UD’s Professional & Continuing Studies (PCS): George Irvine, Lynn Fulpock, Meghan Phelan; Subsidy IT: Instructors:

Katherine Fry, Esq.
Ena Karman
Dr. Ali Poorani
UD, Lerner
Rosanne Sawyer,
CHRO
NAMSA.
Aim of Research

With the objective of making hospitals truly hospitable, the program was to integrate healthcare and hospitality to create the Veterans Patient Experience Academy and measure Veteran satisfaction scores, as well as employee learning and engagement, before and after attending the Academy.

To reach the objectives, a series of 6 workshops were designed to operationalize the VA Way and Own the Moment to create a culture that puts the veterans first.

Project Description

Naved approaches:

1. Bridging Hospitality to Healthcare
2. Healthcare Theatre

Bridging Hospitality to Healthcare: Although we acknowledge that hospitals are not hotels, according to James Merlino, MD, health care is a unique service business, and we can learn from the hospitality field as to how we can better interact with patients and customers.

Healthcare Theatre: In a transformative approach to training, health care students and staff were taught by UD’s Theatre Department in the College of Health Sciences to act as patient-family members so that participants could practice and apply their skills in a safe and realistic environment, using the Freeze Frame method. In this technique, also known as a five stage performance, actors freeze at a particular point to highlight significant learning topics. For example, participants interacted with theatre students (actors) portrayed as patients with Parkinson disease or an irate veteran, replicating real-life emotional situations.

Workshop design

We utilized:

1. Cross-functional teams, to inspire system-thinking;
2. Simulations, to practice skills;
3. Achievement Stories, to apply learning concepts at work, design new processes, and share the results in 60-day follow-ups.

The VA PXA training sessions were held over a 5-week period, with a 2-hour workshop each week and were proceeded by a 60-day follow-up session. Each cohort was comprised of up to 25 VA participants. Weekly schedules provided trainees with the opportunity to apply what they learned and share feedback at subsequent sessions. The goals of the 60-day follow-ups were for participants to apply aspects of their learning or design innovative approaches to improving the veterans’ experience and share these achievement stories.

Results

Three criteria were selected to measure the success of training:

Learning achieved: All participants were administered a pre-and-post assessment during the first and the last workshops for all cohorts.

Application of learning to practice: We gathered feedback as to the degree to which providers and staff applied the VA Way and Own the Moment and that they helped to guide employee work at the VA. Simulations and achievement stories were designed to help apply learning to practice.

Patient satisfaction scores: This was measured by using: (A) Survey of Healthcare Experiences of Patients (SHEP) and (B) The Veterans Signals (VSignals) before and after the intervention.

Notes: The most significant improvement achieved through staff completion of the Academy:

- Office Staff Composite improvement was 53% (54.5 to 83.5),
- Helpfulness improved 85.5% (38.7 to 71.8), and
- Courtesy/Respect improved 35.4% (70.2 to 95.1).

PCMH SHEP results for Office Staff Composite at the Atlantic County CBOC improved 6.7% and the main facility improved 17%.

Wilmington VA patient satisfaction score improved 2.5% above national average

Conclusions

The Academy has had a very positive impact on the Veteran Experience.

- The initiative provided useful information to guide healthcare leaders on the relevance and importance of a well-planned intervention.
- The intent of the initiative was not only to ensure that Veterans received an exceptional experience, but that staff also felt valued and empowered.
- The study demonstrated that for PX initiatives to be successful, they require significant investment, leadership commitment, and all-out participation, including clinicians and frontline staff.
- Training had to go beyond imparting technical skills and needs to include demonstrating empathy, understanding the customers’ needs, problem solving, active listening, a willingness to admit mistakes, and put the Veterans first.

From an educational perspective, we recommend that learning be delivered in small cohorts and for extended periods.

Directions for Future Research

Due to the success of the phase 1 and 2, Wilmington VA Medical Center is planning the expansion of the Academy to an additional 20 cohorts (25-30 participants per cohort) including Primary Care physicians, Specialty Care, Behavioral Health Providers, Social Workers, LPNs, RNs, and Frontline staff. The workshops are scheduled to begin in Mid-May 2022.

Ultimately, based on the Academy’s remarkable results, we recommend this training to other VA and health care organizations.

