

*Delaware Early Care  
and Education*

# *Baseline Quality Study*

Prepared for the Delaware Interagency Resource Management  
Committee and the  
Department of Education,  
Department of Health and Social Services, and the  
Department of Services for Children, Youth, and their Families

March 2005

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## **About the *Center for Disabilities Studies***

The *Center for Disabilities Studies* at the University of Delaware is one of the 61 university affiliated program Centers for Excellence in Developmental Disability Research Education and Service (UCEDD) in the United States. The *Center* was established in 1992 and works in conjunction with individuals with disabilities to better their lives. The *Center* staff and affiliated faculty teach both pre-service and in-service courses for teachers, social service workers, and other service providers working with individuals with disabilities and their families. The *Center* operates state-of-the-art programs and assists both public and private organizations in adopting the procedures developed to operate those programs. *Center* staff and affiliated faculty also serve on state and national policy boards and commissions that address housing, transportation, education, advocacy, child care, health care, and other service areas. *Center* staff also conduct evaluations of programs serving individuals with disabilities and assist in policy development at both the local and state levels. The *Center for Disabilities Studies* is located in 166 Graham Hall at the University of Delaware in Newark. The Director of the *Center* is Dr. Michael Gamel-McCormick.

## **About the *Delaware Early Childhood Center***

The *Delaware Early Childhood Center (DECC)* has operated statewide since 1979. The Center is administered by the Lake Forest School District and has offices in Harrington, Dover, Georgetown, and New Castle. *DECC* has received funding from a variety of sources over the years. *DECC* has a staff of more than 90 employees, including professionals and paraprofessionals who bring with them extensive and diverse training and experience in early childhood, special education, and related areas. At any point in time, *DECC* serves more than 800 young children and their families in Delaware. The Director of the *Delaware Early Childhood Center* is Dr. Janet Cornwell.

## **About the *Interagency Resource Management Committee***

The *Interagency Resource Management Committee (IRMC)* is a Delaware state level governmental committee that includes the Secretaries of Education, Health and Social Services and Services for Children, Youth and Their Families as well as the state Budget Director and Controller General. The *Committee* makes both policy and budgetary decisions for three major early intervention programs: the Birth to Three Early Intervention System of Part C of the Individuals with Disabilities Education Act; the state Early Childhood Assistance Programs, programs for four-year-olds and their families; and the Preschool Children with Disabilities Program, programs for three and four-year-olds with mild disabilities and speech and language delays. The *Committee* also oversees a statewide data management system for child and family support services. The Chair of the *Interagency Resource Management Committee* is Ms. Valerie Woodruff, Secretary of Education. The *IRMC* Coordinator during this project was Ms. Peg Bradley.



# *Delaware Early Care and Education Baseline Quality Study*

## **Acknowledgements**

A project of this magnitude involved many people who graciously gave of their time and energy to support the opportunity for children to have quality early care and education experiences in Delaware.

First and foremost, thank you to the program directors, teachers, and family child care providers who allowed us to observe their programs. They gave of their time and were willing to coordinate schedules so that the programs could be observed to gather the information that you see reported here.

Thanks go to the Evaluation Committee of the Interagency Resource Management Committee (IRMC) who had the vision to do this baseline evaluation of the quality of care and education in Delaware. The committee included: Peg Bradley, Rhonda Tsoi-A-Fatt, Martha Toomey, Jim Lesko, and Betty Richardson from the Department of Education; Janet Carter and Kathy Wilson from the Office of Child Care Licensing, Department of Services for Children, Youth and Their Families; Elaine Archangelo, Rosanne Griff-Cabelli, and Norvella Brown from the Department of Health and Social Services; and Janet Cornwell and Patsy Kersteter from the Delaware Early Childhood Center. With the support of their department administrators, funding was made available to gather this baseline data about the early care and education system in Delaware as plans are made to implement child care regulation changes and to embark on a plan to accomplish the goals outlined in *Early Success, Creating a Quality Early Care and Education System for Delaware's Children, 2000*.

This project has been conducted jointly by the Delaware Early Childhood Center and the Center for Disabilities Studies. Dr. Janet Cornwell, program director of the Delaware Early Childhood Center, coordinated the recruitment, training, and managing 37 data collectors who visited almost 600 groups observed for this study. She and her staff reliably collected the data that made it possible to complete the study.

The data collectors are to be commended for their commitment to observe the programs that they were assigned. They made many phone calls to programs before identifying a mutually convenient time to do the observation. Based on the feedback from the programs visited, the data collectors helped them to feel at ease with the process and made it a pleasant experience. These data collectors provided many anecdotal notes regarding the commitment that they saw in the teachers who they observed.

The staff at the Center for Disabilities Studies have worked many hours with the data that has been collected. Denise Hartranft, Karen Rucker, and Linda Llanso have provided editorial guidance for the reports. David C. Hannah and Stacey Sharp have created a

consistent format for this report. Graduate and undergraduate students at the Center for Disabilities Studies have organized the information recorded by the observers, entered the data, generated the statistics, created the tables and figures, created the text, and proofread the report. Those involved with the project have proven to be very detail oriented, accurate, and insightful about the trends that have become apparent. As a group and as individuals, they were dedicated, focused, and enthusiastic about this very complex study. Their attention to detail, their reliability, and their creativity were invaluable.

The University of Delaware College of Human Services, Education, and Public Policy provided funding support to conduct this study through the use of Public Service Assistance Student funds. Undergraduate Public Service Assistantship funds were used to support several of the students who analyzed the data. This support was critical to the outcome of the study and is greatly appreciated. We also gratefully acknowledge the support of the Delaware State Legislature for providing funding for the Public Service Assistantships. Their foresight in providing this funding allows for evaluation studies such as these to be completed.

Finally, we have greatly appreciated working with the directors and coordinators of the three offices that oversaw the activities of this study, Peg Bradley and Rhonda Tsoi-A-Fatt, of the Delaware Early Care and Education Office; Janet Carter, Director of the Office of Child Care Licensing; and Elaine Archangelo, Director of the Division of Social Services. Their overall support of the project, their guidance for how to create a report that would be useful to policymakers, and their insight into the early care and education community provided the necessary information to complete this work.

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# *Delaware Early Care and Education Baseline Quality Study*

## *Executive Summary*

**May 2003**

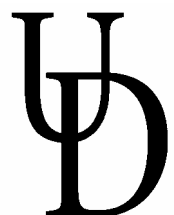
Revised March 2005

**Prepared for the  
Delaware Interagency Resource Management Committee  
and the  
Department of Education,  
Department of Health and Social Services, and the  
Department of Services for Children, Youth and Their Families**

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# Delaware Early Care and Education Baseline Quality Study

The *Delaware Early Care and Education Baseline Quality Study* was commissioned by three Delaware departments with interests in early care and education: the Delaware Early Care and Education Office of the Department of Education, the Office of Child Care Licensing of the Department of Services for Children, Youth and Their Families, and the Division of Social Services of the Department of Health and Social Services. The overall goal of the study was to determine the current status of quality of all types of early care and education programs in Delaware to serve as a guide for decision-making and policymaking at the state level.

The agencies commissioned the study in April 2001 after meetings during which the purposes and needs for information about early care and education in Delaware were discussed. These meetings were attended by professionals working in the field of early care and education within the agencies and interested parties. This group evolved into the Advisory Committee for the Study. While the Advisory Committee provided the primary guidance on the design of the study, the Interagency Resource Management Committee (IRMC) was the contractor for the study and the primary funding source.

The Interagency Resource Management Committee approved the contract in June 2001 on the recommendation from the Advisory Committee. Two contractors were chosen to conduct the study, the Center for Disability Studies of the University of Delaware in Newark, Delaware under the leadership of Dr. Michael Gamel-McCormick and the Delaware Early Childhood Center (DECC) of Harrington, Delaware under the leadership of Dr. Janet Cornwell. The Delaware Early Care and Education Office acted as the day-to-day supervisor of the study, with leadership from Peg Bradley and Rhonda Tsoi-A-Fatt.

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*Delaware Early Care and Education  
Baseline Quality Study*

## **Executive Summary**

May 2003  
Revised March 2005

### **Introduction and Background**

The previous decade brought with it increased knowledge in three areas of social interest: our children's development, the education of those children, and the role of early childhood programming on children's development. In the mid-1990s, new and newly interpreted information about very young children revealed that critical development of the brain occurs during the first three years of life. The experiences, nurturing, and care that very young children receive have an enormous impact on their cognitive, social, and emotional development (Shonkoff & Phillips, 2000).

At the same time, during the 1990s, educational reform was underway with a renewed emphasis on the academic achievement of students, accountability of educational systems, and the importance of high quality educational programming and its impact on children's skills and knowledge. With all of the positive impact of educational reform, one of the disturbing discoveries was the significant achievement gap between children of color and children living in poverty compared to children from Caucasian, middle-income families. In Delaware, a longitudinal study was begun to monitor the effects of children living in risk situations and the impact of their receiving early intervention programming (Gamel-McCormick & Amsden, 2002). The results of that study indicated that children with disabilities and children living in poverty who had received early intervention services in their preschool years were able to achieve close to the same results on their third grade standards tests as children who did not have a disability or did not live in poverty.

In addition to our knowledge about children's brain development and the educational reform efforts, we also learned that the early care and education children receive outside of their homes and apart from their relatives has a great impact on their development. High quality early care and education experiences have a positive impact on children's development, while low quality care has the ability to harm children's development, particularly in the case of very young children and children in vulnerable situations (Bowman, Donovan, & Burns, 2001; Shonkoff & Phillips, 2000).

Based on this confluence of information plus the need to develop a baseline measure of quality of early care and education programs prior to the change of state child care regulations, a large scale, randomized quality study of Delaware's early care and education programs was conducted in 2002. It is very important to have this baseline information, for

in Delaware, almost 40,000 children under the age of 13 are enrolled in licensed early care and education programs. The families of almost 13,000 of those children receive state and federal dollars in subsidies in order to enroll their children in care while their parents attend school or work. Knowing the quality of early care and education being provided to Delaware's children and what quality is being supported with state and federal dollars is good management and monitoring. Having this knowledge allows for sound decision-making on such topics as training for teachers, regulations of programs, and minimum requirements for staff.

This *Executive Summary* presents the highlights and summation of the findings of the *Delaware Early Care and Education Baseline Quality Study*. Included is a summary of three teacher characteristics, the quality of six types of early care and education programs, and major findings related to such issues as differences in geographical regions of the state, subsidized care, and the influence of teacher pay and education on the quality of early care and education.

## **Methods of the Study**

### **Measurement**

Data for this study was collected using a variety of instruments. Quality of early care and education programs was measured using one of four specific environment rating scales. These were the *Infant/Toddler Environment Rating Scale (ITERS)*, the *Early Childhood Environment Rating Scale - Revised (ECERS-R)*, the *School-Age Care Environment Rating Scale (SACERS)* and the *Family Day Care Rating Scale (FDCRS)*. In addition to the quality measures, three different instruments were used to collect demographic information about the programs, teachers, directors, and children being served in the programs. These three interview instruments were modeled upon the instruments used for the National Institute of Child Health and Human Development (NICHD) *Study of Early Child Care and Youth Development (NICHD Early Child Care Research Network, 1996, 1997a, 1997b, 2001)*. Approximately 40 data collectors were trained to reliably administer the data collection instruments.

### **Sample**

Random samples, stratified for geographic region, were selected for four program types: family child care programs, child care centers, Head Start and Early Childhood Assistance Programs (ECAP), and part-day programs. Data was collected on 201 programs. A table of the types of early care and education programs and the access rate to those programs can be found in Table 1. Overall, 46.6% of programs permitted observers access for observations of all of the groups of children and interviews with lead teachers in these programs. For a randomized, observational study, this is considered to be a high level of access and participation.

Table 1:

### Early Care and Education Programs, Group Numbers, and Access Rate

<b>Program Type:</b>	<b>Sample Selected</b>	<b>Number of Programs Represented</b>	<b>Number of Groups Represented</b>	<b>Access Approval Rate</b>
Family Child Care Programs	238	86	86	36.1%
Child Care Center Programs	114	64	340*	56.1%
Head Start/Early Childhood Assistance Programs	37	26	82	70.3%
Part-day Programs+	42	25	82	59.5%
Total Number of Programs	431	201	590	46.6%

\* Includes 126 infant/toddler groups, 165 groups of 3 to 5-year-olds, and 49 school-age groups.

+ The part-day program population was determined from a list provided by The Family and Workplace Connection. The list, while large, does not document all the part-day programs in the state.

## Quality Ratings

Using the environment rating scales, each group of children observed was rated for quality. Each rating scale contains six or seven subscales with scores ranging from “1” (poor) to “7” (excellent). Each early care and education group within a program was rated. To enable comparison to national data, group mean scores fell into one of three categories: Poor (group mean scores of 1 or 2), Mediocre (group mean scores of 3 or 4) and Good (group mean scores of 5, 6, or 7) (Helburn, 1995a, 1995b).

The data was analyzed according to six different types of early care and education programs: family child care, infant and toddler programs in child care centers, programs for three to five-year-olds in child care centers, Head Start and Early Childhood Assistance Programs (ECAP), part-day programs for three to five-year-olds, and programs for school-age children.

## Findings of the Study

### Program Profile

#### Fees for Early Care and Education Services

Fees for early care and education programs varied from a low of \$25.00 per week to a high of \$250 per week. This great variation of fees charged for services occurs across regions of the state, across program types, and across age ranges of children served.

The average fee charged for infant care in the state was \$112 with a range from \$65 to \$216. Toddler care fees averaged \$104 per week with a range of \$60 to \$201. The

average weekly fee for a 3 to 5-year-old in a child care center averaged \$98 per week with a range from \$37 to \$175. Services for school-age children were the most varied with an average of \$69 per week but a range from \$25 to \$250 per week.

The current average cost of child care nationally is not possible to determine. Regional differences are great. However, some comparisons can be made. When comparing the cost of child care, three states are often compared to Delaware: New Hampshire, Rhode Island, and Vermont. The average weekly fee charged by a child care center for an infant in New Hampshire was \$181, while the average weekly fee for infant care in Rhode Island and Vermont respectively was \$155 and \$137 (Schulman, 2000). Delaware's average weekly fee for infants was \$112, making the fees charged by Delaware early care and education programs for infants significantly lower than those in comparable states.

The average cost of child care for preschool-age children in Delaware is also significantly lower than comparable states. In New Hampshire, the average weekly fee charged by child care centers for a preschool-age child was \$130. The average weekly fee charged by a child care center for a preschool-age child in Rhode Island and Vermont was \$127 and \$120 respectively (Schulman, 2000).

## **Program Leadership**

The administrative leadership of programs can have a significant effect on the overall quality of services in early care and education settings (Phillipsen, Burchinal, Howe, & Cryer, 1997). In Delaware, the directors of early care and education programs typically had a bachelor's degree in some field, not necessarily related to early childhood education. Part-day program directors had the highest level of training with more than 60% having earned a bachelor's degree or higher. Directors of child care programs and Head Start/ECAP programs were just as likely to have a bachelor's degree or greater (approximately 55% each).

While the likelihood of directors having a college degree was high, the likelihood that the degree was in early childhood education was only 58%. Another 25% of directors with a bachelor's degree were likely to have that degree in a field of study related to early childhood education.

## **Early Care and Education Teacher Profile**

In this section, the wages of early care and education teachers, the hours they worked, their age, and their educational attainment are reviewed. Some national comparisons are made for these teacher characteristics.

## Hourly Wage for Teachers

Delaware teachers working in early care and education earned an average of \$8.90 per hour. This ranges from a low of \$6.26 per hour for family child care teachers to a high of \$10.44 for Head Start and Early Childhood Assistance Program (ECAP) teachers. This also varies greatly by region. Teachers in Sussex County earn less per hour (\$8.01 on average) than teachers in Wilmington (\$9.60) or New Castle County (\$9.38). Using the average hourly wage of early care and education teachers, for those working a 40-hour work week, their weekly earnings were \$356 and their annual earnings were \$17,800 for a 50-week work year. This annual salary is less than the annual income of a family living in poverty in 2002 (U.S. Department of Health and Human Services).

When compared to early care and education teachers nationally or in other regions of the country, Delaware early care and education teachers are earning comparable compensation. The Center for Child Care Workforce reports that the average child care teacher earns \$7.86 per hour and the average preschool teacher earns \$9.66 per hour (Laverty, Seipak, Burton, Whitebook & Bellum, 2002).



Table 2:						
<b>Hourly Wage of Lead Teachers</b>						
What is your hourly wage?						
<b>Location of Program: Teachers of:</b>		<b>New Castle</b>	<b>Wilmington</b>	<b>Kent</b>	<b>Sussex</b>	<b>State</b>
<b>Family Child Care</b>	Mean	\$7.12	\$5.67	\$5.63	\$5.01	<b>\$6.26</b>
	Range	\$1.70- \$15.00	\$1.50- \$9.44	\$1.32- \$10.91	\$0.95- \$9.40	<b>\$0.95- \$15.00</b>
	SD	\$4.09	\$3.25	\$3.04	\$3.05	<b>\$3.68</b>
	N	33	4	12	15	<b>64</b>
<b>Infants and Toddlers in Centers</b>	Mean	\$9.18	\$9.24	\$7.88	\$7.23	<b>\$8.41</b>
	Range	\$7.00- \$12.00	\$6.25- \$14.27	\$6.15- \$12.00	\$6.15- \$10.67	<b>\$6.15- \$14.27</b>
	SD	\$1.48	\$2.54	\$1.86	\$1.23	<b>\$1.91</b>
	N	40	18	26	27	<b>111</b>
<b>3 to 5-Year-Olds in Centers</b>	Mean	\$10.08	\$10.23	\$8.53	\$7.52	<b>\$9.16</b>
	Range	\$6.50- \$17.00	\$6.95- \$19.00	\$5.54- \$18.12	\$6.15- \$10.00	<b>\$5.54- \$19.00</b>
	SD	\$1.98	\$2.77	\$2.51	\$1.00	<b>\$2.37</b>
	N	53	21	43	27	<b>144</b>
<b>Head Start and ECAP</b>	Mean	\$10.74	\$13.15	\$10.62	\$10.26	<b>\$10.82</b>
	Range	\$7.75- \$15.50	\$6.25- \$24.00	\$9.60- \$12.79	\$6.50- \$13.00	<b>\$6.25- \$24.00</b>
	SD	\$1.45	\$6.15	\$1.21	\$1.52	<b>\$2.32</b>
	N	33	7	17	19	<b>76</b>
<b>Part-Day Programs</b>	Mean	\$10.58	\$8.09	\$10.00	\$13.84	<b>\$10.44</b>
	Range	\$7.00- \$13.50	\$6.00- \$12.00	\$3.27- \$23.00	\$9.50- \$20.00	<b>\$3.27- \$23.00</b>
	SD	\$2.12	\$2.24	\$4.30	\$4.30	<b>\$3.72</b>
	N	14	8	16	7	<b>45</b>
<b>School-Age Programs</b>	Mean	\$8.59	\$8.90	\$8.13	\$7.65	<b>\$8.28</b>
	Range	\$6.25- \$15.00	\$7.00- \$12.00	\$6.50- \$11.00	\$6.65- \$11.50	<b>\$6.25- \$15.00</b>
	SD	\$2.16	\$2.07	\$1.70	\$1.28	<b>\$1.86</b>
	N	20	5	7	13	<b>45</b>
<b>Total</b>	<b>Mean</b>	<b>\$9.38</b>	<b>\$9.60</b>	<b>\$8.57</b>	<b>\$8.01</b>	<b>\$8.90</b>
	<b>Range</b>	<b>\$1.70- \$17.00</b>	<b>\$1.50- \$24.00</b>	<b>\$1.32- \$23.00</b>	<b>\$0.95- \$20.00</b>	<b>\$0.95- \$24.00</b>
	<b>SD</b>	<b>\$2.63</b>	<b>\$3.50</b>	<b>\$2.88</b>	<b>\$2.84</b>	<b>\$2.91</b>
	<b>N</b>	<b>193</b>	<b>63</b>	<b>121</b>	<b>108</b>	<b>485</b>

## Work Week

Delaware teachers, on average, are working a 37 hour work week. This ranges from a low of 29 hours per week for teachers of school-age children to a high of 58 hours per week for family child care teachers. This also varies by region. Teachers in Sussex County average 40 hours per week, while teachers in Kent County average 36 hours per week. No national comparisons are available for average length of work week.

## Teachers' Age and Longevity of Service

Delaware early care and education teachers, on average, are an experienced group. Their average age is 38 years, ranging from a low of 30 years for teachers of school-age children to a high of 42 for family child care teachers and 43 for teachers of 3 to 5-year-olds in part-day programs. They have also been working in the field of early care and education for an extensive period of time. Over 50% of the teachers have been working in the field for more than 10 years, while only 2% of the teachers have been working in the field for less than a year. However, there is some mobility from early care and education program to program. While over 50% of teachers have been in the field for more than 10 years, only 20% have been at their current program for more than 10 years and almost 15% have been at their current program for less than one year. This indicates that teachers may be dedicated to the field of early care and education but that there is some movement among programs resulting in turn-over of staff and discontinuity of care for children.

## Teachers' Education

The education level of Delaware early care and education teachers varies greatly. The most common education level attained for all early care and education teachers is a high school diploma or GED or less (37.5%). However, 36.8% have earned an associate's degree or higher. This varies greatly by program type. The majority of teachers of infants and toddlers in child care centers have only a high school diploma or less (55.6%), while only 17.4% have a college degree. On the other hand, 54.9% of Head Start and Early Childhood Assistance Program (ECAP) teachers have a college degree and only 19.5% have a high school diploma or less.

The group of teachers having attained the highest education level is those working in part-day programs for 3 to 5-year-olds. Sixty-eight percent (68%) have earned a college degree (with 19.8% having earned a master's degree), while only 14.8% have only a high school diploma.

Delaware teachers' education levels are lower in comparison to teachers across the nation. Delaware teachers are more likely to have a high school diploma or less (37.5%) than teachers nationwide (20%) (Bowman, Donovan, and Burns, 2001). Delaware early care and education teachers are also less likely to have bachelor's degrees or higher (23.9%) than early care and education teachers across the nation (33%).

Table 3:

**Age of Lead Teachers**

How old are you?						
Location of Program:		New Castle	Wilmington	Kent	Sussex	State
Teachers of:						
Family Child Care	Mean	43	43	38	43	42
	Range	26-62	23-57	25-51	31-66	23-66
	SD	8.7	10.9	7.2	9.1	8.8
	N	45	8	14	18	85
Infants and Toddlers in Centers	Mean	38	42	39	32	37
	Range	20-60	18-67	17-67	17-67	17-67
	SD	11.2	12.6	12.9	11.5	12.2
	N	45	22	29	30	126
3 to 5-Year-Olds in Centers	Mean	35	39	38	33	36
	Range	18-59	21-59	21-67	20-54	18-67
	SD	10.4	10.1	11.4	9.2	10.5
	N	58	33	45	29	165
Head Start and ECAP	Mean	38	44	34	39	38
	Range	20-65	30-57	23-47	22-62	20-65
	SD	12.0	9.0	7.2	13.1	11.3
	N	36	8	17	20	81
Part-Day Programs	Mean	44	43	43	41	43
	Range	21-74	20-63	22-79	21-59	20-79
	SD	11.0	13.3	12.8	11.0	11.6
	N	43	10	19	9	81
School-Age Programs	Mean	28	30	34	32	30
	Range	16-59	18-48	18-54	17-55	16-59
	SD	10.7	13.8	13.0	12.8	11.9
	N	21	6	8	14	49
Total	Mean	38	40	38	36	38
	Range	16-74	18-67	17-79	17-67	16-79
	SD	11.5	11.6	11.4	11.6	11.5
	N	248	87	132	120	587

It is important to note, that even in the cases where early care and education teachers have post-secondary degrees, their degrees are not necessarily in the area of early childhood education or a related field. For all teachers, only 29.6% had a post-secondary degree in early childhood education or a related field of study. The remaining teachers had a degree in an unrelated field (9.2%) or no post-secondary degree (61.1%).

There is a significant relationship between the overall quality of early care and education programming and the education level attained by teachers in those programs (Bowman, Donovan, and Burns, 2001; Shonkoff and Phillips, 2001). The quality of early care and education programming increases as the formal education level of the teacher increases. Programs with the highest quality tend to be programs with teachers who have earned an associate's degree or greater.

As a group, Delaware Early Care and Education teachers:

- are paid less than their colleagues across the nation,

- work an average of 37 hours per week,
- are 38 years old,
- have been working in the field for more than 10 years,
- have been working in their current program for between one and five years,
- are more likely to have a high school diploma as their terminal degree, and are likely not to be a member of an early care and education professional organization.

Table 4:

### Lead Teachers' Education Level by Program

What is the highest education level you have completed?								
Teachers of:		Family Child Care	Infants and Toddlers in Centers	3 to 5- Year-Olds in Centers	Head Start and ECAP	Part-Day Programs	School- Age Programs	State
Education Level:								
High School Not Completed	N %	3 3.5%	6 4.8%	1 0.6%	2 2.4%	0 0.0%	4 8.2%	16 2.7%
High School/GED	N %	32 37.2%	64 50.8%	59 36.6%	14 17.1%	12 14.8%	23 46.9%	204 34.9%
Some College without a degree	N %	34 39.6%	27 21.4%	28 17.4%	18 22.0%	13 16.0%	12 24.5%	132 22.6%
CDA* Credential	N %	0 0.0%	3 2.4%	3 1.9%	2 2.4%	0 0.0%	0 0.0%	8 1.4%
Associate's degree	N %	8 9.3%	9 7.1%	22 13.7%	29 35.4%	4 4.9%	4 8.2%	76 13.0%
Bachelor's degree	N %	7 8.1%	11 8.7%	38 23.6%	15 18.3%	35 43.3%	6 12.2%	112 19.1%
Master's degree	N %	0 0.0%	2 1.6%	9 5.6%	1 1.2%	16 19.8%	0 0.0%	28 4.8%
Other	N %	2 2.3%	4 3.2%	1 0.6%	1 1.2%	1 1.2%	0 0.0%	9 1.5%
Total	N %	86 100%	126 100%	161 100%	82 100%	81 100%	49 100%	585 100%

\*Child Development Associate's Training Credential

## Program Quality Measures of Early Care and Education Programs

The quality of early care and education programs was measured in 201 programs throughout the state. Within these programs, 572 different groups of children were observed and the quality of the programming taking place in those groups was rated. Within those 201 programs, six different types of early care and education settings were observed: family child care, infant and toddler programs in child care centers, programs for three to five-year-olds in child care centers, Head Start and Early Childhood Assistance Programs, part-day programs for three to five-year-olds, and programs for school-age children. A summary of

the quality of early care and education programming for each of these types of settings follows.

### Quality of Family Child Care Programs

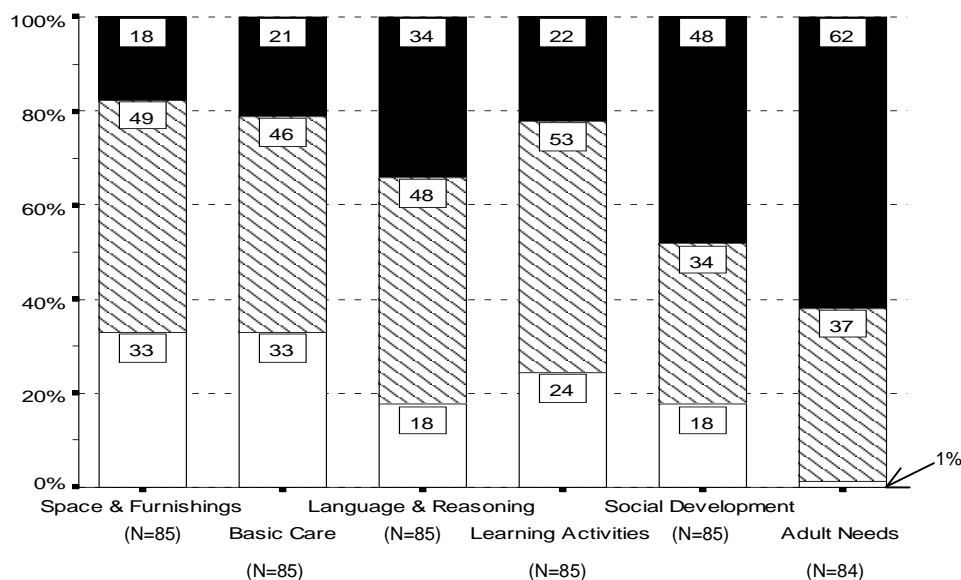
Family child care program quality was measured using the *Family Day Care Rating Scale (FDCRS)* (Harms & Clifford, 1989). Quality from the six *FDCRS* subscales includes information in the following areas:

- Space and furnishings,
- Language and reasoning,
- Social development,
- Basic care,
- Learning activities, and
- Adult needs.

Eighty-five family child care programs were observed for the *Delaware Early Care and Education Baseline Quality Study*. Figure 1 summarizes the quality of the family child care programs across the six subscales. The quality of family child care programs is strongest in the **Adult Needs** subscale, where 61.9% of the observed programs were rated “good.” The weakest aspects of family child care programs are **Space and Furnishings** and **Basic Care**, where 32.9% of the observed programs were rated “poor.”

Figure 1:

#### State Profile of Quality of Family Child Care Programs



#### Ratings on the *Family Day Care Rating Scale*\*

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (Cost, Quality, and Child Outcomes in Child Care Centers Public Report. 1995).

#### Environment Subscale Figure Legend

= rating of “poor”
  = rating of “mediocre”
  = rating of “good”

## Quality of Programming for Infants and Toddlers in Child Care Centers

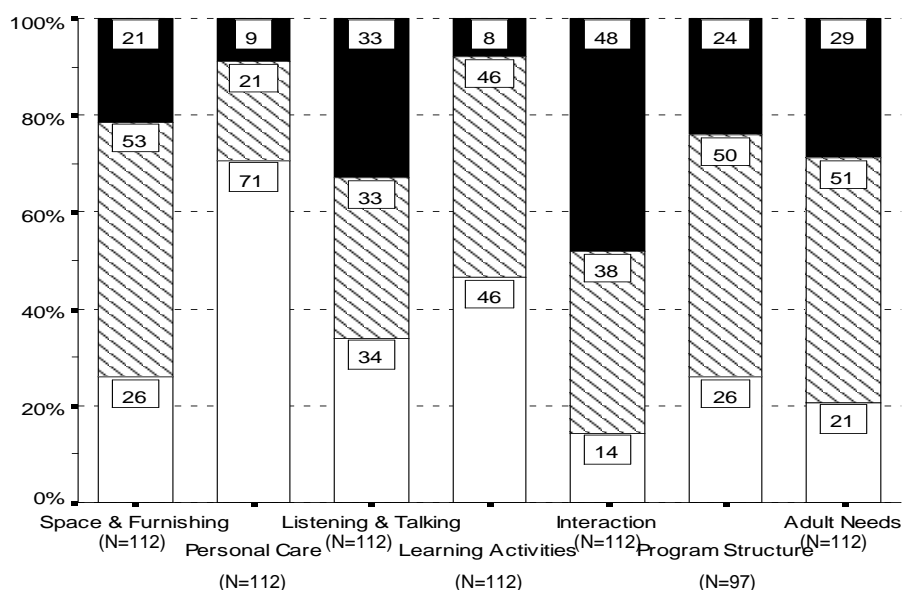
The quality of programming for infants and toddlers in child care centers was measured using the *Infant/Toddler Environment Rating Scale (ITERS)* (Harms, Cryer, & Clifford, 1990). The *ITERS* is constructed of seven subscales that measure different aspects of quality of child care for infants and toddlers. The subscales include:

- Furnishings and displays,
- Personal care routines,
- Listening and talking,
- Learning activities,
- Interaction,
- Program Structure, and
- Adult needs.

Figure 2 summarizes the quality of the 112 groups of infants and toddlers in child care centers observed for the study. The quality of infant and toddler programming is strongest in the **Interactions** subscale, where 48.2% of the observed groups were rated “good.” The weakest aspects of infant and toddler programming are **Personal Care Routines** and **Learning Activities**, where 70.5% and 46.4% of the observed groups respectively were rated “poor.”

Figure 2:

### State Profile of Quality of Infant and Toddler Groups in Child Care Centers



### Ratings on the *Infant/Toddler Environment Rating Scale*\*

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report*. 1995).

#### Environment Subscale Figure Legend

□ = rating of “poor”      ▨ = rating of “mediocre”      ■ = rating of “good”

The quality of programming for 3 to 5-year-olds was measured using the *Early Childhood Environment Rating Scale-Revised (ECERS-R)* (Harms, Clifford, & Cryer, 1998). The *ECERS-R* is composed of seven subscales that measure different aspects of quality for programs serving three to five year old children. These include:

- Space and furnishings,
- Personal care routines,
- Language and reasoning,
- Activities,
- Interaction,
- Program structure, and
- Parents and staff.

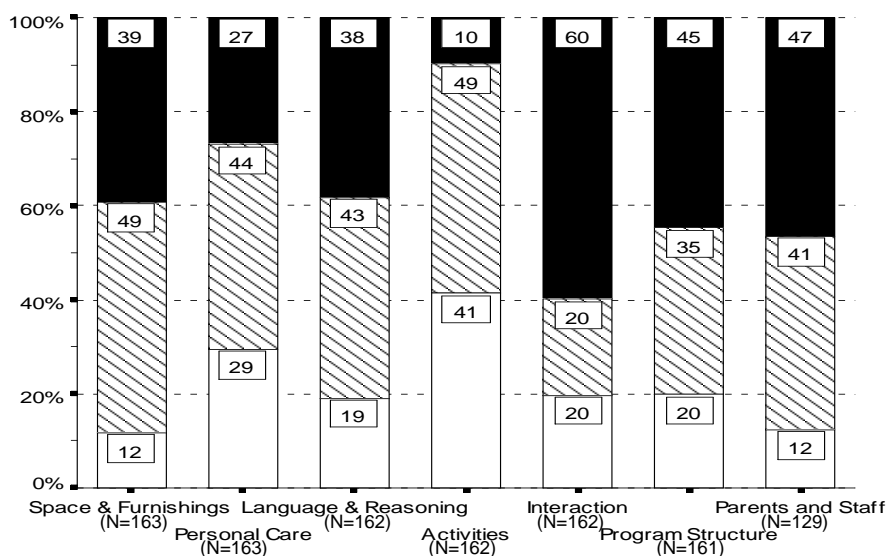
Three different types of programs for 3 to 5-year-olds were observed for the study: child care centers, Head Start and Early Childhood Assistance Programs (ECAP), and part-day programs.

### Quality of Programming for 3 to 5-Year-Olds in Child Care Centers

Figure 3 summarizes the quality of the 163 groups for 3 to 5-year-olds in child care centers observed for the study. The quality of programming for 3 to 5-year-olds in child care centers is strongest in the **Interaction** subscale, where 59.9% of the observed programs were rated “good.” The weakest aspects of programming for 3 to 5-year-olds in child care centers are **Activities** and **Personal Care**, where 41.4% and 29.4% of the groups respectively were rated “poor.”

Figure 3:

#### State Profile of Quality of Groups for 3 to 5-Year-Olds in Child Care Centers



#### Ratings on the *Early Childhood Environment Rating Scale\**

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report*. 1995).

#### Environment Subscale Figure Legend

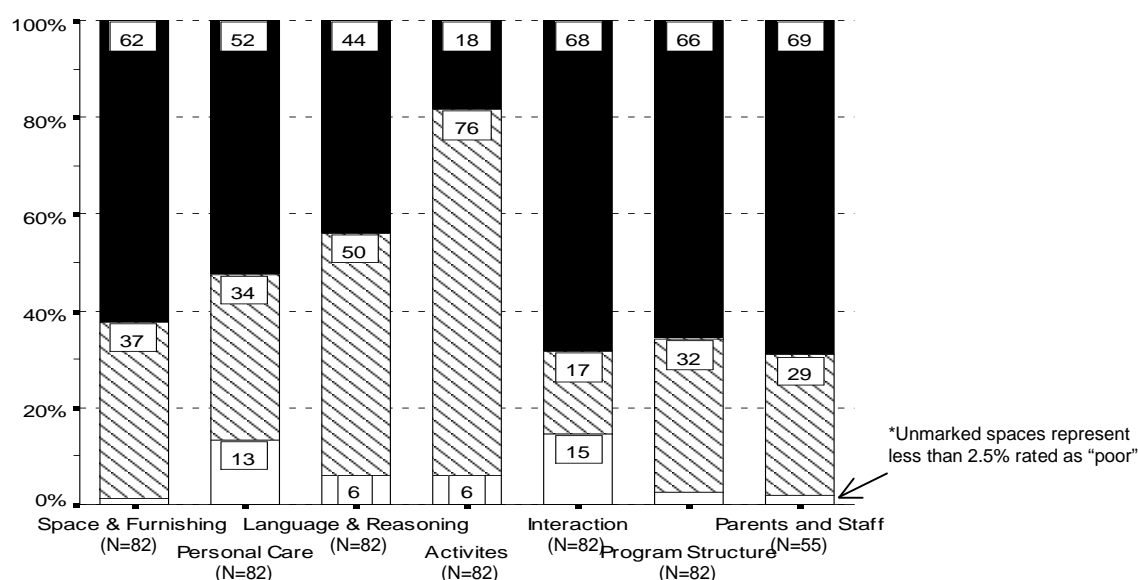
□ = rating of “poor”      ▨ = rating of “mediocre”      ■ = rating of “good”

## Quality of Programming for Head Start and Early Childhood Assistance Programs (ECAP)

In contrast to the programs in child care centers for 3 to 5-year-olds is the quality of programming in Head Start and Early Childhood Assistance Programs (ECAP). Figure 4 summarizes the quality of the 82 Head Start and ECAP groups observed for the study. The strongest subscales for these groups were **Space and Furnishings**, **Interactions**, **Program Structure**, and **Parents and Staff**, where over 60% of the programs observed were rated as “good.” The weakest area of quality for Head Start and ECAP programs was in the subscale of **Activities**, where 6.1% of the observed groups were rated “poor” and 75.6% were rated as “mediocre.”

Figure 4:

### State Profile of Quality of Groups in Head Start and Early Childhood Assistance Programs



### Ratings on the *Early Childhood Environment Rating Scale\**

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report*. 1995).

#### Environment Subscale Figure Legend

□ = rating of “poor”      ▨ = rating of “mediocre”      ■ = rating of “good”

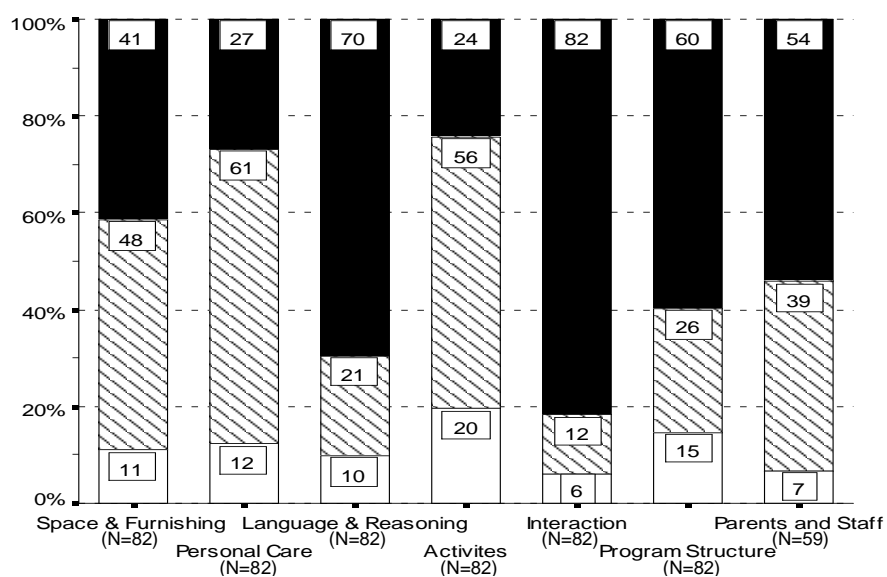


## Quality of Programming for 3 to 5-Year-Olds in Part-Day Programs

The 82 groups for 3 to 5-year-olds in part-day programs had quality characteristics similar to, but not quite as strong as, groups in Head Start and Early Childhood Assistance Program. Figure 5 summarizes the quality of the groups for 3 to 5-year-olds in part-day programs observed for the study. The strongest subscales for these groups were in the areas of **Interactions** and **Language and Reasoning** of quality, with 81.7 % and 69.5% of the groups respectively being rated “good.” The weakest area of quality for the part-day programs was in **Activities**, where 19.5% of the observed groups were rated “poor” and 56.1% were rated as “mediocre.”

Figure 5:

### State Profile of Quality of Groups for 3 to 5-Year-Olds in Part-Day Programs



### Ratings on the *Early Childhood Environment Rating Scale\**

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report*. 1995).

#### Environment Subscale Figure Legend

□ = rating of “poor”      ▨ = rating of “mediocre”      ■ = rating of “good”

## Quality of Programming for School-Age Children

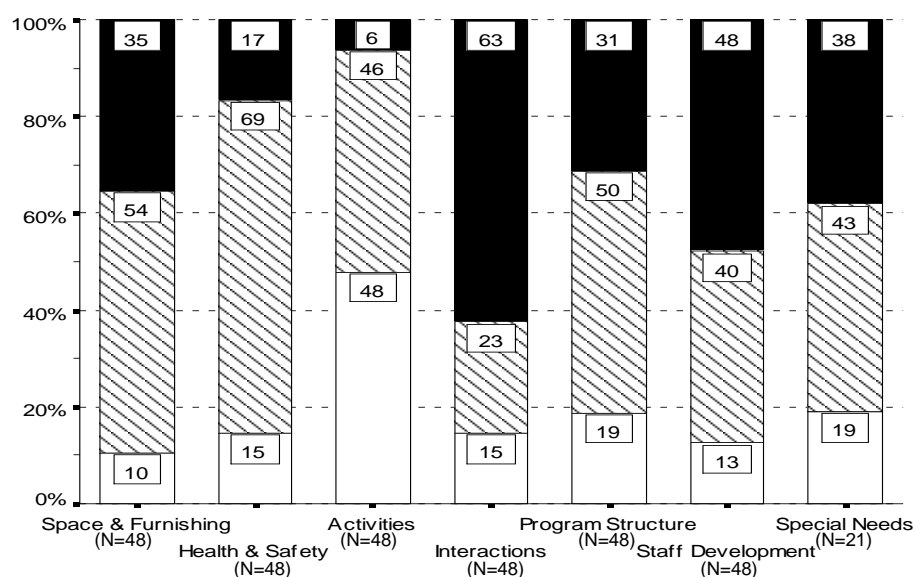
The quality of programming for school-age children was measured using the *School-Age Care Environment Rating Scale (SACERS)* (Harms, Jacobs, & White, 1996). The SACERS is composed of seven subscales that measure different aspects of quality. These are:

- Space and furnishings,
- Health and safety,
- Activities,
- Interactions,
- Program structure,
- Staff development, and
- Special needs.

Figure 6 summarizes the quality ratings of the 48 observed groups of school-age children. As with many of the other early care and education program types, the area of strongest quality for the observed groups of school-age children is **Interactions**, with 62.5% of the groups rated as “good.” The area of weakest quality for the groups of school-age children observed is **Activities**, with 47.9% of the groups rated as “poor.”

Figure 6:

### State Profile of Quality of Groups in School-Age Programs



### Rating on the *School-Age Care Environment Rating Scale* \*

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report*. 1995).

#### Environment Subscale Figure Legend

□ = rating of “poor”      ▨ = rating of “mediocre”      ■ = rating of “good”

## **Quality Trends—A Bright Spot**

Across all program types, the overall quality of early care and education groups are poor to mediocre. There are a number of bright spots, however. Across all program types, interactions with children are generally of good or mediocre quality. This means that early care and education teachers throughout the state have good or mediocre interactions with the children in their care. In many cases, the level of interaction quality by program type was rated as good for 50% or more of those programs. This trend holds for all types of early care and education programs.

## **Quality Trends—Concerns**

There are a number of significant concerns in early care and education quality within and across programs. The poor to mediocre quality of basic care, language and literacy development, and curriculum activities across programs and within certain programs types are discussed below.

### **Basic/Personal Care**

For most program types, basic care, which includes health and safety, was found to be of poor or mediocre quality. In family child care programs, groups of infants and toddlers in child care centers, groups for 3 to 5-year-olds in child care centers, and in part-day programs, and school-age groups, over 50% of the programs were found to be of poor or mediocre quality. Most disturbing is the finding that over 70% of groups of infants and toddlers in child care centers were found to have poor quality in the area of basic care routines.

This finding means that the basic health and safety practices necessary to ensure that children are being well cared for are not routinely being followed in a significant number of early care and education groups across the state. The high rate of poor quality basic care for all children in early care and education programs, but especially for infants and toddlers, means that they are routinely at-risk for being in unsafe or unhealthy situations.

### **Language and Reasoning**

For groups of infants and toddlers in child care centers, family child care, groups of 3 to 5-year-olds in child care centers, and groups in Head Start and Early Childhood Assistance Programs (ECAP), the quality of language and reasoning activities was found to be of poor or mediocre quality. In family child care programs and groups of infants and toddlers in child care centers, over one third of the groups were found to have poor quality in this area. For the youngest group of children who are developing their communication and cognitive skills, spending time in settings that are of poor language and reasoning quality will have a negative impact on their developmental skills as well as their pre-academic skills.

While programs serving preschool age children were not often rated as poor in their language and reasoning activities quality, over 50% of the groups for 3 to 5-year-olds in child

care centers and the groups in Head Start and ECAP were of mediocre quality. Only the groups for 3 to 5-year-olds in part-day programs were rated consistently good in their quality in language and reasoning activities. This generally poor to mediocre level of quality in language and reasoning activities means that numerous opportunities to provide children with pre-literacy experiences are not occurring in their early care settings.

## Learning Activities

Across three program types, over 40% of the groups were rated as poor quality in learning activities, which includes the curriculum provided for children on a daily basis. Groups of infants and toddlers in child care centers, groups for 3 to 5-year-olds in child care centers, and school-age groups all had at least a 40% rate of poor quality in this area. This is of significant concern in that the daily programming provided to children has the ability to advance their developmental, cognitive, social, and communication skills. If four out of ten of the programs that provide the most comprehensive care to children are of poor quality, a significant number of children are missing opportunities to advance their skills.

## Early Care and Education Quality in Wilmington

While a systematic analysis of the quality of early care and education among the four geographical regions observed for this study was not conducted, a clear trend is observable from the data. Except in a very few categories, across all program types, the quality of care in Wilmington is lower than in the counties throughout the state. The number of groups rated as poor is greater in Wilmington than in the counties and the number of groups rated as good is lower in Wilmington. Overall, the quality of early care and education programming in Wilmington is of lower quality than anywhere else in the state.

## Programs Accepting and Not Accepting Child Care Subsidy

In examining similarities and differences between Delaware early care and education programs accepting and not accepting child care subsidy, a number of differences were found. Information about differences in fees charged by programs, teachers' hourly wages, teachers' education level, and program quality are discussed below.

### Fees for Early Care and Education Services

For all program types except one, the fees charged by programs to families were higher for programs that did not accept child care subsidy than for those programs that did accept child care subsidy. The one exception was part-day programs.

The difference in fees charged families between programs accepting and not accepting child care subsidy varied across program types. The greatest difference occurred for toddler groups. Programs serving toddlers that did not accept child care subsidy charged an average of \$12.72 more than toddler programs accepting child care subsidy. The smallest difference was in school-age programs in child care centers where programs not accepting

child care subsidy charged an average of \$3.68 more than programs accepting child care subsidy.

The greater fees charged by programs not accepting child care subsidy mean that these programs have available to them more money to pay teachers, purchase supplies, and commit to program expenditures and activities than do programs accepting child care subsidy. Programs accepting child care subsidy have limited financial resources for two reasons: a) their overall fee structure is lower than other early care and education programs and b) they receive only a portion of those fees from the child care subsidy program. Thus, programs accepting child care subsidy funds have significantly fewer financial resources to work with as they labor to provide quality early care and education to families with limited resources.

### **Hourly Wage for Teachers**

Teachers working in programs that do not accept child care subsidy are paid at a higher rate than those teachers who work in programs that do accept child care subsidy. Across all program types, the average hourly wage for teachers working in programs not accepting child care subsidy is \$1.14 higher than programs that do accept child care subsidy. When each type of early care and education program is examined, the difference remains. The greatest difference occurs for family child care programs, where teachers in programs that do accept child care subsidy average \$1.93 less per hour than do their counterparts in programs that do not accept child care subsidy. The least amount of difference occurs in both school-age and infant and toddler programs where the teachers working in programs not accepting child care subsidy earn an average of \$0.30 more than teachers working in programs accepting child care subsidy.

### **Teachers' Education**

It is more likely that teachers working in programs accepting child care subsidy payment have a high school diploma or less as their terminal education credential than teachers working in programs not accepting child care subsidy payment. Almost 50% of the teachers working in programs accepting child care subsidy payment had a high school degree or less as their highest education level while not quite 30% of the teachers working in programs not accepting child care subsidy payment had a high school degree or less as their highest education level.

In programs not accepting child care subsidy payment over 42% of the teachers had a college degree. In programs accepting child care subsidy payment only 24% had a college degree.

### **Quality of Early Care and Education of Groups receiving Child Care Subsidy**

For some types of early care and education programming, the overall quality of early care and education is of significantly poorer quality in the groups in programs accepting child

care subsidy than in the groups in programs not accepting child care subsidy. There are, however some exceptions to this overall conclusion.

## Family Child Care Programs

For family child care programs, the quality of early care and education programming seems to be no different between the groups in programs that accept child care subsidy and those that do not accept child care subsidy. The one exception to this is in the area of adult needs. For the groups in programs that accept child care subsidy, the quality is significantly poorer than for the groups in programs that do not accept child care subsidy.

## Programming for Infants and Toddlers

The story is much different for groups of infants and toddlers in child care centers that accept child care subsidy. In six of the seven areas of quality measured, groups in programs accepting child care subsidy were of significantly poorer quality than those groups in programs not accepting child care subsidy. The one exception was in the area of interactions where there was no difference between the two program types. In most cases, the differences between the groups in programs accepting and not accepting child care subsidy were significant at the .000 probability level.

## Programming for 3 to 5-Year-Olds in Child Care Centers

The significant differences in quality between groups in child care centers accepting and not accepting child care subsidy holds true for groups of 3 to 5-year-olds in child care centers as well. In six of the seven areas of quality measured, groups in child care centers accepting child care subsidy were of significantly poorer quality than those groups in child care centers not accepting child care subsidy. The one exception was in the quality area concerned with parents and teachers. As with the groups of infants and toddlers in child care centers, the differences between the groups were significant at the .000 probability level.

## Part-Day Programs

For groups of 3 to 5-year-olds in part-day programs, three of the seven quality areas showed significant differences between groups in programs accepting child care subsidy and groups in programs not accepting child care subsidy. In the areas of language and reasoning, interactions, and program structure, groups in part-day programs accepting child care subsidy were of significantly poorer quality than groups in part-day programs not accepting child care subsidy.

## Programming for School-Age Children

The quality of programming for school-age children seems to be no different between the groups in programs that accept child care subsidy and those that do not accept child care subsidy with one exception. In the area of program structure, the groups in programs

accepting child care subsidy are of significantly poorer quality than those programs not accepting child care subsidy.

## **Programs Including and Not Including Children with Disabilities**

The analysis of early care and education programs observed for this study found that there were four categories of programs related to enrolling children with disabilities. Over two thirds of programs did not collaborate with other agencies or service providers to serve children with disabilities, while almost one third did collaborate for this purpose. However, within these two groups of programs, there were programs that did and did not have children with disabilities enrolled. So, in some cases, programs may have been willing to collaborate or may have collaborated in the past with programs to provide services but did not currently have any children with disabilities enrolled (see Table I-1).

For children with disabilities, two significant situations seemed to exist. In the worst case scenario, some children with disabilities attended programs that did not or would not collaborate with other agencies, programs, or service providers to meet the needs of children with disabilities. Over 17% of the programs observed were of this type.

In the best cases, children with disabilities attended programs that did collaborate with other agencies, programs, or service providers to meet the needs of the children with disabilities. Just over 23% of the programs were of this type.

Over two thirds (70.9%) of the programs observed for this study indicated that they did not or would not collaborate with other agencies to provide services to children with disabilities. Of this group, 75% did not have any children with disabilities enrolled.

These findings indicate that there are a majority of early care and education programs in the state that do not enroll children with disabilities (58.9%) and there are an overwhelming majority of programs that do not or will not collaborate with other agencies to provide services to children with disabilities (70.9%). For families with children with disabilities, this greatly limits the likelihood of finding child care for their children, and even if a program will provide care, it does not guarantee that the program will collaborate with agencies and programs providing therapeutic or other types of support for the children.

## **Child Care Subsidy and Serving Children with Disabilities**

The co-occurrence of disability and poverty is common and the need for child care for families living in poverty with a child with a disability is great (Council for Exceptional Children, 2002). While the previous section found that the overall quality of care of programs accepting child care subsidy was of poorer quality than programs not accepting child care subsidy, the need is great for families with a child with a disability and living in poverty to find programs that accept child care subsidy. Of the 278 groups in this study accepting child care subsidy, only 31.9% of them (n=88) were willing to collaborate with

other agencies to meet the needs of children with disabilities. This greatly limits the availability of early care and education programs to families in the greatest need.

### **Quality of Early Care and Education where Children with Disabilities are Enrolled**

A comparison of the quality of early care and education between programs that enrolled children with disabilities and those that did not was difficult to accomplish. Because there were a relatively few number of programs with children with disabilities, a number of the program types examined for this study could not be analyzed for this question. The family child care programs, groups of infants and toddlers in child care centers, and school-age groups did not have enough groups with children with disabilities enrolled to conduct the quality analysis. The groups for 3 to 5-year-olds in child care centers, Head Start and Early Childhood Assistance Programs (ECAP) and part-day programs did, however, have sufficient numbers of groups in programs with children with disabilities enrolled.

For four of the seven areas of quality, groups for 3 to 5-year-olds with children with disabilities enrolled had significantly higher quality than groups without children with disabilities enrolled. These quality categories were “space and furnishings,” “language and reasoning,” “activities,” and “parent-staff qualities.” This seems to indicate that the equipment, curriculum programming, and school-family interactions are better in groups where children with disabilities are enrolled than in programs where children with disabilities are not enrolled.



## Conclusion and Recommendations

The analysis of the observations for this baseline quality study indicate that, with a few exceptions, the quality of early care and education programming in Delaware is mediocre to poor. A number of factors seem to be contributing to this, including the relatively low fees charged by programs, the relatively low education levels of teachers, the inexperience and low levels of training for program directors, and the low wages for both administrators and teachers.

Of significant concern is the quality of infant-toddler care throughout the state. The quality of basic care, listening and talking, and learning activities are so poor in so many sites that children are being cared for in settings that are impeding their development. This group of children is the most vulnerable group with the fewest defenses and protective behaviors to mediate poor quality care.

Also of concern is the sampling of this study. The access rate to programs was relatively low and was skewed toward higher quality programs. The probable bias inherent in this study is such that the quality of early care and education is represented as being artificially high. To address this concern and the other findings of the study, the following recommendations are offered:

- 1) **Aggressive intervention supports need to be instituted to increase the quality of infant and toddler care throughout the state.** With over 70% of the infant and toddler groups observed having poor health and safety quality, a substantial number of very young children are being care for in settings that may harm their development and place them in situations that can harm their health. Isolated training can not address the systemic nature of this poor quality of care. Only increased educational requirements for infant and toddler teachers and administrators with experience with infant and toddler services will improve quality. This is of critical importance and needs to be addressed as soon as possible.
- 2) **Provide early care and education personnel with information and strategies to address children's development through curriculum with an emphasis on language development, literacy development, and numeracy skill development.** Children in early care and education settings throughout the state are not receiving the necessary curriculum to support their development in critical domains. The outcomes of children in well planned programs that address developmental needs are encouraging. However, too few early care and education programs throughout the state are providing high quality learning activities and many are of poor quality in this program area.
- 3) **Create continuing education options for early care and education teachers that encourage and eventually require them to have an associate's degree in early childhood education.** Short-term and one-shot training does not increase quality. Systematic pre-service education is the most effective method for increasing the quality of early care and education programming. The tipping point for teachers

seems to be an associate's degree. Funds for training and other education should always be coordinated with a degree program in early childhood education. No training should be offered that does not lead to credit and eventually to an associate's degree in early childhood education.

- 4) **Target education and technical assistance for early care and education providers and programs in Wilmington with the goal of improving the overall quality of care in all types of programs.** The overall quality of care in Wilmington is poor. For children living in poverty or with other risk conditions, high quality early care and education programming can have a significant positive effect on their development. It is important to increase the quality of care throughout the city so that all children have access to high quality care.
- 5) **The education level and pay rates of early care and education directors need to be raised.** Knowledge, skill, and ability of program directors are linked to program quality. Delaware's early care and education program directors are paid less and have lower levels of training than colleagues throughout the nation. Raising the required education and training levels for directors as well as supporting efforts to increase their wages may attract and retain administrators with the skills necessary to raise the quality of programming.
- 6) **Work for the aggressive increase in wages for early care and education teachers.** Delaware early care and education teachers are paid less than their counterparts nationally and are paid far less than many other service industry personnel. Increasing wages will retain higher quality teachers for longer periods and will attract higher quality teachers.
- 7) **The state should further examine the quality of care in programs that accept child care subsidy to determine their overall quality and the effect of reduced resources from child care subsidy on quality.** At the same time, the state should consider a minimum level of quality for programs accepting child care subsidy. Child care subsidy for poor quality early care and education services that potentially limit children's development is not an appropriate use of public funds.
- 8) **There is a critical need for an aggressive increase in the number of early care and education settings enrolling children with disabilities.** Children with disabilities have enormously limited access to early care and education. Strategies for increasing access to high quality programs are necessary to support families and their children with disabilities.
- 9) **Early care and education programs throughout the state should be supported to raise their fees for service.** In comparison to such states as New Hampshire and Vermont, comparably rural/suburban/urban states, Delaware early care and education programs charge less for services. The average annual income for families in Delaware is greater than either New Hampshire or Vermont. A 10-20% increase in

fees charged would provide additional resources for programs to address quality of care.

## Further Questions

The findings of this study have created a number of additional questions regarding early care and education in Delaware. Foremost is the issue of child care subsidy and quality. A number of specific questions related to child care subsidy have been raised, including:

- Does the intensity of child care subsidy make a difference in quality in a program? If so, at what level does quality suffer?
- Should the state provide families with access to child care despite the level of the quality of that care or should a minimum level of quality be expected? What should that minimum level be?
- Should the state focus on providing high quantities of child care or high quality of child care?
- Is it possible to provide child care support for families in need and ensure that the quality of care is high?
- How do programs of high quality with limited resources maintain their high quality?
- Would a tiered reimbursement system foster higher quality services across age levels and through the regions of the state? Would it increase the availability of high quality early care and education services for children living in poverty?

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# *Delaware Early Care and Education Baseline Quality Study*

The *Delaware Early Care and Education Baseline Quality Study* was commissioned by three Delaware departments with interests in early care and education. The agencies were the Delaware Early Care and Education Office of the Department of Education; the Office of Child Care Licensing of the Department of Services for Children, Youth and Their Families; and the Division of Social Services of the Department of Health and Social Services. The agencies commissioned the study in April 2001 after two meetings during which were discussed the purposes and needs for information about early care and education in the state of Delaware. These meetings were comprised of a group of eleven individuals working in the field of early care and education within the agencies and interested parties.

This collection of agency representatives and interested individuals evolved into the Advisory Committee for the Study. While the Advisory Committee provided the primary input into the design of the Study, the Interagency Resource Management Committee (IRMC) was the contractor for the Study and the primary funding source.

The Interagency Resource Management Committee approved the contract for the Study in June 2001 on the recommendation from the Advisory Committee. Two contractors were chosen to conduct the Study: the Center for Disabilities Studies (CDS) of the University of Delaware in Newark, Delaware and the Delaware Early Childhood Center (DECC) of Harrington, Delaware. The Delaware Early Care and Education Office acted as the day-to-day supervisor of the study, with leadership from Peg Bradley and Rhonda Tsoi-A-Fatt.

## **Purpose of the Study**

From early April 2001 to late May 2001, plans were made for the implementation of the Study. Each agency representative expressed specific objectives for the Study and possible uses for the data and information to be collected. The needs expressed by the agency representatives included determining the current quality of programming being provided in family child care programs, full-day programs child care centers, and part-day early childhood programs. Interest was also expressed about the quality of programming for children of specific ages, especially infants and toddlers and school-age children and about the quality of care in different geographic regions of the state, including the three counties, the cities of Wilmington and Dover, and within school districts.

After discussion with agency representatives and the Advisory Committee, the specific research questions for the study were determined to be:

- 1) In Delaware, what is the current quality of:
  - a) care for infants and toddlers in full-day child care center programs?
  - b) care for three to five-year-old children in full-day child care center programs?
  - c) care for school-age children in before and after-school programs?
  - d) care for children in family child care programs?
  - e) care for children in part-day early childhood programs?
  - f) Head Start and Early Childhood Assistance Program services?
- 2) What is the quality of care in each of these six categories in the three Delaware counties and the city of Wilmington?

In addition to these research questions, the advisory committee wished to know demographic information about programs, early care and education lead teachers, and of early care and education programs.

## Population of Interest

After discussions, the Advisory Committee determined that the population of interest for the study was all types of early care and education programming in the state of Delaware. This was defined to include licensed full-day child care center programs, licensed family child care programs, part-day early education programs, licensed school-age programs, and Head Start and Early Childhood Assistance Programs (ECAP).

At the time of the study, there were approximately 312 licensed full-day child care centers serving approximately 23,000 children from six weeks of age to 12 years of age. There were also approximately 1,950 licensed family child care programs serving approximately 16,000 children from six weeks of age to 12 years of age. There were an estimated 1,000 part-day early care and education programs serving approximately 10,000 children between the ages of birth to six years of age. There were 37 Head Start and Early Childhood Assistance Programs (ECAP) serving approximately 1180 4-year-old children.

For the purpose of the study, the types of programs providing early care and education needed to be defined. Those definitions are as follows:

- **Child care centers** are programs offering child care services to more than 12 children for more than four hours per day. These programs often serve children between the ages of six weeks and 12 years of age, although some programs do not serve infants and toddlers and some do not serve school-age children. Child care centers are licensed by the Office of Child Care Licensing of the Delaware Department of Services for Children, Youth and Their Families.



- **Family child care programs** are programs offering child care services to 12 or fewer children for more than four hours per day; these programs often serve children between the ages of six weeks and 12 years of age. Family child care programs can be licensed to serve six children between the ages of six weeks and five years of age plus three school-age children. Large family child care programs can serve between seven and 12 children between the ages of six weeks and five years of age plus three school-age children by using two family child care teachers. Family child care programs are licensed by the Office of Child Care Licensing of the Delaware Department of Services for Children, Youth and Their Families.
- **Part-day programs** serve children between the ages of three years and five years for four hours per day or less. These programs include but are not limited to privately owned preschools and other early care and education programs operated by community organizations, church organizations, and public and private schools. These programs, at the time of the study, were often not licensed by the Office of Child Care Licensing and were not under any obligation to be licensed.
- **Head Start and Early Childhood Assistance Programs (ECAP)** may be part-day or full-day early care and education programs serving children living in poverty. Both programs follow federal Head Start regulations, have a parent and community agency Policy Council, and work to improve children's development and families' abilities to care for and support their children. These programs are often not licensed by the Office of Child Care Licensing but may choose to be licensed.
- **School-age programs** are those programs that care for children, ages five through 12 who are enrolled in school programs at the kindergarten level or higher who spend most of their day at a school facility; school-age care can occur prior to and/or after their school day. School-age programs are often a component of the services provided by center-based or family child care programs. Some school-age programming is offered by agencies or organizations that solely provide school-age care. School-age child care programs are licensed by the Office of Child Care Licensing.

## Study Design

The *Delaware Early Care and Education Baseline Quality Study* was designed to measure the quality of care being provided to children in the five different types of early care and education programs described above. In addition, the study was designed to be able to measure the quality of care being provided to infants and toddlers. The Advisory Committee concurred with national studies and policy that care of infants and toddlers is qualitatively different than that of three to five-year-old children and needed to be examined separately.

In order to accomplish these goals, a definition of quality needed to be established. Once the definition was determined, a representative sample of the population of early care and education programs needed to be selected and analysis of the data collected needed to be conducted.

## Definition of Quality in Early Care and Education Programs

After a review of early care and education studies conducted at a national level and by other states, the research contractors proposed the following definition of quality to the Advisory Committee:

Early care and education program quality includes the following:

- safety of children while at the program;
- the health care standards at the program;
- adequate and appropriate physical space for the children served;
- adequate and appropriate physical space for the adult caregivers;
- adequate and appropriate materials and equipment for the age of children being served;
- appropriate curriculum activities, including activities addressing gross and fine motor development, language development, pre-literacy development; cognitive development, and social-emotional development;
- flexibility of the teachers to address individual needs of children;
- responsiveness of teachers to children;
- responsiveness to and inclusion of children of all abilities, including specific disabilities;
- teachers' abilities to provide appropriate behavior management for the children;
- teachers' affective interaction with children;
- teachers' planning, use of, and presentation of the learning environment; and
- teachers' access to and use of professional development opportunities.

These characteristics of quality were determined from national early care and education studies such as the National Institute of Child Health and Human Development (NICHD) *Study of Early Child Care and Youth Development* (NICHD Early Child Care Research Network, 1996, 1997a, 1997b, 2001) and the *Cost, Quality and Child Outcome in Child Care Centers, Public Report Study* (Helburn, 1995b). The definition was adopted and a list of measures was generated to assess these characteristics. To determine the most appropriate measures and the feasibility of reliably collecting data, a pilot study was implemented.

## Pilot Study

To determine the most appropriate instrumentation and procedures for reliable data collection, a pilot study was conducted during the Summer of 2001. Ten data collectors were trained to use nine instruments designed to measure demographic information and program quality. The instruments selected were based on the National Institute of Child Health and Human Development (NICHD) *Study of Early Child Care and Youth Development* (NICHD Early Child Care Research Network, 1996, 1997a, 1997b, 2001) and the *Cost, Quality and Child Outcome in Child Care Centers, Public Report Study* (Helburn, 1995b). The instruments used were:

- 1) *Family Day Care Rating Scale (FDCRS)*
- 2) *Early Childhood Environment Rating Scale (ECERS)*
- 3) *Infant/Toddler Environment Rating Scale (ITERS)*
- 4) *School-Age Care Environment Rating Scale (SACERS)*
- 5) *Teacher Child Interaction Scale (TCIS)*
- 6) *NICHD Study of Early Child Care and Youth Development: Assessment Profile for Early Childhood Programs*
- 7) *NICHD Study of Early Child Care and Youth Development: Assessment Profile of Family Day Care*
- 8) *NICHD Study of Early Child Care and Youth Development: Child Caregiver Interview* (Long and Short versions)
- 9) *NICHD Study of Early Child Care and Youth Development: Director Questionnaires* (Long and Short Versions)

Depending upon the type of program being observed, different combinations of the instruments were used to collect data. The protocols for the three most common configurations of early care and education programs are illustrated in Table 1.

Table 1:

**Recommended Protocols for Measurements of Quality of Early Care and Education Programs**  
**Delaware Early Care and Education Pilot Study**

<b>Family Child Care Programs</b>	<b>Child Care Center Programs</b>	<b>Part-Day Programs</b>
<ul style="list-style-type: none"> <li>• <i>NICHD Child Caregiver Interview</i></li> <li>• <i>NICHD Assessment Profile of Family Day Care</i></li> <li>• <i>Family Day Care Rating Scale</i></li> <li>• <i>Teacher Child Interaction Scale</i></li> <li>• <i>NICHD Observation Rating of Caregiving Environment</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>NICHD Director Questionnaire</i></li> <li>• <i>NICHD Child Caregiver Interview</i></li> <li>• <i>NICHD Assessment Profile for Early Childhood Programs</i></li> <li>• <i>Infant/Toddler Environment Rating Scale*</i></li> <li>• <i>Early Childhood Environment Rating Scale</i></li> <li>• <i>School-Age Care Environment Rating Scale*</i></li> <li>• <i>Teacher Child Interaction Scale</i></li> <li>• <i>NICHD Observation Rating of Caregiving Environment</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>NICHD Director Questionnaire</i></li> <li>• <i>NICHD Child Caregiver Interview</i></li> <li>• <i>NICHD Assessment Profile of for Early Childhood Programs</i></li> <li>• <i>Infant/Toddler Environment Rating Scale*</i></li> <li>• <i>Early Childhood Environment Rating Scale</i></li> <li>• <i>Teacher Child Interaction Scale</i></li> <li>• <i>NICHD Observation Rating of Caregiving Environment</i></li> </ul>

\* *Infant/Toddler Environment Rating Scales* and *School-Age Care Environment Rating Scales* were used with programs with appropriate populations.

Three primary objectives were established for the pilot study. These were:

- 1) to determine if it was possible to collect the necessary demographic and quality data from an early care and education group during one full-day visit to the program;
- 2) to determine a recommended configuration of measurement instruments for the study; and
- 3) to determine if reliability could be established among data collectors using the instruments selected.

The ten pilot study data collectors implemented the protocols in 24 settings. Data collectors visited programs in pairs and independently rated the programs using the observation instruments. Reliability coefficients were calculated to determine agreement among the data collectors.

The results of the pilot study indicated that it was possible to collect the necessary demographic and quality data during one six-hour visit to one group within a program plus a one-to-two-hour data recording session after the visit. The observation, while with the group, included administering three observational instruments and conducting at least two interviews, one with a teacher and one with the program director.

Upon completion of observations of all pilot sites, the reliability coefficient for the five pairs of data collectors was .84, a very high level of agreement for a study using observational instruments. The pilot study, therefore, determined that it was possible to collect the necessary data in a reliable fashion during one six-hour visit.

The pilot study data collectors did, however, have significant suggestions for the configuration of the instruments and the actual variables collected during the site visits. These suggestions resulted in the development of three interview instruments, a pre-visit survey, and the use of five observation instruments.

## Sampling Strategy

In consultation with the Advisory Committee, the research contractor determined that four types of early care and education programs needed to be sampled in order to determine the quality of early care and education programs in Delaware. In order to have a representative sample of these four major types of early care and education programs a listing of the full populations was necessary. The Office of Child Care Licensing provided a full list of licensed family child care and licensed full-day child care centers for the state as of May 2001. The Department of Education provided a listing of all Head Start and Early Childhood Assistance Programs in the state as of May 2001. The Family & Workplace Connection, an early care and education information resource and referral agency, provided a listing of part-day early care and education programs and school-age programs throughout the state that were registered with their agency.

Using these population lists, random samples were selected using a stratified approach that ensured representation of program types in each of Delaware's three counties as well as representation from its sixteen school districts. Table 2 illustrates the four types of early care and education programs used in the sampling process, the population of programs in each type, and the number of programs selected for observation in each program type.

Table 2: <b>Program Type, Population, and Original Sample Recommendations</b>			
<b>Program Type:</b>	<b>Population</b>	<b>Sample Recommendation</b>	<b>% of Population Represented by the Sample</b>
<b>Family Child Care Programs</b>	1,950	238	12.20%
<b>Child Care Center Programs</b>	312	91	29.17%
<b>Head Start and Early Childhood Assistance Programs</b>	139	69	49.64%
<b>Part-day Programs+</b>	~1000	50	5.00%
<b>Total Number of Programs</b>	<b>3,401</b>	<b>448</b>	<b>13.17%</b>

+ The part-day program population was determined from a listing provided by The Family & Workplace Connection. The listing, while large, does not document all part-day programs in the state.

The final sample selected for the study was influenced by a number of factors. These included the available funding for the study, the distribution of program types throughout the counties, and the distribution of program types throughout the school districts across the state. Because each child care center or part-day program in the sample would have multiple groups to be observed, it was not possible to determine the exact number of observations necessary to complete the study with the recommended sample size of 448 programs. At a minimum, with the estimate that there would be four groups per program, the number of

observations necessary would be 1,078 observations. Funds were available for 700 observations. In addition to the fiscal constraints of the study, all types of early care and education programs were not available at the recommended sampling level in each county and school district.

For these reasons, the sampling recommendation was modified to provide a stratified representative sampling of early care and education program types by county. The final sampling strategy with the number of programs allowing observations to occur can be found in Table 3. A total of 431 programs were randomly selected for observation.

Less than 50% of the programs granted permission to be observed for data collection. Of the child care centers and part-day programs in the sample, less than 60.0% of those in the sample granted permission to collect data. Only 36.1% (n=86) of family child care programs (N=238) granted permission to collect data. For more information regarding the participation rate of programs in this study, see Table 3.

Table 3: <b>Final Sampling Strategy</b>				
<b>Program Type:</b>	<b>Sample Selected</b>	<b>Programs Allowing Observation</b>	<b>Number of Groups Represented</b>	<b>Access Approval Rate</b>
<b>Family Child Care Programs</b>	238	86	86	36.13%
<b>Child Care Center Programs</b>	114	64	340*	56.14%
<b>Head Start and Early Care and Assistance Programs</b>	37	26	82	70.27%
<b>Part-Day Programs+</b>	42	25	82	59.52%
<b>Total Number of Programs</b>	<b>431</b>	<b>201</b>	<b>590</b>	<b>46.63%</b>

\*Includes 126 infant/toddler groups, 165 groups of 3 to 5-year-olds, and 49 school-age groups.

+See Executive Summary

The 201 programs that permitted observers to collect data represented 590 groups of children. The groups included 86 family child care groups of children, 126 groups of infants and toddlers in child care centers, 165 groups for three to five-year-olds in child care centers, 82 groups in Head Start or Early Childhood Assistance Programs, 82 groups for 3 to 5 year-olds in part-day programs, and 49 school-age groups.

## Measurement

The measurement of data and collection of demographic information about the early care and education programs, the teachers, and directors of the programs were collected using eight different instruments.

## Quality Measurements

Quality of early care and education programs were measured in two ways. One method involved the use of one of four different environment rating scales. The second method used a teacher-child interaction scale.

The environment rating scales were designed by a group of early childhood education researchers from the University of North Carolina at Chapel Hill. They have been in use since 1980 and are the most widely used environment rating scales in the field. They are routinely used to determine program quality and are often used to determine tiered reimbursement for subsidized care funding. (Maryland Department of Human Resources, 2003; Frank Porter Graham Child Development Institute, 2002) These instruments used were:

- the *Infant/Toddler Environment Rating Scale* (ITERS) (Harms, Cryer & Clifford, 1990)
- the *Early Childhood Environment Rating Scale-Revised* (ECERS-R) (Harms, Clifford, & Cryer, 1998)
- the *School-Age Care Environment Rating Scale* (SACERS) (Harms, Jacobs, & White, 1996)
- the *Family Day Care Rating Scale* (FDCRS) (Harms & Clifford, 1989)

In addition to the four environment rating scales, a teacher-child interaction scale was also used to provide additional information about teacher-child interactions. This scale, the *Teacher Child Interaction Scale* (Farran & Collins, 2001) is an observation scale used to determine eleven specific teacher behaviors related to interaction with children. These behaviors are observed for amount, quality, and appropriateness. A version of this scale has been in use since 1986 and it is widely used for research purposes to document the quality of interactions between teachers and the children.

## Demographic Data Measurements

Three different instruments were used to collect demographic information about the programs, lead teachers, family child care teachers, and program directors in the sample. These were the *Pre-visit Program Questionnaire*, the *Director Interview*, *Teacher Interview*, and the *Family Child Care Interview*. A *Pre-visit Program Questionnaire* was sent to each program agreeing to be in the study. This instrument documented information such as number of children enrolled in the program, the ages of children, the number of staff, and the hours of operation of the program. The variables contained in this questionnaire were determined by the Advisory Committee, the pilot data collectors, the researchers, and the model provided by the National Institute of Child Health and Human Development (NICHD) *Study of Early Child Care and Youth Development* (NICHD Early Child Care Research Network, 1996, 1997a, 1997b, 2001). This questionnaire was completed by the program director or the family child care teacher prior to the observation visit. The information in the questionnaire was confirmed by the visiting data collector on the day of the program visit.

The *Director Interview* was conducted by the visiting data collector with the director of the program or a teacher responsible for administrative aspects of the program. The *Director Interview* collected data about staffing patterns and turnover rates, director pay rates, director training, and director knowledge and skills. This instrument was used with child care centers, Head Start and Early Childhood Assistance Programs (ECAP) and part-day programs. The *Family Child Care Interview* instrument was used with family child care teachers to collect similar information about family child care programs.

Two versions of a *Teacher Interview* were used to collect further demographic information from group teachers. One version was used with lead teachers in child care centers, Head Start and Early Childhood Assistance Programs (ECAP), and part-day programs to collect information about children in the group being observed, teacher training and experience, teacher pay rates, and teacher perceptions of early care and education as a career. The *Family Child Care Interview*, a version of the *Teacher Interview*, was administered to the teachers in family child care programs. This version combined the information from the *Director Interview* and the child care center version of the *Teacher Interview*. As with the *Pre-visit Program Questionnaire*, the variables contained in this interview protocols were determined by the Advisory Committee, the pilot data collectors, the researchers, and the models provided by the National Institute of Child Health and Human Development (NICHD) *Study of Early Child Care and Youth Development* (NICHD Early Child Care Research Network, 1996, 1997a, 1997b, 2001).

## Data Collector Training and Reliability

To conduct the data collection necessary for this study, approximately 40 data collectors needed to be trained to reliably administer the observation instruments, confirm the *Pre-visit Program Questionnaire*, and conduct the teacher and director interviews. The Delaware Early Childhood Center (DECC) was responsible for training the prospective data collectors.

Data collectors were solicited from a number of sources. Staff members working in child care information and referral offices, child care licensing offices, and state agencies were recruited to conduct observations. In addition, former teachers and directors of early care and education programs were recruited. Through these recruitment efforts, 37 data collectors were obtained.

During the last week of September 2001, the observers received five days of training using the instruments. Three days of the training were dedicated to learning how to administer the observational environment rating scales. This training was provided by researchers from the University of North Carolina at Chapel Hill and one of the authors of the rating scales, Thelma Harms. Data collectors received one day of training on one of the instruments. They then implemented the instrument at least three times in an actual program to determine reliability of their scoring with a trainer. Data collectors were cleared to conduct observations for the study when they achieved a reliability rating of .80. All data



collectors achieved a reliability coefficient of at least .80. The average reliability coefficient for the data collectors was .89 with a range of .81 to .94.

During the five-day training period, half of a day was spent training the data collectors to use the *Teacher Child Interaction Scale* (Farren & Collins, 2001). It was determined that all data collectors were not sufficiently reliable in administering the scale by the end of the training period. Those data collectors who participated in the pilot study were cleared to collect data using the *TCIS* and a follow-up training for 12 additional data collectors was conducted in October 2001.

Data collectors were also trained to use the two interview protocols and to confirm the *Pre-visit Program Questionnaire* information. Data collectors were also provided with training about how to report concerns about child care licensing violations if violations were observed during their data collection visits.

## Program Access

To gain access to the early care and education programs randomly selected for observation, a four-step process was conducted:

1. **Letter:** The Office of Child Care Licensing and the Delaware Early Care and Education Office sent a letter to all early care and education programs in the state informing them of the beginning of the study. This letter was mailed in early October 2001.
2. **Initial Telephone Call:** Five days after the mailing of the letter, Delaware Early Childhood Center (DECC) representatives began to make telephone calls to the 431 programs in the study sample. Program directors or owners were informed of the selection of their program for the study and were asked for permission to allow data collectors to come to visit their program. (Access approval rates can be found in Table 3.)
3. **Second Telephone Call:** For programs granting permission to be observed, a second telephone call was made to the program by a data collector to schedule the observation visit.
4. **Visit(s):** Observation visits of the groups in each program were then conducted. The number of groups ranged from as low as one to as high as eleven.

The general letter distributed to all early care and education programs as well as the initial contact telephone call informed the program directors or owners that an incentive would be provided for participation in the study. This incentive was to be a gift certificate to allow the program to purchase children's books. The original provider for the gift certificates did not fulfill their commitment; however, a substitute publisher was found. Instead of a gift certificate, each group observed was provided with ten age-appropriate

books. Almost 6,000 children's books were distributed to early care and education programs as a result of the study. In addition to the books, each teacher interviewed received a certificate of appreciation from the Delaware Early Care and Education Office. Directors of programs also received a certificate of appreciation.

## Data Collection

The Delaware Early Childhood Center (DECC) coordinated the collection of the data for the *Delaware Early Care and Education Baseline Quality Study*. Data collection began in early October 2001 and continued through late April 2002. Data collectors made individual appointments with programs to observe each group in a program. Data collectors specialized in using the observation instruments for infant and toddler groups, groups of 3 to 5-year-olds, family child care, or school-age groups.

The reliability of data collectors was checked after the fifth, fifteenth, twenty-fifth observations and every 25 visits thereafter. After five observations, the next observation conducted by a data collector was conducted with a co-data collector. Both data collectors conducted the observational data collection and reliability coefficients were calculated between the two data collectors. A total of 37 reliability visits were conducted with an average reliability coefficient of .87 with a range of .79 to .94.

Data collectors returned the environment rating score sheets, teacher interaction scales, pre-visit questionnaires, and interview protocols, as well as signed informed consent forms by postage paid envelopes to the Center for Disabilities Studies office in Newark.

## Data Management

Data collected by the data collectors was logged as received when it arrived at the Center for Disabilities Studies office. Data coding sheets were created for each observation instrument as well as for each demographic instrument. Variables documenting observers, dates of data collection, and coders were added to the coding sheets. The statistical software package, SPSS, was used to store and analyze data.

After all original data was entered into the code sheets, data entry reliability was conducted. Every tenth entry was checked by a different coder against the original data entry sheets. Reliability of data entry reached 1.00. After data entry reliability was completed, data cleaning was conducted. During data cleaning, outliers were identified and checked and variable categories were created for some demographic variables.

Analysis of the data began in late July 2002 and was conducted with the guidance of the Advisory Committee. Means, frequencies, and ranges were calculated for all variables. Subscale totals were calculated for all observation instruments.

## Report Development

Outlines for the various sections of the report to be produced from the data were determined by the Advisory Committee at a meeting in August 2002. Each section of this report was presented to the Advisory Committee for their review:

- Profile of Program Directors
- Teacher Demographics, Pay, Education, Training, and Career Plans.
- Quality of Early Care and Education throughout the State
- Quality of Early Care and Education of those Programs Accepting Child Care Subsidy
- Early Care and Education Settings for Children with Disabilities
- Executive Summary

This data is presented by state totals for each program type (e.g., child care center, family child care) and where possible, the information is provided for each county and the City of Wilmington. Wilmington information is reported separately because of the differences between Wilmington and other parts of the state in terms of population density, cost of living, and training opportunities for early care and education teachers.

Where appropriate, the presentation of the information in this report provides baseline data on the quality of early care and education in four distinct geographic regions of the State of Delaware. The information is presented by county for each of Delaware's three counties: New Castle, Kent, and Sussex. The information presented here labeled as New Castle County represents those programs that are located in New Castle County and excludes the programs located within Wilmington. The programs located in Wilmington are reported separately. Wilmington was defined as those programs operating within the city limits of zip codes 19801, 19802, 19805, 19806, and 19899.

*Delaware Early Care and Education  
Baseline Quality Study*

## **Description of Early Care and Education Programs**

This section presents the summary of the program characteristics of the early care and education programs observed in the *Delaware Early Care and Education Baseline Quality Study*. This section provides information about:

- program characteristics,
- how programs are funded,
- the purpose of the programs,
- programs' use of technical assistance,
- fees for services, and
- children being served in programs.

The data sources for this report are the *Pre-visit Program Questionnaire*, directors' answers to the *Director Interview*, and answers from family child care teachers in the *Family Child Care Interview*.

### **Measurement**

Three interview protocols were used to collect the information about the early care and education programs. These were the *Director Interview*, the *Family Child Care Interview*, and the *Pre-visit Program Questionnaire*. The *Director Interview* was used to collect demographic information about the directors of these programs as well as information about the child care centers, Head Start and Early Childhood Assistance Programs (ECAP), and part-day programs observed in this study. The *Director Interview* was conducted by the visiting data collector with the director of the program or a teacher responsible for administrative aspects of the program.

The *Family Child Care Interview* was used to collect information about all the family child care programs observed in this study as well as information about the family child care teachers. As with the *Director Interview*, the *Family Child Care Interview* was conducted by the visiting data collector with the family child care teacher responsible for administrative aspects of the program.

The *Pre-visit Program Questionnaire* was sent to each program director and family child care teacher who agreed to be in the study. This instrument was used to collect information such as the number of children enrolled in the program, the ages of children, the

number of staff, and the hours of program operation. Directors and family child care teachers were asked to complete the *Pre-visit Program Questionnaire* prior to the observation visit. The visiting data collector confirmed the information in the questionnaire on the day of an observation.

The variables contained in all of these protocols were determined by the Advisory Committee, the pilot data collectors, the researchers, and the models provided by the National Institute of Child Health and Human Development (NICHD) *Study of Early Child Care and Youth Development* (NICHD Early Child Care Research Network, 1996, 1997a, 1997b, 2001).

## Sample

One hundred fifteen programs, including child care centers (N=64), Head Start and Early Childhood Assistance Programs (ECAP) (N=26), and part-day programs for 3 to 5-year-olds (N=25), participated in this study. Of these 115 programs, 104 directors completed a *Director Interview*. The directors' information was analyzed by the program types: child care centers, Head Start and ECAP programs, and part-day programs. See Table P-1 for a description of the sample.

Table P-1: <b>Sample for <i>Director Interview</i></b>		
<b>Program Type:</b>	<b>Programs Observed</b>	<b><i>Director Interviews</i> Completed</b>
	<b>N    Percent</b>	<b>N    Percent</b>
<b>Child Care Centers</b>	64    (55.7%)	60    (57.7%)
<b>Head Start and ECAP Programs</b>	26    (22.6%)	23    (22.1%)
<b>Part-Day Programs</b>	25    (21.7%)	21    (20.2%)
<b>Total</b>	<b>115 (100.0%)</b>	<b>104 (100.0%)</b>

There were 86 family child care teachers who answered similar questions in the *Family Child Care Interview*. While a total of 104 directors and 86 family child care teachers participated, not all responded to every question. The percentages presented are based on the number of directors and family child care teachers who did respond to each of the questions.

## Program Characteristics

Program directors and family child care teachers were asked to provide information regarding general characteristics of their programs. These characteristics include the sources of funding for their programs, the licensure status of their programs, availability of handbooks for parents and staff, and the purposes of their programs.

## For-Profit Programs

Family child care teachers (N=86) and directors (N=104) were asked, “is this a ‘for-profit’ program?” All of the family child care teachers (100%, N=86) and approximately 31% (n=32) of directors indicated that their programs were “for-profit” programs.

Of the child care centers (N=60) in this study, 46.7% (n=28) of the programs were organized as “for-profit” programs. None of the Head Start and Early Childhood Assistance Programs (ECAP) (N=23) were organized as “for-profit” programs. Of the part-day programs for 3 to 5-year-olds (N=21), 19% (n=4) of the programs were organized as “for-profit” programs. See Table P-2 regarding “for-profit” programs.

Table P-2:				
<b>“For-Profit” Programs</b>				
Early Care and Education Programs				
Is this a “for-profit” program?				
Program Type:		Yes	No	Total
Family Child Care Programs	N	86	0	86
	%	100.0%	0.0%	100.0%
Child Care Centers	N	28	32	60
	%	46.7%	53.3%	100.0%
Head Start and ECAP Programs	N	0	23	23
	%	0.0%	100.0%	100.0%
Part-Day Programs	N	4	17	21
	%	19.0%	81.0%	100.0%
Total	N	118	72	190
	%	62.1%	37.9%	100.0%

## Program Sponsorship

Directors were asked in separate questions, if the program was “an independent program” and if the program was “sponsored by a group or an organization.” Of the directors answering the question regarding being an independent program (N=72), 56.9% (n=41) indicated that the programs were independent programs. Of the directors answering the question regarding being sponsored by a group or organization (N=75), 61.3% (n=46) indicated that the programs were sponsored by a group or an organization.

Of the child care center directors answering these questions (N=42), 66.7% (n=28) indicated that the programs were independent programs. Twenty-two (52.4%) of the child care center directors indicated that the programs were sponsored by a group or an organization.

Of those Head Start and Early Childhood Assistance Program (ECAP) directors answering the question (N=14), “was the program an independent program?” two (14.3%)

were reported to be independent programs. Of the Head Start and ECAP directors answering the question regarding being sponsored by a group or an organization (N=19), 84.2%, (n=16) indicated that the programs were sponsored by a group or organization.

Of the directors of part-day programs for 3 to 5-year-olds answering the question, “was the program an independent program?” (N=16), 68.8% (n=11) were reported to be independent programs. Of the directors of part-day programs answering the question regarding being sponsored by a group or an organization (N=14), 57.1% (n=8) of the part-day programs indicated that the programs were sponsored by a group or an organization. See Table P-3.

Table P-3:					
<b>Program Sponsorship</b>					
Is this an independent program or sponsored by a group or organization?					
<b>Program Type:</b>		<b>Child Care Centers</b>	<b>Head Start and ECAP Programs</b>	<b>Part-Day Programs</b>	<b>Total</b>
<b>Independent program</b>	Yes	28	2	11	41
	%	(66.7%)	(14.3%)	(68.8%)	(56.9%)
	N	42	14	16	72
<b>Sponsored by a group or organization</b>	Yes	22	16	8	46
	%	(52.4%)	(84.2%)	(57.1%)	(61.3%)
	N	42	19	14	75

## Additional Funding

The family child care teachers and program directors were asked about the additional sources of income for their early care and education programs. Their answers were analyzed to determine how many programs accessed one or more sources of additional funding. The results of this analysis follow. Of the family child care teachers (N=81), 86.4% (n=70) reported accessing one or more sources of funding in addition to fees paid by families. Of the directors of child care centers (N=59), 86.4% (n=51) reported accessing one or more sources of funding in addition to fees paid by families. All of the Head Start and Early Childhood Assistance Programs (ECAP) (N=23) program directors reported accessing one or more sources of funding other than family fees. Of the directors of part-day programs for 3 to 5-year-olds (N=19), 78.9% (n=15) reported accessing one or more sources of funding. See Table P-4 for information regarding additional funding other than parent fees.

Table P-4:

<b>Additional Funding Accessed</b>				
Accessed one or more sources of additional funding other than parent fees.				
<b>Program Type:</b>		<b>Accessed Additional Funding</b>	<b>Did Not Access Additional Funding</b>	<b>Total</b>
<b>Family Child Care Programs</b>	N %	70 86.4%	11 13.6%	<b>81</b> <b>100.0%</b>
<b>Child Care Centers</b>	N %	51 86.4%	8 13.6%	<b>59</b> <b>100.0%</b>
<b>Head Start and ECAP Programs</b>	N %	23 100.0%	0 0.0%	<b>23</b> <b>100.0%</b>
<b>Part-Day Programs</b>	N %	15 78.9%	4 21.1%	<b>19</b> <b>100.0%</b>
<b>Total</b>	<b>N</b> <b>%</b>	<b>159</b> <b>87.4%</b>	<b>23</b> <b>12.6%</b>	<b>182</b> <b>100.0%</b>

## Sources of Additional Funding

Family child care teachers and program directors were asked to report specific sources of funding that their programs received other than parent fees and tuition.

“Other” funds were reported to be a source of funding by 73.0% (n=54) of the family child care teachers (N=74) and child care subsidy funds were reported to be a source of funding by 71.1% (n=54) of them (N=76). Most of those who responded that they received funding from “other” outside sources identified the Child and Adult Care Food Program. One teacher (1.3%) mentioned a fundraiser as an additional source of funding. For the 67 family child care teachers, grants were reported to be a source of funding by nearly 9% (n=6); private donations were reported as a source of funding by 6% (n=4); and quality improvement funds were reported to be a source of funding by 4.5% (n=3) of the family child care teachers.

Of the program directors who answered the question about participation in the child care subsidy program (N=92), 60.9% (n=56) of the directors reported that their programs received child care subsidy funds. Of the program directors (N=79) who answered the question about having “other” sources of income, 62.0% (n=49) of the directors reported that their programs received funds from “other” sources. Among the most commonly cited “other” sources of funding were federal, state, and local funds; United Way; local companies; fundraisers; food programs; and church donations. Of the program directors (N=93) who answered regarding receiving grants, 51.6% (n=48) of the directors reported that the programs received grants. Of the program directors (N=87) who answered regarding receiving private donations, 40.2% (n=35) of the directors reported that the programs received private donations. Of the program directors (N=81) who answered regarding



receiving Quality Improvement Funds<sup>1</sup>, 25.9% (n=21) of the directors reported that the programs received Quality Improvement Funds

Of the child care center directors who answered regarding participation in the child care subsidy program (N=56), 76.8% (n=43) of the directors reported that the programs received child care subsidy funds. Of the child care center directors who answered regarding having “other” sources of income (N=48), 56.3% (n=27) of the directors reported that the programs received funds from “other” sources. Of the child care centers directors who answered regarding receiving grants (N=55), 41.8% (n=23) of the directors reported that the programs received grants. Of the child care centers directors who answered regarding receiving private donations (N=52), 32.7% (n=17) of the directors reported that the programs received private donations. Of the child care centers directors who answered regarding receiving Quality Improvement Funds (N=45), 8.9% (n=4) of the directors reported that the programs received Quality Improvement Funds.