Acknowledgements

Ali A. Poorani (PI). Vince Kane, co-author: Facilitators: Sheryl Kline, Lerner Deputy Dean; Allan Carlsen, Healthcare Theatre; Bill Sullivan, UD Courtyard by Marriott; Kathy Smith, Former VP, Ritz Carlton Hotels; Support Group: George Irvine, Patricia Allen, Jessica Netta (PCS).

Vincent Kane

Wilmington VA Medical Center

Karen Kline

UD Lerner College of Business & Economics

Ali A. Poorani

UD Lerner College of Business & Economics

References:

Lerner College of Business & Economics’ Hospitality and Sport Business Management, UD’s Healthcare Theatre in the College of Health Sciences, and UD’s Division of Professional and Continuing Studies, leading to a Veterans Patient Experience Academy certification.

Purpose & Research Question

Purpose: The goal of this study was to measure effectiveness of VA Patient Experience Academy at three levels:

1. Has learning improved as measured by pre-and Post-Assessments?
2. Have participants applied their learning at the VA?
3. Have the Veteran satisfaction scores improved as measure by SHEP* (Survey of Healthcare Experiences of Patients)?

*SHREP asks a random sample of recently discharged patients about their hospital experience.
Creative Aging in Libraries: The Impact of Community-Based Arts Programming on Older Adults’ Quality of Life, Social Engagement, & Mastery

A.T. Moffett, MFA
University of Delaware, Biden School of Public Policy & Administration

Introduction
Arts and Aging is a policy and funding priority for the National Endowment for the Arts, regional, and state arts agencies. The National Assembly of State Arts Agencies along with Aroha Philanthropies awarded funding to the Delaware Division of the Arts and 35 other states to expand creative aging opportunities across the country. DDOA is committed to offering arts experiences for older adults and life-long learners throughout the state. Their goals for creative aging programs are to:
- Promote artistic expression and social interaction
- Enhance mental and physical health through meaningful engagement in the arts

Aims of Research
- To contribute to the Creative Aging literature by examining a multi-site creative arts engagement for community dwelling adults age 55+.
- To help DDOA better understand the socio-demographic characteristics of participants and the impact of the Creative Aging in Libraries program on quality of life, social engagement, and mastery.

Methods
Research Design: Mixed method survey research with pre and post design
Data Collection Approach: Paper and online surveys for 5 workshops between 9/20/21 – 12/8/21
DV: Quality of life measured using the Older Persons QoL-Brief survey (13 items). Post-surveys captured qualitative responses to social engagement and mastery.
IVs: age, race, gender, employment status, educational attainment, household income, arts & culture participation, social connectedness, transportation, proximity, dwelling type, household size
Participants: 25 study participants age 55+ who self-selected into the program
Locations: Route 9, New Castle County, Milton, Lewes, and Selbyville public libraries
Analytic Approach: Participants completed pre- and post-surveys and results were analyzed using SPSS.
- Analysis included frequency distributions of all IVs, subtracting T2-T1 scores for the 13 individual QoL variables and then creating a summary variable, and chi square.
- Open-ended questions were analyzed using descriptive coding methods, progressing through first and second cycle coding, to category, to theme.

Results
Study participants reported high QoL at Time 1, leaving little room for these values to improve.

Look Forward to Things
<table>
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<th>Agree</th>
<th>Neither agree or disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
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<td>68%</td>
<td>32%</td>
<td>0%</td>
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</table>

Themes from Qualitative Analysis
Peer Social Engagement:
- Received and gave support and encouragement
- Experienced collaborative learning and growth that continued beyond the workshop
- Fun and joyful experience during a time of social isolation

Sense of Mastery:
- Learned the art form despite never trying it before and not feeling sure they could
- Surprised themselves by what they accomplished
- Learned a range of artistic skills and habits
- Felt less inhibited and free to explore through the art form

Future Work
Delaware is an opportune location to explore arts and aging as both a policy priority for the state arts agency and as an area of research in our institutions of higher education. Future work should include:
- Longitudinal studies differentiated by art form and using an experimental design
- Evaluation models to scale best practices in community-based and residential care settings
- Positioning creative aging as a component of the state’s social infrastructure to promote aging in place

Conclusions
- Findings raise questions about how to remove barriers for participants with lower QoL who might benefit from the programming.
- Results consistent with the Creative Aging literature.
- Despite innovations in practice, research and evaluation methods need further development and validation.