Of the Head Start and Early Childhood Assistance Program (ECAP) directors who answered regarding receiving grants (N=21), 90.5% (n=19) of the directors reported that the programs received grants. Of the Head Start and ECAP directors who answered regarding receiving Quality Improvement Funds (N=20), 80.0% (n=16) of the directors reported that the programs received Quality Improvement Funds. Of the Head Start and ECAP directors who answered regarding having “other” sources of income (N=17), 76.5% (n=13) of the directors reported that the programs received funds from “other” sources. Of the Head Start and ECAP directors who answered regarding participation in the child care subsidy program (N=19), 47.4% (n=9) of the directors reported that the programs received child care subsidy funds. The child care subsidy funds are used by Head Start and ECAP programs that offer child care services following the half day of Head Start or ECAP activities. Of the Head Start and ECAP directors who answered regarding receiving private donations (N=18), 38.9% (n=7) of the directors reported that the programs received private donations.

Of the directors of part-day programs for 3 to 5-year-olds who answered regarding receiving private donations (N=17), 64.7% (n=11) of the directors reported that the programs received private donations. Of the directors of part-day programs for 3 to 5-year-olds who answered regarding having “other” sources of income (N=14), 64.3% (n=9) of the directors reported that the programs received funds from “other” sources. Of the directors of part-day programs for 3 to 5-year-olds who answered regarding receiving grants (N=17), 35.3% (n=6) of the directors reported that the programs received grants. Of the directors of part-day programs for 3 to 5-year-olds who answered regarding participation in the child care subsidy program (N=17), 23.5% (n=4) of the directors reported that the programs received child care subsidy funds. Of the directors of part-day programs for 3 to 5-year-olds who answered regarding receiving Quality Improvement Funds (N=16), one (6.3%) director reported that the program received Quality Improvement Funds.

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<sup>1</sup> Quality Improvement Funds are monies distributed by the Child Care Bureau of the U. S. Department of Health and Human Services to improve the quality of early care and education. In Delaware, the federal funds are distributed through the Delaware Division of Social Services.

See Table P-5 for more details about what sources of funding, other than family fees and tuition, programs access to support their early care and education programs.

Table P-5: <b>Sources of Funding</b>						
Other than parent fees and tuition, what are the sources of funding for this program?						
<b>Sources of Funding:</b>		<b>Child Care Subsidy Program</b>	<b>Other</b>	<b>Grants</b>	<b>Private Donations</b>	<b>Quality Improvement Funds</b>
<b>Family Child Care Programs</b>	Yes	54	54	6	4	3
	%	(71.1%)	(73.0%)	(9.0%)	(6.0%)	(4.5%)
	N	76	74	67	67	67
<b>Child Care Centers</b>	Yes	43	27	23	17	4
	%	(76.8%)	(56.3%)	(41.8%)	(32.7%)	(8.9%)
	N	56	48	55	52	45
<b>Head Start and ECAP Programs</b>	Yes	9	13	19	7	16
	%	(47.4%)	(76.5%)	(90.5%)	(38.9%)	(80.0%)
	N	19	17	21	18	20
<b>Part-Day Programs</b>	Yes	4	9	6	11	1
	%	(23.5%)	(64.3%)	(35.3%)	(64.7%)	(6.3%)
	N	17	14	17	17	16
<b>Total</b>	<b>Yes</b>	<b>110</b>	<b>103</b>	<b>54</b>	<b>39</b>	<b>24</b>
	<b>%</b>	<b>(65.5%)</b>	<b>(67.3%)</b>	<b>(33.8%)</b>	<b>(25.3%)</b>	<b>(16.2%)</b>
	<b>N</b>	<b>168</b>	<b>153</b>	<b>160</b>	<b>154</b>	<b>148</b>

## Licensure Status

Family child care teachers and program directors were asked if the programs were licensed by the State of Delaware through the Office of Child Care Licensing in the Department of Services for Children, Youth and Their Families.

All the family child care teachers who answered this question (N=83) reported that the program was licensed by the State of Delaware through the Office of Child Care Licensing in the Department of Services for Children, Youth and Their Families. Approximately 84% (n=87) of the program directors (N=104) responded that the programs were licensed by the State of Delaware.

Of the child care center directors (N=60), 98.3% (n=59) reported that the programs were licensed by the State of Delaware. Of the directors of Head Start and Early Childhood Assistance Programs (ECAP) (N=23), 95.7% (n=22) reported that the programs were licensed by the State of Delaware. Of the directors of part-day programs for 3 to 5-year-olds (N=21), 28.6% (n=6) reported that the programs were licensed by the State of Delaware.

At the time of this study, Head Start, ECAP, and part-day programs were not required to be licensed by the Office of Child Care Licensing. Several of the agencies included in this

study that operated Head Start and ECAP programs also operated full-day child care programs.

Table P-6:

<b>Licensed Programs</b>				
Are you licensed by the State of Delaware?				
<b>Program Type:</b>		<b>Yes</b>	<b>No</b>	<b>Total</b>
<b>Family Child Care Programs</b>	N %	83 100.0%	0 0.0%	<b>83</b> <b>100.0%</b>
<b>Child Care Centers</b>	N %	59 98.3%	1 1.7%	<b>60</b> <b>100.0%</b>
<b>Head Start and ECAP Programs</b>	N %	22 95.7%	1 4.3%	<b>23</b> <b>100.0%</b>
<b>Part-Day Programs</b>	N %	6 28.6%	15 71.4%	<b>21</b> <b>100.0%</b>
<b>Total</b>	<b>N</b> <b>%</b>	<b>170</b> <b>90.9%</b>	<b>17</b> <b>9.1%</b>	<b>187</b> <b>100.0%</b>

## Purposes of the Programs

Family child care teachers and program directors were asked to describe the purposes of their programs by rating the importance of seven program purposes. They were given the option of rating each reason as “not at all [important],” “a little [important],” or “very important” to the purposes of the programs.

## All Early Care and Education Programs

Of the seven purposes proposed to the program directors and family child care teachers (N=188), nearly all rated “provide a warm and loving environment” and “promote children’s overall development (social, language, mental, etc.)” (98.4%, n=185) as very important purposes for offering their program services. “Prepare children for school (ABC’s, numbers, etc.)” was rated as a very important purpose by 76.6% (n=144) of the program directors and family child care teachers. Of the program directors and family child care teachers who rated “provide care for children so parents can work” (N=189), 76.2% (n=144) of the directors rated this as a very important purpose. Of the program directors and family child care teachers who rated “teach children appreciation for their own and/or other cultures” (N=187), 74.9% (n=140) of the directors rated this as a very important purpose. Of the program directors and family child care teachers who rated “provide compensatory education for disadvantaged children” (N=185), 48.6% (n=90) of the directors rated this as a very important purpose of the programs. Of the program directors and family child care teachers who rated “provide religious instruction for the children” (N=187), 17.1% (n=32) of the directors rated this as a very important purpose of the programs. See Table P-7 through P-11 for the purposes of programs as reported by all the program directors interviewed.

Table P-7:

### Program Purposes All Programs

Importance of Purpose:	Not at all important		A little important		Very important		Total
The purpose of this program is to ...	N	Percent	N	Percent	N	Percent	N Percent
Provide a warm and loving environment	2	(1.1%)	1	(0.5%)	185	(98.4%)	<b>188 (100.0%)</b>
Promote children’s overall development (social, language, mental, etc.)	1	(0.5%)	2	(1.1%)	185	(98.4%)	<b>188 (100.0%)</b>
Prepare children for school (ABC’s, numbers, etc.)	5	(2.7%)	39	(20.7%)	144	(76.6%)	<b>188 (100.0%)</b>
Provide care for children so parents can work	11	(5.8%)	34	(18.0%)	144	(76.2%)	<b>189 (100.0%)</b>
Teach children appreciation for their own and/or other cultures	8	(4.3%)	39	(20.9%)	140	(74.9%)	<b>187 (100.0%)</b>
Provide compensatory education for disadvantaged children	54	(29.2%)	41	(22.2%)	90	(48.6%)	<b>185 (100.0%)</b>
Provide religious instruction for the children	108	(57.8%)	47	(25.1%)	32	(17.1%)	<b>187 (100.0%)</b>

## Family Child Care Programs

Of the seven purposes proposed to the family child care teachers (N=84), 98.8% (n=83) rated “promoting children’s overall development (social, language, and mental development, etc.)” as a very important purpose of their programs. Approximately 98% (n=82) of these family child care teachers rated “providing a warm and loving environment” as a very important purpose of their programs. “Providing care for children so parents can work” was rated as a very important purpose of their programs by 87.0% (n=74) of the family child care teachers. “Teaching children appreciation for their own and/or other cultures” was rated as very important by 75.0% (n=63) of the family child care teachers. More than 70% (n=59) of the family child care teachers rated “preparing children for school (A, B, C’s; numbers)” as a very important purpose of their programs. “Providing compensatory education for disadvantaged children” was rated as a very important purpose of their programs by 47.0% (n=39) of the family child care teachers. “Providing religious instruction for the children” was rated as a very important purpose of their programs by 25% (n=21) of the family child care teachers. The ratings of all the purposes can be seen in Table P-8.

Table P-8:

Table P-8:

Program Purposes Family Child Care Programs								
Importance of Purpose:	Not at all important		A little important		Very important		Total	
The purpose of this program is to:	N	Percent	N	Percent	N	Percent	N	Percent
Promote children’s overall development (social, language, mental, etc.)	1	(1.2%)	0	(0.0%)	83	(98.8%)	84	(100.0%)
Provide a warm and loving environment	2	(2.4%)	0	(0.0%)	82	(97.6%)	84	(100.0%)
Provide care for children so parents can work	2	(2.4%)	9	(10.6%)	74	(87.0%)	85	(100.0%)
Teach children appreciation for their own and/or other cultures	6	(7.1%)	15	(17.9%)	63	(75.0%)	84	(100.0%)
Prepare children for school (ABC’s, numbers, etc.)	3	(3.6%)	22	(26.2%)	59	(70.2%)	84	(100.0%)
Provide compensatory education for disadvantaged children	29	(34.9%)	15	(18.1%)	39	(47.0%)	84	(100.0%)
Provide religious instruction for the children	42	(50.0%)	21	(25.0%)	21	(25.0%)	84	(100.0%)

## Child Care Centers

Of the child care center directors who rated the purposes of the child care programs (N=60), all of them (100.0%, n=60) rated “provide a warm and loving environment” as a very important purpose of the programs and 98.3% (n=59) rated “promote children’s overall development (social, language, mental, etc.)” as a very important purpose. “Provide care for children so parents can work” was rated as very important purpose by 85.0% (n=51) of the child care center directors. “Prepare children for school (ABCs, numbers, etc.)” was rated as a very important purpose by 80.0% (n=48) of the child care center directors and 70.0% (n=42) rated “teach children appreciation for their own and/or other cultures” as a very important purpose of the child care centers’ programs. Of the child care center directors who rated the remaining two purposes (N=59), 42.4% (n=25) of the directors rated “provide compensatory education for disadvantaged children” as a very important purpose of the child care centers’ programs and 5.1% (n=3) rated “provide religious instruction for the children” as a very important purpose of the programs. For more details related to child care center directors’ answers to these questions, see Table P-9.

Table P-9:

Table 1-6.

Program Purposes Child Care Centers								
Importance of Purpose:	Not at all important		A little important		Very important		Total	
The purpose of this program is to ...	N	Percent	N	Percent	N	Percent	N	Percent
Provide a warm and loving environment	0	(0.0%)	0	(0.0%)	60	(100.0%)	60	(100.0%)
Promote children's overall development (social, language, mental, etc.)	0	(0.0%)	1	(1.7%)	59	(98.3%)	60	(100.0%)
Provide care for children so parents can work	2	(3.3%)	7	(11.7%)	51	(85.0%)	60	(100.0%)
Prepare children for school (ABCs, numbers, etc.)	1	(1.7%)	11	(18.3%)	48	(80.0%)	60	(100.0%)
Teach children appreciation for their own and/or other cultures	2	(3.3%)	16	(26.7%)	42	(70.0%)	60	(100.0%)
Provide compensatory education for disadvantaged children	14	(23.7%)	20	(33.9%)	25	(42.4%)	59	(100.0%)
Provide religious instruction for the children	38	(64.4%)	18	(30.5%)	3	(5.1%)	59	(100.0%)

## Head Start and Early Childhood Assistance Programs

Of the seven purposes rated by the 23 directors of the Head Start and Early Childhood Assistance Programs (ECAP) interviewed for this study, 95.7% (n=22) of these directors interviewed rated three as being very important: “provide a warm and loving environment,” “provide compensatory education for disadvantaged children,” and “promote children’s overall development (social, language, mental, etc.).” “Teach children appreciation for their own and/or other cultures” was rated as a very important purpose of the programs by 91.3% (n=21) of the directors of Head Start and ECAP programs. “Prepare children for school (ABCs, numbers, etc.)” was rated as a very important purpose of the programs by 82.6% (n=19) of these directors. “Provide care for children so parents can work” was rated as a very important purpose of their programs by 60.9% (n=14) of the directors of Head Start and ECAP programs. None of these directors rated “provide religious instruction for the children” as a very important purpose of the programs. See Table P-10 for more information related to the purposes of Head Start and ECAP Programs.

Table P-10:

Table P-10:

Program Purposes Head Start and Early Childhood Assistance Programs									
Importance of Purpose:	Not at all important		A little important		Very important		Total		
The purpose of this program is to ...	N	Percent	N	Percent	N	Percent	N	Percent	
Provide a warm and loving environment	0	(0.0%)	1	(4.3%)	22	(95.7%)	23	(100.0%)	
Provide compensatory education for disadvantaged children	0	(0.0%)	1	(4.3%)	22	(95.7%)	23	(100.0%)	
Promote children’s overall development (social, language, mental, etc.)	0	(0.0%)	1	(4.3%)	22	(95.7%)	23	(100.0%)	
Teach children appreciation for their own and/or other cultures	0	(0.0%)	2	(8.7%)	21	(91.3%)	23	(100.0%)	
Prepare children for school (ABCs, numbers, etc.)	0	(0.0%)	4	(17.4%)	19	(82.6%)	23	(100.0%)	
Provide care for children so parents can work	0	(0.0%)	9	(39.1%)	14	(60.9%)	23	(100.0%)	
Provide religious instruction for the children	22	(95.7%)	1	(4.3%)	0	(0.0%)	23	(100.0%)	

## Part-Day Programs

Of the directors of part-day programs for 3 to 5-year-olds who rated the purposes of the part-day programs (N=21), all of them (100.0%) rated “provide a warm and loving environment” and “promote children’s overall development (social, language, mental, etc.)” as very important purposes of the part-day programs. “Prepare children for school (ABCs, numbers, etc.)” was rated as a very important purpose of the programs by 85.7% (n=18) of the directors of part-day programs (N=21). Of the directors of part-day programs who rated “teach children appreciation for their own and/or other cultures” (N=20), 70.0% (n=14) rated this as a very important purpose of the programs. “Provide religious instruction for the children” was rated as a very important purpose by 38.1% (n=8) of the directors (N=21) and 23.8% (n=5) rated “provide care for children so parents can work” as a very important purpose of the programs. “Provide compensatory education for disadvantaged children” was rated as very important by 20.0% (n=4) of the directors of part-day programs (N=20). See Table P-11 for more information related to the purposes of part-day programs.

Table P-11:

Table P-11:								
Program Purposes Part-Day Programs								
Importance of Purpose:	Not at all important		A little important		Very important		Total	
The purpose of this program is to ...	N	Percent	N	Percent	N	Percent	N	Percent
Provide a warm and loving environment	0	(0.0%)	0	(0.0%)	21	(100.0%)	21	(100.0%)
Promote children’s overall development (social, language, mental, etc.)	0	(0.0%)	0	(0.0%)	21	(100.0%)	21	(100.0%)
Prepare children for school (ABC’s, numbers, etc.)	1	(4.8%)	2	(9.5%)	18	(85.7%)	21	(100.0%)
Teach children appreciation for their own and/or other cultures	0	(0.0%)	6	(30.0%)	14	(70.0%)	20	(100.0%)
Provide religious instruction for the children	6	(28.6%)	7	(33.3%)	8	(38.1%)	21	(100.0%)
Provide care for children so parents can work	7	(33.3%)	9	(42.9%)	5	(23.8%)	21	(100.0%)
Provide compensatory education for disadvantaged children	11	(55.0%)	5	(25.0%)	4	(20.0%)	20	(100.0%)



## Parent Handbook Available

Family child care teachers and directors were asked to report the availability of a parent handbook for their programs. Of the family child care teachers answering this question (N=80), many of them (85%, n=68) reported they had a parent handbook available. Of the directors answering this question (N=102), most of them (97.1%, n=99) reported they had a parent handbook.

Of the child care center directors answering the question (N=59), 96.6% (n=57) reported having a parent handbook. All of the directors of Head Start and Early Childhood Assistance Programs (ECAP) (N=23) reported having a parent handbook. Of the directors of part-day programs for 3 to 5-year-olds (N=20), 95.0% (n=19) reported having a parent handbook. See Table P-12.

Table P-12:				
<b>Parent Handbook</b>				
Do you have a parent handbook?				
<b>Program Type:</b>		<b>Yes</b>	<b>No</b>	<b>Total</b>
<b>Family Child Care Programs</b>	N %	68 85.0%	12 15.0%	<b>80</b> <b>100.0%</b>
<b>Child Care Centers</b>	N %	57 96.6%	2 3.4%	<b>59</b> <b>100.0%</b>
<b>Head Start and ECAP Programs</b>	N %	23 100.0%	0 0.0%	<b>23</b> <b>100.0%</b>
<b>Part-Day Programs</b>	N %	19 95.0%	1 5.0%	<b>20</b> <b>100.0%</b>
<b>Total</b>	<b>N</b> <b>%</b>	<b>167</b> <b>91.8%</b>	<b>15</b> <b>8.2%</b>	<b>182</b> <b>100.0%</b>

## Employee Handbook Available

Directors were asked to report the availability of an employee handbook. Of the program directors answering this question (N=101), most of them (93.1%, n=94) reported having an employee handbook.

Of the child care center directors (N=59), 98.3% (n=58) reported having an employee handbook. Of the directors of Head Start and Early Childhood Assistance Programs (ECAP) (N=23), 95.7% (n=22) reported having an employee handbook. Of the directors of part-day programs for 3 to 5-year-olds (N=19), 73.7% (n=14) reported having an employee handbook. See Table P-13 for information about the distribution of an employee handbook.

Table P-13:				
<b>Employee Handbook</b>				
Do you have an employee handbook?				
<b>Program Type:</b>		<b>Yes</b>	<b>No</b>	<b>Total</b>
<b>Child Care Centers</b>	N %	58 98.3%	1 1.7%	<b>59</b> <b>100.0%</b>
<b>Head Start and ECAP Programs</b>	N %	22 95.7%	1 4.3%	<b>23</b> <b>100.0%</b>
<b>Part-Day Programs</b>	N %	14 73.7%	5 26.3%	<b>19</b> <b>100.0%</b>
<b>Total</b>	<b>N</b> <b>%</b>	<b>94</b> <b>(93.1%)</b>	<b>7</b> <b>(6.9%)</b>	<b>101</b> <b>(100.0%)</b>

### Employee Performance Review

Directors were asked to report whether they provided employees with a performance review. Of the program directors answering this question (N=101), 90.1% (n=91) reported providing employees with a performance review. Of the child care center directors (N=59), 93.2% (n=55) reported providing employees with a performance review. All of the directors of Head Start and Early Childhood Assistance Programs (ECAP) (N=23) reported providing employees with a performance review. Of the directors of part-day programs for 3 to 5-year-olds (N=19), 68.4% (n=13) reported providing employees with a performance review. See Table P-14 for information about employee performance reviews.

Table P-14:				
<b>Employee Performance Review</b>				
Do you provide your employees with a performance review?				
<b>Program Type:</b>		<b>Yes</b>	<b>No</b>	<b>Total</b>
<b>Child Care Centers</b>	N %	55 93.2%	4 6.8%	<b>59</b> <b>100.0%</b>
<b>Head Start and ECAP Programs</b>	N %	23 100.0%	0 0.0%	<b>23</b> <b>100.0%</b>
<b>Part-Day Programs</b>	N %	13 68.4%	6 31.6%	<b>19</b> <b>100.0%</b>
<b>Total</b>	<b>N</b> <b>%</b>	<b>91</b> <b>(90.1%)</b>	<b>10</b> <b>(9.9%)</b>	<b>101</b> <b>(100.0%)</b>

### Use of Technical Assistance in the Past Year

Family child care teachers and program directors were asked to report if they used any type of technical assistance in the past year. Technical assistance was defined as “any professional who provides information or resources to you, the staff, the children, and/or their families that addresses an identified need.”

Nearly 69% (n=57) of family child care teachers (N=83) reported they had used technical assistance in the past year. Of the directors who answered this question (N=98), 82.7% (n=81) reported they had used technical assistance in the past year.

Of the child care center directors answering this question (N=59), 78.0% (n=46) reported using some type of technical assistance in the past year. Over 90% (n=19) of the directors of Head Start and Early Childhood Assistance Programs (ECAP) (N=21) reported using some type of technical assistance in the past year. Of the directors of part-day programs for 3 to 5-year-olds (N=18), 88.9% (n=16) reported using some type of technical assistance in the past year. See Table P-14. The sources of technical assistance that were reported included the Child Care Subsidy Program, Office of Child Care Licensing, Child and Adult Food Program, The Family and Workplace Connection, school district representatives, and the Delaware Early Childhood Center. See Table P-15 for information related to the use of technical assistance.

Table P-15:

<b>Technical Assistance</b>				
Have you used any type of technical assistance in the past year?				
<b>Program Type:</b>		<b>Yes</b>	<b>No</b>	<b>Total</b>
<b>Family Child Care Programs</b>	N %	57 68.7%	26 31.3%	<b>83</b> <b>100.0%</b>
<b>Child Care Centers</b>	N %	46 78.0%	13 22.0%	<b>59</b> <b>100.0%</b>
<b>Head Start and ECAP Programs</b>	N %	19 90.5%	2 9.5%	<b>21</b> <b>100.0%</b>
<b>Part-Day Programs</b>	N %	16 88.9%	2 11.1%	<b>18</b> <b>100.0%</b>
<b>Total</b>	<b>N</b> <b>%</b>	<b>164</b> <b>90.6%</b>	<b>17</b> <b>9.4%</b>	<b>181</b> <b>100.0%</b>

## Fees for Early Care and Education Services

The financial aspect of caring for and educating children is a pressing concern for families, teachers, employers, and other agencies that work with children and families. In order to give an accurate portrait of the fees charged for infant, toddler, part-day, full-day, and school-age programming in Delaware, the average fees as well as the range of fees are presented in Tables P-16 through P-20.

## Fees for Services: Infant Care

Many children in Delaware are enrolled in out-of-home programs as early as six weeks of age. Infants are generally considered by child care programs to be children from six weeks to 12 months old. The average weekly fee charged for infant care services (N=109) in the state was \$112.23 per week. The fees for infant care services range from \$65.00 to \$216.45. The average weekly fee charged for infant care services by family child care programs (N=77) was \$106.75 per week with the range of fees being \$65 up to \$175 per week. The child care center programs (N=32) average weekly fee for infant care services was higher, averaging \$125.41 per week with a range of \$87.50 to \$216.45 per week. For information about the infant care fees in each county, see Table P-16.

Table P-16:						
<b>Fees for Infant Care Services</b>						
What is the standard fee for one infant to attend your program for one week of service?						
<b>Location of Program:</b>		<b>New Castle</b>	<b>Wilmington</b>	<b>Kent</b>	<b>Sussex</b>	<b>State</b>
<b>Family Child Care</b>	Mean	\$121.01	\$100.63	\$87.95	\$85.31	<b>\$106.75</b>
	Range (\$)	\$65.00-\$175.00	\$80.00-\$125.00	\$67.50-\$125.00	\$70.00-\$100.00	<b>\$65.00-\$175.00</b>
	<b>N</b>	42	8	11	16	<b>77</b>
<b>Child Care Centers</b>	Mean	\$165.37	\$117.44	\$102.50	\$100.63	<b>\$125.41</b>
	Range (\$)	\$120.00-\$216.45	\$87.50-\$151.00	\$90.00-\$120.00	\$90.00-\$120.00	<b>\$87.50-\$216.45</b>
	<b>N</b>	10	8	6	8	<b>32</b>
<b>Total</b>	<b>Mean</b>	<b>\$129.54</b>	<b>\$109.03</b>	<b>\$93.09</b>	<b>\$90.42</b>	<b>\$112.23</b>
	<b>Range (\$)</b>	<b>\$65.00-\$216.45</b>	<b>\$80.00-\$151.00</b>	<b>\$67.50-\$125.00</b>	<b>\$70.00-\$120.00</b>	<b>\$65.00-\$216.45</b>
	<b>N</b>	<b>52</b>	<b>16</b>	<b>17</b>	<b>24</b>	<b>109</b>

## Fees for Services: Toddler Care

Toddlers are generally considered by child care programs to be children one and two years old. The average weekly fee charged for toddler care services (N=108) in the state was \$104.11 per week. The fees for toddler care services range from \$60.00 to \$200.95. The range of fees for toddler care services charged by family child care programs (N=76) was \$60 to \$175 per week with the average being \$101.02 per week. The average weekly fee charged by child care center programs (N=32) for toddler care services was \$111.45 per week with a range of \$75 to \$200.95 per week. For information about the toddler care fees in each county, see Table P-17.

Table P-17: <b>Fees for Toddler Care Services</b>						
What is the standard fee for one toddler to attend your program for one week of service?						
Location of Program:		New Castle	Wilmington	Kent	Sussex	State
<b>Family Child Care</b>	Mean	\$117.38	\$90.00	\$81.15	\$78.67	<b>\$101.02</b>
	Range (\$)	\$80.00-\$175.00	\$80.00-\$115.00	\$70.00-\$100.00	\$60.00-\$100.00	<b>\$60.00-\$175.00</b>
	N	41	7	13	15	<b>76</b>
<b>Child Care Centers</b>	Mean	\$139.22	\$109.43	\$91.43	\$89.86	<b>\$111.45</b>
	Range (\$)	\$92.50-\$200.95	\$87.50-\$141.00	\$80.00-\$105.00	\$75.00-\$100.00	<b>\$75.00-\$200.95</b>
	N	11	7	7	7	<b>32</b>
<b>Total</b>	Mean	<b>\$122.00</b>	<b>\$99.71</b>	<b>\$84.75</b>	<b>\$82.23</b>	<b>\$104.11</b>
	Range (\$)	<b>\$80.00-\$200.95</b>	<b>\$80.00-\$141.00</b>	<b>\$70.00-\$105.00</b>	<b>\$60.00-\$100.00</b>	<b>\$60.00-\$200.95</b>
	N	<b>52</b>	<b>14</b>	<b>20</b>	<b>22</b>	<b>108</b>

## Fees for Services: Care for 3 to 5-Year-Olds

Children between three and five years of age are generally called preschoolers by child care programs. The average weekly fee charged for a three to five-year-old in a full-day early care and education program (N=116) in the state was \$97.51 per week. The fees for full-day services for three to five-year-olds range from \$36.70 to \$175.50. The average weekly fee charged by family child care programs (N=71) for three to five year old children was \$96.62 per week with a range of \$55 to \$175 per week. The average weekly fee charged by child care center programs (N=45) for three to five year old children was \$98.92 per week with a range of \$36.70 to \$175.50 per week. The average weekly fee charged by part-day programs for 3 to 5-year-olds (N=12) was \$79.29 per week with a range of \$23.80 to \$285 per week. For this information for each county, see Tables P-18 and P-19.

Table P-18: <b>Fees for Full-Day Programs for 3 to 5-Year-Olds</b>						
What is the standard fee for one preschooler to attend your program for one week of service?						
Location of Program:		New Castle	Wilmington	Kent	Sussex	State
<b>Family Child Care</b>	Mean	\$112.30	\$93.00	\$78.85	\$75.94	<b>\$96.62</b>
	Range (\$)	\$80.00-\$175.00	\$80.00-\$115.00	\$55.00-\$100.00	\$60.00-\$100.00	<b>\$55.00-\$175.00</b>
	N	37	5	13	16	<b>71</b>
<b>Child Care Centers</b>	Mean	\$125.42	\$92.72	\$83.71	\$85.65	<b>\$98.92</b>
	Range (\$)	\$70.00-\$175.50	\$36.70-\$132.00	\$59.50-\$95.00	\$70.00-\$110.00	<b>\$36.70-\$175.50</b>
	N	14	9	12	10	<b>45</b>
<b>Total</b>	Mean	<b>\$115.90</b>	<b>\$92.82</b>	<b>\$81.18</b>	<b>\$79.67</b>	<b>\$97.51</b>
	Range (\$)	<b>\$70.00 - \$175.50</b>	<b>\$36.70-\$132.00</b>	<b>\$55.00-\$100.00</b>	<b>\$60.00-\$110.00</b>	<b>\$36.70-\$175.50</b>
	N	<b>51</b>	<b>14</b>	<b>25</b>	<b>26</b>	<b>116</b>

Table P-19: <b>Fees for Part-Day Programs for 3 to 5-Year-Olds</b>						
What is the standard fee for one preschooler to attend your program for one week of service?						
Location of Program:		New Castle	Wilmington	Kent	Sussex	State
<b>Part-day Programs</b>	Mean	\$99.87		\$64.10	\$53.33	<b>\$79.29</b>
	Range (\$)	\$23.80-\$285.00	*	\$41.80-\$79.00	\$50.00-\$60.00	<b>\$23.80-\$285.00</b>
	N	6		3	3	<b>12</b>

\* There were not any part-day programs from Wilmington that provided this information.

## Fees for Services for School-Age Children

Services for school-age children constitute programming for children after their typical school day is over and sometimes before their school day begins. Programming for school-age children usually includes either transportation to and from the children's school by the early care and education program or by school district transportation services. In some cases, children may walk to and from school.

As seen in table P-20, the average weekly fee charged for a school-age child in a before- and after-school program (N=100) in the state was \$69.22 per week. The fees for before- and after-school program for school-age children range from \$25.00 to \$250.00. The average fee charged for school-age services by family child care programs (N=66) was \$74.26 per week with a range of \$25 to \$250. The average fee charged for school-age services by child care center programs (N=34) was \$59.23 per week with a range of \$26.25 to \$150. For information about the fees for school-age programs in each county, see Table P-20.

Table P-20: <b>Fees for School-Age Care Services</b>						
What is the standard fee for one school-aged child to attend your program for one week of service?						
<b>Location of Program:</b>		<b>New Castle</b>	<b>Wilmington</b>	<b>Kent</b>	<b>Sussex</b>	<b>State</b>
<b>Family Child Care</b>	Mean	\$85.31	\$77.00	\$59.46	\$63.75	<b>\$74.36</b>
	Range (\$)	\$25.00-\$250.00	\$40.00-\$115.00	\$35.00-\$100.00	\$40.00-\$100.00	<b>\$25.00-\$250.00</b>
	<b>N</b>	32	5	13	16	<b>66</b>
<b>Child Care Centers</b>	Mean	\$67.45	\$54.88	\$50.00	\$56.25	<b>\$59.23</b>
	Range (\$)	\$26.25-\$150.00	\$42.00 - \$75.00	\$30.00-\$95.00	\$32.50-\$110.00	<b>\$26.25-\$150.00</b>
	<b>N</b>	13	5	6	10	<b>34</b>
<b>Total</b>	<b>Mean</b>	<b>\$80.15</b>	<b>\$65.94</b>	<b>\$56.47</b>	<b>\$60.87</b>	<b>\$69.22</b>
	<b>Range (\$)</b>	<b>\$25.00-\$250.00</b>	<b>\$40.00-\$115.00</b>	<b>\$30.00-\$100.00</b>	<b>\$32.50-\$110.00</b>	<b>\$25.00-\$250.00</b>
	<b>N</b>	<b>45</b>	<b>10</b>	<b>19</b>	<b>26</b>	<b>100</b>

## Children participating in Early Care and Education Programs

Program directors indicated how many children were enrolled in their programs. Of the early care and education program directors and family child care providers answering the *Pre-visit Program Questionnaire* (N=180), 8,129 children were enrolled in the early care and education programs participating in this study. Of these children:

- 632 children were enrolled in family child care programs participating in this study (N=82);
- 4,123 children were enrolled in child care centers participating in this study (N=54);
- 1,784 children were enrolled in Head Start and Early Childhood Assistance Programs (ECAP) participating in this study (N=22); and
- 1,590 children were enrolled in part-day programs participating in this study (N=22).

See Table P-21 for this information by county as well as by program type.

Table P-21:

<b>Children Enrolled in Programs</b>						
How many children are currently enrolled in your program?						
<b>Locations of Program:</b>		<b>New Castle</b>	<b>Wilmington</b>	<b>Kent</b>	<b>Sussex</b>	<b>State</b>
<b>Family Child Care Programs*</b>	N	322	68	100	142	<b>632</b>
	%	50.9%	10.8%	15.8%	22.5%	<b>7.8%</b>
<b>Child Care Centers*</b>	N	1774	878	777	694	<b>4,123</b>
	%	43.0%	21.3%	18.9%	16.8%	<b>50.7%</b>
<b>Head Start and ECAP Programs</b>	N	665	117	394	608	<b>1,784</b>
	%	37.3%	6.7%	22.0%	34.0%	<b>21.9%</b>
<b>Part-Day Programs</b>	N	1042	182	167	199	<b>1,590</b>
	%	65.6%	11.4%	10.5%	12.5%	<b>19.6%</b>
<b>Total</b>	N	<b>3,803</b>	<b>1,245</b>	<b>1,438</b>	<b>1,643</b>	<b>8,129</b>
	%	<b>46.8%</b>	<b>15.3%</b>	<b>17.7%</b>	<b>20.2%</b>	<b>100.0%</b>

\* Family child care and child care centers enroll infants, toddlers, children aged 3 to 5 years old, and school-age children.

Table P-22 shows the number of children in the state by three age groups. The first age group, infants, birth to 2-year-olds corresponds to the infants and toddlers observed in this study. The group of 3 to 5-year-olds corresponds to those children in the child care center programs for 3 to 5-year-olds, Head Start and Early Childhood Assistance Programs (ECAP), and part-day programs for 3 to 5-year-olds. The oldest group of children, ages 6 through 12-year-olds corresponds to the children participating in school-age programs.



Table P-22: <b>Population of Children by Age</b>		
Population Estimates for Ages 0-12, Delaware, July 1, 2000*		
<b>Age:</b>		<b>State</b>
<b>0 – 2 years old</b>	<b>N</b>	30,973
	<b>%</b>	21.9%
<b>3 – 5 years old</b>	<b>N</b>	31,363
	<b>%</b>	22.2%
<b>6 – 12 years old</b>	<b>N</b>	79,178
	<b>%</b>	55.9%
<b>Total</b>	<b>N</b>	<b>141,514</b>
	<b>%</b>	<b>100%</b>

\* Adapted from Table 1: *Kids Count in Delaware, Fact Book 2003*, which was originally from *Delaware Population Consortium, Population Projection Series, Version 2002.0*

## Ethnicity of Children in the Programs of this Sample

In the early care and education programs in this study, 31.9% (n=2367) of the children (N=7427) were African American, 52.2% (n=3875) of the children were Caucasian, 6.8% (n=508) of the children were Latino, 4.8% (n=358) of the children were a combination of ethnic groups, and 4.3% (n=319) were reported to be from another ethnic group than those identified here. This included people of American Indian, Asian, and Middle Eastern descent. See Table P-23 for a description of the ethnic background of the children served by the early care and education programs in this study.

### Family Child Care Programs

Approximately 28% (n=179) of the children in family child care programs (N=635) were African American, 55.4% (n=352) were Caucasian, and 3.9% (n=25) were Latino. More than 8% (n=53) were reported to be a combination of ethnic backgrounds and 4.1% (n=26) were of “other” ethnic backgrounds.

### Child Care Center Programs

Approximately 33% (n=1173) of the children in child care centers (N=3530) were African American, 51.7% (n=1825) were Caucasian, and 5.0% (n=178) were Latino. Five percent (n=190) were reported to be a combination of ethnic backgrounds and another 4.7% (N=164) were of “other” ethnic backgrounds.

### Head Start and Early Childhood Assistance Programs (ECAP)

Approximately 55% (n=837) of the children in Head Start and Early Childhood Assistance Programs (ECAP) (N=1534) were African American, 22.0% (n=338) were Caucasian, and 15.7% (n=241) were Latino. Approximately 4% (n=68) were reported to be

a combination of ethnic backgrounds and another 3.3% (n=50) were of “other” ethnic backgrounds.

#### Part-Day Programs

Approximately 19.3% (n=178) of the children in part-day programs for 3 to 5-year-olds (N=1728) were African American, 78.7% (n=1360) were Caucasian, and 3.7% (n=64) were Latino. Approximately 3% (n=47) were reported to be a combination of ethnic backgrounds and another 4.6% (n=79) were of “other” ethnic backgrounds.

Table P-23:

<b>Ethnicity of Children in Programs</b>							
How many of your current children are...							
<b>Ethnicity:</b>		<b>African American</b>	<b>Caucasian</b>	<b>Latino</b>	<b>Combined</b>	<b>Other</b>	<b>Total</b>
<b>Program Type:</b>							
<b>Family Child Care Programs*</b>	N %	179 28.2%	352 55.4%	25 3.9%	53 8.4%	26 4.1%	<b>635</b> <b>100%</b>
<b>Child Care Centers*</b>	N %	1173 33.2%	1825 51.7%	178 5.0%	190 5.4%	164 4.7%	<b>3,530</b> <b>100%</b>
<b>Head Start and ECAP Programs</b>	N %	837 54.6%	338 22.0%	241 15.7%	68 4.4%	50 3.3%	<b>1,534</b> <b>100%</b>
<b>Part-Day Programs</b>	N %	178 19.3%	1360 78.7%	64 3.7%	47 2.7%	79 4.6%	<b>1,728</b> <b>100%</b>
<b>Total</b>	<b>N</b> <b>%</b>	<b>2367</b> <b>31.9%</b>	<b>3875</b> <b>52.2%</b>	<b>508</b> <b>6.8%</b>	<b>358</b> <b>4.8%</b>	<b>319</b> <b>4.3%</b>	<b>7,427</b> <b>100%</b>

\* Family child care and child care centers enroll infants, toddlers, children aged 3 to 5 years old, and school-age children.

Table P-24 provides information regarding the Delaware population of children by age and ethnicity at the time of this study.

Table P-24: <b>Population of Children by Age and Ethnicity</b>					
Population Estimates for Ages 0-12 by Race, Delaware, July 1, 2000*					
<b>Age:</b>	<b>Ethnicity:</b>	<b>African American</b>	<b>Caucasian</b>	<b>Other</b>	<b>State</b>
<b>0 – 2 years old</b>	<b>N</b> %	<b>8058</b> 26.01%	<b>20,828</b> 67.24%	<b>2087</b> 6.73%	<b>30,973</b> <b>100%</b>
<b>3 – 5 years old</b>	<b>N</b> %	<b>8,055</b> 25.68%	<b>21,271</b> 67.82%	<b>2,037</b> 6.50%	<b>31,363</b> <b>100%</b>
<b>6 – 12 years old</b>	<b>N</b> %	<b>20,729</b> 26.18%	<b>54,285</b> 68.56%	<b>4,164</b> 5.26%	<b>79,178</b> <b>100%</b>
<b>Total</b>	<b>N</b> %	<b>36,842</b> <b>26.03%</b>	<b>96,384</b> <b>68.11%</b>	<b>8,288</b> <b>05.86%</b>	<b>141,514</b> <b>100%</b>

\*Adapted from Table 1: *Kids Count in Delaware, Fact Book 2003*, which was originally from *Delaware Population Consortium, Population Projection Series, Version 2002.0*

*Delaware Early Care and Education  
Baseline Quality Study*

## **Early Care and Education Program Directors' Demographic Information**

This section presents information regarding the program directors of the early care and education programs observed in the *Delaware Early Care and Education Baseline Quality Study*. This section provides information about:

- educational background of program directors and
- program directors' salary information.

The data source for this report is the directors' answers to the *Director Interview*.

### **Measurement**

The *Director Interview* was used to collect demographic information from the directors of child care centers, Head Start and Early Childhood Assistance Programs (ECAP), and part-day programs observed in this study. The *Director Interview* was conducted by the visiting data collector with the director of the program or a teacher responsible for administrative aspects of the program. The variables contained in this interview protocol were determined by the Advisory Committee, the pilot data collectors, the researchers, and the models provided by the National Institute of Child Health and Human Development (NICHD) *Study of Early Child Care and Youth Development* (NICHD Early Child Care Research Network, 1996, 1997a, 1997b, 2001).

### **Sample**

One hundred fifteen programs, including child care centers (N=64), Head Start and Early Childhood Assistance Programs (ECAP) (N=26), and part-day programs (N=25), participated in this study. Of these 115 programs, 104 directors completed a *Director Interview*. The directors' information was analyzed by the program types: child care centers, Head Start and ECAP programs, and part-day programs. While a total of 104 directors participated, not all responded to every question. The percentages presented are based on the number of directors who did respond to each of the questions. See Table D-1 for a description of the sample.

Table D-1: <b>Sample of Directors</b>			
<b>Program Type:</b>	<b>Sample:</b>	<b>Programs Observed</b>	<b><i>Director Interviews Completed</i></b>
		<b>N %</b>	<b>N %</b>
<b>Child Care Centers</b>		64 (55.7%)	60 (57.7%)
<b>Head Start and ECAP Programs</b>		26 (22.6%)	23 (22.1%)
<b>Part-Day Programs</b>		25 (21.7%)	21 (20.2%)
<b>Total</b>		<b>115 (100.0%)</b>	<b>104 (100.0%)</b>

## Directors' Educational Background

Early care and education program directors were asked to provide information regarding their educational background. The most frequently reported highest educational attainment of the program directors (N=101) was a bachelor's degree (45.0%, n=50). Approximately 20% of the program directors had earned a degree from a community college (19.8%, n=20). For more details on the education level attained by program directors, see Table D-2.

### State

Of the program directors of the early care and education programs (N=101):

- 49.4% (n=50) reported that their highest level of education was a "bachelor's degree."
- 19.8% (n=20) reported that their highest level of education was a "community college degree."
- 12.9% (n=13) reported that their highest level of education was a "master's degree or higher."
- 8.9% (n=9) reported that their highest level of education was "high school plus some training."
- 5.0% (n=5) reported that their highest level of education was the "Delaware First/Core Plus program," a program developed by the Office of Child Care Licensing for educating the workforce employed in early care and education.
- 3.0% (n=3) reported that their highest level of education was the "Child Development Associate's Training Credential (CDA)."
- 1.0% (n=1) reported that their highest level of education was "high school graduate."

### Child Care Centers Directors

Of the child care center directors (N=59):

- 49.2% (n=29) reported that their highest level of education was a "bachelor's degree."
- 18.6% (n=11) reported that their highest level of education was "community college degree."
- 13.6% (n=8) reported that their highest level of education was "high school plus some training."

- 8.4% (n=5) reported that their highest level of education was the “Delaware First/Core Plus program.”
- 6.8% (n=4) reported that their highest level of education was a “master’s degree or higher.”
- 3.4% (n=2) reported that their highest level of education was the “Child Development Associate’s Training Credential (CDA).”

#### Head Start and Early Childhood Assistance Program Directors

Of the program directors of Head Start and Early Childhood Assistance Programs (ECAP) (N=22):

- 45.5% (n=10) reported that their highest level of education was a “bachelor’s degree.”
- 40.9% (n=9) reported that their highest level of education was “community college degree.”
- 9.1% (n=2) reported that their highest level of education was a “master’s degree or higher.”
- 4.5% (n=1) reported that their highest level of education was “high school graduate.”

#### Part-Day Program Directors

Of the directors of part-day programs (N=20):

- 55.0% (n=11) reported that their highest level of education was a “bachelor’s degree.”
- 35.0% (n=7) reported that their highest level of education was a “master’s degree or higher.”
- 5.0% (n=1) reported that their highest level of education was “high school plus some training.”
- 5.0% (n=1) reported that their highest level of education was “Child Development Associate’s Training Credential (CDA).”

Table D-2: <b>Directors' Education</b>					
Highest Level of Education Completed by Directors					
Program Type:		Child Care Centers	Head Start and ECAP Programs	Part-Day Programs	State
Highest Level of Education:					
High school graduate	N %	0 0.0%	1 4.5%	0 0.0%	1 1.0%
High School plus some training	N %	8 13.6%	0 0.0%	1 5.0%	9 8.9%
Child Development Associate's Training Credential (CDA)	N %	2 3.4%	0 0.0%	1 5.0%	3 3.0%
Delaware First/Core Plus	N %	5 8.4%	0 0.0%	0 0.0%	5 5.0%
Community College degree	N %	11 18.6%	9 40.9%	0 0.0%	20 19.8%
Bachelor's degree	N %	29 49.2%	10 45.5%	11 55.0%	50 49.4%
Master's degree or higher	N %	4 6.8%	2 9.1%	7 35.0%	13 12.9%
<b>Total</b>	<b>N %</b>	<b>59 100.0%</b>	<b>22 100.0%</b>	<b>20 100.0%</b>	<b>101 100.0%</b>

## Focus of Post-Secondary Study

To gain more description about the directors' educational background, directors who identified a community college degree, bachelor's degree, or master's degree also were asked to specify their area of study in the post-secondary institution.

Of those directors who indicated having a community college degree (N=6), 50% (n=3) cited their area of study as early childhood. Of the directors who indicated having a bachelor's degree (N=37), approximately 60% (n=22) identified early childhood as their area of study. The areas of studies identified for the remaining directors (40%, n=15) were quite varied, from theology to communication.

Of the directors (N=10) who reported having a master's degree, 60.0% (n=6) cited their area of study to be early childhood. Elementary education, supervision and leadership, and educational administration were the areas of study equally cited among the remaining directors with a master's degree.

Just over half of the early care and education program directors who reported having a post-secondary degree have that degree in the area of study of early childhood. Details of the directors' educational areas of study can be found in Tables D-3 through D-6.

Table D-3:

<b>Post-Secondary Area of Study Program Directors</b>					
What is the area of study?					
<b>Area of Study:</b>		<b>Early Childhood and Child Development</b>	<b>Degree in a related field</b>	<b>Degree in an Unrelated Field</b>	<b>Total</b>
<b>Degree:</b>					
<b>Community College degree</b>	N %	3 50.0%	2 33.3%	1 16.7%	<b>6 100.0%</b>
<b>Bachelor's degree</b>	N %	22 59.5%	7 18.9%	8 21.6%	<b>37 100.0%</b>
<b>Master's degree</b>	N %	6 60.0%	4 40.0%	0 0.0%	<b>10 100.0%</b>
<b>Statewide</b>	<b>N %</b>	<b>31 58.5%</b>	<b>13 24.5%</b>	<b>9 17.0%</b>	<b>53 100.0%</b>

### Child Care Center Directors

Of the child care center directors who reported having a community college degree (N=3), 66.7% (n=2) cited their area of study as early childhood. Of the directors who indicated having a bachelor's degree (N=23), 65.2% (n=15) reported early childhood as their area of study. Of the directors who indicated having a master's degree (N=3), 66.7% (n=2) reported early childhood was their area of study. See Table D-4 regarding educational areas of study for director's of child care centers.

Table D-4:

<b>Post-Secondary Area of Study Child Care Center Directors</b>					
What is the area of study?					
<b>Area of Study:</b>		<b>Early Childhood and Child Development</b>	<b>Degree in a related field</b>	<b>Degree in an Unrelated Field</b>	<b>Total</b>
<b>Degree:</b>					
<b>Community College degree</b>	N %	2 66.7%	0 0.0%	1 33.3%	<b>3 100.0%</b>
<b>Bachelor's degree</b>	N %	15 65.2%	5 21.8%	3 13.0%	<b>23 100.0%</b>
<b>Master's degree</b>	N %	2 66.7%	1 33.3%	0 0%	<b>3 100.0%</b>
<b>Statewide</b>	<b>N %</b>	<b>19 65.5%</b>	<b>6 20.7</b>	<b>4 13.8%</b>	<b>29 100.0%</b>

### Head Start and Early Childhood Assistance Program Directors

Of the Head Start and Early Childhood Assistance Program (ECAP) directors who reported having a community college degree (N=3), 33.3 % (n=1) cited their area of study to be early childhood. Of the Head Start and ECAP directors who reported having a bachelor's



degree (N=7), 57.1% (n=4) identified early childhood as their area of study. Of the Head Start and ECAP directors who indicated having a master's degree (N=2), 50.0 % (n=1) cited their area of study as early childhood. See Table D-5 regarding educational areas of study for Head Start and ECAP directors.

Table D-5:					
<b>Post-Secondary Area of Study</b>					
<b>Head Start and Early Childhood Assistance Program Directors</b>					
What is the area of study?					
Area of Study:		Early Childhood and Child Development	Degree in a related field	Degree in an unrelated field	Total
Post-Secondary Degree:					
Community College degree	N %	1 33.3%	2 66.7%	0 0%	3 100.0%
Bachelor's degree	N %	4 57.1%	0 0.0%	3 42.9%	7 100.0%
Master's degree	N %	1 50.0%	1 50.0%	0 0%	2 100.0%
Statewide	N %	6 50.0%	3 25.0%	3 25.0%	12 100.0%

#### Part-Day Program Directors

Of the directors of part-day programs for 3 to 5-years-olds who indicated having a bachelor's degree (N=7), 42.9% (n=3) reported their area of study as early childhood. Of the directors of part-day programs who indicated having a master's degree (N=5), 60.0 % (n=3) cited their area of study as early childhood. See Table D-6 regarding educational areas of study for part-day program directors.

Table D-6:					
<b>Post-Secondary Area of Study</b>					
<b>Part-Day Program Directors</b>					
What is the area of study?					
Area of Study:		Early Childhood and Child Development	Degree in a related field	Degree in an unrelated field	Total
Post-Secondary Degree:					
Community College degree	N %	0 0.0%	0 0.0%	0 0.0%	0 0.0%
Bachelor's degree	N %	3 42.9%	2 28.6%	2 28.5%	7 100.0%
Master's degree	N %	3 60.0%	2 40.0%	0 0%	5 100.0%
Statewide	N %	6 50.0%	4 33.3%	2 16.7%	12 100.0%

## Program Management Training

Directors were asked to specifically indicate whether they had specialized training in the following three areas: supervision of staff, financial management, and working with children with disabilities. More than 76% (n=78) of directors (N=102) reported that they had specialized training in “supervision of staff.” Approximately 45% (n=46) of directors (N=102) reported that they had training in “financial management of an early childhood program.” In regard to “working with children with disabilities,” slightly more than 35% (n=36) of directors (N=102) indicated that they had this specialized training. Details of the directors’ training can be found in Table D-7.

### Child Care Center Directors

Of the child care center directors (N=59), 78.0% (n=46) reported having had training in “supervision of staff,” 54.2% (n=32) reported having had training in “financial management of an early childhood program,” and 39% (n=23) reported having had training in “working with children with disabilities.”

### Head Start and Early Childhood Assistance Program Directors

Of the directors of Head Start and Early Childhood Assistance Programs (ECAP) (N=23), 91.3% (n=21) reported having had training in “supervision of staff,” 39.1% (n=9) reported having had training in both “financial management of an early childhood program,” and “working with children with disabilities.”

### Part-Day Program Directors

Of the directors of part-day programs (N=20), 55.0% (n=11) reported having had training in “supervision of staff,” 25.0% (n=5) reported having had training in “financial management of an early childhood program,” and 20.0% (n=4) reported having had training in “working with children with disabilities.”

Table D-7: <b>Program Management Training</b>					
Have you had specialized training in:					
Program Type:		Child Care Center	Head Start and ECAP Programs	Part-Day Programs	Total
Content of training:					
Supervision of staff	Yes	46	21	11	78
	%	78.0%	91.3%	55.0%	76.5%
	N	59	23	20	102
Financial management of an early childhood program	Yes	32	9	5	46
	%	54.2%	39.1%	25.0%	45.1%
	N	59	23	20	102
Working with children with disabilities	Yes	23	9	4	36
	%	39.0%	39.1%	20.0%	35.3%
	N	59	23	20	102

## Annual Salary for Directors

Directors were asked to report their annual salaries. Of the directors answering this question (N=83), the range of annual salaries was \$3,600 to \$86,000. The average salary was \$30,058.37 with a standard deviation of \$13,969.64.

Considering all the program directors, more than 37% (n=31) earned between \$30,000 and \$39,999 annually. About a quarter of the program directors (n=21) earned between \$20,000 and \$29,999 annually. For more details about the program directors' annual salary, see Tables D-8 and D-9.

### Child Care Center Directors

Of the child care center directors reporting their annual salary (N=48), the range of salaries was \$11,000 to \$60,000. The average salary was \$30,699.38 with a standard deviation of \$10,109.72. More than half, 54.2% (n=26) reported that their annual salary was between \$30,000 and \$39,999. Additionally, 16.6% (n=8) of the child care center directors reported their annual salary to be between \$20,000 and \$29,999; and another 16.6% of the directors (n=8) reported their annual salary to be between \$10,000 and \$19,999.

### Head Start and Early Childhood Assistance Program Directors

Of the directors of Head Start and Early Childhood Assistance Programs (ECAP) (N=18), the range of salaries was \$12,400 to \$47,000. The average salary was \$28,518.44 with a standard deviation of \$10,226.32. More than a third, 38.8% (n=7), reported their annual salary was between \$20,000 and \$29,999, and 27.8% (n=5) reported that their annual salary was between \$30,000 and \$39,999.

### Part-Day Program Directors

Of the directors of part-day programs (N=17), the range of salaries was \$3,600 to \$86,000. The average salary was \$29,878.98 with a standard deviation of \$24,184.06. Approximately a third, 35.2% (n=6) reported that their annual salary was between \$20,000 and \$29,999, 23.5% (n=4) reported that their annual salary was between \$10,000 and \$19,999.

Table D-8:				
<b>Directors' Annual Salary</b>				
What is your current annual salary?				
<b>Program Type:</b>	<b>Child Care Centers</b>	<b>Head Start and ECAP Programs</b>	<b>Part-Day Programs</b>	<b>Total</b>
<b>Average</b>	\$30,699.38	\$28,518.44	\$29,878.98	<b>\$30,058.37</b>
<b>Range</b>	\$11,000 – \$60,000	\$12,400 – \$47,000	\$3,600 – \$86,000	<b>\$3,600 - \$86,000</b>
<b>SD</b>	\$10,109.72	\$10,226.32	\$24,184.06	<b>\$13,969.64</b>
<b>N</b>	48	18	17	<b>83</b>

Table D-9:

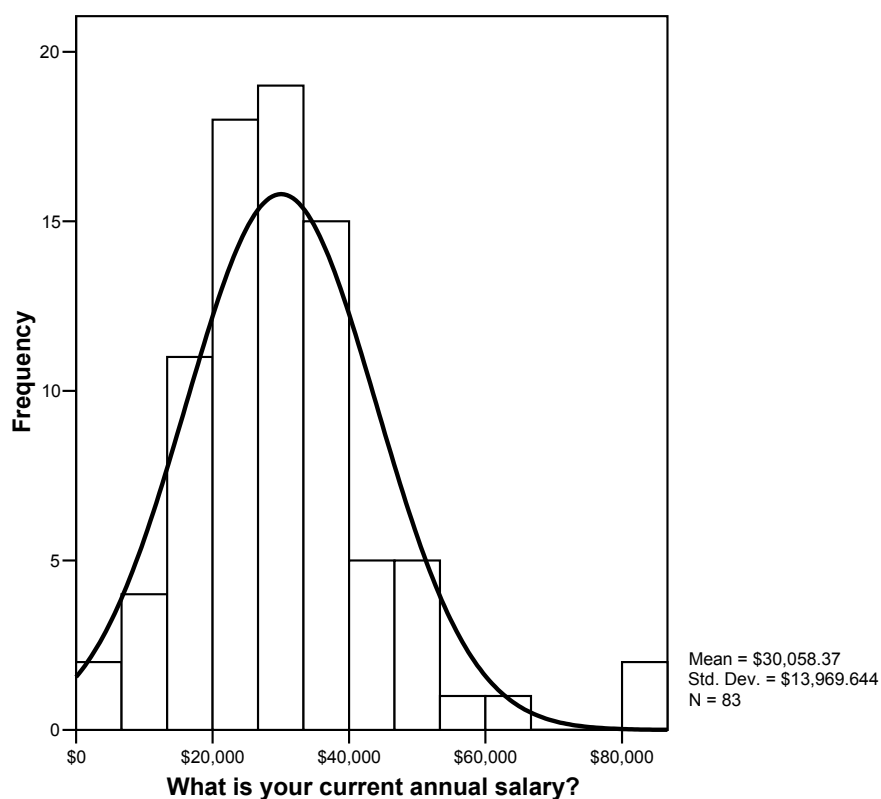
## Directors' Annual Salary

What is your current annual salary?

Program Type: Salary Range:	Child Care Centers	Head Start and ECAP	Part-Day Programs	Statewide
<b>Under \$10,000</b>	0 (0.0%)	0 (0.0%)	2 (11.8%)	<b>2 (2.4%)</b>
<b>\$10,000 - \$19,999</b>	8 (16.6%)	3 (16.7%)	4 (23.5%)	<b>15 (18.1%)</b>
<b>\$20,000 - \$29,999</b>	8 (16.6%)	7 (38.8%)	6 (35.2%)	<b>21 (25.3%)</b>
<b>\$30,000 - \$39,999</b>	26 (54.2%)	5 (27.8%)	0 (0.0%)	<b>31 (37.4%)</b>
<b>\$40,000 - \$49,999</b>	3 (6.3%)	3 (16.7%)	2 (11.8%)	<b>8 (9.6%)</b>
<b>\$50,000 - \$59,999</b>	2 (4.2%)	0 (0.0%)	1 (05.9%)	<b>3 (3.6%)</b>
<b>\$60,000 - \$69,999</b>	1 (2.1%)	0 (0.0%)	0 (0.0%)	<b>1 (1.2%)</b>
<b>\$70,000 - \$79,999</b>	0 (0.0%)	0 (0.0%)	0 (0.0%)	<b>0 (0.0%)</b>
<b>\$80,000 - \$90,000</b>	0 (0.0%)	0 (0.0%)	2 (11.8%)	<b>2 (2.4%)</b>
<b>Total</b>	<b>48 (100.0%)</b>	<b>18 (100.0%)</b>	<b>17 (100.0%)</b>	<b>83 (100.0%)</b>

Figure D-1:

## Directors' Annual Salary



*Delaware Early Care and Education  
Baseline Quality Study*

## **Early Care and Education Teachers' Demographic Information**

A summary of the characteristics and demographics of the lead teachers interviewed for the *Delaware Early Care and Education Baseline Quality Study* is presented in this section. Information is included about:

- demographics of the lead teachers;
- salaries of lead teachers;
- education and training of the lead teachers;
- experience of lead teachers;
- lead teachers' perceptions of their work; and
- lead teachers' career plans.

The data sources for this section are the teachers' answers to the *Teacher Interview* and the *Family Child Care Interview*.

The lead teacher was identified as the person who was responsible for implementing activities and supervising the children on the day of the observation. While many of the groups were supervised by two or more people, only one teacher was interviewed for each group of children observed. The person interviewed was the one assigned by the program to have greater responsibilities for the children's experience that day. Because of the variety of programs, programs had different job titles for the person given responsibility for a group of children. To have a consistent name for the person interviewed in reporting the data of this study, "lead teacher" has been used in this report to acknowledge differences that may exist between the education, wages, and hours worked of lead teachers and the others also working with the same group of children.

In most programs, lead teachers are usually those with the most education, training, and experience. It is recognized that there are additional teachers working with the children each day. Therefore, the information contained in this report reflects a population of teachers who, most likely, have higher levels of education, more training, and more experience than the general population of teachers and caregivers in the early care and education community of Delaware.

## Measurement

Two versions of a *Teacher Interview* were used to collect demographic information from family child care teachers and lead teachers at child care centers, Head Start, Early Childhood Assistance Programs (ECAP), and part-day programs. One version was administered to lead teachers in child care centers, Head Start, ECAP, and part-day programs to collect information about children in the group being observed, teacher training and experience, teacher pay rates, and teacher perceptions of early care and education as a career. The *Family Child Care Interview* was administered to the teachers in family child care programs. This version had the same questions as the original *Teacher Interview* and included questions from the *Director Interview*. These protocols were determined by the Advisory Committee, the pilot data collectors, the researchers, and the models provided by the National Institute of Child Health and Human Development (NICHD) *Study of Early Child Care and Youth Development* (NICHD Early Child Care Research Network, 1996, 1997a, 1997b, 2001).

## Sample

A total of 589 early care and education teachers were included in the analysis for this report. The analysis includes:

- 86 family child care teachers;
- 126 lead teachers of infants and toddlers in child care centers;
- 165 lead teachers of 3 to 5-year-olds in child care centers;
- 82 lead teachers in Head Start or Early Childhood Assistance Programs (ECAP);
- 81 lead teachers of 3 to 5-year-olds in part-day programs; and
- 49 lead teachers of school-age children in child care programs.

While this indicates the total number of lead teachers interviewed, the responses reported may vary from these total numbers. There were questions that some teachers did not answer. Thus, the number (N) for each of the variables presented in this report may differ from the total number of groups observed or teachers interviewed.

Early care and education program data were analyzed according to these six early care and education program types and four geographic regions of the state. The program types that are included in the analysis were family child care programs, groups for infants and toddlers in child care centers, groups for 3 to 5-year-olds in child care centers, Head Start and Early Childhood Assistance Programs (ECAP), part-day programs for 3 to 5-year-olds, and programs for school-age children. The information is presented by county for each of Delaware's three counties: New Castle, Kent, and Sussex. The information presented here labeled as New Castle County represents those programs that are located in New Castle County and excludes the programs located within Wilmington. The programs located in Wilmington are reported separately. Wilmington was defined as

those programs operating within the city limits of zip codes 19801, 19802, 19805, 19806, and 19899.

Table T-1 provides a summary of the sample of lead teachers' in early care and education programs according to program type and geographic location.

Table T-1: <b>Location of Groups in Sample</b>					
<b>Location of Program:</b>	<b>New Castle</b>	<b>Wilmington</b>	<b>Kent</b>	<b>Sussex</b>	<b>State</b>
<b>Program Type:</b>	N	N	N	N	N %
<b>Family Child Care</b>	46	8	14	18	<b>86</b> <b>14.6%</b>
<b>Infants and Toddlers in Centers</b>	45	22	29	30	<b>126</b> <b>21.4%</b>
<b>3 to 5-Year-Olds in Centers</b>	58	33	45	29	<b>165</b> <b>28.0%</b>
<b>Head Start and ECAP</b>	37	8	17	20	<b>82</b> <b>13.9%</b>
<b>Part-Day Programs</b>	43	10	19	9	<b>81</b> <b>13.8%</b>
<b>School-Age Programs</b>	21	6	8	14	<b>49</b> <b>8.3%</b>
<b>All Programs</b>	<b>250</b> <b>42.4%</b>	<b>87</b> <b>14.8%</b>	<b>132</b> <b>22.4%</b>	<b>120</b> <b>20.4%</b>	<b>589</b> <b>100.0%</b>

## Findings

### Demographic Description of Lead Teachers

This section provides information about the hourly wages, hours worked, age, and ethnicity of lead teachers in programs in Delaware who participated in the *Delaware Early Care and Education Baseline Quality Study*.

#### Average Hourly Wage for Lead Teachers

Lead teachers were asked to report their hourly wages. When reporting the hourly wage of the lead teachers, the mean was used. The average hourly wage of lead teachers interviewed in the early care and education programs in this study throughout Delaware (N=485) was \$8.90. This varies from a low of \$8.01 in Sussex County to a high of \$9.60 in Wilmington.

## State

The hourly wage of early care and education teachers varies across program types as well as across geographic regions. The highest average hourly wage (\$10.82) was reported by lead teachers in Head Start and Early Childhood Assistance Programs. The lowest average hourly wage (\$6.26) was reported by family child care teachers.

### Family Child Care Teachers

The average hourly wage of family child care teachers (N=64) was reported to be \$6.26. Family child care program teachers in Kent County (N=12), Sussex County (N=15), and Wilmington (N=4) reported earning an average hourly wage of under \$6.00 an hour. New Castle County family child care teachers (N=33) reported an average hourly wage of \$7.12 per hour.

### Lead Teachers of Infants and Toddlers in Child Care Centers

The average hourly wage of lead teachers of infants and toddlers in child care centers (N=111) was reported to be \$8.41. Lead teachers of infants and toddlers in child care centers in Wilmington (N=18) reported the highest average hourly wage of \$9.24. The lowest average hourly wage of \$7.23 was reported by lead teachers of infants and toddlers in child care centers in Sussex County (N=27).

### Lead Teachers of 3 to 5-Year-Olds in Child Care Centers

The average hourly wage of lead teachers of 3 to 5-year-olds in child care centers (N=144) was reported to be \$9.16. New Castle County (N=53) and Wilmington (N=21) lead teachers of 3 to 5-year-olds in child care centers reported making an average hourly wage of more than \$10.00. Lead teachers of 3 to 5-year-olds in child care centers in Sussex County (N=27) reported earning the lowest average hourly wage of \$7.52.

### Lead Teachers in Head Start and Early Childhood Assistance Programs

The average hourly wage of Head Start and Early Childhood Assistance Programs (ECAP) lead teachers (N=76) was reported to be \$10.82. Head Start and ECAP lead teachers in Wilmington (N=7) reported the highest average hourly wage of \$13.15 per hour. Head Start and ECAP lead teachers in Sussex County (N=19) reported the lowest average hourly wage of \$10.26.

### Lead Teachers of 3 to 5-Year-Olds in Part-Day Programs

The average hourly wage of lead teachers of 3 to 5-year-olds in part-day programs (N=45) was reported to be \$10.44. Lead teachers of 3 to 5-year-olds in part-day programs in Sussex County (N=7) reported the highest average hourly wage of \$13.84. Lead teachers of 3 to 5-year-olds in part-day programs in Wilmington (N=8) reported the lowest average hourly wage of \$8.09.

### Lead Teachers in School-Age Programs

The average hourly wage of lead teachers of children in school-age programs (N=45) was reported to be \$8.28. Lead teachers of children in school-age programs in Sussex County (N=13) earned the lowest average hourly wage of \$7.65 and lead teachers



of children in school-age programs in Wilmington (N=5) reported earning the highest average hourly wage of \$8.90.

For information about hourly wages of lead teachers, see Table T-2.

Table T-2						
Hourly Wage of Lead Teachers						
What is your hourly wage?						
Location of Program: Teachers of:		New Castle	Wilmington	Kent	Sussex	State
Family Child Care	Mean	\$7.12	\$5.67	\$5.63	\$5.01	<b>\$6.26</b>
	Range	\$1.70- \$15.00	\$1.50- \$9.44	\$1.32- \$10.91	\$0.95- \$9.40	<b>\$0.95- \$15.00</b>
	SD	\$4.09	\$3.25	\$3.04	\$3.05	<b>\$3.68</b>
	N	33	4	12	15	<b>64</b>
Infants and Toddlers in Centers	Mean	\$9.18	\$9.24	\$7.88	\$7.23	<b>\$8.41</b>
	Range	\$7.00- \$12.00	\$6.25- \$14.27	\$6.15- \$12.00	\$6.15- \$10.67	<b>\$6.15- \$14.27</b>
	SD	\$1.48	\$2.54	\$1.86	\$1.23	<b>\$1.91</b>
	N	40	18	26	27	<b>111</b>
3 to 5-Year-Olds in Centers	Mean	\$10.08	\$10.23	\$8.53	\$7.52	<b>\$9.16</b>
	Range	\$6.50- \$17.00	\$6.95- \$19.00	\$5.54- \$18.12	\$6.15- \$10.00	<b>\$5.54- \$19.00</b>
	SD	\$1.98	\$2.77	\$2.51	\$1.00	<b>\$2.37</b>
	N	53	21	43	27	<b>144</b>
Head Start and ECAP	Mean	\$10.74	\$13.15	\$10.62	\$10.26	<b>\$10.82</b>
	Range	\$7.75- \$15.50	\$6.25- \$24.00	\$9.60- \$12.79	\$6.50- \$13.00	<b>\$6.25- \$24.00</b>
	SD	\$1.45	\$6.15	\$1.21	\$1.52	<b>\$2.32</b>
	N	33	7	17	19	<b>76</b>
Part-Day Programs	Mean	\$10.58	\$8.09	\$10.00	\$13.84	<b>\$10.44</b>
	Range	\$7.00- \$13.50	\$6.00- \$12.00	\$3.27- \$23.00	\$9.50- \$20.00	<b>\$3.27- \$23.00</b>
	SD	\$2.12	\$2.24	\$4.30	\$4.30	<b>\$3.72</b>
	N	14	8	16	7	<b>45</b>
School-Age Programs	Mean	\$8.59	\$8.90	\$8.13	\$7.65	<b>\$8.28</b>
	Range	\$6.25- \$15.00	\$7.00- \$12.00	\$6.50- \$11.00	\$6.65- \$11.50	<b>\$6.25- \$15.00</b>
	SD	\$2.16	\$2.07	\$1.70	\$1.28	<b>\$1.86</b>
	N	20	5	7	13	<b>45</b>
Total	Mean	<b>\$9.38</b>	<b>\$9.60</b>	<b>\$8.57</b>	<b>\$8.01</b>	<b>\$8.90</b>
	Range	<b>\$1.70- \$17.00</b>	<b>\$1.50- \$24.00</b>	<b>\$1.32- \$23.00</b>	<b>\$0.95- \$20.00</b>	<b>\$0.95- \$24.00</b>
	SD	<b>\$2.63</b>	<b>\$3.50</b>	<b>\$2.88</b>	<b>\$2.84</b>	<b>\$2.91</b>
	N	<b>193</b>	<b>63</b>	<b>121</b>	<b>108</b>	<b>485</b>

## Utility of Hourly Wage Data

It is useful to discuss the average hourly wage earned by lead teachers in early care and education programs because of the variety in structure of many early care and education teaching jobs. Many teaching positions in early care and education are not full-time positions. Therefore, hourly wages allow comparisons regardless of the number of hours worked per week and the number of weeks worked per year.

## Number of Hours Lead Teachers Work Each Week

Lead teachers were asked to report the number of hours they worked each week in their early care and education position. The average number of hours worked by lead teachers interviewed from the early care and education programs participating in this study throughout Delaware (N= 587) was 37.3 hours. This varies from a low of 35.8 hours in Kent County to a high of 40.2 hours in Sussex County.

### State

The number of hours worked each week by lead teachers in early care and education settings varies across program types as well as across geographic regions. The highest average number of hours worked was reported as 58.2 hours by family child care teachers. The lowest average number of hours worked was reported as 25.5 hours by lead teachers of 3 to 5-year-olds in part-day programs. The average amount of time worked by lead teachers is reported below for each program type and across geographic regions of the state.

### Family Child Care Teachers

The average number of hours worked each week by family child care teachers (N=86) was reported to be 58.2 hours. Family child care teachers in Sussex County (N=18) and Kent County (N=14) reported working the greatest average of 65.9 hours and 63.3 hours respectively each week. New Castle County family child care teachers (N=46) had the lowest average, working an average of 53.6 hours each week.

### Lead Teachers of Infants and Toddlers in Child Care Centers

The average number of hours worked each week by lead teachers of infants and toddlers in child care centers (N=126) was reported to be 37.4 hours. Lead teachers of infants and toddlers in child care centers in Wilmington (N=22) reported working the greatest average number of hours each week, 41.2 hours. The lowest average number of hours worked each week by lead teachers of infant and toddler was reported to be 35.5 hours by lead teachers working in New Castle County (N=45).

### Lead Teachers of 3 to 5-Year-Olds in Child Care Centers

The average number of hours worked each week by lead teachers of 3 to 5-year-olds in child care centers (N=165) was reported to be 36.5 hours. Lead teachers of 3 to 5-year-olds in child care centers in Sussex County (N=29) reported working the greatest average number of hours each week, 38.6 hours each week. The lowest average number of hours worked each week was reported to be 34.7 hours by lead teachers of 3 to 5-year-olds in child care centers in Kent County (N=45).

### Lead Teachers in Head Start and Early Childhood Assistance Programs

The average number of hours worked each week by Head Start and Early Childhood Assistance Program (ECAP) lead teachers (N=82) was reported to be 33.2 hours. Wilmington Head Start and ECAP lead teachers (N=8) reported working the greatest average number of hours each week with 36.4 hours each week. The lowest average number of hours worked each week was in New Castle County (N=37), with Head Start and ECAP lead teachers averaging 31.5 hours worked each week.

### Lead Teachers of 3 to 5-Year-Olds in Part-Day Programs

The average number of hours worked each week by lead teachers of 3 to 5-year-olds in part-day programs (N=79) was reported to be 25.5 hours. Lead teachers of 3 to 5-year-olds in part-day programs in New Castle County (N=42) reported working 30.0 hours each week, the highest average for all the geographic regions. The lowest average number of hours worked each week was in Kent County (N=19) and Sussex County (N=9) where lead teachers of 3 to 5-year-olds in part-day programs averaged working 19.5 and 19.2 hours each week, respectively.

### Lead Teachers in School-Age Programs

The average number of hours worked each week by lead teachers of children in school-age programs (N=49) was reported to be 29.1 hours. Sussex County lead teachers of children in school-age programs (N=14) reported working the greatest average number of hours each week with 36.6 hours each week. The lowest average number of hours worked each week was in New Castle County where lead teachers of children in school-age programs (N=21) averaged working 23.2 hours each week.

For details on the average number of hours worked, see Table T-3.

Table T-3:

### Number of Hours Lead Teachers Work each Week

How many hours per week do you work on the average at this program?

Location of Program: Teachers of:		New Castle	Wilmington	Kent	Sussex	State
<b>Family Child Care</b>	Mean	53.6	58.8	63.3	65.9	<b>58.2</b>
	Range	17.5-96.0	50.0-80.0	46.0-126.0	45.0-168.0	<b>17.5-168.0</b>
	SD	10.4	9.1	23.0	27.7	<b>18.1</b>
	N	46	8	14	18	<b>86</b>
<b>Infants and Toddlers in Centers</b>	Mean	35.5	41.2	37.1	37.8	<b>37.4</b>
	Range	6.0-45.0	37.5-46.0	15.0-50.0	28.0-45.0	<b>6.0-50.0</b>
	SD	10.6	2.4	6.2	4.6	<b>7.6</b>
	N	45	22	29	30	<b>126</b>
<b>3 to 5-Year-Olds in Centers</b>	Mean	36.6	36.9	34.7	38.6	<b>36.5</b>
	Range	10.5-60.0	3.5-45.0	10.0-45.0	20.0-60.0	<b>3.5-60.0</b>
	SD	9.0	9.2	9.1	7.3	<b>8.8</b>
	N	58	33	45	29	<b>165</b>
<b>Head Start and ECAP</b>	Mean	31.5	36.4	32.9	35.3	<b>33.2</b>
	Range	20.0-45.0	30.0-40.0	29.0-50.0	29.0-40.0	<b>20.0-50.0</b>
	SD	4.8	4.3	5.7	4.5	<b>5.1</b>
	N	37	8	17	20	<b>82</b>
<b>Part-Day Programs</b>	Mean	30.0	23.4	19.5	19.2	<b>25.5</b>
	Range	7.0-70.0	12.0-40.0	6.0-60.0	12.5-24.0	<b>6.0-70.0</b>
	SD	14.4	9.4	14.6	4.4	<b>14.0</b>
	N	42	9	19	9	<b>79</b>
<b>School-Age Programs</b>	Mean	23.2	26.7	33.4	36.6	<b>29.1</b>
	Range	6.0-40.0	15.0-45.0	12.0-60.0	12.0-55.0	<b>6.0-60.0</b>
	SD	9.9	12.9	15.8	9.4	<b>12.4</b>
	N	21	6	8	14	<b>49</b>
<b>Total</b>	<b>Mean</b>	<b>36.5</b>	<b>37.8</b>	<b>35.8</b>	<b>40.2</b>	<b>37.3</b>
	<b>Range</b>	<b>6.0-96.0</b>	<b>3.5-80.0</b>	<b>6.0-126.0</b>	<b>12.0-168.0</b>	<b>3.5-168.0</b>
	<b>SD</b>	<b>13.6</b>	<b>11.6</b>	<b>16.0</b>	<b>16.8</b>	<b>14.6</b>
	<b>N</b>	<b>249</b>	<b>86</b>	<b>132</b>	<b>120</b>	<b>587</b>

## Age of Lead Teachers

Lead teachers were asked to report their ages. The average age of the early care and education lead teachers interviewed in the early care and education programs in this study throughout Delaware (N=587) was 38 years. The lead teachers with the youngest average age were in Sussex County (N=120), with an average age of 36; the teachers with the oldest average age were in Wilmington (N=87), with an average age of 40. The range of teacher ages statewide was 16 to 79 years.

### State

Lead teachers of school-age children in child care programs were younger than teachers in all other types of programs with an average age of 30 (N=49). Lead teachers of 3 to 5-year-olds in part-day programs (N=81) were the oldest with an average age of 43 years. They were closely followed by family child care teachers (N=85) who had an average age of 42 years.

### Family Child Care Programs

The average age of family child care teachers (N=85) was 42 years. Family child care teachers in Kent County (N=14) were the youngest, with an average age of 38 years. Family child care teachers in Wilmington (N=8) were the oldest with an average age of 43 years.

### Lead Teachers of Infants and Toddlers in Child Care Centers

The average age of lead teachers of infants and toddlers in child care centers (N=126) was 37 years. Lead teachers of infants and toddlers in child care centers in Sussex County (N=30) were the youngest, with an average age of 32 years. Lead teachers of infants and toddlers in child care centers in Wilmington (N=22) were the oldest, with an average age of 42 years.

### Lead Teachers of 3 to 5-Year-Olds in Child Care Centers

The average age of lead teachers of 3 to 5-year-olds in child care centers (N=165) was 36 years. Lead teachers of 3 to 5-year-olds in child care centers working in Sussex County (N=29) were the youngest with an average age of 33 years. Lead teachers of 3 to 5-year-olds in child care centers working in Wilmington (N=33) were the oldest, with an average age of 39 years.

### Lead Teachers in Head Start and Early Childhood Assistance Programs

The average age of Head Start and Early Childhood Assistance Program (ECAP) lead teachers (N=81) was 38 years. Head Start and ECAP lead teachers in Kent County (N=17) were the youngest with an average age of 34 years. Head Start and ECAP lead teachers in Wilmington (N=8) were the oldest with an average age of 44 years.

### Lead Teachers in of 3 to 5-Year-Olds Part-Day Programs

The average age of lead teachers of 3 to 5-year-olds in part-day programs (N=81) was 43 years. Lead teachers of 3 to 5-year-olds in part-day programs in Sussex County (N=9) were the youngest with an average age of 41 years. Lead teachers of 3 to 5-year-olds in part-day programs in New Castle County (N=43) were the oldest with an average age of 44 years.

### Lead Teachers in School-Age Programs

The average age of lead teachers of children in school-age programs (N=49) was 30 years. The lead teachers of children in school-age programs in New Castle County (N=21) were the youngest with an average age of 28 years. The lead teachers of children in school-age programs in Kent County (N=8) were the oldest with an average age of 34 years.

For information about the age of lead teachers' in early care and education programs, see Table T-4.

Table T-4:						
<b>Age of Lead Teachers</b>						
How old are you?						
<b>Location of Program:</b>		<b>New Castle</b>	<b>Wilmington</b>	<b>Kent</b>	<b>Sussex</b>	<b>State</b>
<b>Teachers of:</b>						
<b>Family Child Care</b>	Mean	43	43	38	43	<b>42</b>
	Range	26-62	23-57	25-51	31-66	<b>23-66</b>
	SD	8.7	10.9	7.2	9.1	<b>8.8</b>
	N	45	8	14	18	<b>85</b>
<b>Infants and Toddlers in Centers</b>	Mean	38	42	39	32	<b>37</b>
	Range	20-60	18-67	17-67	17-67	<b>17-67</b>
	SD	11.2	12.6	12.9	11.5	<b>12.2</b>
	N	45	22	29	30	<b>126</b>
<b>3 to 5-Year-Olds in Centers</b>	Mean	35	39	38	33	<b>36</b>
	Range	18-59	21-59	21-67	20-54	<b>18-67</b>
	SD	10.4	10.1	11.4	9.2	<b>10.5</b>
	N	58	33	45	29	<b>165</b>
<b>Head Start and ECAP</b>	Mean	38	44	34	39	<b>38</b>
	Range	20-65	30-57	23-47	22-62	<b>20-65</b>
	SD	12.0	9.0	7.2	13.1	<b>11.3</b>
	N	36	8	17	20	<b>81</b>
<b>Part-Day Programs</b>	Mean	44	43	43	41	<b>43</b>
	Range	21-74	20-63	22-79	21-59	<b>20-79</b>
	SD	11.0	13.3	12.8	11.0	<b>11.6</b>
	N	43	10	19	9	<b>81</b>
<b>School-Age Programs</b>	Mean	28	30	34	32	<b>30</b>
	Range	16-59	18-48	18-54	17-55	<b>16-59</b>
	SD	10.7	13.8	13.0	12.8	<b>11.9</b>
	N	21	6	8	14	<b>49</b>
<b>Total</b>	<b>Mean</b>	<b>38</b>	<b>40</b>	<b>38</b>	<b>36</b>	<b>38</b>
	<b>Range</b>	<b>16-74</b>	<b>18-67</b>	<b>17-79</b>	<b>17-67</b>	<b>16-79</b>
	<b>SD</b>	<b>11.5</b>	<b>11.6</b>	<b>11.4</b>	<b>11.6</b>	<b>11.5</b>
	<b>N</b>	<b>248</b>	<b>87</b>	<b>132</b>	<b>120</b>	<b>587</b>

## Ethnicity of Lead Teachers

Lead teachers were asked to describe their race. From a wide variety of responses, they could be organized into five ethnic groups: African American, Caucasian,



Latino, Combined, and other. The ethnicity of the lead teachers across the state and in the various programs is reported below.

#### State

Of the lead teachers (N= 578) interviewed for this study, most of these teachers reported their ethnic background to be Caucasian (64.4%, n=372). Of the remaining lead teachers, 28.4% (n=164) reported their ethnic background as African American; 4.7% (n=27) reported their background as Latino, and 2.5% (n=15) reported their ethnic background as a category other than the three most commonly cited above.

#### Family Child Care Programs

One-third (33.7%, n=29) of family child care teachers (N=86) reported that they were of African American background. Approximately 60% (n=52) of family child care teachers reported being of Caucasian background; and 4.7% (n=4) reported their backgrounds as Latino.

#### Lead Teachers of Infants and Toddlers in Child Care Centers

As in family child care programs, almost one-third (31.2%, n=39) of lead teachers of infants and toddlers in child care centers (N=125) reported that they were of an African American background. Over half (57.6%, n=72) of all lead teachers of infants and toddlers in child care centers reported that they were of Caucasian background; 7.2% (n=9) reported that they were of Latino background. Four percent (n=5) of lead teachers of infants and toddlers in child care centers reported that their ethnic backgrounds were something other than the three most commonly reported above.

#### Lead Teachers of 3 to 5-Year-Olds in Child Care Centers

Just under one-fourth (24.7%, n=39) of all lead teachers of 3 to 5-year-olds in child care centers (N=158) reported that they were of African American background. Of the lead teachers of 3 to 5-year-olds in child care centers, 66.4% (n=105) reported that they were of Caucasian background, 5.1% (n=8) reported they were of Latino background, and 3.8% (n=6) reported having an ethnic background other than the three most commonly cited above.

#### Lead Teachers in Head Start and Early Childhood Assistance Programs

Of the Head Start and Early Childhood Assistance Programs (ECAP) lead teachers interviewed for this study (N=80), almost equal numbers reported their ethnic background as African American (46.3%, n=37) or Caucasian (47.5%, n= 38). Five percent reported their background as Latino (n=4); and 1.3% (n=1) reported their background as other than the three most commonly reported above.

#### Lead Teachers of 3 to 5-Year-Olds in Part-Day Programs

Of the lead teachers of 3 to 5-year-olds in part-day programs (N=80) interviewed for the study, 88.8% (n=71) reported their ethnic background as Caucasian. Less than 8% (7.5%, n=6) reported they were of African American background; 1.3% (n=1) reported they were of Latino background; and 2.4% (n=2) of the lead teachers of 3 to 5-

year-olds in part-day programs reported their background as other than the three most commonly reported above.

#### Lead Teachers in School-Age Programs

Of the lead teachers of children in school-age programs (N=49), 28.6% (n=14) of these lead teachers reported they were of African American background; 69.4% (n=34) of these lead teachers reported they were of Caucasian background; 2.0% (n=1) report they were of Latino background.

For information about the ethnicity of lead teachers in Delaware early care and education programs, see Table T-5.

Table T-5:						
<b>Ethnicity of Lead Teachers</b>						
What is your race?						
Teachers of:		Ethnicity:	African American	Caucasian	Latino	Other
						Total N
<b>Family Child Care</b>	N		29	52	4	1
	%		33.7%	60.4%	4.7%	1.2%
<b>Infants and Toddlers in Centers</b>	N		39	72	9	5
	%		31.2%	57.6%	7.2%	4.0%
<b>3 to 5-Year-Olds in Centers</b>	N		39	105	8	6
	%		24.7%	66.4%	5.1%	3.8%
<b>Head Start and ECAP</b>	N		37	38	4	1
	%		46.3%	47.5%	5.0%	1.2%
<b>Part-Day Programs</b>	N		6	71	1	2
	%		7.5%	88.8%	1.3%	2.4%
<b>School-Age Programs</b>	N		14	34	1	0
	%		28.6%	69.4%	2.0%	0.0%
<b>Total</b>	N		164	372	27	15
	%		28.4%	64.4%	4.7%	2.5%

#### Highest Level of Education Completed by Lead Teachers

Lead teachers were asked to report what was the highest level of education that they had completed.

The most frequently reported educational attainment achieved by a teacher in an early care and education program in Delaware was that of a high school graduate. Over

one-third of all the teachers interviewed (N=585) for this study reported that high school was their highest education level (34.8%, n=204). The second most likely education level of an early care and education teacher in Delaware was “some college without a degree” (22.4%, n=132).

Also statewide, over one-third (36.9%, n=216) of the early care and education lead teachers reported having completed an associate’s degree or higher education levels. Having a Child Development Associate’s Training Credential (CDA) or an associate’s degree from an accredited program is the required minimum education level for Head Start teachers beginning in 2003. The most common education levels for early care and education lead teachers by program type are reported as follows.

#### State

Of the lead teachers in all the programs interviewed in this study (N= 585):

- 34.9% (n=204) reported that their highest level of education was “high school/GED”;
- 22.6% (n=132) reported that their highest level of education was “some college without a degree”;
- 19.1% (n=112) reported that their highest level of education was a “bachelor’s degree”;
- 13.0% (n=76) reported that their highest level of education was an “associate’s degree”;
- 4.8% (n=28) reported that their highest level of education was a “master’s degree”;
- 2.7% (n=16) reported that their highest level of education was “less than high school”;
- 1.5% (n=9) reported that their highest level of education was “other”; and
- 1.4% (n=8) reported that their highest level of education was a “Child Development Associate’s Training Credential (CDA).”

#### Family Child Care Programs

Of the family child care teachers (N= 86):

- 39.6% (n=34) reported that their highest level of education was “some college without a degree”;
- 37.2% (n=32) reported that the highest level of education they have completed was “high school/GED”;
- 9.3% (n=8) reported that the highest level of education they have completed was an “associate’s degree”;
- 8.1% (n=7) reported that their highest level of education was a “bachelor’s degree”;
- 3.5% (n=3) reported that the highest level of education they have completed was “less than high school”; and
- 2.3% (n=2) reported that their highest level of education was “other.”

### Lead Teachers of Infants and Toddlers in Child Care Centers

Of the lead teachers of infants and toddlers in child care centers (N=126):

- 50.8% (n=64) reported that their highest level of education was “high school/GED”;
- 21.4% (n=27) reported that their highest level of education was “some college without a degree”;
- 8.7% (n=11) reported that their highest level of education was a “bachelor’s degree”;
- 7.1% (n=9) reported that their highest level of education was an “associate’s degree”;
- 4.8% (n=6) reported that their highest level of education was “less than high school”;
- 3.2% (n=4) reported that their highest level of education was “other”;
- 2.4% (n=3) reported that their highest level of education was a “Child Development Associate’s Training Credential (CDA)”;
- 1.6% (n=2) reported that their highest level of education was a “master’s degree.”

### Lead Teachers of 3 to 5-Year-Olds in Child Care Centers

Of the lead teachers of 3 to 5-year-olds in child care centers (N=161):

- 36.6% (n=59) reported that their highest level of education was “high school/GED”;
- 23.6% (n=38) reported that their highest level of education was a “bachelor’s degree”;
- 17.4% (n=28) reported that their highest level of education was “some college without a degree”;
- 13.7% (n=22) reported that their highest level of education was an “associate’s degree”;
- 5.6% (n=9) reported that their highest level of education was a “master’s degree”;
- 1.9% (n=3) reported that their highest level of education was a “Child Development Associate’s Training Credential (CDA)”;
- 0.6% (n=1) reported that their highest level of education was “less than high school”;
- 0.6% (n=1) reported that their highest level of education was “other.”

### Lead Teachers in Head Start and Early Childhood Assistance Programs

Of the Head Start and Early Childhood Assistance Program (ECAP) lead teachers (N=82):

- 35.4% (n=29) reported that their highest level of education was an “associate’s degree”;
- 22.0% (n=18) reported that their highest level of education was “some college without a degree”;
- 18.3% (n=15) reported that their highest level of education was a “bachelor’s degree”;

- 17.1% (n=14) reported that their highest level of education was “high school/GED”;
- 2.4% (n=2) reported that their highest level of education was “less than high school”;
- 2.4% (n=2) reported that their highest level of education was a “Child Development Associate’s Training Credential (CDA)”;
- 1.2% (n=1) reported that their highest level of education was a “master’s degree”; and
- 1.2% (n=1) reported that their highest level of education was “other.”

#### Lead Teachers of 3 to 5-Year-Olds in Part-Day Programs

Of the lead teachers of 3 to 5-year-olds in part-day programs (N=81):

- 43.3% (n=35) reported that their highest level of education was a “bachelor’s degree”;
- 19.8% (n=16) reported that their highest level of education was a “master’s degree”;
- 16.0% (n=13) reported that their highest level of education was “some college without a degree”;
- 14.8% (n=12) reported that their highest level of education was “high school/GED”;
- 4.9% (n=4) reported that their highest level of education was an “associate’s degree”; and
- 1.2% (n=1) reported that their highest level of education was “other.”

#### Lead Teachers in School-Age Programs

Of the lead teachers of children in school-age programs (N=49):

- 46.9% (n=23) reported that their highest level of education was “high school/GED”;
- 24.5% (n=12) reported that their highest level of education was “some college without a degree”;
- 12.2% (n=6) reported that their highest level of education was a “bachelor’s degree”;
- 8.2% (n=4) reported that their highest level of education was “less than high school”; and
- 8.2% (n=4) reported that their highest level of education was an “associate’s degree.”

Table T-6 provides a summary of lead teachers’ education level by program type.

Table T-6:

## Education Level of Lead Teachers by Program

What is the highest education level you have completed?

Teachers of:		Family Child Care	Infants and Toddlers in Centers	3 to 5- Year-Olds in Centers	Head Start and ECAP	Part-Day Programs	School- Age Programs	State
Education Level:								
High School Not Completed	N %	3 3.5%	6 4.8%	1 0.6%	2 2.4%	0 0.0%	4 8.2%	16 2.7%
High School/GED	N %	32 37.2%	64 50.8%	59 36.6%	14 17.1%	12 14.8%	23 46.9%	204 34.9%
Some College without a degree	N %	34 39.6%	27 21.4%	28 17.4%	18 22.0%	13 16.0%	12 24.5%	132 22.6%
CDA* Credential	N %	0 0.0%	3 2.4%	3 1.9%	2 2.4%	0 0.0%	0 0.0%	8 1.4%
Associate's degree	N %	8 9.3%	9 7.1%	22 13.7%	29 35.4%	4 4.9%	4 8.2%	76 13.0%
Bachelor's degree	N %	7 8.1%	11 8.7%	38 23.6%	15 18.3%	35 43.3%	6 12.2%	112 19.1%
Master's degree	N %	0 0.0%	2 1.6%	9 5.6%	1 1.2%	16 19.8%	0 0.0%	28 4.8%
Other	N %	2 2.3%	4 3.2%	1 0.6%	1 1.2%	1 1.2%	0 0.0%	9 1.5%
Total	N %	86 100%	126 100.0%	161 100%	82 100%	81 100%	49 100%	585 100%

\*Child Development Associate's Training Credential

## Focus of Post-Secondary Course of Study

Teachers who identified an associate's degree, bachelor's degree, or master's degree (N=216) were also asked to specify their post-secondary course of study. Of the lead teachers (N=585) interviewed for this study, 36.9% (n=216) have earned an associate's, bachelor's, or master's degree. Research indicates that those teachers who have an associate's degree or higher in early childhood or a related degree provide experiences for children that are of greater quality than those teachers who do not have the educational background in early childhood education and child development (Bowman, Donovan, & Burns, 2001). The analysis which follows describes the course of study for those lead teachers who do have an associate's, bachelor's, and/or master's degree.

### State

Of all the lead teachers (N=585) in programs, 36.9% (n=216) reported to have a post-secondary degree. Of all the lead teachers in all programs:

- 15.0% (n=88) of teachers reported having a “degree in early childhood education and child development”;
- 12.3% (n=72) of teachers reported having a “degree in a related field”; and
- 9.6% (n=56) of teachers reported having a “degree in an unrelated field.”

### Family Child Care Programs

Of the family child care teachers (N=86), 17.5% (n=15) reported having a post-secondary degree. Of the family child care teachers:

- 10.5% (n=9) of teachers reported having a “degree in an unrelated field”;
- 3.5% (n=3) of teachers reported having a “degree in early childhood education and child development”; and
- 3.5% (n=3) of teachers reported having a “degree in a related field.”

### Lead Teachers of Infants and Toddlers in Child Care Centers

Of the lead teachers of infants and toddlers in child care centers (N=126), 17.5% (n=22) reported having a post-secondary degree. Of the lead teachers of infants and toddlers in child care centers:

- 7.9% (n=10) of lead teachers reported having a “degree in early childhood education and child development” ;
- 5.6% (n=7) of lead teachers reported having a “degree in an unrelated field”; and
- 4.0% (n=5) of lead teachers reported having a “degree in a related field.”

### Lead Teachers of 3 to 5-Year-Olds in Child Care Centers

Of the lead teachers of 3 to 5-year-olds in child care centers (N=161), 42.9% (n=69) reported having a post-secondary degree. Of the lead teachers of 3 to 5-year-olds in child care centers:

- 19.9% (n=32) of lead teachers reported having a “degree in early childhood education and child development”;

- 11.8% (n=19) of lead teachers reported having a “degree in an unrelated field”; and
- 11.2% (n=18) of lead teachers reported having a “degree in a related field.”

#### Lead Teachers in Head Start and Early Childhood Assistance Programs

Of the Head Start and Early Childhood Assistance Programs (ECAP) lead teachers (N=82), 54.9% (n=45) reported having a post-secondary degree. Of the Head Start and ECAP lead teachers:

- 35.4% (n=29) of lead teachers reported having a “degree in early childhood education and child development”;
- 15.9% (n=13) of lead teachers reported having a “degree in a related field”; and
- 3.6% (n=3) of lead teachers reported having a “degree in an unrelated field.”

#### Lead Teachers of 3 to 5-Year-Olds in Part-Day Programs

Of the lead teachers of 3 to 5-year-olds in part-day programs (N=81), 67.9% (n=55) reported having a post-secondary degree. Of the lead teachers of 3 to 5-year-olds in part-day programs:

- 37.0% (n=30) of lead teachers reported having a “degree in a related field”;
- 17.3% (n=14) of lead teachers reported having a “degree in an unrelated field”; and
- 13.6% (n=11) of lead teachers reported having a “degree in early childhood education and child development.”

#### Lead Teachers in School-Age Programs

Of the lead teachers of children in school-age programs (N=49), 20.4% (n=10) reported having a post-secondary degree. Of the lead teachers of children in school-age programs:

- 8.2% (n=4) of lead teachers reported having a “degree in an unrelated field”;
- 6.1% (n=3) of lead teachers reported having a “degree in a related field”; and
- 6.1% (n=3) of lead teachers reported having a “degree in early childhood education and child development.”

For information about the degrees that lead teachers have, see Table T-7.

### Post-secondary Degree in Early Childhood

When analyzed by program type, lead teachers in Head Start and Early Childhood Assistance Programs (ECAP) (35.4%, n=29) were the most likely to have a post-secondary degree in early childhood education and child development. Slightly less than 20% (n=32) of lead teachers of 3 to 5-year-olds in child care centers had a post-secondary degree in early childhood education and child development.



## Post-Secondary Degree in Early Childhood and Related Field

Lead teachers of 3 to 5-year-olds in part-day programs and Head Start and Early Childhood Assistance Programs (ECAP) were the most likely to have a post-secondary degree and the most likely to have a degree in early childhood education, child development, or a related field.

Family child care teachers and lead teachers of infants and toddlers in child care centers were the least likely to have post-secondary degrees. Seven percent of family child care teachers (n=6) and 12% of lead teachers of infants and toddlers in child care centers (n=15) had earned degrees in early childhood education, child development, or a related field. Nearly 83% of the family child care teachers of infants and toddlers in child care centers did not have any type of post-secondary degree.

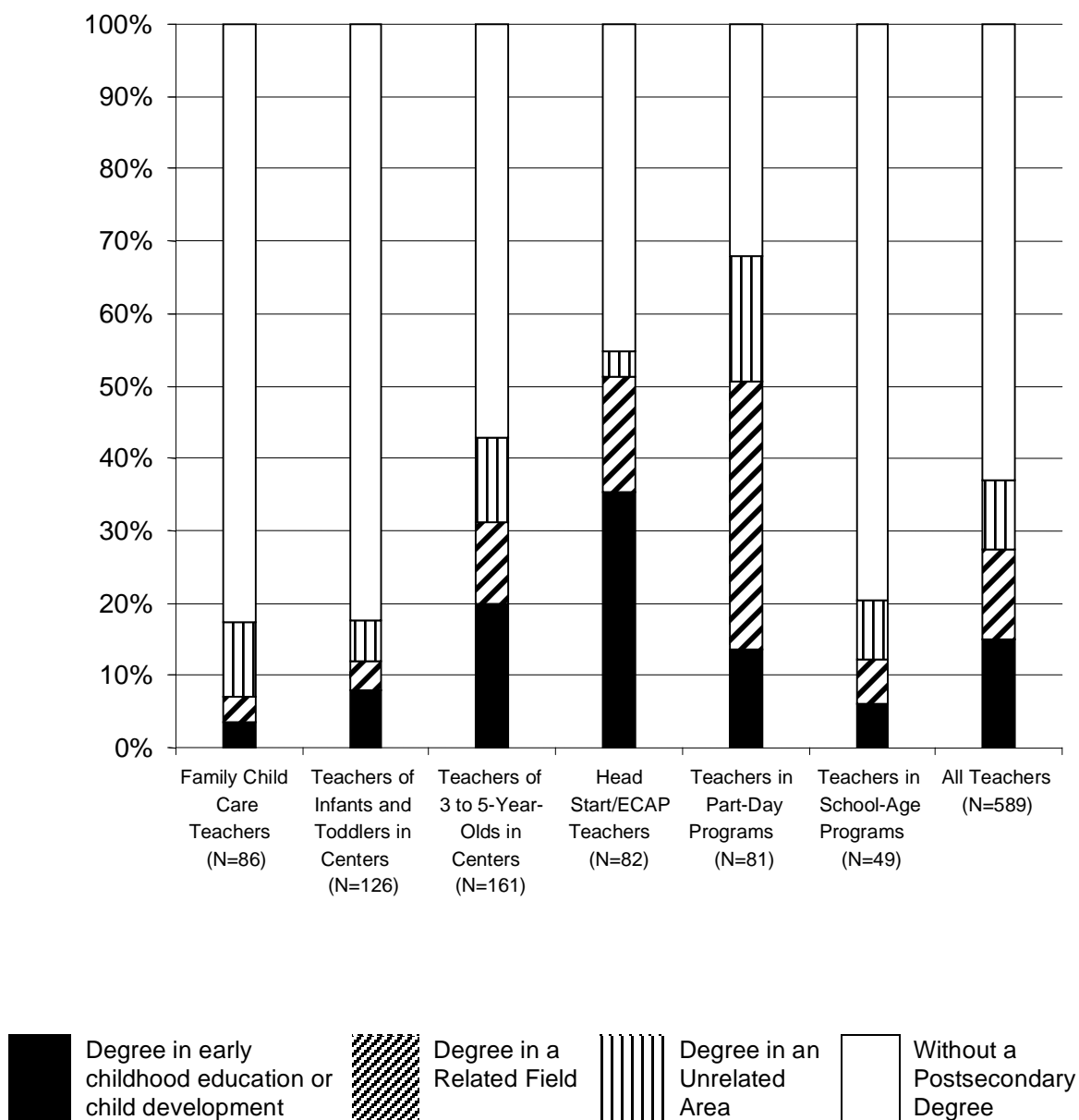
Table T-7:

<b>Lead Teachers' Course of Study</b>						
If you have a degree, what was your major area of study?						
<b>Major Area of Study:</b>		<b>Early Childhood Education and Child Development</b>	<b>Degree in a Related Field</b>	<b>Degree in an Unrelated Field</b>	<b>Without a Post-Secondary Degree</b>	<b>Total</b>
<b>Teachers of:</b>						
<b>Family Child Care</b>	N %	3 3.5%	3 3.5%	9 10.5%	71 82.6%	<b>86</b> <b>100%</b>
<b>Infants and Toddlers in Centers</b>	N %	10 7.9%	5 4.0%	7 5.6%	104 82.5%	<b>126</b> <b>100%</b>
<b>3 to 5-Year-Olds in Centers</b>	N %	32 19.9%	18 11.2%	19 11.8%	92 57.1%	<b>161</b> <b>100%</b>
<b>Head Start and ECAP</b>	N %	29 35.4%	13 15.9%	3 3.6%	37 45.1%	<b>82</b> <b>100%</b>
<b>Part-Day Programs</b>	N %	11 13.6%	30 37.0%	14 17.3%	26 32.1%	<b>81</b> <b>100%</b>
<b>School-Age Programs</b>	N %	3 6.1%	3 6.1%	4 8.2%	39 79.6%	<b>49</b> <b>100%</b>
<b>All Programs</b>	<b>N</b> <b>%</b>	<b>88</b> <b>15.0%</b>	<b>72</b> <b>12.3%</b>	<b>56</b> <b>9.6%</b>	<b>369</b> <b>63.1%</b>	<b>585</b> <b>100%</b>

Figure T-1 provides a visual summary of the post-secondary degrees earned by the lead teachers and the content areas of their studies. Statewide, across all program types, 36.9% (n=216) of lead teachers (N=585) had earned a post-secondary degree. Nearly 27% (n=160) of all lead teachers had a post-secondary degree in the field of early childhood education, child development, or a related field. Approximately 63% (n=369) of all early care and education lead teachers participating in the study (N=585) did not have a post-secondary degree of any type.

Figure T-1:

## Post-Secondary Degrees of Lead Teachers



## Specialized Training in Caring for Children

Family child care teachers and lead teachers in early care and education programs observed in this study were asked if they had ever had any specialized training in early childhood. If they answered “yes,” they were asked where they had this training. A summary of the data gathered from these questions follows here.

### State

Of all the lead teachers in all programs (N=557) across the state, 90.8% (n=506) reported having had some type of “specialized training or course work in caring for children.” Of the family child care teachers (N=84) throughout the state, 97.6% (n=82) reported having had “specialized training or coursework in caring for children.” Of the lead teachers (N=115) of infants and toddlers in child care centers, 90.4% (n=104) reported having had “specialized training or coursework in caring for children.” Of the lead teachers (N=154) of 3 to 5-year-olds in child care centers, 90.9% (n=140) reported having had “specialized training or coursework in caring for children.” Of the Head Start and Early Childhood Assistance Programs (ECAP) lead teachers (N=79), 93.7% (n=74) reported having had “specialized training or coursework in caring for children.” Of the lead teachers of 3 to 5-year-olds in part-day programs (N=76), 88.2% (n=67) reported having had “specialized training or coursework in caring for children.” Of the lead teachers of children in school-age programs (N=49), 79.6% (n=39) reported having had “specialized training or coursework in caring for children.”

### Family Child Care Programs

Of the family child care teachers (N=84) across the state, 97.6% (n=82) reported having had some type of “specialized training or course work in caring for children.” In New Castle County, 95.6% (n=43) of the family child care teachers (N=45) reported having had “specialized training or coursework in caring for children.” Of the family child care teachers in Wilmington (N=8), Kent County (N=13), and Sussex County (N=18), 100.0% reported having had “specialized training or coursework in caring for children.”

### Lead Teachers of Infants and Toddlers in Child Care Centers

Of the lead teachers of infants and toddlers in child care centers (N=115) across the state, 90.4% (n=104) reported having had some type of “specialized training or course work in caring for children.” Of the lead teachers of infants and toddlers in child care centers in New Castle County (N=45), 88.9% (n=40) reported having had “specialized training or coursework in caring for children.” In Wilmington, 80.0% (n=16) of lead teachers of infants and toddlers in child care centers (N=20) reported having had “specialized training or coursework in caring for children.” Of the lead teachers of infants and toddlers in child care centers in Kent County (N=22), 100.0% reported having had “specialized training or coursework in caring for children.” In Sussex County, 92.9% (n=26) of lead teachers of infants and toddlers in child care centers (N=28) reported having had “specialized training or coursework in caring for children.”

### Lead Teachers of 3 to 5-Year-Olds in Child Care Centers

Of the lead teachers of 3 to 5-year-olds in child care centers (N=154) across the state, 90.9% (n=140) reported having had “specialized training or course work in caring for children.” In New Castle County, 96.2% (n=51) of the lead teachers of 3 to 5-year-olds in child care centers (N=53) reported having had “specialized training or coursework in caring for children.” Of the lead teachers of 3 to 5-year-olds in child care centers in Wilmington (N=31), 93.5% (n=29) reported having had “specialized training or coursework in caring for children.” In Kent County, 88.4% (n=38) of the lead teachers of 3 to 5-year-olds in child care centers (N=43) reported having had “specialized training or coursework in caring for children.” Of the lead teachers of 3 to 5-year-olds in child care centers in Sussex County (N=27), 81.5% (n=22) reported having had “specialized training or coursework in caring for children.”

### Lead Teachers in Head Start and Early Childhood Assistance Programs

Of the Head Start and Early Childhood Assistance Programs (ECAP) lead teachers (N=79) across the state, 93.7% (n=74) reported having had “specialized training or course work in caring for children.” In New Castle County, 94.3% (n=33) of the Head Start and Early Childhood Assistance Program (ECAP) lead teachers (N=35) reported having had “specialized training or coursework in caring for children.” Of the Head Start and ECAP lead teachers in Wilmington (N=8) and Kent County (N=17), 100.0% reported having had “specialized training or coursework in caring for children.” Of the Head Start and ECAP lead teachers in Sussex County (N=19), 84.2% (n=16) reported having had “specialized training or coursework in caring for children.”

### Lead Teachers of 3 to 5-Year-Olds in Part-Day Programs

Of the lead teachers of 3 to 5-year-olds in part-day programs (N=76) across the state, 88.2% (n=67) reported having “specialized training or course work in caring for children.” Of the lead teachers of 3 to 5-year-olds in part-day programs (N=40) in New Castle County, 97.5% (n=39) reported having had “specialized training or coursework in caring for children.” In Wilmington, 80.0% (n=8) of the lead teachers of 3 to 5-year-olds in part-day programs (N=10) reported having had “specialized training or coursework in caring for children.” Of the lead teachers of 3 to 5-year-olds in part-day programs in Kent County (N=18), 88.9% (n=16) reported having had “specialized training or coursework in caring for children.” In Sussex County, 50.0% (n=4) of the lead teachers of 3 to 5-year-olds in part-day programs (N=8) reported having had “specialized training or coursework in caring for children.”

### Lead Teachers in School-Age Programs

Of the lead teachers of children in school-age programs across the state (N=49), 79.6% (n=39) reported having had “specialized training or course work in caring for children.” In New Castle County, 66.7% (n=14) of the lead teachers of children in school-age programs (N=21) reported having had “specialized training or coursework in caring for children.” Of the lead teachers of children in school-age programs in Wilmington (N=6), 66.7% (n=4) reported having had “specialized training or coursework in caring for children.” In Kent County, 100.0% of the lead teachers of children in school-age programs (N=8) reported having had “specialized training or coursework in caring for children.” Of the lead teachers of children in school-age programs in Sussex

County (N=14), 92.9% (n=13) reported having had “specialized training or coursework in caring for children.”

Table T-8 provides a summary of those lead teachers who have had specialized training or course work in caring for children by program type and by geographic location.

Table T-8:						
<b>Lead Teachers' Specialized Training</b>						
Did you have specialized training or coursework in caring for children?						
<b>Location of Program: Teachers of:</b>		<b>New Castle</b>	<b>Wilmington</b>	<b>Kent</b>	<b>Sussex</b>	<b>State</b>
<b>Family Child Care</b>	Yes	43	8	13	18	82
	%	95.6%	100.0%	100.0%	100.0%	97.6%
	N	45	8	13	18	84
<b>Infants and Toddlers in Centers</b>	Yes	40	16	22	26	104
	%	88.9%	80.0%	100.0%	92.9%	90.4%
	N	45	20	22	28	115
<b>3 to 5-Year-Olds in Centers</b>	Yes	51	29	38	22	140
	%	96.2%	93.5%	88.4%	81.5%	90.9%
	N	53	31	43	27	154
<b>Head Start and ECAP</b>	Yes	33	8	17	16	74
	%	94.3%	100.0%	100.0%	84.2%	93.7%
	N	35	8	17	19	79
<b>Part-Day Programs</b>	Yes	39	8	16	4	67
	%	97.5%	80.0%	88.9%	50.0%	88.2%
	N	40	10	18	8	76
<b>School-Age Programs</b>	Yes	14	4	8	13	39
	%	66.7%	66.7%	100.0%	92.9%	79.6%
	N	21	6	8	14	49
<b>All Programs</b>	Yes	220	73	114	99	506
	%	92.1%	88.0%	94.2%	86.8%	90.8%
	N	239	83	121	114	557

## Where Specialized Training Was Received

Lead teachers in early care and education programs in the state of Delaware were asked to answer “yes” or “no” to questions regarding venues where they had received specialized training in caring for children. They received this training from a variety of sources. Many early care and education teachers reported having had specialized training from more than one source.

### State

In the state of Delaware, 91.6% (n=489) of the lead teachers in early care and education programs (N=534) reported having had their specialized training in caring for children at “conferences or workshops.” Approximately 43.1% (N=499, n=215) reported having had training at “community college” and 41.1% (N=492, n=202) reported having had training in early childhood at “four-year college/university.” Of the lead teachers, 40.4% (N=498, n=201) reported having had specialized training in caring for children as part of “parent education classes.” One out of 5 of the lead early care and education teachers reported having specialized training in early childhood in “high school” (21.9%, N=493, n=108); at a “vocational/technical high school” (21.0%, N=482, n=101); through Child Development Associate’s training (CDA) (20.8%, N=477, n=99); through “adult education” (20.8%, N=471, n=98); through “correspondence, online, or video courses” (19.7%, N=477, n=94); and “other” (19.7%, N=380, n=75).

### State

Of all the lead teachers in all programs (N=534) in the state of Delaware:

- 91.6% (n=489) reported having had specialized training at “conferences or workshops” (N=534);
- 43.1% (n=215) reported having had specialized training at a “community college” (N=499); and
- 41.1% (n=202) reported having had specialized training at a “four-year college or university” (N=492).

### Family Child Care Programs

Of the family child care teachers in the state of Delaware:

- 92.9% (n=78) reported having had specialized training at “conferences or workshops” (N=84);
- 42.2% (n=35) reported having had specialized training at “parent education classes” (N=83); and
- 33.3% (n=28) reported having had specialized training at a “community college” (N=84).

### Lead Teachers of Infants and Toddlers in Child Care Centers

Of the lead teachers of infants and toddlers in child care centers in the state of Delaware:

- 89.7% (n=105) reported having had specialized training at “conferences or workshops” (N=117);

- 48.1% (n=52) reported having had specialized training at “community college” (N=108); and
- 41.1% (n=46) reported having had specialized training at “parent education classes” (N=112).

#### Lead Teachers of 3 to 5-Year-Olds in Child Care Centers

Of the lead teachers of 3 to 5-year-olds in child care centers in the state of Delaware:

- 93.1% (n=135) reported having had specialized training at “conferences or workshops” (N=145); and
- 51.2% (N=66) reported having had specialized training at “community college” (N=129); and
- 45.7% (n=58) reported having had specialized training at “parent education classes” (N=127).

#### Lead Teachers in Head Start and Early Childhood Assistance Programs

Of the Head Start and Early Childhood Assistance Programs (ECAP) lead teachers in the state of Delaware:

- 94.6% (n=70) reported having had specialized training at “conferences or workshops” (N=74); and
- 59.1% (n=39) reported having had specialized training at a “four-year college or university” (N=66); and
- 57.4% (n=39) reported having had specialized training at a “community college” (N=68).

#### Lead Teachers of 3 to 5-Year-Olds in Part-Day Programs

Of the lead teachers of 3 to 5-year-olds in part-day programs in the state of Delaware:

- 94.3% (n=66) reported having had specialized training at “conferences or workshops” (N=70);
- 72.9% (n=51) reported having had specialized training at a “four-year college or university” (N=70); and
- 36.2% (n=25) reported having had specialized training at “parent education classes” (N=69).

#### Lead Teachers in School-Age Programs

Of the lead teachers of children in school-age programs in the state of Delaware:

- 79.5% (n=35) reported having had specialized training at “conferences or workshops” (N=44);
- 37.2% (n=16) reported having had specialized training at “community college” (N=43); and
- 30.8% (n=12) reported having had specialized training at a “four-year college or university” (N=39).

For information related to where lead teachers have received specialized training in caring for children, see Table T-9.

Following the table are two figures that graphically present the types of training venues lead teachers from various programs have selected for training on the topic of caring for children. It is apparent from Figures T-2 and T-3 that “conferences and workshops” are where most teachers reported having had their training on the topic of caring for children. Of the training venues suggested, the figures show how lead teachers of various program types are similar in their choice of training venues and how they differ.

Figure T-2 represents information received from lead teachers about the types of long-term programs through which they received their specialized training in caring for children. Figure T-3 represents the types of training events through which they received short-term training in caring for children.



Table T-9:

## Teacher Training Venues - All Programs

Where did you receive this specialized training in caring for children?

Teachers of:		Family Child Care Programs	Infants and Toddlers in Centers	3 to 5- Year-Olds in Centers	Head Start and ECAP Programs	Part-Day Programs	School- Age Programs	All Programs
Venue:								
Conferences or Workshops	N %	78 92.9% 84	105 89.7% 117	135 93.1% 145	70 94.6% 74	66 94.3% 70	35 79.5% 44	489 91.6% 534
Community College	N %	28 33.3% 84	52 48.1% 108	66 51.2% 129	39 57.4% 68	14 20.9% 67	16 37.2% 43	215 43.1% 499
Four-Year College or University	N %	16 19.3% 83	32 31.1% 103	52 39.7% 131	39 59.1% 66	51 72.9% 70	12 30.8% 39	202 41.1% 492
Parent Education Classes	N %	35 42.2% 83	46 41.1% 112	58 45.7% 127	26 39.4% 66	25 36.2% 69	11 26.8% 41	201 40.4% 498
High School	N %	14 16.9% 83	30 27.5% 109	38 29.5% 129	6 9.4% 64	10 14.9% 67	10 24.4% 41	108 21.9% 493
Vocational or Technical School	N %	15 18.1% 83	31 29.0% 107	29 23.0% 126	13 21.3% 61	6 9.2% 65	7 17.5% 40	101 21.0% 482
CDA* Training	N %	9 11.0% 82	19 18.6% 102	28 23.0% 122	34 49.3% 69	4 6.5% 62	5 12.5% 40	99 20.8% 477
Adult Education Classes	N %	21 25.3% 83	11 11.0% 100	35 28.2% 124	6 9.8% 61	17 27.4% 62	8 19.5% 41	98 20.8% 471
Correspondence, Online, or Video Courses	N %	14 16.9% 83	21 20.2% 104	29 23.2% 125	9 14.5% 62	10 15.9% 63	11 27.5% 40	94 19.7% 477
Other	N %	21 30.9% 68	14 17.9% 78	17 16.3% 104	8 20.5% 39	7 13.0% 54	8 21.6% 37	75 19.7% 380

\*Child Development Associate's Training Credential

Figure T-2: **In what type of training programs did teachers have their specialized training in early childhood care and education?**

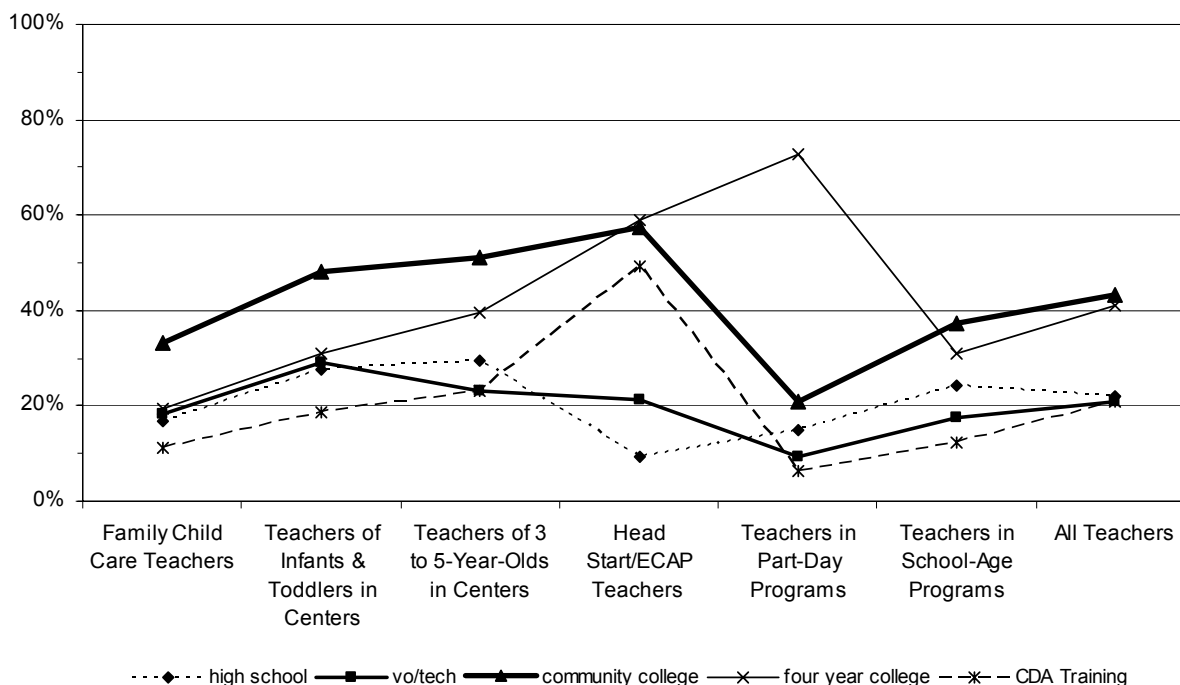


Table T-10:

In what type of training programs did teachers have their specialized training in  
**Early Childhood Care and Education?**

Training Venue:		High School	Vo-Tech School	Community College	Four-Year College	CDA* Training
Teachers of:						
Family Child Care	N	14	15	28	16	9
	%	16.9%	18.1%	33.3%	19.3%	11.0%
Infants and Toddlers in Centers	N	30	31	52	32	19
	%	27.5%	29.0%	48.1%	31.1%	18.6%
3 to 5-Year-Olds in Centers	N	38	29	66	52	28
	%	29.5%	23.0%	51.2%	39.7%	23.0%
Head Start and ECAP	N	6	13	39	39	34
	%	9.4%	21.3%	57.4%	59.1%	49.3%
Part-Day Programs	N	10	6	14	51	4
	%	14.9%	9.2%	20.9%	72.9%	6.5%
School-Age Programs	N	10	7	16	12	5
	%	24.4%	17.5%	37.2%	30.8%	12.5%
All Programs	N	108	101	215	202	99
	%	21.9%	21.0%	43.1%	41.1%	20.8%

\* Child Development Associate's Training Credential

Figure T-3: **In what type of training programs did teachers have their specialized training in early childhood care and education?**

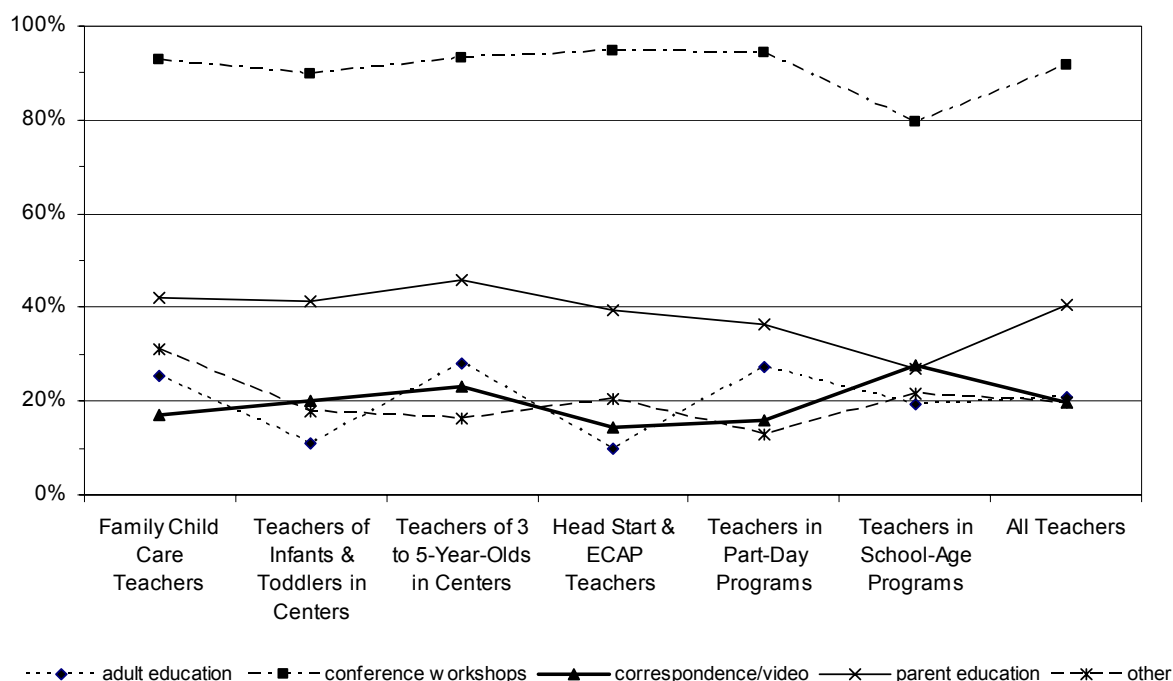


Table T-11:

In what type of training programs did teachers have their specialized training in  
**Early Childhood Care and Education?**

Training Venue:		Adult Education Classes	Conferences and Workshops	Correspondence Courses, Online, or Video Courses	Parent Education Classes	Other
Teachers of:						
Family Child Care	N	21	78	14	35	21
	%	25.3%	92.9%	16.9%	42.2%	30.9%
Infants and Toddlers in Centers	N	11	105	21	46	14
	%	11.0%	89.7%	20.2%	41.1%	17.9%
3 to 5-Year-Olds in Centers	N	35	135	29	58	17
	%	28.2%	93.1%	23.2%	45.7%	16.3%
Head Start and ECAP	N	6	70	9	26	8
	%	9.8%	94.6%	14.5%	39.4%	20.5%
Part-Day Programs	N	17	66	10	25	7
	%	27.4%	94.3%	15.9%	36.2%	13.0%
School-Age Programs	N	8	35	11	11	8
	%	19.5%	79.5%	27.5%	26.8%	21.6%
All Programs	N	98	489	94	201	75
	%	20.8%	91.6%	19.7%	40.4%	19.7%

## Content of Teacher Training

The State of Delaware requires teachers working in licensed programs to participate in at least 15 hours of training each year. Many teachers meet this requirement and exceed it by attending conferences, workshops, and courses offered by local colleges and organizations. Teacher training is often mentioned as a key component of the quality of early care and education; however, type of training, intensity of training, and the topics of training are often not collected and analyzed. In order to better understand the impact of training on quality early care and education, the following information will be reported:

- whether teachers have had training to facilitate the development of children in:
  - child development,
  - children's health and nutrition,
  - safety,
  - managing or disciplining children,
  - helping children resolve conflicts,
  - curriculum planning,
  - promoting language development, and
  - literacy development.
- whether teachers have had training about how to work with and care for children of specific ages or children with disabilities:
  - working with infants,
  - working with school-age children, and
  - working with children with disabilities.
- whether teachers have had training related to different aspects of working in or managing early care and education programs:
  - working with other staff,
  - working with parents,
  - operating an early childhood program, and
  - financial management of an early childhood program.

Teachers' responses to these questions regarding the types of training that they reported having had are presented by program type and geographic region.

### Training in Child Development

#### State

For teachers in all types of programs in the state of Delaware (N=580), 95.2% (n=552) reported having had training in "child development including physical, cognitive, language, and social development." This training was reported as being had by:

- 96.5% (n=83) of all family child care teachers (N=86);
- 94.3% (n=115) of the lead teachers of infants and toddlers in child care centers (N=122);

- 95.7% (n=157) of the lead teachers of 3 to 5 year-olds in child care centers (N=164);
- 100% (n= 81) of the Head Start and Early Childhood Assistance Programs (ECAP) lead teachers (N=81);
- 96.2% (n=76) of the lead teachers of 3 to 5-year-olds in part-day programs (N=79); and
- 83.3% (n=40) of the lead teachers of children in school-age programs (N=48).

#### Family Child Care Programs

Of the family child care teachers, the following reported having had training in “child development”:

- 97.8% (n=45) in New Castle County (N=46);
- 100.0% in Wilmington (N=8) and Kent County (N=14); and
- 88.9% (n=16) in Sussex County (N=18).

#### Lead Teachers of Infants and Toddlers in Child Care Centers

Of the lead teachers of infants and toddlers in child care centers, the following reported having had training in “child development”:

- 93.2% (n=41) in New Castle County (N=44);
- 90.5% (n=19) in Wilmington (N=21);
- 93.1% (n=27) in Kent County (N=29); and
- 100.0% (n=28) in Sussex County (N=28).

#### Lead Teachers of 3 to 5-Year-Olds in Child Care Centers

Of the lead teachers of 3 to 5-year-olds in child care centers, the following reported having had training in “child development”:

- 96.6% (n=56) in New Castle County (N=58);
- 90.9% (n=30) in Wilmington (N=33);
- 97.8% (n=44) in Kent County (N=45); and
- 96.4% (n=27) in Sussex County (N=28).

#### Lead Teachers in Head Start and Early Childhood Assistance Programs

Of the Head Start and Early Childhood Assistance Programs (ECAP) lead teachers in New Castle County (N=37), Wilmington (N=8), Kent County (N=17), and Sussex County (N=19), 100.0% of the lead teachers reported having had training in “child development.”

#### Lead Teachers of 3 to 5-Year-Olds in Part-Day Programs

Of the lead teachers of 3 to 5-year-olds in part-day programs, the following reported having had training in “child development”:

- 100.0% in New Castle County (N=43) and Sussex County (N=9);
- 77.8% (n=7) in Wilmington (N=9); and
- 94.4% (n=17) in Kent County (N=18).

### Lead Teachers in School-Age Programs

Of the lead teachers of children in school-age programs, the following reported having had training in “child development”:

- 61.9% (n=13) in New Castle County (N=21); and
- 100.0% in Wilmington (N=5), Kent County (N=8), and Sussex County (N=14).

Table T-12 provides a summary of lead teachers' training in “child development” by program type and geographic region.

Table T-12: In all your training, have you had training in <b>child development (physical, cognitive, language, social)?</b>						
Location of Program: Teachers of:		New Castle	Wilmington	Kent	Sussex	State
Family Child Care	Yes	45	8	14	16	83
	%	97.8%	100.0%	100.0%	88.9%	96.5%
	N	46	8	14	18	86
Infants and Toddlers in Centers	Yes	41	19	27	28	115
	%	93.2%	90.5%	93.1%	100.0%	94.3%
	N	44	21	29	28	122
3 to 5-Year-Olds in Centers	Yes	56	30	44	27	157
	%	96.6%	90.9%	97.8%	96.4%	95.7%
	N	58	33	45	28	164
Head Start and ECAP	Yes	37	8	17	19	81
	%	100.0%	100.0%	100.0%	100.0%	100.0%
	N	37	8	17	19	81
Part-Day Programs	Yes	43	7	17	9	76
	%	100.0%	77.8%	94.4%	100.0%	96.2%
	N	43	9	18	9	79
School-Age Programs	Yes	13	5	8	14	40
	%	61.9%	100.0%	100.0%	100.0%	83.3%
	N	21	5	8	14	48
Total	Yes	235	77	127	113	552
	%	94.4%	91.7%	96.9%	97.4%	95.2%
	N	249	84	131	116	580

### Training in Children's Health and Nutrition

#### State

Of the teachers in all types of programs in the state of Delaware (N=583), 86.3% (n=503) reported having had training in “children's health and nutrition.” This training was reported as being received by:

- 96.5% (n=83) of all family child care teachers (N=86);
- 84.7% (n=105) of the lead teachers of infants and toddlers in child care centers (N=124);
- 88.5% (n=146) of the lead teachers of 3 to 5-year-olds in child care centers (N=165);

- 97.5% (n=79) of the Head Start and Early Childhood Assistance Programs (ECAP) lead teachers (N=81);
- 72.2% (n=57) of the lead teachers of 3 to 5-year-olds in part-day programs (N=79); and
- 68.8% (n=33) of the lead teachers of children in school-age programs (N=48).

#### Family Child Care Programs

Of the family child care teachers, the following reported having had training in “children’s health and nutrition”:

- 95.7% (n=44) in New Castle County (N=46);
- 100.0% in Wilmington (N=8) and Kent County (N=14); and
- 94.4% (n=17) in Sussex County (N=18).

#### Lead Teachers of Infants and Toddlers in Child Care Centers

Of the lead teachers of infants and toddlers in child care centers, the following reported having had training in “children’s health and nutrition”:

- 81.8% (n=36) in New Castle County (N=44);
- 90.9% (n=20) in Wilmington (N=22);
- 86.2% (n=25) in Kent County (N=29); and
- 82.8% (n=24) in Sussex County (N=29).

#### Lead Teachers of 3 to 5-Year-Olds in Child Care Centers

Of the lead teachers of 3 to 5-year-olds in child care centers, the following reported having had training in “children’s health and nutrition”:

- 86.2% (n=50) in New Castle County (N=58);
- 81.8% (n=27) in Wilmington (N=33);
- 95.6% (n=43) in Kent County (N=45); and
- 89.7% (n=26) in Sussex County (N=29).

#### Lead Teachers in Head Start and Early Childhood Assistance Programs

Of the Head Start and Early Childhood Assistance Programs (ECAP) lead teachers, the following reported having had training in “children’s health and nutrition”:

- 100.0% in New Castle County (N=37) and Sussex County (N=19);
- 87.5% (n=7) in Wilmington (N=8); and
- 94.1% (n=16) in Kent County (N=17).

#### Lead Teachers of 3 to 5-Year-Olds in Part-Day Programs

Of the lead teachers of 3 to 5-year-olds in part-day programs, the following reported having had training in “children’s health and nutrition”:

- 74.4% (n=32) in New Castle County (N=43);
- 55.6% (n=5) in Wilmington (N=9);
- 72.2% (n=13) in Kent County (N=18); and
- 77.8% (n=7) in Sussex County (N=9).

### Lead Teachers in School-Age Programs

Of the lead teachers of children in school-age programs, the following reported having had training in “children’s health and nutrition”:

- 47.6% (n=10) in New Castle County (N=21);
- 80.0% (n=4) in Wilmington (N=5);
- 87.5% (n=7) in Kent County (N=8); and
- 85.7% (n=12) in Sussex County (N=14).

Table T-13 provides a summary of lead teachers’ training in “children’s health and nutrition” by program type and geographic region.

Table T-13: In all your training, have you had training in <b>children’s health and nutrition?</b>						
Location of Program: Teachers of:		New Castle	Wilmington	Kent	Sussex	State
Family Child Care	Yes	44	8	14	17	83
	%	95.7%	100.0%	100.0%	94.4%	96.5%
	N	46	8	14	18	86
Infants and Toddlers in Centers	Yes	36	20	25	24	105
	%	81.8%	90.9%	86.2%	82.8%	84.7%
	N	44	22	29	29	124
3 to 5-Year-Olds in Centers	Yes	50	27	43	26	146
	%	86.2%	81.8%	95.6%	89.7%	88.5%
	N	58	33	45	29	165
Head Start and ECAP	Yes	37	7	16	19	79
	%	100.0%	87.5%	94.1%	100.0%	97.5%
	N	37	8	17	19	81
Part-Day Programs	Yes	32	5	13	7	57
	%	74.4%	55.6%	72.2%	77.8%	72.2%
	N	43	9	18	9	79
School-Age Programs	Yes	10	4	7	12	33
	%	47.6%	80.0%	87.5%	85.7%	68.8%
	N	21	5	8	14	48
Total	Yes	209	71	118	105	503
	%	83.9%	83.5%	90.1%	89.0%	86.3%
	N	249	85	131	118	583

### Training in Safety

#### State

Of the teachers in all types of programs in the state of Delaware (N=582), 97.3% (n=566) reported having had training in “safety, including First Aid and CPR.” This training was reported as being had by:

- 100% (n=86) of the family child care teachers (N=86);
- 98.4% (n=121) of the lead teachers of infants and toddlers in child care centers (N=123);



- 97.6% (n=161) of the lead teachers of 3 to 5-year-olds in child care centers (N=165);
- 100.0% (n=81) of the Head Start and Early Childhood Assistance Programs (ECAP) lead teachers (N=81);
- 93.7% (n=74) of the lead teachers of 3 to 5-year-olds in part-day programs (N=79); and
- 89.6% (n=43) of the lead teachers of children in school-age programs (N=48).

### Family Child Care Programs

Of the family child care teachers in New Castle County (N=46), Wilmington (N=8), Kent County (N=14), and Sussex County (N=18), 100.0% of the family child care teachers reported having had training in “safety, including First Aid and CPR.”

### Lead Teachers of Infants and Toddlers in Child Care Centers

Of the lead teachers of infants and toddlers in child care centers, the following reported having had training in “safety, including First Aid and CPR”:

- 97.7% (n=43) in New Castle County (N=44);
- 100.0% in Wilmington (N=22) and Sussex County (N=29); and
- 96.4% (n=27) in Kent County (N=28).

### Lead Teachers of 3 to 5-Year-Olds in Child Care Centers

Of the lead teachers of 3 to 5-year-olds in child care centers, the following reported having had training in “safety, including First Aid and CPR”:

- 98.3% (n=57) in New Castle County (N=58);
- 97.0% (n=32) in Wilmington (N=33);
- 97.8% (n=44) in Kent County (N=45); and
- 96.6% (n=28) in Sussex County (N=29).

### Lead Teachers in Head Start and Early Childhood Assistance Programs

In Head Start and Early Childhood Assistance Programs (ECAP) in New Castle County, (N=37), Wilmington (N=8), Kent County (N=17), and Sussex County (N=19), 100.0% of the lead teachers reported having had training in “safety, including First Aid and CPR.”

### Lead Teachers of 3 to 5-Year-Olds in Part-Day Programs

Of the lead teachers of 3 to 5-year-olds in part-day programs, the following reported having had training in “safety, including First Aid and CPR”:

- 93.0% (n=40) in New Castle County (N=43);
- 100.0% in Wilmington (N=9) and Sussex County (N=9); and
- 88.9% (n=16) in Kent County (N=18).

### Lead Teachers in School-Age Programs

Of the lead teachers of children in school-age programs, the following reported having had training in “safety, including First Aid and CPR”:

- 76.2% (n=16) in New Castle County (N=21); and
- 100.0% in Wilmington (N=5), Kent County (N=8), and Sussex County (N=14).

Table T-14 provides a summary of lead teachers' training in "safety, including First Aid and CPR" by program type and geographic region.

Table T-14: In all your training, have you had training in <b>safety, including First Aid and CPR?</b>						
Location of Program: Teachers of:		New Castle	Wilmington	Kent	Sussex	State
Family Child Care	Yes	46	8	14	18	86
	%	100.0%	100.0%	100.0%	100.0%	100.0%
	N	46	8	14	18	86
Infants and Toddlers in Centers	Yes	43	22	27	29	121
	%	97.7%	100.0%	96.4%	100.0%	98.4%
	N	44	22	28	29	123
3 to 5-Year-Olds in Centers	Yes	57	32	44	28	161
	%	98.3%	97.0%	97.8%	96.6%	97.6%
	N	58	33	45	29	165
Head Start and ECAP	Yes	37	8	17	19	81
	%	100.0%	100.0%	100.0%	100.0%	100.0%
	N	37	8	17	19	81
Part-Day Programs	Yes	40	9	16	9	74
	%	93.0%	100.0%	88.9%	100.0%	93.7%
	N	43	9	18	9	79
School-Age Programs	Yes	16	5	8	14	43
	%	76.2%	100.0%	100.0%	100.0%	89.6%
	N	21	5	8	14	48
Total	Yes	239	84	126	117	566
	%	96.0%	98.8%	96.9%	99.2%	97.3%
	N	249	85	130	118	582

## Training in Managing and Disciplining Children

### State

Of the teachers in all types of programs in the state of Delaware (N=577), 92.9% (n=536) reported having had training in "managing and disciplining children." This training was reported as being had by:

- 95.2% (n=80) of family child care teachers (N=84);
- 91.8% (n=112) of the lead teachers of infants and toddlers in child care centers (N=122);
- 92.6% (n=151) of the lead teachers of 3 to 5-year-olds in child care centers (N=163);
- 98.8% (n=80) of the Head Start and Early Childhood Assistance Programs (ECAP) lead teachers (N=81);
- 91.1% (n=72) of the lead teachers of 3 to 5-year-olds in part-day programs (N=79); and
- 85.4% (n=41) of the lead teachers of children in school-age programs (N=48).

### Family Child Care Programs

Of the family child care teachers, the following reported having had training in “managing and disciplining children”:

- 100.0% in New Castle County (N=45) and Wilmington (N=8);
- 78.6% (n=11) in Kent County (N=14); and
- 94.1% (n=16) in Sussex County (N=17).

### Lead Teachers of Infants and Toddlers in Child Care Centers

Of the lead teachers of infants and toddlers in child care centers, the following reported having had training in “managing and disciplining children”:

- 90.9% (n=40) in New Castle County (N=44);
- 95.2% (n=20) in Wilmington (N=21);
- 92.9% (n=26) in Kent County (N=28); and
- 89.7% (n=26) in Sussex County (N=29).

### Lead Teachers of 3 to 5-Year-Olds in Child Care Centers

Of the lead teachers of 3 to 5-year-olds in child care centers, the following reported having had training in “managing and disciplining children”:

- 96.6% (n=56) in New Castle County (N=58);
- 78.8% (n=26) in Wilmington (N=33);
- 97.7% (n=43) in Kent County (N=44); and
- 92.9% (n=26) in Sussex County (N=28).

### Lead Teachers in Head Start and Early Childhood Assistance Programs

Of the Head Start and Early Childhood Assistance Programs (ECAP) lead teachers, the following reported having had training in “managing and disciplining children”:

- 100.0% in New Castle County (N=37), Wilmington (N=8), and Sussex County (N=19); and
- 94.1% (n=16) in Kent County (N=17).

### Lead Teachers of 3 to 5-Year-Olds in Part-Day Programs

Of the lead teachers of 3 to 5-year-olds in part-day programs, the following reported having had training in “managing and disciplining children”:

- 97.7% (n=42) in New Castle County (N=43);
- 77.8% (n=7) in Wilmington (N=9);
- 88.9% (n=16) in Kent County (N=18); and
- 77.8% (n=7) in Sussex County (N=9).

### Lead Teachers in School-Age Programs

Of the lead teachers of children in school-age programs, the following reported having had training in “managing and disciplining children”:

- 76.2% (n=16) in New Castle County (N=21);
- 100.0% (n=5) in Wilmington (N=5);
- 87.5% (n=7) in Kent County (N=8); and
- 92.9% (n=13) in Sussex County (N=14).

Table T-15 provides a summary of lead teachers' training in "managing/disciplining children" by program type and geographic region.

Table T-15: In all your training, have you had training in <b>Managing and disciplining children?</b>						
Location of Program: Teachers of:		New Castle	Wilmington	Kent	Sussex	State
Family Child Care	Yes	45	8	11	16	80
	%	100.0%	100.0%	78.6%	94.1%	95.2%
	N	45	8	14	17	84
Infants and Toddlers in Centers	Yes	40	20	26	26	112
	%	90.9%	95.2%	92.9%	89.7%	91.8%
	N	44	21	28	29	122
3 to 5-Year-Olds in Centers	Yes	56	26	43	26	151
	%	96.6%	78.8%	97.7%	92.9%	92.6%
	N	58	33	44	28	163
Head Start and ECAP	Yes	37	8	16	19	80
	%	100.0%	100.0%	94.1%	100.0%	98.8%
	N	37	8	17	19	81
Part-Day Programs	Yes	42	7	16	7	72
	%	97.7%	77.8%	88.9%	77.8%	91.1%
	N	43	9	18	9	79
School-Age Programs	Yes	16	5	7	13	41
	%	76.2%	100.0%	87.5%	92.9%	85.4%
	N	21	5	8	14	48
Total	Yes	236	74	119	107	536
	%	95.2%	88.1%	92.2%	92.2%	92.9%
	N	248	84	129	116	577

## Training in Helping Children Resolve Conflicts

### State

Of the teachers in all types of programs in the state of Delaware (N=571), 89.3% (n=510) reported having had training in "helping children resolve conflicts." This training was reported as being had by:

- 84.5% (n=71) of family child care teachers (N=84);
- 89.7% (n=104) of lead teachers of infants and toddlers in child care centers (N=116);
- 93.3% (n=152) of the lead teachers of 3 to 5-year olds in child care centers (N=163);
- 97.5% (n=79) of the Head Start and Early Childhood Assistance Programs (ECAP) lead teachers (N=81);
- 81.0% (n=64) of the lead teachers of 3 to 5-year-olds in part-day programs (N=79); and
- 83.3% (n=40) of the lead teachers of children in school-age programs (N=48).

### Family Child Care Programs

Of the family child care teachers, the following reported having had training in “helping children resolve conflicts”:

- 95.6% (n=43) in New Castle County (N=45);
- 100.0% (n=8) in Wilmington (N=8);
- 69.2% (n=9) in Kent County (N=13); and
- 61.1% (n=11) in Sussex County (N=18).

### Lead Teachers of Infants and Toddlers in Child Care Centers

Of the lead teachers of infants and toddlers in child care centers, the following reported having had training in “helping children resolve conflicts”:

- 88.4% (n=38) in New Castle County (N=43);
- 100.0% (n=18) in Wilmington (N=18);
- 81.5% (n=22) in Kent County (N=27); and
- 92.9% (n=26) in Sussex County (N=28).

### Lead Teachers of 3 to 5-Year-Olds in Child Care Centers

Of the lead teachers of 3 to 5-year-olds in child care centers, the following reported having had training in “helping children resolve conflicts”:

- 94.8% (n=55) in New Castle County (N=58);
- 90.9% (n=30) in Wilmington (N=33);
- 93.2% (n=41) in Kent County (N=44); and
- 92.9% (n=26) in Sussex County (N=28).

### Lead Teachers in Head Start and Early Childhood Assistance Programs

Of the Head Start and Early Childhood Assistance Programs (ECAP) lead teachers, the following reported having had training in “helping children resolve conflicts”:

- 97.3% (n=36) in New Castle County (N=37);
- 100.0% in Wilmington (N=8) and Sussex County (N=19); and
- 94.1% (n=16) in Kent County (N=17).

### Lead Teachers of 3 to 5-Year-Olds in Part-Day Programs

Of the lead teachers of 3 to 5-year-olds in part-day programs, the following reported having had training in “helping children resolve conflicts”:

- 81.4% (n=35) in New Castle County (N=43);
- 88.9% (n=8) in Wilmington (N=9);
- 83.3% (n=15) in Kent County (N=18); and
- 66.7% (n=6) in Sussex County (N=9).

### Lead Teachers in School-Age Programs

Of the lead teachers of children in school-age programs, the following reported having had training in “helping children resolve conflicts”:

- 76.2% (n=16) in New Castle County (N=21);
- 100.0% (n=5) in Wilmington (N=5);
- 87.5% (n=7) in Kent County (N=8); and

- 85.7% (n=12) in Sussex County (N=14).

Table T-16 provides a summary of lead teachers' training in "helping children resolve conflicts" by program type and geographic region.

Table T-16: In all your training, have you had training in <b>helping children resolve conflicts?</b>						
<b>Location of Program: Teachers of:</b>		<b>New Castle</b>	<b>Wilmington</b>	<b>Kent</b>	<b>Sussex</b>	<b>State</b>
<b>Family Child Care</b>	Yes	43	8	9	11	<b>71</b>
	%	<b>95.6%</b>	<b>100.0%</b>	<b>69.2%</b>	<b>61.1%</b>	<b>84.5%</b>
	N	45	8	13	18	<b>84</b>
<b>Infants and Toddlers in Centers</b>	Yes	38	18	22	26	<b>104</b>
	%	<b>88.4%</b>	<b>100.0%</b>	<b>81.5%</b>	<b>92.9%</b>	<b>89.7%</b>
	N	43	18	27	28	<b>116</b>
<b>3 to 5-Year-Olds in Centers</b>	Yes	55	30	41	26	<b>152</b>
	%	<b>94.8%</b>	<b>90.9%</b>	<b>93.2%</b>	<b>92.9%</b>	<b>93.3%</b>
	N	58	33	44	28	<b>163</b>
<b>Head Start and ECAP</b>	Yes	36	8	16	19	<b>79</b>
	%	<b>97.3%</b>	<b>100.0%</b>	<b>94.1%</b>	<b>100.0%</b>	<b>97.5%</b>
	N	37	8	17	19	<b>81</b>
<b>Part-Day Programs</b>	Yes	35	8	15	6	<b>64</b>
	%	<b>81.4%</b>	<b>88.9%</b>	<b>83.3%</b>	<b>66.7%</b>	<b>81.0%</b>
	N	43	9	18	9	<b>79</b>
<b>School-Age Programs</b>	Yes	16	5	7	12	<b>40</b>
	%	<b>76.2%</b>	<b>100.0%</b>	<b>87.5%</b>	<b>85.7%</b>	<b>83.3%</b>
	N	21	5	8	14	<b>48</b>
<b>Total</b>	<b>Yes</b>	<b>223</b>	<b>77</b>	<b>110</b>	<b>100</b>	<b>510</b>
	<b>%</b>	<b>90.3%</b>	<b>95.1%</b>	<b>86.6%</b>	<b>86.2%</b>	<b>89.3%</b>
	<b>N</b>	<b>247</b>	<b>81</b>	<b>127</b>	<b>116</b>	<b>571</b>

## Training in Curriculum Planning

### State

Of the teachers in all types of programs in the state of Delaware (N=577), 87.3% (n=504) reported having had training in "curriculum planning." This training was reported as being had by:

- 88.4% (n=76) of family child care teachers (N=86);
- 84.3% (n=102) of the lead teachers of infants and toddlers in child care centers (N=121);
- 89.6% (n=147) of the lead teachers of 3 to 5-year-olds in child care centers (N=164);
- 100.0% (n=80) of the Head Start and Early Childhood Assistance Programs (ECAP) lead teachers (N=80);
- 84.6% (n=66) of the lead teachers of 3 to 5-year-olds in part-day programs (N=78); and
- 68.8% (n=33) of the lead teachers of children in school-age programs (N=48).

### Family Child Care Programs

Of the family child care teachers, the following reported having had training in “curriculum planning”:

- 91.3% (n=42) in New Castle County (N=46);
- 100.0% (n=8) in Wilmington (N=8);
- 78.6% (n=11) in Kent County (N=14); and
- 83.3% (n=15) in Sussex County (N=18).

### Lead Teachers of Infants and Toddlers in Child Care Centers

Of the lead teachers of infants and toddlers in child care centers, the following reported having had training in “curriculum planning”:

- 86.4% (n=38) in New Castle County (N=44);
- 90.0% (n=18) in Wilmington (N=20);
- 86.2% (n=25) in Kent County (N=29); and
- 75.0% (n=21) in Sussex County (N=28).

### Lead Teachers of 3 to 5-Year-Olds in Child Care Centers

Of the lead teachers of 3 to 5-year-olds in child care centers, the following reported having had training in “curriculum planning”:

- 93.1% (n=54) in New Castle County (N=58);
- 87.9% (n=29) in Wilmington (N=33);
- 88.9% (n=40) in Kent County (N=45); and
- 85.7% (n=24) in Sussex County (N=28).

### Lead Teachers in Head Start and Early Childhood Assistance Programs

In Head Start and Early Childhood Assistance Programs (ECAP) in New Castle County (N=37), Wilmington (N=8), Kent County (N=17), and Sussex County (N=18), 100.0% of the lead teachers reported having had training in “curriculum planning.”

### Lead Teachers of 3 to 5-Year-Olds in Part-Day Programs

Of the lead teachers of 3 to 5-year-olds in part-day programs, the following reported having had training in “curriculum planning”:

- 92.9% (n=39) in New Castle County (N=42);
- 55.6% (n=5) in Wilmington (N=9);
- 83.3% (n=15) in Kent County (N=18); and
- 77.8% (n=7) in Sussex County (N=9).

### Lead Teachers in School-Age Programs

Of the lead teachers of children in school-age programs, the following reported having had training in “curriculum planning”:

- 61.9% (n=13) in New Castle County (N=21);
- 60.0% (n=3) in Wilmington (N=5);
- 87.5% (n=7) in Kent County (N=8); and
- 71.4% (n=10) in Sussex County (N=14).

Table T-17 provides a summary of lead teachers' training in "curriculum planning" by program type and geographic region.

Table T-17: In all your training, have you had training in <b>curriculum planning?</b>						
Location of Program: Teachers of:		New Castle	Wilmington	Kent	Sussex	State
Family Child Care	Yes	42	8	11	15	76
	%	91.3%	100.0%	78.6%	83.3%	88.4%
	N	46	8	14	18	86
Infants and Toddlers in Centers	Yes	38	18	25	21	102
	%	86.4%	90.0%	86.2%	75.0%	84.3%
	N	44	20	29	28	121
3 to 5-Year-Olds in Centers	Yes	54	29	40	24	147
	%	93.1%	87.9%	88.9%	85.7%	89.6%
	N	58	33	45	28	164
Head Start and ECAP	Yes	37	8	17	18	80
	%	100.0%	100.0%	100.0%	100.0%	100.0%
	N	37	8	17	18	80
Part-Day Programs	Yes	39	5	15	7	66
	%	92.9%	55.6%	83.3%	77.8%	84.6%
	N	42	9	18	9	78
School-Age Programs	Yes	13	3	7	10	33
	%	61.9%	60.0%	87.5%	71.4%	68.8%
	N	21	5	8	14	48
Total	Yes	223	71	115	95	504
	%	89.9%	85.5%	87.8%	82.6%	87.3%
	N	248	83	131	115	577

## Training in Promoting Language Development

### State

Of the teachers in all types of programs in the state of Delaware (N=574), 73.0% (n=419) reported having had training in "promoting language development in children." This training was reported as being had by:

- 60.7% (n=51) of family child care teachers (N=84);
- 70.8% (n=85) of the lead teachers of infants and toddlers in child care centers (N=120);
- 70.4% (n=114) of the lead teachers 3 to 5-year-olds in child care centers (N=162);
- 95.1% (n=77) of the Head Start and Early Childhood Assistance Programs (ECAP) lead teachers (N=81);
- 83.5% (n=66) of the lead teachers of 3 to 5-year-olds in part-day programs (N=79); and
- 54.2% (n=26) of the lead teachers of children in school-age programs (N=48).



### Family Child Care Programs

Of the family child care teachers, the following reported having had training in “promoting language development”:

- 77.8% (n=35) in New Castle County (N=45);
- 62.5% (n=5) in Wilmington (N=8);
- 38.5% (n=5) in Kent County (N=13); and
- 33.3% (n=6) in Sussex County (N=18).

### Lead Teachers of Infants and Toddlers in Child Care Centers

Of the lead teachers of infants and toddlers in child care centers, the following reported having had training in “promoting language development”:

- 70.5% (n=31) in New Castle County (N=44);
- 90.5% (n=19) in Wilmington (N=21);
- 59.3% (n=16) in Kent County (N=27); and
- 67.9% (n=19) in Sussex County (N=28).

### Lead Teachers of 3 to 5-Year-Olds in Child Care Centers

Of the lead teachers of 3 to 5-year-olds in child care centers, the following reported having had training in “promoting language development”:

- 71.9% (n=41) in New Castle County (N=57);
- 69.7% (n=23) in Wilmington (N=33);
- 75.0% (n=33) in Kent County (N=44); and
- 60.7% (n=17) in Sussex County (N=28).

### Lead Teachers in Head Start and Early Childhood Assistance Programs

Of the Head Start and Early Childhood Assistance Programs (ECAP) lead teachers, the following reported having had training in “promoting language development”:

- 94.6% (n=35) in New Castle County (N=37);
- 100.0% (n=8) in Wilmington (N=8);
- 94.1% (n=16) in Kent County (N=17); and
- 94.7% (n=18) in Sussex County (N=19).

### Lead Teachers of 3 to 5-Year-Olds in Part-Day Programs

Of the lead teachers of 3 to 5-year-olds in part-day programs, the following reported having had training in “promoting language development”:

- 93.0% (n=40) in New Castle County (N=43);
- 44.4% (n=4) in Wilmington (N=9);
- 88.9% (n=16) in Kent County (N=18); and
- 66.7% (n=6) in Sussex County (N=9).

### Lead Teachers in School-Age Programs

Of the lead teachers of children in school-age programs, the following reported having had training in “promoting language development”:

- 42.9% (n=9) in New Castle County (N=21);
- 40.0% (n=2) in Wilmington (N=5);
- 87.5% (n=7) in Kent County (N=8); and
- 57.1% (n=8) in Sussex County (N=14).

Table T-18 provides a summary of lead teachers’ training in “promoting language development” by program type and geographic region.

Table T-18:

In all your training, have you had training in <b>promoting language development in children?</b>						
Location of Program: Teachers of:		New Castle	Wilmington	Kent	Sussex	State
Family Child Care	Yes	35	5	5	6	51
	%	77.8%	62.5%	38.5%	33.3%	60.7%
	N	45	8	13	18	84
Infants and Toddlers in Centers	Yes	31	19	16	19	85
	%	70.5%	90.5%	59.3%	67.9%	70.8%
	N	44	21	27	28	120
3 to 5-Year-Olds in Centers	Yes	41	23	33	17	114
	%	71.9%	69.7%	75.0%	60.7%	70.4%
	N	57	33	44	28	162
Head Start and ECAP	Yes	35	8	16	18	77
	%	94.6%	100.0%	94.1%	94.7%	95.1%
	N	37	8	17	19	81
Part-Day Programs	Yes	40	4	16	6	66
	%	93.0%	44.4%	88.9%	66.7%	83.5%
	N	43	9	18	9	79
School-Age Programs	Yes	9	2	7	8	26
	%	42.9%	40.0%	87.5%	57.1%	54.2%
	N	21	5	8	14	48
Total	Yes	191	61	93	74	419
	%	77.3%	72.6%	73.2%	63.8%	73.0%
	N	247	84	127	116	574

### Training in Literacy Development

#### State

Of the teachers in all types of programs in the state of Delaware (N=575), 68.5% (n=394) reported having had training in “literacy development in children.” This training was reported as being had by:

- 53.6% (n=45) of family child care teachers (N=84);
- 62.5% (n=75) of the lead teachers of infants and toddlers in child care centers (N=120);

- 71.8% (n=117 ) of the lead teachers of 3 to 5-year-olds in child care centers (N=163);
- 88.9% (n=72) of the Head Start and Early Childhood Assistance Programs (ECAP) lead teachers (N=81);
- 77.2% (n=61) of the lead teachers of 3 to 5-year-olds in part-day programs (N=79); and
- 50.0% (n=24) of the lead teachers of children in school-age programs (N=48).

#### Family Child Care Programs

Of the family child care teachers, the following reported having had training in “literacy development”:

- 57.8% (n=26) in New Castle County (N=45);
- 50.0% (n=4) in Wilmington (N=8);
- 38.5% (n=5) in Kent County (N=13); and
- 55.6% (n=10) in Sussex County (N=18).

#### Lead Teachers of Infants and Toddlers in Child Care Centers

Of the lead teachers of infants and toddlers in child care centers, the following reported having had training in “literacy development”:

- 65.9% (n=29) in New Castle County (N=44);
- 66.7% (n=14) in Wilmington (N=21);
- 59.3% (n=16) in Kent County (N=27); and
- 57.1% (n=16) in Sussex County (N=28).

#### Lead Teachers of 3 to 5-Year-Olds in Child Care Centers

Of the lead teachers of 3 to 5-year-olds in child care centers, the following reported having had training in “literacy development”:

- 77.6% (n=45) in New Castle County (N=58);
- 60.6% (n=20) in Wilmington (N=33);
- 76.7% (n=33) in Kent County (N=43); and
- 65.5% (n=19) in Sussex County (N=29).

#### Lead Teachers in Head Start and Early Childhood Assistance Programs

Of the Head Start and Early Childhood Assistance Programs (ECAP) lead teachers, the following reported having had training in “literacy development”:

- 97.3% (n=36) in New Castle County (N=37);
- 62.5% (n=5) in Wilmington (N=8);
- 88.2% (n=15) in Kent County (N=17); and
- 84.2% (n=16) in Sussex County (N=19).

#### Lead Teachers of 3 to 5-Year-Olds in Part-Day Programs

Of the lead teachers of 3 to 5-year-olds in part-day programs, the following reported having had training in “literacy development”:

- 86.0% (n=37) in New Castle County (N=43);
- 55.6% (n=5) in Wilmington (N=9);

- 77.8% (n=14) in Kent County (N=18); and
- 55.6% (n=5) in Sussex County (N=9).

### Lead Teachers in School-Age Programs

Of the lead teachers of children in school-age programs, the following reported having had training in “literacy development”:

- 38.1% (n=8) in New Castle County (N=21);
- 20.0% (n=1) in Wilmington (N=5);
- 75.0% (n=6) in Kent County (N=8); and
- 64.3% (n=9) in Sussex County (N=14).

Table T-19 provides a summary of lead teachers’ training in “literacy development” by program type and geographic region.

Table T-19: In all your training, have you had training in literacy development in children?						
Location of Program: Teachers of:		New Castle	Wilmington	Kent	Sussex	State
Family Child Care	Yes	26	4	5	10	45
	%	57.8%	50.0%	38.5%	55.6%	53.6%
	N	45	8	13	18	84
Infants and Toddlers in Centers	Yes	29	14	16	16	75
	%	65.9%	66.7%	59.3%	57.1%	62.5%
	N	44	21	27	28	120
3 to 5-Year-Olds in Centers	Yes	45	20	33	19	117
	%	77.6%	60.6%	76.7%	65.5%	71.8%
	N	58	33	43	29	163
Head Start and ECAP	Yes	36	5	15	16	72
	%	97.3%	62.5%	88.2%	84.2%	88.9%
	N	37	8	17	19	81
Part-Day Programs	Yes	37	5	14	5	61
	%	86.0%	55.6%	77.8%	55.6%	77.2%
	N	43	9	18	9	79
School-Age Programs	Yes	8	1	6	9	24
	%	38.1%	20.0%	75.0%	64.3%	50.0%
	N	21	5	8	14	48
Total	Yes	181	49	89	75	394
	%	73.0%	58.3%	70.6%	64.1%	68.5%
	N	248	84	126	117	575

### Training in Working with Infants

#### State

Of the teachers in all types of programs in the state of Delaware (N=575), 59.1% (n=340) reported having had training in “working with infants.” This training was reported as being had by:

- 72.9% (n=62) of family child care teachers (N=85);

- 72.4% (n=89) of the lead teachers of infants and toddlers in child care centers (N=123);
- 51.9% (n=84) of the lead teachers of 3 to 5-year-olds in child care centers (N=162);
- 67.9% (n=53) of the Head Start and Early Childhood Assistance Programs (ECAP) lead teachers (N=78);
- 38.0% (n=30) of the lead teachers of 3 to 5-year-olds in part-day programs (N=79); and
- 45.8% (n=22) of the lead teachers of children in school-age programs (N=48).

### Family Child Care Programs

Of the family child care teachers, the following reported having had training in “working with infants”:

- 71.1% (n=32) in New Castle County (N=45);
- 75.0% (n=6) in Wilmington (N=8);
- 64.3% (n=9) in Kent County (N=14); and
- 83.3% (n=15) in Sussex County (N=18).

### Lead Teachers of Infants and Toddlers in Child Care Centers

Of the lead teachers of infants and toddlers in child care centers, the following reported having had training in “working with infants”:

- 68.2% (n=30) in New Castle County (N=44);
- 57.1% (n=12) in Wilmington (N=21);
- 82.1% (n=23) in Kent County (N=28); and
- 80.0% (n=24) in Sussex County (N=30).

### Lead Teachers of 3 to 5-Year-Olds in Child Care Centers

Of the lead teachers of 3 to 5-year-olds in child care centers, the following reported having had training in “working with infants”:

- 48.3% (n=28) in New Castle County (N=58);
- 46.9% (n=15) in Wilmington (N=32);
- 59.1% (n=26) in Kent County (N=44); and
- 53.6% (n=15) in Sussex County (N=28).

### Lead Teachers in Head Start and Early Childhood Assistance Programs

Of the Head Start and Early Childhood Assistance Programs (ECAP) lead teachers, the following reported having had training in “working with infants”:

- 58.8% (n=20) in New Castle County (N=34);
- 62.5% (n=5) in Wilmington (N=8);
- 76.5% (n=13) in Kent County (N=17); and
- 78.9% (n=15) in Sussex County (N=19).

### Lead Teachers of 3 to 5-Year-Olds in Part-Day Programs

Of the lead teachers of 3 to 5-year-olds in part-day programs, the following reported having had training in “working with infants”:

- 39.5% (n=17) in New Castle County (N=43);
- 22.2% (n=2) in Wilmington (N=9);
- 50.0% (n=9) in Kent County (N=18); and
- 22.2% (n=2) in Sussex County (N=9).

#### Lead Teachers in School-Age Programs

Of the lead teachers of children in school-age programs, the following reported having had training in “working with infants”:

- 33.3% (n=7) in New Castle County (N=21);
- 40.0% (n=2) in Wilmington (N=5);
- 37.5% (n=3) in Kent County (N=8); and
- 71.4% (n=10) in Sussex County (N=14).

Table T-20 provides a summary of lead teachers’ training in “working with infants” by program type and geographic region.

Table T-20: In all your training, have you had training in <b>working with infants?</b>						
Location of Program: Teachers of:		New Castle	Wilmington	Kent	Sussex	State
Family Child Care	Yes	32	6	9	15	62
	%	71.1%	75.0%	64.3%	83.3%	72.9%
	N	45	8	14	18	85
Infants and Toddlers in Centers	Yes	30	12	23	24	89
	%	68.2%	57.1%	82.1%	80.0%	72.4%
	N	44	21	28	30	123
3 to 5-Year-Olds in Centers	Yes	28	15	26	15	84
	%	48.3%	46.9%	59.1%	53.6%	51.9%
	N	58	32	44	28	162
Head Start and ECAP	Yes	20	5	13	15	53
	%	58.8%	62.5%	76.5%	78.9%	67.9%
	N	34	8	17	19	78
Part-Day Programs	Yes	17	2	9	2	30
	%	39.5%	22.2%	50.0%	22.2%	38.0%
	N	43	9	18	9	79
School-Age Programs	Yes	7	2	3	10	22
	%	33.3%	40.0%	37.5%	71.4%	45.8%
	N	21	5	8	14	48
Total	Yes	134	42	83	81	340
	%	54.7%	50.6%	64.3%	68.6%	59.1%
	N	245	83	129	118	575

## Training in Working with School-Age Children

### State

Of the teachers in all types of programs in the state of Delaware (N=571), 69.4% (n=396) reported having had training in “working with school-age children.” This training was reported as being had by:

- 74.1% (n=63) of family child care teachers (N=85);
- 51.2% (n=62) of the lead teachers of infants and toddlers in child care centers (N=121);
- 72.8% (n=118) of the lead teachers of 3 to 5-year-olds in child care centers (N=162);
- 70.5% (n=55) of the Head Start and Early Childhood Assistance Programs (ECAP) lead teachers (N=78);
- 75.3% (n=58) of the lead teachers of 3 to 5-year-olds in part-day programs (N=77); and
- 83.3% (n=40) of the lead teachers of children in school-age programs (N=48).

### Family Child Care Programs

Of the family child care teachers, the following reported having had training in “working with school-age children”:

- 71.1% (n=32) in New Castle County (N=45);
- 62.5% (n=5) in Wilmington (N=8);
- 69.2% (n=9) in Kent County (N=13); and
- 89.5% (n=17) in Sussex County (N=19).

### Lead Teachers of Infants and Toddlers in Child Care Centers

Of the lead teachers of infants and toddlers in child care centers, the following reported having had training in “working with school-age children”:

- 52.3% (n=23) in New Castle County (N=44);
- 38.1% (n=8) in Wilmington (N=21);
- 53.6% (n=15) in Kent County (N=28); and
- 57.1% (n=16) in Sussex County (N=28).

### Lead Teachers of 3 to 5-Year-Olds in Child Care Centers

Of the lead teachers of 3 to 5-year-olds in child care centers, the following reported having had training in “working with school-age children”:

- 74.1% (n=43) in New Castle County (N=58);
- 78.1% (n=25) in Wilmington (N=32);
- 75.0% (n=33) in Kent (N=44); and
- 60.7% (n=17) in Sussex County (N=28).

### Lead Teachers in Head Start and Early Childhood Assistance Programs

Of the Head Start and Early Childhood Assistance Programs (ECAP) lead teachers, the following reported having had training in “working with school-age children”:

- 67.6% (n=23) in New Castle County (N=34);

- 62.5% (n=5) in Wilmington (N=8);
- 64.7% (n=11) in Kent County (N=17); and
- 84.2% (n=16) in Sussex County (N=19).

#### Lead Teachers of 3 to 5-Year-Olds in Part-Day Programs

Of the lead teachers of 3 to 5-year-olds in part-day programs, the following reported having had training in “working with school-age children”:

- 81.4% (n=35) in New Castle County (N=43);
- 66.7% (n=6) in Wilmington (N=9);
- 64.7% (n=11) in Kent County (N=17); and
- 75.0% (n=6) in Sussex County (N=8).

#### Lead Teachers in School-Age Programs

Of the lead teachers of children in school-age programs, the following reported having had training in “working with school-age children”:

- 81.0% (n=17) in New Castle County (N=21);
- 100.0% in Wilmington (N=5) and Kent County (N=8); and
- 71.4% (n=10) in Sussex County (N=14).

Table T-21 provides a summary of lead teachers’ training in “working with school-age children” by program type and geographic region.

Table T-21: In all your training, have you had training in <b>working with school-age children?</b>						
Location of Program: Teachers of:		New Castle	Wilmington	Kent	Sussex	State
Family Child Care	Yes	32	5	9	17	63
	%	71.1%	62.5%	69.2%	89.5%	74.1%
	N	45	8	13	19	85
Infants and Toddlers in Centers	Yes	23	8	15	16	62
	%	52.3%	38.1%	53.6%	57.1%	51.2%
	N	44	21	28	28	121
3 to 5-Year-Olds in Centers	Yes	43	25	33	17	118
	%	74.1%	78.1%	75.0%	60.7%	72.8%
	N	58	32	44	28	162
Head Start and ECAP	Yes	23	5	11	16	55
	%	67.6%	62.5%	64.7%	84.2%	70.5%
	N	34	8	17	19	78
Part-Day Programs	Yes	35	6	11	6	58
	%	81.4%	66.7%	64.7%	75.0%	75.3%
	N	43	9	17	8	77
School-Age Programs	Yes	17	5	8	10	40
	%	81.0%	100.0%	100.0%	71.4%	83.3%
	N	21	5	8	14	48
Total	Yes	173	54	87	82	396
	%	70.6%	65.1%	68.5%	70.7%	69.4%
	N	245	83	127	116	571



## Training in Working with Children with Disabilities

### State

Of the teachers in all types of programs in the state of Delaware (N=578), 60.9% (n=352) reported having had training in “working with children with disabilities.” This training was reported as being had by:

- 44.7% (n=38) of family child care teachers (N=85);
- 57.9 % (n=70) of the lead teachers of infants and toddlers in child care centers (N=121);
- 58.5% (n=96) of the lead teachers of 3 to 5-year-olds in child care centers (N=164);
- 90.1% (n=73) of the Head Start and Early Childhood Assistance Programs (ECAP) lead teachers (N=81);
- 60.8% (n=48) of the lead teachers of 3 to 5-year-olds in part-day programs (N=79); and
- 56.3% (n=27) of the lead teachers of children in school-age programs (N=48).

### Family Child Care Programs

Of the family child care lead teachers, the following reported having had training in “working with children with disabilities”:

- 46.7% (n=21) in New Castle County (N=45);
- 25.0% (n=2) in Wilmington (N=8);
- 42.9% (n=6) in Kent County (N=14); and
- 50.0% (n=9) in Sussex County (N=18).

### Lead Teachers of Infants and Toddlers in Child Care Centers

Of the lead teachers of infants and toddlers in child care centers, the following reported having had training in “working with children with disabilities”:

- 60.5% (n=26) in New Castle County (N=43);
- 54.5% (n=12) in Wilmington (N=22);
- 51.9% (n=14) in Kent County (N=27); and
- 62.1% (n=18) in Sussex County (N=29).

### Lead Teachers of 3 to 5-Year-Olds in Child Care Centers

Of the lead teachers of 3 to 5-year-olds in child care centers, the following reported having had training in “working with children with disabilities”:

- 55.2% (n=32) in New Castle County (N=58);
- 45.5% (n=15) in Wilmington (N=33);
- 75.0% (n=33) in Kent County (N=44); and
- 55.2% (n=16) in Sussex County (N=29).

### Lead Teachers in Head Start and Early Childhood Assistance Programs

Of the Head Start and Early Childhood Assistance Programs (ECAP) lead teachers, the following reported having had training in “working with children with disabilities”:

- 89.2% (n=33) in New Castle County (N=37);

- 75.0% (n=6) in Wilmington (N=8);
- 88.2% (n=15) in Kent County (N=17); and
- 100.0% (n=19) in Sussex County (N=19).

#### Lead Teachers of 3 to 5-Year-Olds in Part-Day Programs

Of the lead teachers of 3 to 5-year-olds in part-day programs, the following reported having had training in “working with children with disabilities”:

- 69.8% (n=30) in New Castle County (N=43);
- 22.2% (n=2) in Wilmington (N=9);
- 77.8% (n=14) in Kent County (N=18); and
- 22.2% (n=2) in Sussex County (N=9).

#### Lead Teachers in School-Age Programs

Of the lead teachers of children in school-age programs, the following reported having had training in “working with children with disabilities”:

- 47.6% (n=10) in New Castle County (N=21);
- 20.0% (n=1) in Wilmington (N=5);
- 75.0% (n=6) in Kent County (N=8); and
- 71.4% (n=10) in Sussex County (N=14).

Table T-22 provides a summary of lead teachers’ training in “working with children with disabilities” by program type and geographic region.

Table T-22: In all your training, have you had training in <b>working with children with disabilities?</b>						
Location of Program: Teachers of:		New Castle	Wilmington	Kent	Sussex	State
Family Child Care	Yes	21	2	6	9	38
	%	46.7%	25.0%	42.9%	50.0%	44.7%
	N	45	8	14	18	85
Infants and Toddlers in Centers	Yes	26	12	14	18	70
	%	60.5%	54.5%	51.9%	62.1%	57.9%
	N	43	22	27	29	121
3 to 5-Year-Olds in Centers	Yes	32	15	33	16	96
	%	55.2%	45.5%	75.0%	55.2%	58.5%
	N	58	33	44	29	164
Head Start and ECAP	Yes	33	6	15	19	73
	%	89.2%	75.0%	88.2%	100.0%	90.1%
	N	37	8	17	19	81
Part-Day Programs	Yes	30	2	14	2	48
	%	69.8%	22.2%	77.8%	22.2%	60.8%
	N	43	9	18	9	79
School-Age Programs	Yes	10	1	6	10	27
	%	47.6%	20.0%	75.0%	71.4%	56.3%
	N	21	5	8	14	48
Total	Yes	152	38	88	74	352
	%	61.5%	44.7%	68.8%	62.7%	60.9%
	N	247	85	128	118	578

## Training in Working with Other Staff

### State

Of the teachers in all types of programs in the state of Delaware (N=569), 64.5% (n=367) reported having had training in “working with early care and education staff.”

This training was reported as being had by:

- 31.3% (n=26) of family child care teachers (N=83);
- 64.5% (n=78) of the lead teachers of infants and toddlers in child care centers (N=121);
- 73.6% (n=117) of the lead teachers of 3 to 5-year-olds in child care centers (N=159);
- 82.3% (n=65) of the Head Start and Early Childhood Assistance Programs (ECAP) lead teachers (N=79);
- 64.6% (n=51) of the lead teachers of 3 to 5-year-olds in part-day programs (N=79); and
- 62.5% (n=30) of the lead teachers of children in school-age programs (N=48).

### Family Child Care Programs

Of the family child care teachers, the following reported having had training in “working with other staff”:

- 29.5% (n=13) in New Castle County (N=44);
- 62.5% (n=5) in Wilmington (N=8);
- 23.1% (n=3) in Kent County (N=13); and
- 27.8% (n=5) in Sussex County (N=18).

### Lead Teachers of Infants and Toddlers in Child Care Centers

Of the lead teachers of infants and toddlers in child care centers, the following reported having had training in “working with other staff”:

- 68.2% (n=30) in New Castle County (N=44);
- 75.0% (n=15) in Wilmington (N=20);
- 65.5% (n=19) in Kent County (N=29); and
- 50.0% (n=14) in Sussex County (N=28).

### Lead Teachers of 3 to 5-Year-Olds in Child Care Centers

Of the lead teachers of 3 to 5-year-olds in child care centers, the following reported having had training in “working with other staff”:

- 73.7% (n=42) in New Castle County (N=57);
- 69.7% (n=23) in Wilmington (N=33);
- 79.1% (n=34) in Kent County (N=43); and
- 69.2% (n=18) in Sussex County (N=26).

### Lead Teachers in Head Start and Early Childhood Assistance Programs

Of the Head Start and Early Childhood Assistance Programs (ECAP) lead teachers, the following reported having had training in “working with other staff”:

- 77.8% (n=28) in New Castle County (N=36);
- 100.0% (n=8) in Wilmington (N=8);

- 82.4% (n=14) in Kent County (N=17); and
- 83.3% (n=15) in Sussex County (N=18).

#### Lead Teachers of 3 to 5-Year-Olds in Part-Day Programs

Of the lead teachers of 3 to 5-year-olds in part-day programs, the following reported having had training in “working with other staff”:

- 69.8% (n=30) in New Castle County (N=43);
- 66.7% (n=6) in Wilmington (N=9);
- 50.0% (n=9) in Kent County (N=18); and
- 66.7% (n=6) in Sussex County (N=9).

#### Lead Teachers in School-Age Programs

Of the lead teachers of children in school-age programs, the following reported having had training in “working with other staff”:

- 57.1% (n=12) in New Castle County (N=21);
- 80.0% (n=4) in Wilmington (N=5);
- 75.0% (n=6) in Kent County (N=8); and
- 57.1% (n=8) in Sussex County (N=14).

Table T-23 provides a summary of lead teachers’ training in “working with other staff” by program type and geographic region.

Table T-23: In all your training, have you had training in <b>working with other staff?</b>						
Location of Program: Teachers of:		New Castle	Wilmington	Kent	Sussex	State
Family Child Care	Yes	13	5	3	5	26
	%	29.5%	62.5%	23.1%	27.8%	31.3%
	N	44	8	13	18	83
Infants and Toddlers in Centers	Yes	30	15	19	14	78
	%	68.2%	75.0%	65.5%	50.0%	64.5%
	N	44	20	29	28	121
3 to 5-Year-Olds in Centers	Yes	42	23	34	18	117
	%	73.7%	69.7%	79.1%	69.2%	73.6%
	N	57	33	43	26	159
Head Start and ECAP	Yes	28	8	14	15	65
	%	77.8%	100.0%	82.4%	83.3%	82.3%
	N	36	8	17	18	79
Part-Day Programs	Yes	30	6	9	6	51
	%	69.8%	66.7%	50.0%	66.7%	64.6%
	N	43	9	18	9	79
School-Age Programs	Yes	12	4	6	8	30
	%	57.1%	80.0%	75.0%	57.1%	62.5%
	N	21	5	8	14	48
Total	Yes	155	61	85	66	367
	%	63.3%	73.5%	66.4%	58.4%	64.5%
	N	245	83	128	113	569

## Training in Working with Parents

### State

Of the teachers in all types of programs in the state of Delaware (N=576), 84.4% (n=486) reported having had training in “working with parents and helping them understand children’s development.” This training was reported as being had by:

- 86.0% (n=74) of family child care teachers (N=86);
- 78.7% (n=96) of the lead teachers of infants and toddlers in child care centers (N=122);
- 89.4% (n=144) of the lead teachers of 3 to 5-year-olds in child care centers (N=161);
- 98.8% (n=79) of the Head Start and Early Childhood Assistance Programs (ECAP) lead teachers (N=80);
- 73.4% (n=58) of the lead teachers of 3 to 5-year-olds in part-day programs (N=79); and
- 72.9% (n=35) of the lead teachers of children in school-age programs (N=48).

### Family Child Care Programs

Of the family child care teachers, the following reported having had training in “working with parents”:

- 87.0% (n=40) in New Castle County (N=46);
- 100% (n=8) in Wilmington (N=8);
- 85.7% (n=12) in Kent County (N=14); and
- 77.8% (n=14) in Sussex County (N=18).

### Lead Teachers of Infants and Toddlers in Child Care Centers

Of the lead teachers of infants and toddlers in child care centers, the following reported having had training in “working with parents”:

- 77.3% (n=34) in New Castle County (N=44);
- 90.5% (n=19) in Wilmington (N=21);
- 75.9% (n=22) in Kent County (N=29); and
- 75.0% (n=21) in Sussex County (N=28).

### Lead Teachers of 3 to 5-Year-Olds in Child Care Centers

Of the lead teachers of 3 to 5-year-olds in child care centers, the following reported having had training in “working with parents”:

- 94.7% (n=54) in New Castle County (N=57);
- 78.8% (n=26) in Wilmington (N=33);
- 95.5% (n=42) in Kent County (N=44); and
- 81.5% (n=22) in Sussex County (N=27).

### Lead Teachers in Head Start and Early Childhood Assistance Programs

Of the Head Start and Early Childhood Assistance Programs (ECAP) lead teachers, the following reported having had training in “working with parents”:

- 100% in New Castle County (N=37), Wilmington (N=8), and Sussex County (N=18); and
- 94.1% (n=16) in Kent County (N=17).

### Lead Teachers of 3 to 5-Year-Olds in Part-Day Programs

Of the lead teachers of 3 to 5-year-olds in part-day programs, the following reported having had training in “working with parents”:

- 86.0% (n=37) in New Castle County (N=43);
- 66.7% (n=6) in Wilmington (N=9);
- 50.0% (n=9) in Kent County (N=18); and
- 66.7% (n=6) in Sussex County (N=9).

### Lead Teachers in School-Age Programs

Of the lead teachers of children in school-age programs, the following reported having had training in “working with parents”:

- 71.4% (n=15) in New Castle County (N=21);
- 60.0% (n=3) in Wilmington (N=5);
- 87.5% (n=7) in Kent County (N=8); and
- 71.4% (n=10) in Sussex County (N=14).

Table T-24 provides a summary of lead teachers’ training in “working with parents and helping them understand children’s development” by program type and geographic region.

Table T-24:

In all your training, have you had training in  
**working with parents (helping them understand  
 children's development)?**

Location of Program: Teachers of:		New Castle	Wilmington	Kent	Sussex	State
Family Child Care	Yes	40	8	12	14	74
	%	87.0%	100.0%	85.7%	77.8%	86.0%
	N	46	8	14	18	86
Infants and Toddlers in Centers	Yes	34	19	22	21	96
	%	77.3%	90.5%	75.9%	75.0%	78.7%
	N	44	21	29	28	122
3 to 5-Year-Olds in Centers	Yes	54	26	42	22	144
	%	94.7%	78.8%	95.5%	81.5%	89.4%
	N	57	33	44	27	161
Head Start and ECAP	Yes	37	8	16	18	79
	%	100.0%	100.0%	94.1%	100.0%	98.8%
	N	37	8	17	18	80
Part-Day Programs	Yes	37	6	9	6	58
	%	86.0%	66.7%	50.0%	66.7%	73.4%
	N	43	9	18	9	79
School-Age Programs	Yes	15	3	7	10	35
	%	71.4%	60.0%	87.5%	71.4%	72.9%
	N	21	5	8	14	48
Total	Yes	217	70	108	91	486
	%	87.5%	83.3%	83.1%	79.8%	84.4%
	N	248	84	130	114	576

## Training in Operating an Early Childhood Program

### State

Of the teachers in all types of programs in the state of Delaware (N=572), 46.9% (n=268) reported having had training in “operating an early childhood program.” This training was reported as being received by:

- 63.1% (n=53) of family child care teachers (N=84);
- 37.2% (n=45) of the lead teachers of infants and toddlers in child care centers (N=121);
- 46.3% (n=75) of the lead teachers of 3 to 5-year-olds in child care centers (N=162);
- 56.4% (n=44) of the Head Start and Early Childhood Assistance Programs (ECAP) lead teachers (N=78);
- 39.2% (n=31) of the lead teachers of 3 to 5-year-olds in part-day programs (N=79); and
- 41.7% (n=20) of the lead teachers of children in school-age programs (N=48).

### Family Child Care Programs

Of the family child care teachers, the following reported having had training in “operating an early childhood program”:

- 68.9% (n=31) in New Castle County (N=45);
- 62.5% (n=5) in Wilmington (N=8);
- 38.5% (n=5) in Kent County (N=13); and
- 66.7% (n=12) in Sussex County (N=18).

### Lead Teachers of Infants and Toddlers in Child Care Centers

Of the lead teachers of infants and toddlers in child care centers, the following reported having had training in “operating an early childhood program”:

- 31.8% (n=14) in New Castle County (N=44);
- 42.9% (n=9) in Wilmington (N=21);
- 33.3% (n=9) in Kent County (N=27); and
- 44.8% (n=13) in Sussex County (N=29).

### Lead Teachers of 3 to 5-Year-Olds in Child Care Centers

Of the lead teachers of 3 to 5-year-olds in child care centers, the following reported having had training in “operating an early childhood program”:

- 43.9% (n=25) in New Castle County (N=57);
- 50.0% (n=16) in Wilmington (N=32);
- 43.2% (n=19) in Kent County (N=44); and
- 51.7% (n=15) in Sussex County (N=29).

### Lead Teachers in Head Start and Early Childhood Assistance Programs

Of the Head Start and Early Childhood Assistance Programs lead teachers, the following reported having had training in “operating an early childhood program”:

- 50.0% (n=17) in New Castle County (N=34);
- 87.5% (n=7) in Wilmington (N=8);
- 64.7% (n=11) in Kent County (N=17); and
- 47.4% (n=9) in Sussex County (N=19).

### Lead Teachers of 3 to 5-Year-Olds in Part-Day Programs

Of the lead teachers of 3 to 5-year-olds in part-day programs, the following reported having had training in “operating an early childhood program”:

- 34.9% (n=15) in New Castle County (N=43);
- 33.3% (n=3) in Wilmington (N=9);
- 55.6% (n=10) in Kent County (N=18); and
- 33.3% (n=3) in Sussex County (N=9).

### Lead Teachers in School-Age Programs

Of the lead teachers of children in school-age programs, the following reported having had training in “operating an early childhood program”:

- 28.6% (n=6) in New Castle County (N=21);
- 60.0% (n=3) in Wilmington (N=5);



- 62.5% (n=5) in Kent County (N=8); and
- 42.9% (n=6) in Sussex County (N=14).

Table T-25 provides a summary of lead teachers' training in "operating an early childhood program" by program type and geographic region.

Table T-25: In all your training, have you had training in <b>operating an early childhood program?</b>						
Location of Program: Teachers of:		New Castle	Wilmington	Kent	Sussex	State
Family Child Care	Yes	31	5	5	12	53
	%	68.9%	62.5%	38.5%	66.7%	63.1%
	N	45	8	13	18	84
Infants and Toddlers in Centers	Yes	14	9	9	13	45
	%	31.8%	42.9%	33.3%	44.8%	37.2%
	N	44	21	27	29	121
3 to 5-Year-Olds in Centers	Yes	25	16	19	15	75
	%	43.9%	50.0%	43.2%	51.7%	46.3%
	N	57	32	44	29	162
Head Start and ECAP	Yes	17	7	11	9	44
	%	50.0%	87.5%	64.7%	47.4%	56.4%
	N	34	8	17	19	78
Part-Day Programs	Yes	15	3	10	3	31
	%	34.9%	33.3%	55.6%	33.3%	39.2%
	N	43	9	18	9	79
School-Age Programs	Yes	6	3	5	6	20
	%	28.6%	60.0%	62.5%	42.9%	41.7%
	N	21	5	8	14	48
Total	Yes	108	43	59	58	268
	%	44.3%	51.8%	46.5%	49.2%	46.9%
	N	244	83	127	118	572

## Training in Financial Management of an Early Childhood Program

### State

For teachers (N=573) in all types of programs in the state of Delaware, 27.9% (n=160) reported having had training in "financial management of an early childhood program." This training was reported as being had by:

- 56.5% (n=48) of family child care teachers (N=85);
- 21.7% (n=26) of the lead teachers of infants and toddlers in child care centers (N=120);
- 23.3% (n=38) of the lead teachers of 3 to 5-year-olds in child care centers (N=163);
- 28.2% (n=22) of the Head Start and Early Childhood Assistance Programs (ECAP) lead teachers (N=78);
- 19.0% (n=15) of the lead teachers of 3 to 5-year-olds in part-day programs (N=79); and

- 22.9% (n=11) of the lead teachers of children in school-age programs (N=48).

#### Family Child Care Programs

Of the family child care teachers, the following reported having had training in “financial management of an early childhood program”:

- 53.3% (n=24) in New Castle County (N=45);
- 87.5% (n=7) in Wilmington (N=8);
- 50.0% (n=7) in Kent County (N=14); and
- 55.6% (n=10) in Sussex County (N=18).