Acknowledgements
Dr. Lynnette Overby, Community Engagement Initiative
Dr. Danilo Yanich, Biden School
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Sheila Ross, Delaware Division of the Arts
Images: Joe del Tufo
Youth who are incarcerated in the United States (US) have been found to have decreased levels of physical activity (Brunse et al., 2016) and worse general health over a lifetime (Massoglia, 2008a). Due to high levels of incarceration in the US, specifically among black youth and adults, incarceration has been identified as a contributor to racial health disparities (Massoglia, 2008b). Sport participation has a considerable evidence base on its broad benefits to health (Holt et al., 2017), which has sparked a movement and interest to utilize this type of programming with youth who are incarcerated. In a national survey of all long-term, secure juvenile correctional facilities in the US, 55% of respondents reported operating a sport program in their facility compared to a little less than half that were not (McDonough & Knight, under review). Among those not operating programming, the majority (62%) were interested in starting a program.

In 2016, the State of Delaware’s Division of Youth Rehabilitative Services (DYRS), specifically the administration at the Ferris School for Boys, identified a need and motivation to implement a spring sport for young men committed to a period of confinement in the level 5 juvenile correctional facility. The administration partnered with a current UD post-doc and several community volunteers to enhance the capacity for sport-program design, delivery, and evaluation. The team has now operated for five years competing against other public and private school lacrosse teams from around the state. Along with the opportunity to compete in a new sport and be physically active, the team works to build positive relationships and increase social networks to in order to support our players’ long-term success and build a larger community in Delaware that is educated and aware of issues facing justice-involved youth, communities they come from, and the inequities that continue to contribute to the cycle of incarceration.

In working with DYRS and the Ferris School for Boys to develop and implement the program, and to address a parallel gap in the scholarly literature, we outline a logic model that was collaboratively constructed with facility partners and participating youth reflecting the key aspects of an existing sport program in a level 5 juvenile facility. The logic model has supported program planning, implementation, and preliminary evaluation within our program, and can help assist in the development of practice-based evidence on sport programs in other juvenile justice settings.

A participatory evaluation framework was utilized as it emphasizes a collaborative partnership between evaluators and community members (Cousins & Chouinard, 2012). Furthermore, Cousins & Chouinard (2012) have defined it as, “evaluation in which trained evaluators work in partnership with [program] stakeholders to produce evaluative knowledge” (p. 10). For us, this meant that in the program development, implementation, and evaluation the expertise of facility staff, administrators, and youth were represented.

In speaking with players and coaches we heard comments in regards to building positive identity and prosocial relationships; mid-term effects which were outlined for the program. A few of these statements are represented below.

“I love being part of this team. This is the first time I ever played sports. I never tried out a team before but I picked it up really quick. It was because of the good coaches. It shows you how to work with other people, to think first and not go off on your aggression and your anger.”

Ferris Lacrosse Player

“One of the best things I’ve seen firsthand on the field is the ability that both coaches and players hope to work with the kids who know so little about the game. Also, how quick a kid can pick the game up and excel in it. The ability and opportunity it gives us the kids who never played this sport together and we actually come together to work as a team.”

Ferris Lacrosse Player

As partners, none of this work would be possible without the supportive administration and staff of DYRS, community volunteers across the state of Delaware, Delaware Chapter of USA Lacrosse, and most importantly the young men of Ferris whose resilience, drive, and dreams provide the motivation for this team.

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Building Evaluation Capacity of Community Engaged Partnerships through an Engaged-Teaching Approach

Partnering to Enhance Student Training and Build Capacity for Evaluation

The Partnership for Healthy Communities (PHC), a university-wide community engagement initiative, and graduate students in HLPR804 Advanced Health Promotion Program Evaluation, have collaborated on an evaluation of the community-engaged partnership. PHC works to align, support, and strengthen University of Delaware (UD) research, educational, and service capabilities with the expertise of communities to address health inequities through collaborative partnerships. In order to better understand areas of strength, opportunities for growth, and impact, the partnership has committed to a continuous evaluation plan.