#### Lead Teachers of Infants and Toddlers in Child Care Centers

Of the lead teachers of infants and toddlers in child care centers, the following reported having had training in “financial management of an early childhood program”:

- 15.9% (n=7) in New Castle County (N=44);
- 23.8% (n=5) in Wilmington (N=21);
- 21.4% (n=6) in Kent County (N=28); and
- 29.6% (n=8) in Sussex County (N=27).

#### Lead Teachers of 3 to 5-Year-Olds in Child Care Centers

Of the lead teachers of 3 to 5-year-olds in child care centers, the following reported having had training in “financial management of an early childhood program”:

- 19.3% (n=11) in New Castle County (N=57);
- 21.9% (n=7) in Wilmington (N=32);
- 22.2% (n=10) in Kent County (N=45); and
- 34.5% (n=10) in Sussex County (N=29).

#### Lead Teachers in Head Start and Early Childhood Assistance Programs

Of the Head Start and Early Childhood Assistance Programs (ECAP) lead teachers, the following reported having had training in “financial management of an early childhood program”:

- 20.0% (n=7) in New Castle County (N=35);
- 50.0% (n=4) in Wilmington (N=8);
- 37.5% (n=6) in Kent County (N=16); and
- 26.3% (n=5) in Sussex County (N=19).

#### Lead Teachers of 3 to 5-Year-Olds in Part-Day Programs

Of the lead teachers of 3 to 5-year-olds in part-day programs, the following reported having had training in “financial management of an early childhood program”:

- 16.3% (n=7) in New Castle County (N=43);
- 11.1% (n=1) in Wilmington (N=9);
- 33.3% (n=6) in Kent County (N=18); and
- 11.1% (n=1) in Sussex County (N=9).

#### Lead Teachers in School-Age Programs

Of the lead teachers of children in school-age programs, the following reported having had training in “financial management of an early childhood program”:

- 4.8% (n=1) in New Castle County (N=21);
- 60.0% (n=3) in Wilmington (N=5);
- 37.5% (n=3) in Kent County (N=8); and
- 28.6% (n=4) in Sussex County (N=14).

Table T-26 provides a summary of lead teachers' training in "financial management of an early childhood program" by program type and geographic region.

Table T-26: In all your training, have you had training in <b>financial management of an early childhood program?</b>						
Location of Program: Teachers of:		New Castle	Wilmington	Kent	Sussex	State
Family Child Care	Yes	24	7	7	10	48
	%	53.3%	87.5%	50.0%	55.6%	56.5%
	N	45	8	14	18	85
Infants and Toddlers in Centers	Yes	7	5	6	8	26
	%	15.9%	23.8%	21.4%	29.6%	21.7%
	N	44	21	28	27	120
3 to 5-Year-Olds in Centers	Yes	11	7	10	10	38
	%	19.3%	21.9%	22.2%	34.5%	23.3%
	N	57	32	45	29	163
Head Start and ECAP	Yes	7	4	6	5	22
	%	20.0%	50.0%	37.5%	26.3%	28.2%
	N	35	8	16	19	78
Part-Day Programs	Yes	7	1	6	1	15
	%	16.3%	11.1%	33.3%	11.1%	19.0%
	N	43	9	18	9	79
School-Age Programs	Yes	1	3	3	4	11
	%	4.8%	60.0%	37.5%	28.6%	22.9%
	N	21	5	8	14	48
Total	Yes	57	27	38	38	160
	%	23.3%	32.5%	29.5%	32.8%	27.9%
	N	245	83	129	116	573

## State or Employer Required Training

Teachers were asked to report if the training they had taken was required by their employer or to meet the annual training requirements of the Office of Child Care Licensing.

### State

For teachers in all types of programs in the state of Delaware (N=580), 93.4% (n=542) reported the state/employer required this training. This training was reported as required by the state/employer by:

- 98.8% (n=85) of the lead teachers in family child care programs (N=86);
- 97.6% (n=123) of the lead teachers of infants and toddlers in child care centers (N=126);

- 96.3% (n=158) of the lead teachers of 3 to 5-year-olds in child care centers (N=164);
- 95.0% (n=76) of the Head Start and Early Childhood Assistance Programs (ECAP) lead teachers (N=80);
- 74.4% (n=58) of the lead teachers of 3 to 5-year-olds in part-day programs (N=78); and
- 87.5% (n=42) of the lead teachers of children in school-age programs (N=48).

#### Family Child Care Programs

Of the family child care teachers, the following reported the state/employer required this training:

- 97.8% (n=45) in New Castle County (N=46); and
- 100% in Wilmington (N=8), Kent County (N=14), and Sussex County (N=18).

#### Lead Teachers of Infants and Toddlers in Child Care Centers

Of the lead teachers of infants and toddlers in child care centers, the following reported the state/employer required this training:

- 95.6% (n=43) in New Castle County (N=45);
- 95.5% (n=21) in Wilmington (N=22); and
- 100% in Kent County (N=29) and Sussex County (N=30).

#### Lead Teachers of 3 to 5-Year-Olds in Child Care Centers

Of the lead teachers of 3 to 5-year-olds in child care centers, the following reported the state/employer required this training:

- 100% (n=57) in New Castle County (N=57);
- 97.0% (n=32) in Wilmington (N=33);
- 95.3% (n=41) in Kent County (45); and
- 96.6% (n=28) in Sussex County (N=29).

#### Lead Teachers in Head Start and Early Childhood Assistance Programs

Of the Head Start and Early Childhood Assistance Programs (ECAP) lead teachers, the following reported the state/employer required this training:

- 94.6% (n=35) in New Castle County (N=37);
- 100% in Wilmington (N=8) and Sussex County (N=18); and
- 88.2% (n=15) in Kent County (N=17).

#### Lead Teachers of 3 to 5-Year-Olds in Part-Day Programs

Of the lead teachers of 3 to 5-year-olds in part-day programs, the following reported the state/employer required this training:

- 74.4% (n=32) in New Castle County (N=43);
- 62.5% (n=5) in Wilmington (N=8);
- 72.2% (n=13) in Kent County (N=18); and
- 88.9% (n=8) in Sussex County (N=9).

### Lead Teachers in School-Age Programs

Of the lead teachers of children in school-age programs, the following reported the state/employer required this training:

- 76.2% (n=16) in New Castle County (N= 21);
- 80.0% (n=4) in Wilmington (N=5); and
- 100% in Kent County (N=8) and Sussex County (N=14).

Table T-27 provides a summary of lead teachers' reporting that the training they had taken was required by their employer or was to meet the annual training requirements of the Office of Child Care Licensing.

Table T-27: <b>Training Met Requirements</b>						
Did the state/employer require this training?						
Location of Program: Teachers of:		New Castle	Wilmington	Kent	Sussex	State
Family Child Care	Yes	45	8	14	18	85
	%	97.8%	100.0%	100.0%	100.0%	98.8%
	N	46	8	14	18	86
Infants and Toddlers in Centers	Yes	43	21	29	30	123
	%	95.6%	95.5%	100.0%	100.0%	97.6%
	N	45	22	29	30	126
3 to 5-Year-Olds in Centers	Yes	57	32	41	28	158
	%	100.0%	97.0%	95.3%	96.6%	96.3%
	N	57	33	45	29	164
Head Start and ECAP	Yes	35	8	15	18	76
	%	94.6%	100.0%	88.2%	100.0%	95.0%
	N	37	8	17	18	80
Part-Day Programs	Yes	32	5	13	8	58
	%	74.4%	62.5%	72.2%	88.9%	74.4%
	N	43	8	18	9	78
School-Age Programs	Yes	16	4	8	14	42
	%	76.2%	80.0%	100.0%	100.0%	87.5%
	N	21	5	8	14	48
All Programs	Yes	228	78	120	116	542
	%	91.6%	92.9%	93.0%	98.3%	93.4%
	N	249	84	129	118	580

### In-service and Continuing Education Programs

As part of the *Director Interview* and the *Family Child Care Interview*, program directors and family child care teachers were asked to identify the types of in-service and continuing education where they or their staffs have received training. Those answering these questions could select all the types of in-service and continuing education in which they had participated. This section summarizes the in-service venues where family child care teachers, early care and education teachers, and program directors have received their training. The information presented on each geographic region lists the two venues chosen most often by family child care teachers and the early care and education program

directors and the one venue chosen the least often by the family child care teachers and the program directors.

## Family Child Care Programs

### State

Of the options suggested, the most frequently attended in-service and continuing education programs by family child care teachers (N=85) were “offsite, half-day workshops” (69.4%, n=59). Of the remaining options:

- 59.0% (n=49) attended “conference held within the state” (N=83);
- 57.1% (n=48) attended “off-site full-day workshops” (N=84);
- 56.0% (n=47) attended “off-site courses which meet more than one time over an extended period of time” (N=84);
- 31.3% (n=26) took “college courses for credit”(N=83);
- 13.1%, n=11 traveled to an “out-of-state conference” (N=84);
- 8.2% (n=7) attended “brief training of one hour or less” (N=85);
- 3.6% (n=3) participated in “distance learning training with Continuing Education Units (CEUs)” (N=83);
- 3.5% (n=3) attended “half-day workshop at their site” (N=85);
- 1.2% (n=1) attended “full-day workshop at the family child care center” (N=85); and
- 7.8% (n=5) participated in “other” training (N=64).

Those family child care teachers who indicated “other” were asked to specify what type of in-service or continuing education programs they have taken. There was no single most frequent response. Responses given included: Core Plus, Second Helping, and CASA Supporting Kids.

### New Castle County

In New Castle County, 77.8% (n=35) of family child care teachers (N=45) reported they had attended “off-site half-day workshops” as continuing education programs. Also, 76.7% (n=33) of family child care teachers in New Castle County (N=43) reported they had attended “in-state conferences.” Of the continuing education options offered, only 2.3% (n=1) of family child care teachers in New Castle County (N=44) reported they had attended “on-site full-day workshops.”

### Wilmington

In Wilmington, 75.0% (n=6) of family child care teachers (N=8) reported they had attended “off-site half-day workshops” as continuing education programs. Also, 62.5% (n=5) of family child care teachers in Wilmington(N=8) reported they had attended “in-state conferences” as continuing education programs. Of the continuing education options offered, none of the family child care teachers in Kent County reported attending “on-site brief training,” “on-site half-day workshops,” “on-site full-day workshops,” “distance training with CEUs” or “other continuing education programs.”

### Kent County

In Kent County, 71.4% (n=10) of family child care teachers (N=14) reported they had attended “off-site half-day workshops” as continuing education programs. Also, 38.5% (n=5) of family child care teachers in Kent County (N=13) reported they had attended “off-site full-day workshops.” Of the continuing education options offered, none of family child care teachers in Kent County reported attending “on-site brief training,” “on-site half-day workshops,” or “on-site full-day workshops.”

### Sussex County

In Sussex County, 72.2% (n=13) of family child care teachers (N=18) reported they had attended “off-site courses.” Also, 44.4% (n=8) of family child care teachers in Sussex County (N=18) reported they had attended “off-site half-day workshops.” Of the continuing education options offered, none of the family child care teachers in Sussex County reported attending “on-site full day workshops” as continuing education programs.

See Table T-28 for the details about in-service training of family child care teachers.

Table T-28: In-service and Continuing Education <b>Family Child Care Programs</b>						
What types of in-service or continuing education programs do you or your staff take?						
Location of Program: Training Venue:		New Castle	Wilmington	Kent	Sussex	Total
Off-site half-day workshops	Yes	35	6	10	8	59
	%	77.8%	75.0%	71.4%	44.4%	69.4%
	N	45	8	14	18	85
In-state conferences	Yes	33	5	5	6	49
	%	76.7%	62.5%	35.7%	33.3%	59.0%
	N	43	8	14	18	83
Off-site full-day workshops	Yes	33	3	5	7	48
	%	73.3%	37.5%	38.5%	38.9%	57.1%
	N	45	8	13	18	84
Off-site courses (more than one session over an extended period of time)	Yes	28	2	4	13	47
	%	63.6%	25.0%	28.6%	72.2%	56.0%
	N	44	8	14	18	84
College courses for credit	Yes	16	2	4	4	26
	%	37.2%	25.0%	28.6%	22.0%	31.3%
	N	43	8	14	18	83
Out-of-state conferences	Yes	7	1	1	2	11
	%	15.9%	12.5%	7.1%	11.1%	13.1%
	N	44	8	14	18	84
On-site brief training (1 hour or less)	Yes	5	0	0	2	7
	%	11.4%	0.0%	0.0%	10.5%	8.2%
	N	44	8	14	19	85
Other	Yes	1	0	1	3	5
	%	3.4%	0.0%	7.1%	20.0%	7.8%
	N	29	6	14	15	64
Distance training with CEUs	Yes	1	0	1	1	3
	%	2.3%	0.0%	7.1%	5.6%	3.6%
	N	43	8	14	18	83
On-site half-day workshops	Yes	2	0	0	1	3
	%	4.5%	0.0%	0.0%	5.3%	3.5%
	N	44	8	14	19	85
On-site full-day workshops	Yes	1	0	0	0	1
	%	2.3%	0.0%	0.0%	0.0%	1.2%
	N	44	8	14	19	85

## Child Care Centers

The directors of child care centers were asked to identify the types of in-service and continuing education where they or their staffs have received training. Directors could select all the types of in-service and continuing education in which they or their staffs had participated. Table T-29 presents the venues where child care center directors and their staffs have received their training. The synopsis of this information by geographic region also lists the two venues chosen most often by the child care center



directors and their staffs and the one venue chosen the least often by the child care center directors and their staffs.

### State

Of the options suggested, the most frequently attended in-service and continuing education programs by directors of child care centers and their staffs (N=56) were “off-site full-day workshops” (96.4%, n=54) and “in-state conferences” (96.4%, N=55, n=53).

Of the remaining options:

- 91.2% (n=52) took “college courses for credit” (N=57);
- 91.2% (n=52) attended “ off-site half-day workshops” (N=57);
- 89.5% (n=51) attended “off-site courses which meet more than one time over an extended period of time” (N=57);
- 86.0% (n=49) attended “on-site brief training of 1 hour or less” (N=57);
- 57.9% (n=33) attended “on-site half-day workshops” (N=57);
- 56.4% (n=31) attended “out-of-state conferences” (N=55);
- 37.0% (n=20) attended “on-site full-day workshops (N=54);
- 31.4% (n=16) participated in “distance training with Continuing Education Units (CEUs)” (N=51); and
- 27.8% (n=10) participated in “other” training options (N=36).

Those child care center directors who indicated “other” were asked to specify what type of in-service or continuing education programs they or their staffs had taken. Responses given included: Long-term training offered on-site, retreats, and short-term off-site experiences.

### New Castle County

In New Castle County, 100.0% (N=18) of the directors of child care centers reported they or someone from their staffs had attended “on-site brief training,” and 100.0% (N=17) reported they or someone from their staffs had attended “off-site full-day workshops,” and “in-state conferences” as continuing education programs. Also, 89.5% (n=17) of the directors of New Castle County child care centers (N=19) reported they or someone from their staffs had attended “off-site half-day workshops.” Lastly, 33.3% (n=5) of the directors of New Castle County child care centers (N=15) reported they or someone from their staffs had attended “distance training with CEUs.”

### Wilmington

In Wilmington, 100.0% (N=13) of the directors of child care centers reported they or someone from their staffs had attended “off-site courses” and “college courses for credit” as continuing education programs, and 100.0% (N=12) reported they or someone from their staffs had attended “off-site half-day workshops.” Also, 91.7% (n=11) of the directors of Wilmington child care centers (N=12) reported they or someone from their staffs had attended “off-site full-day workshops.” Lastly, 18.2% (n=2) of the directors of Wilmington child care centers (N=11) reported they or someone from their staffs had attended “on-site full-day workshops.”

### Kent County

In Kent County, 100.0% (n=14) of the directors of child care centers (N=14) reported they or someone from their staffs had attended “off-site full-day workshops” and “in-state conferences” as continuing education programs. Also, 85.7% (n=12) of the directors of Kent County child care centers (N=14) reported they or someone from their staffs had attended “off-site half-day workshops,” “off-site courses,” and “college courses for credit.” Lastly, 30.0% (n=3) of the directors of Kent County child care centers (N=10) reported they or someone from their staffs had attended “other” continuing education programs.

### Sussex County

In Sussex County, 100.0% (N=13) of the directors of child care centers reported they or someone from their staffs had attended “college courses for credit”; 100.0% (N=12) also reported they or someone from their staffs had attended “in-state conferences.” Also 92.3% (n=12) of the directors of Sussex County child care centers (N=13) reported they or someone from their staffs had attended “on-site brief training” and “off-site full-day workshops”; 91.7% (N=12, n=11) reported they or someone from their staffs had attended “off-site half-day workshops.” Lastly, 11.1% (n=1) of the directors of Sussex County child care centers (N=9) reported they or someone from their staffs had attended “other” continuing education programs.

See Table T-29 for more information regarding the in-service or continuing education programs that child care center directors and their staffs take.

Table T-29: In-service and Continuing Education <b>Child Care Center Directors</b>						
What types of in-service or continuing education programs do you or your staff take?						
Location of Program: Training Venue:		New Castle	Wilmington	Kent	Sussex	Total
Off-site full-day workshops	Yes	17	11	14	12	54
	%	100.0%	91.7%	100.0%	92.3%	96.4%
	N	17	12	14	13	56
In-state conferences	Yes	17	10	14	12	53
	%	100.0%	83.3%	100.0%	100.0%	96.4%
	N	17	12	14	12	55
College courses for credit	Yes	14	13	12	13	52
	%	82.4%	100.0%	85.7%	100.0%	91.2%
	N	17	13	14	13	57
Off-site half-day workshops	Yes	17	12	12	11	52
	%	89.5%	100.0%	85.7%	91.7%	91.2%
	N	19	12	14	12	57
Off-site courses (more than one session over an extended period of time)	Yes	16	13	12	10	51
	%	88.9%	100.0%	85.7%	83.3%	89.5%
	N	18	13	14	12	57
On-site brief training (1 hour or less)	Yes	18	10	9	12	49
	%	100.0%	83.3%	64.3%	92.3%	86.0%
	N	18	12	14	13	57
On-site half-day workshops	Yes	11	8	7	7	33
	%	57.9%	66.7%	50.0%	58.3%	57.9%
	N	19	12	14	12	57
Out-of-state conferences	Yes	11	8	6	6	31
	%	64.7%	66.7%	42.9%	50.0%	56.4%
	N	17	12	14	12	55
On-site full-day workshops	Yes	8	2	6	4	20
	%	47.1%	18.2%	42.9%	33.3%	37.0%
	N	17	11	14	12	54
Distance training with CEUs	Yes	5	3	5	3	16
	%	33.3%	27.3%	35.7%	27.3%	31.4%
	N	15	11	14	11	51
Other	Yes	4	2	3	1	10
	%	33.3%	40.0%	30.0%	11.1%	27.8%
	N	12	5	10	9	36

## Head Start and Early Childhood Assistance Programs

Head Start and Early Childhood Assistance Program (ECAP) directors were asked to identify the types of in-service and continuing education programs where they or their staffs have received training. Directors could select all of the options in which they or their staffs have participated. Table T-30 presents the venues where Head Start and ECAP directors and their staffs have received their training. A synopsis of this information by geographic region is also presented which lists the two venues chosen

most often by the Head Start and ECAP directors and their staffs and the one venue chosen the least often by the Head Start and ECAP directors and their staffs.

## State

Of the options suggested, the most frequently attended in-service and continuing education programs by Head Start and Early Childhood Assistance Program (ECAP) directors and their staffs (N=23) were “off-site full-day workshops” (95.7%, n=22). Of the remaining options:

- 95.7% (n=22) attended “conferences held within the state” (N=23);
- 95.7% (n=22) took “college courses for credit” (N=23);
- 95.7% (n=22) attended “off-site full-day workshops” (N=23);
- 90.9% (n=20) attended “on-site brief training of 1 hour or less” (N=22);
- 90.9% (n=20) attended “off-site half-day workshops” (N=22);
- 87.0% (n=20) attended “out-of-state conferences” (N=23);
- 86.4% (n=19) attended “off-site courses which met more than one time over an extended period of time” (N=22);
- 72.7% (n=16) had attended “on-site full-day workshops” (N=22);
- 63.6% (n=14) had attended “on-site half-day workshops” (N=22);
- 42.9% (n=9) participated in “distance training with Continuing Education Units (CEUs)” (N=21); and
- 18.2% (n=2) participated in “other” training options (N=11).

Those Head Start and ECAP directors who indicated “other” were asked to specify what type of in-service or continuing education programs they or their staffs have taken. The only specific response given was licensure hours.

## New Castle County

In New Castle County, 100.0% (n=10) of Head Start and Early Childhood Assistance Program (ECAP) directors reported they or someone from their staffs had attended “off-site full-day workshops,” “in-state conferences,” “out-of-state conferences,” and “college courses for credit” as continuing education programs; 100.0% (n=9) reported they or someone from their staffs had attended “on-site brief training.” Also, 90.0% (n=9) of the New Castle County Head Start and ECAP directors (N=10) reported they or someone from their staffs had attended “off-site courses which meet more than one session over an extended period of time.” Lastly, 44.4% (n=4) of the New Castle County Head Start and ECAP directors (N=9) reported they or someone from their staffs had attended “distance training with CEUs.”

## Wilmington

In Wilmington, 100.0% (n=2) of Head Start and Early Childhood Assistance Program (ECAP) directors (N=2) reported they or someone from their staffs had attended “on-site brief training (1 hour or less),” “off-site half-day workshops,” “off-site full-day workshops,” “in-state conferences,” “out-of-state conferences,” “off-site courses,” and “college courses for credit” as continuing education programs. Also, 50.0% (n=1) of the Wilmington Head Start and ECAP directors (N=2) reported they or someone from their staffs had attended “on-site full-day workshops.” Of the continuing education options

offered, none of the Wilmington Head Start and ECAP directors (N=2) reported attending “on-site half-day workshops,” “distance training with CEUs,” or “other” continuing education programs.

#### Kent County

In Kent County, 100.0% (n=3) of Head Start and Early Childhood Assistance Program (ECAP) directors (N=3) reported they or someone from their staffs had attended “off-site half-day workshops,” “off-site full-day workshops,” “in-state conferences,” “out-of-state conferences,” “off-site courses,” and “college courses for credit” as continuing education programs, and 66.7% (n=2) of the Kent County Head Start and ECAP directors (N=3) reported they or someone from their staffs had attended “on-site brief training,” “on-site half-day workshops,” and “on-site full-day workshops.” Of the continuing education options offered, none of the Kent County Head Start and ECAP directors (N=2) reported attending “other” continuing education programs.

#### Sussex County

In Sussex County, 100.0% (n=8) of Head Start and Early Childhood Assistance Program (ECAP) directors reported they or someone from their staffs had attended “off-site half-day workshops.” Also, 87.5% (n=7) of the Sussex County Head Start and ECAP directors (N=8) reported they or someone from their staffs had attended “off-site full-day workshops,” “on-site brief training,” “on-site half-day workshops,” “in-state conferences,” and “college courses for credit.” Lastly, 20.0% (n=1) of the Sussex County Head Start and ECAP directors (N=5) reported they or someone from their staffs had attended “other” continuing education programs.

See Table T-30 for more information regarding the in-service or continuing education programs that Head Start and Early Childhood Assistance Program directors and their staffs take.

Table T-30: In-service and Continuing Education <b>Head Start and Early Childhood Assistance Program Directors</b>						
What types of in-service or continuing education programs do you or your staff take?						
Location of Program: Training Venue:		New Castle	Wilmington	Kent	Sussex	Total
Off-site full-day workshops	Yes	10	2	3	7	22
	%	100.0%	100.0%	100.0%	87.5%	95.7%
	N	10	2	3	8	23
In-state conferences	Yes	10	2	3	7	22
	%	100.0%	100.0%	100.0%	87.5%	95.7%
	N	10	2	3	8	23
College courses for credit	Yes	10	2	3	7	22
	%	100.0%	100.0%	100.0%	87.5%	95.7%
	N	10	2	3	8	23
On-site brief training (1 hour or less)	Yes	9	2	2	7	20
	%	100.0%	100.0%	66.7%	87.5%	90.9%
	N	9	2	3	8	22
Off-site half-day workshops	Yes	7	2	3	8	20
	%	77.8%	100.0%	100.0%	100.0%	90.9%
	N	9	2	3	8	22
Out-of-state conferences	Yes	10	2	3	5	20
	%	100.0%	100.0%	100.0%	62.5%	87.0%
	N	10	2	3	8	23
Off-site courses (more than one session over an extended period of time)	Yes	9	2	3	5	19
	%	90.0%	100.0%	100.0%	71.4%	86.4%
	N	10	2	3	7	22
On-site full-day workshops	Yes	7	1	2	6	16
	%	70.0%	50.0%	66.7%	85.7%	72.7%
	N	10	2	3	7	22
On-site half-day workshops	Yes	5	0	2	7	14
	%	55.6%	0.0%	66.7%	87.5%	63.6%
	N	9	2	3	8	22
Distance training with CEUs	Yes	4	0	1	4	9
	%	44.4%	0.0%	33.3%	57.1%	42.9%
	N	9	2	3	7	21
Other	Yes	1	0	0	1	2
	%	50.0%	0.0%	0.0%	20.0%	18.2%
	N	2	2	2	5	11

## Part-Day Programs

Directors of part-day programs were asked to identify the types of in-service and continuing education programs where they or their staffs have received training. Directors could select all the types of in-service and continuing education in which they or their staffs had participated. Table T-31 presents the venues where directors of part-day programs and their staffs have received their training. The synopsis of this information by geographic region also lists the two venues chosen most often by the

directors of part-day programs and their staffs and the one venue chosen the least often by the directors of part-day programs and their staffs.

### State

Of the options suggested, the most frequently attended in-service and continuing education programs by directors of part-day programs and their staffs (N=20) were “off-site courses that meet for an extended period of time for several sessions” (80.0%, n=16).

Of the remaining options:

- 76.2% (n=16) attended “on-site brief training of 1 hour or less” (N=21);
- 75.0% (n=15) took “college courses for credit” (N=20);
- 70.0% (n=14) attended “off-site full-day workshops” (N=20);
- 68.4% (n=13) attended “in-state conferences” (N=19);
- 68.4% (n=13) attended “off-site half-day workshops” (N=19);
- 57.1% (n=12) attended “on-site half-day workshops” (N=21);
- 55.0% (n=11) attended “out-of-state conferences” (N=20);
- 25.0% (n=5) attended “on-site full-day workshops” (N=20);
- 16.7% (n=3) participated in “distance training with Continuing Education Units (CEUs)” (N=18); and
- 27.3% (n=3) participated in “other” training options (N=11).

Those directors of part-day programs who indicated “other” were asked to specify what type of in-service or continuing education programs they or their staffs had taken. Responses given included evening workshops and CPR classes.

### New Castle County

In New Castle County, 100.0% (n=10) of the directors of part-day programs (N=10) reported they or someone from their staffs had attended an “on-site brief training of 1 hour or less.” Also, of the directors of part-day programs in New Castle County (N=10), 90.0% (n=9) reported they or someone from their staffs had attended “off-site courses” and “college courses for credit.” Lastly, 37.5% (n=3) of the directors of part-day programs in New Castle County (N=8) reported they or someone from their staffs had attended “distance training with CEUs.”

### Wilmington

In Wilmington, 100.0% (n=2) of directors of part-day programs (N=2) reported they or someone from their staffs had attended “on-site brief training of 1 hour or less,” “on-site half-day workshops,” “off-site full-day workshops,” and 100.0% (n=1) reported they or someone from their staffs had attended “off-site half-day workshops,” “in-state conferences,” “out-of-state conferences,” “off-site courses,” and “college courses for credit.” Of the continuing education options offered, none of the directors of part-day programs in Wilmington reported attending “on-site full-day workshops,” “distance training with CEUs,” or “other” continuing education programs.

### Kent County

In Kent County, 66.7% (n=4) of directors of part-day programs (N=6) reported they or someone from their staffs had attended “off-site half-day workshops” and “off-site courses” as continuing education programs. Also, 50.0% (n=3) of directors of part-day programs in Kent County (N=6) reported they or someone from their staffs had attended “on-site half-day workshops,” “off-site full-day workshops,” “in-state conferences,” “out-of-state conferences,” and “college courses for credit.” Lastly, no directors of part-day programs in Kent County (N=6) reported they or someone from their staffs had attended “distance training with CEUs.”

### Sussex County

In Sussex County, 66.7% (n=2) of directors of part-day programs (N=3) reported they or someone from their staffs had attended “on-site brief training,” “off-site courses,” and “college courses for credit”; 33.3% (n=1) reported they or someone from their staffs had attended “off-site half-day workshops,” “off-site full-day workshops,” and “in-state conferences.” Lastly, none of the directors of part-day programs in Sussex County (N=3) reported they or someone from their staffs had attended “on-site half-day workshops,” “on-site full-day workshops,” “out-of-state conferences,” “distance training with CEUs,” or “other” continuing education programs.

For information related to the in-service and continuing education taken by directors of part-day programs and their staffs, see Table T-31.



Table T-31: In-service and Continuing Education <b>Part-Day Program Directors</b>						
What types of in-service or continuing education programs do you or your staff take?						
Location of Program: Training Venue:		New Castle	Wilmington	Kent	Sussex	Total
Off-site courses (more than one session over an extended period of time)	Yes	9	1	4	2	16
	%	90.0%	100.0%	66.7%	66.7%	80.0%
	N	10	1	6	3	20
On-site brief training (1 hour or less)	Yes	10	2	2	2	16
	%	100.0%	100.0%	33.3%	66.7%	76.2%
	N	10	2	6	3	21
College courses for credit	Yes	9	1	3	2	15
	%	90.0%	100.0%	50.0%	66.7%	75.0%
	N	10	1	6	3	20
Off-site full-day workshops	Yes	8	2	3	1	14
	%	88.9%	100.0%	50.0%	33.3%	70.0%
	N	9	2	6	3	20
Off-site half-day workshops	Yes	7	1	4	1	13
	%	77.8%	100.0%	66.7%	33.3%	68.4%
	N	9	1	6	3	19
In-state conferences	Yes	8	1	3	1	13
	%	88.9%	100.0%	50.0%	33.3%	68.4%
	N	9	1	6	3	19
On-site half-day workshops	Yes	7	2	3	0	12
	%	70.0%	100.0%	50.0%	0.0%	57.1%
	N	10	2	6	3	21
Out-of-state conferences	Yes	7	1	3	0	11
	%	70.0%	100.0%	50.0%	0.0%	55.0%
	N	10	1	6	3	20
Other	Yes	2	0	1	0	3
	%	40.0%	0.0%	33.3%	0.0%	27.3%
	N	5	0	3	3	11
On-site full-day workshops	Yes	4	0	1	0	5
	%	40.0%	0.0%	16.7%	0.0%	25.0%
	N	10	1	6	3	20
Distance training with CEUs	Yes	3	0	0	0	3
	%	37.5%	0.0%	0.0%	0.0%	16.7%
	N	8	1	6	3	18

## Lead Teachers' Experience in Early Childhood

Lead teachers (N=585) were asked to report how many years they have worked in the early childhood profession (paid and non-paid). While the teachers reported this information specifically in years and months, the responses have been organized into four categories:

- less than 1 year;
- between 1 and 5 years;
- between 6 and 10 years; and
- more than 10 years.

### State

Of the lead teachers across all programs types (N=585):

- 2.1% (n=12) reported they have worked less than 1 year in early childhood;
- 27.3% (n=160) reported they have worked between 1 and 5 years in early childhood;
- 20.3% (n=119) reported they have worked between 6 and 10 years in early childhood; and
- 50.3% (n=294) reported they have worked more than 10 years in early childhood.

### Family Child Care Programs

Of the family child care teachers (N=85):

- 25.9% (n=22) reported they have worked in early childhood between 1 and 5 years;
- 15.3% (n=13) reported they have worked in early childhood between 6 and 10 years; and
- 58.8% (n=50) reported they have worked in early childhood more than 10 years.

### Lead Teachers of Infants and Toddlers in Child Care Centers

Of the lead teachers of infants and toddlers in child care centers (N=125):

- 4.0% (n=5) reported they have worked less than 1 year in early childhood;
- 31.2% (n=39) reported they have worked in early childhood between 1 and 5 years;
- 22.4% (n=28) reported they have worked in early childhood between 6 and 10 years; and
- 42.4% (n=53) reported they have worked in early childhood more than 10 years.

### Lead Teachers of 3 to 5-Year-Olds in Child Care Centers

Of the lead teachers of 3 to 5-year-olds in child care centers (N=164):

- 1.8% (n=3) reported they have worked less than 1 year in early childhood;
- 25.0% (n=41) reported they have worked in early childhood between 1 and 5 years;
- 20.1% (n=33) reported they have worked in early childhood between 6 and 10 years; and

- 53.0% (n=87) reported they have worked in early childhood more than 10 years.

#### Lead Teachers in Head Start and Early Childhood Assistance Programs

Of the Head Start and Early Childhood Assistance Programs (ECAP) lead teachers (N=81):

- 24.7% (n=20) reported they have worked in early childhood between 1 and 5 years;
- 28.4% (n=23) reported they have worked in early childhood between 6 and 10 years; and
- 46.9% (n=38) reported they have worked in early childhood more than 10 years.

#### Lead Teachers of 3 to 5-Year-Olds in Part-Day Programs

Of the lead teachers of 3 to 5-year-olds in part-day programs (N=81):

- 2.5% (n=2) reported they have worked less than 1 year in early childhood;
- 18.5% (n=15) reported they have worked in early childhood between 1 and 5 years;
- 17.3% (n=14) reported they have worked in early childhood between 6 and 10 years; and
- 61.7% (n=50) reported they have worked in early childhood more than 10 years.

#### Lead Teachers in School-Age Programs

Of the lead teachers of children in school-age programs (N=49):

- 4.1% (n=2) reported they have worked less than 1 year in early childhood;
- 46.9% (n=23) reported they have worked in early childhood between 1 and 5 years;
- 16.3% (n=8) reported they have worked in early childhood between 6 and 10 years; and
- 32.7% (n=16) reported they have worked in early childhood more than 10 years.

Figure T-4 indicates the lead teachers' experience in early childhood by program type. The numbers within the figure represent the percent of lead teachers who have had each increment of experience in the field of early childhood.

Table T-32 presents a summary of lead teachers' experience in early childhood.

See Table T-33 for details on lead teachers' experience in early childhood by program type and geographic region.

Figure T-4:

### Lead Teachers' Experience in Early Childhood

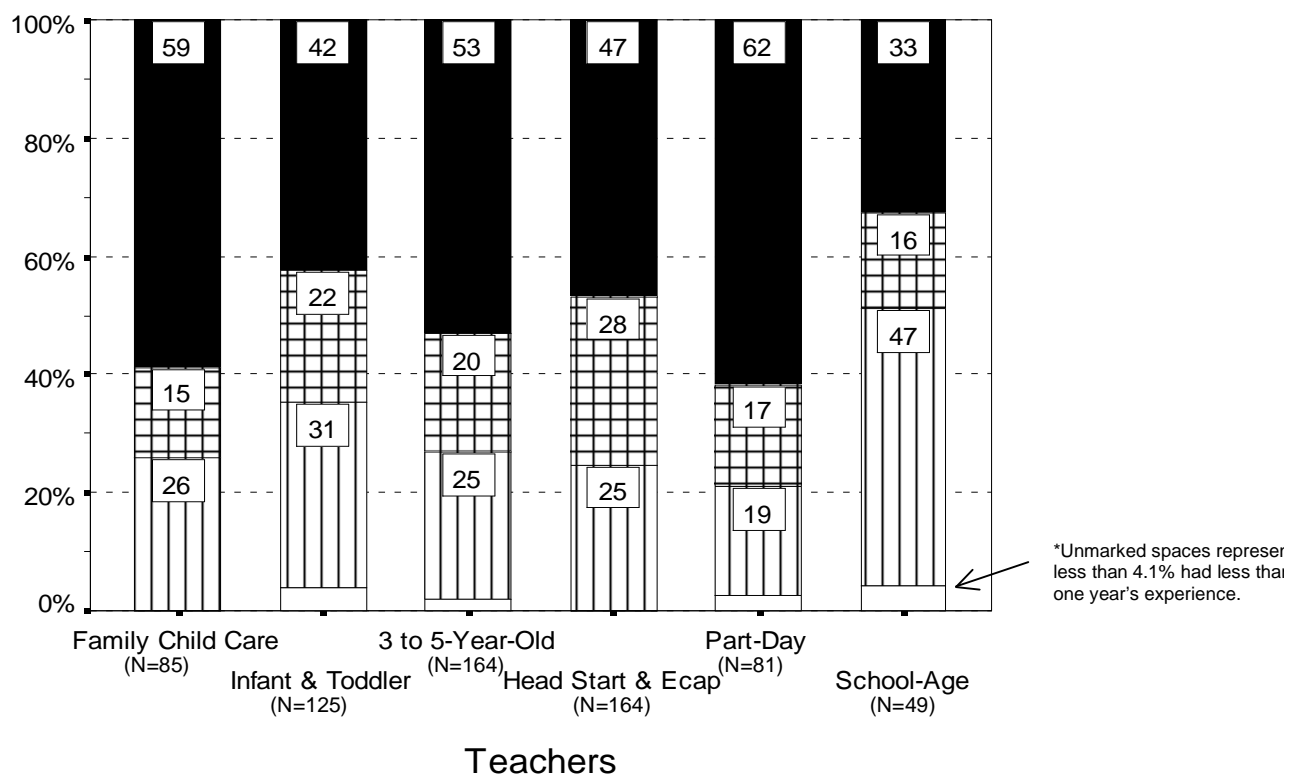


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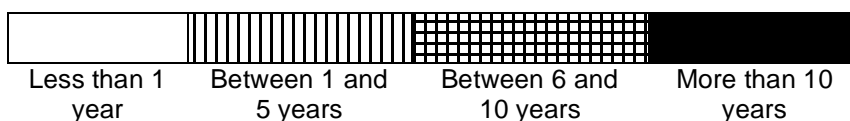


Table T-32: Lead Teachers' Experience in Early Childhood						
Years of Experience: Teachers of:		Less than 1 year	Between 1 and 5 years	Between 6 and 10 years	More than 10 years	Total
Family Child Care	N %	0 0.0%	22 25.9%	13 15.3%	50 58.8%	85 100.0%
Infants and Toddlers in Centers	N %	5 4.0%	39 31.2%	28 22.4%	53 42.4%	125 100.0%
3 to 5-Year-Olds in Centers	N %	3 1.8%	41 25.0%	33 20.1%	87 53.0%	164 100.0%
Head Start and ECAP	N %	0 0.0%	20 24.7%	23 28.4%	38 46.9%	81 100.0%
Part-Day Programs	N %	2 2.5%	15 18.5%	14 17.3%	50 61.7%	81 100.0%
School-Age Programs	N %	2 4.1%	23 46.9%	8 16.3%	16 32.7%	49 100.0%
All Programs	N %	12 2.1%	160 27.3%	119 20.3%	294 50.3%	585 100.0%

Table T-33:

### Lead Teachers' Experience in Early Childhood

How many years have you worked in early childhood (paid and non-paid)?					
Years of Experience: Teachers of:		Less than 1 year	Between 1 and 5 years	Between 6 and 10 years	More than 10 years
Family Child Care	N	0	11	5	29
	W	0	2	0	6
	K	0	5	4	5
	S	0	4	4	10
	T	0 (0.0%)	22 (25.9%)	13 (15.3%)	50 (58.8%)
Infant and Toddlers in Centers	N	1	8	15	20
	W	1	5	2	14
	K	0	11	4	14
	S	3	15	7	5
	T	5 (4.0%)	39 (31.2%)	28 (22.4%)	53 (42.4%)
3 to 5-Year-Olds in Centers	N	1	12	13	32
	W	1	7	7	18
	K	1	11	10	23
	S	0	11	3	14
	T	3 (1.8%)	41 (25.0%)	33 (20.1%)	87 (53.0%)
Head Start and ECAP	N	0	7	9	20
	W	0	1	1	6
	K	0	6	9	2
	S	0	6	4	10
	T	0 (0.0%)	20 (24.7%)	23 (28.4%)	38 (46.9%)
Part-Day Programs	N	0	6	7	30
	W	2	2	1	5
	K	0	4	3	12
	S	0	3	3	3
	T	2 (2.5%)	15 (18.5%)	14 (17.3%)	50 (61.7%)
School-Age Programs	N	1	11	4	5
	W	0	4	0	2
	K	0	4	0	4
	S	1	4	4	5
	T	2 (4.1%)	23 (46.9%)	8 (16.3%)	16 (32.7%)
All Programs	N	3	55	53	136
	W	4	21	11	51
	K	1	41	30	60
	S	4	43	25	47
	T	12 (2.1%)	160 (27.3%)	119 (20.3%)	294 (50.3%)

## Lead Teachers' Experience in Current Program

Lead teachers (N=586) were asked to report how many years they have worked in their current program. While the teachers reported this information specifically in years and months, the responses have been organized into four categories:

- less than 1 year;
- between 1 and 5 years;
- between 6 and 10 years; and
- more than 10 years.

### State

Of the lead teachers across all program types (N=586):

- 14.8% (n=87) reported they have worked less than 1 year in their current programs;
- 47.3% (n=277) reported they have worked between 1 and 5 years in their current programs;
- 17.9% (n=105) reported they have worked between 6 and 10 years in their current programs; and
- 20.0% (n=117) reported they have worked for more than 10 years in their current programs.

### Family Child Care Programs

Of the family child care teachers (N=85):

- 2.5% (n=2) reported they have worked for less than 1 year in their current programs;
- 44.7% (n=38) reported they have worked between 1 and 5 years in their current programs;
- 22.4% (n=19) reported they have worked between 6 and 10 years in their current programs; and
- 30.6% (n=26) reported they have worked for more than 10 years in their current programs.

### Lead Teachers of Infants and Toddlers in Child Care Centers

Of the lead teachers of infants and toddlers in child care centers (N=125):

- 19.2% (n=24) reported they have worked less than 1 year in their current programs;
- 44.8% (n=56) reported they have worked between 1 and 5 years in their current programs;
- 23.2% (n=29) reported they have worked between 6 and 10 years in their current programs; and
- 12.8% (n=16) reported they have worked for more than 10 years in their current programs.

### Lead Teachers of 3 to 5-Year-Olds in Child Care Centers

Of the lead teachers of 3 to 5-year-olds in child care centers (N=164):

- 15.9% (n=26) reported they have worked for less than 1 year in their current programs;
- 48.2% (n=79) reported they have worked between 1 and 5 years in their current programs;
- 15.2% (n=25) reported they have worked between 6 and 10 years in their current programs; and
- 20.7% (n=34) reported they have worked for more than 10 years in their current programs.

### Lead Teachers in Head Start and Early Childhood Assistance Programs

Of the Head Start and Early Childhood Assistance Programs (ECAP) lead teachers (N=82):

- 15.9% (n=13) reported they have worked for less than 1 year in their current programs;
- 51.2% (n=42) reported they have worked between 1 and 5 years in their current programs;
- 14.6% (n=12) reported they have worked between 6 and 10 years in their current programs; and
- 18.3% (n=15) reported working for more than 10 years in their current programs.

### Lead Teachers of 3 to 5-Year-Olds in Part-Day Programs

Of the lead teachers of 3 to 5-year-olds in part-day programs (N=81):

- 14.8% (n=12) reported they have worked less than 1 year in their current programs;
- 40.8% (n=33) reported they have worked between 1 and 5 years in their current programs;
- 18.5% (n=15) reported they have worked between 6 and 10 years in their current programs; and
- 25.9% (n=21) reported they have worked for more than 10 years in their current programs.

### Lead Teachers in School-Age Programs

Of the lead teachers of children in school-age programs (N=49):

- 20.4% (n=10) reported they have worked less than 1 year in their current programs;
- 59.2% (n=29) reported they have worked between 1 and 5 years in their current programs;
- 10.2% (n=5) reported they have worked between 6 and 10 years in their current programs; and
- 10.2% (n=5) reported they have worked for more than 10 years in their current programs.

Figure T-5 indicates by program type the lead teachers' years of experience in the early care and education program where they were employed at the time of their interview. The numbers within the figure represent the percent of lead teachers who have had each increment of experience in the early care and education program.

Table T-34 presents a summary of lead teachers' years of experience in the early care and education program where they were employed at the time of their interview.

Table T-35 shows details by program type and geographic region of the lead teachers' years of experience in the early care and education program where they were employed at the time of their interview.



Figure T-5:

### Lead Teachers' Experience in Current Program

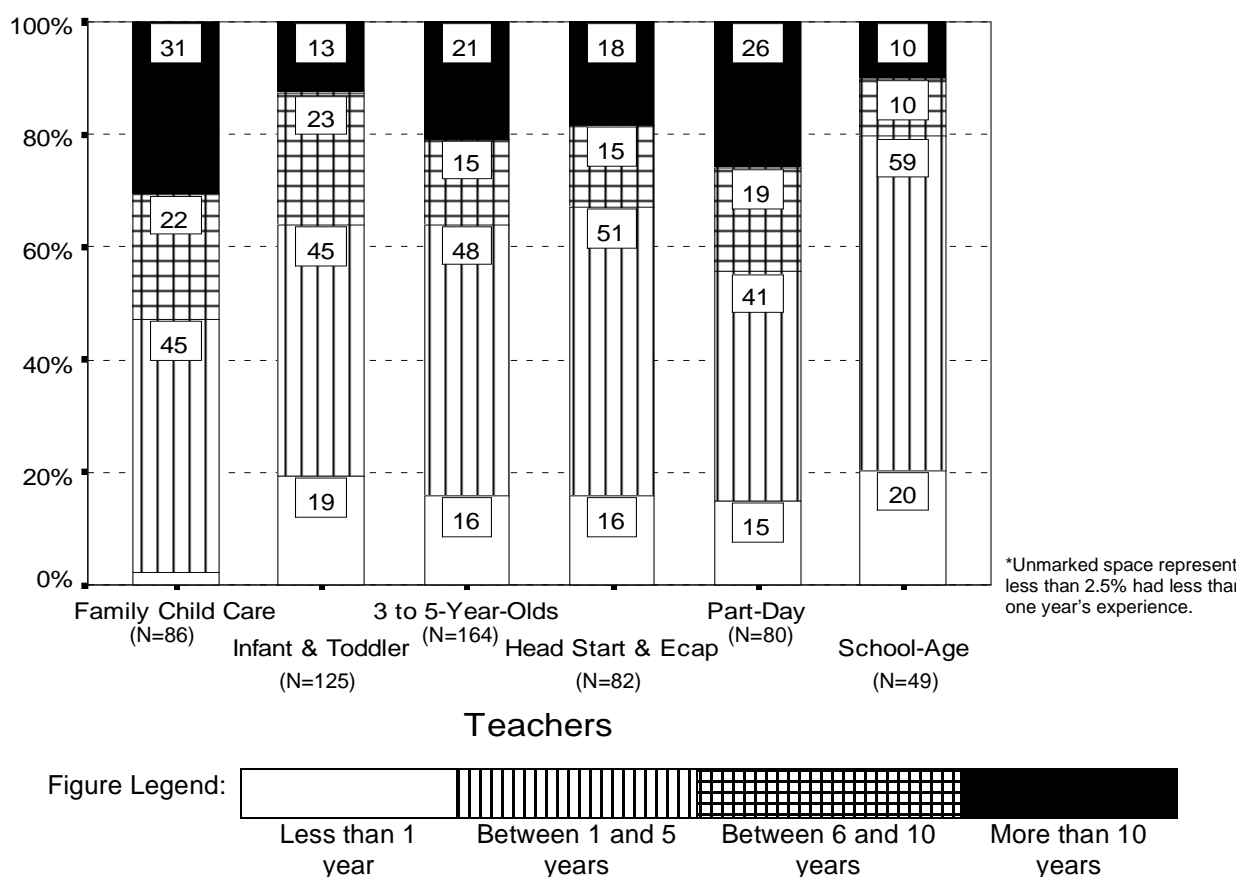


Figure Legend:

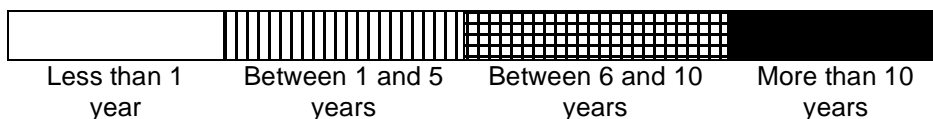


Table T-34:

### Lead Teachers' Experience in Current Program

Years of Experience:		Less than 1 year	Between 1 and 5 years	Between 6 and 10 years	More than 10 years	Total
Teachers of:						
Family Child Care	N	2	38	19	26	85
	%	2.4%	44.7%	22.4%	30.6%	100.0%
Infants and Toddlers in Centers	N	24	56	29	16	125
	%	19.2%	44.8%	23.2%	12.8%	100.0%
3 to 5-Year-Olds in Centers	N	26	79	25	34	164
	%	15.9%	48.2%	15.2%	20.7%	100.0%
Head Start and ECAP	N	13	42	12	15	82
	%	15.9%	51.2%	14.6%	18.3%	100.0%
Part-Day Programs	N	12	33	15	21	81
	%	14.8%	40.7%	18.5%	25.9%	100.0%
School-Age Programs	N	10	29	5	5	49
	%	20.4%	59.2%	10.2%	10.2%	100.0%
All Programs	N	87	277	105	117	586
	%	14.8%	47.3%	17.9%	20.0%	100.0%

Table T-35					
<b>Lead Teachers' Experience in Current Program</b>					
How many years have you worked in this program?					
Years of Experience: Teachers of:		Less than 1 year	Between 1 and 5 years	Between 6 and 10 years	Over 10 years
<b>Family Child Care</b>	N	1	16	9	19
	W	1	4	2	1
	K	0	9	4	1
	S	0	9	4	5
	T	2(2.4%)	38(44.7%)	19(22.4%)	26(30.6%)
<b>Infants and Toddlers in Centers</b>	N	6	18	16	4
	W	4	7	3	8
	K	7	13	5	4
	S	7	18	5	0
	T	24(19.2%)	56(44.8%)	29(23.2%)	16(12.8%)
<b>3 to 5-Year-Olds in Centers</b>	N	7	26	13	12
	W	4	16	5	8
	K	5	21	7	12
	S	10	16	0	2
	T	26(15.9%)	79(48.2%)	25(15.2%)	34(20.7%)
<b>Head Start and ECAP</b>	N	6	17	4	10
	W	0	4	1	3
	K	5	9	3	0
	S	2	12	4	2
	T	13(15.9%)	42(51.2%)	12(14.6%)	15(18.3%)
<b>Part-Day Programs</b>	N	2	18	12	11
	W	4	2	2	2
	K	4	8	1	6
	S	2	5	0	2
	T	12(14.8%)	33(40.7%)	15(18.5%)	21(25.9%)
<b>School-Age Programs</b>	N	6	12	1	2
	W	2	3	0	1
	K	1	7	0	0
	S	1	7	4	2
	T	10(20.4%)	29(59.2%)	5(10.2%)	5(10.2%)
<b>All Programs</b>	N	28	107	55	58
	W	15	36	13	23
	K	22	67	20	23
	S	22	67	17	13
	T	87 (14.8%)	277 (47.3%)	105 (17.9%)	117(20.0%)

## Comparison of Lead Teachers' Experience in Current Program to Lead Teachers' Experience in the Field of Early Childhood

Figures T-6 through T-12 visually compare the amount of time lead teachers have spent in the field of early childhood compared to the amount of time that they have spent in their current early care and education programs as previously presented. The tables and charts indicate that most of the lead teachers interviewed in this study have had previous experience in the field of early childhood prior to being employed in their current programs.

Figure T-6

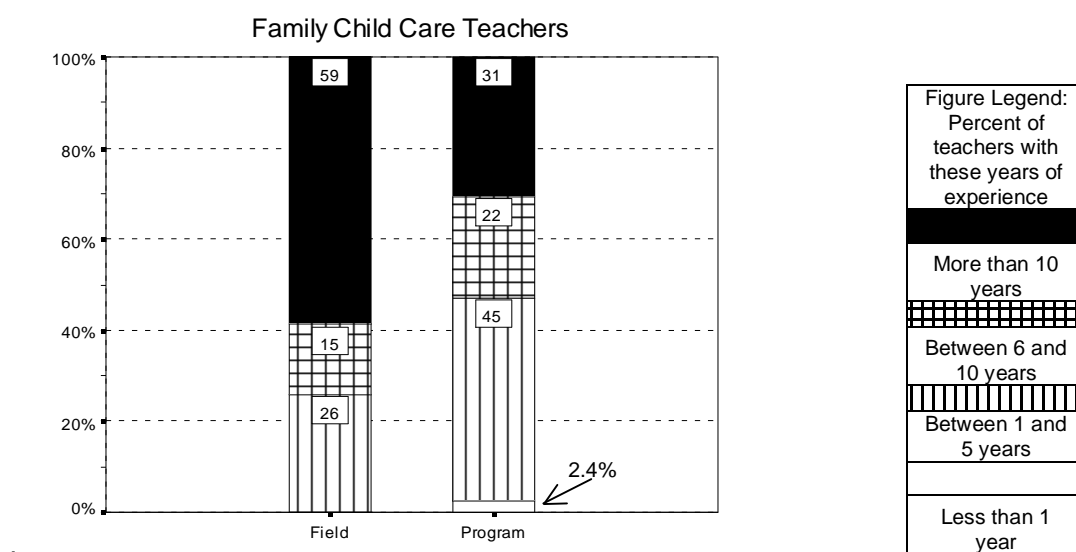


Figure T-7:

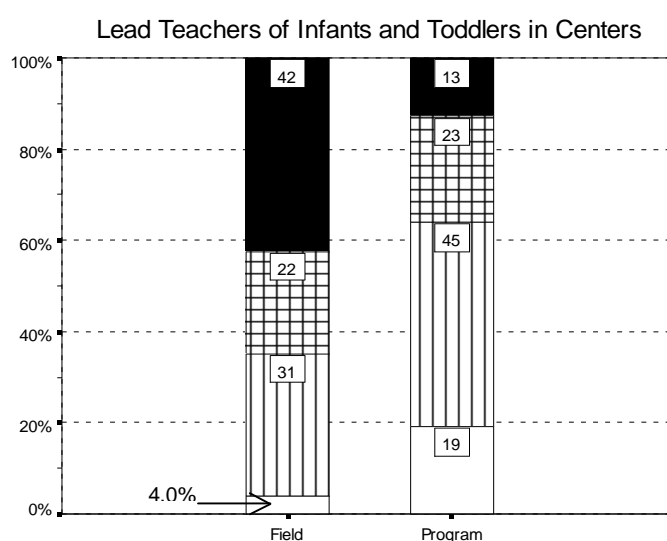


Figure T-8:

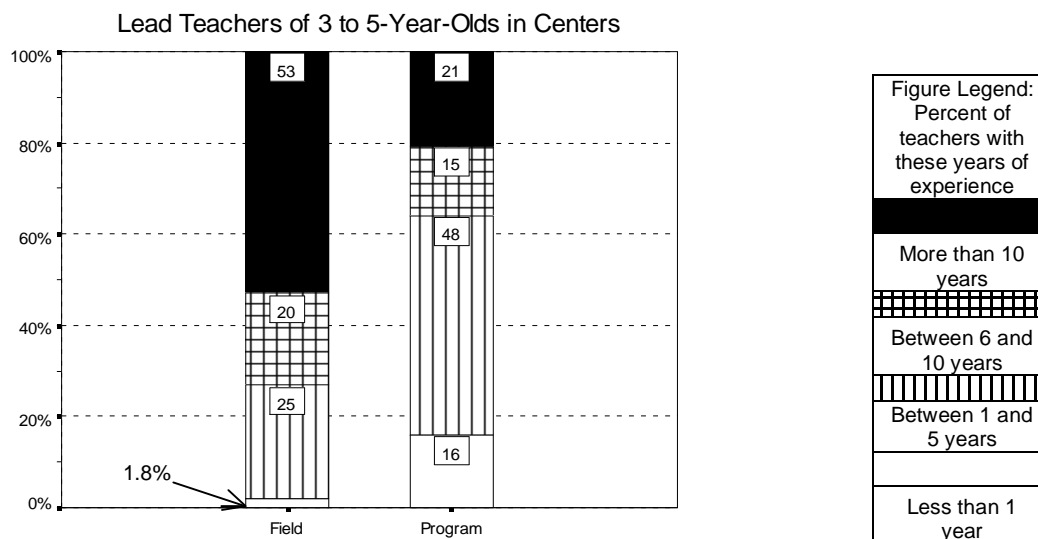


Figure T-9:

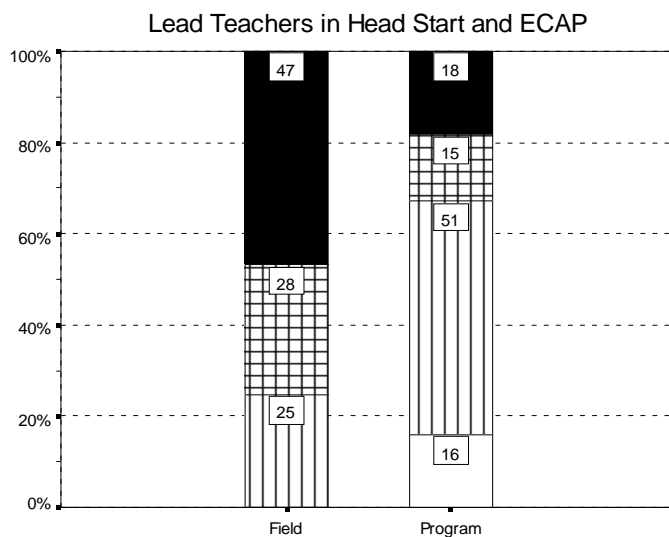


Figure T-10:

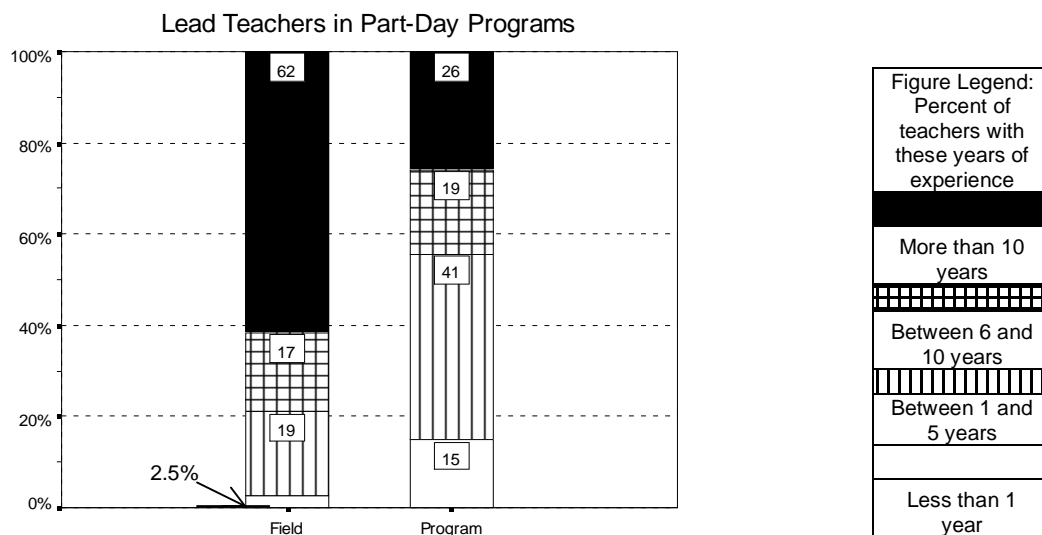


Figure T-11:

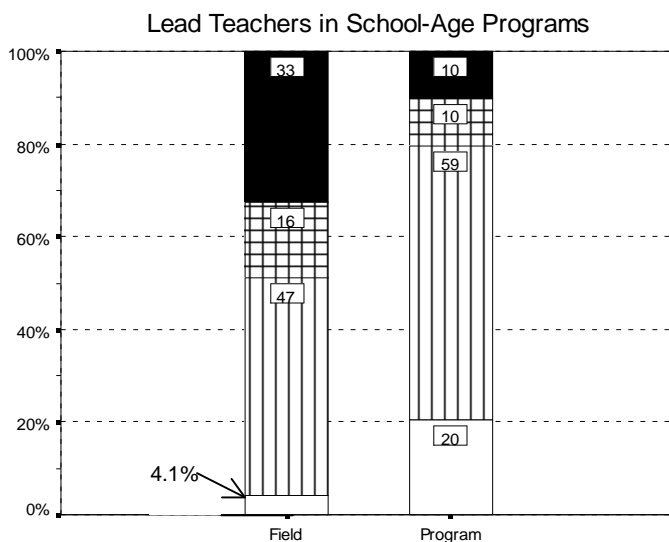
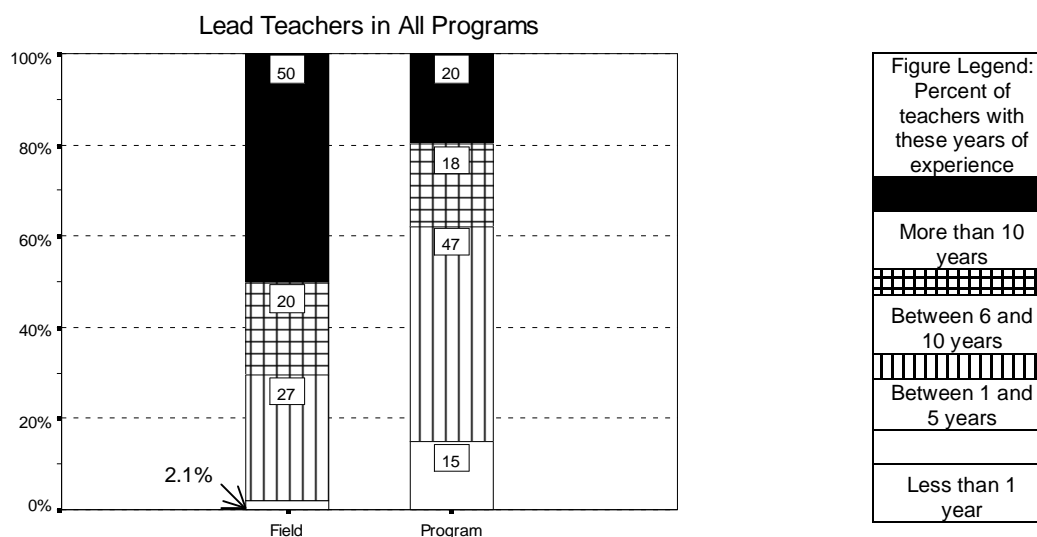


Figure T-12:



### Lead Teachers' Experience Caring for Children in Another Setting

Lead teachers were asked to report if they had any experience caring for children in another setting. The information is reported by program type and by geographic region below.

#### State

The following lead teachers reported having had experience caring for children in another setting:

- 90.2% (n=74) of the Head Start and Early Childhood Assistance Programs (ECAP) lead teachers (N= 82);
- 88.9% (n=72) of the lead teachers of 3 to 5-year-olds in part-day programs (N=81);
- 85.7% (n=42) of the lead teachers of children in school-age programs (N=49);
- 83.6% (n=138) of the lead teachers of 3 to 5-year-olds in child care centers (N=165);
- 82.4% (n=103) of lead teachers of infants and toddlers in child care centers (N=125); and
- 70.2% (n=59) of the family child care teachers (N=84).

#### Family Child Care Programs

The following family child care teachers reported having had experience caring for children in another setting:

- 63.6% (n=28) in New Castle County (N=44);
- 62.5% (n=5) in Wilmington (N=8);
- 85.7% (n=12) in Kent County (N=14); and
- 77.8% (n=14) in Sussex County (N=18).

#### Lead Teachers of Infants and Toddlers in Child Care Centers

### Lead Teachers of Infants and Toddlers in Child Care Centers

The following lead teachers of infants and toddlers in child care centers reported having had experience caring for children in another setting:

- 93.3% (n=42) in New Castle County (N=45);
- 61.9% (n=13) in Wilmington (N=21);
- 79.3% (n=23) in Kent County (N=29); and
- 83.3% (n=25) in Sussex County (N=30).

### Lead Teachers of 3 to 5-Year-Olds in Child Care Centers

The following lead teachers of 3 to 5-year-olds in child care centers reported having had experience caring for children in another setting:

- 84.5% (n=49) in New Castle County (N=58);
- 84.8% (n=28) in Wilmington (N=33);
- 80.0% (n=36) in Kent County (N=45); and
- 86.2% (n=25) in Sussex County (N=29).

### Lead Teachers in Head Start and Early Childhood Assistance Programs

The following Head Start and Early Childhood Assistance Programs (ECAP) lead teachers reported having had experience caring for children in another setting:

- 94.6% (n=35) in New Castle County (N=37);
- 75.0% (n=6) in Wilmington (N=8);
- 82.4% (n=14) in Kent County (N=17); and
- 95.0% (n=19) in Sussex County (N=20).

### Lead Teachers of 3 to 5-Year-Olds in Part-Day Programs

The following lead teachers of 3 to 5-year-olds in part-day programs reported having had experience caring for children in another setting:

- 88.4% (n=38) in New Castle County (N=43);
- 80.0% (n=8) in Wilmington (N=10);
- 89.5% (n=17) in Kent County (N=19); and
- 100.0% (n=9) in Sussex County (N=9).

### Lead Teachers in School-Age Programs

The following lead teachers of children in school-age programs reported having had experience caring for children in another setting:

- 85.7% (n=18) in New Castle County (N=21);
- 100.0% (n=6) in Wilmington (N=6);
- 87.5% (n=7) in Kent County (N=8); and
- 78.6% (n=11) in Sussex County (N=14).

Table T-36 provides a summary of the lead teachers who had experiences in caring for children in another setting.

Table T-36: <b>Lead Teachers' Experience in Another Setting</b>						
Have you had any experience caring for children in another setting?						
Location of Program: Teachers of:		New Castle	Wilmington	Kent	Sussex	State
Family Child Care	Yes	28	5	12	14	59
	%	63.6%	62.5%	85.7%	77.8%	70.2%
	N	44	8	14	18	84
Infants and Toddlers in Centers	Yes	42	13	23	25	103
	%	93.3%	61.9%	79.3%	83.3%	82.4%
	N	45	21	29	30	125
3 to 5-Year-Olds in Centers	Yes	49	28	36	25	138
	%	84.5%	84.8%	80.0%	86.2%	83.6%
	N	58	33	45	29	165
Head Start and ECAP	Yes	35	6	14	19	74
	%	94.6%	75.0%	82.4%	95.0%	90.2%
	N	37	8	17	20	82
Part-Day Programs	Yes	38	8	17	9	72
	%	88.4%	80.0%	89.5%	100.0%	88.9%
	N	43	10	19	9	81
School-Age Programs	Yes	18	6	7	11	42
	%	85.7%	100.0%	87.5%	78.6%	85.7%
	N	21	6	8	14	49
Total	Yes	210	66	109	103	488
	%	84.7%	76.7%	82.6%	85.8%	83.3%
	N	248	86	132	120	586

### Where Lead Teachers Have Had Previous Experience

Lead teachers were asked to report where they had previous experience caring for children in another setting. Some teachers reported several previous experiences caring for children. These multiple responses are reported. Lead teachers reported a variety of experiences. These responses have been categorized as eight settings:

- Center or Family Child Care;
- School;
- Church, Scouts, or Youth Groups;
- Babysitting;
- Own children;
- Nanny;
- Head Start and ECAP; and
- Other.

The “other” settings included camps for children, hospitals, and programs for children.



## Family Child Care Programs

### State

Of the lead teachers in family child care programs who responded they had experience working with children in another setting (N=51), 64.7% (n=33) reported they had worked in a “child care center or family child care” setting. Also, 17.6% (n=9) of family child care teachers reported they had experience with children in an “other” setting, and 13.7% (n=7) reported that they had experience with children in a “school” setting.

### New Castle County

Of the family child care teachers in New Castle County (N=25):

- 72.0% (n=18) reported they had experience with children in a “child care center or family child care” setting;
- 24.0% (n=6) reported they had experience with children in an “other” setting; and
- 12.0% (n=3) reported they had experience with children in a “church, scouts, or youth group” setting and in a “school” setting.

### Wilmington

Of the family child care teachers in Wilmington (N=5):

- 80.0% (n=4) reported they had experience with children in a “child care center or family child care” setting; and
- 20.0% (n=1) reported they had experience with children in an “other” setting and as part of “Head Start and ECAP.”

### Kent County

Of the family child care teachers in Kent County (N=10):

- 60.0% (n=6) reported they had experience with children in a “child care center or family child care” setting;
- 30.0% (n=3) reported they had experience with children in a “school” setting; and
- 20.0% (n=2) reported they had experience with children in a “church, scouts, or youth group” setting.

### Sussex County

Of the family child care teachers in Sussex County (N=11):

- 45.5% (n=5) reported they had experience with children in a “child care center or family child care” setting;
- 27.3% (n=3) reported they had experience with children as a “babysitter;” and
- 18.2% (n=2) reported they had experience with children in a “church, scouts, or youth group” setting.

See Table T-37 for a summary of family child care teachers’ responses describing their previous experiences working with children.

Table T-37: Previous Experience Caring for Children <b>Family Child Care Programs</b>						
Have you had any experience caring for children in another setting? If, yes, where?						
<b>Location of Program: Setting:</b>		<b>New Castle</b>	<b>Wilmington</b>	<b>Kent</b>	<b>Sussex</b>	<b>Total</b>
<b>Center or Family Child Care</b>	Yes	18	4	6	5	33
	%	72.0%	80.0%	60.0%	45.5%	64.7%
	N	25	5	10	11	51
<b>School</b>	Yes	3	0	3	1	7
	%	12.0%	0.0%	30.0%	9.1%	13.7%
	N	25	5	10	11	51
<b>Church, Scouts, or Youth Group</b>	Yes	3	0	2	2	7
	%	12.0%	0.0%	20.0%	18.2%	13.7%
	N	25	5	10	11	51
<b>Babysitting</b>	Yes	2	0	1	3	6
	%	8.0%	0.0%	10.0%	27.3%	11.8%
	N	25	5	10	11	51
<b>Own Children</b>	Yes	1	0	0	1	2
	%	4.0%	0.0%	0.0%	9.1%	3.9%
	N	25	5	10	11	51
<b>Nanny</b>	Yes	1	0	0	0	1
	%	4.0%	0.0%	0.0%	0.0%	2.0%
	N	25	5	10	11	51
<b>Other</b>	Yes	6	1	1	1	9
	%	24.0%	20.0%	10.0%	9.1%	17.6%
	N	25	5	10	11	51
<b>Head Start and ECAP</b>	Yes	1	1	0	0	2
	%	4.0%	20.0%	0.0%	0.0%	3.9%
	N	25	5	10	11	51

## Lead Teachers of Infants and Toddlers in Child Care Centers

### State

Of the lead teachers of infants and toddlers in child care centers who responded they had experience working with children in another setting (N=102), 66.7% (n=68) reported they had worked in a “child care center or family child care” setting. Another 16.7% (n=17) of the lead teachers of infants and toddlers in child care centers reported they had experience with children as a “babysitter,” and 12.7% (n=13) reported their experience with their “own children.”

### New Castle County

Of the lead teachers of infants and toddlers in child care centers in New Castle County (N=42):

- 66.7% (n=28) reported they had experience with children in a “child care center or family child care” setting;
- 16.7% (n=7) reported they had experience with children as a “babysitter;” and
- 14.3% (n=6) reported they had experience with children in an “other” setting.

### Wilmington

Of the lead teachers of infants and toddlers in child care centers in Wilmington (N=13):

- 76.9% (n=10) reported they had experience with children in a “child care center or family child care” setting;
- 15.4% (n=2) reported they had experience with children as a “babysitter;” and
- 7.7% (n=1) reported they had experience with children in a “school” setting, as a “nanny;” and in an “other” setting.

### Kent County

Of the lead teachers of infants and toddlers in child care centers in Kent County (N=23):

- 69.6% (n=16) reported they had experience with children in a “child care center or family child care” setting;
- 13.0% (n=3) reported they had experience with children in a “church, scouts, or youth group” setting ” and as a “babysitter;” and
- 8.7% (n=2) reported they had experience with children in a “school” setting.

### Sussex County

Of the lead teachers of infants and toddlers in child care centers in Sussex County (N=24):

- 58.3% (n=14) reported they had experience with children in a “child care center or family child care” setting;
- 41.7% (n=10) reported they had experience with their “own children;” and
- 20.8% (n=5) reported their experience with children as a “babysitter.”

See Table T-38 for a summary of the responses of lead teachers of infants and toddlers in child care centers describing their previous experiences working with children.

Table T-38:

Previous Experience Caring for Children  
**Lead Teachers of Infants and Toddlers in  
 Child Care Centers**

Have you had any experience caring for children in another setting? If, yes, where?

Location of Program: Setting:		New Castle	Wilmington	Kent	Sussex	Total
Center or Family Child Care	Yes	28	10	16	14	68
	%	66.7%	76.9%	69.6%	58.3%	65.7%
	N	42	13	23	24	102
School	Yes	2	1	2	1	6
	%	4.8%	7.7%	8.7%	4.2%	5.9%
	N	42	13	23	24	102
Church, Scouts, or Youth Group	Yes	2	0	3	1	6
	%	4.8%	0.0%	13.0%	4.2%	5.9%
	N	42	13	23	24	102
Babysitting	Yes	7	2	3	5	17
	%	16.7%	15.4%	13.0%	20.8%	16.7%
	N	42	13	23	24	102
Own Children	Yes	2	0	1	10	13
	%	4.8%	0.0%	4.3%	41.7%	12.7%
	N	42	13	23	24	102
Nanny	Yes	4	1	1	0	6
	%	9.5%	7.7%	4.3%	0.0%	5.9%
	N	42	13	23	24	102
Other	Yes	6	1	0	1	8
	%	14.3%	7.7%	0.0%	4.2%	7.8%
	N	42	13	23	24	102
Head Start and ECAP	Yes	5	0	0	2	7
	%	11.9%	0.0%	0.0%	8.3%	6.9%
	N	42	13	23	24	102

### Lead Teachers of 3 to 5-Year-Olds in Child Care Centers

#### State

Of the lead teachers of 3 to 5-year-olds in child care centers who responded they had experience working with children in another setting (N=127), 59.1% (n=75) reported they had worked in a “child care center or family child care” setting. Also, 18.1% (n=23) of the lead teachers of 3 to 5-year-olds in child care centers reported they had experience with children in a “school” setting. Another 12.6% (n=16) of the lead teachers of 3 to 5-year-olds in child care centers reported they had experience with children in an “other” setting.

### New Castle County

Of the lead teachers of 3 to 5-year-olds in child care centers in New Castle County (N=46):

- 50.0% (n=23) reported they had experience with children in a “child care center or family child care” setting;
- 28.3% (n=13) reported they had experience with children in a “school” setting; and
- 17.4% (n=8) reported they had experience with children in an “other” setting.

### Wilmington

Of the lead teachers of 3 to 5-year-olds in child care centers in Wilmington (N=26):

- 50.0% (n=13) reported they had experience with children in a “child care center or family child care” setting;
- 19.2% (n=5) reported they had experience with children in an “other” setting; and
- 15.4% (n=4) reported they had experience with children in a “school” setting.

### Kent County

Of the lead teachers of 3 to 5-year-olds in child care centers in Kent County (N=32):

- 68.8% (n=22) reported they had experience with children in a “child care center or family child care” setting;
- 15.6% (n=5) reported they had experience with children in a “school” setting; and
- 9.4% (n=3) reported they had experience with children in a “church, scouts, or youth group” setting and as a part of “Head Start and ECAP.”

### Sussex County

Of the lead teachers of 3 to 5-year-olds in child care centers in Sussex County (N=23):

- 73.9% (n=17) reported they had experience with children in a “child care center or family child care” setting;
- 13.0% (n=3) reported they had experience with children in a “church, scouts, or youth group” setting and with their “own children;” and
- 8.7% (n=2) reported they had experience with children as a “babysitter.”

See Table T-39 for a summary of the responses of lead teachers of 3 to 5-year-olds in child care centers describing their previous experiences working with children.

Table T-39:

**Previous Experience Caring for Children  
Lead Teachers of 3 to 5-Year-Olds in  
Child Care Centers**

Have you had any experience caring for children in another setting? If, yes, where?						
<b>Location of Program: Setting:</b>		<b>New Castle</b>	<b>Wilmington</b>	<b>Kent</b>	<b>Sussex</b>	<b>Total</b>
<b>Center or Family Child Care</b>	Yes	23	13	22	17	<b>75</b>
	%	<b>50.0%</b>	<b>50.0%</b>	<b>68.8%</b>	<b>73.9%</b>	<b>59.1%</b>
	N	46	26	32	23	<b>127</b>
<b>School</b>	Yes	13	4	5	1	<b>23</b>
	%	<b>28.3%</b>	<b>15.4%</b>	<b>15.6%</b>	<b>4.3%</b>	<b>18.1%</b>
	N	46	26	32	23	<b>127</b>
<b>Church, Scouts, or Youth Group</b>	Yes	3	2	3	3	<b>11</b>
	%	<b>6.5%</b>	<b>7.7%</b>	<b>9.4%</b>	<b>13.0%</b>	<b>8.7%</b>
	N	46	26	32	23	<b>127</b>
<b>Babysitting</b>	Yes	7	1	3	2	<b>13</b>
	%	<b>15.2%</b>	<b>3.8%</b>	<b>9.4%</b>	<b>8.7%</b>	<b>10.2%</b>
	N	46	26	32	23	<b>127</b>
<b>Own Children</b>	Yes	1	1	0	3	<b>5</b>
	%	<b>2.2%</b>	<b>3.8%</b>	<b>0.0%</b>	<b>13.0%</b>	<b>3.9%</b>
	N	46	26	32	23	<b>127</b>
<b>Nanny</b>	Yes	2	0	0	1	<b>3</b>
	%	<b>4.3%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>4.3%</b>	<b>2.4%</b>
	N	46	26	32	23	<b>127</b>
<b>Other</b>	Yes	8	5	2	1	<b>16</b>
	%	<b>17.4%</b>	<b>19.2%</b>	<b>6.3%</b>	<b>4.3%</b>	<b>12.6%</b>
	N	46	26	32	23	<b>127</b>
<b>Head Start and ECAP</b>	Yes	2	2	3	1	<b>8</b>
	%	<b>4.3%</b>	<b>7.7%</b>	<b>9.4%</b>	<b>4.3%</b>	<b>6.3%</b>
	N	46	26	32	23	<b>127</b>

## Lead Teachers in Head Start and Early Childhood Assistance Programs

### State

Of the Head Start and Early Childhood Assistance Program (ECAP) lead teachers who reported they had experience working with children in another setting (N=61), 70.5% (n=43) reported they had worked in a “child care center or family child care” setting. Also, 19.7% (n=12) of the Head Start and ECAP lead teachers reported they had experience with children in an “other” setting. Another 19.7% (n=12) of the Head Start and ECAP lead teachers reported they had experience with children in a “school” setting.

### New Castle County

Of the Head Start and Early Childhood Assistance Program (ECAP) lead teachers in New Castle County (N=29):

- 72.4% (n=21) reported they had experience with children in a “child care center or family child care” setting;
- 24.1% (n=7) reported they had experience with children in an “other” setting; and
- 17.2% (n=5) reported they had experience with children in a “school” setting.

### Wilmington

Of the Head Start and Early Childhood Assistance Program (ECAP) lead teachers in Wilmington (N=6):

- 50.0% (n=3) reported they had experience with children in a “child care center or family child care” setting;
- 33.3% (n=2) reported they had experience with children in a “school” setting and as part of “Head Start and ECAP;” and
- 16.7% (n=1) reported they had experience with children in an “other” setting.

### Kent County

Of the Head Start and Early Childhood Assistance Program (ECAP) lead teachers in Kent County (N=13):

- 84.6% (n=11) reported they had experience with children in a “child care center or family child care” setting;
- 15.4% (n=2) reported they had experience with children in a “school” setting; and
- 7.7% (n=1) reported they had experience with children in a “church, scouts, or youth group” setting and in an “other” setting.

### Sussex County

Of the Head Start and Early Childhood Assistance Program (ECAP) lead teachers in Sussex County (N=13):

- 61.5% (n=8) reported they had experience with children in a “child care center or family child care” setting;
- 23.1% (n=3) reported they had experience with children in a “school” setting, in a “church/scouts/youth group” setting, and in an “other” setting; and
- 15.4% (n=2) reported they had experience with children as a “babysitter.”

See Table T-40 for a summary of the responses of Head Start and Early Childhood Assistance Program (ECAP) lead teachers describing their previous experiences working with children.

Table T-40:

**Previous Experience Caring for Children  
Lead Teachers of Head Start and  
Early Childhood Assistance Programs**

Have you had any experience caring for children in another setting? If, yes, where?

<b>Location of Program: Setting:</b>		<b>New Castle</b>	<b>Wilmington</b>	<b>Kent</b>	<b>Sussex</b>	<b>Total</b>
<b>Center or Family Day Care</b>	Yes	21	3	11	8	<b>43</b>
	%	<b>72.4%</b>	<b>50.0%</b>	<b>84.6%</b>	<b>61.5%</b>	<b>70.5%</b>
	N	29	6	13	13	<b>61</b>
<b>School</b>	Yes	5	2	2	3	<b>12</b>
	%	<b>17.2%</b>	<b>33.3%</b>	<b>15.4%</b>	<b>23.1%</b>	<b>19.7%</b>
	N	29	6	13	13	<b>61</b>
<b>Church, Scouts, or Youth Group</b>	Yes	2	0	1	3	<b>6</b>
	%	<b>6.9%</b>	<b>0.0%</b>	<b>7.7%</b>	<b>23.1%</b>	<b>9.8%</b>
	N	29	6	13	13	<b>61</b>
<b>Babysitting</b>	Yes	1	0	0	2	<b>3</b>
	%	<b>3.4%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>15.4%</b>	<b>4.9%</b>
	N	29	6	13	13	<b>61</b>
<b>Own Children</b>	Yes	1	0	0	0	<b>1</b>
	%	<b>3.4%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>1.6%</b>
	N	29	6	13	13	<b>61</b>
<b>Nanny</b>	Yes	1	0	0	0	<b>1</b>
	%	<b>3.4%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>1.6%</b>
	N	29	6	13	13	<b>61</b>
<b>Other</b>	Yes	7	1	1	3	<b>12</b>
	%	<b>24.1%</b>	<b>16.7%</b>	<b>7.7%</b>	<b>23.1%</b>	<b>19.7%</b>
	N	29	6	13	13	<b>61</b>
<b>Head Start and ECAP</b>	Yes	1	2	0	1	<b>4</b>
	%	<b>3.4%</b>	<b>33.3%</b>	<b>0.0%</b>	<b>7.7%</b>	<b>6.6%</b>
	N	29	6	13	13	<b>61</b>

### Lead Teachers of 3 to 5-Year-Olds in Part-Day Programs

#### State

Of the lead teachers of 3 to 5-year-olds in part-day programs who responded they had experience working with children in another setting (N=68), 45.6% (n=31) reported they had worked in a “child care center or family child care” setting. Also, 35.3% (n=24) of the lead teachers of 3 to 5-year-olds in part-day programs reported they had experience with children in a “school” setting. Another 20.6% (n=14) of the lead teachers of 3 to 5-year-olds in part-day programs reported they had experience with children in an “other” setting.



### New Castle County

Of the lead teachers of 3 to 5-year-olds in part-day programs in New Castle County (N=35):

- 57.1% (n=20) reported they had experience with children in a “child care center or family child care” setting;
- 31.4% (n=11) reported they had experience with children in a “school” setting; and
- 25.7% (n=9) reported they had experience with children in a “church, scout, or youth group” setting.

### Wilmington

Of the lead teachers of 3 to 5-year-olds in part-day programs in Wilmington (N=8):

- 37.5% (n=3) reported they had experience with children in a “school” setting;
- 25.0% (n=2) reported they had experience with “their own children”; and
- 12.5% (n=1) reported they had experience with children in a “child care center or family child care” setting; “church, scout, or youth group” setting; and “other” settings.

### Kent County

Of the lead teachers of 3 to 5-year-olds in part-day programs in Kent County (N=17):

- 52.9% (n=9) reported they had experience with children in a “child care center or family child care” setting;
- 35.3% (n=6) reported they had experience with children in a “school” setting and in an “other” setting; and
- 23.5% (n=4) reported they had experience with children in an “other” setting.

### Sussex County

Of the lead teachers of 3 to 5-year-olds in part-day programs in Sussex County (N=8):

- 50.0% (n=4) reported they had experience with children in a “school” setting;
- 25.0% (n=2) reported they had experience with children in a “church, scouts, or youth group” setting and in an “other” setting; and
- 12.5% (n=1) reported they had experience with children in a “child care center or family child care” setting and with their “own children.”

See Table T-41 for a summary of the responses of lead teachers of 3 to 5-year olds in part-day programs describing their previous experiences working with children.

Table T-41:

Previous Experience Caring for Children  
**Lead Teachers of Part-Day Programs**

Have you had any experience caring for children in another setting? If, yes, where?

Location of Program: Setting:		New Castle	Wilmington	Kent	Sussex	Total
Center or Family Child Care	Yes	20	1	9	1	31
	%	57.1%	12.5%	52.9%	12.5%	45.6%
	N	35	8	17	8	68
School	Yes	11	3	6	4	24
	%	31.4%	37.5%	35.3%	50.0%	35.3%
	N	35	8	17	8	68
Church, Scouts, or Youth Group	Yes	9	1	3	2	15
	%	25.7%	12.5%	17.6%	25.0%	22.1%
	N	35	8	17	8	68
Babysitting	Yes	1	0	0	0	1
	%	2.9%	0.0%	0.0%	0.0%	1.5%
	N	35	8	17	8	68
Own Children	Yes	2	2	1	1	6
	%	5.7%	25.0%	5.9%	12.5%	8.8%
	N	35	8	17	8	68
Nanny	Yes	2	0	0	0	2
	%	5.7%	0.0%	0.0%	0.0%	2.9%
	N	35	8	17	8	68
Other	Yes	7	1	4	2	14
	%	20.0%	12.5%	23.5%	25.0%	20.6%
	N	35	8	17	8	68
Head Start and ECAP	Yes	0	0	2	0	2
	%	0.0%	0.0%	11.8%	0.0%	2.9%
	N	35	8	17	8	68

## Lead Teachers in School-Age Programs

### State

Of the lead teachers of children in school-age programs who responded they had experience working with children in another setting (N=41), 51.2% (n=21) reported they had worked in a “child care center or family child care” setting. Also, 19.5% (n=8) of the lead teachers of children in school-age programs reported they had experience with children as a “babysitter.” Another 14.6% (n=6) of the lead teachers of children in school-age programs reported they had experience with children in a “school” setting and in an “other” setting.

### New Castle County

Of the lead teachers of children in school-age programs in New Castle County (N=17):

- 35.3% (n=6) reported they had experience with children in a “child care center or family child care” setting;
- 23.5% (n=4) reported they had experience with children in an “other” setting; and
- 17.6% (n=3) reported they had experience with children in a “school” setting.

### Wilmington

Of the lead teachers of children in school-age programs in Wilmington (N=6):

- 66.7% (n=4) reported they had experience with children in a “child care center or family child care” setting; and
- 16.7% (n=1) of the lead teachers of children in school-age programs reported they had experience with children in a “school” setting, in a “church, scouts, or youth group” setting and in an “other” setting.

### Kent County

Of the lead teachers of children in school-age programs in Kent County (N=7):

- 71.4% (n=5) reported they had experience with children in a “child care center or family child care” setting; and
- 14.3% (n=1) reported they had experience with children in a “school” setting, as a “babysitter,” and as part of “Head Start and ECAP.”

### Sussex County

Of the lead teachers of children in school-age programs in Sussex County (N=11):

- 54.5% (n=6) reported they had experience with children in a “child care center or family child care” setting;
- 36.4% (n=4) reported they had experience with children as a “babysitter,” and
- 9.1% (n=1) reported they had experience with children in a “school” setting, in an “other” setting, and as part of “Head Start and ECAP.”

See Table T-42 for a summary of the responses of lead teachers of children in school-age programs describing their previous experiences working with children.

Table T-42: Previous Experience Caring for Children <b>Lead Teachers of School-Age Programs</b>						
Have you had any experience caring for children in another setting? If, yes, where?						
<b>Location of Program: Setting:</b>		<b>New Castle</b>	<b>Wilmington</b>	<b>Kent</b>	<b>Sussex</b>	<b>Total</b>
<b>Center or Family Child Care</b>	Yes	6	4	5	6	21
	%	35.3%	66.7%	71.4%	54.5%	51.2%
	N	17	6	7	11	41
<b>School</b>	Yes	3	1	1	1	6
	%	17.6%	16.7%	14.3%	9.1%	14.6%
	N	17	6	7	11	41
<b>Church, Scouts, or Youth Group</b>	Yes	0	0	0	0	0
	%	0.0%	0.0%	0.0%	0.0%	0.0%
	N	17	6	7	11	41
<b>Babysitting</b>	Yes	2	1	1	4	8
	%	11.8%	16.7%	14.3%	36.4%	19.5%
	N	17	6	7	11	41
<b>Own Children</b>	Yes	2	0	0	0	2
	%	11.8%	0.0%	0.0%	0.0%	4.9%
	N	17	6	7	11	41
<b>Nanny</b>	Yes	1	0	0	0	1
	%	5.9%	0.0%	0.0%	0.0%	2.4%
	N	17	6	7	11	41
<b>Other</b>	Yes	4	1	0	1	6
	%	23.5%	16.7%	0.0%	9.1%	14.6%
	N	17	6	7	11	41
<b>Head Start and ECAP</b>	Yes	1	0	1	1	3
	%	5.9%	0.0%	14.3%	9.1%	7.3%
	N	17	6	7	11	41

## Experience Specifically with Infants

### State

For teachers in all types of programs in the state of Delaware (N=577), 42.8% (n=247) reported having experience caring specifically for infants. This experience was reported as being had by:

- 61.9% (n=78) of the lead teachers of infants and toddlers in child care centers (N=126);
- 45.7% (n=37) of the Head Start and Early Childhood Assistance Program (ECAP) lead teachers (N=81);
- 39.6% (n=65) of the lead teachers of 3 to 5-year-olds in child care centers (N=164);
- 39.1% (n=18) of the lead teachers of children in school-age programs (N=46);
- 32.5% (n=26) of the lead teachers of 3 to 5-year-olds in part-day programs (N=80); and
- 28.8% (n=23) of family child care teachers (N=80).

### Family Child Care Programs

Of the family child care teachers, the following reported having experience caring specifically for infants:

- 18.6% (n=8) in New Castle County (N=43);
- 12.5% (n=1) in Wilmington (N=8);
- 38.5% (n=5) in Kent County (N=13); and
- 56.3% (n=9) in Sussex County (N=16).

### Lead Teachers of Infants and Toddlers in Child Care Centers

Of the lead teachers of infants and toddlers in child care centers, the following reported having experience caring specifically for infants:

- 57.8% (n=26) in New Castle County (N=45);
- 68.2% (n=15) in Wilmington (N=22);
- 62.1% (n=18) in Kent County (N=29); and
- 63.3% (n=19) in Sussex County (N=30).

### Lead Teachers of 3 to 5-Year-Olds in Child Care Centers

Of the lead teachers of 3 to 5-year-olds in child care centers, the following reported having experience caring specifically for infants:

- 39.7% (n=23) in New Castle County (N=58);
- 33.3% (n=11) in Wilmington (N=33);
- 31.8% (n=14) in Kent County (N=44); and
- 58.6% (n=17) in Sussex County (N=29).

### Lead Teachers in Head Start and Early Childhood Assistance Programs

Of the Head Start and Early Childhood Assistance Program (ECAP) lead teachers, the following reported having experience caring specifically for infants:

- 36.1% (n=13) in New Castle County (N=36);
- 50.0% (n=4) in Wilmington (N=8);
- 76.5% (n=13) in Kent County (N=17); and
- 35.0% (n=7) in Sussex County. (N=20).

### Lead Teachers of 3 to 5-Year-Olds in Part-Day Programs

Of the lead teachers of 3 to 5-year-olds in part-day programs, the following reported having experience caring specifically for infants:

- 32.6% (n=14) in New Castle County (N=43);
- 22.2% (n=2) in Wilmington (N=9);
- 42.1% (n=8) in Kent County (N=19); and
- 22.2% (n=2) in Sussex County (N=9).

### Lead Teachers in School-Age Programs

Of the lead teachers of children in school-age programs, the following reported having experience caring specifically for infants:

- 33.3% (n=7) in New Castle County (N=21);

- 50.0% (n=3) in Wilmington (N=6);
- 42.9% (n=3) in Kent County (N=7); and
- 41.7% (n= 5) in Sussex County (N=12).

See Table T-43 for a summary of the lead teachers' experience with infants.

Table T-43: <b>Experience with Infants</b>						
Was any other experience specifically with infants?						
Location of Program: Teachers of:		New Castle	Wilmington	Kent	Sussex	State
Family Child Care	Yes	8	1	5	9	23
	%	18.6%	12.5%	38.5%	56.3%	28.8%
	N	43	8	13	16	80
Infants and Toddlers in Centers	Yes	26	15	18	19	78
	%	57.8%	68.2%	62.1%	63.3%	61.9%
	N	45	22	29	30	126
3 to 5-Year-Olds in Centers	Yes	23	11	14	17	65
	%	39.7%	33.3%	31.8%	58.6%	39.6%
	N	58	33	44	29	164
Head Start and ECAP	Yes	13	4	13	7	37
	%	36.1%	50.0%	76.5%	35.0%	45.7%
	N	36	8	17	20	81
Part-Day Programs	Yes	14	2	8	2	26
	%	32.6%	22.2%	42.1%	22.2%	32.5%
	N	43	9	19	9	80
School-Age Programs	Yes	7	3	3	5	18
	%	33.3%	50.0%	42.9%	41.7%	39.1%
	N	21	6	7	12	46
All programs	Yes	91	36	61	59	247
	%	37.0%	41.9%	47.3%	50.9%	42.8%
	N	246	86	129	116	577

## Experience Specifically with School-Age Children

### State

For teachers in all types of programs in the state of Delaware (N=573), 68.9% (n=395) reported having experience caring specifically for school-age children. This experience was reported as being had by:

- 82.3% (n=65) of the lead teachers of 3 to 5-year-olds in part-day programs (N=79);
- 76.6% (n=36) of the lead teachers of children in school-age programs (N=47);
- 72.8% (n=59) of the Head Start and Early Childhood Assistance Program (ECAP) lead teachers (N=81);
- 72.4% (n=118) of the lead teachers of 3 to 5-year-olds in child care centers (N=163);
- 60.0% (n=75) of the lead teachers of infants and toddlers in child care centers (N=125); and

- 53.8% (n=42) of the family child care teachers (N=78).

#### Family Child Care Programs

Of the family child care teachers, the following reported having experience caring specifically for school-age children:

- 45.2% (n=19) in New Castle County (N=42);
- 25.0% (n=2) in Wilmington (N=8);
- 75.0% (n=9) in Kent County (N=12); and
- 75.0% (n=12) in Sussex County (N=16).

#### Lead Teachers of Infants and Toddlers in Child Care Centers

Of the lead teachers of infants and toddlers in child care centers, the following reported having experience caring specifically for school-age children:

- 64.4% (n=29) in New Castle County (N=45);
- 54.5% (n=12) in Wilmington (N=22);
- 62.1% (n=18) in Kent County (N=29); and
- 55.2% (n=16) in Sussex County (N=29).

#### Lead Teachers of 3 to 5-Year-Olds in Child Care Centers

Of the leads teachers of 3 to 5-year-olds in child care centers, the following reported having experience caring specifically for school-age children:

- 69.0% (n=40) in New Castle County (N=58);
- 78.8% (n=26) in Wilmington (N=33);
- 72.7% (n=32) in Kent County (N=44); and
- 71.4% (n=20) in Sussex County (N=28).

#### Lead Teachers in Head Start and Early Childhood Assistance Programs

Of the Head Start and Early Childhood Assistance Program (ECAP) lead teachers, the following reported having experience caring specifically for school-age children:

- 72.2% (n=26) in New Castle County (N=36);
- 87.5% (n=7) in Wilmington (N=8);
- 64.7% (n=11) in Kent County (N=17); and
- 75.0% (n=15) in Sussex County (N=20).

#### Lead Teachers of 3 to 5-Year-Olds in Part-Day Programs

Of the lead teachers of 3 to 5-year-olds in part-day programs, the following reported having experience caring specifically for school-age children:

- 90.5% (n=38) in New Castle County (N=42);
- 77.8% (n=7) in Wilmington (N=9);
- 57.9% (n=11) in Kent County (N=19); and
- 100.0% (n=9) in Sussex County (N=9).

### Lead Teachers in School-Age Programs

Of the lead teachers of children in school-age programs, the following reported having experience caring specifically for school-age children:

- 76.2% (n=16) in New Castle County (N=21);
- 100.0% (n=6) in Wilmington (N=6);
- 85.7% (n=6) in Kent County (N=7); and
- 61.5% (n= 8) in Sussex County (N=13).

See Table T-44 for a summary of the lead teachers' experience specifically with school-age children.

Table T-44: <b>Experience with School-Age Children</b>						
Was any other experience specifically with school-age children?						
Location of Program: Teachers of:		New Castle	Wilmington	Kent	Sussex	State
Family Child Care	Yes	19	2	9	12	42
	%	45.2%	25.0%	75.0%	75.0%	53.8%
	N	42	8	12	16	78
Infants and Toddlers in Centers	Yes	29	12	18	16	75
	%	64.4%	54.5%	62.1%	55.2%	60.0%
	N	45	22	29	29	125
3 to 5-Year-Olds in Centers	Yes	40	26	32	20	118
	%	69.0%	78.8%	72.7%	71.4%	72.4%
	N	58	33	44	28	163
Head Start and ECAP	Yes	26	7	11	15	59
	%	72.2%	87.5%	64.7%	75.0%	72.8%
	N	36	8	17	20	81
Part-Day Programs	Yes	38	7	11	9	65
	%	90.5%	77.8%	57.9%	100.0%	82.3%
	N	42	9	19	9	79
School-Age Programs	Yes	16	6	6	8	36
	%	76.2%	100.0%	85.7%	61.5%	76.6%
	N	21	6	7	13	47
All programs	Yes	168	60	87	80	395
	%	68.9%	89.6%	68.0%	69.6%	68.9%
	N	244	86	128	115	573

## Lead Teachers' Engagement in Professional Development

### Advancement within the Field of Early Childhood

Lead teachers were asked if they were looking for advancement in the field of early childhood.



## State

For teachers in all types of programs in the state of Delaware (N=575), 58.1% (n=334) reported looking for advancement within the field of early childhood. This advancement was reported as being sought by:

- 78.0% (n=64) of Head Start and Early Childhood Assistance Program (ECAP) lead teachers (N=82);
- 62.8% (n=103) of lead teachers of 3 to 5-year-olds in child care centers (N=164);
- 59.6% (n=28) of lead teachers of children in school-age programs (N=47);
- 59.8% (n=73) of lead teachers of infants and toddlers in child care centers (N=122);
- 49.4% (n=41) of family child care teachers (N=83); and
- 35.2% (n=25) of lead teachers of 3 to 5-year-olds in part-day programs (N=77).

## Family Child Care Programs

Of the family child care teachers, the following reported looking for advancement within the field of early childhood:

- 52.3% (n=23) in New Castle County (N=44);
- 71.4% (n=5) in Wilmington (N=7);
- 57.1% (n=8) in Kent County (N=14); and
- 27.8% (n=5) in Sussex County (N=18).

## Lead Teachers of Infants and Toddlers in Child Care Centers

Of the lead teachers of infants and toddlers in child care centers, the following reported looking for advancement within the field of early childhood:

- 56.8% (n=25) in New Castle County (N=44);
- 57.1% (n=12) in Wilmington (N=21);
- 64.3% (n=18) in Kent County (N=28); and
- 62.1% (n=18) in Sussex County (N=29).

## Lead Teachers of 3 to 5-Year-Olds in Child Care Centers

Of the lead teachers of 3 to 5-year-olds in child care centers, the following reported looking for advancement within the field of early childhood:

- 56.1% (n=32) in New Castle County (N=57);
- 81.8% (n=27) in Wilmington (N=33);
- 60.0% (n=27) in Kent County (N=45); and
- 58.6% (n=17) in Sussex County (N=29).

## Lead Teachers in Head Start and Early Childhood Assistance Programs

Of the Head Start and Early Childhood Assistance Program (ECAP) lead teachers, the following reported looking for advancement within the field of early childhood:

- 75.7% (n=28) in New Castle County (N=37);
- 50.0% (n=4) in Wilmington (N=8);
- 88.2% (n=15) in Kent County (N=17); and
- 85.0% (n=17) in Sussex County (N=20).

### Lead Teachers of 3 to 5-Year-Olds in Part-Day Programs

Of the lead teachers of 3 to 5-year-olds in part-day programs, the following reported looking for advancement in the field of early childhood:

- 38.1% (n=16) in New Castle County (N=42);
- 25.0% (n=2) in Wilmington (N=8);
- 16.7% (n=3) in Kent County (N=18); and
- 44.4% (n=4) in Sussex County (N=9).

### Lead Teachers in School-Age Programs

Of the lead teachers of children in school-age programs, the following reported looking for advancement in the field of early childhood:

- 45.0% (n=9) in New Castle County (N=20);
- 83.3% (n=5) in Wilmington (N=6);
- 71.4% (n=5) in Kent County (N=7); and
- 64.3% (n=9) in Sussex County (N=14).

See Table T-45 for a summary of the lead teachers' desire for advancement in the profession.

Table T-45:						
Advancement in the Profession Desired						
Are you looking for advancement within the field of early childhood?						
Location of Program: Teachers of:		New Castle	Wilmington	Kent	Sussex	State
Family Child Care	Yes	23	5	8	5	41
	%	52.3%	71.4%	57.1%	27.8%	49.4%
	N	44	7	14	18	83
Infants and Toddlers in Centers	Yes	25	12	18	18	73
	%	56.8%	57.1%	64.3%	62.1%	59.8%
	N	44	21	28	29	122
3 to 5-Year-Olds in Centers	Yes	32	27	27	17	103
	%	56.1%	81.8%	60.0%	58.6%	62.8%
	N	57	33	45	29	164
Head Start and ECAP	Yes	28	4	15	17	64
	%	75.7%	50.0%	88.2%	85.0%	78.0%
	N	37	8	17	20	82
Part-Day Programs	Yes	16	2	3	4	25
	%	38.1%	25.0%	16.7%	44.4%	32.5%
	N	42	8	18	9	77
School-Age Programs	Yes	9	5	5	9	28
	%	45.0%	83.3%	71.4%	64.3%	59.6%
	N	20	6	7	14	47
Total	Yes	133	55	76	70	334
	%	54.5%	66.3%	58.9%	58.8%	58.1%
	N	244	83	129	119	575

## Lead Teachers' Membership in Professional Organizations

Teachers were asked if they belonged to professional organizations. The term “professional organization” was explained to the interviewed teachers to mean an organization which provides information, training, and resources to support a teacher in the role of an early care and education professional and whose membership consists of people working in similar situations.

### State

For teachers in all types of programs in the state of Delaware (N=575), 28.3% (n=163) reported belonging to professional organizations. This membership was reported by:

- 47.0% (n=39) of family child care teachers (N=83);
- 13.7% (n=17) of the lead teachers of infants and toddlers in child care centers (N=124);
- 22.4% (n=36) of the lead teachers of 3 to 5-year-olds in child care centers (N=161);
- 45.7% (n=37) of the Head Start and Early Childhood Assistance Program (ECAP) lead teachers (N=81);
- 40.3% (n=31) of the lead teachers of 3 to 5-year-olds in part-day programs (N=77); and
- 6.1% (n=3) of the lead teachers of children in school-age programs (N=49).

### Family Child Care Programs

Of the family child care teachers, the following reported belonging to professional organizations:

- 56.8% (n=25) in New Castle County (N=44);
- 25.0% (n=2) in Wilmington (N=8);
- 35.7% (n=5) in Kent County (N=14); and
- 41.2% (n=7) in Sussex County (N=17).

### Lead Teachers of Infants and Toddlers in Child Care Centers

Of the lead teachers of infants and toddlers in child care centers, the following reported belonging to professional organizations:

- 26.7% (n=12) in New Castle County (N=45);
- 10.0% (n=2) in Wilmington (N=20);
- 10.0% (n=3) in Sussex County (N=30); and
- None in Kent County (N=29).

### Lead Teachers of 3 to 5-Year-Olds in Child Care Centers

Of the lead teachers of 3 to 5-year-olds in child care centers, the following reported belonging to professional organizations:

- 27.3% (n=15) in New Castle County (N=55);
- 28.1% (n=9) in Wilmington (N=32);
- 17.8% (n=8) in Kent County (N=45); and
- 13.8% (n=4) in Sussex County (N=29).

### Lead Teachers in Head Start and Early Childhood Assistance Programs

Of the Head Start and Early Childhood Assistance Program (ECAP) lead teachers, the following reported belonging to professional organizations:

- 44.4% (n=16) in New Castle County (N=36);
- 50.0% (n=4) in Wilmington (N=8);
- 58.8% (n=10) in Kent County (N=17); and
- 35.0% (n=7) in Sussex County (N=20).

### Lead Teachers of 3 to 5-Year-Olds in Part-Day Programs

Of the lead teachers of 3 to 5-year-olds in part-day programs, the following reported belonging to professional organizations:

- 56.4% (n=22) in New Castle County (N=39);
- 60.0% (n=6) in Wilmington (N=10);
- 15.8% (n=3) in Kent County (N=19); and
- None in Sussex County (N=9).

### Lead Teachers in School-Age Programs

Of the lead teachers of children in school-age programs, the following reported belonging to professional organizations:

- 9.5% (n=2) in New Castle County (N=21);
- 16.7% (n=1) in Wilmington (N=6); and
- None in Kent County or Sussex County.

Table T-46 presents information related to the involvement of early care and education teachers in professional organizations.

Table T-46:

### Membership in Professional Organizations

Do you belong to any professional organizations?						
Location of Program: Teachers of:		New Castle	Wilmington	Kent	Sussex	State
Family Child Care	Yes	25	2	5	7	39
	%	56.8%	25.0%	35.7%	41.2%	47.0%
	N	44	8	14	17	83
Infants and Toddlers in Centers	Yes	12	2	0	3	17
	%	26.7%	10.0%	0.0%	10.0%	13.7%
	N	45	20	29	30	124
3 to 5-Year-Olds in Centers	Yes	15	9	8	4	36
	%	27.3%	28.1%	17.8%	13.8%	22.4%
	N	55	32	45	29	161
Head Start and ECAP	Yes	16	4	10	7	37
	%	44.4%	50.0%	58.8%	35.0%	45.7%
	N	36	8	17	20	81
Part-Day Programs	Yes	22	6	3	0	31
	%	56.4%	60.0%	15.8%	0.0%	40.3%
	N	39	10	19	9	77
School-Age Programs	Yes	2	1	0	0	3
	%	9.5%	16.7%	0.0%	0.0%	6.1%
	N	21	6	8	14	49
Total	Yes	92	24	26	21	163
	%	38.3%	28.6%	19.7%	17.6%	28.3%
	N	240	84	132	119	575

### Membership in Specific Professional Organizations

The early care and education teachers were given an opportunity to identify the professional organizations to which they belong. There were responses that demonstrated that early care and education teachers consider membership in national, regional, and state organizations to contribute to their professional identity. Some lead teachers reported belonging to several professional organizations. The professional organizations identified by the lead teachers are presented in three main categories:

- membership in the National Association for the Education of Young Children (NAEYC) or the Delaware Association for the Education of Young Children (DAEYC);
- membership in regional support programs such as The Family & Workplace Connection's Provider Support Groups; and
- membership in other organizations that promote professional development, such as the Nursery and Kindergarten Association of Delaware and the Council for the Education of Exceptional Children.

The number and percentage of early care and education lead teachers who did not belong to a professional organization is also presented. The early care and education teachers provided information related to all the organizations to which they belonged.

#### State

Of the lead teachers (N=589):

- 69.9% (n=412) did not report belonging to a professional organization;
- 14.3% (n=84) reported “membership in other organizations that promote professional development”;
- 13.8% (n=81) reported “NAEYC/DAEYC membership”; and
- 3.7% (n=22) reported “membership in a regional support program.”

#### Family Child Care Programs

Of the family child care teachers (N=86):

- 51.2% (n=44) did not report belonging to a professional organization;
- 24.4% (n=21) reported “membership in a regional support program”;
- 16.3% (n=14) reported “membership in other organizations that promote professional development”; and
- 4.7% (n=4) reported “NAEYC/DAEYC membership.”

#### Lead Teachers of Infants and Toddlers in Child Care Centers

Of the lead teachers of infants and toddlers in child care centers (N=126):

- 84.9% (n=107) did not report belonging to a professional organization;
- 8.7% (n=11) reported “NAEYC/DAEYC membership”; and
- 5.6% (n=7) reported “membership in other organizations that promote professional development.”

#### Lead Teachers of 3 to 5-Year-Olds in Child Care Centers

Of the lead teachers of 3 to 5-year-olds in child care centers (N=165):

- 75.8% (n=125) did not report belonging to a professional organization;
- 12.1% (n=20) reported “NAEYC/DAEYC membership”; and
- 11.5% (n=19) reported “membership in other organizations that promote professional development.”

#### Lead Teachers in Head Start and Early Childhood Assistance Programs

Of the Head Start and Early Childhood Assistance Program (ECAP) lead teachers (N=82):

- 53.7% (n=44) did not report belonging to a professional organization;
- 30.5% (n=25) reported “NAEYC/DAEYC membership”;
- 19.5% (n=16) reported “membership in other organizations that promote professional development”; and
- 1.2% (n=1) reported “membership in a regional support program.”

### Lead Teachers of 3 to 5-Year-Olds in Part-Day Programs

Of the lead teachers of 3 to 5-year-olds in part-day programs (N=81):

- 56.8% (n=46) did not report belonging to a professional organization;
- 32.1% (n=26) reported “membership in other organizations that promote professional development”; and
- 24.7% (n=20) reported “NAEYC/DAEYC membership.”

### Lead Teachers in School-Age Programs

Of the lead teachers of children in school-age programs (N=49):

- 93.9% (n=46) did not report belonging to a professional organization;
- 4.1% (n=2) reported “membership in other organizations that promote professional development”; and
- 2.0% (n=1) reported “NAEYC/DAEYC membership.”

Table T-47 presents information related to the involvement of early care and education teachers in specific professional organizations.

Table T-47 <b>Lead Teachers' Membership in Professional Organizations</b>					
To which professional organizations do you belong?					
Professional Organization: Teachers of:		NAEYC/ DAEYC Membership	Membership in Regional Support Program	Membership in Other Organizations that Promote Professional Development	No Membership in a Professional Organization
Family Child Care	N %	4 4.7% 86	21 24.4% 86	14 16.3% 86	44 51.2% 86
Infants and Toddlers in Centers	N %	11 8.7% 126	0 0.0% 126	7 5.6% 126	107 84.9% 126
3 to 5-Year-Olds in Centers	N %	20 12.1% 165	0 0.0% 165	19 11.5% 165	125 75.8% 165
Head Start and ECAP	N %	25 30.5% 82	1 1.2% 82	16 19.5% 82	44 53.7% 82
Part-Day Programs	N %	20 24.7% 81	0 0.0% 81	26 32.1% 81	46 56.8% 81
School-Age Programs	N %	1 2.0% 49	0 0.0% 49	2 4.1% 49	46 93.9% 49
All Programs	N %	81 13.8% 589	22 3.7% 589	84 14.3% 589	412 69.9% 589

## Lead Teachers' Perceptions of Their Work

Information is reported in this section about teachers' beliefs and perceptions related to their work in the field of early care and education. A series of questions was asked of the lead teachers (N=586) observed in this study regarding the importance of salary, the likelihood of remaining in the field of early care and education, and the reasons for making a decision to leave the field of early care and education.

### Short-Term Job or Long-Term Career

#### State

In order to discern reasons why early care and education lead teachers leave the profession, it may be helpful to understand if they perceive their positions to be short-term jobs or part of a long-term career. Of the 586 lead teachers who answered this question, two-thirds (67.2%, n=394) stated that they viewed their work with children “definitely to be a long-term career.” Across the six program types, this notion of working with children as a long-term career varied slightly. Over half of the family child care teachers (N=86, 55.8%, n=48) perceived their work with children “definitely as a long-term career,” while over three-quarters of the Head Start and Early Childhood Assistance Program (ECAP) lead teachers (N=82, 76.8%, n=63) perceived their work with children to be “definitely a long-term career.” Statewide, across all program types, 8.6% (n=50) of early care and education lead teachers (N=586) perceived their work with children “definitely or probably to be a short-term job.” Lead teachers' perceptions of their current job as part of a “long-term career” or as a “short-term job” according to program type are reported below.

#### Family Child Care Programs

Of family child care teachers (N=86), 55.8% (n=48) responded they considered their work with children was “definitely a long-term career.” Nearly 30% (30.2%, n=26) stated their work with children was “probably a long-term career.” Of family child care teachers, 14% (n=12) felt that working with children was either “definitely or probably a short-term job.”

#### Lead Teachers of Infants and Toddlers in Child Care Centers

Of the lead teachers of infants and toddlers in child care centers (N=125), 63.2% (n=79) stated that their work with children was “definitely a long-term career.” An additional 26.4% (n=33) reported that their work with children was “probably a long-term career.” More than ten percent (10.4%, n=13) of the lead teachers of infants and toddlers in child care centers reported that their jobs were “probably or definitely short-term jobs.”

#### Lead Teachers of 3 to 5-Year-Olds in Child Care Centers

Of the lead teachers of 3 to 5-year-olds in child care centers (N=165), most (70.3%, n=116) stated that their work with children was “definitely a long-term career.” Almost all, (91.5%, n=151) of the lead teachers of 3 to 5-year-olds in child care centers responded that their work was “probably or definitely a long-term career.” Only 8.5% (n=14) of lead



teachers of 3 to 5-year-olds in child care centers stated that working with children was “definitely or probably a short-term job.”

#### Lead Teachers in Head Start and Early Childhood Assistance Programs

Of the Head Start and Early Childhood Assistance Program (ECAP) lead teachers (N=82), 76.8% (n=63) reported that their work with children was “definitely a long-term career.” An additional 18.3% (n=15) reported that their work with children was “probably a long-term career.” Less than five percent (n=4) of Head Start and ECAP lead teachers reported their work with children as “probably or definitely a short-term job.”

#### Lead Teachers of 3 to 5-Year-Olds in Part-Day Programs

Of the lead teachers of 3 to 5-year-olds in part-day programs (N=80), 66.2% (n=53) responded that their work with children was “definitely a long-term career.” An additional 28.8% (n=23) stated that their current work with children was “probably a long-term career.” Four of these lead teachers (5.0%) stated that their work with children was “probably a short-term job.” None of the lead teachers of children in part-day programs (n=0) responded that their work with children was “definitely a short-term job.”

#### Lead Teachers in School-Age Programs

Of the lead teachers of children in school-age programs (N=48), 93.7% (n=45) stated that their work with children was “probably or definitely a long-term career.” Three lead teachers (6.3%) responded that their work was “probably a short-term job.” None of the teachers of children in school-age programs (n=0) responded that their work with children was “definitely a short-term job.”

See Table T-48 for a summary of lead teachers’ responses to the question about their work being a short-term job or a long-term career.

Table T-48:

**Lead Teachers' Perceptions: Job or Career**

Do you consider your work with children a short-term job or a long-term career?						
Teachers' Career Plan: Teachers of:		Definitely Short-Term	Probably Short-Term	Probably Long-Term	Definitely Long-Term	Total
Family Child Care	N %	2 2.3%	10 11.7%	26 30.2%	48 55.8%	86 100%
Infants and Toddlers in Centers	N %	5 4.0%	8 6.4%	33 26.4%	79 63.2%	125 100%
3 to 5-Year-Olds in Centers	N %	4 2.4%	10 6.1%	35 21.2%	116 70.3%	165 100%
Head Start and ECAP	N %	1 1.2%	3 3.7%	15 18.3%	63 76.8%	82 100%
Part-Day Programs	N %	0 0.0%	4 5.0%	23 28.8%	53 66.2%	80 100%
School-Age Programs	N %	0 0.0%	3 6.3%	10 20.8 %	35 72.9%	48 100%
Total	N %	12 2.0%	38 6.6%	142 24.2%	394 67.2%	586 100%

**Importance of Salary and Wages to Lead Teachers**

Salary and wages are usually important reasons why individuals seek employment in specific fields. Salary and wages however are only one set of reasons why individuals seek employment. Other reasons that may encourage individuals to be teachers in the field of early care and education include flexibility of work hours, proximity to home or children's school, and emotional commitment to the care and education of young children. The lead teachers interviewed for this study were asked how important several reasons were to them in becoming someone who works with children. One of these reasons concerned the importance of salary and wages as a reason to become someone who works with children. For this reason, the lead teachers interviewed were asked to rate "salary and wages" as a "strong reason," a "weak reason," or "not a reason" to become someone who works with children.

**State**

Statewide and throughout all program types, 55.0% (n=319) of the lead teachers (N=580) indicated that "salary and wages" was not a reason for seeking employment in early care and education programs. Approximately one-third (30.3%, n=176) of the lead teachers

indicated that “salary and wages” was a weak reason when considering employment in the field of early care and education; 14.7% (n=85) of the lead teachers indicated that “salary and wages” was a strong reason when considering working in the field.

#### Family Child Care Programs

Of the family child care teachers (N=83), 57.8% (n=48) reported that “salary and wages” was not a reason for choosing to work with children. Approximately 16% (n=13) of family child care teachers reported that “salary and wages” was a strong reason for choosing to work with children.

#### Lead Teachers of Infants and Toddlers in Child Care Centers

Of the lead teachers of infants and toddlers in child care centers (N=123), 55.3% (n=68) reported that “salary and wages” was not a reason for choosing to work with children. Approximately 17% (n=21) of the lead teachers of infants and toddlers in child care centers stated that “salary and wages” was a strong reason for choosing to work with children.

#### Lead Teachers of 3 to 5-Year-Olds in Child Care Centers

Of the lead teachers of 3 to 5-year-olds in child care centers (N=163), 55.8% (n=91) reported that “salary and wages” was not a reason for choosing to work with children. Approximately 17% (n=27) of the lead teachers of 3 to 5-year-olds in child care centers indicated that “salary and wages” was a strong reason for choosing to work with children.

#### Lead Teachers in Head Start and Early Childhood Assistance Programs

Of the Head Start and Early Childhood Assistance Program (ECAP) lead teachers (N=81), 46.9% (n=38) reported that “salary and wages” was not a reason for choosing to work with children. Approximately 10% (n=8) of the lead teachers in Head Start and ECAP stated that “salary and wages” was a strong reason for choosing to work with children.

#### Lead Teachers of 3 to 5-Year-Olds in Part-Day Programs

Of the lead teachers of 3 to 5-year-olds in part-day programs (N=81), 61.9% (n=50) reported that “salary and wages” was not a reason for choosing to work with children. Nearly 10% (n=8) of the lead teachers reported that “salary and wages” was a strong reason for choosing to work with children.

#### Lead Teachers in School-Age Programs

Of the lead teachers of children in school-age programs (N=49), 49.0% (n=24) reported that “salary and wages” was not a reason for choosing to work with children. Approximately 16% (n=8) of the lead teachers of children in school-age programs reported that “salary and wages” was a strong reason for choosing to work with children.

See Table T-49 for the importance of “salary and wages” as a reason to do this work.

Table T-49:

### Lead Teachers' Perceptions: Importance of Salary and Wages

How important to you in becoming a person who works with children is salary and wages?					
Teachers of:	Importance:	Strong	Weak	Not a Reason	Total
<b>Family Child Care</b>	N	13	22	48	<b>83</b>
	%	15.7%	26.5%	57.8%	<b>100%</b>
<b>Infants and Toddlers in Centers</b>	N	21	34	68	<b>123</b>
	%	17.1%	27.6%	55.3%	<b>100%</b>
<b>3 to 5-Year-Olds in Centers</b>	N	27	45	91	<b>163</b>
	%	16.6%	27.6%	55.8%	<b>100%</b>
<b>Head Start and ECAP</b>	N	8	35	38	<b>81</b>
	%	9.9%	43.2%	46.9%	<b>100%</b>
<b>Part-Day Programs</b>	N	8	23	50	<b>81</b>
	%	9.9%	28.4%	61.7%	<b>100%</b>
<b>School-Age Programs</b>	N	8	17	24	<b>49</b>
	%	16.3%	34.7%	49.0%	<b>100%</b>
<b>Total</b>	<b>N</b>	<b>85</b>	<b>176</b>	<b>319</b>	<b>580</b>
	<b>%</b>	<b>14.7%</b>	<b>30.3%</b>	<b>55.0%</b>	<b>100%</b>

## Choosing Current Job

Lead teachers were asked to consider this question, “Knowing what you do now, if you had to decide all over whether to take the job you have now, what would you decide?” They were asked to select from one of the following responses, “take the same job without hesitation,” “have some second thoughts about working here,” or “would definitely not take the same job.”

### State

Statewide and across all program types, 81.2% (n=407) of the 501 teachers who answered this question stated that they would “take the same job without hesitation.” Only 1.6% (n=8) of the interviewed teachers indicated that they would “definitely not take the same job.” Approximately 17% (n=86) indicated that they “would have some second thoughts about taking the same job.”

### Family Child Care Programs

Of the 85 family child care teachers who responded to this question, 88.2% (n=75) stated that they “would take the same job without hesitation.” Only 1.2% (n=1) said that they “definitely would not take the same job” and 10.6% (n=9) said that they would “have second thoughts about taking the same job.”

### Lead Teachers of Infants and Toddlers in Child Care Centers

Of the 126 lead teachers of infants and toddlers in child care centers who responded to this question, 86.5% (n=109) responded they “would take the same job without hesitation” and 13.5% (n=17) said that they “would have second thoughts about taking the same job.”

### Lead Teachers of 3 to 5-Year-Olds in Child Care Centers

Of the 165 lead teachers of 3 to 5-year-olds in child care centers who responded to this question, 78.2% (n=129) stated that they “would take the same job without hesitation.” Only 1.8% (n=3) said they “definitely would not take the same job” and 20.0% (n=33) responded they “would have second thoughts about taking the same job.”

### Lead Teachers in Head Start and Early Childhood Assistance Programs

Of the 80 Head Start and Early Childhood Assistance Program (ECAP) lead teachers who responded to this question, 71.2% (n=57) reported they “would take the same job.” Only 3.8% (n=3) said they “definitely would not take the same job” and 25.0% (n=20) stated that they “would have second thoughts about taking the same job.”

### Lead Teachers of 3 to 5-Year-Olds in Part-Day Programs

Of the 81 lead teachers of 3 to 5-year-olds in part-day programs who responded to this question, 88.9% (n=72) stated that they “would definitely take the same job” and 11.1% (n=9) said they “would have second thoughts about taking the same job.”

### Lead Teachers in School-Age Programs

Of the 49 lead teachers of children in school-age programs who responded to this question, 81.6% (n=40) reported they “would definitely take the same job.” Only 4.1% (n=2) said that they “definitely would not take the same job” and 14.3% (n=7) said they “would have second thoughts about taking the same job.”

See Table T-50 for lead teachers' perspective on job choice.

Table T-50:

**Lead Teachers' Perceptions: Take Same Job**

Knowing what you do now, if you had to decide all over whether to take the job you have now, what would you decide?					
Choice: Teachers of:		Take the same job without hesitation	Have some second thoughts about working here	Definitely not take the same job	Total
<b>Family Child Care</b>	N	75	9	1	<b>85</b>
	%	88.2%	10.6%	1.2%	<b>100%</b>
<b>Infants and Toddlers in Centers</b>	N	109	17	0	<b>126</b>
	%	86.5%	13.5%	0.0%	<b>100%</b>
<b>3 to 5-Year-Olds in Centers</b>	N	129	33	3	<b>165</b>
	%	78.2%	20.0%	1.8%	<b>100%</b>
<b>Head Start and ECAP</b>	N	57	20	3	<b>80</b>
	%	71.2%	25.0%	3.8%	<b>100%</b>
<b>Part-Day Programs</b>	N	71	9	0	<b>80</b>
	%	88.8%	11.1%	0.0%	<b>100%</b>
<b>School-Age Programs</b>	N	40	7	2	<b>49</b>
	%	81.6%	14.3%	4.1%	<b>100%</b>
<b>Total</b>	N	<b>481</b>	<b>95</b>	<b>9</b>	<b>585</b>
	%	<b>82.2%</b>	<b>16.2%</b>	<b>1.5%</b>	<b>100%</b>

**Choosing Early Care and Education as a Career**

All of the early care and education teachers interviewed for this study were asked, “When you first started work caring for children, would you have preferred some other type of work?”

**State**

Statewide, across all program types 87.6% (n=508) of the teachers (N=580) who answered this question indicated that they would have chosen to work in the field of early care and education instead of choosing to work in another field. The percentage of teachers in each program type stating that they would have chosen early care and education ranged from a low of 83.9% (n=104) for lead teachers of infants and toddlers in child care centers (N=124) to a high of 95.0% (n=76) for lead teachers working with children attending part-day programs (N=80). Specific information about the teachers' responses to this question by program type follows.

**Family Child Care Programs**

Of the family child care teachers (N=84), 89.3% (n=75) answered that when they started work caring for children, this was their preference over other job choices.

**Lead Teachers of Infants and Toddlers in Child Care Centers**

Of the lead teachers of infants and toddlers in child care centers (N=124), 83.9% (n=104) answered that when they started work caring for children, this was their preference over other job choices.

**Lead Teachers of 3 to 5-Year-Olds in Child Care Centers**

Of the lead teachers of 3 to 5-year-olds in child care centers (N= 162), 84.0% (n=136) answered that when they started work caring for children, this was their preference over other job choices.

**Lead Teachers in Head Start and Early Childhood Assistance Programs**

Of the Head Start and Early Childhood Assistance Program (ECAP) lead teachers (N=81), 90.1% (n=73) answered that when they started work caring for children, this was their preference over other job choices.

**Lead Teachers of 3 to 5-Year-Olds in Part-Day Programs**

Of the lead teachers of 3 to 5-year-olds in part-day programs (N=80), 95.0% (n=76) answered that when they started work caring for children, this was their preference over other job choices.

**Lead Teachers in School-Age Programs**

Of the lead teachers of children in school-age programs (N=49), 89.8% (n=44) answered that when they started work caring for children, this was their preference over other job choices.

See Table T-51 for information regarding the lead teachers' career preference when they first started work caring for children.

Table T-51:				
Choice of Career				
When you first started work caring for children, would you have preferred some other type of work?				
Choice:		Yes	No	Total
Teachers of:				
Family Child Care	N	9	75	84
	%	10.7%	89.3%	100%
Infants and Toddlers in Centers	N	20	104	124
	%	16.1%	83.9%	100%
3 to 5-Year-Olds in Centers	N	26	136	162
	%	16.0%	84.0%	100%
Head Start and ECAP	N	8	73	81
	%	9.9%	90.1%	100%
Part-Day Programs	N	4	76	80
	%	5.0%	95.0%	100%
School-Age Programs	N	5	44	49
	%	10.2%	89.8%	100%
Total	N	72	508	580
	%	12.4%	87.6%	100%

## Reasons for Leaving an Early Care and Education Job

To better understand what would cause teachers to leave the field of early care and education, all of the lead teachers and family child care teachers interviewed in this study were asked the question, “what might lead you to stop working in the field of early childhood?” They were given specific situations and asked to indicate whether the situation would be a “strong reason,” “weak reason,” or “not a reason” for them to leave the field of early childhood. The situations were:

- Age or health;
- The possibility of a more financially rewarding opportunity or job;
- Starting or adding to their families;
- An opportunity to return to school; and
- The possibility of a less stressful job.

Lead teacher responses to each situation posed in this question follow here. The responses are shown for each program type.

### Reason for Leaving: Age and Health



## State

Of the 574 lead teachers who answered the question, “Might age or health lead you to stop working in the field of early childhood?”, 56.6% (n=325) reported that “age and/or health” would be a strong reason for them to stop working in the field of early care and education. Another 14.3% (n=82) stated that “age and/or health” would be a weak reason for leaving the field, while 29.1% (n=167) reported that “age and/or health” would not be a reason for leaving the field. Details by program types are presented below.

### Family Child Care Programs

Of the family child care teachers (N=85) who answered the question whether “age and/or health” would be a reason for leaving the field:

- 54.1% (n=46) reported that “age and/or health” would be a strong reason;
- 16.5% (n=14) reported that “age and/or health” would be a weak reason; and
- 29.4% (n=25) reported that “age and/or health” would not be a reason.

### Lead Teachers of Infants and Toddlers in Child Care Centers

Of the lead teachers of infants and toddlers in child care centers (N=123) who answered the question whether “age and/or health” would be a reason for leaving the field:

- 64.2% (n=79) reported that “age and/or health” would be a strong reason;
- 12.2% (n=15) reported that “age and/or health” would be a weak reason; and
- 23.6% (n=29) reported that “age and/or health” would not be a reason.

### Lead Teachers of 3 to 5-Year-Olds in Child Care Centers

Of the lead teachers of 3 to 5-year-olds in child care centers (N=159) who answered the question whether “age and/or health” would be a reason for leaving the field:

- 61.0% (n=97) reported that “age and/or health” would be a strong reason;
- 13.8% (n=22) reported that “age and/or health” would be a weak reason; and
- 25.2% (n=40) reported that “age and/or health” would not be a reason.

### Lead Teachers in Head Start and Early Childhood Assistance Programs

Of the Head Start and Early Childhood Assistance Program (ECAP) lead teachers (N=81) who answered the question whether “age and/or health” would be a reason for leaving the field:

- 51.9% (n=42) reported that “age and/or health” would be a strong reason;
- 18.5% (n=15) reported that “age and/or health” would be a weak reason; and
- 29.6% (n=24) reported that “age and/or health” would not be a reason.

### Lead Teachers of 3 to 5-Year-Olds in Part-Day Programs

Of the lead teachers of 3 to 5-year-olds in part-day programs (N=76) who answered the question whether “age and/or health” would be a reason for leaving the field:

- 50.0% (n=38) reported that “age and/or health” would be a strong reason;
- 19.7% (n=15) reported that “age and/or health” would be a weak reason; and
- 30.3% (n=23) reported that “age and/or health” would not be a reason.

### Lead Teachers in School-Age Programs

Of lead teachers of children in school-age programs (N=49) who answered the question whether “age and/or health” would be a reason for leaving the field:

- 46.9% (n=23) reported “age and/or health” would be a strong reason; and
- 53.1% (n=26) reported “age and/or health” would not be a reason.

A summary of these responses can be seen in Table T-52.

Table T-52: <b>Reason for Leaving: “Age and/or Health”</b>					
Might age or health lead you to stop working in the field of early childhood?					
<b>Importance:</b>		<b>Strong</b>	<b>Weak</b>	<b>Not a Reason</b>	<b>Total</b>
<b>Teachers of:</b>					
<b>Family Child Care</b>	<b>N</b>	46	14	25	<b>85</b>
	<b>%</b>	54.1%	16.5%	29.4%	<b>100%</b>
<b>Infants and Toddlers in Centers</b>	<b>N</b>	79	15	29	<b>123</b>
	<b>%</b>	64.2%	12.2%	23.6%	<b>100%</b>
<b>3 to 5-Year-Olds in Centers</b>	<b>N</b>	97	22	40	<b>159</b>
	<b>%</b>	61.0%	13.8%	25.2%	<b>100%</b>
<b>Head Start and ECAP</b>	<b>N</b>	42	15	24	<b>81</b>
	<b>%</b>	51.9%	18.5%	29.6%	<b>100%</b>
<b>Part-Day Programs</b>	<b>N</b>	38	15	23	<b>76</b>
	<b>%</b>	50.0%	19.7%	30.3%	<b>100%</b>
<b>School-Age Programs</b>	<b>N</b>	23	0	26	<b>49</b>
	<b>%</b>	46.9%	0.0%	53.1%	<b>100%</b>
<b>Total</b>	<b>N</b>	<b>325</b>	<b>82</b>	<b>167</b>	<b>574</b>
	<b>%</b>	<b>56.6%</b>	<b>14.3%</b>	<b>29.1%</b>	<b>100%</b>

## Reason for Leaving: Possibility of a More Financially Rewarding Opportunity or Job

### State

Of the 570 lead teachers who answered the question, “Might a more financially rewarding opportunity or job lead you to stop working in the field of early childhood?”, almost half (46.8%, n=267) reported that a “more financially rewarding opportunity or job” would be a strong reason for them to stop working in the field of early care and education. Another 21.6% (n=123) stated that a “more financially rewarding opportunity or job” would be a weak reason for leaving the field, while 31.6% (n=180) reported that a “more financially rewarding opportunity or job” would not be a reason for leaving the field. The responses to this question are presented by program type below.

### Family Child Care Programs

Of the family child care teachers (N=85) who answered the question, “Might a more financially rewarding opportunity or job lead you to stop working in the field?”:

- 20.0% (n=17) reported a “more financially rewarding opportunity or job” would be a strong reason;
- 28.2% (n=24) reported a “more financially rewarding opportunity or job” would be a weak reason; and
- 51.8% (n=44) reported a “more financially rewarding opportunity or job” would not be a reason.

### Lead Teachers of Infants and Toddlers in Child Care Centers

Of the lead teachers of infants and toddlers in child care centers (N=121) who answered the question, “Might a more financially rewarding opportunity or job lead you to stop working in the field?”:

- 51.2% (n=62) reported a “more financially rewarding opportunity or job” would be a strong reason;
- 16.5% (n=20) reported a “more financially rewarding opportunity or job” would be a weak reason; and
- 32.3% (n=39) reported a “more financially rewarding opportunity or job” would not be a reason.

### Lead Teachers of 3 to 5-Year-Olds in Child Care Centers

Of the lead teachers of 3 to 5-year-olds in child care centers (N=158) who answered the question, “Might a more financially rewarding opportunity or job lead you to stop working in the field?”:

- 56.3% (n=89) reported a “more financially rewarding opportunity or job” would be a strong reason;
- 21.5% (n=34) reported a “more financially rewarding opportunity or job” would be a weak reason; and
- 22.2% (n=35) reported a “more financially rewarding opportunity or job” would not be a reason.

### Lead Teachers in Head Start and Early Childhood Assistance Programs

Of Head Start and Early Childhood Assistance Program (ECAP) (N=80) lead teachers who answered the question, “Might a more financially rewarding opportunity or job lead you to stop working in the field?”:

- 62.4% (n=50) reported a “more financially rewarding opportunity or job” would be a strong reason;
- 21.3% (n=17) reported a “more financially rewarding opportunity or job” would be a weak reason; and
- 16.3% (n=13) reported a “more financially rewarding opportunity or job” would not be a reason.

### Lead Teachers of 3 to 5-Year-Olds in Part-Day Programs

Of the lead teachers of 3 to 5-year-olds in part-day programs (N=78) who answered the question, “Might a more financially rewarding opportunity or job lead you to stop working in the field?”:

- 33.3% (n=26) reported a “more financially rewarding opportunity or job” would be a strong reason;
- 19.2% (n=15) reported a “more financially rewarding opportunity or job” would be a weak reason; and
- 47.4% (n=37) reported a “more financially rewarding opportunity or job” would not be a reason.

### Lead Teachers in School-Age Programs

Of the lead teachers of children in school-age programs (N=48) who answered the question, “Might a more financially rewarding opportunity or job lead you to stop working in the field?”:

- 47.9% (n=23) reported a “more financially rewarding opportunity or job” would be a strong reason;
- 27.1% (n=13) reported a “more financially rewarding opportunity or job” would be a weak reason; and
- 25.0% (n=12) reported a “more financially rewarding opportunity or job” would not be a reason.

A summary of these responses can be seen in Table T-53.

Table T-53:

Reason for Leaving: Financially Rewarding Job					
Might a more financially rewarding opportunity or job lead you to stop working in the field of early childhood?					
Importance:		Strong	Weak	Not a Reason	Total
Teachers of:					
Family Child Care	N	17	24	44	85
	%	20.0%	28.2%	51.8%	100%
Infants and Toddlers in Centers	N	62	20	39	121
	%	51.2%	16.5%	32.3%	100%
3 to 5-Year-Olds in Centers	N	89	34	35	158
	%	56.3%	21.5%	22.2%	100%
Head Start and ECAP	N	50	17	13	80
	%	62.4%	21.3%	16.3%	100%
Part-Day Programs	N	26	15	37	78
	%	33.3%	19.2%	47.4%	100%
School-Age Programs	N	23	13	12	48
	%	47.9%	27.1%	25.0%	100%
Total	N	267	123	180	570
	%	46.8%	21.6%	31.6%	100%

## Reason for Leaving: Starting or Adding to a Family

### State

All of the early care and education lead teachers interviewed for the study were asked if their plans to start or add to their family might be a reason for them to leave the field of early childhood. Of the 573 teachers who answered this question, 12.4% (n=71) reported that “starting or adding to their family” would be a strong reason for them to stop working in the field of early care and education. Another 13.6% (n=78) stated that “starting or adding to a family” would be a weak reason for leaving the field; while 74.0% (n=424) reported that “starting or adding to a family” would not be a reason for leaving the field. Details by program types are presented below.

### Family Child Care Programs

Of family child care teachers (N=84) who answered the question, “Might starting or adding to your family lead you to stop working in the field of early childhood?”:

- 6.0% (n=5) reported “starting or adding to their family” would be a strong reason;
- 8.3% (n=7) reported “starting or adding to a family” would be a weak reason; and
- 85.7% (n=72) reported “starting or adding to a family” would not be a reason.

### Lead Teachers of Infants and Toddlers in Child Care Centers

Of the lead teachers of infants and toddlers in child care centers (N=122) who answered the question, “Might starting or adding to your family lead you to stop working in the field of early childhood?”:

- 13.1% (n=16) reported “starting or adding to a family” would be a strong reason;
- 14.8% (n=18) reported “starting or adding to a family” would be a weak reason; and
- 72.1% (n=88) reported “starting or adding to a family” would not be a reason.

### Lead Teachers of 3 to 5-Year-Olds in Child Care Centers

Of lead teachers of 3 to 5-year-olds in child care centers (N=159) who answered the question, “Might starting or adding to your family lead you to stop working in the field of early childhood?”:

- 16.4% (n=26) reported “starting or adding to a family” would be a strong reason;
- 14.4% (n=23) reported “starting or adding to a family” would be a weak reason; and
- 69.2% (n=110) reported “starting or adding to a family” would not be a reason.

### Lead Teachers in Head Start and Early Childhood Assistance Programs

Of the Head Start and Early Childhood Assistance Programs (ECAP) lead teachers (N=81) who answered the question, “Might starting or adding to your family lead you to stop working in the field of early childhood?”:

- 8.6% (n=7) reported “starting or adding to a family” would be a strong reason;
- 16.0% (n=13) reported “starting or adding to a family” would be a weak reason; and
- 75.4% (n=61) reported “starting or adding to a family” would not be a reason.

### Lead Teachers of 3 to 5-Year-Olds in Part-Day Programs

Of the lead teachers of 3 to 5-year-olds in part-day programs (N=79) who answered the question, “Might starting or adding to your family lead you to stop working in the field of early childhood?”:

- 12.7% (n=10) reported “starting or adding to a family” would be a strong reason;
- 10.1% (n=8) reported “starting or adding to a family” would be a weak reason; and
- 77.2% (n=61) reported “starting or adding to a family” would not be a reason.

### Lead Teachers in School-Age Programs

Of the lead teachers of children in school-age programs (N=48) who answered the question, “Might starting or adding to your family lead you to stop working in the field of early childhood?”:

- 14.6% (n= 7) reported “starting or adding to a family” would be a strong reason;
- 18.8% (n=9) reported “starting or adding to a family” would be a weak reason; and
- 66.6% (n=32) reported “starting or adding to a family” would not be a reason.

A summary of these responses can be seen in Table T-54.

Table T-54: <b>Reason for Leaving: Starting/Adding to Family</b>					
Might starting or adding to your family lead you to stop working in the field of early childhood?					
<b>Importance:</b>		<b>Strong</b>	<b>Weak</b>	<b>Not a Reason</b>	<b>Total</b>
<b>Teachers of:</b>					
<b>Family Child Care</b>	N %	5 6.0%	7 8.3%	72 85.7%	<b>84</b> <b>100%</b>
<b>Infants and Toddlers in Centers</b>	N %	16 13.1%	18 14.8%	88 72.1%	<b>122</b> <b>100%</b>
<b>3 to 5-Year-Olds in Centers</b>	N %	26 16.4%	23 14.4%	110 69.2%	<b>159</b> <b>100%</b>
<b>Head Start and ECAP</b>	N %	7 8.6%	13 16.0%	61 75.4%	<b>81</b> <b>100%</b>
<b>Part-Day Programs</b>	N %	10 12.7%	8 10.1%	61 77.2%	<b>79</b> <b>100%</b>
<b>School-Age Programs</b>	N %	7 14.6%	9 18.8%	32 66.6%	<b>48</b> <b>100%</b>
<b>Total</b>	<b>N</b> <b>%</b>	<b>71</b> <b>12.4%</b>	<b>78</b> <b>13.6%</b>	<b>424</b> <b>74.0%</b>	<b>573</b> <b>100%</b>

## Reason for Leaving: Returning to School

### State

All of the early care and education lead teachers interviewed for the study were asked if returning to school might be a reason for them to leave the field of early childhood. Of the 569 lead teachers who answered this question, 29.3% (n=167) reported that “returning to school” would be a strong reason for them to stop working in the field of early care and education. Approximately 24% (n=136) stated that “returning to school” would be a weak reason for leaving the field, while 46.8% (n=266) reported that “returning to school” would not be a reason for leaving the field. Details by program types are below.

### Family Child Care Programs

Of the family child care teachers, (N=84) who answered the question, “Might an opportunity to go back to school lead you to stop working in the field of early childhood?”:

- 16.7% (n=14) reported “returning to school” would be a strong reason;
- 16.7% (n=14) reported “returning to school” would be a weak reason; and
- 66.6% (n=56) reported “returning to school” would not be a reason.

### Lead Teachers of Infants and Toddlers in Child Care Centers

Of the lead teachers of infants and toddlers in child care centers (N=123) who answered the question, “Might an opportunity to go back to school lead you to stop working in the field of early childhood?”:

- 34.1% (n=42) reported “returning to school” would be a strong reason;
- 24.4% (n=30) reported “returning to school” would be a weak reason; and
- 41.5% (n=51) reported “returning to school” would not be a reason.

### Lead Teachers of 3 to 5-Year-Olds in Child Care Centers

Of the lead teachers of 3 to 5-year-olds in child care centers (N=159) who answered the question “Might an opportunity to go back to school lead you to stop working in the field of early childhood?”:

- 37.1% (n=59) reported “returning to school” would be a strong reason;
- 21.4% (n=34) reported “returning to school” would be a weak reason; and
- 41.5% (n=66) reported “returning to school” would not be a reason.

### Lead Teachers in Head Start and Early Childhood Assistance Programs

Of the Head Start and Early Childhood Assistance Programs (ECAP) lead teachers (N=79) who answered the question, “Might an opportunity to go back to school lead you to stop working in the field of early childhood?”:

- 27.8% (n=22) reported “returning to school” would be a strong reason;
- 30.4% (n=24) reported “returning to school” would be a weak reason; and
- 41.8% (n=33) reported “returning to school” would not be a reason.

### Lead Teachers of 3 to 5-Year-Olds in Part-Day Programs

Of the lead teachers of 3 to 5-year-olds in part-day programs (N=78) who answered the question, “Might an opportunity to go back to school lead you to stop working in the field of early childhood?”:

- 19.2% (n=15) reported “returning to school” would be a strong reason;
- 29.5% (n=23) reported that “returning to school” would be a weak reason; and
- 51.3% (n=40) reported “returning to school” would not be a reason.

### Lead Teachers in School-Age Programs

Of the lead teachers of children in school-age programs (N=46) who answered the question, “Might an opportunity to go back to school lead you to stop working in the field of early childhood?”:

- 32.6% (n=15) reported “returning to school” would be a strong reason;
- 23.9% (n=11) reported “returning to school” would be a weak reason; and
- 43.5% (n=20) reported “returning to school” would not be a reason.

A summary of these responses can be seen in Table T-55.



Table T-55:					
<b>Reason for Leaving: Going Back to School</b>					
Might an opportunity to go back to school lead you to stop working in the field of early childhood?					
<b>Importance:</b>		<b>Strong</b>	<b>Weak</b>	<b>Not a Reason</b>	<b>Total</b>
<b>Teachers of:</b>					
<b>Family Child Care</b>	N	14	14	56	<b>84</b>
	%	16.7%	16.7%	66.6%	<b>100%</b>
<b>Infants and Toddlers in Centers</b>	N	42	30	51	<b>123</b>
	%	34.1%	24.4%	41.5%	<b>100%</b>
<b>3 to 5-Year-Olds in Centers</b>	N	59	34	66	<b>159</b>
	%	37.1%	21.4%	41.5%	<b>100%</b>
<b>Head Start and ECAP</b>	N	22	24	33	<b>79</b>
	%	27.8%	30.4%	41.8%	<b>100%</b>
<b>Part-Day Programs</b>	N	15	23	40	<b>78</b>
	%	19.2%	29.5%	51.3%	<b>100%</b>
<b>School-Age Programs</b>	N	15	11	20	<b>46</b>
	%	32.6%	23.9%	43.5%	<b>100%</b>
<b>Total</b>	N	<b>167</b>	<b>136</b>	<b>266</b>	<b>569</b>
	%	<b>29.3%</b>	<b>23.9%</b>	<b>46.8%</b>	<b>100%</b>

## Reason for Leaving: Take a Less Stressful Job

### State

All of the early care and education lead teachers interviewed for the study were asked if they might leave the field of early childhood for a less stressful job. Of the 572 lead teachers who answered this question, 18.7% (n=107) reported that “getting a less stressful job” would be a strong reason for them to stop working in the field of early childhood. Another 22.4% (n=128) stated that “getting a less stressful job” would be a weak reason for leaving the field, while 58.9% (n=337) reported that “getting a less stressful job” would not be a reason for leaving the field. Details by program types follow below.

### Family Child Care Programs

Of the family child care teachers, (N=85) who answered the question “Might a less stressful job lead you to stop working in the field of early childhood?”:

- 15.3% (n=13) reported “getting a less stressful job” would be a strong reason;
- 15.3% (n=13) reported “getting a less stressful job” would be a weak reason; and
- 69.4% (n=59) reported “getting a less stressful job” would not be a reason.

### Lead Teachers of Infants and Toddlers in Child Care Centers

Of the lead teachers of infants and toddlers in child care centers (N=122) who answered the question, “Might a less stressful job lead you to stop working in the field of early childhood?”:

- 13.9% (n=17) reported “getting a less stressful job” would be a strong reason;
- 25.4% (n=31) reported “getting a less stressful job” would be a weak reason; and
- 60.7% (n=74) reported “getting a less stressful job” would not be a reason.

### Lead Teachers of 3 to 5-Year-Olds in Child Care Centers

Of the lead teachers of 3 to 5-year-olds in child care centers (N=158) who answered the question, “Might a less stressful job lead you to stop working in the field of early childhood?”:

- 18.4% (n=29) reported “getting a less stressful job” would be a strong reason;
- 24.1% (n=38) reported “getting a less stressful job” would be a weak reason; and
- 57.6% (n=91) reported “getting a less stressful job” would not be a reason.

### Lead Teachers in Head Start and Early Childhood Assistance Programs

Of the Head Start and Early Childhood Assistance Programs (ECAP) lead teachers (N=81) who answered the question, “Might a less stressful job lead you to stop working in the field of early childhood?”:

- 28.4% (n=23) reported “getting a less stressful job” would be a strong reason;
- 25.9% (n=21) reported “getting a less stressful job” would be a weak reason; and
- 45.7% (n=37) reported “getting a less stressful job” would not be a reason.

### Lead Teachers of 3 to 5-Year-Olds in Part-Day Programs

Of the lead teachers of 3 to 5-year-olds in part-day programs (N=78) who answered the question, “Might a less stressful job lead you to stop working in the field of early childhood?”:

- 23.1% (n=18) reported “getting a less stressful job” would be a strong reason;
- 17.9% (n=14) reported that “getting a less stressful job” would be a weak reason; and
- 59.0% (n=46) reported “getting a less stressful job” would not be a reason.

### Lead Teachers in School-Age Programs

Of the lead teachers of children in school-age programs, (N=48) who answered the question, “Might a less stressful job lead you to stop working in the field of early childhood?”:

- 14.6% (n=7) reported “getting a less stressful job” would be a strong reason;
- 22.9% (n=11) reported that “getting a less stressful job” would be a weak reason; and
- 62.5% (n=30) reported “getting a less stressful job” would not be a reason.

A summary of these responses can be seen in Table T-56.

Table T-56:

**Reason for Leaving: Change to Less Stressful Job**

Might a less stressful job lead you to stop working in the field of early childhood?

<b>Importance:</b>		<b>Strong</b>	<b>Weak</b>	<b>Not a Reason</b>	<b>Total</b>
<b>Teachers of:</b>					
<b>Family Child Care</b>	<b>N</b>	13	13	59	<b>85</b>
	<b>%</b>	15.3%	15.3%	69.4%	<b>100%</b>
<b>Infants and Toddlers in Centers</b>	<b>N</b>	17	31	74	<b>122</b>
	<b>%</b>	13.9%	25.4%	60.7%	<b>100%</b>
<b>3 to 5-Year-Olds in Centers</b>	<b>N</b>	29	38	91	<b>158</b>
	<b>%</b>	18.4%	24.1%	57.6%	<b>100%</b>
<b>Head Start and ECAP</b>	<b>N</b>	23	21	37	<b>81</b>
	<b>%</b>	28.4%	25.9%	45.7%	<b>100%</b>
<b>Part-Day Programs</b>	<b>N</b>	18	14	46	<b>78</b>
	<b>%</b>	23.1%	17.9%	59.0%	<b>100%</b>
<b>School-Age Programs</b>	<b>N</b>	7	11	30	<b>48</b>
	<b>%</b>	14.6%	22.9%	62.5%	<b>100%</b>
<b>Total</b>	<b>N</b>	<b>107</b>	<b>128</b>	<b>337</b>	<b>572</b>
	<b>%</b>	<b>18.7%</b>	<b>22.4%</b>	<b>58.9%</b>	<b>100%</b>

*Delaware Early Care and Education  
Baseline Quality Study*

**Quality of  
Early Care and Education  
in  
New Castle County, Wilmington, Kent County,  
and Sussex County**

The information presented in this section focuses on the quality of the experience children have in early care and education settings in each of the counties in Delaware and in Wilmington observed in the *Delaware Early Care and Education Baseline Quality Study*. The information is provided for each of the program types observed in this study:

- family child care programs;
- child care centers;
- Head Start and Early Childhood Assistance Programs (ECAP);
- part-day programs; and
- programs for school-age children.

Child care centers provided information about the experiences of infants, toddlers, 3 to 5-year-olds, and school-age children. The data sources for this section are the scores on one of four environment rating scales and, in some cases, the *Teacher Child Interaction Scale* (Farran & Collins, 2001).

The presentation of the information in this report provides baseline data on the quality of early care and education in four distinct geographic regions of the State of Delaware. The information is presented for the city of Wilmington and by county for each of Delaware's three counties: New Castle, Kent, and Sussex. The information presented here labeled as New Castle County represents those programs that are located in New Castle County and excludes the programs located in Wilmington. The programs located in Wilmington are reported separately. Wilmington was defined as those programs operating within the city limits of zip codes 19801, 19802, 19805, 19806, and 19899.

## Data Measurements

### Quality Measurements

Quality of early care and education programs was measured using two methods. One method utilized one of four different environment rating scales; a second method used a teacher-child interaction scale. All settings were assessed using an environment rating scale. A sub-sample of settings was also assessed using a teacher-child interaction scale.

### Environment Rating Scales

The environment rating scales used in this study were designed by a group of early childhood education researchers from the University of North Carolina at Chapel Hill. The scales have been used since 1980 and are the most widely used environment rating scales in the field. They are routinely used to determine program quality and are often used to determine tiered reimbursement for subsidized care funding (Maryland Department of Human Resources, 2003; Frank Porter Graham Child Development Institute, 2002). The instruments were:

- *Infant/Toddler Environment Rating Scale (ITERS)* (Harms, Cryer, & Clifford, 1990)
- *Early Childhood Environment Rating Scale-Revised (ECERS-R)* (Harms, Clifford, & Cryer, 1998)
- *School-Age Care Environment Rating Scale (SACERS)* (Harms, Jacobs, & White, 1996)
- *Family Day Care Rating Scale (FDCRS)* (Harms & Clifford, 1989)




Each group setting in each early care and education program observed was assessed for quality of programming according to one of these scales. As a result of assessing the quality dimensions of the items comprising the environment rating scales, the data collectors made a judgment and each item was assigned a score. The scores are based on evaluating each item according to anchor descriptors from numbers 1 and 2 (Inadequate), 3 (Minimal), and through 5 (Good), to 6 and 7 (Excellent).

An item was assigned a rating of '1' if any part of the description found under the anchor of '1' applied. If none of the descriptors of '1' applied, the data collector then read the descriptors under anchor '3' and evaluated the program according to the presence of those descriptors. A rating of '2' was assigned if none of the descriptors of '1' applied and half or more of the descriptors under '3' applied. A rating of '3' was assigned if all the parts of the description of '3' were met. If all of the components of '3' were met the data collector continued to read the descriptors of '5.' Again, if all of the descriptors under '5' were met, the item was scored a '5,' if not all but at least half were met, the item was scored a '4.' If all the anchors under '5' were met, the data collector then read the descriptors of '7.' If all the items under '5' were met and at least half of the items under '7' were met, the item was scored a '6.' A rating of '7' was only given when all the descriptors in '3,' '5,' and '7' were present.

In developing the subscale scores, the scores for each item in the subscale were added and then divided by the number of scored items to create a mean score on that subscale. These subscale scores are reported in the tables on the following pages. The programs were grouped according to their mean subscale scores into 7 categories:  $1 < 2$ ,  $2 < 3$ ,  $3 < 4$ ,  $4 < 5$ ,  $5 < 6$ ,  $6 < 7$ , and 7.

The mean subscale scores were further divided into three categories: “Poor,” “Mediocre,” and “Good.” This system was established by the researchers of the *Cost, Quality and Child Outcomes Study* (Helburn, 1995a, 1995b). A program was placed in the “poor” category if their subscale score ranged from  $1.00 < 3.00$ , a program was placed in the “mediocre” category if their subscale score ranged from  $3.01 < 4.99$ , and a program was placed in the “good” category if their subscale score ranged from  $5.00 < 7.00$ . In the figures that are associated with this information, the following legend is used throughout:

#### Environment Subscale Figure Legend

 = rating of “poor”       = rating of “mediocre”       = rating of “good”

#### *Teacher Child Interaction Scale*

The *Teacher Child Interaction Scale* (Farran & Collins, 2001) is an observation scale used to determine eleven specific teacher behaviors related to interaction with children. These behaviors were observed for amount, quality, and appropriateness. A version of this scale has been in use since 1986 and it is widely used for research purposes to document the quality of interactions between teachers and children in educational and care settings.

Some of the early care and education groups were assessed using the *Teacher Child Interaction Scale (TCIS)*. As a result of assessing the items on the *TCIS*, the data collectors made a judgment and each item was given a score. The scores were based on evaluating each item according to anchor descriptions for numbers ‘1,’ ‘3,’ and ‘5.’

An item was given a rating of ‘1’ if the interaction observed was similar to the description given for the anchor of ‘1.’ An item was given a rating of ‘2’ if the interaction observed was better than that described for a score of ‘1,’ yet not as good as that described to be scored a ‘3.’ An item was given a rating of ‘3’ if the interaction observed was similar to the description given for the anchor of ‘3.’ An item was given a rating of ‘4’ if the interaction observed was better than that described for a score of ‘3,’ yet not as good as that described to be scored a ‘5.’ An item was given a rating of ‘5’ if the interaction observed was similar to the description given for the anchor of ‘5.’

In developing the mean score for each factor described, the scores for all the indicators used to define a factor were added and then divided by the number of scored items to create a mean score for that factor. The mean scores are reported in the tables beginning on page Q-98.

More details regarding the teacher child quality subscales are provided in the section reporting the results of the *Teacher Child Interaction Scale*.

## Sample

A total of 572 early care and education groups were included in this analysis of the quality of the experience children have in early care and education settings. Table Q-1 identifies where the groups in this sample were located according to the type of early care and education observed.

Table Q-1: Location of Groups in Sample					
Location of Programs:	New Castle	Wilmington	Kent	Sussex	State
Program Type:	N	N	N	N	N %
Family Child Care	45	8	14	18	85 14.9%
Infants and Toddlers in Centers	37	20	31	24	112 19.5%
3 to 5-Year-Olds in Centers	59	32	43	29	163 28.4%
Head Start and ECAP	38	6	17	21	82 14.4%
Part-Day Programs	43	10	20	9	82 14.4%
School-Age Programs	20	6	8	14	48 8.4%
All Programs	242 42.3%	82 14.3%	133 23.3%	115 20.1%	572 100%

For the purpose of the study, the types of programs providing early care and education were defined as follows:

- Family child care programs** are programs offering child care services to 12 or fewer children for more than four hours per day. These programs often serve children between the ages of six weeks to 12 years. Family child care programs can be licensed to serve six children between the ages of six weeks and five years plus three school-age children. Large family child care programs can serve between seven and 12 children between the ages of six weeks and five years plus three school-age children by using two family child care teachers. Family child care programs are licensed by the Office of Child Care Licensing of the Delaware Department of Services for Children, Youth and Their Families.
- Child care centers** are programs offering child care services to more than 12 children for more than four hours per day. These programs often serve children between the ages of

six weeks to 12 years old, although some programs do not serve infants and toddlers and some do not serve school-age children. Child care centers are licensed by the Office of Child Care Licensing of the Delaware Department of Services for Children, Youth and Their Families. The quality of early care and education is presented separately according to programming for infants and toddlers, programming for 3 to 5-year-olds, and programming for school-age children.

- **Head Start and Early Childhood Assistance Programs (ECAP)** may be part-day or full-day early care and education programs serving children living in poverty. Both programs follow federal Head Start regulations, have a parent and community agency Policy Council, and work to improve children's development and families' abilities to care for and support their children. These programs are often not licensed by the Office of Child Care Licensing yet may choose to be licensed.
- **Part-day programs** serve children between the ages of three years and five years for four hours per day or less. These programs include but are not limited to privately owned preschools and other early care and education programs operated by community organizations, church organizations, and public and private schools. The programs, at the time of this study, were often not licensed by the Office of Child Care Licensing and were under no obligation to be licensed.
- **School-age programs** are those programs that care for children between the ages of five years and 12 years who are enrolled in school programs at the kindergarten level or higher who spend most of their day at a school facility. School-age programs can occur prior to and/or after the school day. School-age programs are often a component of the services provided by child care centers or family child care programs. Some school-age programming is offered by agencies or organizations that solely serve school-age children. Programs for school-age children are licensed by the Office of Child Care Licensing of the Delaware Department of Services for Children, Youth and Their Families.





# Findings

## Quality Measured by Environment Rating Scales

### Quality of Family Child Care Programs

Family child care program quality was measured using the *Family Day Care Rating Scale (FDCRS)* (Harms & Clifford, 1989). The *FDCRS* is constructed of seven subscales that measure different aspects of quality. These are:

- Space and furnishings;
- Basic care routines;
- Language and reasoning;
- Learning activities;
- Social development;
- Adult needs; and
- Provisions for children with exceptionalities.

These subscales were measured using as few as three assessment items to as many as nine assessment items, all of which use the seven-point rating system described on page Q-2.

The tables and figures on the following pages illustrate the subscale scores for the 85 family child care programs observed in the *Delaware Early Care and Education Baseline Quality Study*.

## Space and Furnishings

The family child care programs were assessed on the space available for various activities and the type of furnishings available to support children's activities. The characteristics assessed included:

- Furnishings for routine care and learning;
- Furnishings for relaxation and comfort;
- Children's furniture and equipment;
- Indoor space with adequate lighting, ventilation, and temperature;
- Indoor and outdoor space for active play;
- Space for each child to play independently; and
- Displays appropriate for children.

Each characteristic was based on a set of factors that defined the characteristic.

Below are the results of the observations of 85 family child care programs. (See Table Q-2 and Figure Q-1)

### State

Of the family child care programs in Delaware (N=85), 17.6% (n=15) received a rating of good on "Space and Furnishings," 49.4% (n=42) received a rating of mediocre, and 32.9% (n=28) received a rating of poor.

### New Castle County

Of the family child care programs in New Castle County (N=45), 17.8% (n=8) received a rating of good for "Space and Furnishings," 46.7% (n=21) received a rating of mediocre, and 35.5% (n=16) received a rating of poor.

### Wilmington

Of the family child care programs in Wilmington (N=8), none (0.0%, n=0) received a rating of good on "Space and Furnishings," 12.5% (n=1) received a rating of mediocre, and 87.5% (n=7) received a rating of poor.

### Kent County

Of the family child care programs in Kent County (N=14), 14.3% (n=2) received a rating of good on "Space and Furnishings," 64.3% (n=9) received a rating of mediocre, and 21.4% (n=3) received a rating of poor.

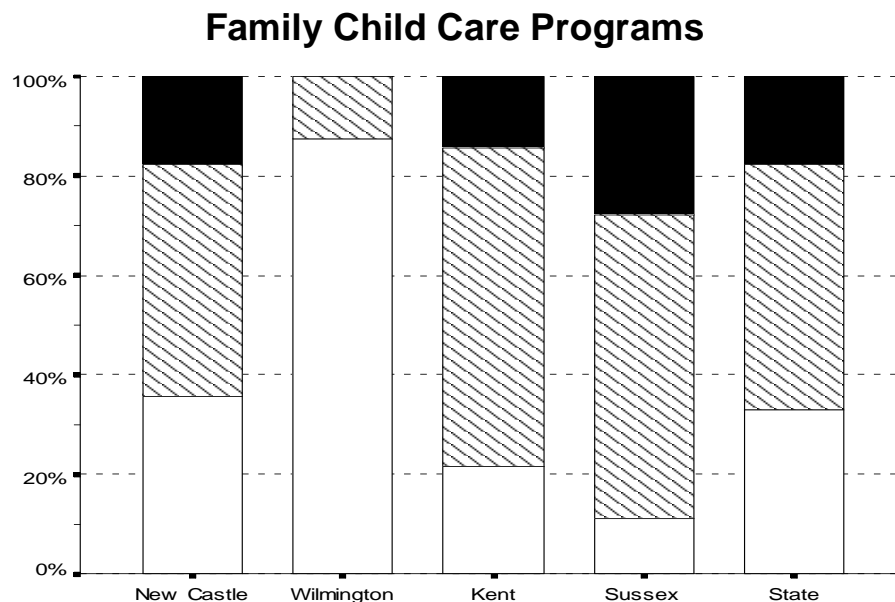
### Sussex County

Of the family child care programs in Sussex County (N=18), 27.8% (n=5) received a rating of good on "Space and Furnishings," 61.1% (n=11) received a rating of mediocre, and 11.1% (n=2) received a rating of poor.

Table Q-2:

Score on <i>FDCRS</i> “Space and Furnishings” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
New Castle	N %	6 13.3%	10 22.2%	12 26.7%	9 20.0%	8 17.8%	0 0.0%	0 0.0%	45
		16 35.5%		21 46.7%		8 17.8%			
Wilmington	N %	4 50.0%	3 37.5%	0 0.0%	1 12.5%	0 0.0%	0 0.0%	0 0.0%	8
		7 87.5%		1 12.5%		0 0.0%			
Kent	N %	0 0.0%	3 21.4%	5 35.7%	4 28.6%	2 14.3%	0 0.0%	0 0.0%	14
		3 21.4%		9 64.3%		2 14.3%			
Sussex	N %	0 0.0%	2 11.1%	5 27.8%	6 33.3%	4 22.2%	1 5.6%	0 0.0%	18
		2 11.1%		11 61.1%		5 27.8%			
State	N %	10 11.8%	18 21.2%	22 25.9%	20 23.5%	14 16.5%	1 1.2%	0 0.0%	85
		28 32.9%		42 49.4%		15 17.6%			
Subscale Rating:		Poor		Mediocre		Good			

Figure Q-1:



### Rating on the *FDCRS* “Space and Furnishings” Subscale\*

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

= rating of “poor”
  = rating of “mediocre”
  = rating of “good”

## Basic Care Routines

The basic care of children in family child care programs was assessed by observing how the teacher managed daily routines and matters intrinsic to the well-being of children. The characteristics assessed included:

- Attention to children upon arriving and leaving;
- Appropriate bottle-feeding and age-appropriate feeding practices;
- Nutritional quality of meals and snacks provided;
- Nap or rest time practices;
- Diapering/toileting sanitation procedures;
- Personal grooming habits of teachers and children; and
- Maintenance of a healthy and safe environment.

Each characteristic was based on a set of factors that defined the characteristic.

Below are the results of the observations of 85 family child care programs. (See Table Q-3 and Figure Q-2)

### State

Of family child care programs in Delaware (N=85), 21.2% (n=18) received a rating of good on “Basic Care Routines,” 45.9% (n=39) received a rating of mediocre, and 32.9% (n=28) received a rating of poor.

### New Castle County

Of the family child care programs in New Castle County (N=45), 6.7% (n=3) received a rating of good on “Basic Care Routines,” 60.0% (n=27) received a rating of mediocre, and 33.3% (n=15) received a rating of poor.

### Wilmington

Of the family child care programs in Wilmington (N=8), 12.5% (n=1) received a rating of good on “Basic Care Routines,” none (0.0%, n=0) of the programs received a rating of mediocre, and 87.5% (n=7) received a rating of poor.

### Kent County

Of the family child care programs in Kent County (N=14), 28.6% (n=4) received a rating of good on “Basic Care Routines,” 42.8% (n=6) received a rating of mediocre, and 28.6% (n=4) received a rating of poor.

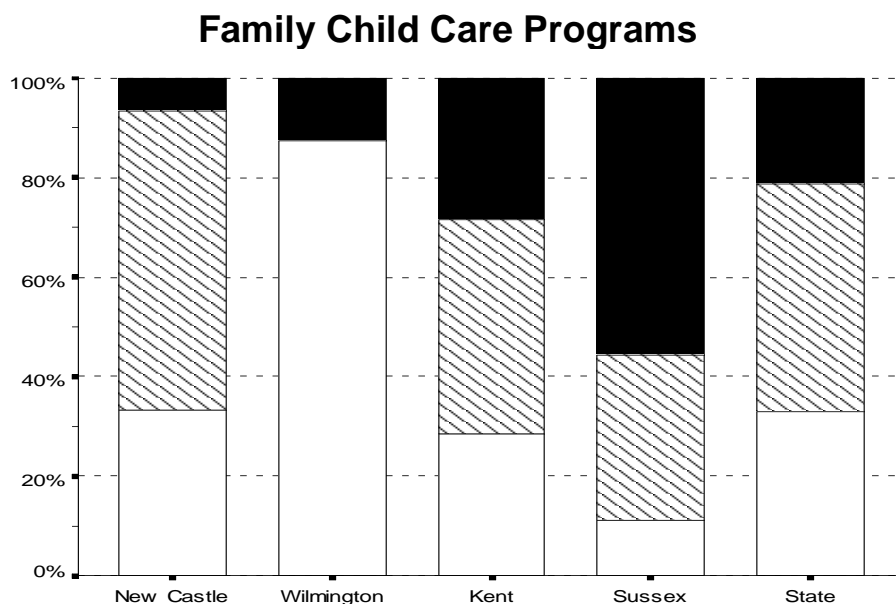
### Sussex County

Of the family child care programs in Sussex County (N=18), 55.6% (n=10) received a rating of good on “Basic Care Routines,” 33.3% (n=6) received a rating of mediocre, and 11.1% (n=2) received a rating of poor.

Table Q-3:

Score on the <i>FDCRS</i> “Basic Care Routines” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
New Castle	N %	4 8.9%	11 24.4%	18 40.0%	9 20.0%	3 6.7%	0 0.0%	0 0.0%	45
		15 33.3%		27 60.0%		3 6.7%			
Wilmington	N %	6 75.0%	1 12.5%	0 0.0%	0 0.0%	0 0.0%	1 12.5%	0 0.0%	8
		7 87.5%		0 0.0%		1 12.5%			
Kent	N %	0 0.0%	4 28.6%	5 35.7%	1 7.1%	2 14.3%	2 14.3%	0 0.0%	14
		4 28.6%		6 42.8%		4 28.6%			
Sussex	N %	1 5.6%	1 5.6%	5 27.8%	1 5.6%	7 38.9%	3 16.7%	0 0.0%	18
		2 11.1%		6 33.3%		10 55.6%			
State	N %	11 12.9%	17 20.0%	28 32.9%	11 12.9%	12 14.1%	6 7.1%	0 0.0%	85
		28 32.9%		39 45.9%		18 21.2%			
Subscale Rating:		Poor		Mediocre		Good			

Figure Q-2:



### Rating on the *FDCRS* “Basic Care Routines” Subscale\*

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

□ = rating of “poor”    ▨ = rating of “mediocre”    ■ = rating of “good”

## Language and Reasoning

Children of different ages may be cared for in a family child care setting, so family child care teachers must foster language and reasoning skills for children of all ages. The family child care teachers were assessed to describe the extent to which language and reasoning were supported. The characteristics assessed included:

- Social talking to infants and toddlers;
- Responses to sounds infants make;
- Questions that require complex responses;
- Suitable books available to each age group;
- Materials that help children understand language such as puppets, toy telephones, puzzles, games; and
- Materials used to help children learn concepts of size, shape, color, and number.

Each characteristic was based on a set of factors that defined the characteristic.

Below are the results of the observations of 85 family child care programs. (See Table Q-4 and Figure Q-3)

### State

Of the family child care programs in Delaware (N=85), 34.1% (n=29) received a rating of good on “Language and Reasoning,” 48.2% (n=41) received a rating of mediocre, and 17.7% (n=15) received a rating of poor.

### New Castle County

Of the family child care programs in New Castle County (N=45), 31.1% (n=14) received a rating of good on “Language and Reasoning,” 55.6% (n=25) received a rating of mediocre, and 13.3% (n=6) received a rating of poor.

### Wilmington

Of the family child care programs in Wilmington (N=8), 12.5% (n=1) received a rating of good on “Language and Reasoning,” 25.0% (n=2) received a rating of mediocre, and 62.5% (n=5) received a rating of poor.

### Kent County

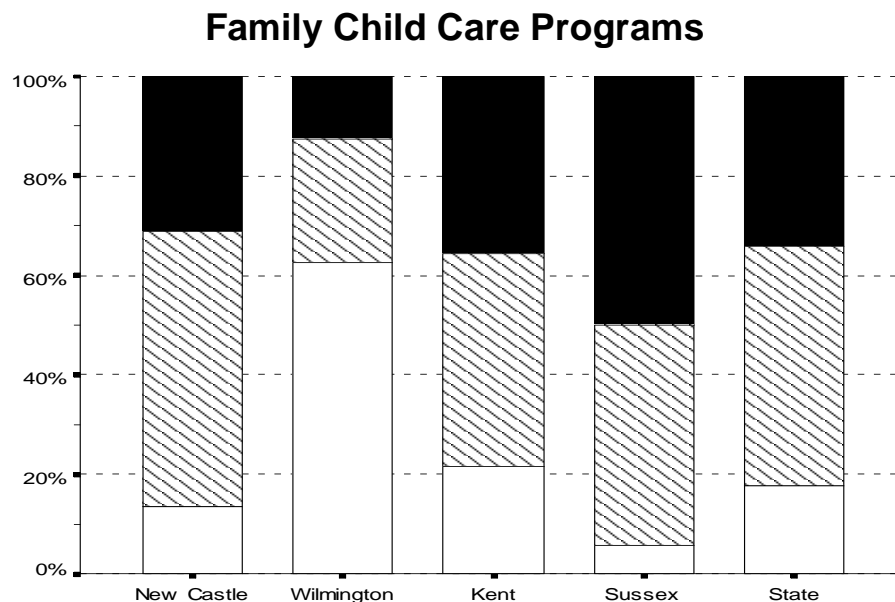
Of the family child care programs in Kent County (N=14), 35.7% (n=5) received a rating of good on “Language and Reasoning,” 42.9% (n=6) received a rating of mediocre, and 21.4% (n=3) received a rating of poor.

### Sussex County

Of the family child care programs in Sussex County (N=18), 50.0% (n=9) received a rating of good on “Language and Reasoning,” 44.4% (n=8) received a rating of mediocre, and 5.6% (n=1) received a rating of poor.

Table Q-4: Score on the <i>FDCRS</i> “Language and Reasoning” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
New Castle	N	0	6	12	13	7	4	3	45
	%	0.0%	13.3%	26.7%	28.9%	15.5%	8.9%	6.7%	
Wilmington	N	1	4	1	1	0	1	0	8
	%	12.5%	50.0%	12.5%	12.5%	0.0%	12.5%	0.0%	
Kent	N	1	2	2	4	2	3	0	14
	%	7.1%	14.3%	14.3%	28.6%	14.3%	21.4%	0.0%	
Sussex	N	0	1	1	7	2	3	4	18
	%	0.0%	5.6%	5.6%	38.9%	11.1%	16.7%	22.2%	
State	N	2	13	16	25	11	11	7	85
	%	2.4%	15.3%	18.8%	29.4%	12.9%	12.9%	8.3%	
Subscale Rating:		Poor		Mediocre		Good			

Figure Q-3:



### Rating on the *FDCRS* “Language and Reasoning” Subscale\*

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

□ = rating of “poor”    ▨ = rating of “mediocre”    ■ = rating of “good”



## Learning Activities

In addition to meeting the basic care needs of children, it is expected that family child care teachers offer a variety of learning activities throughout the day. The characteristics assessed included:

- Eye-hand materials available for each age group;
- Experiences with art;
- Music and movement activities;
- Sand and water play available indoors or outdoors;
- Dramatic play materials available such as dolls and dress-up clothes;
- Block-building materials available;
- Appropriate use of television;
- Schedule of daily activities;
- Supervision of all play activities; and
- Teacher's balance of work and personal interests.

Each characteristic was based on a set of factors that defined the characteristic.

Below are the results of the observations of 85 family child care programs. (See Table Q-5 and Figure Q-4)

### State

Of the family child care programs in Delaware (N=85), 22.4% (n=19) received a rating of good on "Learning Activities," 52.9% (n=45) received a rating of mediocre, and 24.7% (n=21) received a rating of poor.

### New Castle County

Of the family child care programs in New Castle County (N=45), 15.6% (n=7) received a rating of good on "Learning Activities," 53.3% (n=24) received a rating of mediocre, and 31.1% (n=14) received a rating of poor.

### Wilmington

Of the family child care programs in Wilmington (N=8), none (0.0%, n=0) of the programs received a rating of good on "Learning Activities," 25.0% (n=2) received a rating of mediocre, and 75.0% (n=6) received a rating of poor.

### Kent County

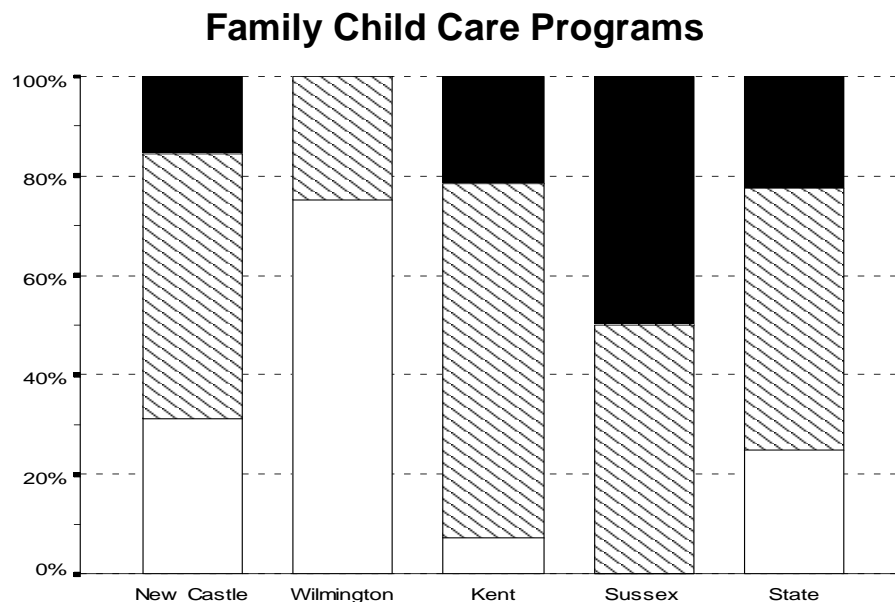
Of the family child care programs in Kent County (N=14), 21.4% (n=3) received a rating of good on "Learning Activities," 71.5% (n=10) received a rating of mediocre, and 7.1% (n=1) received a rating of poor.

### Sussex County

Of the family child care programs in Sussex County (N=18), 50.0% (n=9) received a rating of good on "Learning Activities," 50.0% (n=9) received a rating of mediocre, and none (0.0%, n=0) of the programs received a rating of poor.

Table Q-5: <b>Score on the <i>FDCRS</i> “Learning Activities” Subscale</b>									
<b>Subscale Score:</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>Total</b>
<b>New Castle</b>	<b>N</b>	4	10	15	9	7	0	0	<b>45</b>
	<b>%</b>	8.9%	22.2%	33.3%	20.0%	15.6%	0.0%	0.0%	
		14 31.1%		24 53.3%		7 15.6%			
<b>Wilmington</b>	<b>N</b>	3	3	1	1	0	0	0	<b>8</b>
	<b>%</b>	37.5%	37.5%	12.5%	12.5%	0.0%	0.0%	0.0%	
		6 75.0%		2 25.0%		0 0.0%			
<b>Kent</b>	<b>N</b>	0	1	4	6	3	0	0	<b>14</b>
	<b>%</b>	0.0%	7.1%	28.6%	42.9%	21.4%	0.0%	0.0%	
		1 7.1%		10 71.5%		3 21.4%			
<b>Sussex</b>	<b>N</b>	0	0	6	3	8	1	0	<b>18</b>
	<b>%</b>	0.0%	0.0%	33.3%	16.7%	44.4%	5.6%	0.0%	
		0 0.0%		9 50.0%		9 50.0%			
<b>State</b>	<b>N</b>	7	14	26	19	18	1	0	<b>85</b>
	<b>%</b>	8.2%	16.5%	30.6%	22.4%	21.2%	1.2%	0.0%	
		21 24.7%		45 52.9%		19 22.4%			
<b>Subscale Rating:</b>		<b>Poor</b>		<b>Mediocre</b>		<b>Good</b>			

Figure Q-4:



### Rating on the *FDCRS* “Learning Activities” Subscale\*

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

= rating of “poor”
  = rating of “mediocre”
  = rating of “good”

## Social Development

Family child care teachers should also encourage the social development of children. The characteristics assessed included:

- Physical contact with children;
- Extent of control, appropriate guidance, and discipline;
- Presence of dolls, books, and pictures that reflect cultural diversity; and
- Experiences with gender-neutral activities.

Each characteristic was based on a set of factors that defined the characteristic.

Below are the results of the observations of 85 family child care programs. (See Table Q-6 and Figure Q-5)

### State

Of the family child care programs in Delaware (N=85), 48.2% (n=41) received a rating of good on “Social Development,” 34.1% (n=29) received a rating of mediocre, and 17.6% (n=15) received a rating of poor.

### New Castle County

Of the family child care programs in New Castle County (N=45), 40.0% (n=18) received a rating of good on “Social Development,” 40.0% (n=18) received a rating of mediocre, and 20.0% (n=9) received a rating of poor.

### Wilmington

Of the family child care programs in Wilmington (N=8), 25.0% (n=2) received a rating of good on “Social Development,” 25.0% (n=2) received a rating of mediocre, and 50.0% (n=4) received a rating of poor.

### Kent County

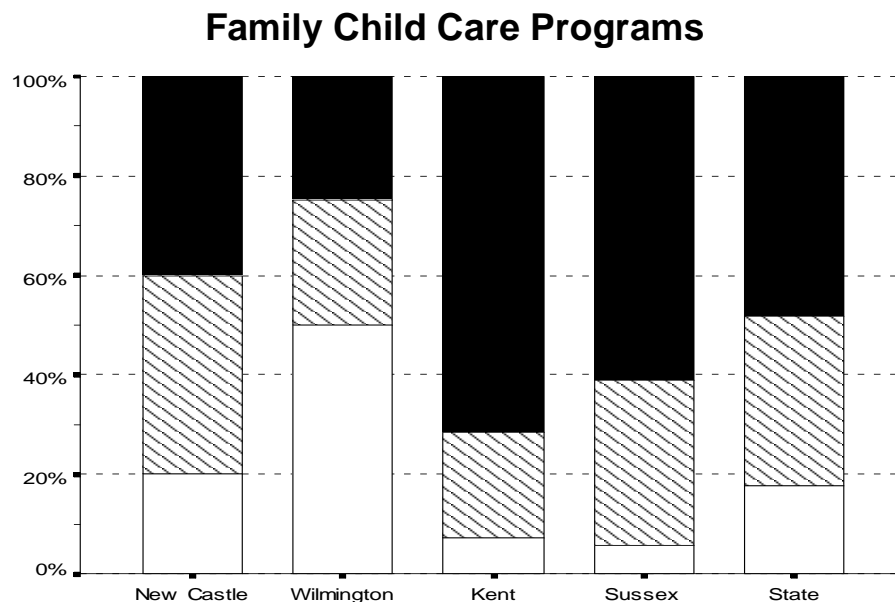
Of the family child care programs in Kent County (N=14), 71.5% (n=10) received a rating of good on “Social Development,” 21.4% (n=3) received a rating of mediocre, and 7.1% (n=1) received a rating of poor.

### Sussex County

Of the family child care programs in Sussex County (N=18), 61.1% (n=11) received a rating of good on “Social Development,” 33.3% (n=6) received a rating of mediocre, and 5.6% (n=1) received a rating of poor.

Table Q-6:									
Score on the <i>FDCRS</i> “Social Development” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
New Castle	N %	2 4.4%	7 15.6%	7 15.6%	11 24.4%	14 31.1%	3 6.7%	1 2.2%	45
		9 20.0%		18 40.0%		18 40.0%			
Wilmington	N %	1 12.5%	3 37.5%	1 12.5%	1 12.5%	1 12.5%	1 12.5%	0 0.0%	8
		4 50.0%		2 25.0%		2 25.0%			
Kent	N %	0 0.0%	1 7.1%	1 7.1%	2 14.3%	7 50.0%	3 21.5%	0 0.0%	14
		1 7.1%		3 21.4%		10 71.5%			
Sussex	N %	0 0.0%	1 5.6%	4 22.2%	2 11.1%	5 27.8%	3 16.7%	3 16.7%	18
		1 5.6%		6 33.3%		11 61.1%			
State	N %	3 3.5%	12 14.1%	13 15.3%	16 18.8%	27 31.8%	10 11.8%	4 4.7%	85
		15 17.6%		29 34.1%		41 48.2%			
Subscale Rating:		Poor		Mediocre		Good			

Figure Q-5:



### Rating on the *FDCRS* “Social Development” Subscale\*

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

= rating of “poor”
  = rating of “mediocre”
  = rating of “good”

## Adult Needs

The family child care teachers were assessed to describe the extent to which their personal and professional needs were met in their groups. The characteristics assessed included:

- Relationships with parents;
- Balance of family responsibilities and child care responsibilities; and
- Involvement in opportunities for professional growth, such as reading professional magazines, attending workshops, or having on-site technical assistance visits.

Each characteristic was based on a set of factors that defined the characteristic.

Below are the results of the observations of the teachers in 84 family child care programs. (See Table Q-7 and Figure Q-6)

### State

Of the family child care programs in Delaware (N=84), 61.9% (n=52) received a rating of good on “Adult Needs,” 36.9% (n=31) received a rating of mediocre, and 1.2% (n=1) received a rating of poor.

### New Castle County

Of the family child care programs in New Castle County (N=44), 63.6% (n=28) received a rating of good on “Adult Needs,” 34.1% (n=15) received a rating of mediocre, and 2.3% (n=1) received a rating of poor.

### Wilmington

Of the family child care programs in Wilmington (N=8), 12.5% (n=1) received a rating of good on “Adult Needs,” 87.5% (n=7) received a rating of mediocre, and none (0.0%, n=0) of the programs received a rating of poor.

### Kent County

Of the family child care programs in Kent County (N=14), 64.3% (n=9) received a rating of good on “Adult Needs,” 35.7% (n=5) received a rating of mediocre, and none (0.0%, n=0) of the programs received a rating of poor.

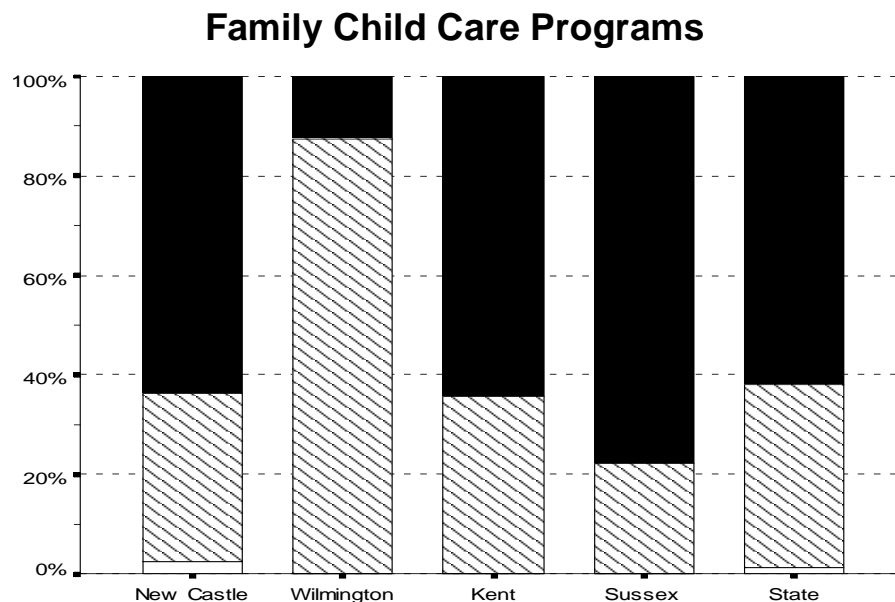
### Sussex County

Of the of the family child care programs in Sussex County (N=18), 77.8% (n=14) received a rating of good on “Adult Needs,” 22.2% (n=4) received a rating of mediocre, and none (0.0%, n=0) of the programs received a rating of poor.