About HLPR804 Advanced Health Promotion Program Evaluation

This project involved a partnership with Master’s students in Health Promotion from the Department of Behavioral Health and Nutrition. The HLPR804 course is designed to provide students with the knowledge and skills to conduct utilization focused program evaluation in partnership with community agencies and volunteers. As part of the class, students work in small groups with community entities like PHC to gain hands-on experience on how program evaluation is conducted in the real world. Instructor, Dr. Laura Lessard, supports students with their projects but students take the lead on all aspects, including identifying and meeting community needs.

Evaluation Process and Materials

Graduate students worked extensively with the PHC to revise an existing logic model, and created an evaluation proposal that also includes evaluation questions, data collection methods, as well as recruitment, sampling, and data analysis plan. Graduate students will be doing data collection and will be responsible for producing a final evaluation report for coursework as well as for PHC.

Initial Focus of Evaluation

As part of PHC’s developing evaluation plan, the PHC team and partners constructed evaluation questions to underpin evidence gathering methods. These questions represent the relationship between the program’s activities and intended outcomes particularly in terms of internal University of Delaware stakeholders (i.e. partnering staff and faculty). By using this participatory approach, the goal is to ensure that the actual impacts of PHC’s work aligns with their stated mission and goals over time.

Conclusion

The opportunity to have a community-engaged partnership collaborate with graduate students through an engaged teaching approach, in order to build knowledge on the partnership and increase capacity and student skills related to evaluation, has been a pinnacle demonstration of the opportunities of community engaged scholarship across many levels. We are thankful for the leadership and commitment to students displayed by Dr. Lessard, the input and dedication of the PHC team, and the passion of our graduate students that make this project possible.

Ashley Steinbrecher, Kelsey Ladics, Laura Lessard, Kalyn McDonough
A Partner-Driven Mixed Methods Exploration of Opportunities to Learn during COVID-19

Carolyn Hammerschmidt, Gail Headley

Context & Significance
- At the onset of the COVID-19 pandemic, educators faced new and changing health and safety policies.
- The COVID-19 pandemic persisted for the duration of the 2020-21 academic year (AY21).
- Students' experiences of education during AY21 varied by local (i.e., district/school) policy.
- LEAs differed from traditional PreK-12 instruction, changed over time in relationship to COVID-19 conditions.

Purpose
- Describe fundamental aspects of education during AY21.
  - Enrollment & attendance
  - Instructional modes (in-person, Virtual, Hybrid)
  - Technology devices & platforms
  - Address ARP ESSER data analysis requirements

Research Questions
RQ1. How did COVID-19 impact enrollment in Delaware Public Schools?
RQ2. What type of instruction did Delaware students receive during the 2020-21 school year?
RQ3. What technology policies and practices changed as a result of COVID-19?

Methods for Engagement
- Identify data sources & data collection strategies
- Refine purpose & scope
- Initiate research agenda
- Develop answerable research questions
- Identify/implement data analysis
- Build shared processes

Research Questions
RQ1. Enrollment
- From AY 2020 to AY 2021, total enrollment decreased by 2,441 students.
- Only four grades (7, 10, 11, and 12) had increased enrollments.
- Enrollment decreased most in elementary grades.
- Kindergarten and 2nd grade had the largest drops (roughly 500 students per grade).

RQ2. Type of Instruction
- Every Local Education Agency (N=32) offered virtual only and virtual & hybrid modes of instruction.
- By May 2021:
  - Some LEAs (n=13) increased in-person contact hours for virtual & hybrid modes of instruction.
  - Some LEAs (n=2) offered fully in-person instruction for some grade levels.

Selected Results

Hardware/Devices Distributed to Students by LEAs (N=34)

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<th>Hardware/Devices</th>
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<tbody>
<tr>
<td>Chromebooks only</td>
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<tr>
<td>iPads only</td>
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<tr>
<td>Laptops only</td>
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<td>2.9</td>
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<tr>
<td>Chromebooks and iPads</td>
<td>6</td>
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<td>Chromebooks and laptops</td>
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<tr>
<td>Chromebooks, iPads and laptops</td>
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</tr>
</tbody>
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