Table Q-7:

Score on the <i>FDCRS</i> “Adult Needs” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
New Castle	N %	0 0.0%	1 2.3%	3 6.8%	12 27.3%	16 36.4%	11 25.0%	1 2.3%	44
		1 2.3%		15 34.1%		28 63.6%			
Wilmington	N %	0 0.0%	0 0.0%	4 50.0%	3 37.5%	0 0.0%	1 12.5%	0 0.0%	8
		0 0.0%		7 87.5%		1 12.5%			
Kent	N %	0 0.0%	0 0.0%	0 0.0%	5 35.7%	5 35.7%	4 28.6%	0 0.0%	14
		0 0.0%		5 35.7%		9 64.3%			
Sussex	N %	0 0.0%	0 0.0%	0 0.0%	4 22.2%	10 55.6%	4 22.2%	0 0.0%	18
		0 0.0%		4 22.2%		14 77.8%			
State	N %	0 0.0%	1 1.2%	7 8.3%	24 28.6%	31 36.9%	20 23.8%	1 1.2%	84
		1 1.2%		31 36.9%		52 61.9%			
Subscale Rating:		Poor		Mediocre		Good			

Figure Q-6:



### Rating on the *FDCRS* “Adult Needs” Subscale\*

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

= rating of “poor”
  = rating of “mediocre”
  = rating of “good”



## Quality of Programming for Infants and Toddlers

The quality of programming for infants and toddlers was measured using the *Infant/Toddler Environment Rating Scale (ITERS)* (Harms et al., 1990). The *ITERS* is constructed of seven subscales that measure different aspects of quality. These are:

- Furnishings and display for children;
- Personal care routines;
- Listening and talking;
- Learning activities;
- Interaction;
- Program structure; and
- Adult needs.

These subscales were measured using as few as two assessment items to as many as nine assessment items, all of which used the seven-point rating system described on page Q-2.

The tables and figures on the following pages illustrate the subscale scores for the 112 groups for infants and toddlers in child care centers observed in the *Delaware Early Care and Education Baseline Quality Study*.



## Furnishings and Display for Children

The groups for infants and toddlers were assessed on the space available for various activities and the type of furnishings available to support children's activities. The characteristics assessed included:

- Furnishings for routine care and learning;
- Furnishings for relaxation and comfort;
- Children's furniture and equipment;
- Arrangement of room for activities and adequate supervision; and
- Displays appropriate for children.

Each characteristic was based on a set of factors that defined the characteristic.

Below are the results of the observations of 112 groups for infants and toddlers in child care centers. (See Table Q-8 and Figure Q-7)

### State

Of the groups for infants and toddlers in child care centers in Delaware (N=112), 21.4% (n=24) received a rating of good on "Furnishings and Display for Children," 52.7% (n=59) received a rating of mediocre, and 25.9% (n=29) received a rating of poor.

### New Castle County

Of the groups for infants and toddlers in child care centers in New Castle County (N=37), 18.9% (n=7) received a rating of good on "Furnishings and Display for Children," 45.9% (n=17) received a rating of mediocre, and 35.2% (n=13) received a rating of poor.

### Wilmington

Of the groups for infants and toddlers in child care centers in Wilmington (N=20), 20.0% (n=4) received a rating of good on "Furnishings and Display for Children," 60.0% (n=12) received a rating of mediocre, and 20.0% (n=4) received a rating of poor.

### Kent County

Of the groups for infants and toddlers in child care centers in Kent County (N=31), 38.7% (n=12) received a rating of good on "Furnishings and Display for Children," 48.4% (n=15) received a rating of mediocre, and 12.9% (n=4) received a rating of poor.

### Sussex County

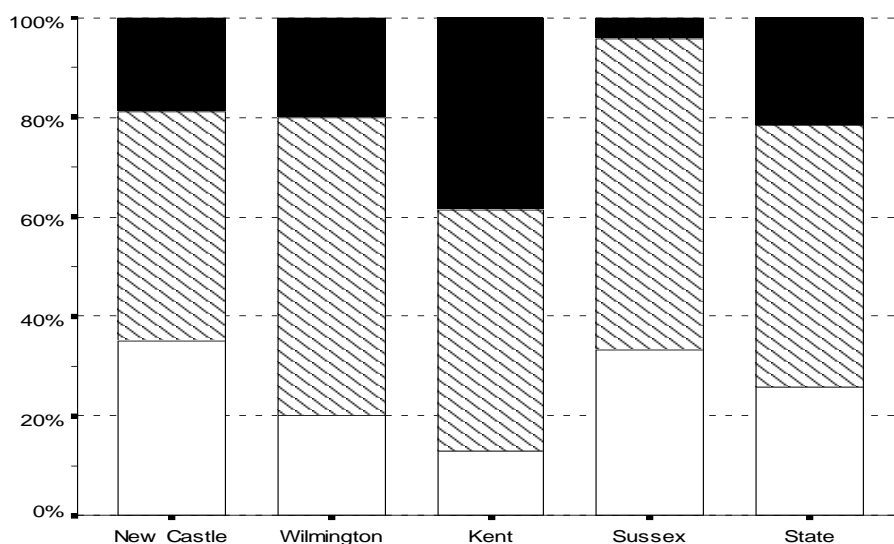
Of the groups for infants and toddlers in child care centers in Sussex County (N=24), 4.2% (n=1) received a rating of good on "Furnishings and Display for Children," 62.5% (n=15) received a rating of mediocre, and 33.3% (n=8) received a rating of poor.

Table Q-8:

Score on the <i>ITERS</i> “Furnishings and Display for Children” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
New Castle	N %	1 2.7%	12 32.5%	6 16.2%	11 29.8%	6 16.2%	1 2.7%	0 0.0%	37
		13 35.2%		17 45.9%		7 18.9%			
Wilmington	N %	0 0.0%	4 20.0%	6 30.0%	6 30.0%	4 20.0%	0 0.0%	0 0.0%	20
		4 20.0%		12 60.0%		4 20.0%			
Kent	N %	0 0.0%	4 12.9%	10 32.3%	5 16.0%	10 32.3%	2 6.5%	0 0.0%	31
		4 12.9%		15 48.4%		12 38.7%			
Sussex	N %	0 0.0%	8 33.3%	13 54.2%	2 8.3%	1 4.2%	0 0.0%	0 0.0%	24
		8 33.3%		15 62.5%		1 4.2%			
State	N %	1 0.9%	28 25.0%	35 31.3%	24 21.3%	21 18.8%	3 2.7%	0 0.0%	112
		29 25.9%		59 52.7%		24 21.4%			
Subscale Rating:		Poor		Mediocre		Good			

Figure Q-7:




### Groups for Infants and Toddlers in Child Care Centers



### Rating on the *ITERS* “Furnishings and Display for Children” Subscale\*

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Figure Legend

	= rating of “poor”		= rating of “mediocre”		= rating of “good”
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## Personal Care Routines

Infant and toddler personal care routines take place throughout the day. Teachers are responsible for these personal care routines to be accomplished in a manner that ensures the health and well-being of all children. The characteristics assessed included:

- Attention to children upon arrival and departure;
- Appropriate bottle-feeding and age-appropriate feeding practices;
- Nutritional quality of meals and snacks provided;
- Nap or rest time practices;
- Diapering/toileting sanitation procedures;
- Personal hygiene practices of teachers and children;
- Maintenance of a healthy and safe environment; and
- Staff awareness of safety policies and procedures.

Each characteristic was based on a set of factors that defined the characteristic.

Below are the results of the observations of 112 groups for infants and toddlers in child care centers. (See Table Q-9 and Figure Q-8)

### State

Of the groups for infants and toddlers in child care centers in Delaware (N=112), 8.9% (n=10) received a rating of good on “Personal Care Routines,” 20.6% (n=23) received a rating of mediocre, and 70.5% (n=79) received a rating of poor.

### New Castle County

Of the groups for infants and toddlers in child care centers in New Castle County (N=37), none (0.0%, n=0) received a rating of good on “Personal Care Routines,” 32.4% (n=12) received a rating of mediocre, and 67.6% (n=25) received a rating of poor.

### Wilmington

Of the groups for infants and toddlers in child care centers in Wilmington (N=20), none (0.0%, n=0) received a rating of good on “Personal Care Routines,” 5.0% (n=1) received a rating of mediocre, and 95.0% (n=19) received a rating of poor.

### Kent County

Of the groups for infants and toddlers in child care centers in Kent County (N=31), 32.3% (n=10) received a rating of good on “Personal Care Routines,” 25.8% (n=8) received a rating of mediocre, and 41.9% (n=13) received a rating of poor.

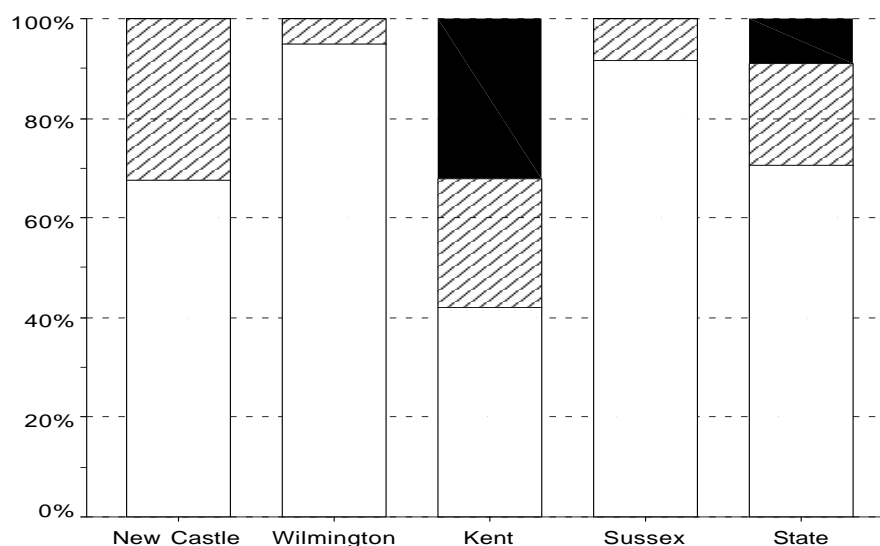
### Sussex County

Of the groups for infants and toddlers in child care centers in Sussex County (N=24), none (0.0%, n=0) received a rating of good on “Personal Care Routines,” 8.3% (n=2) received a rating of mediocre, and 91.7% (n=22) received a rating of poor.

Score on the <i>ITERS</i> “Personal Care Routines” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
New Castle	N %	14 37.8%	11 29.7%	11 29.7%	1 2.7%	0 0.0%	0 0.0%	0 0.0%	37
		25 67.6%		12 32.4%		0 0.0%			
Wilmington	N %	12 60.0%	7 35.0%	1 5.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	20
		19 95.0%		1 5.0%		0 0.0%			
Kent	N %	5 16.1%	8 25.8%	5 16.1%	3 9.7%	6 19.4%	4 12.9%	0 0.0%	31
		13 41.9%		8 25.8%		10 32.3%			
Sussex	N %	12 50.0%	10 41.7%	2 8.3%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	24
		22 91.7%		2 8.3%		0 0.0%			
State	N %	43 38.4%	36 32.1%	19 17.0%	4 3.6%	6 5.4%	4 3.6%	0 0.0%	112
		79 70.5%		23 20.6%		10 8.9%			
Subscale Rating:		Poor		Mediocre		Good			

Figure Q-8:

### Groups for Infants and Toddlers in Child Care Centers



### Rating on the *ITERS* “Personal Care Routines” Subscale\*

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Figure Legend

□ = rating of “poor”      ▨ = rating of “mediocre”      ■ = rating of “good”

## Listening and Talking

In order to develop the listening and talking skills of infants and toddlers, teacher interactions and activities are vital. The lead teachers of infants and toddlers in child care centers were assessed to describe the extent to which listening and talking were supported. The characteristics assessed included:

- Informal social talking to infants;
- Teacher responsiveness to infants and toddlers; and
- Use of books and pictures.

Each characteristic was based on a set of factors that defined the characteristic.

Below are the results of the observations of 112 groups for infants and toddlers in child care centers. (See Table Q-10 and Figure Q-9)

### State

Of the groups for infants and toddlers in child care centers in Delaware (N=112), 33.0% (n=37) received a rating of good on “Listening and Talking,” 33.0% (n=37) received a rating of mediocre, and 34.0% (n=38) received a rating of poor.

### New Castle County

Of the groups for infants and toddlers in child care centers in New Castle County (N=37), 51.3% (n=19) received a rating of good on “Listening and Talking,” 29.7% (n=11) received a rating of mediocre, and 19.0% (n=7) received a rating of poor.

### Wilmington

Of the groups for infants and toddlers in child care centers in Wilmington (N=20), 10.0% (n=2) received a rating of good on “Listening and Talking,” 30.0% (n=6) received a rating of mediocre, and 60.0% (n=12) received a rating of poor.

### Kent County

Of the groups for infants and toddlers in child care centers in Kent County (N=31), 41.9% (n=13) received a rating of good on “Listening and Talking,” 35.5% (n=11) received a rating of mediocre, and 22.6% (n=7) received a rating of poor.

### Sussex County

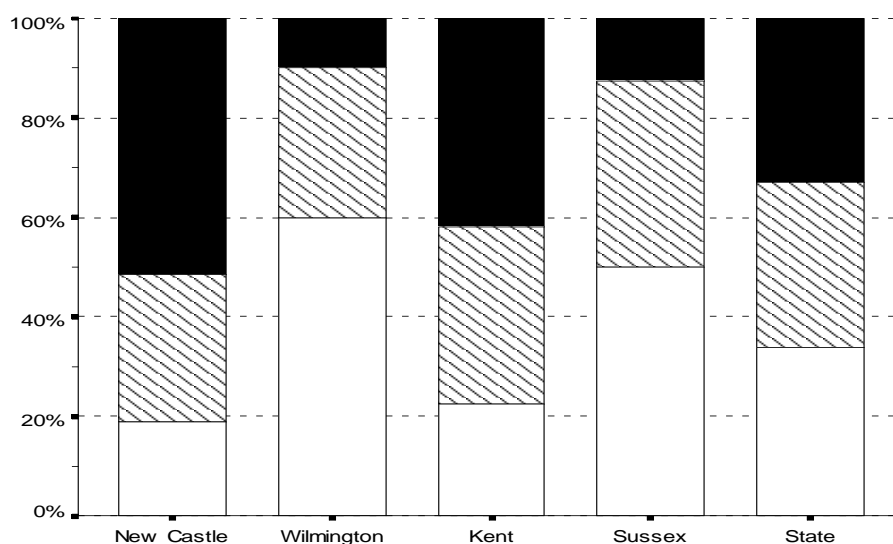
Of the groups for infants and toddlers in child care centers in Sussex County (N=24), 12.5% (n=3) received a rating of good on “Listening and Talking,” 37.5% (n=9) received a rating of mediocre, and 50.0% (n=12) received a rating of poor.

Table Q-10:

Score on the <i>ITERS</i> “Listening and Talking” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
New Castle	N %	4 10.9%	3 8.1%	8 21.6%	3 8.1%	8 21.6%	3 8.1%	8 21.6%	37
		7 19.0%		11 29.7%		19 51.3%			
Wilmington	N %	3 15.0%	9 45.0%	2 10.0%	4 20.0%	0 0.0%	1 5.0%	1 5.0%	20
		12 60.0%		6 30.0%		2 10.0%			
Kent	N %	2 6.5%	5 16.1%	2 6.5%	9 29.0%	3 9.7%	10 32.3%	0 0.0%	31
		7 22.6%		11 35.5%		13 41.9%			
Sussex	N %	3 12.5%	9 37.5%	7 29.2%	2 8.3%	2 8.3%	1 4.2%	0 0.0%	24
		12 50.0%		9 37.5%		3 12.5%			
State	N %	12 10.8%	26 23.2%	19 16.9%	18 16.1%	13 11.6%	15 13.4%	9 8.0%	112
		38 34.0%		37 33.0%		37 33.0%			
Subscale Rating:		Poor		Mediocre		Good			

Figure Q-9:

### Groups for Infants and Toddlers in Child Care Centers



### Rating on the *ITERS* “Listening and Talking” Subscale\*

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

□ = rating of “poor”    ▨ = rating of “mediocre”    ■ = rating of “good”

## Learning Activities

In addition to meeting the basic care needs of children, it is expected that teachers of infants and toddlers offer a variety of learning activities throughout the day. The characteristics assessed included:

- Eye-hand coordination materials available;
- Equipment available for active physical play and opportunities for physical play;
- Experiences with art;
- Music and movement activities;
- Block-building materials available;
- Dramatic play materials available such as dolls, household furnishings, and dress-up clothes;
- Sand or water play available indoors or outdoors; and
- Presence of dolls, books, and pictures that reflect cultural diversity.

Each characteristic was based on a set of factors that defined the characteristic.

Below are the results of the observations of 112 groups for infants and toddlers in child care centers. (See Table Q-11 and Figure Q-10)

### State

Of the groups for infants and toddlers in child care centers in Delaware (N=112), 8.0% (n=9) received a rating of good on “Learning Activities,” 45.5% (n=51) received a rating of mediocre, and 46.4% (n=52) received a rating of poor.

### New Castle County

Of the groups for infants and toddlers in child care centers in New Castle County (N=37), 5.4% (n=2) received a rating of good on “Learning Activities,” 67.6% (n=25) received a rating of mediocre, and 27.0% (n=10) received a rating of poor.

### Wilmington

Of the groups for infants and toddlers in child care centers in Wilmington (N=20), 5.0% (n=1) received a rating of good on “Learning Activities,” 30.0% (n=6) received a rating of mediocre, and 65.0% (n=13) received a rating of poor.

### Kent County

Of the groups for infants and toddlers in child care centers in Kent County (N=31), 19.4% (n=6) received a rating of good on “Learning Activities,” 45.1% (n=14) received a rating of mediocre, and 35.5% (n=11) received a rating of poor.

### Sussex County

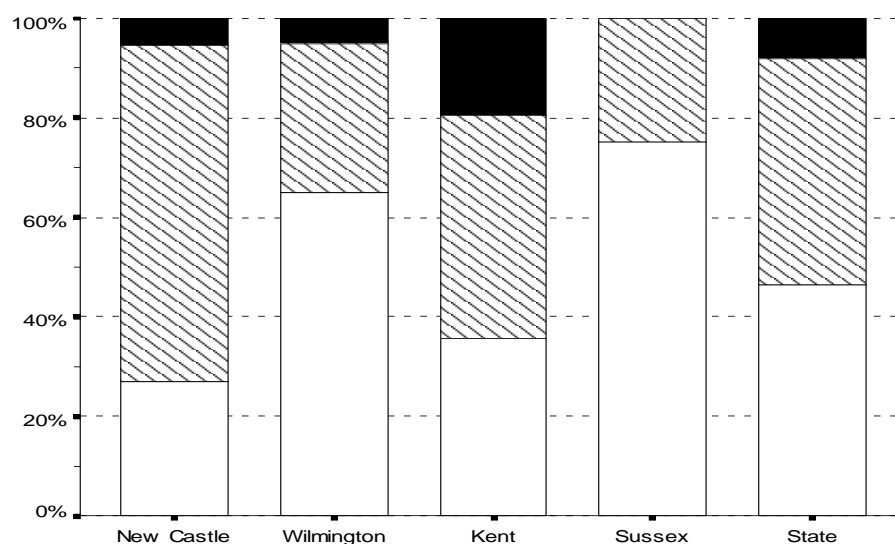
Of the groups for infants and toddlers in child care centers in Sussex County (N=24), none (0.0%, n=0) received a rating of good on “Learning Activities,” 25.0% (n=6) received a rating of mediocre, and 75.0% (n=18) received a rating of poor.

Table Q-11:

Score on the <i>ITERS</i> “Learning Activities” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
New Castle	N %	2 5.4%	8 21.6%	11 29.7%	14 37.9%	2 5.4%	0 0.0%	0 0.0%	37
		10 27.0%		25 67.6%		2 5.4%			
Wilmington	N %	2 10.0%	11 55.0%	3 15.0%	3 15.0%	1 5.0%	0 0.0%	0 0.0%	20
		13 65.0%		6 30.0%		1 5.0%			
Kent	N %	2 6.5%	9 29.0%	9 29.0%	5 16.1%	6 19.4%	0 0.0%	0 0.0%	31
		11 35.5%		14 45.1%		6 19.4%			
Sussex	N %	6 25.0%	12 50.0%	5 20.8%	1 4.2%	0 0.0%	0 0.0%	0 0.0%	24
		18 75.0%		6 25.0%		0 0.0%			
State	N %	12 10.7%	40 35.7%	28 25.0%	23 20.5%	9 8.0%	0 0.0%	0 0.0%	112
		52 46.4%		51 45.5%		9 8.0%			
Subscale Rating:		Poor		Mediocre		Good			

Figure Q-10:

### Groups for Infants and Toddlers in Child Care Centers



### Rating on the *ITERS* “Learning Activities” Subscale\*

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

= rating of “poor”
  = rating of “mediocre”
  = rating of “good”



## Interaction

Teachers and groups were assessed on the presence and quality of the many different types of interactions with infants and toddlers. The characteristics assessed included:

- Appropriate interactions among children;
- Appropriate teacher-child interactions; and
- Extent of control, appropriate guidance, and discipline.

Each characteristic was based on a set of factors that defined the characteristic.

Below are the results of the observations of 112 groups for infants and toddlers in child care centers. (See Table Q-12 and Figure Q-11)

### State

Of the groups for infants and toddlers in child care centers in Delaware (N=112), 48.2% (n=54) received a rating of good on “Interaction,” 37.5% (n=42) received a rating of mediocre, and 14.3% (n=16) received a rating of poor.

### New Castle County

Of the groups for infants and toddlers in child care centers in New Castle County (N=37), 54.1% (n=20) received a rating of good on “Interaction,” 32.4% (n=12) received a rating of mediocre, and 13.5% (n=5) received a rating of poor.

### Wilmington

Of the groups for infants and toddlers in child care centers in Wilmington (N=20), 40.0% (n=8) received a rating of good on “Interaction,” 35.0% (n=7) received a rating of mediocre, and 25.0% (n=5) received a rating of poor.

### Kent County

Of the groups for infants and toddlers in child care centers in Kent County (N=31), 54.8% (n=17) received a rating of good on “Interaction,” 35.5% (n=11) received a rating of mediocre, and 9.7% (n=3) received a rating of poor.

### Sussex County

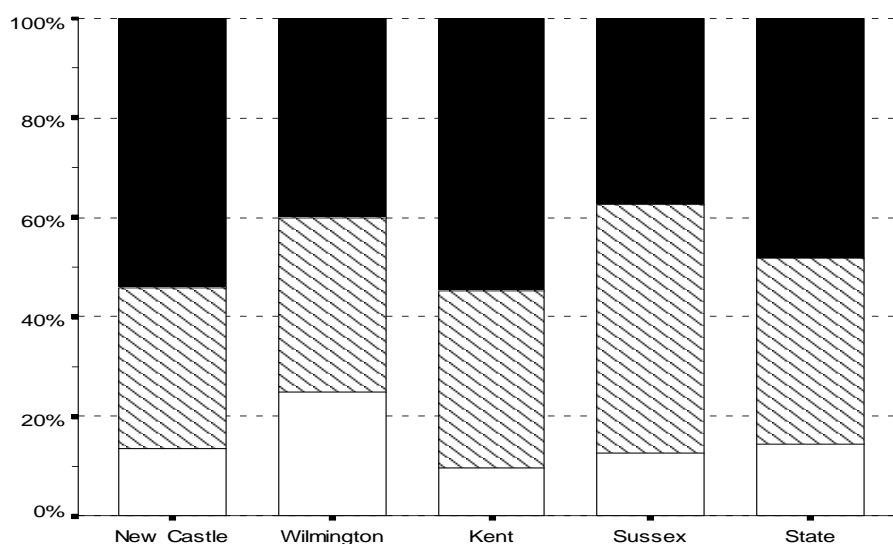
Of the groups for infants and toddlers in child care centers in Sussex County (N=24), 37.5% (n=9) received a rating of good on “Interaction,” 50.0% (n=12) received a rating of mediocre, and 12.5% (n=3) received a rating of poor.

Table Q-12:

<b>Scores on the <i>ITERS</i> “Interaction” Subscale</b>									
<b>Subscale Score:</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>Total</b>
<b>New Castle</b>	<b>N</b>	0	5	2	10	7	12	1	<b>37</b>
	<b>%</b>	0.0%	13.5%	5.4%	27.0%	18.9%	32.4%	2.7%	
<b>Wilmington</b>	<b>N</b>	0	5	3	4	6	2	0	<b>20</b>
	<b>%</b>	0.0%	25.0%	15.0%	20.0%	30.0%	10.0%	0.0%	
<b>Kent</b>	<b>N</b>	0	3	4	7	5	12	0	<b>31</b>
	<b>%</b>	0.0%	9.7%	12.9%	22.6%	16.1%	38.7%	0.0%	
<b>Sussex</b>	<b>N</b>	0	3	7	5	2	4	3	<b>24</b>
	<b>%</b>	0.0%	12.5%	29.2%	20.8%	8.3%	16.7%	12.5%	
<b>State</b>	<b>N</b>	0	16	16	26	20	30	4	<b>112</b>
	<b>%</b>	0.0%	14.3%	14.3%	23.2%	17.8%	26.8%	3.6%	
<b>Subscale Rating:</b>		<b>Poor</b>		<b>Mediocre</b>		<b>Good</b>			

Figure Q-11:

### Groups for Infants and Toddlers in Child Care Centers



### Rating on the *ITERS* “Interaction” Subscale\*

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

□ = rating of “poor”    ▨ = rating of “mediocre”    ■ = rating of “good”

## Program Structure

Program structure is the ability of a teacher to organize the time spent with the infants and toddlers during the caregiving period. The characteristics assessed included:

- Schedule of daily activities;
- Teacher supervision of all activities;
- Cooperation and coordination among teachers in the program; and
- Accommodations made for children with special needs.

Each characteristic was based on a set of factors that defined the characteristic.

Below are the results of the observations of 112 groups for infants and toddlers in child care centers. (See Table Q-13 and Figure Q-12)

### State

Of the groups for infants and toddlers in child care centers in Delaware (N=112), 24.1% (n=27) received a rating of good on “Program Structure,” 50.0% (n=56) received a rating of mediocre, and 25.9% (n=29) received a rating of poor.

### New Castle County

Of the groups for infants and toddlers in child care centers in New Castle County (N=37), 32.4% (n=12) received a rating of good on “Program Structure,” 48.6% (n=18) received a rating of mediocre, and 18.9% (n=7) received a rating of poor.

### Wilmington

Of the groups for infants and toddlers in child care centers in Wilmington (N=20), 5.0% (n=1) received a rating of good on “Program Structure,” 70.0% (n=14) received a rating of mediocre, and 25.0% (n=5) received a rating of poor.

### Kent County

Of the groups for infants and toddlers in child care centers in Kent County (N=31), 38.7% (n=12) received a rating of good on “Program Structure,” 29.0% (n=9) received a rating of mediocre, and 32.3% (n=10) received a rating of poor.

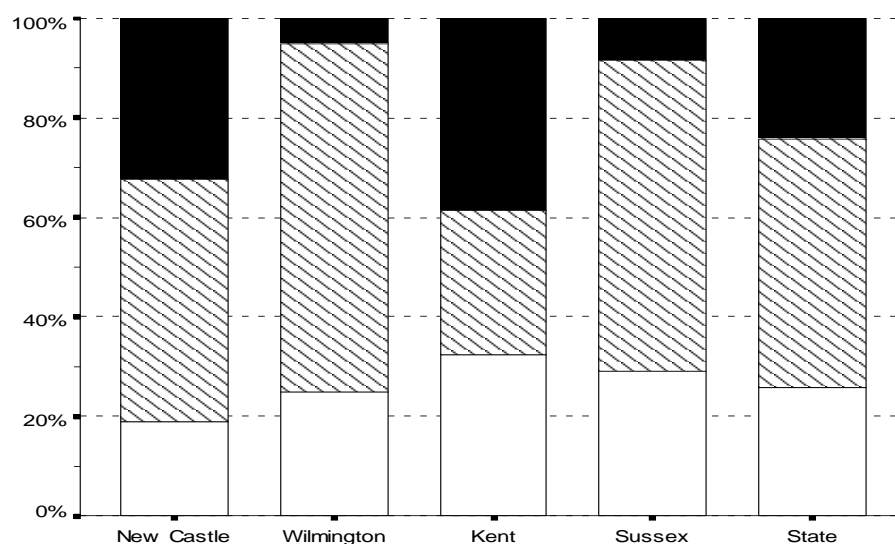
### Sussex County

Of the groups for infants and toddlers in child care centers in Sussex County (N=24), 8.3% (n=2) received a rating of good on “Program Structure,” 62.5% (n=15) received a rating of mediocre, and 29.2% (n=7) received a rating of poor.

Table Q-13:									
Score on the <i>ITERS</i> “Program Structure” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
New Castle	N %	0 0.0%	7 18.9%	5 13.5%	13 35.1%	8 21.6%	3 8.1%	1 2.7%	37
		7 18.9%		18 48.6%		12 32.4%			
Wilmington	N %	0 0.0%	5 25.0%	4 20.0%	10 50.0%	0 0.0%	1 5.0%	0 0.0%	20
		5 25.0%		14 70.0%		1 5.0%			
Kent	N %	0 0.0%	10 32.3%	4 12.9%	5 16.1%	8 25.8%	4 12.9%	0 0.0%	31
		10 32.3%		9 29.0%		12 38.7%			
Sussex	N %	0 0.0%	7 29.2%	3 12.5%	12 50.0%	1 4.2%	1 4.2%	0 0.0%	24
		7 29.2%		15 62.5%		2 8.3%			
State	N %	0 0.0%	29 25.9%	16 14.3%	40 35.7%	17 15.2%	9 8.0%	1 0.9%	112
		29 25.9%		56 50.0%		27 24.1%			
Subscale Rating:		Poor		Mediocre		Good			

Figure Q-12:

### Groups for Infants and Toddlers in Child Care Centers



### Rating on the *ITERS* “Program Structure” Subscale\*

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

□ = rating of “poor”    ▨ = rating of “mediocre”    ■ = rating of “good”

## Adult Needs

Lead teachers of infants and toddlers in child care centers were assessed to describe the extent to which their personal and professional needs were met in their groups. The characteristics assessed included:

- Personal needs of the adult staff were met;
- Involvement in opportunities for professional growth, such as reading professional magazines, attending workshops, or having on-site technical assistance visits;
- Availability of adult meeting areas; and
- Information available for parents; and
- Relationships with parents.

Each characteristic was based on a set of factors that defined the characteristic.

Below are the results of the observations of the lead teachers of 97 groups for infants and toddlers in child care centers. (See Table Q-14 and Figure Q-13)

### State

Of the groups for infants and toddlers in child care centers in Delaware (N=97), 28.9% (n=28) received a rating of good on “Adult Needs,” 50.5% (n=49) received a rating of mediocre, and 20.6% (n=20) received a rating of poor.

### New Castle County

Of the groups for infants and toddlers in child care centers in New Castle County (N=32), 40.6% (n=13) received a rating of good on “Adult Needs,” 34.4% (n=11) received a rating of mediocre, and 25.0% (n=8) received a rating of poor.

### Wilmington

Of the groups for infants and toddlers in child care centers in Wilmington (N=10), none (0.0%, n=0) received a rating of good on “Adult Needs,” 90.0% (n=9) received a rating of mediocre, and 10.0% (n=1) received a rating of poor.

### Kent County

Of the groups for infants and toddlers in child care centers in Kent County (N=31), 48.4% (n=15) received a rating of good on “Adult Needs,” 35.5% (n=11) received a rating of mediocre, and 16.1% (n=5) received a rating of poor.

### Sussex County

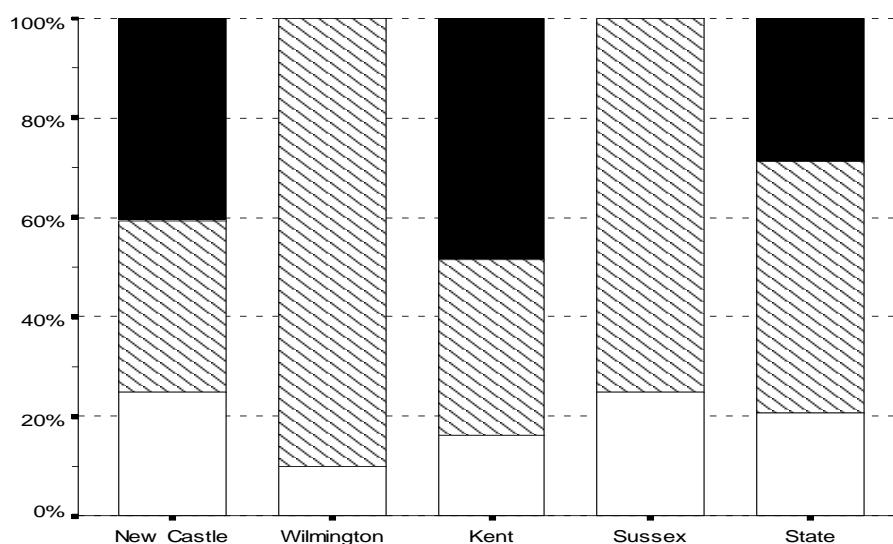
Of the groups for infants and toddlers in child care centers in Sussex County (N=24), none (0.0%, n=0) received a rating of good on “Adult Needs,” 75.0% (n=18) received a rating of mediocre, and 25.0% (n=6) received a rating of poor.

Table Q-14:

<b>Score on the <i>ITERS</i> “Adult Needs” Subscale</b>									
<b>Subscale Score:</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>Total</b>
<b>New Castle</b>	<b>N</b>	0	8	3	8	13	0	0	<b>32</b>
	<b>%</b>	0.0%	25.0%	9.4%	25.0%	40.6%	0.0%	0.0%	
<b>Wilmington</b>	<b>N</b>	0	1	2	7	0	0	0	<b>10</b>
	<b>%</b>	0.0%	10.0%	20.0%	70.0%	0.0%	0.0%	0.0%	
<b>Kent</b>	<b>N</b>	0	5	4	7	5	10	0	<b>31</b>
	<b>%</b>	0.0%	16.1%	12.9%	22.6%	16.1%	32.3%	0.0%	
<b>Sussex</b>	<b>N</b>	0	6	5	13	0	0	0	<b>24</b>
	<b>%</b>	0.0%	25.0%	20.8%	54.2%	0.0%	0.0%	0.0%	
<b>State</b>	<b>N</b>	0	20	14	35	18	10	0	<b>97</b>
	<b>%</b>	0.0%	20.6%	14.4%	36.1%	18.6%	10.3%	0.0%	
<b>Subscale Rating:</b>		<b>Poor</b>		<b>Mediocre</b>		<b>Good</b>			

Figure Q-13:

### Groups for Infants and Toddlers in Child Care Centers



### Rating on the *ITERS* “Adult Needs” Subscale\*

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

□ = rating of “poor”    ▨ = rating of “mediocre”    ■ = rating of “good”



## Quality of Programming for 3 to 5-year-olds

The quality of programming for 3 to 5-year-olds in full-day child care center programs, Head Start and Early Childhood Assistance Programs (ECAP), and part-day programs was measured using the *Early Childhood Environment Rating Scale-Revised (ECERS-R)* (Harms et al., 1998). The *ECERS-R* is constructed of seven subscales that measure different aspects of quality of programs for 3 to 5-year-olds. These are:

- Space and furnishings;
- Personal care routines;
- Language and reasoning;
- Activities;
- Interaction;
- Program structure; and
- Parents and staff.

These subscales were measured using as few as four assessment items to as many as ten assessment items, all of which used the seven-point rating system described on page Q-2.

The tables and figures on the following pages illustrate the subscale scores for the 327 groups for 3 to 5-year-olds observed in the *Delaware Early Care and Education Baseline Quality Study*. These groups are divided among:

- 163 groups located in child care center programs;
- 82 groups located in Head Start and Early Childhood Assistance Programs; and
- 82 groups located in part-day programs.



## Space and Furnishings

The groups for 3 to 5-year-olds were assessed on the space available for various activities and the type of furnishing available to support children's activities. The characteristics assessed included:

- Furnishings for routine care and learning;
- Furnishings for relaxation and comfort;
- Children's furniture and equipment;
- Indoor space with adequate lighting, ventilation, and temperature;
- Indoor and outdoor space for active play;
- Space for each child to play independently;
- Displays appropriate for children; and
- Space and equipment available for gross motor play.

Each characteristic was based on a set of factors that defined the characteristic.

### Child Care Center Programs for 3 to 5-Year Olds

Below are the results of the observations of 163 groups for 3 to 5-year-olds in child care centers. (See Table Q-15 and Figure Q-14)

#### State

Of the groups for 3 to 5-year-olds in child care centers in Delaware (N=163), 39.3% (n=64) received a rating of good for "Space and Furnishings," 49.1% (n=80) received a rating of mediocre, and 11.6% (n=19) received a rating of poor.

#### New Castle County

Of the groups for 3 to 5-year-olds in child care centers in New Castle County (N=59), 54.2% (n=32) received a rating of good for "Space and Furnishings," 44.1% (n=26) received a rating of mediocre, and 1.7% (n=1) received a rating of poor.

#### Wilmington

Of the groups for 3 to 5-year-olds in child care centers in Wilmington (N=32), 37.5% (n=12) received a rating of good on "Space and Furnishings," 56.3% (n=18) received a rating of mediocre, and 6.2% (n=2) received a rating of poor.

#### Kent County

Of the groups for 3 to 5-year-olds in child care centers in Kent County (N=43), 30.2% (n=13) received a rating of good on "Space and Furnishings," 48.9% (n=21) received a rating of mediocre, and 20.9% (n=9) received a rating of poor.

#### Sussex County

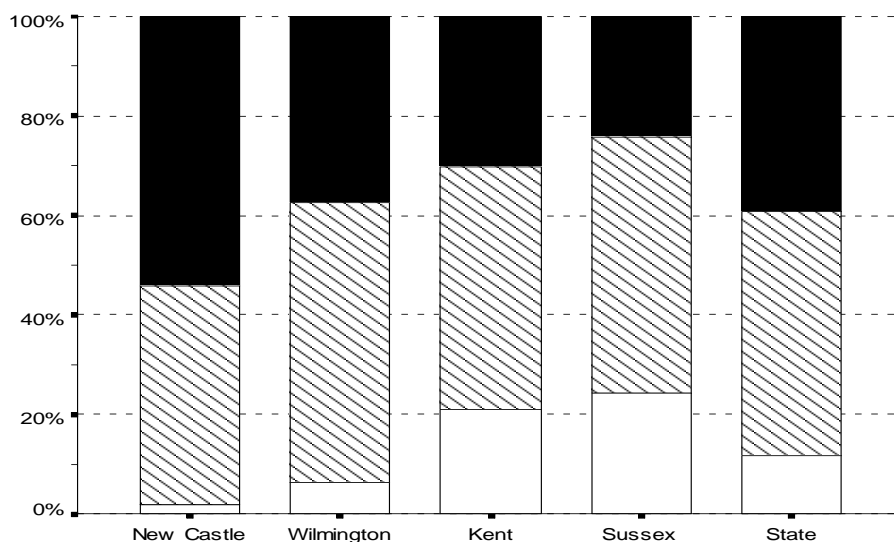
Of the groups for 3 to 5-year-olds in child care centers in Sussex County (N=29), 24.1% (n=7) received a rating of good on "Space and Furnishings," 51.8% (n=15) received a rating of mediocre, and 24.1% (n=7) received a rating of poor.

Table Q-15:

**Score on the *ECERS* “Space and Furnishings” Subscale**

Subscale Score:		1	2	3	4	5	6	7	Total
New Castle	N %	0 0.0%	1 1.7%	6 10.2%	20 33.9%	21 35.6%	11 18.6%	0 0.0%	59
		1 1.7%		26 44.1%		32 54.2%			
Wilmington	N %	1 3.1%	1 3.1%	4 12.5%	14 43.8%	9 28.1%	3 9.4%	0 0.0%	32
		2 6.2%		18 56.3%		12 37.5%			
Kent	N %	4 9.3%	5 11.6%	15 34.9%	6 14.0%	5 11.6%	8 18.6%	0 0.0%	43
		9 20.9%		21 48.9%		13 30.2%			
Sussex	N %	4 13.8%	3 10.3%	10 34.6%	5 17.2%	5 17.2%	2 6.9%	0 0.0%	29
		7 24.1%		15 51.8%		7 24.1%			
State	N %	9 5.5%	10 6.1%	35 21.5%	45 27.6%	40 24.6%	24 14.7%	0 0.0%	163
		19 11.6%		80 49.1%		64 39.3%			
Subscale Rating:		Poor		Mediocre		Good			

Figure Q-14

**Groups for 3 to 5-Year-Olds in Child Care Centers****Rating on the *ECERS* “Space and Furnishings” Subscale\***

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

**Environment Subscale Figure Legend**

□ = rating of “poor”      ▨ = rating of “mediocre”      ■ = rating of “good”

## Space and Furnishings

### Head Start and Early Childhood Assistance Programs

Below are the results of the observations of 82 groups in Head Start and Early Childhood Assistance Programs. (See Table Q-16 and Figure Q-15)

#### State

Of the groups in Head Start and Early Childhood Assistance Programs in Delaware (N=82), 62.2% (n=51) received a rating of good for “Space and Furnishings,” 36.6% (n=30) received a rating of mediocre, and 1.2% (n=1) received a rating of poor.

#### New Castle County

Of the groups in Head Start and Early Childhood Assistance Programs in New Castle County (N=38), 57.8% (n=22) received a rating of good for “Space and Furnishings,” 42.2% (n=16) received a rating of mediocre, and none (0.0%, n=0) of the groups received a rating of poor.

#### Wilmington

Of the groups in Head Start and Early Childhood Assistance Programs in Wilmington (N=6), none (0.0%, n=0) of the groups received a rating of good on “Space and Furnishings,” 83.3% (n=5) of the groups received a rating of mediocre, and 16.7% (n=1) received a rating of poor.

#### Kent County

Of the groups in Head Start and Early Childhood Assistance Programs in Kent County (N=17), 88.2% (n=15) received a rating of good on “Space and Furnishings,” 11.8% (n=2) received a rating of mediocre, and none (0.0%, n=0) of the groups received a rating of poor.

#### Sussex County

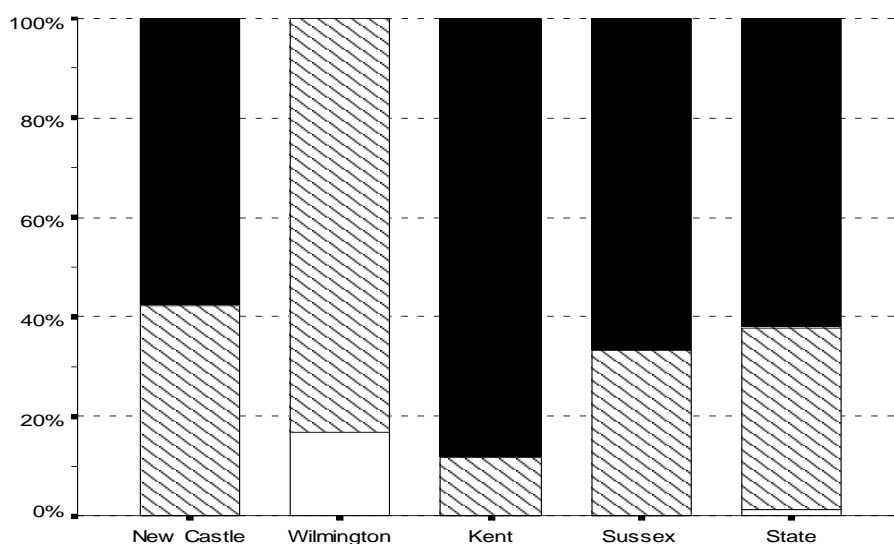
Of the groups in Head Start and Early Childhood Assistance Programs in Sussex County (N=21), 66.7% (n=14) received a rating of good on “Space and Furnishings,” 33.3% (n=7) received a rating of mediocre, and none (0.0%, n=0) of the groups received a rating of poor.

Table Q-16:

<b>Score on the <i>ECERS</i> “Space and Furnishings” Subscale</b>									
<b>Subscale Score:</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>Total</b>
<b>New Castle</b>	<b>N</b>	0	0	3	13	11	11	0	<b>38</b>
	<b>%</b>	0.0%	0.0%	7.9%	34.3%	28.9%	28.9%	0.0%	
		0		16		22			
		0.0%		42.2%		57.8%			
<b>Wilmington</b>	<b>N</b>	0	1	2	3	0	0	0	<b>6</b>
	<b>%</b>	0.0%	16.7%	33.3%	50.0%	0.0%	0.0%	0.0%	
		1		5		0			
		16.7%		83.3%		0.0%			
<b>Kent</b>	<b>N</b>	0	0	1	1	5	10	0	<b>17</b>
	<b>%</b>	0.0%	0.0%	5.9%	5.9%	29.4%	58.8%	0.0%	
		0		2		15			
		0.0%		11.8%		88.2%			
<b>Sussex</b>	<b>N</b>	0	0	2	5	9	5	0	<b>21</b>
	<b>%</b>	0.0%	0.0%	9.5%	23.8%	42.9%	23.8%	0.0%	
		0		7		14			
		0.0%		33.3%		66.7%			
<b>State</b>	<b>N</b>	0	1	8	22	25	26	0	<b>82</b>
	<b>%</b>	0.0%	1.2%	9.8%	26.8%	30.5%	31.7%	0.0%	
		1		30		51			
		1.2%		36.6%		62.2%			
<b>Subscale Rating:</b>		<b>Poor</b>		<b>Mediocre</b>		<b>Good</b>			

Figure Q-15:

### Groups in Head Start and Early Childhood Assistance Programs



### Rating on the *ECERS* “Space and Furnishings” Subscale\*

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

= rating of “poor”
  = rating of “mediocre”
  = rating of “good”

## Space and Furnishings

### Part-Day Programs

Below are the results of the observations of 82 groups for 3 to 5-year-olds in part-day programs. (See Table Q-17 and Figure Q-16)

#### State

Of the groups for 3 to 5-year-olds in part-day programs in Delaware (N=82), 41.5% (n=34) received a rating of good for “Space and Furnishings,” 47.5% (n=39) received a rating of mediocre, and 11.0% (n=9) received a rating of poor.

#### New Castle County

Of the groups for 3 to 5-year-olds in part-day programs in New Castle County (N=43), 62.8% (n=27) received a rating of good for “Space and Furnishings,” 37.2% (n=16) received a rating of mediocre, and none (0.0%, n=0) of the groups received a rating of poor.

#### Wilmington

Of the groups for 3 to 5-year-olds in part-day programs in Wilmington (N=10), 40.0% (n=4) of the groups received a rating of good on “Space and Furnishings,” 30.0% (n=3) received a rating of mediocre, and 30.0% (n=3) received a rating of poor.

#### Kent County

Of the groups for 3 to 5-year-olds in part-day programs in Kent County (N=20), 5.0% (n=1) received a rating of good on “Space and Furnishings,” 75.0% (n=15) received a rating of mediocre, and 20.0% (n=4) received a rating of poor.

#### Sussex County

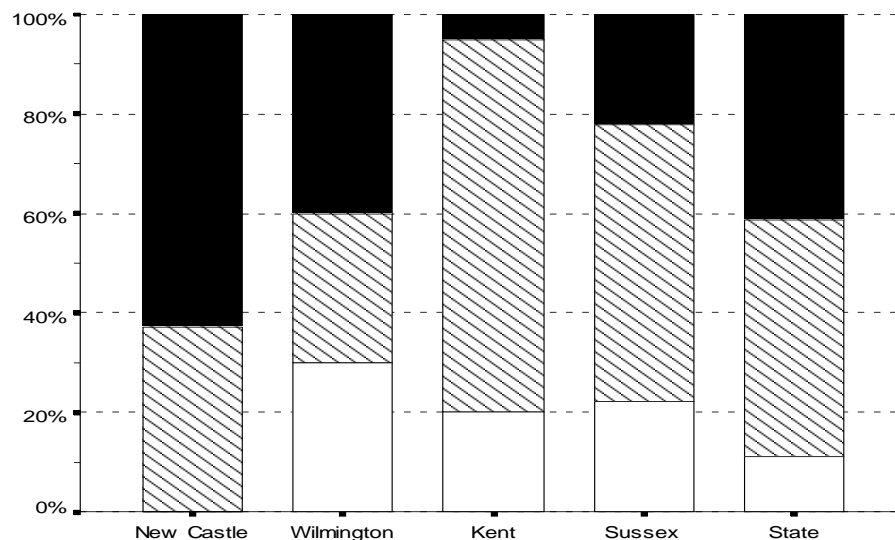
Of the groups for 3 to 5-year-olds in part-day programs in Sussex County (N=9), 22.2% (n=2) received a rating of good on “Space and Furnishings,” 55.6% (n=5) received a rating of mediocre, and 22.2% (n=2) received a rating of poor.

Table Q-17:

**Score on the *ECERS* “Space and Furnishings” Subscale**

Subscale Score:		1	2	3	4	5	6	7	Total
New Castle	N %	0 0.0%	0 0.0%	3 7.0%	13 30.2%	19 44.2%	8 18.6%	0 0.0%	43
		0 0.0%		16 37.2%		27 62.8%			
Wilmington	N %	1 10.0%	2 20.0%	1 10.0%	2 20.0%	4 40.0%	0 0.0%	0 0.0%	10
		3 30.0%		3 30.0%		4 40.0%			
Kent	N %	2 10.0%	2 10.0%	9 45.0%	6 30.0%	1 5.0%	0 0.0%	0 0.0%	20
		4 20.0%		15 75.0%		1 5.0%			
Sussex	N %	0 0.0%	2 22.2%	5 55.6%	0 0.0%	0 0.0%	2 22.2%	0 0.0%	9
		2 22.2%		5 55.6%		2 22.2%			
State	N %	3 3.7%	6 7.3%	18 21.9%	21 25.6%	24 29.3%	10 12.2%	0 0.0%	82
		9 11.0%		39 47.5%		34 41.5%			
Subscale Rating:		Poor		Mediocre		Good			

Figure Q-16:

**Groups for 3 to 5-Year-Olds in Part-Day Programs**

**Rating on the *ECERS* “Space and Furnishings” Subscale\***

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

**Environment Subscale Figure Legend**

= rating of “poor”
  = rating of “mediocre”
  = rating of “good”

## Personal Care Routines

Personal care routines for children take place throughout the day. Teachers are responsible for these personal care routines to be accomplished in a manner that ensures the health and well-being of all children. The characteristics assessed included:

- Attention to children upon arrival and departure;
- Nutritional quality of meals and snacks provided;
- Cleanliness of food preparation areas;
- Nap or rest time practices;
- Diapering/toileting sanitation procedures;
- Maintenance of a healthy and safe environment; and
- Staff awareness of safety policies and procedures.

Each characteristic was based on a set of factors that defined the characteristic.

### Child Care Center Programs for 3 to 5-Year Olds

Below are the results of the observations of 163 groups for 3 to 5-year-olds in child care centers. (See Table Q-18 and Figure Q-17)

#### State

Of the groups for 3 to 5-year-olds in child care centers in Delaware (N=163), 27.0% (n=44) received a rating of good for “Personal Care Routines,” 43.6% (n=71) received a rating of mediocre, and 29.4% (n=48) received a rating of poor.

#### New Castle County

Of the groups for 3 to 5-year-olds in child care centers in New Castle County (N=59), 22.0% (n=13) received a rating of good for “Personal Care Routines,” 52.5% (n=31) received a rating of mediocre, and 25.4% (n=15) received a rating of poor.

#### Wilmington

Of the groups for 3 to 5-year-olds in child care centers in Wilmington (N=32), 40.6% (n=13) of the groups received a rating of good on “Personal Care Routines,” 40.6% (n=13) received a rating of mediocre, and 18.8% (n=6) received a rating of poor.

#### Kent County

Of the groups for 3 to 5-year-olds in child care centers in Kent County (N=43), 27.9% (n=12) received a rating of good on “Personal Care Routines,” 37.2% (n=16) received a rating of mediocre, and 34.9% (n=15) received a rating of poor.

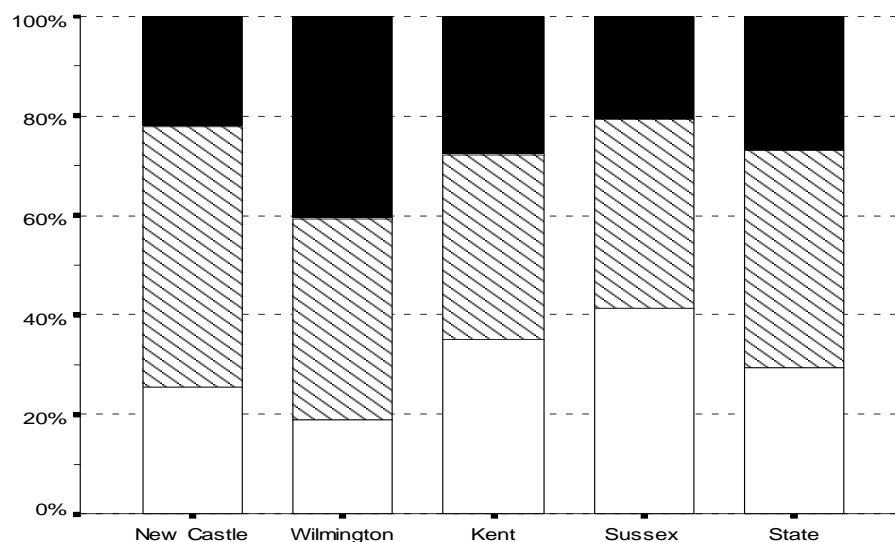
#### Sussex County

Of the groups for 3 to 5-year-olds in child care centers in Sussex County (N=29), 20.7% (n=6) received a rating of good on “Personal Care Routines,” 37.9% (n=11) received a rating of mediocre, and 41.4% (n=12) received a rating of poor.

Table Q-18:

Score on the <i>ECERS</i> “Personal Care Routines” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
New Castle	N %	3 5.1%	12 20.3%	14 23.7%	17 28.8%	9 15.3%	3 5.1%	1 1.7%	59
		15 25.4%		31 52.5%		13 22.0%			
Wilmington	N %	1 3.1%	5 15.6%	3 9.4%	10 31.3%	10 31.3%	3 9.4%	0 0.0%	32
		6 18.8%		13 40.6%		13 40.6%			
Kent	N %	7 16.3%	8 18.6%	10 23.3%	6 14.0%	7 16.3%	4 9.3%	1 2.3%	43
		15 34.9%		16 37.2%		12 27.9%			
Sussex	N %	6 20.7%	6 20.7%	6 20.7%	5 17.3%	3 10.3%	3 10.3%	0 0.0%	29
		12 41.4%		11 37.9%		6 20.7%			
State	N %	17 10.4%	31 19.0%	33 20.3%	38 23.3%	29 17.8%	13 8.0%	2 1.2%	163
		48 29.4%		71 43.6%		44 27.0%			
Subscale Rating:		Poor		Mediocre		Good			

Figure Q-17:

**Groups for 3 to 5-Year-Olds in Child Care Centers****Rating on the *ECERS* “Personal Care Routines” Subscale\***

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

**Environment Subscale Figure Legend**

□ = rating of “poor”    ▨ = rating of “mediocre”    ■ = rating of “good”



## Personal Care Routines

### Head Start and Early Childhood Assistance Programs

Below are the results of the observations of 82 groups in Head Start and Early Childhood Assistance Programs. (See Table Q-19 and Figure Q-18)

#### State

Of the groups in Head Start and Early Childhood Assistance Programs in Delaware (N=82), 52.4% (n=43) received a rating of good for “Personal Care Routines,” 34.1% (n=28) received a rating of mediocre, and 13.5% (n=11) received a rating of poor.

#### New Castle County

Of the groups in Head Start and Early Childhood Assistance Programs in New Castle County (N=38), 52.6% (n=20) received a rating of good for “Personal Care Routines,” 42.1% (n=16) received a rating of mediocre, and 5.3% (n=2) received a rating of poor.

#### Wilmington

Of the groups in Head Start and Early Childhood Assistance Programs in Wilmington (N=6), 16.7% (n=1) received a rating of good on “Personal Care Routines,” 66.6% (n=4) received a rating of mediocre, and 16.7% (n=1) received a rating of poor.

#### Kent County

Of the groups in Head Start and Early Childhood Assistance Programs in Kent County (N=17), 70.6% (n=12) received a rating of good on “Personal Care Routines,” 17.6% (n=3) received a rating of mediocre, and 11.8% (n=2) received a rating of poor.

#### Sussex County

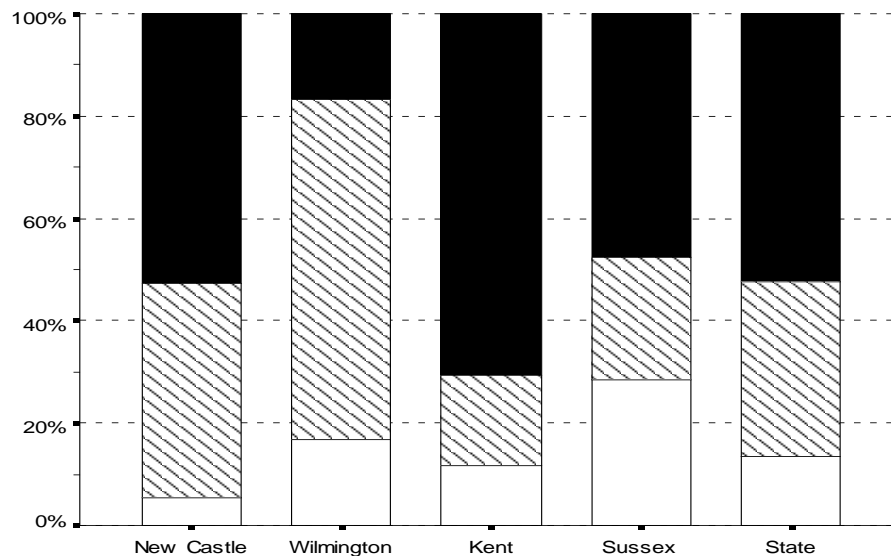
Of the groups in Head Start and Early Childhood Assistance Programs in Sussex County (N=21), 47.6% (n=10) received a rating of good on “Personal Care Routines,” 23.8% (n=5) received a rating of mediocre, and 28.6% (n=6) received a rating of poor.

Table Q-19:

Score on the <i>ECERS</i> “Personal Care Routines” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
New Castle	N %	1 2.6%	1 2.6%	6 15.8%	10 26.3%	15 39.5%	3 7.9%	2 5.3%	38
		2 5.3%		16 42.1%		20 52.6%			
Wilmington	N %	0 0.0%	1 16.7%	2 33.3%	2 33.3%	1 16.7%	0 0.0%	0 0.0%	6
		1 16.7%		4 66.6%		1 16.7%			
Kent	N %	1 5.9%	1 5.9%	0 0.0%	3 17.6%	8 47.0%	2 11.8%	2 11.8%	17
		2 11.8%		3 17.6%		12 70.6%			
Sussex	N %	1 4.8%	5 23.8%	4 19.0%	1 4.8%	9 42.8%	1 4.8%	0 0.0%	21
		6 28.6%		5 23.8%		10 47.6%			
State	N %	3 3.7%	8 9.8%	12 14.6%	16 19.5%	33 40.2%	6 7.3%	4 4.9%	82
		11 13.5%		28 34.1%		43 52.4%			
Subscale Rating:		Poor		Mediocre		Good			

Figure Q-18:

### Groups in Head Start and Early Childhood Assistance Programs



### Rating on the *ECERS* “Personal Care Routines” Subscale\*

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

□ = rating of “poor”      ▨ = rating of “mediocre”      ■ = rating of “good”

## Personal Care Routines

### Part-Day Programs

Below are the results of the observations of 82 groups for 3 to 5-year-olds in part-day programs. (See Table Q-20 and Figure Q-19)

#### State

Of the groups for 3 to 5-year-olds in part-day programs in Delaware (N=82), 26.8% (n=22) received a rating of good for “Personal Care Routines,” 61.0% (n=50) received a rating of mediocre, and 12.2% (n=10) received a rating of poor.

#### New Castle County

Of the groups for 3 to 5-year-olds in part-day programs in New Castle County (N=43), 30.2% (n=13) received a rating of good for “Personal Care Routines,” 65.1% (n=28) received a rating of mediocre, and 4.7% (n=2) received a rating of poor.

#### Wilmington

Of the groups for 3 to 5-year-olds in part-day programs in Wilmington (N=10), 20.0% (n=2) received a rating of good on “Personal Care Routines,” 60.0% (n=6) received a rating of mediocre, and 20.0% (n=2) received a rating of poor.

#### Kent County

Of the groups for 3 to 5-year-olds in part-day programs in Kent County (N=20), 10.0% (n=2) received a rating of good on “Personal Care Routines,” 65.0% (n=13) received a rating of mediocre, and 25.0% (n=5) received a rating of poor.

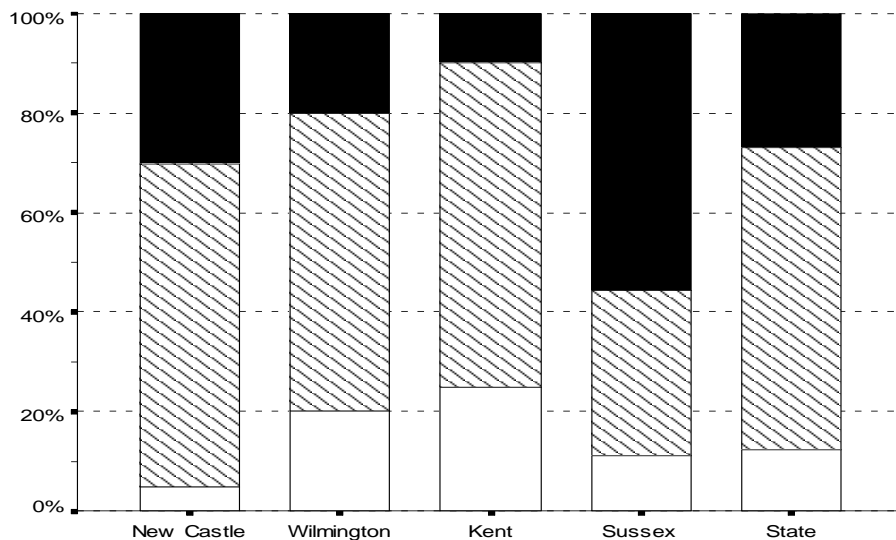
#### Sussex County

Of the groups for 3 to 5-year-olds in part-day programs in Sussex County (N=9), 55.6% (n=5) received a rating of good on “Personal Care Routines,” 33.3% (n=3) received a rating of mediocre, and 11.1% (n=1) received a rating of poor.

Table Q-20:									
Score on the <i>ECERS</i> “Personal Care Routines” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
New Castle	N %	0 0.0%	2 4.7%	12 27.9%	16 37.2%	9 20.9%	4 9.3%	0 0.0%	43
		2 4.7%		28 65.1%		13 30.2%			
Wilmington	N %	0 0.0%	2 20.0%	2 20.0%	4 40.0%	1 10.0%	1 10.0%	0 0.0%	10
		2 20.0%		6 60.0%		2 20.0%			
Kent	N %	3 15.0%	2 10.0%	5 25.0%	8 40.0%	2 10.0%	0 0.0%	0 0.0%	20
		5 25.0%		13 65.0%		2 10.0%			
Sussex	N %	0 0.0%	1 11.1%	1 11.1%	2 22.2%	4 44.4%	1 11.1%	0 0.0%	9
		1 11.1%		3 33.3%		5 55.6%			
State	N %	3 3.7%	7 8.5%	20 24.4%	30 36.6%	16 19.5%	6 7.4%	0 0.0%	82
		10 12.2%		50 61.0%		22 26.8%			
Subscale Rating:		Poor		Mediocre		Good			

Figure Q-19:

### Groups for 3 to 5-Year-Olds in Part-Day Programs



### Rating on the *ECERS* “Personal Care Routines” Subscale\*

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

= rating of “poor”
  = rating of “mediocre”
  = rating of “good”

## Language and Reasoning

In order to develop the language and reasoning skills of young children, there are many materials and activities teachers should provide. The lead teachers of groups of 3 to 5-year-olds were assessed to describe the extent to which language and reasoning were supported. The characteristics assessed included:

- Suitable books available to children;
- Materials used that help children understand language and communicate such as puppets, toy telephones, puzzles, and games;
- Materials used to help children learn concepts of size, shape, color, number, and relationship; and
- Questions that require complex responses.

Each characteristic was based on a set of factors that defined the characteristic.

### Child Care Center Programs for 3 to 5-Year Olds

Below are the results of the observations of 162 groups for 3 to 5-year-olds in child care centers. (See Table Q-21 and Figure Q-20)

#### State

Of the groups for 3 to 5-year-olds in child care centers in Delaware (N=162), 38.3% (n=62) received a rating of good for “Language and Reasoning,” 42.6% (n=69) received a rating of mediocre, and 19.1% (n=31) received a rating of poor.

#### New Castle County

Of the groups for 3 to 5-year-olds in child care centers in New Castle County (N=58), 46.6% (n=27) received a rating of good for “Language and Reasoning,” 48.2% (n=28) received a rating of mediocre, and 5.2% (n=3) received a rating of poor.

#### Wilmington

Of the groups for 3 to 5-year-olds in child care centers in Wilmington (N=32), 46.9% (n=15) received a rating of good for “Language and Reasoning,” 43.8% (n=14) received a rating of mediocre, and 9.4% (n=3) received a rating of poor.

#### Kent County

Of the groups for 3 to 5-year-olds in child care centers in Kent County (N=43), 27.9% (n=12) received a rating of good for “Language and Reasoning,” 44.2% (n=19) received a rating of mediocre, and 27.9% (n=12) received a rating of poor.

#### Sussex County

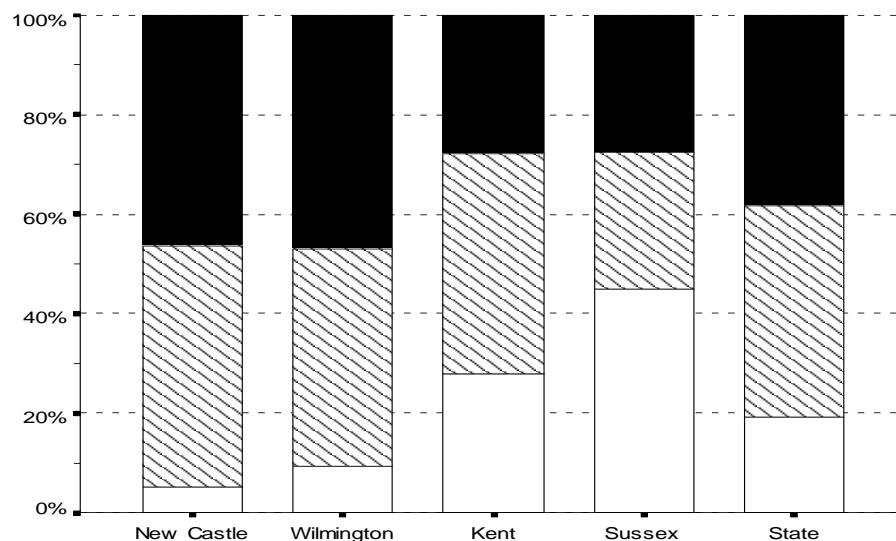
Of the groups for 3 to 5-year-olds in child care centers in Sussex County (N=29), 27.6% (n=8) received a rating of good for “Language and Reasoning,” 27.6% (n=8) received a rating of mediocre, and 44.8% (n=13) received a rating of poor.

Table Q-21:

Score on the <i>ECERS</i> “Language and Reasoning” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
New Castle	N %	0 0.0%	3 5.2%	16 27.5%	12 20.7%	14 24.1%	10 17.2%	3 5.2%	58
		3 5.2%		28 48.2%		27 46.6%			
Wilmington	N %	0 0.0%	3 9.4%	8 25.0%	6 18.7%	9 28.1%	4 12.5%	2 6.3%	32
		3 9.4%		14 43.8%		15 46.9%			
Kent	N %	5 11.6%	7 16.3%	12 27.9%	7 16.3%	5 11.6%	4 9.3%	3 7.0%	43
		12 27.9%		19 44.2%		12 27.9%			
Sussex	N %	8 27.6%	5 17.2%	4 13.8%	4 13.8%	8 27.6%	0 0.0%	0 0.0%	29
		13 44.8%		8 27.6%		8 27.6%			
State	N %	13 8.0%	18 11.1%	40 24.8%	29 17.9%	36 22.2%	18 11.1%	8 4.9%	162
		31 19.1%		69 42.6%		62 38.3%			
Subscale Rating:		Poor		Mediocre		Good			

Figure Q-20:

### Groups for 3 to 5-Year-Olds in Child Care Centers



### Rating on the *ECERS* “Language and Reasoning” Subscale\*

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

= rating of “poor”
  = rating of “mediocre”
  = rating of “good”

## Language and Reasoning

### Head Start and Early Childhood Assistance Programs

Below are the results of the observations of 82 groups in Head Start and Early Childhood Assistance Programs. (See Table Q-22 and Figure Q-21)

#### State

Of the groups in Head Start and Early Childhood Assistance Programs in Delaware (N=82), 43.9% (n=36) received a rating of good for “Language and Reasoning,” 50.0% (n=41) received a rating of mediocre, and 6.1% (n=5) received a rating of poor.

#### New Castle County

Of the groups in Head Start and Early Childhood Assistance Programs in New Castle County (N=38), 47.4% (n=18) received a rating of good for “Language and Reasoning,” 52.6% (n=20) received a rating of mediocre, and 0.0% (n=0) received a rating of poor.

#### Wilmington

Of the groups in Head Start and Early Childhood Assistance Programs in Wilmington (N=6), 66.7% (n=4) received a rating of good for “Language and Reasoning,” 33.3% (n=2) received a rating of mediocre, and none (0.0%, n=0) received a rating of poor.

#### Kent County

Of the groups in Head Start and Early Childhood Assistance Programs in Kent County (N=17), 41.2% (n=7) received a rating of good for “Language and Reasoning,” 47.1% (n=8) received a rating of mediocre, and 11.8% (n=2) received a rating of poor.

#### Sussex County

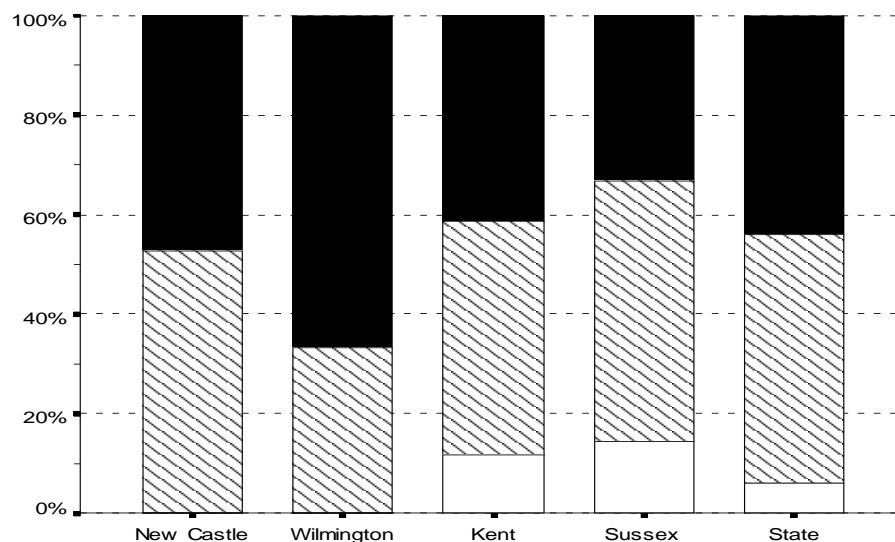
Of the groups in Head Start and Early Childhood Assistance Programs in Sussex County (N=21), 33.3% (n=7) received a rating of good for “Language and Reasoning,” 52.4% (n=11) received a rating of mediocre, and 14.3% (n=3) received a rating of poor.

Table Q-22:

Score on the <i>ECERS</i> “Language and Reasoning” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
New Castle	N %	0 0.0%	0 0.0%	3 7.9%	17 44.7%	4 10.5%	9 23.7%	5 13.2%	38
		0 0.0%		20 52.6%		18 47.4%			
Wilmington	N %	0 0.0%	0 0.0%	1 16.7%	1 16.7%	2 33.3%	2 33.3%	0 0.0%	6
		0 0.0%		2 33.3%		4 66.7%			
Kent	N %	0 0.0%	2 11.8%	4 23.5%	4 23.5%	1 5.9%	4 23.5%	2 11.8%	17
		2 11.8%		8 47.1%		7 41.2%			
Sussex	N %	1 4.8%	2 9.5%	6 28.6%	5 23.8%	4 19.0%	2 9.5%	1 4.8%	21
		3 14.3%		11 52.4%		7 33.3%			
State	N %	1 1.2%	4 4.9%	14 17.1%	27 32.9%	11 13.4%	17 20.7%	8 9.8%	82
		5 6.1%		41 50.0%		36 43.9%			
Subscale Rating:		Poor		Mediocre		Good			

Figure Q-21:

### Groups in Head Start and Early Childhood Assistance Programs



### Rating on the *ECERS* “Language and Reasoning” Subscale\*

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

= rating of “poor”
  = rating of “mediocre”
  = rating of “good”



## Language and Reasoning

### Part-Day Programs

Below are the results of the observations of 82 groups for 3 to 5-year-olds in part-day programs. (See Table Q-23 and Figure Q-22)

#### State

Of the groups for 3 to 5-year-olds in part-day programs in Delaware (N=82), 69.5% (n=57) received a rating of good for “Language and Reasoning,” 20.7% (n=17) received a rating of mediocre, and 9.8% (n=8) received a rating of poor.

#### New Castle County

Of the groups for 3 to 5-year-olds in part-day programs in New Castle County (N=43), 81.4% (n=35) received a rating of good for “Language and Reasoning,” 18.6% (n=8) received a rating of mediocre, and none (0.0%, n=0) received a rating of poor.

#### Wilmington

Of the groups for 3 to 5-year-olds in part-day programs in Wilmington (N=10), 60.0% (n=6) received a rating of good for “Language and Reasoning,” none (0.0%, n=0) of the groups received a rating of mediocre, and 40.0% (n=4) received a rating of poor.

#### Kent County

Of the groups for 3 to 5-year-olds in part-day programs in Kent County (N=20), 50.0% (n=10) received a rating of good for “Language and Reasoning,” 35.0% (n=7) received a rating of mediocre, and 15.0% (n=3) received a rating of poor.

#### Sussex County

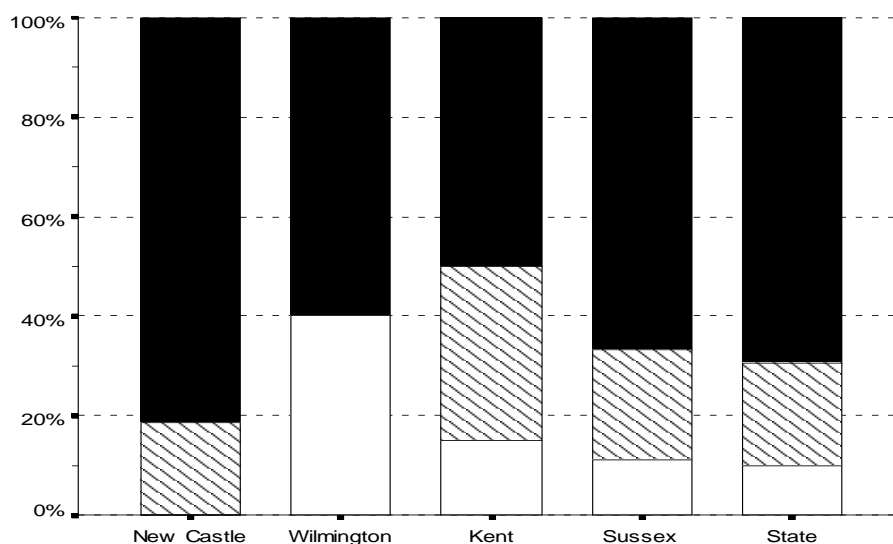
Of the groups for 3 to 5-year-olds in part-day programs in Sussex County (N=9), 66.7% (n=6) received a rating of good for “Language and Reasoning,” 22.2% (n=2) received a rating of mediocre, and 11.1% (n=1) received a rating of poor.

Table Q-23:

Score on the <i>ECERS</i> “Language and Reasoning” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
New Castle	N %	0 0.0%	0 0.0%	1 2.3%	7 16.3%	10 23.3%	22 51.2%	3 7.0%	43
		0 0.0%		8 18.6%		35 81.4%			
Wilmington	N %	0 0.0%	4 40.0%	0 0.0%	0 0.0%	3 30.0%	2 20.0%	1 10.0%	10
		4 40.0%		0 0.0%		6 60.0%			
Kent	N %	2 10.0%	1 5.0%	4 20.0%	3 15.0%	5 25.0%	5 25.0%	0 0.0%	20
		3 15.0%		7 35.0%		10 50.0%			
Sussex	N %	1 11.1%	0 0.0%	0 0.0%	2 22.2%	2 22.2%	2 22.2%	2 22.2%	9
		1 11.1%		2 22.2%		6 66.7%			
State	N %	3 3.7%	5 6.1%	5 6.1%	12 14.6%	20 24.4%	31 37.8%	6 7.3%	82
		8 9.8%		17 20.7%		57 69.5%			
Subscale Rating:		Poor		Mediocre		Good			

Figure Q-22:

### Groups for 3 to 5-Year-Olds in Part-Day Programs



### Rating on the *ECERS* “Language and Reasoning” Subscale\*

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

□ = rating of “poor”    ▨ = rating of “mediocre”    ■ = rating of “good”

## Activities

In addition to meeting the basic care needs of children, it is expected that teachers of 3 to 5-year-olds offer a variety of learning activities daily. The characteristics assessed included:

- Opportunities for fine motor development;
- Experiences with art;
- Music and movement activities;
- Block-building materials available;
- Sand or water play available indoors or outdoors;
- Dramatic play materials available such as dolls and dress-up clothes;
- Materials available for nature and science activities;
- Materials available for learning numbers and math concepts;
- Appropriate use of television, videos and/or computers; and
- Presence of dolls, books, and pictures that reflect cultural diversity.

Each characteristic was based on a set of factors that defined the characteristic.

### Child Care Center Programs for 3 to 5-Year Olds

Below are the results of the observations of 162 groups for 3 to 5-year-olds in child care centers. (See Table Q-24 and Figure Q-23)

#### State

Of the groups for 3 to 5-year-olds in child care centers in Delaware (N=162), 9.9% (n=16) received a rating of good for “Activities,” 48.8% (n=79) received a rating of mediocre, and 41.4% (n=67) received a rating of poor.

#### New Castle County

Of the groups for 3 to 5-year-olds in child care centers in New Castle County (N=58), 13.8% (n=8) received a rating of good for “Activities,” 60.3% (n=35) received a rating of mediocre, and 25.9% (n=15) received a rating of poor.

#### Wilmington

Of the groups for 3 to 5-year-olds in child care centers in Wilmington (N=32), none (0.0%, n=0) received a rating of good for “Activities,” 65.6% (n=21) received a rating of mediocre, and 34.4% (n=11) received a rating of poor.

#### Kent County

Of the groups for 3 to 5-year-olds in child care centers in Kent County (N=43), 18.6% (n=8) received a rating of good for “Activities,” 32.6% (n=14) received a rating of mediocre, and 48.8% (n=21) received a rating of poor.

#### Sussex County

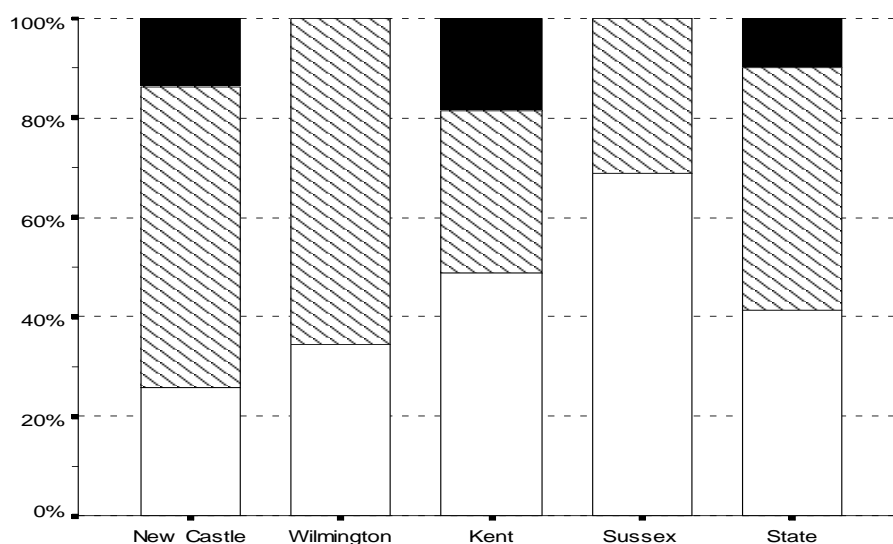
Of the groups for 3 to 5-year-olds in child care centers in Sussex County (N=29), none (0.0%, n=0) received a rating of good for “Activities,” 31.0% (n=9) received a rating of mediocre, and 69.0% (n=20) received a rating of poor.

Table Q-24:

Score on the <i>ECERS</i> “Activities” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
New Castle	N	4	11	21	14	7	1	0	58
	%	6.9%	19.0%	36.2%	24.1%	12.1%	1.7%	0.0%	
		15		35		8			
		25.9%		60.3%		13.8%			
Wilmington	N	2	9	17	4	0	0	0	32
	%	6.3%	28.1%	53.1%	12.5%	0.0%	0.0%	0.0%	
		11		21		0			
		34.4%		65.6%		0.0%			
Kent	N	10	11	5	9	5	3	0	43
	%	23.3%	25.6	11.6%	20.9%	11.6%	7.0%	0.0%	
		21		14		8			
		48.8%		32.6%		18.6%			
Sussex	N	12	8	5	4	0	0	0	29
	%	41.1%	27.6%	17.2%	13.8%	0.0%	0.0%	0.0%	
		20		9		0			
		69.0%		31.0%		0.0%			
State	N	28	39	48	31	12	4	0	162
	%	17.3%	24.1%	29.6%	19.1%	7.4%	2.5%	0.0%	
		67		79		16			
		41.4%		48.8%		9.9%			
Subscale Rating:		Poor		Mediocre		Good			

Figure Q-23:

### Groups for 3 to 5-Year-Olds in Child Care Centers



### Rating on the *ECERS* “Activities” Subscale\*

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

□ = rating of “poor”      ▨ = rating of “mediocre”      ■ = rating of “good”

## Activities

### Head Start and Early Childhood Assistance Programs

Below are the results of the observations of 82 groups in Head Start and Early Childhood Assistance Programs. (See Table Q-25 and Figure Q-24)

#### State

Of the groups in Head Start and Early Childhood Assistance Programs in Delaware (N=82), 18.3% (n=15) received a rating of good for “Activities,” 75.6% (n=62) received a rating of mediocre, and 6.1% (n=5) received a rating of poor.

#### New Castle

Of the groups in Head Start and Early Childhood Assistance Programs in New Castle County (N=38), 23.7% (n=9) received a rating of good for “Activities,” 65.8% (n=25) received a rating of mediocre, and 10.5% (n=4) received a rating of poor.

#### Wilmington

Of the groups in Head Start and Early Childhood Assistance Programs in Wilmington (N=6), none (0.0%, n=0) received a rating of good for “Activities,” 83.3% (n=5) received a rating of mediocre, and 16.7% (n=1) received a rating of poor.

#### Kent County

Of the groups in Head Start and Early Childhood Assistance Programs in Kent County (N=17), 29.4% (n=5) received a rating of good for “Activities,” 70.6% (n=12) received a rating of mediocre, and none (0.0%, n=0) of the groups received a rating of poor.

#### Sussex County

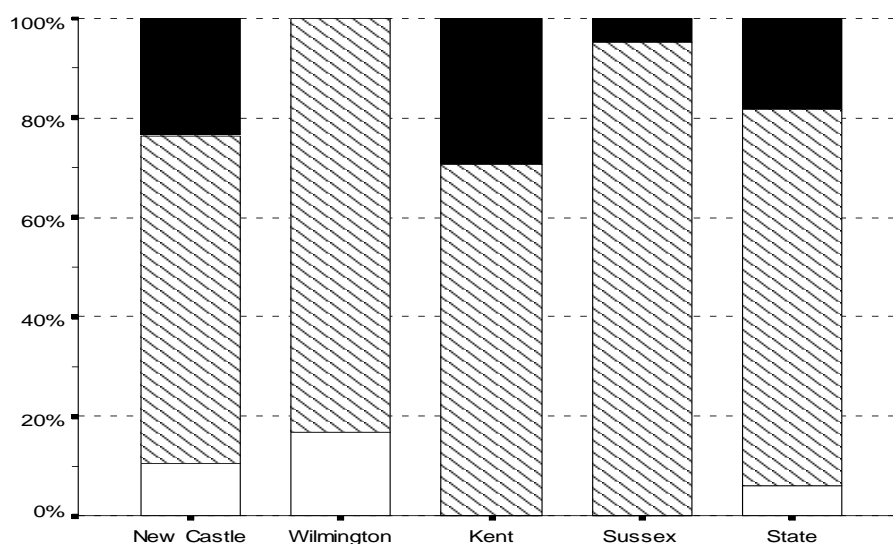
Of the groups in Head Start and Early Childhood Assistance Programs in Sussex County (N=21), 4.8% (n=1) received a rating of good for “Activities,” 95.2% (n=20) received a rating of mediocre, and none (0.0%, n=0) of the groups received a rating of poor.

Table Q-25:

<b>Score on the <i>ECERS</i> “Activities” Subscale</b>									
<b>Subscale Score:</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>Total</b>
<b>New Castle</b>	<b>N</b>	0	4	12	13	5	4	0	<b>38</b>
	<b>%</b>	0.0%	10.5%	31.6%	34.2%	13.2%	10.5%	0.0%	
		4 10.5%		25 65.8%		9 23.7%			
<b>Wilmington</b>	<b>N</b>	0	1	4	1	0	0	0	<b>6</b>
	<b>%</b>	0.0%	16.7%	66.6%	16.7%	0.0%	0.0%	0.0%	
		1 16.7%		5 83.3%		0 0.0%			
<b>Kent</b>	<b>N</b>	0	0	1	11	4	1	0	<b>17</b>
	<b>%</b>	0.0%	0.0%	5.9%	64.7%	23.5%	5.9%	0.0%	
		0 0.0%		12 70.6%		5 29.4%			
<b>Sussex</b>	<b>N</b>	0	0	14	6	0	1	0	<b>21</b>
	<b>%</b>	0.0%	0.0%	66.6%	28.6%	0.0%	4.8%	0.0%	
		0 0.0%		20 95.2%		1 4.8%			
<b>State</b>	<b>N</b>	0	5	31	31	9	6	0	<b>82</b>
	<b>%</b>	0.0%	6.1%	37.8%	37.8%	11.0%	7.3%	0.0%	
		5 6.1%		62 75.6%		15 18.3%			
<b>Subscale Rating:</b>		<b>Poor</b>		<b>Mediocre</b>		<b>Good</b>			

Figure Q-24:

### Groups in Head Start and Early Childhood Assistance Programs



### Rating on the *ECERS* “Activities” Subscale\*

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

= rating of “poor”
  = rating of “mediocre”
  = rating of “good”

## Activities

### Part-Day Programs

Below are the results of the observations of 82 groups for 3 to 5-year-olds in part-day programs. (See Table Q-26 and Figure Q-25)

#### State

Of the groups for 3 to 5-year-olds in part-day programs in Delaware (N=82), 24.4% (n=20) received a rating of good for “Activities,” 56.1% (n=46) received a rating of mediocre, and 19.5% (n=16) received a rating of poor.

#### New Castle County

Of the groups for 3 to 5-year-olds in part-day programs in New Castle County (N=43), 39.5% (n=17) received a rating of good for “Activities,” 60.5% (n=26) received a rating of mediocre, and none (0.0%, n=0) of the groups received a rating of poor.

#### Wilmington

Of the groups for 3 to 5-year-olds in part-day programs in Wilmington (N=10), none (0.0%, n=0) received a rating of good for “Activities,” 50.0% (n=5) received a rating of mediocre, and 50.0% (n=5) received a rating of poor.

#### Kent County

Of the groups for 3 to 5-year-olds in part-day programs in Kent County (N=20), 5.0% (n=1) received a rating of good for “Activities,” 50.0% (n=10) received a rating of mediocre, and 45.0% (n=9) received a rating of poor.

#### Sussex County

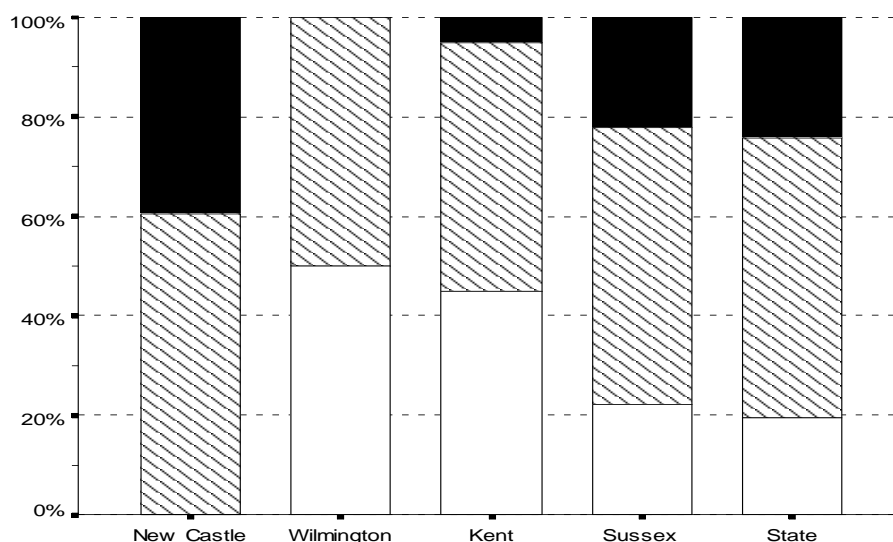
Of the groups for 3 to 5-year-olds in part-day programs in Sussex County (N=9), 22.2% (n=2) received a rating of good for “Activities,” 55.6% (n=5) received a rating of mediocre, and 22.2% (n=2) received a rating of poor.

Table Q-26:

Table Q-26:									
Score on the <i>ECERS</i> “Activities” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
New Castle	N %	0 0.0%	0 0.0%	14 32.6%	12 27.8%	14 32.6%	3 7.0%	0 0.0%	43
		0 0.0%		26 60.5%		17 39.5%			
Wilmington	N %	4 40.0%	1 10.0%	2 20.0%	3 30.0%	0 0.0%	0 0.0%	0 0.0%	10
		5 50.0%		5 50.0%		0 0.0%			
Kent	N %	3 15.0%	6 30.0%	6 30.0%	4 20.0%	1 5.0%	0 0.0%	0 0.0%	20
		9 45.0%		10 50.0%		1 5.0%			
Sussex	N %	1 11.1%	1 11.1%	5 55.6%	0 0.0%	0 0.0%	2 22.2%	0 0.0%	9
		2 22.2%		5 55.6%		2 22.2%			
State	N %	8 9.8%	8 9.8%	27 32.9%	19 23.1%	15 18.3%	5 6.1%	0 0.0%	82
		16 19.5%		46 56.1 %		20 24.4%			
Subscale Rating:		Poor		Mediocre		Good			

Figure Q-25:

### Groups for 3 to 5-Year-Olds in Part-Day Programs



### Rating on the *ECERS* “Activities” Subscale\*

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

= rating of “poor”
  = rating of “mediocre”
  = rating of “good”



## Interaction

Teachers and groups were assessed on the presence and quality of the many different types of interactions with children. The characteristics assessed included:

- Supervision of all types of activities;
- Appropriate interactions among children;
- Appropriate teacher-child interactions; and
- Extent of control, appropriate guidance, and discipline.

Each characteristic was based on a set of factors that defined the characteristic.

### Child Care Center Programs for 3 to 5-Year Olds

Below are the results of the observations of 162 groups for 3 to 5-year-olds in child care centers. (See Table Q-27 and Figure Q-26)

#### State

Of the groups for 3 to 5-year-olds in child care centers in Delaware (N=162), 59.9% (n=97) received a rating of good for “Interaction,” 20.4% (n=33) received a rating of mediocre, and 19.8% (n=32) received a rating of poor.

#### New Castle County

Of the groups for 3 to 5-year-olds in child care centers in New Castle County (N=58), 69.0% (n=40) received a rating of good for “Interaction,” 20.7% (n=12) received a rating of mediocre, and 10.3% (n=6) received a rating of poor.

#### Wilmington

Of the groups for 3 to 5-year-olds in child care centers in Wilmington (N=32), 75.0% (n=24) received a rating of good for “Interaction,” 18.8% (n=6) received a rating of mediocre, and 6.3% (n=2) received a rating of poor.

#### Kent County

Of the groups for 3 to 5-year-olds in child care centers in Kent County (N=43), 51.2% (n=22) received a rating of good for “Interaction,” 16.3% (n=7) received a rating of mediocre, and 32.5% (n=14) received a rating of poor.

#### Sussex County

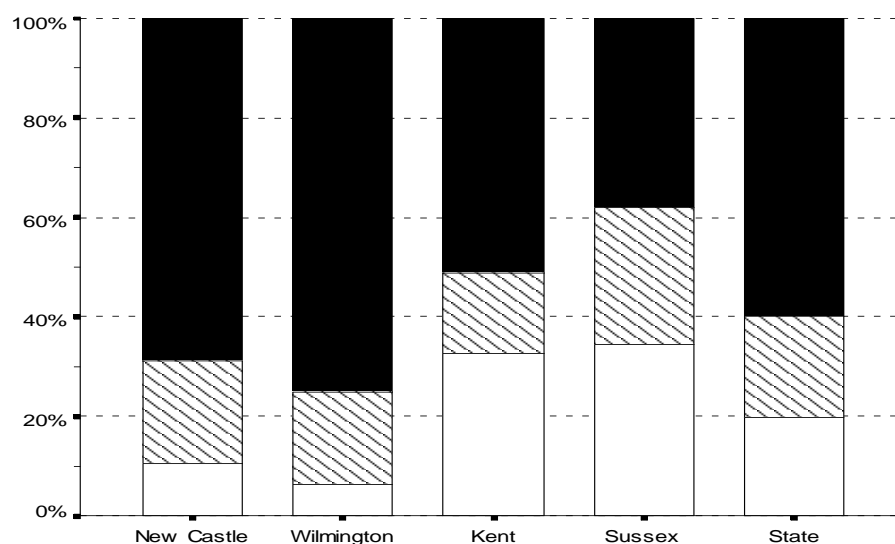
Of the groups for 3 to 5-year-olds in child care centers in Sussex County (N=29), 37.9% (n=11) received a rating of good for “Interaction,” 27.6% (n=8) received a rating of mediocre, and 34.5% (n=10) received a rating of poor.

Table Q-27:

Score on the ECERS “Interaction” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
New Castle	N %	1 1.7%	5 8.6%	4 6.9%	8 13.8%	14 24.1%	20 34.5%	6 10.4%	58
		6 10.3%		12 20.7%		40 69.0%			
Wilmington	N %	1 3.1%	1 3.1%	1 3.1%	5 15.6%	12 37.5%	10 31.3%	2 6.3%	32
		2 6.3%		6 18.8%		24 75.0%			
Kent	N %	11 25.6%	3 7.0%	4 9.2%	3 7.0%	9 20.9%	10 23.3%	3 7.0%	43
		14 32.5%		7 16.3%		22 51.2%			
Sussex	N %	6 20.7%	4 13.8%	4 13.8%	4 13.8%	4 13.8%	7 24.1%	0 0.0%	29
		10 34.5%		8 27.6%		11 37.9%			
State	N %	19 11.7%	13 8.0%	13 8.0%	20 12.4%	39 24.1%	47 29.0%	11 6.8%	162
		32 19.8%		33 20.4%		97 59.9%			
Subscale Rating:		Poor		Mediocre		Good			

Figure Q-26:

### Groups for 3 to 5-Year-Olds in Child Care Centers



### Rating on the *ECERS* “Interaction” Subscale\*

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

□ = rating of “poor”      ▨ = rating of “mediocre”      ■ = rating of “good”

## Interaction

### Head Start and Early Childhood Assistance Programs

Below are the results of the observations of 82 groups in Head Start and Early Childhood Assistance Programs. (See Table Q-28 and Figure Q-27)

#### State

Of the groups in Head Start and Early Childhood Assistance Programs in Delaware (N=82), 68.3% (n=56) received a rating of good for “Interaction,” 17.1% (n=14) received a rating of mediocre, and 14.6% (n=12) received a rating of poor.

#### New Castle

Of the groups in Head Start and Early Childhood Assistance Programs in New Castle County (N=38), 84.2% (n=32) received a rating of good for “Interaction,” 7.9% (n=3) received a rating of mediocre, and 7.9% (n=3) received a rating of poor.

#### Wilmington

Of the groups in Head Start and Early Childhood Assistance Programs in Wilmington (N=6), 33.3% (n=2) received a rating of good for “Interaction,” 66.7% (n=4) received a rating of mediocre, and none (0.0%, n=0) of the groups received a rating of poor.

#### Kent County

Of the groups in Head Start and Early Childhood Assistance Programs in Kent County (N=17), 64.8% (n=11) received a rating of good for “Interaction,” 17.6% (n=3) received a rating of mediocre, and 17.6% (n=3) received a rating of poor.

#### Sussex County

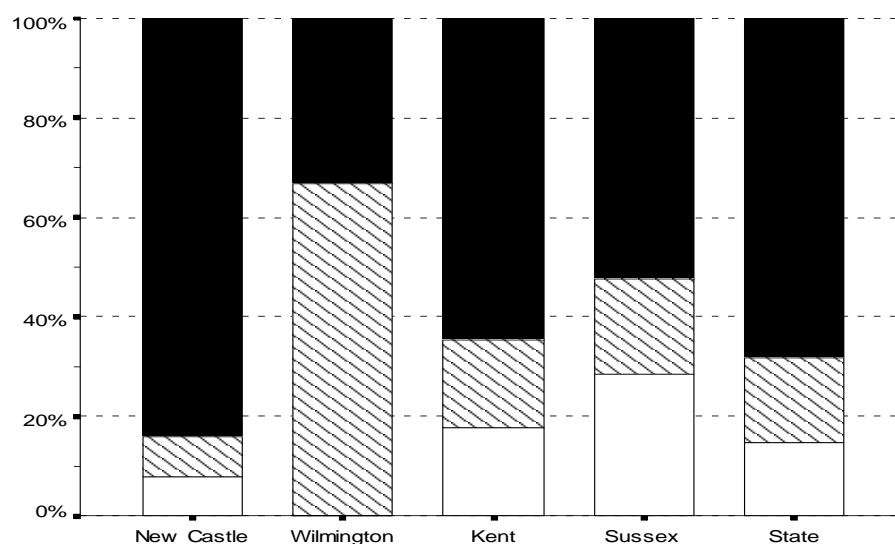
Of the groups in Head Start and Early Childhood Assistance Programs in Sussex County (N=21), 52.4% (n=11) received a rating of good for “Interaction,” 19.0% (n=4) received a rating of mediocre, and 28.6% (n=6) received a rating of poor.

Table Q-28:

Score on the ECERS “Interaction” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
New Castle	N %	1 2.6%	2 5.3%	3 7.9%	0 0.0%	9 23.7%	18 47.4%	5 13.1%	38
		3 7.9%		3 7.9%		32 84.2%			
Wilmington	N %	0 0.0%	0 0.0%	2 33.3%	2 33.3%	1 16.7%	1 16.7%	0 0.0%	6
		0 0.0%		4 66.7%		2 33.3%			
Kent	N %	2 11.8%	1 5.8%	3 17.6%	0 0.0%	4 23.6%	4 23.6%	3 17.6%	17
		3 17.6%		3 17.6%		11 64.8%			
Sussex	N %	3 14.3%	3 14.3%	2 9.5%	2 9.5%	4 19.1%	7 33.3%	0 0.0%	21
		6 28.6%		4 19.0%		11 52.4%			
State	N %	6 7.3%	6 7.3	10 12.2%	4 4.9%	18 22.0%	30 36.6%	8 9.7%	82
		12 14.6%		14 17.1%		56 68.3%			
Subscale Rating:		Poor		Mediocre		Good			

Figure Q-27:

### Groups in Head Start and Early Childhood Assistance Programs



### Rating on the *ECERS* “Interaction” Subscale\*

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

= rating of “poor”
  = rating of “mediocre”
  = rating of “good”

## Interaction

### Part-Day Programs

Below are the results of the observations of 82 groups for 3 to 5-year-olds in part-day programs. (See Table Q-29 and Figure Q-28)

#### State

Of the groups for 3 to 5-year-olds in part-day programs in Delaware (N=82), 81.7% (n=67) received a rating of good for “Interaction,” 12.2% (n=10) received a rating of mediocre, and 6.1% (n=5) received a rating of poor.

#### New Castle County

Of the groups for 3 to 5-year-olds in part-day programs in New Castle County (N=43), 93.0% (n=40) received a rating of good for “Interaction,” 7.0% (n=3) received a rating of mediocre, and none (0.0%, n=0) of the groups received a rating of poor.

#### Wilmington

Of the groups for 3 to 5-year-olds in part-day programs in Wilmington (N=10), 70.0% (n=7) received a rating of good for “Interaction,” 20.0% (n=2) received a rating of mediocre, and 10.0% (n=1) received a rating of poor.

#### Kent County

Of the groups for 3 to 5-year-olds in part-day programs in Kent County (N=20), 70.0% (n=14) received a rating of good for “Interaction,” 15.0% (n=3) received a rating of mediocre, and 15.0% (n=3) received a rating of poor.

#### Sussex County

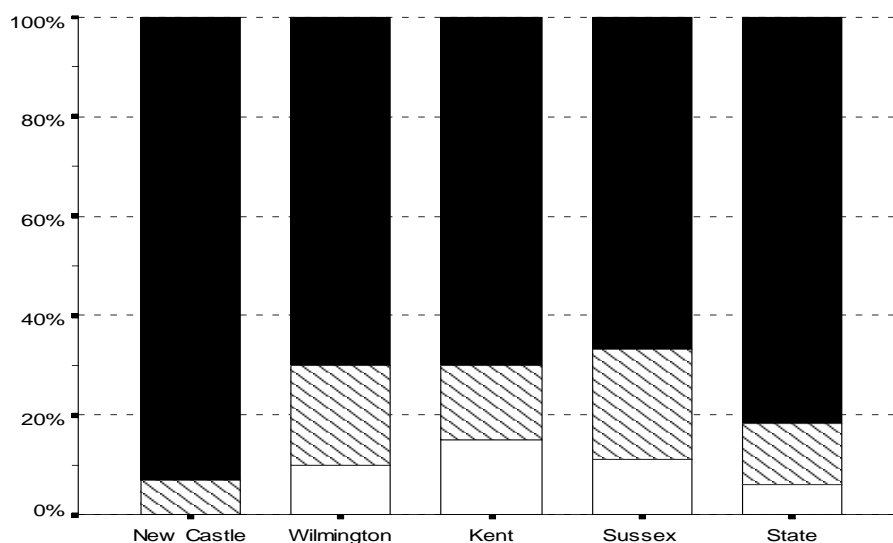
Of the groups for 3 to 5-year-olds in part-day programs in Sussex County (N=9), 66.7% (n=6) received a rating of good for “Interaction,” 22.2% (n=2) received a rating of mediocre, and 11.1% (n=1) received a rating of poor.

Table Q-29:

Score on the ECERS “Interaction” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
New Castle	N %	0 0.0%	0 0.0%	0 0.0%	3 7.0%	4 9.3%	22 51.2%	14 32.5%	43
		0 0.0%		3 7.0%		40 93.0%			
Wilmington	N %	0 0.0%	1 10.0%	1 10.0%	1 10.0%	1 10.0%	2 20.0%	4 40.0%	10
		1 10.0%		2 20.0%		7 70.0%			
Kent	N %	3 15.0%	0 0.0%	1 5.0%	2 10.0%	4 20.0%	7 35.0%	3 15.0%	20
		3 15.0%		3 15.0%		14 70.0%			
Sussex	N %	0 0.0%	1 11.1%	0 0.0%	2 22.2%	0 0.0%	2 22.2%	4 44.4%	9
		1 11.1%		2 22.2%		6 66.7%			
State	N %	3 3.7%	2 2.4%	2 2.4%	8 9.8%	9 11.0%	33 40.2%	25 30.5%	82
		5 6.1%		10 12.2%		67 81.7%			
Subscale Rating:		Poor		Mediocre		Good			

Figure Q-28:

### Groups for 3 to 5-Year-Olds in Part-Day Programs



### Rating on the *ECERS* “Interaction” Subscale\*

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

= rating of “poor”
  = rating of “mediocre”
  = rating of “good”

## Program Structure

Program structure is the ability of a teacher to organize the time spent with the children during the caregiving period. The characteristics assessed included:

- Schedule of daily activities;
- Indoor and outdoor play opportunities;
- Free play time provided with appropriate materials available;
- Opportunities for small group and large group activities; and
- Accommodations made for children with special needs.

Each characteristic was based on a set of factors that defined the characteristic.

### Child Care Center Programs for 3 to 5-Year Olds

Below are the results of the observations of 161 groups for 3 to 5-year-olds in child care centers. (See Table Q-30 and Figure Q-29)

#### State

Of the groups for 3 to 5-year-olds in child care centers in Delaware (N=161), 44.7% (n=72) received a rating of good for “Program Structure,” 35.4% (n=57) received a rating of mediocre, and 19.9% (n=32) received a rating of poor.

#### New Castle County

Of the groups for 3 to 5-year-olds in child care centers in New Castle County (N=57), 47.4% (n=27) received a rating of good for “Program Structure,” 40.3% (n=23) received a rating of mediocre, and 12.3% (n=7) received a rating of poor.

#### Wilmington

Of the groups for 3 to 5-year-olds in child care centers in Wilmington (N=32), 40.6% (n=13) received a rating of good for “Program Structure,” 40.6% (n=13) received a rating of mediocre, and 18.8% (n=6) received a rating of poor.

#### Kent County

Of the groups for 3 to 5-year-olds in child care centers in Kent County (N=43), 53.4% (n=23) received a rating of good for “Program Structure,” 23.3% (n=10) received a rating of mediocre, and 23.3% (n=10) received a rating of poor.

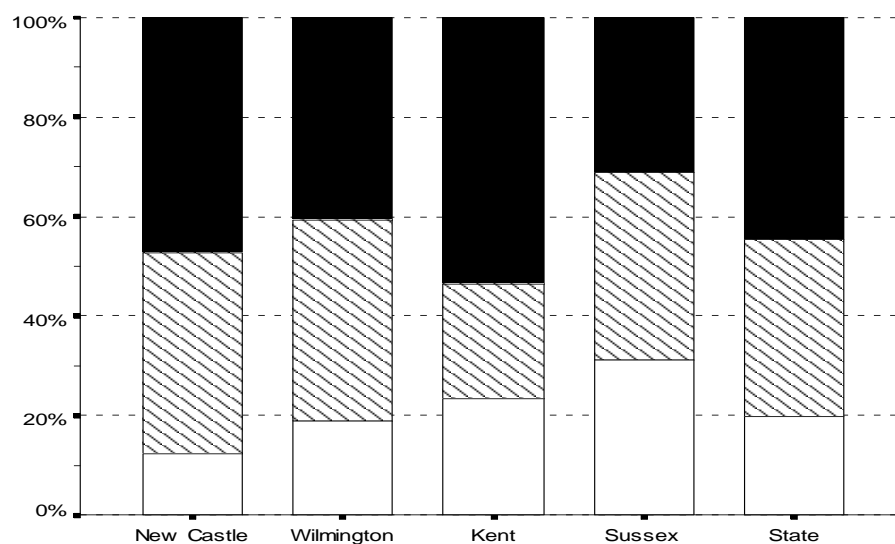
#### Sussex County

Of the groups for 3 to 5-year-olds in child care centers in Sussex County (N=29), 31.0% (n=9) received a rating of good for “Program Structure,” 37.9% (n=11) received a rating of mediocre, and 31.0% (n=9) received a rating of poor.

Table Q-30:

Table Q-30:									
Score on the <i>ECERS</i> “Program Structure” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
New Castle	N %	2 3.5%	5 8.8%	11 19.2%	12 21.1%	12 21.1%	5 8.8%	10 17.5%	57
		7 12.3%		23 40.3%		27 47.4%			
Wilmington	N %	2 6.3%	4 12.5%	6 18.8%	7 21.9%	8 25.0%	4 12.5%	1 3.1%	32
		6 18.8%		13 40.6%		13 40.6%			
Kent	N %	5 11.6%	5 11.6%	4 9.3%	6 14.0%	10 23.3%	8 18.6%	5 11.6%	43
		10 23.3%		10 23.3%		23 53.4%			
Sussex	N %	5 17.2%	4 13.8%	9 31.0%	2 7.0%	6 20.7%	3 10.3%	0 0.0%	29
		9 31.0%		11 37.9%		9 31.0%			
State	N %	14 8.7%	18 11.2%	30 18.6%	27 16.8%	36 22.4%	20 12.4%	16 9.9%	161
		32 19.9%		57 35.4%		72 44.7%			
Subscale Rating:		Poor		Mediocre		Good			

Figure Q-29:

**Groups for 3 to 5-Year-Olds in Child Care Centers****Rating on the *ECERS* “Program Structure” Subscale\***

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

**Environment Subscale Figure Legend**

□ = rating of “poor”      ▨ = rating of “mediocre”      ■ = rating of “good”



## Program Structure

### Head Start and Early Childhood Assistance Programs

Below are the results of the observations of 82 groups in Head Start and Early Childhood Assistance Programs. (See Table Q-31 and Figure Q-30)

#### State

Of the groups in Head Start and Early Childhood Assistance Programs in Delaware (N=82), 65.9% (n=54) received a rating of good for “Program Structure,” 31.7% (n=26) received a rating of mediocre, and 2.4% (n=2) received a rating of poor.

#### New Castle

Of the groups in Head Start and Early Childhood Assistance Programs in New Castle County (N=38), 63.2% (n=24) received a rating of good for “Program Structure,” 31.6% (n=12) received a rating of mediocre, and 5.3% (n=2) received a rating of poor.

#### Wilmington

Of the groups in Head Start and Early Childhood Assistance Programs in Wilmington (N=6), 66.7% (n=4) received a rating of good for “Program Structure,” 33.3% (n=2) received a rating of mediocre, and none (0.0%, n=0) of the groups received a rating of poor.

#### Kent County

Of the groups in Head Start and Early Childhood Assistance Programs in Kent County (N=17), 82.4% (n=14) received a rating of good for “Program Structure,” 17.6% (n=3) received a rating of mediocre, and none (0.0%, n=0) of the groups received a rating of poor.

#### Sussex County

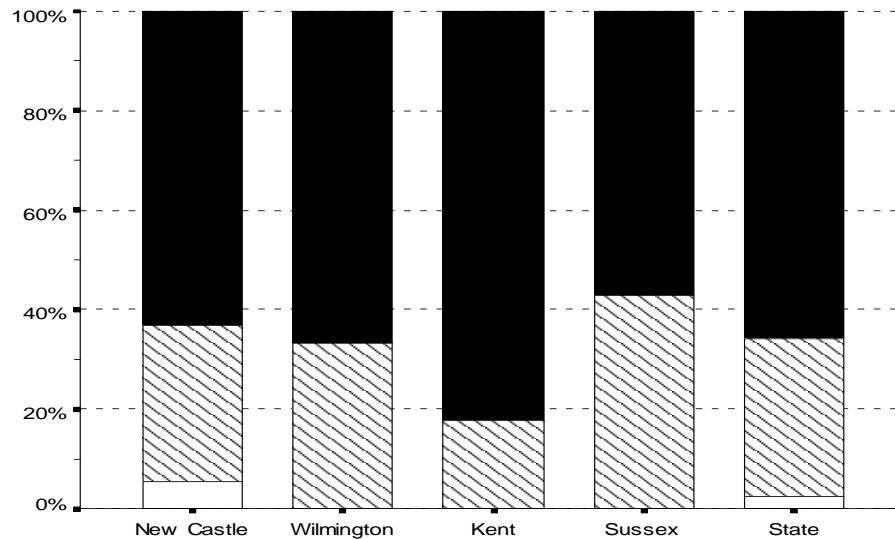
Of the groups in Head Start and Early Childhood Assistance Programs in Sussex County (N=21), 57.1% (n=12) received a rating of good for “Program Structure,” 42.9% (n=9) received a rating of mediocre, and none (0.0%, n=0) of the groups received a rating of poor.

Table Q-31:

Score on the <i>ECERS</i> “Program Structure” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
New Castle	N %	0 0.0%	2 5.3%	5 13.2%	7 18.4%	8 21.0%	10 26.3%	6 15.8%	38
		2 5.3%		12 31.6%		24 63.2%			
Wilmington	N %	0 0.0%	0 0.0%	2 33.3%	0 0.0%	2 33.3%	1 16.7%	1 16.7%	6
		0 0.0%		2 33.3%		4 66.7%			
Kent	N %	0 0.0%	0 0.0%	1 5.9%	2 11.8%	1 5.9%	11 64.6%	2 11.8%	17
		0 0.0%		3 17.6%		14 82.4%			
Sussex	N %	0 0.0%	0 0.0%	6 28.6%	3 14.3%	4 19.0%	4 19.0%	4 19.0%	21
		0 0.0%		9 42.9%		12 57.1%			
State	N %	0 0.0%	2 2.4%	14 17.1%	12 14.6%	15 18.3%	26 31.7%	13 15.9%	82
		2 2.4%		26 31.7%		54 65.9%			
Subscale Rating:		Poor		Mediocre		Good			

Figure Q-30:

### Groups in Head Start and Early Childhood Assistance Programs



### Rating on the *ECERS* “Program Structure” Subscale\*

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

= rating of “poor”
  = rating of “mediocre”
  = rating of “good”

## Program Structure

### Part-Day Programs

Below are the results of the observations of 82 groups for 3 to 5-year-olds in part-day programs. (See Table Q-32 and Figure Q-31)

#### State

Of the groups for 3 to 5-year-olds in part-day programs in Delaware (N=82), 59.8% (n=49) received a rating of good for “Program Structure,” 25.6% (n=21) received a rating of mediocre, and 14.6% (n=12) received a rating of poor.

#### New Castle County

Of the groups for 3 to 5-year-olds in part-day programs in New Castle County (N=43), 79.1% (n=34) received a rating of good for “Program Structure,” 20.9% (n=9) received a rating of mediocre, and none (0.0%, n=0) of the groups received a rating of poor.

#### Wilmington

Of the groups for 3 to 5-year-olds in part-day programs in Wilmington (N=10), 50.0% (n=5) received a rating of good for “Program Structure,” 20.0% (n=2) received a rating of mediocre, and 30.0% (n=3) received a rating of poor.

#### Kent County

Of the groups for 3 to 5-year-olds in part-day programs in Kent County (N=20), 35.0% (n=7) received a rating of good for “Program Structure,” 30.0% (n=6) received a rating of mediocre, and 35.0% (n=7) received a rating of poor.

#### Sussex County

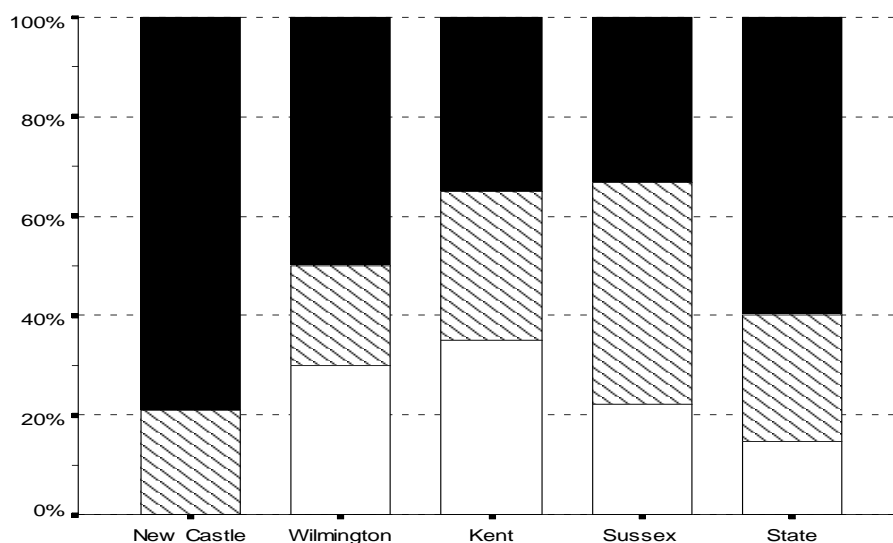
Of the groups for 3 to 5-year-olds in part-day programs in Sussex County (N=9), 33.3% (n=3) received a rating of good for “Program Structure,” 44.4% (n=4) received a rating of mediocre, and 22.2% (n=2) received a rating of poor.

Table Q-32:

Score on the <i>ECERS</i> “Program Structure” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
New Castle	N %	0 0.0%	0 0.0%	2 4.7%	7 16.3%	20 46.5%	5 11.6%	9 20.9%	43
		0 0.0%		9 20.9%		34 79.1%			
Wilmington	N %	2 20.0%	1 10.0%	2 20.0%	0 0.0%	2 20.0%	0 0.0%	3 30.0%	10
		3 30.0%		2 20.0%		5 50.0%			
Kent	N %	4 20.0%	3 15.0%	2 10.0%	4 20.0%	2 10.0%	2 10.0%	3 15.0%	20
		7 35.0%		6 30.0%		7 35.0%			
Sussex	N %	1 11.1%	1 11.1%	1 11.1%	3 33.3%	1 11.1%	1 11.1%	1 11.1%	9
		2 22.2%		4 44.4%		3 33.3%			
State	N %	7 8.5%	5 6.1%	7 8.5%	14 17.1%	25 30.5%	8 9.8%	16 19.5%	82
		12 14.6%		21 25.6%		49 59.8%			
Subscale Rating:		Poor		Mediocre		Good			

Figure Q-31:

### Groups for 3 to 5-Year-Olds in Part-Day Programs



### Rating on the *ECERS* “Program Structure” Subscale\*

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

= rating of “poor”
  = rating of “mediocre”
  = rating of “good”

## Parents and Staff

Lead teachers of groups of 3 to 5-year-olds were assessed to describe the extent to which their own personal and professional needs were met in their groups. The characteristics assessed included:

- Information for parents and relationships with parents;
- Personal needs of the staff were met;
- Professional needs of the staff were met;
- Interaction and cooperation among staff;
- Supervision and evaluation of teachers; and
- Involvement in opportunities for professional growth, such as reading professional magazines, attending workshops, or having on-site technical assistance visits.

Each characteristic was based on a set of factors that defined the characteristic.

### Child Care Center Programs for 3 to 5-Year Olds

Below are the results of the observations of the lead teachers of 129 groups for 3 to 5-year-olds in child care centers. (See Table Q-33 and Figure Q-32)

#### State

Of the groups for 3 to 5-year-olds in child care centers in Delaware (N=129), 46.5% (n=60) received a rating of good for “Parents and Staff,” 41.1% (n=53) received a rating of mediocre, and 12.4% (n=16) received a rating of poor.

#### New Castle County

Of the groups for 3 to 5-year-olds in child care centers in New Castle County (N=38), 60.5% (n=23) received a rating of good for “Parents and Staff,” 36.9% (n=14) received a rating of mediocre, and 2.6% (n=1) received a rating of poor.

#### Wilmington

Of the groups for 3 to 5-year-olds in child care centers in Wilmington (N=24), 62.5% (n=15) received a rating of good for “Parents and Staff,” 33.3% (n=8) received a rating of mediocre, and 4.2% (n=1) received a rating of poor.

#### Kent County

Of the groups for 3 to 5-year-olds in child care centers in Kent County (N=43), 46.5% (n=20) received a rating of good for “Parents and Staff,” 46.5% (n=20) received a rating of mediocre, and 7.0% (n=3) received a rating of poor.

#### Sussex County

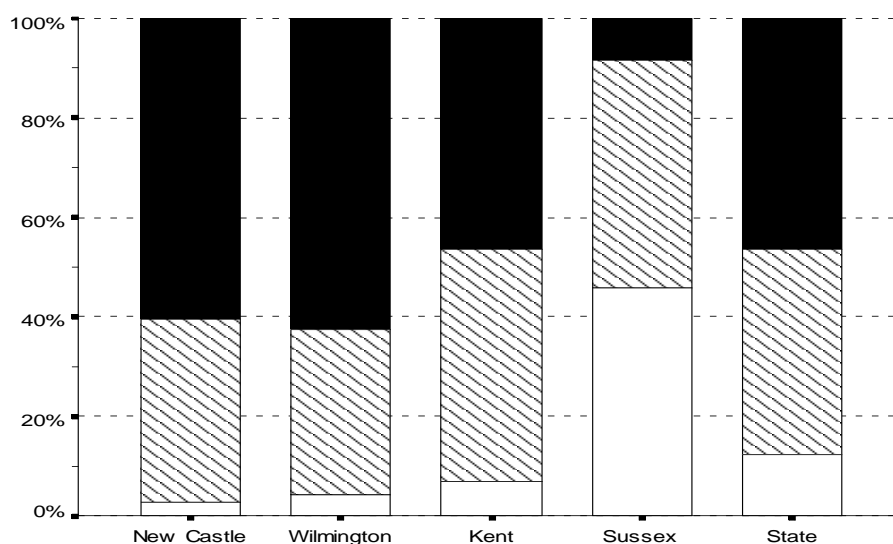
Of the groups for 3 to 5-year-olds in child care centers in Sussex County (N=24), 8.3% (n=2) received a rating of good for “Parents and Staff,” 45.8% (n=11) received a rating of mediocre, and 45.8% (n=11) received a rating of poor.

Table Q-33:

<b>Score on the <i>ECERS</i> “Parents and Staff” Subscale</b>									
<b>Subscale Score:</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>Total</b>
<b>New Castle</b>	<b>N</b>	0	1	3	11	13	10	0	<b>38</b>
	<b>%</b>	0.0%	2.6%	7.9%	28.9%	34.2%	26.3%	0.0%	
		1		14		23			
		2.6%		36.9%		60.5%			
<b>Wilmington</b>	<b>N</b>	0	1	5	3	10	5	0	<b>24</b>
	<b>%</b>	0.0%	4.2%	20.8%	12.5%	41.7%	20.8%	0.0%	
		1		8		15			
		4.2%		33.3%		62.5%			
<b>Kent</b>	<b>N</b>	0	3	10	10	14	6	0	<b>43</b>
	<b>%</b>	0.0%	7.0%	23.3%	23.3%	32.6%	14.0%	0.0%	
		3		20		20			
		7.0%		46.5%		46.5%			
<b>Sussex</b>	<b>N</b>	2	9	7	4	2	0	0	<b>24</b>
	<b>%</b>	8.3%	37.5%	29.2%	16.7%	8.3%	0.0%	0.0%	
		11		11		2			
		45.8%		45.8%		8.3%			
<b>State</b>	<b>N</b>	2	14	25	28	39	21	0	<b>129</b>
	<b>%</b>	1.6%	10.9%	19.4%	21.6%	30.2%	16.3%	0.0%	
		16		53		60			
		12.4%		41.1%		46.5%			
<b>Subscale Rating:</b>		<b>Poor</b>		<b>Mediocre</b>		<b>Good</b>			

Figure Q-32:

### Groups for 3 to 5-Year-Olds in Child Care Centers



### Rating on the *ECERS* “Parents and Staff” Subscale\*

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

= rating of “poor”
  = rating of “mediocre”
  = rating of “good”

## Parents and Staff

### Head Start and Early Childhood Assistance Programs

Below are the results of the observations of the lead teachers of 55 groups in Head Start and Early Childhood Assistance Programs. (See Table Q-34 and Figure Q-33)

#### State

Of the groups in Head Start and Early Childhood Assistance Programs in Delaware (N=55), 69.1% (n=38) received a rating of good for “Parents and Staff,” 29.1% (n=16) received a rating of mediocre, and 1.8% (n=1) received a rating of poor.

#### New Castle

Of the groups in Head Start and Early Childhood Assistance Programs in New Castle County (N=23), 60.9% (n=14) received a rating of good for “Parents and Staff,” 34.8% (n=8) received a rating of mediocre, and 4.3% (n=1) received a rating of poor.

#### Wilmington

Of the groups in Head Start and Early Childhood Assistance Programs in Wilmington (N=6), 66.7% (n=4) received a rating of good for “Parents and Staff,” 33.3% (n=2) received a rating of mediocre, and none (0.0%, n=0) of the groups received a rating of poor.

#### Kent County

Of the groups in Head Start and Early Childhood Assistance Programs in Kent County (N=12), 83.3% (n=10) received a rating of good for “Parents and Staff,” 16.7% (n=2) received a rating of mediocre, and none (0.0%, n=0) of the groups received a rating of poor.

#### Sussex County

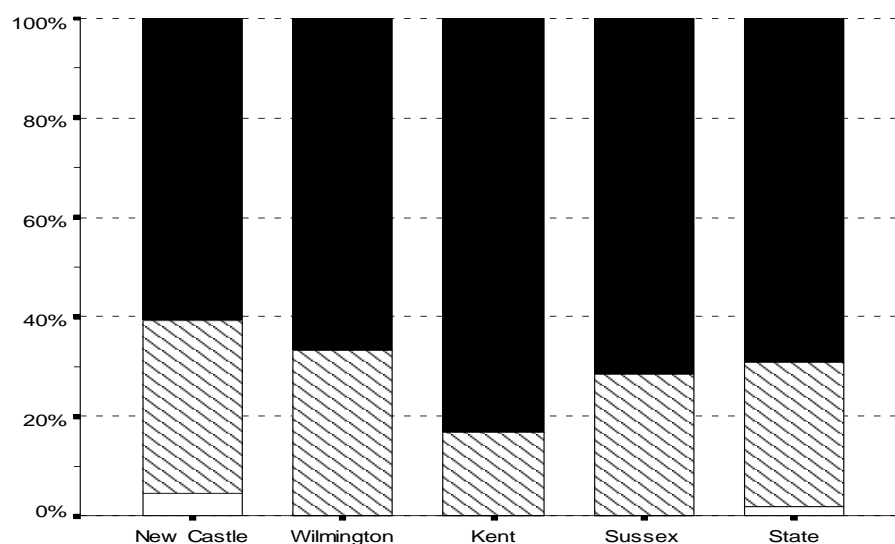
Of the groups in Head Start and Early Childhood Assistance Programs in Sussex County (N=14), 71.4% (n=10) received a rating of good for “Parents and Staff,” 28.6% (n=4) received a rating of mediocre, and none (0.0%, n=0) of the groups received a rating of poor.

Table Q-34:

<b>Score on the <i>ECERS</i> “Parents and Staff” Subscale</b>									
<b>Subscale Score:</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>Total</b>
<b>New Castle</b>	<b>N</b>	0	1	2	6	5	5	4	<b>23</b>
	<b>%</b>	0.0%	4.3%	8.7%	26.1%	21.7%	21.7%	17.4%	
		1 4.3%		8 34.8%		14 60.9%			
<b>Wilmington</b>	<b>N</b>	0	0	0	2	3	1	0	<b>6</b>
	<b>%</b>	0.0%	0.0%	0.0%	33.3%	50.0%	16.7%	0.0%	
		0 0.0%		2 33.3%		4 66.7%			
<b>Kent</b>	<b>N</b>	0	0	0	2	8	2	0	<b>12</b>
	<b>%</b>	0.0%	0.0%	0.0%	16.7%	66.6%	16.7%	0.0%	
		0 0.0%		2 16.7%		10 83.3%			
<b>Sussex</b>	<b>N</b>	0	0	0	4	7	3	0	<b>14</b>
	<b>%</b>	0.0%	0.0%	0.0%	28.6%	50.0%	21.4%	0.0%	
		0 0.0%		4 28.6%		10 71.4%			
<b>State</b>	<b>N</b>	0	1	2	14	23	11	4	<b>55</b>
	<b>%</b>	0.0%	1.8%	3.6%	25.5%	41.8%	20.0%	7.3%	
		1 1.8%		16 29.1%		38 69.1%			
<b>Subscale Rating:</b>		<b>Poor</b>		<b>Mediocre</b>		<b>Good</b>			

Figure Q-33:

### Groups in Head Start and Early Childhood Assistance Programs



### Rating on the *ECERS* “Parents and Staff” Subscale\*

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

= rating of “poor”
  = rating of “mediocre”
  = rating of “good”



## Parents and Staff

### Part-Day Programs

Below are the results of the observations of the lead teachers of 59 groups for 3 to 5-year-olds in part-day programs. (See Table Q-35 and Figure Q-34)

#### State

Of the groups for 3 to 5-year-olds in part-day programs in Delaware (N=59), 54.2% (n=32) received a rating of good for “Parents and Staff,” 39.0% (n=23) received a rating of mediocre, and 6.8% (n=4) received a rating of poor.

#### New Castle County

Of the groups for 3 to 5-year-olds in part-day programs in New Castle County (N=30), 70.0% (n=21) received a rating of good for “Parents and Staff,” 30.0% (n=9) received a rating of mediocre, and none (0.0%, n=0) of the groups received a rating of poor.

#### Wilmington

This subscale was not used with any of the groups observed in Wilmington.

#### Kent County

Of the groups for 3 to 5-year-olds in part-day programs in Kent County (N=20), 50.0% (n=10) received a rating of good for “Parents and Staff,” 40.0% (n=8) received a rating of mediocre, and 10.0% (n=2) received a rating of poor.

#### Sussex County

Of the groups for 3 to 5-year-olds in part-day programs in Sussex County (N=9), 11.1% (n=1) received a rating of good for “Parents and Staff,” 66.7% (n=6) received a rating of mediocre, and 22.2% (n=2) received a rating of poor.

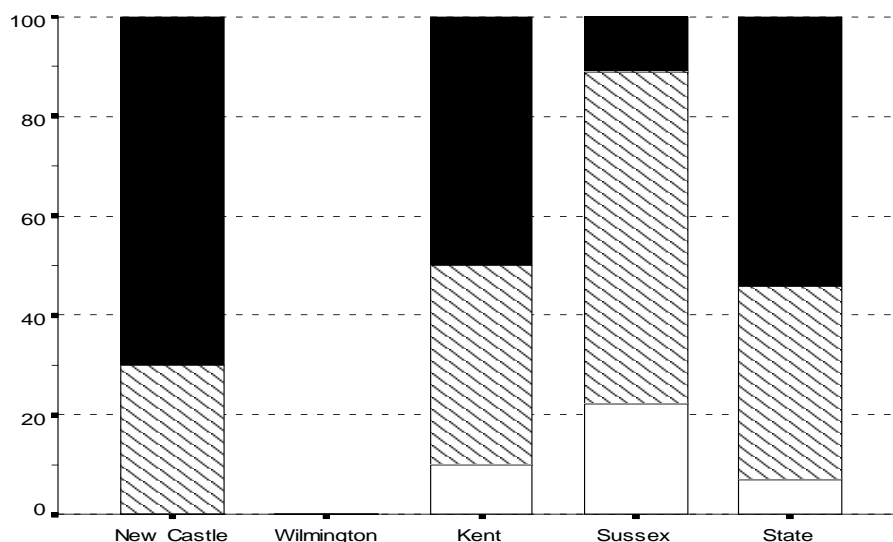
Table Q-35:

<b>Score on the <i>ECERS</i> “Parents and Staff” Subscale</b>									
<b>Subscale Score:</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>Total</b>
<b>New Castle</b>	<b>N</b>	0	0	3	6	10	11	0	<b>30</b>
	<b>%</b>	0.0%	0.0%	10.0%	20.0%	33.3%	36.7%	0.0%	
		0		9		21			
		0.0%		30.0%		70.0%			
<b>Wilmington</b>	<b>N</b>	0	0	0	0	0	0	0	<b>0*</b>
	<b>%</b>	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
		0		0		0			
		0.0%		0.0%		0.0%			
<b>Kent</b>	<b>N</b>	1	1	5	3	10	0	0	<b>20</b>
	<b>%</b>	5.0%	5.0%	25.0%	15.0%	50.0%	0.0%	0.0%	
		2		8		10			
		10.0%		40.0%		50.0%			
<b>Sussex</b>	<b>N</b>	0	2	6	0	1	0	0	<b>9</b>
	<b>%</b>	0.0%	22.2%	66.7%	0.0%	11.1%	0.0%	0.0%	
		2		6		1			
		22.2%		66.7%		11.1%			
<b>State</b>	<b>N</b>	1	3	14	9	21	11	0	<b>59</b>
	<b>%</b>	1.7%	5.1%	23.7%	15.3%	35.6%	18.6%	0.0%	
		4		23		32			
		6.8%		39.0%		54.2%			
<b>Subscale Rating:</b>		<b>Poor</b>		<b>Mediocre</b>		<b>Good</b>			

\*This subscale was not used with any of the groups observed in Wilmington.

Figure Q-34:

### Groups for 3 to 5-Year-Olds in Part-Day Programs



### Rating on the *ECERS* “Parents and Staff” Subscale\*

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environmental Subscale Figure Legend



= rating of “poor”



= rating of  
“mediocre”



= rating of “good”



## Quality of Programming for School-Age Children

The quality of programming for school-age children in child care programs was measured using the *School-Age Care Environment Rating Scale (SACERS)* (Harms, et al., 1990). The *SACERS* is constructed of seven subscales that measure different aspects of quality. These are:

- Space and furnishings;
- Health and safety;
- Activities;
- Interactions;
- Program structure;
- Staff development; and
- Special needs.

These subscales were measured using as few as three assessment items to as many as twelve assessment items, all of which used the seven-point rating system described on page Q-2.

The information on the following pages illustrates the subscale scores for the 48 groups for school-age children observed in the *Delaware Early Care and Education Quality Baseline Study*.

## Space and Furnishings

The school-age groups were assessed on the space available for various activities and the type of furnishings available to support children's activities. The characteristics assessed included:

- Furnishings for routine care and learning;
- Furnishings for relaxation and comfort;
- Children's furniture and equipment;
- Indoor space with adequate lighting, ventilation, and temperature;
- Indoor and outdoor space for active play;
- Space for each child to play and do homework independently;
- Space to meet personal needs of staff; and
- Space to meet professional needs of staff.

Each characteristic was based on a set of factors that defined the characteristic.

Below are the results of the observations of 48 groups for school-age children. (See Table Q-36 and Figure Q-35)

### State

Of the groups for school-age children (N=48), 35.4% (n=17) received a rating of good on "Space and Furnishings," 54.2% (n=26) received a rating of mediocre, and 10.4% (n=5) received a rating of poor.

### New Castle County

Of the groups for school-age children in New Castle County (N=20), 60.0% (n=12) received a rating of good on "Space and Furnishings," 35.0% (n=7) received a rating of mediocre, and 5.0% (n=1) received a rating of poor.

### Wilmington

Of the groups for school-age children in Wilmington (N=6), none (0.0%, n=0) received a rating of good on "Space and Furnishings," 83.3% (n=5) received a rating of mediocre, and 16.7% (n=1) received a rating of poor.

### Kent County

Of the groups for school-age children in Kent County (N=8), 25.0% (n=2) received a rating of good on "Space and Furnishings," 62.5% (n=5) received a rating of mediocre, and 12.5% (n=1) received a rating of poor.

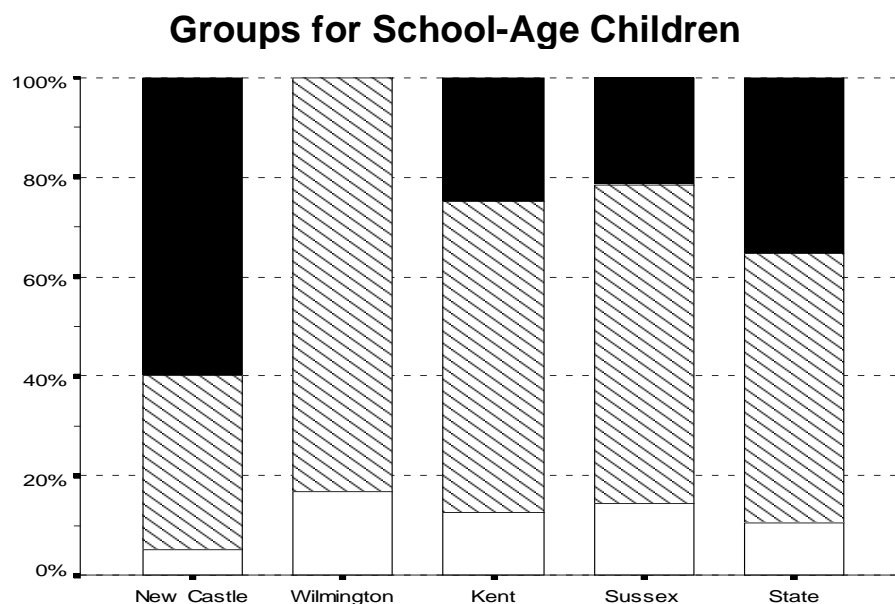
### Sussex County

Of the groups for school-age children in Sussex County (N=14), 21.4% (n=3) received a rating of good on "Space and Furnishings," 64.3% (n=9) received a rating of mediocre, and 14.3% (n=2) received a rating of poor.

Table Q-36:

Score on the SACERS “Space and Furnishings” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
New Castle	N %	0 0.0%	1 5.0%	2 10.0%	5 25.0%	6 30.0%	6 30.0%	0 0.0%	20
		1 5.0%		7 35.0%		12 60.0%			
Wilmington	N %	0 0.0%	1 16.7%	2 33.3%	3 50.0%	0 0.0%	0 0.0%	0 0.0%	6
		1 16.7%		5 83.3%		0 0.0%			
Kent	N %	0 0.0%	1 12.5%	4 50.0%	1 12.5%	1 12.5%	1 12.5%	0 0.0%	8
		1 12.5%		5 62.5%		2 25.0%			
Sussex	N %	0 0.0%	2 14.3%	3 21.4%	6 42.9%	3 21.4%	0 0.0%	0 0.0%	14
		2 14.3%		9 64.3%		3 21.4%			
State	N %	0 0.0%	5 10.4%	11 22.9%	15 31.3%	10 20.8%	7 14.6%	0 0.0%	48
		5 10.4%		26 54.2%		17 35.4%			
Subscale Rating:		Poor		Mediocre		Good			

Figure Q-35:



### Rating on the *SACERS* “Space and Furnishings” Subscale\*

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

= rating of “poor”
  = rating of “mediocre”
  = rating of “good”

## Health and Safety

Programs that provide before and after school care must provide for children's health, safety, and well-being during these periods. The characteristics assessed included:

- Policies and rules for children with short-term illnesses;
- Procedures for caring for children with short-term illnesses;
- Staff awareness of safety policies and procedures;
- Safety practices in all program locations;
- Attendance record procedures;
- Departure procedures;
- Nutritional quality of meals and snacks provided;
- Maintenance of a healthy and safe environment; and
- Personal hygiene practices of teachers and children.

Each characteristic was based on a set of factors that defined the characteristic.

Below are the results of the observations of 48 the groups for school-age children. (See Table Q-37 and Figure Q-36)

### State

Of the groups for school-age children (N=48), 16.7% (n=8) received a rating of good on "Health and Safety," 68.8% (n=33) received a rating of mediocre, and 14.6% (n=7) received a rating of poor.

### New Castle County

Of the groups for school-age children in New Castle County (N=20), 25.0% (n=5) received a rating of good on "Health and Safety," 65.0% (n=13) received a rating of mediocre, and 10.0% (n=2) received a rating of poor.

### Wilmington

Of the groups for school-age children in Wilmington (N=6), none (0.0%, n=0) received a rating of good on "Health and Safety," 66.7% (n=4) received a rating of mediocre, and 33.3% (n=2) received a rating of poor.

### Kent County

Of the groups for school-age children in Kent County (N=8), 25.0% (n=2) received a rating of good on "Health and Safety," 50.0% (n=4) received a rating of mediocre, and 25.0% (n=2) received a rating of poor.

### Sussex County

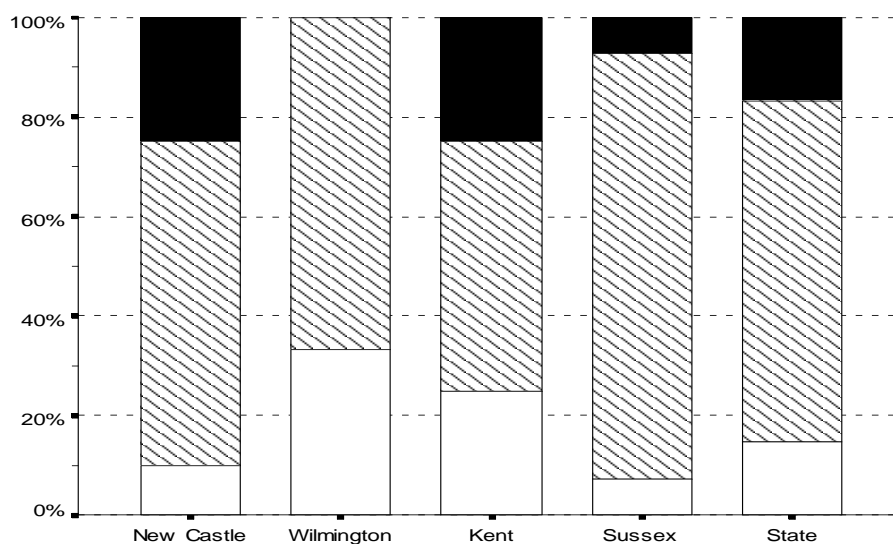
Of the groups for school-age children in Sussex County (N=14), 7.1% (n=1) received a rating of good on "Health and Safety," 85.8% (n=12) received a rating of mediocre, and 7.1% (n=1) received a rating of poor.

Table Q-37:

**Score on the SACERS “Health and Safety” Subscale**

Subscale Score:		1	2	3	4	5	6	7	Total
New Castle	N	0	2	6	7	4	1	0	20
	%	0.0%	10.0%	30.0%	35.0%	20.0%	5.0%	0.0%	
Wilmington	N	0	2	2	2	0	0	0	6
	%	0.0%	33.3%	33.3%	33.3%	0.0%	0.0%	0.0%	
Kent	N	1	1	2	2	1	1	0	8
	%	12.5%	12.5%	25.0%	25.0%	12.5%	12.5%	0.0%	
Sussex	N	1	0	6	6	1	0	0	14
	%	7.1%	0.0%	42.9%	42.9%	7.1%	0.0%	0.0%	
State	N	2	5	16	17	6	2	0	48
	%	4.2%	10.4%	33.3%	35.4%	12.5%	4.2%	0.0%	
Subscale Rating:		Poor		Mediocre		Good			

Figure Q-36:

**Groups for School-Age Children****Rating on the SACERS “Health and Safety” Subscale\***

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

**Environment Subscale Figure Legend**

□ = rating of “poor”    ▨ = rating of “mediocre”    ■ = rating of “good”



## Activities

In the programs for school-age children, it is expected that teachers will offer a variety of activities that promote children's development and identification of their interests. The characteristics assessed included:

- Experiences with art;
- Music and movement activities;
- Block-building materials available;
- Dramatic play materials available such as props and costumes;
- Suitable books available to each age group;
- Materials available that help children understand language such as puppets, puzzles, games;
- Materials available for nature and science activities;
- Materials available for math activities; and
- Presence of books, games, and other materials that reflect cultural diversity.

Each characteristic was based on a set of factors that defined the characteristic.

Below are the results of the observations of 48 groups for school-age children. (See Table Q-38 and Figure Q-37)

### State

Of the groups for school-age children (N=48), 6.3% (n=3) received a rating of good on "Activities," 45.8% (n=22) received a rating of mediocre, and 47.9% (n=23) received a rating of poor.

### New Castle County

Of the groups for school-age children in New Castle County (N=20), 10.0% (n=2) received a rating of good on "Activities," 60.0% (n=12) received a rating of mediocre, and 30.0% (n=6) received a rating of poor.

### Wilmington

Of the groups for school-age children in Wilmington (N=6), none (0.0%, n=0) of the programs received a rating of good on "Activities," 33.3% (n=2) received a rating of mediocre, and 66.7% (n=4) received a rating of poor.

### Kent County

Of the groups for school-age children in Kent County (N=8), none (0.0%, n=0) of the programs received a rating of good on "Activities," 62.5% (n=5) received a rating of mediocre, and 37.5% (n=3) received a rating of poor.

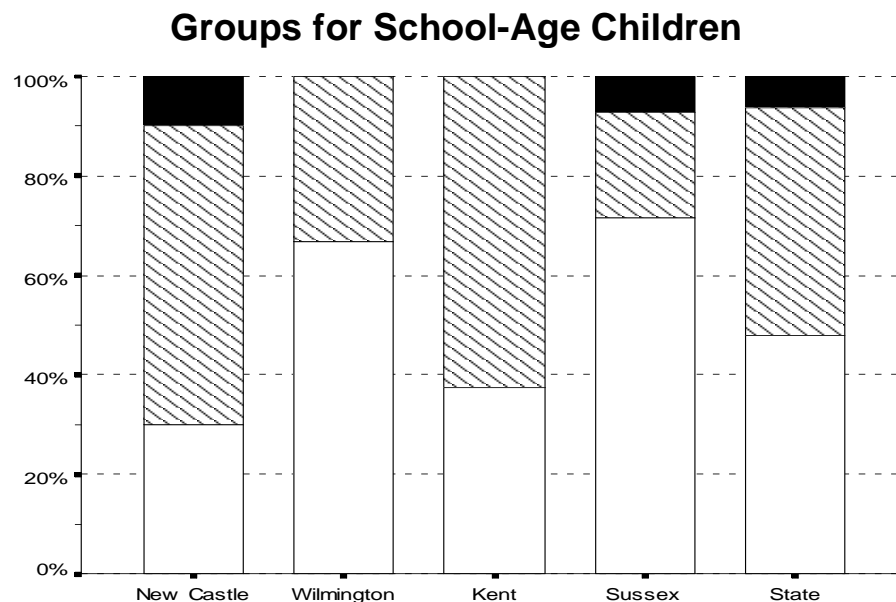
### Sussex County

Of the groups for school-age children in Sussex County (N=14), 7.1% (n=1) received a rating of good on "Activities," 21.4% (n=3) received a rating of mediocre, and 71.4% (n=10) received a rating of poor.

Table Q-38:

Score on the <b>SACERS “Activities” Subscale</b>									
Subscale Score:		1	2	3	4	5	6	7	Total
New Castle	N	1	5	4	8	2	0	0	20
	%	5.0%	25.0%	20.0%	40.0%	10.0%	0.0%	0.0%	
		6		12		2			
		30.0%		60.0%		10.0%			
Wilmington	N	0	4	1	1	0	0	0	6
	%	0.0%	66.7%	16.7%	16.7%	0.0%	0.0%	0.0%	
		4		2		0			
		66.7%		33.3%		0.0%			
Kent	N	1	2	4	1	0	0	0	8
	%	12.5%	25.0%	50.0%	12.5%	0.0%	0.0%	0.0%	
		3		5		0			
		37.5%		62.5%		0.0%			
Sussex	N	3	7	3	0	1	0	0	14
	%	21.4%	50.0%	21.4%	0.0%	7.1%	0.0%	0.0%	
		10		3		1			
		71.4%		21.4%		7.1%			
State	N	5	18	12	10	3	0	0	48
	%	10.4%	37.5%	25.0%	20.8%	6.3%	0.0%	0.0%	
		23		22		3			
		47.9%		45.8%		6.3%			
Subscale Rating:		Poor		Mediocre		Good			

Figure Q-37:



### Rating on the **SACERS “Activities” Subscale\***

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

= rating of “poor”
  = rating of “mediocre”
  = rating of “good”

## Interactions

Positive interactions lead to a beneficial environment and experience for everyone involved with a program. The characteristics assessed included:

- Attention to children upon arrival and departure;
- Appropriate teacher-child interactions;
- Supervision of all types of activities;
- Extent of control, appropriate guidance, and discipline;
- Appropriate interactions among children;
- Information for parents and relationships with parents;
- Interaction and cooperation among staff; and
- Interactions between school-age program teachers and classroom teachers.

Each characteristic was based on a set of factors that defined the characteristic.

Below are the results of the observations of 48 groups for school-age children. (See Table Q-39 and Figure Q-38)

### State

Of the groups for school-age children (N=48), 62.5% (n=30) received a rating of good on “Interactions,” 22.9% (n=11) received a rating of mediocre, and 14.6% (n=7) received a rating of poor.

### New Castle County

Of the groups for school-age children in New Castle County (N=20), 70.0% (n=14) received a rating of good on “Interactions,” 15.0% (n=3) received a rating of mediocre, and 15.0% (n=3) received a rating of poor.

### Wilmington

Of the groups for school-age children in Wilmington (N=6), 66.6% (n=4) received a rating of good on “Interactions,” 16.7% (n=1) received a rating of mediocre, and 16.7% (n=1) received a rating of poor.

### Kent County

Of the groups for school-age children in Kent County (N=8), 62.5% (n=5) received a rating of good on “Interactions,” 12.5% (n=1) received a rating of mediocre, and 25.0% (n=2) received a rating of poor.

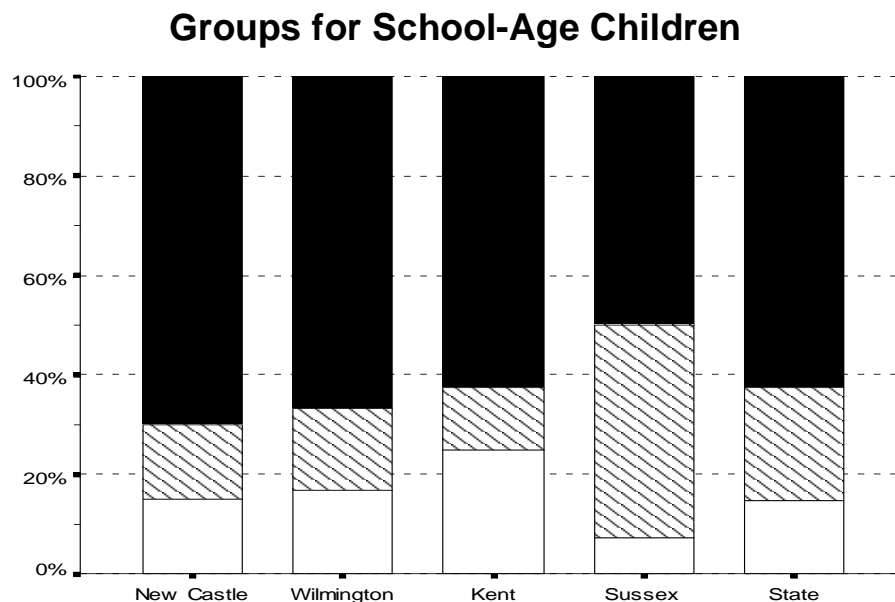
### Sussex County

Of the groups for school-age children in Sussex County (N=14), 50.0% (n=7) received a rating of good on “Interactions,” 42.9% (n=6) received a rating of mediocre, and 7.1% (n=1) received a rating of poor.

Table Q-39:

<b>Score on the SACERS “Interactions” Subscale</b>									
<b>Subscale Score:</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>Total</b>
<b>New Castle</b>	<b>N</b>	0	3	1	2	7	7	0	<b>20</b>
	<b>%</b>	0.0%	15.0%	5.0%	10.0%	35.0%	35.0%	0.0%	
		3 15.0%		3 15.0%		14 70.0%			
<b>Wilmington</b>	<b>N</b>	0	1	1	0	2	2	0	<b>6</b>
	<b>%</b>	0.0%	16.7%	16.7%	0.0%	33.3%	33.3%	0.0%	
		1 16.7%		1 16.7%		4 66.6%			
<b>Kent</b>	<b>N</b>	1	1	1	0	4	1	0	<b>8</b>
	<b>%</b>	12.5%	12.5%	12.5%	0.0%	50.0%	12.5%	0.0%	
		2 25.0%		1 12.5%		5 62.5%			
<b>Sussex</b>	<b>N</b>	0	1	1	5	5	2	0	<b>14</b>
	<b>%</b>	0.0%	7.1%	7.1%	35.7%	35.7%	14.3%	0.0%	
		1 7.1%		6 42.9%		7 50.0%			
<b>State</b>	<b>N</b>	1	6	4	7	18	12	0	<b>48</b>
	<b>%</b>	2.1%	12.5%	8.3%	14.6%	37.5%	25.0%	0.0%	
		7 14.6%		11 22.9%		30 62.5%			
<b>Subscale Rating:</b>		<b>Poor</b>		<b>Mediocre</b>		<b>Good</b>			

Figure Q-38:



### Rating on the SACERS “Interactions” Subscale\*

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

= rating of “poor”
  = rating of “mediocre”
  = rating of “good”

## Program Structure

Program structure assesses the organization of time within a school-age program. The characteristics assessed included:

- Schedule of daily activities;
- Free play time provided with appropriate materials available;
- Relationship between program staff and program host; and
- Use of community resources such as parks, playgrounds, and libraries.

Each characteristic was based on a set of factors that defined the characteristic.

Below are the results of the observations of 48 groups for school-age children. (See Table Q-40 and Figure Q-39)

### State

Of the groups for school-age children (N=48), 31.3% (n=15) received a rating of good on “Program Structure,” 50.0% (n=24) received a rating of mediocre, and 18.8% (n=9) received a rating of poor.

### New Castle County

Of the groups for school-age children in New Castle County (N=20), 45.0% (n=9) received a rating of good on “Program Structure,” 35.0% (n=7) received a rating of mediocre, and 20.0% (n=4) received a rating of poor.

### Wilmington

Of the groups for school-age children in Wilmington (N=6), 16.7% (n=1) received a rating of good on “Program Structure,” 83.3% (n=5) received a rating of mediocre, and none (0.0%, n=0) of the groups received a rating of poor.

### Kent County

Of the groups for school-age children in Kent County (N=8), 25.0% (n=2) received a rating of good on “Program Structure,” 37.5% (n=3) received a rating of mediocre, and 37.5% (n=3) received a rating of poor.

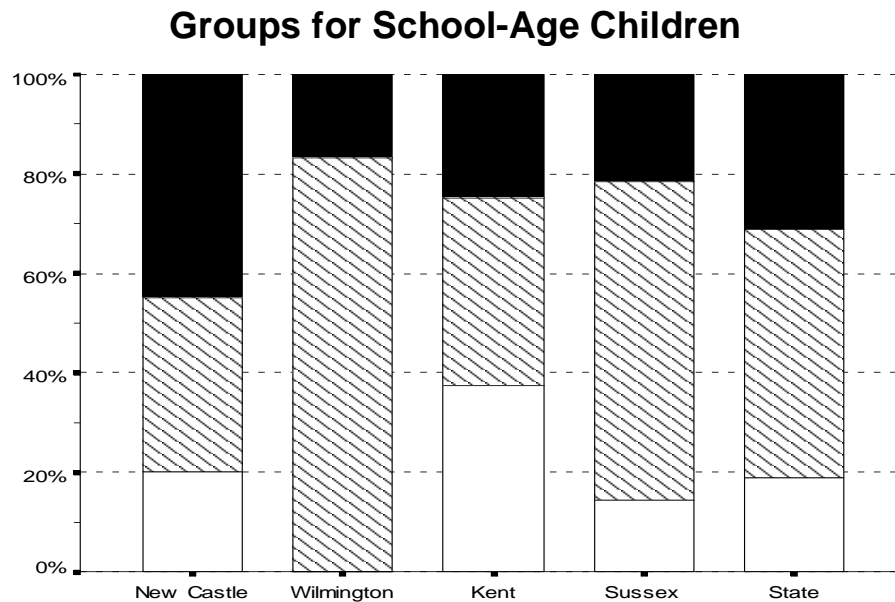
### Sussex County

Of the groups for school-age children in Sussex County (N=14), 21.4% (n=3) received a rating of good on “Program Structure,” 64.3% (n=9) received a rating of mediocre, and 14.3% (n=2) received a rating of poor.

Table Q-40:

Score on the <b>SACERS “Program Structure” Scale</b>									
Subscale Score:		1	2	3	4	5	6	7	Total
New Castle	N	0	4	2	5	6	1	2	20
	%	0.0%	20.0%	10.0%	25.0%	30.0%	5.0%	10.0%	
		4		7		9			
		20.0%		35.0%		45.0%			
Wilmington	N	0	0	1	4	0	0	1	6
	%	0.0%	0.0%	16.7%	66.7%	0.0%	0.0%	16.7%	
		0		5		1			
		0.0%		83.3%		16.7%			
Kent	N	2	1	1	2	1	1	0	8
	%	25.0%	12.5%	12.5%	25.0%	12.5%	12.5%	0.0%	
		3		3		2			
		37.5%		37.5%		25.0%			
Sussex	N	0	2	6	3	1	2	0	14
	%	0.0%	14.3%	42.9%	21.4%	7.1%	14.3%	0.0%	
		2		9		3			
		14.3%		64.3%		21.4%			
State	N	2	7	10	14	8	4	3	48
	%	4.2%	14.6%	20.8%	29.2%	16.6%	8.3%	6.3%	
		9		24		15			
		18.8%		50.0%		31.3%			
Subscale Rating:		Poor		Mediocre		Good			

Figure Q-39:



### Rating on the **SACERS “Program Structure” Subscale\***

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

= rating of “poor”
  = rating of “mediocre”
  = rating of “good”

## Staff Development

Staff development provides an opportunity to increase staffs' knowledge and skills in working with school-age children. The characteristics assessed included:

- Involvement in opportunities for professional growth, such as reading professional magazines, attending workshops, or having on-site technical assistance visits;
- Staff meetings; and
- Supervision and evaluation of teachers.

Each characteristic was based on a set of factors that defined the characteristic.

Below are the results of the observations of the lead teachers of 48 groups for school-age children. (See Table Q-41 and Figure Q-40)

### State

Of the groups for school-age children (N=48), 47.9% (n=23) received a rating of good on "Staff Development," 39.6% (n=19) received a rating of mediocre, and 12.5% (n=6) received a rating of poor.

### New Castle County

Of the groups for school-age children in New Castle County (N=20), 55.0% (n=11) received a rating of good on "Staff Development," 45.0% (n=9) received a rating of mediocre, and none (0.0%, n=0) of the groups received a rating of poor.

### Wilmington

Of the groups for school-age children in Wilmington (N=6), 50.0% (n=3) received a rating of good on "Staff Development," 50.0% (n=3) received a rating of mediocre, and none (0.0%, n=0) of the groups received a rating of poor.

### Kent County

Of the groups for school-age children in Kent County (N=8), 25.0% (n=2) received a rating of good on "Staff Development," 37.5% (n=3) received a rating of mediocre, and 37.5% (n=3) received a rating of poor.

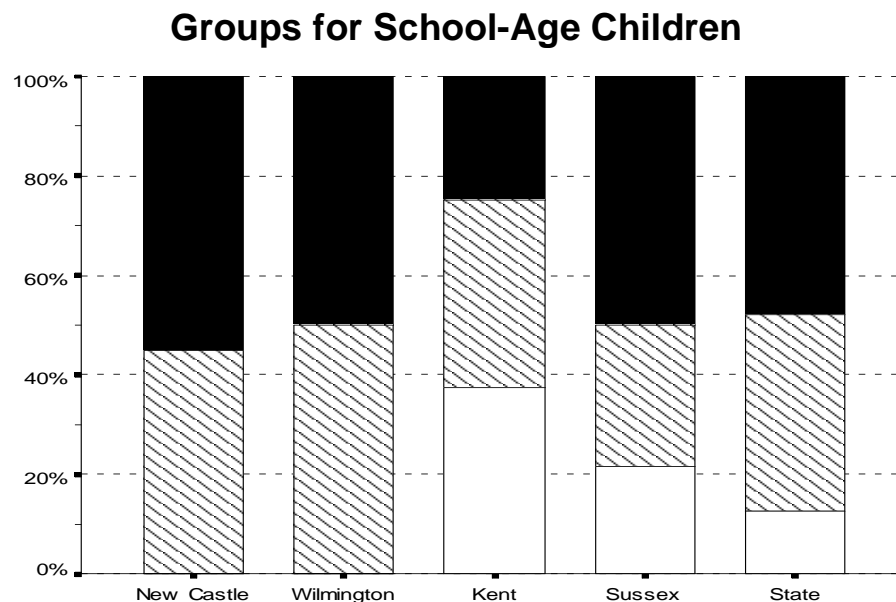
### Sussex County

Of the groups for school-age children in Sussex County (N=14), 50.0% (n=7) received a rating of good on "Staff Development," 28.6% (n=4) received a rating of mediocre, and 21.4% (n=3) received a rating of poor.

Table Q-41:

<b>Score on the SACERS “Staff Development” Subscale</b>									
<b>Subscale Score:</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>Total</b>
<b>New Castle</b>	<b>N</b>	0	0	6	3	6	3	2	<b>20</b>
	<b>%</b>	0.0%	0.0%	30.0%	15.0%	30.0%	15.0%	10.0%	
		0		9		11			
		0.0%		45.0%		55.0%			
<b>Wilmington</b>	<b>N</b>	0	0	1	2	1	2	0	<b>6</b>
	<b>%</b>	0.0%	0.0%	16.7%	33.3%	16.7%	33.3%	0.0%	
		0		3		3			
		0.0%		50.0%		50.0%			
<b>Kent</b>	<b>N</b>	1	2	1	2	1	1	0	<b>8</b>
	<b>%</b>	12.5%	25.0%	12.5%	25.0%	12.5%	12.5%	0.0%	
		3		3		2			
		37.5%		37.5%		25.0%			
<b>Sussex</b>	<b>N</b>	0	3	2	2	4	2	1	<b>14</b>
	<b>%</b>	0.0%	21.4%	14.3%	14.3%	28.6%	14.3%	7.1%	
		3		4		7			
		21.4%		28.6%		50.0%			
<b>State</b>	<b>N</b>	1	5	10	9	12	8	3	<b>48</b>
	<b>%</b>	2.1%	10.4%	20.8%	18.8%	25.0%	16.7%	6.3%	
		6		19		23			
		12.5%		39.6%		47.9%			
<b>Subscale Rating:</b>		<b>Poor</b>		<b>Mediocre</b>		<b>Good</b>			

Figure Q-40:



### Rating on the SACERS “Staff Development” Subscale\*

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

= rating of “poor”
  = rating of “mediocre”
  = rating of “good”



## Special Needs

School-age programs were assessed to determine the extent to which the programs and teachers accommodated children with special needs. The characteristics assessed included:

- Accommodations made for children with special needs;
- Individualization of activities;
- Multiple opportunities for learning and practicing skills;
- Involvement in activities; and
- Frequent and appropriate communication with teacher and other children.

Each characteristic was based on a set of factors that defined the characteristic.

Below are the results of the observations of 21 groups for school-age children. (See Table Q-42 and Figure Q-41)

### State

Of the groups for school-age children (N=21), 38.1% (n=8) received a rating of good on “Special Needs,” 42.9% (n=9) received a rating of mediocre, and 19.0% (n=4) received a rating of poor.

### New Castle County

Of the groups for school-age children in New Castle County (N=12), 33.3% (n=4) received a rating of good on “Special Needs,” 50.0% (n=6) received a rating of mediocre, and 16.7% (n=2) received a rating of poor.

### Wilmington

Of the groups for school-age children in Wilmington (N=3), 33.3% (n=1) received a rating of good on “Special Needs,” 33.3% (n=1) received a rating of mediocre, and 33.3% (n=1) received a rating of poor.

### Kent County

Of the groups for school-age children in Kent County (N=1), one school-age program was assessed and it received a rating of good on “Special Needs.”

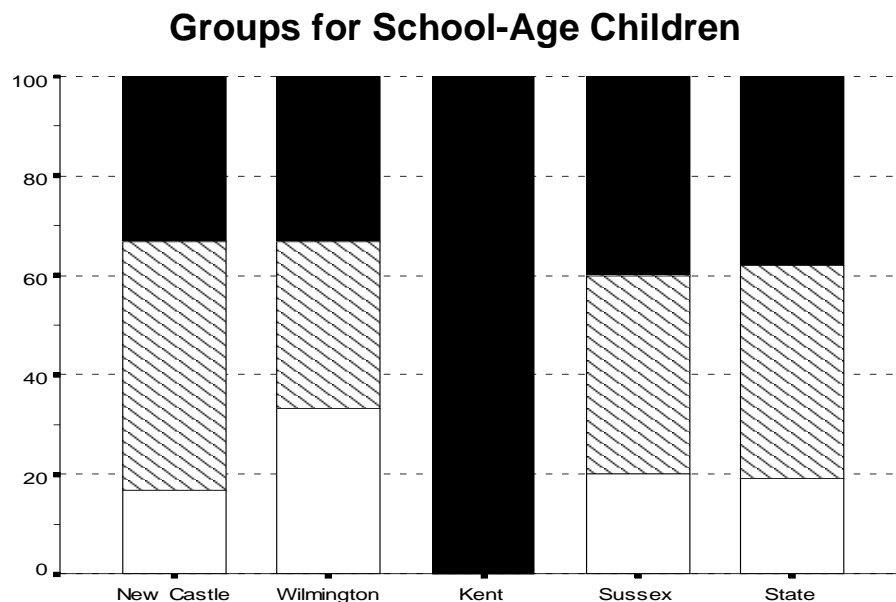
### Sussex County

Of the groups for school-age children in Sussex County (N=5), 40.0% (n=2) received a rating of good on “Special Needs,” 40.0% (n=2) received a rating of mediocre, and 20.0% (n=1) received a rating of poor.

Table Q-42:

Score on the SACERS “Special Needs” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
New Castle	N %	1 8.3%	1 8.3%	1 8.3%	5 41.7%	2 16.7%	1 8.3%	1 8.3%	12
		2 16.7%		6 50.0%		4 33.3%			
Wilmington	N %	0 0.0%	1 33.3%	0 0.0%	1 33.3%	0 0.0%	1 33.3%	0 0.0%	3
		1 33.3%		1 33.3%		1 33.3%			
Kent	N %	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 100%	0 0.0%	1
		0 0.0%		0 0.0%		1 100.0%			
Sussex	N %	0 0.0%	1 20.0%	2 40.0%	0 0.0%	0 0.0%	2 40.0%	0 0.0%	5
		1 20.0%		2 40.0%		2 40.0%			
State	N %	1 4.8%	3 14.3%	3 14.3%	6 28.5%	2 9.5%	5 23.8%	1 4.8%	21
		4 19.0%		9 42.9%		8 38.1%			
Subscale Rating:		Poor		Mediocre		Good			

Figure Q-41:



### Rating on the **SACERS** “Special Needs” Subscale\*

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

= rating of “poor”
  = rating of “mediocre”
  = rating of “good”

## Quality of Teacher-Child Interaction

The *Teacher Child Interaction Scale* (Farran & Collins, 2001) was administered by trained observers as a part of the *Delaware Early Care and Education Baseline Quality Study*. Derived from the *Parent/Caregiver Involvement Scale* (Farran, Kasari, Comfort, & Jay, 1986), the *Teacher Child Interaction Scale* is a measure consisting of eleven areas of teacher behavior that may occur when children participate in free play or center-based activities. These behaviors include the following:

- Physical Involvement;
- Verbal Involvement;
- Responsiveness of Teacher to Children;
- Play Interaction;
- Teaching Behavior;
- Control over Children's Activities;
- Directives: Number of Demands;
- Relationship among Activities in which Teacher Is Involved with Children;
- Positive Statements;
- Negative Statements/Discipline; and
- Goal Setting.

Each of these behaviors consists of three dimensions for each behavior:

- Amount: how much the teacher exhibited the behavior;
- Quality: how sensitive was the behavior; and
- Appropriateness: how well the teacher's behavior matches the child's or children's needs.

The rating from the *Teacher Child Interaction Scale* is intended to indicate the amount, level of quality, and appropriateness of the teacher's interactions, independent of the resources in the setting. This measure allows for identifying interactions with children separate from the quantity, quality, and appropriateness of the materials and equipment present in the early care and education setting.

Interpreting 33 individual ratings was cumbersome. Therefore, a factor analysis of the 33 *Teacher Child Interaction Scale* ratings was conducted in order to identify the factors or dimensions of teacher behavior that were measured by the scale. The results of the factor analysis indicated that there were four theoretically understandable factors representing four dimensions of teacher behavior that were being measured by the scale. These factors are:

- Relationships;
- Developmentally Appropriate Teaching;
- Teacher Direction; and
- Negative Structuring.

Each of the four factors is defined on the following pages. Definitions include a description of the factor and a listing of the individual items that were included in calculating the factor score.

## Relationships

The first factor, “Relationships,” provides a measure of the overall tone of the interactions the teacher has with children; the higher the score on this factor, the more warmth, acceptance, and supportiveness was observed during the interaction between the teacher and children. The “Relationships” factor is based on the scores of 18 of the *Teacher Child Interaction Scale* indicators. The 18 indicators are:

- Amount of Responsiveness;
- Amount of Positive Statements;
- Quality of Physical Involvement;
- Quality of Verbal Involvement;
- Quality of Responsiveness;
- Quality of Control;
- Quality of Directives;
- Quality of Relationships among Activities;
- Quality of Positive Statements;
- Quality of Negative Statements;
- Quality of Goal Setting;
- Appropriateness of Physical Involvement;
- Appropriateness of Responsiveness;
- Appropriateness of Control;
- Appropriateness of Directives;
- Appropriateness of Positive Statements;
- Appropriateness of Negative Statements; and
- Appropriateness of Goal Setting.

## Developmentally Appropriate Teaching

The second factor, “Developmentally Appropriate Teaching,” provides a measure of how the teacher embeds opportunities for learning through daily routines, play, and teaching activities that children experience in early care and education programs. A higher score on this factor indicates a higher level of verbal interaction between teacher and children, teaching delivered through play, and the ability to scaffold learning activities.

“Developmentally Appropriate Teaching” is based on the scores of eight of the *Teacher Child Interaction Scale* indicators:

- Amount of Verbal Involvement;
- Amount of Play Interaction;
- Quality of Play Interaction;
- Quality of Teaching Behavior;
- Appropriateness of Verbal Involvement;
- Appropriateness of Play Interaction;
- Appropriateness of Teaching Behavior; and
- Appropriateness of Relationship among Activities.

## Teacher Direction

The third factor is “Teacher Direction.” This factor describes the level to which the teacher is “in charge of what the children are doing” rather than letting the children take the lead in their learning. This interaction may be positively or negatively toned. A high score on this indicates that the teacher is “in control.” This factor is based on the scores of three indicators:

- Amount of Teaching Behavior;
- Amount of Control; and
- Amount of Goal Setting.

## Negative Structuring

The fourth factor is “Negative Structuring.” “Negative structuring” captures the negative tone of the teacher. This includes the number of times the teacher tells the children what to do, without giving an explanation, and how often the teacher makes comments that can be characterized as criticisms or unsupportive feedback. Unlike the previous factors, low scores for the indicators that comprise “Negative Structuring” on the *Teacher Child Interaction Scale* are preferable. Therefore, in order to allow for easy comparison with the other factors, “Negative Structuring” was recoded. After recoding, a high score on this factor was evident of a teaching style that included few directives and a more positive tone as demonstrated by the avoidance of negative statements. This factor was based on scores of two indicators:

- Amount of Directives; and
- Amount of Negative Statements.

In developing the mean score for each factor described, the scores for all the indicators used to define a factor were added and then divided by the number of scored items to create a mean score for that factor. The closer the mean score is to “5,” the better the interaction is. Unlike the environment rating scales, increments of these scores have not been descriptively labeled.

Mean scores for each factor are presented by program type for the state, for each county, and for Wilmington. All four factors are presented in one chart for each program type in order to provide a representation of the quality of teachers’ interactions with children.

A total of 217 early care and education groups were observed using the *Teacher Child Interaction Scale* and are included in the analysis for this report. Table Q-43 identifies where the groups were located.

Table Q-43:

**Locations of Groups Observed on the  
*Teacher Child Interaction Scale***

<b>Location of Programs:</b>	<b>New Castle</b>	<b>Wilmington</b>	<b>Kent</b>	<b>Sussex</b>	<b>State</b>
<b>Program Type:</b>	<b>N</b>	<b>N</b>	<b>N</b>	<b>N</b>	<b>N %</b>
<b>Family Child Care</b>	17	5	13	16	<b>51 23.5%</b>
<b>Infants and Toddlers in Centers</b>	1	*	8	*	<b>9 4.1%</b>
<b>3 to 5-Year-Olds in Centers</b>	26	16	17	11	<b>70 32.3%</b>
<b>Head Start and ECAP</b>	6	*	5	8	<b>19 8.8%</b>
<b>Part-Day Programs</b>	19	11	12	*	<b>42 19.3%</b>
<b>School-Age Programs</b>	15	1	4	6	<b>26 12.0%</b>
<b>All Programs</b>	<b>84 38.7%</b>	<b>33 15.2%</b>	<b>59 27.2%</b>	<b>41 18.9%</b>	<b>217 100%</b>

\*Due to sampling constraints, the *Teacher Child Interaction Scale* was not used when observing groups of infants and toddlers in child care centers in Wilmington or Sussex County, Head Start or ECAP programs in Wilmington, or groups of children in part-day programs in Sussex County.

## Family Child Care Teachers

Below are the results of the observations of 51 family child care programs. (See Table Q-44)

### State

The mean scores on the four factors for family child care teachers observed with the *Teacher Child Interaction Scale* in Delaware were:

- Relationships: 4.09 (range 2.06 to 5.00, n=51);
- Developmentally appropriate teaching: 3.74 (range 1.67 to 4.88, n=51);
- Teacher direction: 3.44 (range 1.67 to 5.00, n=51); and
- Negative structuring: 3.00 (range 1.00 to 4.50, n=51).

### New Castle County

The mean scores on the four factors for family child care teachers observed with the *Teacher Child Interaction Scale* in New Castle County were:

- Relationships: 3.99 (range 2.81 to 5.00, n=17);
- Developmentally appropriate teaching: 3.55 (range 1.75 to 4.50, n=17);
- Teacher direction: 3.22 (range 2.00 to 4.00, n=17); and
- Negative structuring: 3.26 (range 1.00 to 4.50, n=17).

### Wilmington

The mean scores on the four factors for family child care teachers observed with the *Teacher Child Interaction Scale* in Wilmington were:

- Relationships: 3.13 (range 2.06 to 4.56, n=5);
- Developmentally appropriate teaching: 3.08 (range 1.67 to 4.38, n=5);
- Teacher direction: 2.53 (range 2.00 to 3.33, n=5); and
- Negative structuring: 2.50 (range 1.00 to 3.50, n=5).

### Kent County

The mean scores on the four factors for family child care teachers observed with the *Teacher Child Interaction Scale* in Kent County were:

- Relationships: 4.25 (range 2.56 to 5.00, n=13);
- Developmentally appropriate teaching: 3.80 (range 1.83 to 4.88, n=13);
- Teacher direction: 3.54 (range 1.67 to 5.00, n=13); and
- Negative structuring: 2.73 (range 1.00 to 3.50, n=13).

### Sussex County

The mean scores on the four factors for family child care teachers observed with the *Teacher Child Interaction Scale* in Sussex County were:

- Relationships: 4.38 (range 2.72 to 5.00, n=16);
- Developmentally appropriate teaching: 4.10 (range 2.50 to 4.88, n=16);
- Teacher direction: 3.88 (range 2.33 to 5.00, n=16); and
- Negative structuring: 3.09 (range 1.50 to 4.00, n=16).

Table Q-44:

**Mean Scores on the *Teacher Child Interaction Scale* for  
Family Child Care Teachers**

Location of Programs:		New Castle	Wilmington	Kent	Sussex	State
Factor:						
<b>Relationships</b>	Mean	3.99	3.13	4.25	4.38	<b>4.09</b>
	N	17	5	13	16	<b>51</b>
	Std. Deviation	.674	1.07	.727	.708	<b>.801</b>
	Minimum	2.81	2.06	2.56	2.72	<b>2.06</b>
	Maximum	5.00	4.56	5.00	5.00	<b>5.00</b>
<b>Developmentally Appropriate Teaching</b>	Mean	3.55	3.08	3.80	4.10	<b>3.74</b>
	N	17	5	13	16	<b>51</b>
	Std. Deviation	.847	1.13	1.01	.725	<b>.913</b>
	Minimum	1.75	1.67	1.83	2.50	<b>1.67</b>
	Maximum	4.50	4.38	4.88	4.88	<b>4.88</b>
<b>Teacher Direction</b>	Mean	3.22	2.53	3.54	3.88	<b>3.44</b>
	N	17	5	13	16	<b>51</b>
	Std. Deviation	.612	.730	.958	.797	<b>.858</b>
	Minimum	2.00	2.00	1.67	2.33	<b>1.67</b>
	Maximum	4.00	3.33	5.00	5.00	<b>5.00</b>
<b>Negative Structuring</b>	Mean	3.26	2.50	2.73	3.09	<b>3.00</b>
	N	17	5	13	16	<b>51</b>
	Std. Deviation	.850	.935	.725	.688	<b>.800</b>
	Minimum	1.00	1.00	1.00	1.50	<b>1.00</b>
	Maximum	4.50	3.50	3.50	4.00	<b>4.50</b>



## Lead Teachers of Infants and Toddlers in Child Care Centers

Below are the results of the observations of 9 groups of infants and toddlers in child care centers. (See Table Q-45)

### State

The mean scores on the four factors for the lead teachers of infants and toddlers in child care centers observed with the *Teacher Child Interaction Scale* in Delaware were:

- Relationships: 3.29 (range 2.15 to 3.94, n=9);
- Developmentally appropriate teaching: 2.55 (range 1.00 to 3.75, n=9);
- Teacher direction: 2.56 (range 1.33 to 3.67, n=9); and
- Negative structuring: 3.11 (range 1.00 to 5.00, n=9).

### New Castle County

The mean scores on the four factors for the lead teachers of infants and toddlers in child care centers in New Castle County observed with the *Teacher Child Interaction Scale* were:

- Relationships: 3.34 (n= 1);
- Developmentally appropriate teaching: 3.75 (n= 1);
- Teacher direction: 3.44 (n=1); and
- Negative structuring: 3.00 (n=1).

### Wilmington

Due to sampling constraints, there were not any groups of infants and toddlers in child care centers from Wilmington that were observed using the *Teacher Child Interaction Scale*.

### Kent County

The mean scores on the four factors for the lead teachers of infants and toddlers in child care centers in Kent County observed with the *Teacher Child Interaction Scale* were:

- Relationships: 3.27 (range 2.15 to 3.94, n=8);
- Developmentally appropriate teaching: 2.40 (range 1.00 to 3.63, n=8);
- Teacher direction: 2.46 (range 1.33 to 3.67, n=8); and
- Negative structuring: 3.13 (range 1.00 to 5.00, n=8).

### Sussex County

Due to sampling constraints, there were not any groups of infants and toddlers in child care centers from Sussex County that were observed using the *Teacher Child Interaction Scale*.

See Table Q-45 for the results of the *Teacher Child Interaction Scale* for lead teachers of infants and toddlers in child care centers.

Table Q-45:

**Mean Scores on the *Teacher Child Interaction Scale* for Lead Teachers of Infants and Toddlers in Centers**

Location of Programs:		New Castle	Wilmington	Kent	Sussex	State
Factor:						
<b>Relationships</b>	Mean	3.44		3.27		<b>3.29</b>
	N	1	*	8	*	<b>9</b>
	Std. Deviation	.000		.597		<b>.561</b>
	Minimum	3.44		2.15		<b>2.15</b>
	Maximum	3.44		3.94		<b>3.94</b>
<b>Developmentally Appropriate Teaching</b>	Mean	3.75		2.40		<b>2.55</b>
	N	1	*	8	*	<b>9</b>
	Std. Deviation	.00		.906		<b>.960</b>
	Minimum	3.75		1.00		<b>1.00</b>
	Maximum	3.75		3.63		<b>3.75</b>
<b>Teacher Direction</b>	Mean	3.34		2.46		<b>2.56</b>
	N	1	*	8	*	<b>9</b>
	Std. Deviation	.000		.665		<b>.687</b>
	Minimum	3.34		1.33		<b>1.33</b>
	Maximum	3.34		3.67		<b>3.67</b>
<b>Negative Structuring</b>	Mean	3.00		3.13		<b>3.11</b>
	N	1	*	8	*	<b>9</b>
	Std. Deviation	.000		1.27		<b>1.19</b>
	Minimum	3.00		1.00		<b>1.00</b>
	Maximum	3.00		5.00		<b>5.00</b>

\*Due to sampling constraints, there were no groups of infants and toddlers in early care and education programs from Wilmington or Sussex County that were observed using the *Teacher Child Interaction Scale*.

## Lead Teachers of 3 to 5-Year-Olds in Child Care Centers

Below are the results of the observations of 70 groups for 3 to 5-year-olds in child care centers. (See Table Q-46)

### State

The mean scores on the four factors for the lead teachers of 3 to 5-year-olds in child care centers observed with the *Teacher Child Interaction Scale* in Delaware were:

- Relationships: 3.69 (range 2.06 to 4.94, n=70);
- Developmentally appropriate teaching: 3.16 (range 1.33 to 4.75, n=70);
- Teacher direction: 3.49 (range 1.00 to 5.00, n=70); and
- Negative structuring: 2.86 (range 1.00 to 5.00, n=69).

### New Castle County

The mean scores on the four factors for the lead teachers of 3 to 5-year-olds in child care centers observed with the *Teacher Child Interaction Scale* in New Castle County were:

- Relationships: 3.79 (range 2.41 to 4.88, n=26);
- Developmentally appropriate teaching: 3.45 (range 1.40 to 4.75, n=26);
- Teacher direction: 3.45 (range 2.00 to 5.00, n=26); and
- Negative structuring: 3.12 (range 1.00 to 5.00, n=25).

### Wilmington

The mean scores on the four factors for the lead teachers of 3 to 5-year-olds in child care centers observed with the *Teacher Child Interaction Scale* in Wilmington were:

- Relationships: 3.82 (range 2.39 to 4.78, n=16);
- Developmentally appropriate teaching: 3.27 (range 2.00 to 4.38, n=16);
- Teacher direction: 3.60 (range 1.67 to 5.00, n=16); and
- Negative structuring: 3.06 (range 2.00 to 4.00, n=16)

### Kent County

The mean scores on the four factors for the lead teachers of 3 to 5-year-olds in child care centers observed with the *Teacher Child Interaction Scale* in Kent County were:

- Relationships: 3.53 (range 2.06 to 4.94, n=17);
- Developmentally appropriate teaching: 2.73 (range 1.33 to 4.50, n=17);
- Teacher direction: 3.57 (range 1.00 to 5.00, n=17); and
- Negative structuring: 2.32 (range 1.00 to 4.50, n=17).

### Sussex County

- The mean scores on the four factors for the lead teachers of 3 to 5-year-olds in child care centers observed with the *Teacher Child Interaction Scale* in Sussex County were:
- Relationships: 3.54 (range 2.50 to 4.78, n=11);
- Developmentally appropriate teaching: 3.00 (range 2.17 to 4.13, n=11);
- Teacher direction: 3.30 (range 2.33 to 4.67, n=11); and
- Negative Structuring: 2.77 (range 1.50 to 4.00, n=11).

Table Q-46:

**Mean Scores on the *Teacher Child Interaction Scale* for Lead Teachers of 3 to 5-Year-Olds in Centers**

<b>Location of Programs:</b>		<b>New Castle</b>	<b>Wilmington</b>	<b>Kent</b>	<b>Sussex</b>	<b>State</b>
<b>Factor:</b>						
<b>Relationships</b>	Mean	3.79	3.82	3.53	3.54	<b>3.69</b>
	N	26	16	17	11	<b>70</b>
	Std. Deviation	.816	.780	.877	.827	<b>.817</b>
	Minimum	2.41	2.39	2.06	2.50	<b>2.06</b>
	Maximum	4.88	4.78	4.94	4.78	<b>4.94</b>
<b>Developmentally Appropriate Teaching</b>	Mean	3.45	3.27	2.73	3.00	<b>3.16</b>
	N	26	16	17	11	<b>70</b>
	Std. Deviation	.940	.873	1.04	.819	<b>.96</b>
	Minimum	1.40	2.00	1.33	2.17	<b>1.33</b>
	Maximum	4.75	4.38	4.50	4.13	<b>4.75</b>
<b>Teacher Direction</b>	Mean	3.45	3.60	3.57	3.30	<b>3.49</b>
	N	26	16	17	11	<b>70</b>
	Std. Deviation	.805	.998	1.38	.752	<b>.992</b>
	Minimum	2.00	1.67	1.00	2.33	<b>1.00</b>
	Maximum	5.00	5.00	5.00	4.67	<b>5.00</b>
<b>Negative Structuring</b>	Mean	3.12	3.06	2.32	2.77	<b>2.86</b>
	N	25*	16	17	11	<b>69*</b>
	Std. Deviation	1.10	.655	1.10	.932	<b>1.02</b>
	Minimum	1.00	2.00	1.00	1.50	<b>1.00</b>
	Maximum	5.00	4.00	4.50	4.00	<b>5.00</b>

\*One site in New Castle County was not assessed on "Negative Structuring."

## Lead Teachers in Head Start and Early Childhood Assistance Programs

Below are the results of the observations of 19 groups in Head Start and Early Childhood Assistance Programs (ECAP). (See Table Q-47)

### State

The mean scores on the four factors for lead teachers in Head Start and Early Childhood Assistance Programs (ECAP) observed with the *Teacher Child Interaction Scale* in Delaware were:

- Relationships: 3.75 (range 2.28 to 4.88, n=19);
- Developmentally appropriate teaching: 3.52 (range 2.13 to 4.63, n=19);
- Teacher direction: 3.46 (range 2.00 to 4.33, n=19); and
- Negative structuring: 3.47 (range 1.50 to 4.50, n=19).

### New Castle County

The mean scores on the four factors for lead teachers in Head Start and Early Childhood Assistance Programs (ECAP) observed with the *Teacher Child Interaction Scale* in New Castle County were:

- Relationships: 3.49 (range 2.67 to 4.88, n=6);
- Developmentally appropriate teaching: 3.22 (range 2.33 to 4.50, n=6);
- Teacher direction: 3.67 (range 3.33 to 4.00, n=6); and
- Negative structuring: 2.92 (range 1.50 to 4.00, n=6).

### Wilmington

Due to sampling constraints, there were no Head Start or Early Childhood Assistance Programs (ECAP) from Wilmington observed using the *Teacher Child Interaction Scale*.

### Kent County

The mean scores on the four factors for lead teachers in Head Start and Early Childhood Assistance Programs (ECAP) observed with the *Teacher Child Interaction Scale* in Kent County were:

- Relationships: 3.47 (range 2.28 to 4.63, n=5);
- Developmentally appropriate teaching: 3.33 (range 2.13 to 4.38, n=5);
- Teacher direction: 3.00 (range 2.00 to 3.67, n=5); and
- Negative structuring: 3.80 (range 3.00 to 4.50, n=5).

### Sussex County

The mean scores on the four factors for lead teachers in Head Start and Early Childhood Assistance Programs (ECAP) observed with the *Teacher Child Interaction Scale* in Sussex County were:

- Relationships: 4.12 (range 3.06 to 4.88, n=8);
- Developmentally appropriate teaching: 3.86 (range 2.88 to 4.63, n=8);
- Teacher direction: 3.58 (range 2.33 to 4.33, n=8); and
- Negative structuring: 3.69 (range 3.00 to 4.00, n=8).

Table Q-47:

**Mean Scores on the *Teacher Child Interaction Scale* for Lead Teachers in Head Start and Early Childhood Assistance Programs**

Location of Programs:		New Castle	Wilmington	Kent	Sussex	State
Factor:						
<b>Relationships</b>	Mean	3.49		3.47	4.12	<b>3.75</b>
	N	6		5	8	<b>19</b>
	Std. Deviation	.795	*	1.02	.624	<b>.815</b>
	Minimum	2.67		2.28	3.06	<b>2.28</b>
	Maximum	4.88		4.63	4.88	<b>4.88</b>
<b>Developmentally Appropriate Teaching</b>	Mean	3.22		3.33	3.86	<b>3.52</b>
	N	6		5	8	<b>19</b>
	Std. Deviation	.782	*	.925	.573	<b>.761</b>
	Minimum	2.33		2.13	2.88	<b>2.13</b>
	Maximum	4.50		4.38	4.63	<b>4.63</b>
<b>Teacher Direction</b>	Mean	3.67		3.00	3.58	<b>3.46</b>
	N	6		5	8	<b>19</b>
	Std. Deviation	.298	*	.667	.636	<b>.601</b>
	Minimum	3.33		2.00	2.33	<b>2.00</b>
	Maximum	4.00		3.67	4.33	<b>4.33</b>
<b>Negative Structuring</b>	Mean	2.92		3.80	3.69	<b>3.47</b>
	N	6		5	8	<b>19</b>
	Std. Deviation	1.07	*	.570	.372	<b>.772</b>
	Minimum	1.50		3.00	3.00	<b>1.50</b>
	Maximum	4.00		4.50	4.00	<b>4.50</b>

\*Due to sampling constraints, there were no groups in Head Start or Early Childhood Assistance Programs (ECAP) from Wilmington that were observed using the *Teacher Child Interaction Scale*.

## Lead Teachers of 3 to 5-Year-Olds in Part-Day Programs

Below are the results of the observations of 42 groups for 3 to 5-year-olds in part-day programs. (See Table Q-48)

### State

The mean scores on the four factors for lead teachers in part-day programs observed with the *Teacher Child Interaction Scale* in Delaware were:

- Relationships: 4.41 (range 2.12 to 5.00, n=42);
- Developmentally appropriate teaching: 3.97 (range 1.67 to 4.88, n=42);
- Teacher direction: 3.72 (range 2.33 to 5.00, n=42); and
- Negative structuring: 3.20 (range 1.50 to 4.00, n=42).

### New Castle County

The mean scores on the four factors for lead teachers in part-day programs observed with the *Teacher Child Interaction Scale* in New Castle County were:

- Relationships: 4.65 (range 3.83 to 5.00, n=20);
- Developmentally appropriate teaching: 4.31 (range 3.63 to 4.88, n=20);
- Teacher direction: 3.55 (range 2.33 to 4.33, n=20); and
- Negative structuring: 3.73 (range 3.00 to 4.00, n=20).

### Wilmington

The mean scores on the four factors for lead teachers in part-day programs observed with the *Teacher Child Interaction Scale* in Wilmington were:

- Relationships: 4.03 (range 2.71 to 5.00, n=10);
- Developmentally appropriate teaching: 3.61 (range 2.33 to 4.88, n=10);
- Teacher direction: 3.90 (range 3.00 to 4.67, n=10); and
- Negative structuring: 2.60 (range 1.50 to 3.50, n=10).

### Kent County

The mean scores on the four factors for lead teachers in part-day programs observed with the *Teacher Child Interaction Scale* in Kent County were:

- Relationships: 4.33 (range 2.12 to 5.00, n=12);
- Developmentally appropriate teaching: 3.70 (range 1.67 to 4.88, n=12);
- Teacher direction: 3.86 (range 2.33 to 5.00, n=12); and
- Negative structuring: 2.83 (range 1.50 to 3.50, n=12).

### Sussex County

Due to sampling constraints, there were no groups in part-day programs from Sussex County that were observed using the *Teacher Child Interaction Scale*.

Table Q-48:

**Mean Scores on the *Teacher Child Interaction Scale* for Lead Teachers in Part-Day Programs**

Location of Programs:		New Castle	Wilmington	Kent	Sussex	State
Factor:						
<b>Relationships</b>	Mean	4.65	4.03	4.33	*	<b>4.41</b>
	N	20	10	12		<b>42</b>
	Std. Deviation	.323	.908	.859		<b>.702</b>
	Minimum	3.83	2.71	2.12		<b>2.12</b>
	Maximum	5.00	5.00	5.00		<b>5.00</b>
<b>Developmentally Appropriate Teaching</b>	Mean	4.31	3.61	3.70	*	<b>3.97</b>
	N	20	10	12		<b>42</b>
	Std. Deviation	.348	.975	1.10		<b>.837</b>
	Minimum	3.63	2.33	1.67		<b>1.67</b>
	Maximum	4.88	4.88	4.88		<b>4.88</b>
<b>Teacher Direction</b>	Mean	3.55	3.90	3.86	*	<b>3.72</b>
	N	20	10	12		<b>42</b>
	Std. Deviation	.500	.473	.822		<b>.611</b>
	Minimum	2.33	3.00	2.33		<b>2.33</b>
	Maximum	4.33	4.67	5.00		<b>5.00</b>
<b>Negative Structuring</b>	Mean	3.73	2.60	2.83	*	<b>3.20</b>
	N	20	10	12		<b>42</b>
	Std. Deviation	.380	.907	.577		<b>.773</b>
	Minimum	3.00	1.50	1.50		<b>1.50</b>
	Maximum	4.00	3.50	3.50		<b>4.00</b>

\*Due to sampling constraints, there were no groups of children in part-day programs from Sussex County that were observed using the *Teacher Child Interaction Scale*.



## Lead Teachers of School-Age Children

Below are the results of the observations of 26 groups for school-age children in child care programs. (See Table Q-49)

### State

The mean scores on the four factors for lead teachers of school-age children in child care programs observed with the *Teacher Child Interaction Scale* in Delaware were:

- Relationships: 4.06 (range 2.36 to 4.89, n=26);
- Developmentally appropriate teaching: 3.15 (range 1.00 to 4.88, n=26);
- Teacher direction: 3.13 (range 1.33 to 5.00, n=26); and
- Negative structuring: 2.96 (range 1.00 to 4.50, n=26).

### New Castle County

The mean scores on the four factors for lead teachers of school-age children in child care programs observed with the Teacher Child Interaction Scale in New Castle County were:

- Relationships: 4.19 (range 2.40 to 4.89, n=15);
- Developmentally appropriate teaching: 3.57 (range 1.50 to 4.88, n=15);
- Teacher direction: 3.38 (range 1.33 to 5.00, n=15); and
- Negative structuring: 3.07 (range 1.00 to 4.00, n=15).

### Wilmington

The mean scores on the four factors for lead teachers of school-age children in child care programs observed with the *Teacher Child Interaction Scale* in Wilmington were:

- Relationships: 4.67 (n=1);
- Developmentally appropriate teaching: 4.50 (n=1);
- Teacher direction: 4.33 (n=1); and
- Negative structuring: 4.50 (n=1).

### Kent County

The mean scores on the four factors for lead teachers of school-age children in child care programs observed with the *Teacher Child Interaction Scale* in Kent County were:

- Relationships: 3.78 (range 2.67 to 4.50, n=4);
- Developmentally appropriate teaching: 2.38 (range 1.67 to 3.50, n=4);
- Teacher direction: 2.42 (range 1.33 to 4.00, n=4); and
- Negative structuring: 2.63 (range 1.00 to 4.00, n=4).

### Sussex County

The mean scores on the four factors for lead teachers of school-age children in child care programs observed with the *Teacher Child Interaction Scale* in Sussex County were:

- Relationships: 3.82 (range 2.36 to 4.72, n=6);
- Developmentally appropriate teaching: 2.38 (range 1.00 to 3.63, n=6);
- Teacher direction: 2.78 (range 1.67 to 5.00, n=6); and
- Negative structuring: 2.67 (range 1.00 to 4.00, n=6).

Table Q-49:

**Mean Scores on the *Teacher Child Interaction Scale* for Lead Teachers in School-Age Programs**

<b>Location of Programs:</b>		<b>New Castle</b>	<b>Wilmington</b>	<b>Kent</b>	<b>Sussex</b>	<b>State</b>
<b>Factor:</b>						
<b>Relationships</b>	Mean	4.19	4.67	3.78	3.82	<b>4.06</b>
	N	15	1	4	6	<b>26</b>
	Std. Deviation	.755	.000	.793	1.02	<b>.809</b>
	Minimum	2.40	4.67	2.67	2.36	<b>2.36</b>
	Maximum	4.89	4.67	4.50	4.72	<b>4.89</b>
<b>Developmentally Appropriate Teaching</b>	Mean	3.57	4.50	2.38	2.38	<b>3.15</b>
	N	15	1	4	6	<b>26</b>
	Std. Deviation	.947	.000	.798	1.07	<b>1.11</b>
	Minimum	1.50	4.50	1.67	1.00	<b>1.00</b>
	Maximum	4.88	4.50	3.50	3.63	<b>4.88</b>
<b>Teacher Direction</b>	Mean	3.38	4.33	2.42	2.78	<b>3.13</b>
	N	15	1	4	6	<b>26</b>
	Std. Deviation	.975	.000	1.20	1.26	<b>1.11</b>
	Minimum	1.33	4.33	1.33	1.67	<b>1.33</b>
	Maximum	5.00	4.33	4.00	5.00	<b>5.00</b>
<b>Negative Structuring</b>	Mean	3.07	4.50	2.63	2.67	<b>2.96</b>
	N	15	1	4	6	<b>26</b>
	Std. Deviation	.904	.000	1.25	1.37	<b>1.08</b>
	Minimum	1.00	4.50	1.00	1.00	<b>1.00</b>
	Maximum	4.00	4.50	4.00	4.00	<b>4.50</b>

*Delaware Early Care and Education  
Baseline Quality Study*

## **Early Care and Education Programs and Child Care Subsidy Payments: A Comparison of Programs that Do and Do Not Accept Payment**

This section presents information on early care and education programs observed in the *Delaware Early Care and Education Baseline Quality Study* that accept child care subsidy as payment for early care and education services and those that do not. This section also provides a comparison between those that accept child care subsidy and those that do not. Comparisons between these two groups are made on:

- fees charged by programs;
- demographics of the lead teachers;
- training of the lead teachers; and
- quality of programs.

The data sources for this section are the lead teachers' and directors' answers to the *Teacher Interview*, the *Family Child Care Interview*, the *Pre-visit Program Questionnaire*, and scores on one of the four environment rating scales and the *Teacher Child Interaction Scale (TCIS)* (Farran & Collins, 2001).

### **Measurements**

#### **Demographic Measurements**

Three different instruments were used to collect demographic information about the programs, teachers, and program directors. The *Pre-visit Program Questionnaire* was sent to each program director and family child care teacher who agreed to be in the study. This instrument was used to collect information on such demographics as the number of children enrolled in the program, the ages of children, the number of staff, and the hours of program operation. The variables contained in this questionnaire were determined by the *Delaware Early Care and Education Baseline Quality Study* Advisory Committee, the pilot data collectors, the researchers, and the model provided by the National Institute of Child Health and Human Development (NICHD) *Study of Early Child Care and Youth Development* (NICHD Early Child Care Research Network, 1996, 1997a, 1997b, 2001).

Directors and family child care teachers were asked to complete the *Pre-visit Program Questionnaire* prior to the observation visit. The visiting data collector confirmed the information in the questionnaire on the day of the program visit.

Two versions of a *Teacher Interview* were used to collect demographic information from family child care teachers and lead teachers at child care centers and part-day programs. One version was administered to lead teachers in child care centers and part-day programs to collect information about children in the group being observed, teacher training and experience, teacher pay rates, and teacher perceptions of early care and education as a career. The *Family Child Care Interview*, a version of the *Teacher Interview*, was administered to the teachers in family child care programs. This version combined the information from the *Director Interview* and the child care center version of the *Teacher Interview*. As with the *Pre-visit Program Questionnaire*, these protocols were determined by the Advisory Committee, the pilot data collectors, the researchers, and the models provided by the NICHD *Study of Early Child Care and Youth Development* (NICHD Early Child Care Research Network, 1996, 1997a, 1997b, 2001).

## Quality Measurements

Quality of early care and education programs was measured using two methods. One method used one of four different environment rating scales; a second method used a teacher-child interaction scale. All settings were assessed using an environment rating scale. A sub-sample of settings was also assessed using a teacher-child interaction scale.

## Environment Rating Scales

The environment rating scales used in this study were designed by a group of early childhood education researchers from the University of North Carolina at Chapel Hill. The scales have been used since 1980 and are the most widely used environment rating scales in the field. They are routinely used to determine program quality and are often used to determine tiered reimbursement for subsidized care funding (Maryland Department of Human Resources, 2003; Frank Porter Graham Child Development Institute, 2002). These instruments were:

- the *Infant/Toddler Environment Rating Scale* (ITERS) (Harms, Cryer, & Clifford, 1990);
- the *Early Childhood Environment Rating Scale-Revised* (ECERS-R) (Harms, Clifford, & Cryer, 1998);
- the *School-Age Care Environment Rating Scale* (SACERS) (Harms, Jacobs, & White, 1996); and
- the *Family Day Care Rating Scale* (FDCRS) (Harms & Clifford, 1989).

## *Teacher Child Interaction Scale*

The *Teacher Child Interaction Scale* (Farran & Collins, 2001) is an observation scale used to determine eleven specific teacher behaviors related to interaction with children. These behaviors were observed for amount, quality, and appropriateness. A version of this scale has been in use since 1986, and it is widely used for research purposes to document the quality of interactions between teachers and children in educational and care settings.

## **Sample**

A total of 411 early care and education groups were included in the analysis for this section. Early care and education programs were categorized into one of two groups: Those accepting child care subsidy funds (n=264) or those not accepting child care subsidy funds (n=147). To be included in the category “accepting child care subsidy,” the question, “Do you participate in Delaware’s Purchase of Care (POC) program?” was answered “yes” on the *Pre-visit Program Questionnaire*. Those included in the “not accepting child care subsidy” category answered “no” to this question. See Table CCS-1 for a description of the sample for this report section.

Early care and education program data were analyzed according to early care and education program types. The program types that were included in the analysis were family child care programs, groups for infants and toddlers in child care centers, and groups for 3 to 5-year-olds in child care centers, part-day programs, and school-age programs. Head Start and Early Childhood Assistance Programs (ECAP) were not included in the analysis because most Head Start and ECAPs do not charge families for their services. Table CCS-1 provides a summary of the sample of early care and education programs according to program type, geographic location, and acceptance or non-acceptance of child care subsidy.

While the table indicates the total number of groups observed and lead teachers interviewed, the responses reported may vary from these total numbers. There were cases when not all factors were observed in a group setting and there were questions that some teachers did not answer. Thus, the number (N) for each of the factors presented in this report may differ from the total number of groups observed or teachers interviewed.

Table CCS-1:

<b>Sample for Child Care Subsidy Comparison</b> <i>Delaware Early Care and Education Baseline Quality Study</i>										
	Accepting Child Care Subsidy					NOT Accepting Child Care Subsidy				
Location:	N	W	K	S	T	N	W	K	S	T
Program Type:	N	N	N	N	N %	N	N	N	N	N %
Family Child Care Programs	26	8	9	10	53 20.1%	18	0	4	5	27 18.4%
Child Care Centers:	9	9	11	12	41	7	3	2	1	13
Groups for Infants and Toddlers	22	13	16	17	68 25.8%	13	3	7	2	25 17.3%
Groups for 3 to 5-Year-Olds	33	23	19	22	97 36.7%	22	8	4	1	35 23.8%
School-Age Groups	9	5	6	11	31 11.7%	11	0	1	1	13 8.9%
Part-Day Programs:	2	1	1	0	4	8	1	3	5	17
Groups for 3 to 5-Year-Olds	9	4	2	0	15 5.7%	28	6	4	9	47 32.0%
Total Number of Programs	37	18	21	22	98	33	4	9	11	57
Total Number of Groups	99 37.5%	53 20.1%	52 19.7%	60 22.7%	264 100%	92 62.6%	17 11.6%	20 13.6%	18 12.2%	147 100%

\*N=New Castle County; W=Wilmington; K=Kent County; S=Sussex County; T=Total

## Child Care Subsidy Program

The Child Care and Development Fund (CCDF) of the Administration for Families, Youth, and Children of the U.S. Department of Health and Human Services makes funds available to states, territories, and tribes as authorized by the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 PL 104-193 to assist families living in poverty, families receiving temporary public assistance, and families and individuals transitioning from public assistance in obtaining child care so that parents can work or attend training/education (U.S. Department of Health and Human Services, n.d.).

In Delaware, the service is available for children from infancy through twelve years of age. The Division of Social Services (DSS) in the Department of Health and Social Services determines eligibility based on the need for the service and income. The income limit at the time of this study was set at 200% of the Federal Poverty Level, (an annual

family income of \$36,200 for a family of four in 2002) (U.S. Department of Health and Human Services, 2002).

When using the child care subsidy program funds, a family may choose a child care provider from:

- a state licensed child care center;
- a state licensed family child care or group home; or
- a license-exempt provider, such as a preschool, a school-age program, relative or other person, if a Child Care Certification Provider Agreement from a DSS Case Manager is obtained.

A family can make an arrangement with any licensed or license-exempt provider to pay the fees charged by the provider, and the child care subsidy program will reimburse the family based on the child care subsidy program's rates. The family can pay the difference between the child care subsidy rate and the fee charged by the early care and education program. In cases where the early care and education program is reimbursed directly, the provider agrees to accept the current state child care subsidy payment rate.

Market surveys of the average fee of child care are conducted in a state to determine the local market rate for early care and education programs. For a family eligible for child care subsidy, an early care and education program would be reimbursed at a percentage of the market rate.

## **Findings**

### **Fees for Early Care and Education Services**

#### **Fees for Services: Infant Care**

##### **Early Care and Education Programs**

The average weekly fee for an infant to attend an early care and education program that accepts child care subsidy was \$109.44 (N=76). The average weekly fee for an infant to attend an early care and education program that does not accept child care subsidy was \$119.71 (N=32). Early care and education programs that do not accept child care subsidy had an average weekly fee for an infant that was \$10.27 higher per week than the early care and education programs that do accept child care subsidy.

### Family Child Care Programs

The average weekly fee for an infant to attend a family child care program that accepts child care subsidy was \$104.05 (N=50). The average weekly fee for an infant to attend a family child care program not accepting child care subsidy was \$112.90 (N=25). Family child care programs that do not accept child care subsidy had an average weekly fee for an infant that was \$8.85 higher per week than the family child care programs that do accept child care subsidy.

### Child Care Centers

The average weekly fee for an infant to attend a child care center that accepts child care subsidy was \$119.81 (N=26). The average weekly fee for an infant to attend a child care center that does not accept child care subsidy was \$144.02 (N=7). Child care centers that do not accept child care subsidy had an average fee for an infant that was \$24.21 higher per week than the child care centers that do accept child care subsidy.

For more information about the fees for infant care, see Table CCS-2 below.

Table CCS-2: <b>Fees for Infant Care Services</b>				
What is the standard fee for one infant to attend your program for one week of service?				
<b>Program Type:</b>		<b>Family Child Care</b>	<b>Child Care Centers</b>	<b>Early Care and Education Programs</b>
<b>Accepting child care subsidy</b>	Average	\$104.05	\$119.81	<b>\$109.44</b>
	Range (\$)	\$67.50 - \$170.00	\$90.00 - \$205.00	<b>\$67.50 - \$205.00</b>
	N	50	26	<b>76</b>
<b>NOT accepting child care subsidy</b>	Average	\$112.90	\$144.02	<b>\$119.71</b>
	Range (\$)	\$65.00 - \$175.00	\$87.50 - \$216.45	<b>\$65.00 - \$216.45</b>
	N	25	7	<b>32</b>
<b>Total</b>	<b>Average</b>	<b>\$107.00</b>	<b>\$124.94</b>	<b>\$112.48</b>
	<b>Range (\$)</b>	<b>\$65.00 - \$175.00</b>	<b>\$87.50 - \$216.45</b>	<b>\$65.00 - \$216.45</b>
	<b>N</b>	<b>75</b>	<b>33</b>	<b>108</b>



## Fees for Services: Toddler Care

### Early Care and Education Programs

The average weekly fee for a toddler to attend an early care and education program that accepts child care subsidy was \$100.55 (N=77). The average weekly fee for a toddler to attend an early care and education program that does not accept child care subsidy was \$113.27 (N=33). Early care and education programs that do not accept child care subsidy had an average weekly fee for a toddler that was \$12.72 higher per week than the early care and education programs that do accept child care subsidy.

### Family Child Care Programs

The average weekly fee for a toddler to attend a family child care program that accepts child care subsidy was \$96.70 (N=50). The average weekly fee for a toddler to attend a family child care program not accepting child care subsidy was \$110.73 (N=24). Family child care programs that do not accept child care subsidy had an average weekly fee for a toddler that was \$14.03 higher per week than the family child care programs that do accept child care subsidy.

### Child Care Centers

The average weekly fee for a toddler to attend a child care center that accepts child care subsidy was \$107.67 (N=27). The average weekly fee for a toddler to attend a child care center that does not accept child care subsidy was \$120.04 (N=9). Child care centers that do not accept child care subsidy had an average weekly fee for a toddler that was \$12.37 higher per week than the child care centers that do accept child care subsidy.

For more information about the fees for toddler care, see Table CCS-3.

Table CCS-3: <b>Fees for Toddler Care Services</b>				
What is the standard fee for one toddler to attend your program for one week of service?				
<b>Program Type:</b>		<b>Family Child Care</b>	<b>Child Care Centers</b>	<b>Early Care and Education Programs</b>
<b>Accepting child care subsidy</b>	Average	\$96.70	\$107.67	<b>\$100.55</b>
	Range (\$)	\$60.00- \$170.00	\$75.00- \$190.00	<b>\$60.00- \$190.00</b>
	N	50	27	<b>77</b>
<b>NOT accepting child care subsidy</b>	Average	\$110.73	\$120.04	<b>\$113.27</b>
	Range (\$)	\$70.00- \$175.00	\$50.00- \$200.95	<b>\$50.00-\$200.95</b>
	N	24	9	<b>33</b>
<b>Total</b>	<b>Average</b>	<b>\$101.25</b>	<b>\$110.77</b>	<b>\$104.36</b>
	<b>Range (\$)</b>	<b>\$60.00- \$175.00</b>	<b>\$50.00- \$200.95</b>	<b>\$50.00- \$200.95</b>
	<b>N</b>	<b>74</b>	<b>36</b>	<b>110</b>

## **Fees for Services: Care for 3 to 5-Year-Olds**

### **Early Care and Education Programs**

The average weekly fee for a 3 to 5-year-old to attend a full-day early care and education program that accepts child care subsidy was \$94.16 (N=81). The average weekly fee for a 3 to 5-year-old to attend a full-day early care and education program that does not accept child care subsidy was \$106.05 (N=33). Early care and education programs that do not accept child care subsidy had an average fee for a 3 to 5-year-old that was \$11.89 higher per week than the early care and education programs that do accept child care subsidy.

### **Family Child Care Programs**

The average weekly fee for a 3 to 5-year-old to attend a family child care program that accepts child care subsidy was \$92.83 (N=46). The average weekly fee for a 3 to 5-year-old to attend a family child care program not accepting child care subsidy was \$104.57 (N=23). Family child care programs that do not accept child care subsidy had an average fee for a 3 to 5-year-old that was \$11.74 higher per week than family child care programs that do accept child care subsidy.

### **Child Care Centers**

The average weekly fee for a 3 to 5-year-old to attend a child care center that accepts child care subsidy was \$95.91 (N=35). The average weekly fee for a 3 to 5-year-old to attend a child care center that does not accept child care subsidy was \$109.46 (N=10). Child care centers that do not accept child care subsidy had an average fee for a 3 to 5-year-old that was \$13.55 higher per week than child care centers that do accept child care subsidy.

### **Part-Day Programs**

The average weekly fee for a 3 to 5-year-old to attend a part-day program that accepts child care subsidy was \$84.27 (N=3). The average weekly fee for a 3 to 5-year-old to attend a part-day program that does not accept child care subsidy was \$77.63 (N=9). Part-day programs that do accept child care subsidy had an average fee for a 3 to 5-year-old that was \$6.64 higher per week than child care centers that do not accept child care subsidy.

For more information about the fees for 3 to 5-year-olds, see Table CCS-4 and CCS-5.

Table CCS-4:

**Fees for Full-Day Programs for 3 to 5-Year-Olds**

What is the standard fee for one preschooler to attend your program for one week of service?

<b>Program Type:</b>		<b>Family Child Care</b>	<b>Child Care Centers</b>	<b>Early Care and Education Programs</b>
<b>Accepting child care subsidy</b>	<b>Average</b>	\$92.83	\$95.91	<b>\$94.16</b>
	<b>Range (\$)</b>	\$55.00 - \$150.00	\$59.50 - \$175.00	<b>\$55.00 - \$175.00</b>
	<b>N</b>	46	35	<b>81</b>
<b>NOT accepting child care subsidy</b>	<b>Average</b>	\$104.57	\$109.46	<b>\$106.05</b>
	<b>Range (\$)</b>	\$70.00 - \$175.00	\$36.70 - \$175.50	<b>\$36.70 - \$175.50</b>
	<b>N</b>	23	10	<b>33</b>
<b>Total</b>	<b>Average</b>	<b>\$96.74</b>	<b>\$98.92</b>	<b>\$97.60</b>
	<b>Range (\$)</b>	<b>\$55.00 - \$175.00</b>	<b>\$36.70 - \$175.50</b>	<b>\$36.70 - \$175.50</b>
	<b>N</b>	<b>69</b>	<b>45</b>	<b>114</b>

Table CCS-5:

**Fees for Part-Day Programs for 3 to 5-Year-Olds**

What is the standard fee for one preschooler to attend your program for one week of service?

<b>Accepting child care subsidy</b>	<b>Average</b>	\$84.27
	<b>Range (\$)</b>	\$23.80 - \$150.00
	<b>N</b>	3
<b>NOT accepting child care subsidy</b>	<b>Average</b>	\$77.63
	<b>Range (\$)</b>	\$33.30 - \$285.00
	<b>N</b>	9
<b>Total</b>	<b>Average</b>	<b>\$79.29</b>
	<b>Range (\$)</b>	<b>\$23.80 - \$285.00</b>
	<b>N</b>	<b>12</b>

## Fees for Services for School-Age Children

### Early Care and Education Programs

The average weekly fee for a school-age child to attend an early care and education program that accepts child care subsidy was \$68.74 (N=68). The average weekly fee for a school-age child to attend an early care and education program that does not accept child care subsidy was \$72.42 (N=30). Early care and education programs that do not accept child care subsidy had an average fee for a school-age child that was \$3.68 higher per week than the early care and education programs that do accept child care subsidy.

### Family Child Care Programs

The average weekly fee for a school-age child to attend a family child care program that accepts child care subsidy was \$75.49 (N=42). The average weekly fee for a school-age child to attend a family child care program that does not accept child care subsidy was \$75.57 (N=22). Family child care programs that do not accept child care subsidy had an average fee for a school-age child that was \$0.08 higher per week than family child care programs that do accept child care subsidy.

### Child Care Centers

The average weekly fee for a school-age child to attend a child care center that accepts child care subsidy was \$57.83 (N=26). The average weekly fee for a school-age child to attend a child care center not accepting child care subsidy was \$63.78 (N=8). Child care centers that do not accept child care subsidy had an average fee for a school-age child that was \$5.95 higher per week than child care centers that do accept child care subsidy.

For more information about the fees for school-age children, see Table CCS-6.

Table CCS-6: <b>Fees for Services for School-Age Children</b>				
What is the standard fee for one school-age child to attend your program for one week of service?				
<b>Program Type:</b>		<b>Family Child Care</b>	<b>Child Care Center</b>	<b>Early Care and Education Programs</b>
<b>Accepting child care subsidy</b>	Average	\$75.49	\$57.83	<b>\$68.74</b>
	Range (\$)	\$25.00 - \$250.00	\$30.00 - \$150.00	<b>\$25.00 - \$250.00</b>
	<b>N</b>	42	26	<b>68</b>
<b>NOT accepting child care subsidy</b>	Average	\$75.57	\$63.78	<b>\$72.42</b>
	Range (\$)	\$35.00 - \$175.00	\$26.25 - \$95.00	<b>\$26.25 - \$175.00</b>
	<b>N</b>	22	8	<b>30</b>
<b>Total</b>	<b>Average</b>	<b>\$75.52</b>	<b>\$59.23</b>	<b>\$69.86</b>
	<b>Range (\$)</b>	<b>\$25.00 - \$250.00</b>	<b>\$26.25 - \$150.00</b>	<b>\$25.00 - \$250.00</b>
	<b>N</b>	<b>64</b>	<b>34</b>	<b>98</b>

## Demographic Descriptions of Teachers

The section provides information about the hourly wages, age, career plans, education, and training of those lead teachers in programs that accept child care subsidy and those programs that do not accept child care subsidy.

### Average Hourly Wage for Lead Teachers

Lead teachers were asked to report their hourly wages. The analysis of the responses is presented comparing the average hourly wages earned by lead teachers working in programs that accept child care subsidy and those programs that do not.

#### State

The average hourly wage for the lead teachers in those programs accepting child care subsidy (N=227) was \$7.99, ranging from \$.95 to \$19.00 per hour. The average hourly wage for the lead teachers in those programs not accepting child care subsidy (N=114) was \$9.17, ranging from \$1.15 to \$20.00. The average hourly wage for all lead teachers in the state was \$8.39. Statewide, for all program types, the average hourly wage for teachers working in programs that did accept child care subsidy was lower than the average for all teachers. It was also lower than the average for teachers working in programs that did not accept child care subsidy.

#### Family Child Care Programs

Of the family child care teachers in programs that accept child care subsidy (N=40), the average hourly wage was \$5.59, ranging from \$0.95 to \$15.00. Of the family child care teachers in programs that do not accept child care subsidy (N=21), the average hourly wage was \$7.52, ranging from \$1.15 to \$15.00. The average hourly wage for all family child care teachers (N=61) was \$6.26.

#### Lead Teachers of Infants and Toddlers in Child Care Centers

Of the lead teachers of infants and toddlers in child care centers that accept child care subsidy (N=64), the average hourly wage was \$8.22, ranging from \$6.15 to \$14.27. Of the lead teachers of infants and toddlers in child care centers that do not accept child care subsidy (N=27), the average hourly wage was \$8.59, ranging from \$6.15 to \$12.00. The average hourly wage for all lead teachers of infants and toddlers in child care centers (N=91) was \$8.33.

#### Lead Teachers of 3 to 5-Year-Olds in Child Care Centers

Of the lead teachers of 3 to 5-year-olds in child care centers that accept child care subsidy (N=86), the average hourly wage was \$8.70, ranging from \$6.15 to \$19.00. Of the lead teachers of 3 to 5-year-olds in child care centers that do not accept child care subsidy (N=32), the average hourly wage was \$10.05, ranging from \$6.50 to \$17.00. The average hourly wage for all lead teachers of 3 to 5-year-olds in child care centers (N=118) was \$9.07.

### Lead Teachers of 3 to 5-Year-Olds in Part-Day Programs

Of the lead teachers of 3 to 5-year-olds in part-day programs that accept child care subsidy (N=11), the average hourly wage was \$9.57, ranging from \$6.00 to \$13.00. Of the lead teachers of 3 to 5-year-olds in part-day programs that do not accept child care subsidy (N=20), the average hourly wage was \$10.69, ranging from \$3.27 to \$20.00. The average hourly wage for all lead teachers of 3 to 5-year-olds attending part-day programs (N=31) was \$10.29.

### Lead Teachers in School-Age Programs

Of the lead teachers of children in school-age programs that accept child care subsidy (N=26), the average hourly wage was \$8.14, ranging from \$6.50 to \$15.00. Of the lead teachers of children in school-age programs that do not accept child care subsidy (N=14), the average hourly wage for the lead teachers was \$8.56, ranging from \$6.25 to \$11.00. The average hourly wage for all lead teachers in school-age programs (N=40) was \$8.29.

For more information about the hourly wage of lead teachers, see Table CCS-7.

Table CCS-7: <b>Hourly Wage of Lead Teachers</b>				
What is your hourly wage?				
Teachers of:		Accepting Child Care Subsidy	NOT Accepting Child Care Subsidy	Total
<b>Family Child Care</b>	Mean	\$5.59	\$7.52	<b>\$6.26</b>
	Range	\$0.95-\$15.00	\$1.15-\$15.00	<b>\$0.95-\$15.00</b>
	SD	\$3.24	\$4.26	<b>\$3.71</b>
	N	40	21	<b>61</b>
<b>Infants and Toddlers in Child Care Centers</b>	Mean	\$8.22	\$8.59	<b>\$8.33</b>
	Range	\$6.15-\$14.27	\$6.15-\$12.00	<b>\$6.15-\$14.27</b>
	SD	\$1.94	\$1.76	<b>\$1.89</b>
	N	64	27	<b>91</b>
<b>3 to 5-Year-Olds in Child Care Centers</b>	Mean	\$8.70	\$10.05	<b>\$9.07</b>
	Range	\$6.15-\$19.00	\$6.50-\$17.00	<b>\$6.15-\$19.00</b>
	SD	\$2.35	\$2.26	<b>\$2.40</b>
	N	86	32	<b>118</b>
<b>3 to 5-Year-Olds in Part-Day Programs</b>	Mean	\$9.57	\$10.69	<b>\$10.29</b>
	Range	\$6.00-\$13.00	\$3.27-\$20.00	<b>\$3.27-\$20.00</b>
	SD	\$2.35	\$4.08	<b>\$3.56</b>
	N	11	20	<b>31</b>
<b>Children in School-Age Programs</b>	Mean	\$8.14	\$8.56	<b>\$8.29</b>
	Range	\$6.50-\$15.00	\$6.25-\$11.00	<b>\$6.25-\$15.00</b>
	SD	\$2.10	\$1.43	<b>\$1.88</b>
	N	26	14	<b>40</b>
<b>Total</b>	<b>Mean</b>	<b>\$7.99</b>	<b>\$9.17</b>	<b>\$8.39</b>
	<b>Range</b>	<b>\$.95-\$19.00</b>	<b>\$1.15-\$20.00</b>	<b>\$0.95-\$20.00</b>
	<b>SD</b>	<b>\$2.65</b>	<b>\$3.10</b>	<b>\$2.86</b>
	<b>N</b>	<b>227</b>	<b>114</b>	<b>341</b>

## Age of Lead Teachers

Lead teachers were asked to report their ages. The analysis of the responses is presented comparing the average ages of lead teachers working in programs that accept child care subsidy and those programs that do not accept subsidy.

### State

The average age for the lead teachers in those programs accepting child care subsidy (N=269) was 37 years, ranging from 16 to 67 years. The average age of all lead teachers in those programs not accepting child care subsidy (N=153) was 40 years, ranging from 17 to 79 years. The average age of these lead teachers for the state (N=422) was 38 years. Statewide for these lead teachers, the average age of teachers working in programs accepting child care subsidy was younger than the lead teachers statewide and was also younger than the lead teachers working in programs that did not accept child care subsidy. This trend toward younger lead teachers working in programs accepting child care subsidy was not true for lead teachers of infants and toddlers in child care centers and for lead teachers of school-age children.

### Family Child Care Programs

Of the family child care teachers in programs that accept child care subsidy (N=52), the average teacher age was 41 years, ranging from 23 to 66 years. Of the family child care teachers in programs that do not accept child care subsidy (N=28), the average teacher age was 44 years, ranging from 30 to 62 years. The average age for all teachers in family child care programs (N=80) was 42 years.

### Lead Teachers of Infants and Toddlers in Child Care Centers

Of the lead teachers of infants and toddlers in child care centers that accept child care subsidy (N=69), the average teacher age was 39 years, ranging from 18 to 67 years. Of the lead teachers of infants and toddlers in child care centers that do not accept child care subsidy (N=25), the average teacher age was 33 years, ranging from 17 to 53 years. The average age for all lead teachers (N=94) of infants and toddlers in child care centers was 37 years.

### Lead Teachers of 3 to 5-Year-Olds in Child Care Centers

Of the lead teachers of 3 to 5-year-olds in child care centers that accept child care subsidy (N=103), the average teacher age was 35 years, ranging from 20 to 67 years. Of the lead teachers of 3 to 5-year-olds in child care centers that do not accept child care subsidy (N=35), the average teacher age was 37 years, ranging from 18 to 59 years. The average age for all lead teachers of 3 to 5-year-olds in child care centers (N=138) was 36 years.

### Lead Teachers in Part-Day Programs

Of the lead teachers of 3 to 5-year-olds in part-day programs that accept child care subsidy (N=16), the average teacher age was 32 years, ranging from 18 to 63 years. Of the lead teachers of 3 to 5-year-olds in part-day programs that do not accept child care subsidy (N=51), the average teacher age was 45 years, ranging from 21 to 79 years. The average age for all lead teachers of 3 to 5-year-olds attending part-day programs (N=67) was 42 years.

### Lead Teachers in School-Age Programs

Of the lead teachers of children in school-age programs that accept child care subsidy (N=29), the average teacher age was 33 years, ranging from 16 to 59 years. Of the lead teachers of children in school-age programs that do not accept child care subsidy (N=14) the average teacher age was 28 years, ranging from 17 to 46 years. The average age for all lead teachers in school-age programs (N=43) was 31 years.

For more information about the age of lead teachers, see Table CCS-8.

Table CCS-8: <b>Age of Lead Teachers</b>				
How old are you?				
Teachers of:		Accepting Child Care Subsidy	NOT Accepting Child Care Subsidy	Total
<b>Family Child Care</b>	Mean	41	44	<b>42</b>
	Range	23-66	30-62	<b>23-66</b>
	SD	9.26	8.10	<b>8.92</b>
	N	52	28	<b>80</b>
<b>Infants and Toddlers in Child Care Centers</b>	Mean	39	33	<b>37</b>
	Range	18-67	17-53	<b>17-67</b>
	SD	12.86	12.08	<b>12.85</b>
	N	69	25	<b>94</b>
<b>3 to 5-Year-Olds in Child Care Centers</b>	Mean	35	37	<b>36</b>
	Range	20-67	18-59	<b>18-67</b>
	SD	10.06	10.62	<b>10.22</b>
	N	103	35	<b>138</b>
<b>3 to 5-Year-Olds in Part-Day Programs</b>	Mean	32	45	<b>42</b>
	Range	18-63	21-79	<b>18-79</b>
	SD	11.57	10.37	<b>12.02</b>
	N	16	51	<b>67</b>
<b>Children in School-Age Programs</b>	Mean	33	28	<b>31</b>
	Range	16-59	17-46	<b>16-59</b>
	SD	13.20	9.46	<b>12.23</b>
	N	29	14	<b>43</b>
<b>All Programs</b>	Mean	<b>37</b>	<b>40</b>	<b>38</b>
	Range	<b>16-67</b>	<b>17-79</b>	<b>16-79</b>
	SD	<b>11.45</b>	<b>11.76</b>	<b>11.59</b>
	N	<b>269</b>	<b>153</b>	<b>422</b>

### Highest Level of Education Completed by Lead Teachers

Lead teachers were asked to report what was the highest level of education that they had completed. Of the lead teachers in programs accepting child care subsidy (N=267), the most frequently reported level of educational attainment was that of a high school graduate (44.2%, n=118). Of the lead teachers in programs not accepting child care subsidy (N= 152), the most frequently reported level of educational attainment was bachelor's degree (29.6%, n=45) followed closely by being a high school graduate (28.3%, n=43).



Of the lead teachers working in programs that accept child care subsidy (N=267), 48.3% (n=129) of the lead teachers were high school graduates or had not completed high school; 25.8% (n=69) of the lead teachers had some college without a degree; 1.5% (n=4) of the lead teachers had a “Child Development Associate Training (CDA) Credential”; 9.7% (n=26) of the lead teachers had an associate’s degree; and 13.8% (n=37) of the lead teachers had a bachelor’s degree or master’s degree. Of the lead teachers working in programs not accepting child care subsidy (N=152), 30.3% (n=46) had graduated from high school or had not completed high school; 19.1% (n=29) of the lead teachers had some college without a degree; 7.2% (n=11) of the lead teachers had an associate’s degree; and 40.8% (n=62) of the lead teachers had a bachelor’s or master’s degree.

For more information about the education of lead teachers, see Table CCS-9.

Table CCS-9:				
<b>Education Level of Lead Teachers</b>				
What is the highest level of education you have completed?				
<b>Education Level:</b>		<b>Accepting Child Care Subsidy</b>	<b>NOT Accepting Child Care Subsidy</b>	<b>Totals</b>
<b>High School Not Completed</b>	N %	11 4.1%	3 2.0%	<b>14 3.3%</b>
<b>High School/GED</b>	N %	118 44.2%	43 28.3%	<b>161 38.4%</b>
<b>Some College without a degree</b>	N %	69 25.8%	29 19.1%	<b>98 23.4%</b>
<b>CDA* Credential</b>	N %	4 1.5%	0 0.0%	<b>4 1.0%</b>
<b>Associate’s degree</b>	N %	26 9.7%	11 7.2%	<b>37 8.8%</b>
<b>Bachelor’s degree</b>	N %	31 11.6%	45 29.6%	<b>76 18.1%</b>
<b>Master’s degree</b>	N %	6 2.2%	17 11.2%	<b>23 5.5%</b>
<b>Other</b>	N %	2 0.7%	4 2.6%	<b>6 1.4%</b>
<b>Totals</b>	<b>N %</b>	<b>267 100.0%</b>	<b>152 100.0%</b>	<b>419 100.0%</b>

\* Child Development Associate’s Training Credential

## Lead Teachers’ Perceptions of Their Work:

### Short-Term Job or Long-Term Career

Lead teachers were asked to report whether they considered their position in their early care and education program to be a short-term job or a long-term career. Of the lead teachers in programs that accepted child care subsidy (N=269), 24.9% (n=67) considered their work to be probably a long-term career, and 65.1% (n=175) considered their work to be definitely a long-term career. Of the lead teachers in programs that did not accept child care

subsidy (N=151), 28.5% (n=43) considered their work to be probably long-term, and 61.6% (n=93) considered their work to be definitely long-term. The majority of lead teachers in both types of programs (n=268, 63.8%) considered their work to be long-term.

For more information about the lead teachers' consideration of their work as a short-term job or long-term career, see Table CCS-10.

Table CCS-10: <b>Short-Term Job or Long-Term Career</b>				
Do you consider your work with children a short-term job or a long-term career?				
		<b>Accepting Child Care Subsidy</b>	<b>NOT Accepting Child Care Subsidy</b>	<b>Totals</b>
<b>Definitely Short-term</b>	N %	6 2.2%	5 3.3%	<b>11 2.6%</b>
<b>Probably Short-term</b>	N %	21 7.8%	10 6.6%	<b>31 7.4%</b>
<b>Probably Long-term</b>	N %	67 24.9%	43 28.5%	<b>110 26.2%</b>
<b>Definitely Long-term</b>	N %	175 65.1%	93 61.6%	<b>268 63.8%</b>
<b>Total</b>	<b>N %</b>	<b>269 100.0%</b>	<b>151 100.0%</b>	<b>420 100.0%</b>

## Content of Teacher Training

Lead teachers were asked to indicate if they had training on a variety of topics. The information that follows describes the training experiences of lead teachers who work in programs that accept child care subsidy and the training experiences of lead teachers who work in programs that do not accept child care subsidy.

### Training in Safety

Of the lead teachers in all types of early care and education programs (N=419), 97.1% (n=407) reported having had training in “safety including First Aid and CPR.” In all types of early care and education programs that accept child care subsidy (N=268), 97.4% (n=261) of the lead teachers reported having had training in “safety including First Aid and CPR.” A slightly lower proportion of lead teachers (96.7%, n=146) in programs that do not accept child care subsidy (N=151) reported having had training in “safety.” See Table CCS-11.

## Training in Child Development

Of the lead teachers in all types of early care and education programs (N=417), 94.2% (n=393) reported having had training in “child development.” In all types of early care and education programs that accept child care subsidy, 95.5% (n=253) of the lead teachers (N=265) reported having had training in “child development including physical, cognitive, language, and social development.” Proportionately fewer lead teachers (92.1%, n=140) in programs that do not accept child care subsidy (N=152) reported having had training in “child development.” See Table CCS-11.

## Training in Managing and Disciplining Children

Of the lead teachers in all types of early care and education programs (N=414), 91.5% (n=379) reported having had training in “managing and disciplining children.” In all types of early care and education programs that accept child care subsidy, 90.5% (n=239) of the lead teachers (N=264) reported having had training in “managing and disciplining children.” Proportionately more lead teachers (93.3%, n=140) in programs that do not accept child care subsidy (N=150) reported having had training in “managing and disciplining children.” See Table CCS-11.

## Training in Helping Children Resolve Conflicts

Of the lead teachers in all types of early care and education programs (N=411), 88.1% (n=362) reported having had training in “helping children resolve conflicts.” In all types of early care and education programs that accept child care subsidy, 89.3% (n=234) of the lead teachers (N=262) reported having had training in “helping children resolve conflicts.” Proportionately fewer lead teachers (85.9%, n=128) in programs that do not accept child care subsidy (N=149) reported having had training in “helping children resolve conflicts.” See Table CCS-11.

## Training in Curriculum Planning

Of the lead teachers in all types of early care and education programs (N=416), 85.1% (n=354) reported having had training in “curriculum planning.” In all types of early care and education programs that accept child care subsidy, 82.3% (n=218) of the lead teachers (N=265) reported having had training in “curriculum planning.” Proportionately more lead teachers (90.1%, n=136) in programs that do not accept child care subsidy (N=151) reported having had training in “curriculum planning.” See Table CCS-11.

## Training in Children's Health and Nutrition

Of the lead teachers in all types of early care and education programs (N=420), 84.5% (n=355) reported having had training in “children’s health and nutrition.” In all types of early care and education programs that accept child care subsidy, 89.2% (n=239) of the lead teachers (N=268) in programs that accept child care subsidy reported that they had received training in “children’s health and nutrition.” Proportionately fewer lead teachers (76.3%, n=116) in programs that do not accept child care subsidy (N=152) reported having had training in “children’s health and nutrition.” See Table CCS-11.

## Training in Working with Parents

Of the lead teachers in all types of early care and education programs (N=414), 80.7% (n=334) reported having had training in “working with parents and helping them understand children’s development.” In all types of early care and education programs that accept child care subsidy, 83.6% (n=219) of the lead teachers in programs that accept child care subsidy (N=262) reported having had training in “working with parents and helping them understand children’s development.” Proportionately fewer (75.7%, n=115) of the lead teachers in programs that do not accept child care subsidy (N=152) reported having had training in “working with parents.” See Table CCS-11.

## Training in Promoting Language Development

Of the lead teachers in all types of early care and education programs (N=411), 67.6% (n=278) reported having had training in “promoting language development in children.” In all types of early care and education programs that accept child care subsidy, 64.4% (n=168) of the lead teachers (N=261) reported having had training in “promoting language development in children.” Proportionately more (73.3%, n=110) lead teachers in programs that do not accept child care subsidy (N=150) reported having had training in “promoting language development in children.” See Table CCS-11.

## Training in Literacy Development

Of the lead teachers in all types of early care and education programs (N=412), 63.3% (n=261) reported having had training in “literacy development in children.” In all types of early care and education programs that accept child care subsidy (N=263), 58.6% (n=154) of the lead teachers in programs that accept child care subsidy reported that they had received training in “literacy development in children.” Many (71.8%, n=107) lead teachers in programs that do not accept child care subsidy (N=149) reported that they had received training in “literacy development in children.” See Table CCS-11.

## **Training in Working with Other Staff**

Of the lead teachers in all types of early care and education programs (N=408), 59.8%, (n=244) reported having had training in “working with other staff.” In all types of early care and education programs that accept child care subsidy, 63.4% (n=163) of the lead teachers (N=257) reported having had training in “working with other staff.” Proportionately fewer (53.6%, n=81) of the lead teachers in programs that do not accept child care subsidy (N=151) reported having had training in “working with other staff.” See Table CCS-11.

## **Training in Working with Children with Disabilities**

Of the lead teachers in all types of early care and education programs (N=415), 54.0% (n=224) reported having had training in “working with children with disabilities.” In all types of early care and education programs that accept child care subsidy, 54.7% (n=145) of the lead teachers (N=265) reported having had training in “working with children with disabilities.” Proportionately fewer (52.7%, n=79) lead teachers in programs that do not accept child care subsidy (N=150) reported having had training in “working with children with disabilities.” See Table CCS-11.

## **Training in Operating an Early Childhood Program**

Of the lead teachers in all types of early care and education programs (N=414), 44.4% (n=184) reported having had training in “operating an early childhood program.” In all types of early care and education programs that accept child care subsidy, 48.5% (n=127) of the lead teachers in programs that accept child care subsidy (N=262) reported having had training in “operating an early childhood program.” Proportionately fewer (37.5%, n=57) lead teachers in programs that do not accept child care subsidy (N=152) reported having had training in “operating an early childhood program.” See Table CCS-11.

## **Training in Financial Management of an Early Childhood Program**

Of the lead teachers in all types of early care and education programs (N=414), 27.3% (n=113) reported having had training in “financial management of an early childhood program.” In all types of early care and education programs that accept child care subsidy, 30.5% (n=80) of the lead teachers in programs that accept child care subsidy (N=262) reported having had training in the “financial management of an early childhood program.” Proportionately fewer (21.7%, n=33) lead teachers in programs that do not accept child care subsidy (N=152) reported having had training in the “financial management of an early childhood program.” See Table CCS-11.

Table CCS-11:				
Teacher Training				
In all of your training, have you had training in:				
Topic of Teacher Training:		Accepting child care subsidy	NOT accepting child care subsidy	Total
<b>Safety</b> Including First Aid and CPR	Yes	261	146	<b>407</b>
	%	<b>97.4%</b>	<b>96.7%</b>	<b>97.1%</b>
	N	268	151	<b>419</b>
<b>Child Development</b> Physical, cognitive, language, and social	Yes	253	140	<b>393</b>
	%	<b>95.5%</b>	<b>92.1%</b>	<b>94.2%</b>
	N	265	152	<b>417</b>
<b>Managing and Disciplining children</b>	Yes	239	140	<b>379</b>
	%	<b>90.5%</b>	<b>93.3%</b>	<b>91.5%</b>
	N	264	150	<b>414</b>
<b>Helping Children Resolve Conflicts</b>	Yes	234	128	<b>362</b>
	%	<b>89.3%</b>	<b>85.9%</b>	<b>88.1%</b>
	N	262	149	<b>411</b>
<b>Curriculum Planning</b> How to plan activities for children	Yes	218	136	<b>354</b>
	%	<b>82.3%</b>	<b>90.1%</b>	<b>85.1%</b>
	N	265	151	<b>416</b>
<b>Children's Health and Nutrition</b>	Yes	239	116	<b>355</b>
	%	<b>89.2%</b>	<b>76.3%</b>	<b>84.5%</b>
	N	268	152	<b>420</b>
<b>Working with Parents</b> Helping them understand children's development	Yes	219	115	<b>334</b>
	%	<b>83.6%</b>	<b>75.7%</b>	<b>80.7%</b>
	N	262	152	<b>414</b>
<b>Promoting Language Development</b>	Yes	168	110	<b>278</b>
	%	<b>64.4%</b>	<b>73.3%</b>	<b>67.6%</b>
	N	261	150	<b>411</b>
<b>Literacy Development</b>	Yes	154	107	<b>261</b>
	%	<b>58.6%</b>	<b>71.8%</b>	<b>63.3%</b>
	N	263	149	<b>412</b>
<b>Working with Other Staff</b>	Yes	163	81	<b>244</b>
	%	<b>63.4%</b>	<b>53.6%</b>	<b>59.8%</b>
	N	257	151	<b>408</b>
<b>Working with Children with Disabilities</b>	Yes	145	79	<b>224</b>
	%	<b>54.7%</b>	<b>52.7%</b>	<b>54.0%</b>
	N	265	150	<b>415</b>

Table CCS-11:  
(cont.)**Teacher Training (cont.)**

In all of your training, have you had training in:				
Topic of Teacher Training:		Accepting child care subsidy	NOT accepting child care subsidy	Total
Operating an Early Childhood Program	Yes	127	57	184
	%	48.5%	37.5%	44.4%
	N	262	152	414
Financial Management of an Early Childhood Program	Yes	80	33	113
	%	30.5%	21.7%	27.3%
	N	262	152	414

**Training to Work with Specific Age Groups of Children**

Lead teachers were asked to indicate whether they had training to work with two specific age groups of children, infants and school-age children. The information related to the lead teachers currently working with these two age groups is reported here.

**Training in Working with Infants**

Of the lead teachers in all types of early care and education programs (N=421), 57.5% (n=242) reported having had training in “working with infants.” In all types of early care and education programs that accept child care subsidy, 61.5% (n=166) of the lead teachers in programs that accept child care subsidy (N=264) reported having had training in “working with infants.” Proportionately fewer (50.3%, n=76) lead teachers in programs that do not accept child care subsidy (N=147) reported having had training in “working with infants.” See Table CCS-12.

**Family Child Care Programs**

Of the family child care teachers (N=79), 73.4% (n=58) reported having had training in “working with infants.” In family child care programs that accept child care subsidy, 71.2% (n=37) of the teachers (N=52) reported having had training in “working with infants.” Proportionately more 77.8% (n=21) of the family child care teachers in programs not accepting child care subsidy (N=27) reported having had training in “working with infants.” See Table CCS-12.

**Lead Teachers of Infants and Toddlers in Child Care Centers**

Of the lead teachers of groups of infants and toddlers in child care centers (N=92), 69.6% (n=64) reported having had training in “working with infants.” In programs that accept child care subsidy, 73.5% (n=50) of the lead teachers of groups of infants and toddlers

in child care centers (N=68) reported having had training in “working with infants.” Proportionately fewer (58.3%, n=14) lead teachers of groups of infants and toddlers in child care centers not accepting child care subsidy (N=24) reported having had training in “working with infants.” See Table CCS-12.

Table CCS-12:				
In all your training, have you had training in <b>working with infants?</b>				
Teachers of:		Accepting child care subsidy	NOT accepting child care subsidy	Total
<b>Family Child Care</b>	Yes	37	21	<b>58</b>
	%	<b>71.2%</b>	<b>77.8%</b>	<b>73.4%</b>
	N	52	27	<b>79</b>
<b>Infants and Toddlers in Child Care Centers</b>	Yes	50	14	<b>64</b>
	%	<b>73.5%</b>	<b>58.3%</b>	<b>69.6%</b>
	N	68	24	<b>92</b>
<b>All Programs*</b>	<b>Yes</b>	<b>166</b>	<b>76</b>	<b>242</b>
	<b>%</b>	<b>61.5%</b>	<b>50.3%</b>	<b>57.5%</b>
	<b>N</b>	<b>264</b>	<b>147</b>	<b>421</b>

## Training in Working with School-Age Children

Of the lead teachers in all types of early care and education programs (N=418), 69.1% (n=289) reported having had training in “working with school-age children”. In all types of early care and education programs that accept child care subsidy, 67.4% (n=180) of the lead teachers in programs that accept child care subsidy (N=267) reported having had training in “working with school-age children”. Proportionately more (72.2%, n=109) of the lead teachers in programs that do not accept child care subsidy (N=151) reported having had training in “working with school-age children.” See Table CCS-13.

### Family Child Care Programs

Of the family child care teachers (N=78), 74.4% (n=58) reported having had training in “working with school-age children.” In family child care programs that accept child care subsidy (N=51), 74.5% (n=38) of the teachers reported having received training in “working with school-age children.” A similar proportion (74.1%, n=20) of family child care teachers in programs not accepting child care subsidy (N=27) reported having received training in “working with school-age children.” See Table CCS-13.

### Lead Teachers in School-Age Programs

Of the lead teachers of children school-age programs (N=43), 83.7% (n=36) reported having had training in “working with school-age children.” In programs that accept child care subsidy, 79.3% (n=23) of the lead teachers of children in school-age programs (N=29)



reported having received training in “working with school-age children.” Proportionately more (92.9%, n=13) of the lead teachers of children in school-age programs not accepting child care subsidy (N=14) reported having had training in “working with school-age children.” See Table CCS-13.

Table CCS-13: In all your training, have you had training in <b>working with school-age children?</b>				
Teachers of:		Accepting child care subsidy	NOT accepting child care subsidy	Total
Family Child Care	Yes	38	20	58
	%	74.5%	74.1%	74.4%
	N	51	27	78
Children in School-Age Programs	Yes	23	13	36
	%	79.3%	92.9%	83.7%
	N	29	14	43
All Programs*	Yes	180	109	289
	%	67.4%	72.2%	69.1%
	N	267	151	418

## Quality of Early Care and Education

Each group setting in each early care and education program observed was assessed for quality of programming. One of four different environment rating scales instruments was used to measure the quality in that particular group: *Family Day Care Rating Scale (FDCRS)*, *Infant/Toddler Environment Rating Scale (ITERS)*, *Early Childhood Environment Rating Scale-Revised (ECERS-R)*, or *School-Age Care Environment Rating Scale (SACERS)*. As a result of assessing the quality dimensions of the items comprising the environment rating scales, the data collectors made a judgment and each item was assigned a score. The scores are based on evaluating each item according to anchor descriptors from numbers 1 and 2 (Inadequate), 3 (Minimal), and through 5 (Good), to 6 and 7 (Excellent).

An item was assigned a rating of ‘1’ if any part of the description found under the anchor of ‘1’ applied. If none of the descriptors of ‘1’ applied the data collector then read the descriptors under anchor ‘3’ and evaluated the program according to the presence of these descriptors. A rating of ‘2’ was assigned if none of the descriptors of ‘1’ applied and half or more of the descriptors under ‘3’ applied. A rating of ‘3’ was assigned if all the parts of the description of ‘3’ were met. If all of the components of ‘3’ were met the data collector continued to read the descriptors of ‘5.’ Again, if all of the descriptors under ‘5’ were met the item was scored a ‘5,’ if not all but at least half were met the item was scored a ‘4.’ If all the anchors under ‘5’ were met, the data collector then read the description of ‘7.’ If all the

items under '5' were met and at least half of the items under '7' were met the item was scored a '6.' A rating of '7' was only given when all the descriptors in '3,' '5,' and '7' were present.

In developing the subscale scores, the scores for each item in the subscale were added and then divided by the number of scored items to create a mean score on that subscale. These subscale scores are reported in the tables in the following pages. The programs were grouped according to their mean subscale scores into 7 categories: 1<2, 2<3, 3<4, 4<5, 5<6, 6<7, 7.

The mean subscale scores were further divided into three categories: "Poor," "Mediocre," and "Good." This system was established in the *Cost, Quality and Child Outcomes Study* (Helburn, 1995a, 1995b). A program was placed in the "poor" category if the subscale score ranged from 1.00<3.00, a program was placed in the "mediocre" category if the subscale score ranged from 3.01<4.99, and a program was placed in the "good" category if the subscale score ranged from 5.00<7.00. In the figures that are associated with this information, the following legend is used throughout:

#### Environment Subscale Figure Legend

 = rating of "poor"       = rating of "mediocre"       = rating of "good"

To compare the subscale scores of those groups observed in early care and education programs that accept child care subsidy with the subscale scores of those groups observed in early care and education programs that do not accept child care subsidy, the statistical analysis used was an analysis of variance (ANOVA). It was determined by the research team that in this situation where a continuous variable from two different sized samples was being compared that the ANOVA was the most appropriate statistical analysis.

On the following pages, the results of the quality assessments of the different early care and education program types are provided. The results are reported by program type and ages of children within program type. Data collected from family child care programs using the *FDCRS* are reported first. The next section reports on infant and toddler groups in child care centers using the *ITERS*. Programming for 3 to 5-year-olds in two different program types (child care centers and part-day programs) using the *ECERS-R* and school-age programming using the *SACERS* complete the information gained from the observations using the environment rating scales.

## Quality Measured by Environment Rating Scales

### Quality of Family Child Care Programs

Family child care program quality was measured using the *Family Day Care Rating Scale (FDCRS)* (Harms & Clifford, 1989). The *FDCRS* is constructed of seven subscales that measure different aspects of quality. These are:

- Space and furnishings;
- Basic care routines;
- Language and reasoning;
- Learning activities;
- Social development;
- Adult needs; and
- Provisions for children with exceptionalities.

These subscales were measured using as few as three assessment items to as many as nine assessment items, all of which use the seven-point rating system described on page CCS-23.

The tables and figures on the following pages illustrate the subscale scores for the 52 family child care programs that do accept child care subsidy and the 26 family child care programs that do not accept child care subsidy observed in the *Delaware Early Care and Education Baseline Quality Study*.

## Space and Furnishings

The family child care programs were assessed on the space available for various activities and the type of furnishings available to support children's activities. The characteristics assessed included:

- Furnishings for routine care and learning and as well as relaxation and comfort;
- Children's furniture and equipment;
- Indoor space with adequate lighting, ventilation, and temperature;
- Indoor and outdoor space for active play;
- Space for each child to play independently; and
- Displays appropriate for children.

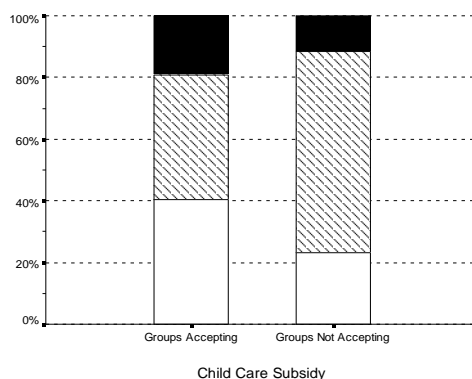
Each characteristic was based on a set of factors that defined the characteristic.

Below are the results of the observations of 78 family child care programs. (See Table CCS-14 and Figure CCS-1)

Table CCS-14:									
Score on the <i>FDCRS</i> “Space and Furnishings” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
Accepting child care subsidy	N %	8 15.4%	13 25.0%	12 23.1%	9 17.3%	10 19.2%	0 0.0%	0 0.0%	52
		21 40.4%		21 40.4%		10 19.2%			
NOT accepting child care subsidy	N %	1 3.8%	5 19.2%	8 30.8%	9 34.6%	3 11.5%	0 0.0%	0 0.0%	26
		6 23.1%		17 65.4%		3 11.5%			
Subscale Rating:		Poor		Mediocre		Good			

Figure CCS-1:

### Rating on the *FDCRS* "Space and Furnishings" Subscale



In order to further compare the scores on the subscale "Space and Furnishings," an ANOVA was conducted. Based on these scores there is not a statistically significant difference between those programs accepting child care subsidy and those programs that do not ( $F=1.046$ ,  $p<.310$ ).

## Basic Care Routines

The basic care of children in family child care programs was assessed by observing how the teacher managed daily routines and matters intrinsic to the well-being of children.

The characteristics assessed included:

- Attention to children upon arriving and leaving;
- Appropriate bottle-feeding and age-appropriate feeding practices;
- Nutritional quality of meals and snacks provided;
- Nap or rest time practices;
- Diapering/toileting sanitation procedures;
- Personal grooming habits of teacher and children; and
- Maintenance of a healthy and safe environment.

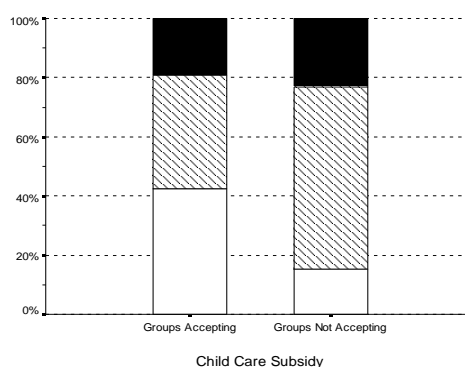
Each characteristic was based on a set of factors that defined the characteristic.

Below are the results of the observations of 78 family child care programs. (See Table CCS-15 and Figure CCS-2)

Table CCS-15:									
Score on the <i>FDCRS</i> “Basic Care Routines” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
Accepting child care subsidy	N %	11 21.2%	11 21.2%	13 25.0%	7 13.5%	7 13.5%	3 5.8%	0 0.0%	52
		22 42.3%		20 38.5%		10 19.2%			
NOT accepting child care subsidy	N %	0 0.0%	4 15.4%	12 46.2%	4 15.4%	5 19.2%	1 3.8%	0 0.0%	26
		4 15.4%		16 61.5%		6 23.1%			
Subscale Rating:		Poor		Mediocre		Good			

Figure CCS-2:

**Rating on the *FDCRS* “Basic Care Routines” Subscale**



In order to further compare the scores on the subscale “Basic Care Routines,” an ANOVA was conducted. Based on these scores there is not a statistically significant difference between those programs accepting child care subsidy and those programs that do not ( $F=3.001$ ,  $p<.087$ ).

## Language and Reasoning

Children of different ages may be cared for in a family child care setting, so family child care teachers must foster language and reasoning skills for children of all ages. The family child care teachers were assessed to describe the extent to which language and reasoning were supported. The characteristics assessed included:

- Social talking to infants and toddlers;
- Responses to sounds infants make;
- Questions that require complex responses;
- Suitable books available to each age group;
- Materials that help children understand language such as puppets, toy telephones, puzzles, games; and
- Materials used to help children learn concepts of size, shape, color, and numbers.

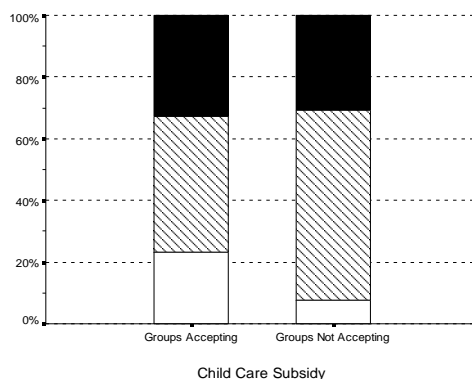
Each characteristic was based on a set of factors that defined the characteristic.

Below are the results of the observations of 78 family child care programs. (See Table CCS-16 and Figure CCS-3)

Table CCS-16:									
Score on the <i>FDCRS</i> “Language and Reasoning” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
Accepting child care subsidy	N %	2 3.8%	10 19.2%	8 15.4%	15 28.8%	7 13.5%	7 13.5%	3 5.8%	52
		12 23.1%		23 44.2%		17 32.7%			
NOT accepting child care subsidy	N %	0 0.0%	2 7.7%	7 26.9%	9 34.6%	4 15.4%	2 7.7%	2 7.7%	26
		2 7.7%		16 61.5%		8 30.8%			
Subscale Rating:		Poor		Mediocre		Good			

Figure CCS-3:

### Rating on the *FDCRS* “Language and Reasoning” Subscale



In order to further compare the scores on the subscale “Language & Reasoning,” an ANOVA was conducted. Based on these scores there is not a statistically significant difference between those programs accepting child care subsidy and those programs that do not ( $F=0.399$ ,  $p<.530$ ).

## Learning Activities

In addition to meeting the basic care needs of children, it is expected that family child care teachers offer a variety of learning activities throughout the day. The characteristics assessed included:

- Eye-hand materials available for each age group;
- Experiences with art, music, and movement activities;
- Sand and water play available indoors and outdoors;
- Dramatic play materials available such as dolls and dress-up clothes;
- Block-building materials;
- Appropriate use of television;
- Schedule of daily activities;
- Supervision of all play activities; and
- Teacher's balance of work and personal interests.

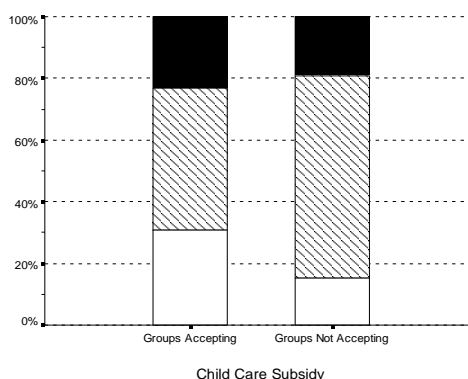
Each characteristic was based on a set of factors that defined the characteristic.

Below are the results of the observations of 78 family child care programs. (See Table CCS-17 and Figure CCS-4)

Table CCS-17:									
Score on the <i>FDCRS</i> “Learning Activities” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
Accepting child care subsidy	N %	6 11.5%	10 19.2%	13 25.0%	11 21.2%	11 21.2%	1 1.9%	0 0.0%	52
		16 30.8%		24 46.1%		12 23.1%			
NOT accepting child care subsidy	N %	1 3.8%	3 11.5%	10 38.5%	7 26.9%	5 19.2%	0 0.0%	0 0.0%	26
		4 15.4%		17 65.4%		5 19.2%			
Subscale Rating:		Poor		Mediocre		Good			

Figure CCS-4:

Rating on the *FDCRS* "Learning Activities" Subscale



In order to further compare the scores on the subscale "Learning Activities," an ANOVA was conducted. Based on these scores there is not a statistically significant difference between those programs accepting child care subsidy and those programs that do not ( $F=0.426$ ,  $p<.516$ ).

## Social Development

Family child care teachers should also encourage the social development of children. The characteristics assessed included:

- Physical contact with children;
- Extent of control, appropriate guidance, and discipline;
- Presence of dolls, books, and pictures that reflect cultural diversity; and
- Experiences with gender-neutral activities.

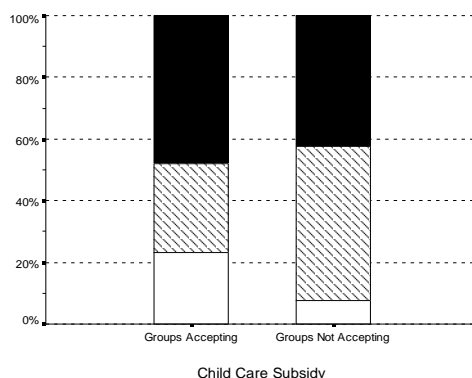
Each characteristic was based on a set of factors that defined the characteristic.

Below are the results of the observations of 78 family child care programs. (See Table CCS-18 and Figure CCS-5)

Table CCS-18:									
Score on the <i>FDCRS</i> “Social Development” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
Accepting child care subsidy	N %	1 1.9%	11 21.2%	6 11.5%	9 17.3%	17 32.7%	5 9.6%	3 5.8%	52
		12 23.0%		15 28.8%		25 48.1%			
NOT accepting child care subsidy	N %	1 3.8%	1 3.8%	6 23.1%	7 26.9%	8 30.8%	3 11.5%	0 0.0%	26
		2 7.7%		13 50.0%		11 42.3%			
Subscale Rating:		Poor		Mediocre		Good			

Figure CCS-5:

**Rating on the *FDCRS* “Social Development” Subscale**



In order to further compare the scores on the subscale “Social Development,” an ANOVA was conducted. Based on these scores there is not a statistically significant difference between those programs accepting child care subsidy and those programs that do not. ( $F=.000$ ,  $p<.995$ ).



## Adult Needs

The family child care teachers were assessed to describe the extent to which their personal and professional needs were being met. The characteristics assessed included:

- Relationships with parents;
- Balance of family responsibilities and child care responsibilities; and
- Involvement in opportunities for professional growth, such as reading professional magazines, attending workshops, or having on-site technical assistance visits.

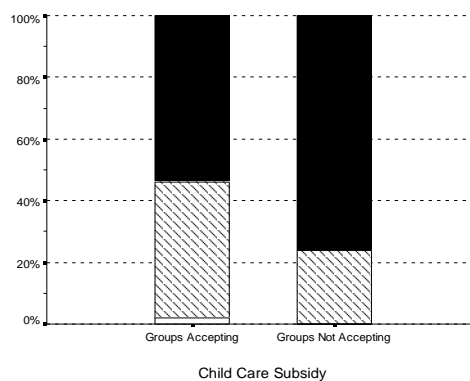
Each characteristic was based on a set of factors that defined the characteristic.

Below are the results of the observations of 77 family child care programs. (See Table CCS-19 and Figure CCS-6)

Table CCS-19:									
Score on the <i>FDCRS</i> “Adult Needs” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
Accepting child care subsidy	N %	0 0.0%	1 1.9%	7 13.5%	16 30.8%	19 36.5%	8 15.4%	1 1.9%	52
		1 1.9%		23 44.3%		28 53.8%			
NOT accepting child care subsidy	N %	0 0.0%	0 0.0%	0 0.0%	6 24.0%	9 36.0%	10 40.0%	0 0.0%	25
		0 0.0%		6 24.0%		19 76.0%			
Subscale Rating:		Poor		Mediocre		Good			

Figure CCS-6:

Rating on the *FDCRS* “Adult Needs” Subscale



In order to further compare the scores on the subscale “Adult Needs,” an ANOVA was conducted. Based on these scores there is a statistically significant difference between those programs accepting child care subsidy and those programs that do not ( $F=6.472$ ,  $p<.013$ ).

## Quality of Programming for Infants and Toddlers

The quality of infant and toddler programming was measured using the *Infant/Toddler Environment Rating Scale (ITERS)* (Harms et al., 1990). The *ITERS* is constructed of seven subscales that measure different aspects of quality. These are:

- Furnishings and display for children;
- Personal care routines;
- Listening and talking;
- Learning activities;
- Interaction;
- Program structure; and
- Adult needs.

These subscales are measured using as few as two assessment items to as many as nine assessment items, all of which use the seven-point rating system described on page CCS-23.

The tables and figures on the following pages illustrate the subscale scores for the 68 infant and toddler groups in child care centers that do accept child care subsidy and the 26 infant and toddler groups in child care centers that do not accept child care subsidy observed in the *Delaware Early Care and Education Baseline Quality Study*.

## Furnishings and Display for Children

The infant and toddler groups were assessed on the space available for various activities and the type of furnishings available to support children's activities. The characteristics assessed included:

- Furnishings for routine care and learning;
- Furnishings for relaxation and comfort;
- Children's furniture and equipment;
- Arrangement of the room for activities and adequate supervision; and
- Displays appropriate for children.

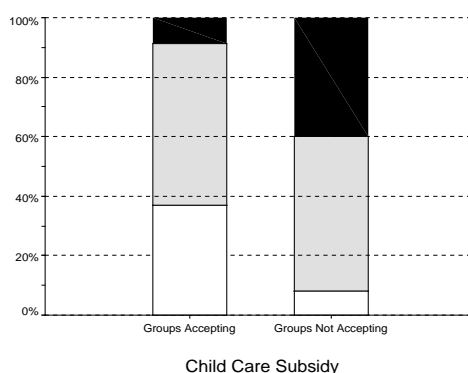
Each characteristic was based on a set of factors that defined the characteristic.

Below are the results of the observations of 93 groups for infants and toddlers in child care centers. (See Table CCS-20 and Figure CCS-7)

Table CCS-20:									
Score on the <i>ITERS</i> “Space and Furnishings” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
Accepting child care subsidy	N %	1 1.5%	24 35.3%	25 36.8%	12 17.6%	6 8.8%	0 0.0%	0 0.0%	68
		25 36.8%		37 54.4%		6 8.8%			
NOT accepting child care subsidy	N %	0 0.0%	2 8.0%	4 16.0%	9 36.0%	9 36.0%	1 4.0%	0 0.0%	25
		2 8.0%		13 52.0%		10 40.0%			
Subscale Rating:		Poor		Mediocre		Good			

Figure CCS-7:

**Rating on the *ITERS* "Space and Furnishings" Subscale**



In order to further compare the scores on the subscale "Space and Furnishings," an ANOVA was conducted. Based on these scores there is a statistically significant difference between those programs accepting child care subsidy and those programs that do not ( $F=24.809$ ,  $p<.000$ ).

## Personal Care Routines

Infant and toddler personal care routines take place throughout the day. Teachers are responsible for these personal care routines to be accomplished in a manner that ensures the health and well-being of all children. The characteristics assessed included:

- Attention to children upon arrival and departure;
- Appropriate bottle-feeding and age-appropriate feeding practices;
- Nutritional quality of meals and snacks provided;
- Nap or rest time practices;
- Diapering/toileting sanitation procedures;
- Personal hygiene practices of teachers and children;
- Maintenance of a healthy and safe environment; and
- Staff awareness of safety policies and procedures.

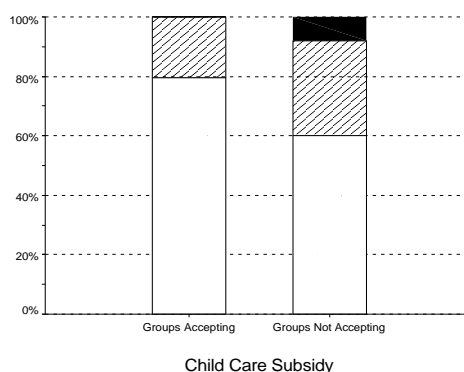
Each characteristic was based on a set of factors that defined the characteristic.

Below are the results of the observations of 93 groups for infants and toddlers in child care centers. (See Table CCS-21 and Figure CCS-8)

Table CCS-21: Score on the <i>ITERS</i> “Personal Care Routines” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
Accepting child care subsidy	N %	27 39.7%	27 39.7%	13 19.1%	1 1.5%	0 0.0%	0 0.0%	0 0.0%	68
		54 79.4%		14 20.6%		0 0.00%			
NOT accepting child care subsidy	N %	9 36.0%	6 24.0%	5 20.0%	3 12.0%	1 4.0%	1 4.0%	0 0.0%	25
		15 60.0%		8 32.0%		2 8.0%			
Subscale Rating:		Poor		Mediocre		Good			

Figure CCS-8:

**Rating on the *ITERS* “Personal Care Routines” Subscale**



In order to further compare the scores on the subscale “Personal Care Routines,” an ANOVA was conducted. Based on these scores there is a statistically significant difference between those programs accepting child care subsidy and those programs that do not ( $F=5.341$ ,  $p<.023$ ).

## Listening and Talking

In order to develop the listening and talking skills of infants and toddlers, teacher interactions and activities are vital. The lead teachers of infant and toddlers in child care centers were assessed to describe the extent to which listening and talking were supported. The characteristics assessed included:

- Informal social talking to infants;
- Teacher responsiveness to infants and toddlers; and
- Use of books and pictures.

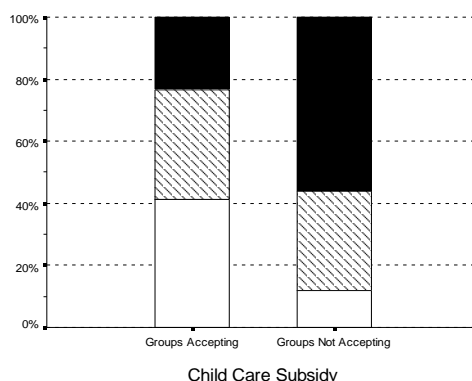
Each characteristic was based on a set of factors that defined the characteristic.

Below are the results the observations of 93 groups for infants and toddlers in child care centers. (See Table CCS-22 and Figure CCS-9)

Table CCS-22:									
Score on the <i>ITERS</i> “Listening and Talking” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
Accepting child care subsidy	N %	10 14.7%	18 26.5%	13 19.1%	11 16.2%	6 8.8%	7 10.3%	3 4.4%	68
		28 41.2%		24 35.3%		16 23.5%			
NOT accepting child care subsidy	N %	0 0.0%	3 12.0%	4 16.0%	4 16.0%	5 20.0%	3 12.0%	6 24.0%	25
		3 12.0%		8 32.0%		14 56.0%			
Subscale Rating:		Poor		Mediocre		Good			

Figure CCS-9:

### Rating on the *ITERS* “Listening and Talking” Subscale



In order to further compare the scores on the subscale “Listening and Talking,” an ANOVA was conducted. Based on these scores there is a statistically significant difference between those programs accepting child care subsidy and those programs that do not ( $F=13.684$ ,  $p<.000$ ).

## Learning Activities

In addition to meeting the basic care needs of children, it is expected that teachers of infants and toddlers offer a variety of learning activities throughout the day. The characteristics assessed included:

- Eye-hand coordination materials available;
- Equipment available for active physical play and opportunities for physical play;
- Experiences with art, music, and movement activities;
- Block-building materials available;
- Dramatic play materials available such as dolls, household furnishings, and dress-up clothes;
- Sand or water play available indoors or outdoors; and
- Presence of dolls, books, and pictures that reflect cultural diversity.

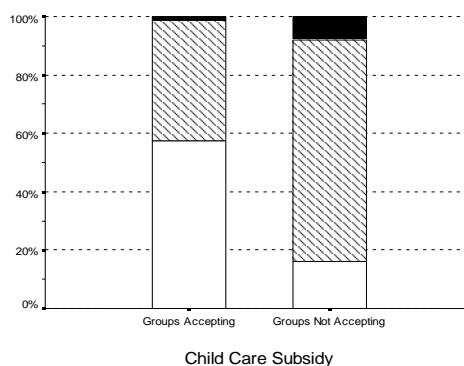
Each characteristic was based on a set of factors that defined the characteristic.

Below are the results of the observations of 93 groups for infants and toddlers in child care centers. (See Table CCS-23 and Figure CCS-10)

Table CCS-23: Score on the <i>ITERS</i> “Learning Activities” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
Accepting child care subsidy	N %	9 13.2%	30 44.1%	17 25.0%	11 16.2%	1 1.5%	0 0.0%	0 0.0%	68
		39 57.4%		28 41.2%		1 1.5%			
NOT accepting child care subsidy	N %	0 0.0%	4 16.0%	9 36.0%	10 40.0%	2 8.0%	0 0.0%	0 0.0%	25
		4 16.0%		19 76.0%		2 8.0%			
Subscale Rating:		Poor		Mediocre		Good			

Figure CCS-10:

Rating on the *ITERS* “Learning Activities” Subscale



In order to further compare the scores on the subscale “Learning Activities,” an ANOVA was conducted. Based on these scores there is a statistically significant difference between those programs accepting child care subsidy and those programs that do not ( $F=17.186$ ,  $p<.000$ ).

## Interaction

Teachers and groups were assessed on the presence and quality of the many different types of interactions with infants and toddlers. The characteristics assessed included:

- Appropriate interactions among children;
- Appropriate teacher-child interactions; and
- Extent of control, appropriate guidance, and discipline.

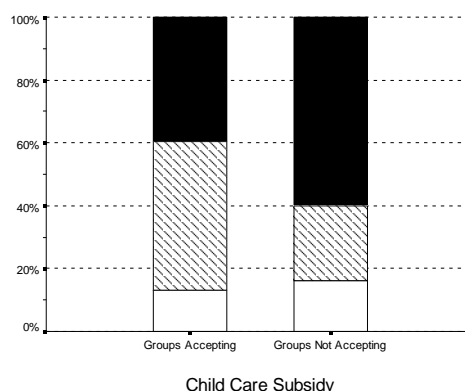
Each characteristic was based on a set of factors that defined the characteristic.

Below are the results of the observations of 93 groups for infants and toddlers in child care centers. (See Table CCS-24 and Figure CCS-11)

Table CCS-24:									
Score on the <i>ITERS</i> “Interaction” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
Accepting child care subsidy	N %	0 0.0%	9 13.2%	14 20.6%	18 26.5%	12 17.6%	12 17.6%	3 4.4%	68
		9 13.2%		32 47.1%		27 39.7%			
NOT accepting child care subsidy	N %	0 0.0%	4 16.0%	1 4.0%	5 20.0%	4 16.0%	11 44.0%	0 0.0%	25
		4 16.0%		6 24.0%		15 60.0%			
Subscale Rating:		Poor		Mediocre		Good			

Figure CCS-11:

**Rating on the *ITERS* “Interaction” Subscale**



In order to further compare the scores on the subscale “Interaction,” an ANOVA was conducted. Based on these scores there is not a statistically significant difference between those programs accepting child care subsidy and those programs that do not ( $F=2.115$ ,  $p<.149$ ).

## Program Structure

Program structure is the ability of a teacher to organize the time spent with the infants and toddlers during the caregiving period. The characteristics assessed included:

- Schedule of daily activities;
- Teacher supervision of all activities;
- Cooperation and coordination among teachers in the program; and
- Accommodations made for children with special needs.

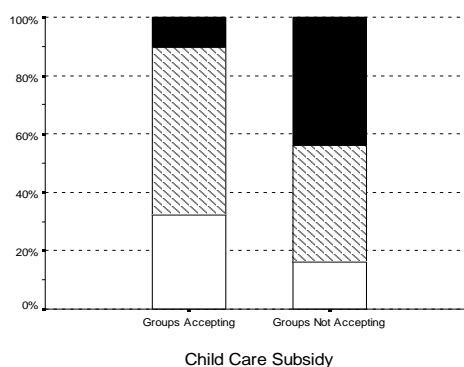
Each characteristic was based on a set of factors that defined the characteristic.

Below are the results of the observations of 93 groups for infants and toddlers in child care centers. (See Table CCS-25 and Figure CCS-12)

Table CCS-25:									
Score on the <i>ITERS</i> “Program Structure” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
Accepting child care subsidy	N %	0 0.0%	22 32.4%	12 17.6%	27 39.7%	5 7.4%	2 2.9%	0 0.0%	68
		22 32.4%		39 57.4%		7 10.3%			
NOT accepting child care subsidy	N %	0 0.0%	4 16.0%	3 12.0%	7 28.0%	7 28.0%	3 12.0%	1 4.0%	25
		4 16.0%		10 40.0%		11 44.0%			
Subscale Rating:		Poor		Mediocre		Good			

Figure CCS-12:

**Rating on the *ITERS* “Program Structure” Subscale**



In order to further compare the scores on the subscale “Program Structure,” an ANOVA was conducted. Based on these scores there is a statistically significant difference between those programs accepting child care subsidy and those programs that do not ( $F=10.442$ ,  $p<.002$ ).



## Adult Needs

Lead teachers of infants and toddlers in child care centers were assessed to describe the extent to which their personal and professional needs were met in their groups. The characteristics assessed included:

- Personal needs of the adult staff were met;
- Involvement in opportunities for professional growth, such as reading professional magazines, attending workshops, or having on-site technical assistance visits;
- Availability of adult meeting areas;
- Information available for parents; and
- Relationships with parents.

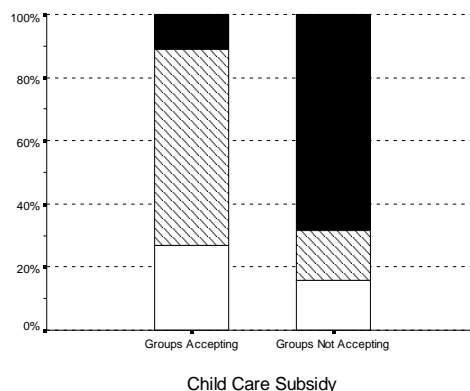
Each characteristic was based on a set of factors that defined the characteristic.

Below are the results of the observations of 82 groups for infants and toddlers in child care centers. (See Table CCS-26 and Figure CCS-13)

Table CCS-26:									
Score on the <i>ITERS</i> “Adult Needs” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
Accepting child care subsidy	N %	0 0.0%	17 27.0%	13 20.6%	26 41.3%	7 11.1%	0 0.0%	0 0.0%	63
		17 27.0%		39 61.9%		7 11.1%			
NOT accepting child care subsidy	N %	0 0.0%	3 15.8%	1 5.3%	2 10.5%	11 57.9%	2 10.5%	0 0.0%	19
		3 15.8%		3 15.8%		13 68.4%			
Subscale Rating:		Poor		Mediocre		Good			

Figure CCS-13:

Rating on the *ITERS* “Adult Needs” Subscale



In order to further compare the scores on the subscale “Adult Needs,” an ANOVA was conducted. Based on these scores there is a statistically significant difference between those programs accepting child care subsidy and those programs that do not ( $F=14.273$ ,  $p<.000$ ).



## Quality of Programming for 3 to 5-Year-Olds

The quality of programming for 3 to 5-year-olds in full-day child care center programs and part-day programs was measured using the *Early Childhood Environment Rating Scale-Revised (ECERS-R)* (Harms et al., 1998). The *ECERS-R* is constructed of seven subscales that measure different aspects of quality of programs for 3 to 5-year-olds. These are:

- Space and furnishings;
- Personal care routines;
- Language and reasoning;
- Activities;
- Interaction;
- Program structure; and
- Parents and staff.

These subscales are measured using as few as four assessment items to as many as ten assessment items, all of which use the seven-point rating system described on page CCS-23.

The tables and figures on the following pages illustrate the subscale scores for the 193 groups for 3 to 5-year-olds observed in the *Delaware Early Care and Education Baseline Quality Study*. The groups are divided among:

- 96 groups for 3 to 5-year-olds in child care centers that accept child care subsidy;
- 35 groups for 3 to 5-year-olds in child care centers that do not accept child care subsidy;
- 15 groups for 3 to 5-year-olds in part-day programs that accept child care subsidy; and
- 47 groups for 3 to 5-year-olds in part-day programs that do not accept child care subsidy.

## Space and Furnishings

The groups for 3 to 5-year-olds were assessed on the space available for various activities and the type of furnishings available to support children's activities. The characteristics assessed included:

- Furnishings for routine care and learning and furnishings for relaxation and comfort;
- Children's furniture and equipment;
- Indoor space with adequate lighting, ventilation, and temperature;
- Indoor and outdoor space for active play;
- Space for each child to play independently;
- Displays appropriate for children; and
- Space and equipment available for gross motor play.

Each characteristic was based on a set of factors that defined the characteristic.

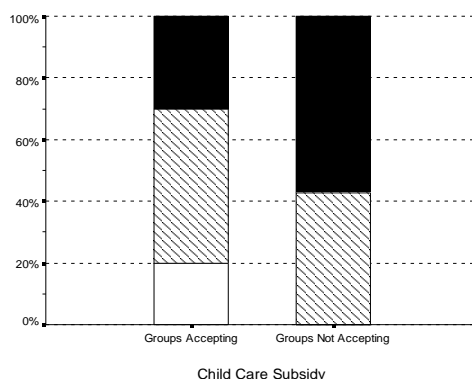
Below are the results of the observations of 131 groups for 3 to 5-year-olds in child care centers. (See Table CCS-27 and Figure CCS-14)

### Child Care Centers

Table CCS-27:									
Score on the <i>ECERS</i> “Space and Furnishings” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
Accepting child care subsidy	N %	9 9.4%	10 10.4%	21 21.9%	27 28.1%	23 24.0%	6 6.3%	0 0.0%	96
		19 19.8%		48 50.0%		29 30.2%			
NOT accepting child care subsidy	N %	0 0.0%	0 0.0%	4 11.4%	11 31.4%	11 31.4%	9 25.7%	0 0.0%	35
		0 0.00%		15 42.9%		20 57.1%			
Subscale Rating:		Poor		Mediocre		Good			

Figure CCS-14:

### Rating on the *ECERS* "Space and Furnishings" Subscale



In order to further compare the scores on the subscale "Space and Furnishings," an ANOVA was conducted. Based on these scores there is a statistically significant difference between those programs accepting child care subsidy and those programs that do not ( $F=11.621$ ,  $p<.000$ ).

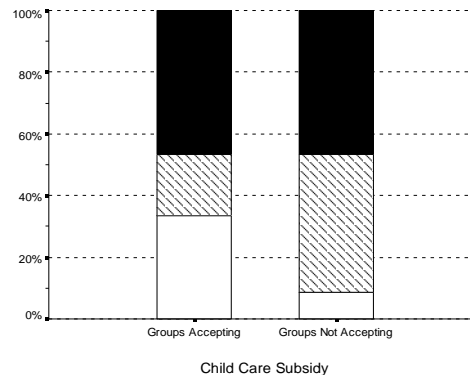
Below are the results of the observations of 62 groups for 3 to 5-year-olds in part-day programs. (See Table CCS-28 and Figure CCS-15)

### Part-Day Programs

Table CCS-28:									
Score on the <i>ECERS</i> “Space and Furnishings” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
Accepting child care subsidy	N %	1 6.7%	4 26.7%	1 6.7%	2 13.3%	5 33.3%	2 13.3%	0 0.0%	15
		5 33.3%		3 20.0%		7 46.7%			
NOT accepting child care subsidy	N %	2 4.3%	2 4.3%	8 17.0%	13 27.7%	14 29.8%	8 17.0%	0 0.0%	47
		4 8.5%		21 44.7%		22 46.8%			
Subscale Rating:		Poor		Mediocre		Good			

Figure CCS-15:

### Rating on *ECERS* “Space and Furnishings” Subscale



In order to further compare the scores on the subscale “Space and Furnishings,” an ANOVA was conducted. Based on these scores there is not a statistically significant difference between those programs accepting child care subsidy and those programs that do not ( $F= 1.082$ ,  $p<.344$ ).

## Personal Care Routines

Personal care routines for children take place throughout the day. Teachers are responsible for these personal care routines to be accomplished in a manner that ensures the health and well-being of all children. The characteristics assessed included:

- Attention to children upon arrival and departure;
- Nutritional quality of meals provided and cleanliness of food preparation areas;
- Nap or rest time practices;
- Diapering/toileting sanitation procedures;
- Maintenance of a healthy and safe environment; and
- Staff awareness of safety policies and procedures.

Each characteristic was based on a set of factors that defined the characteristic.

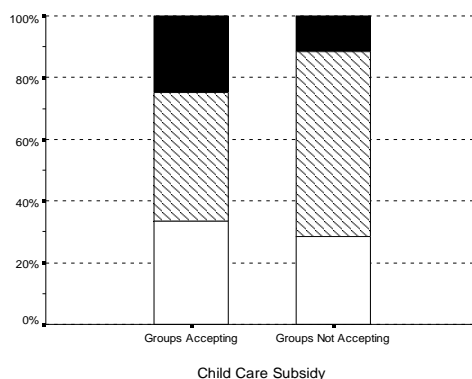
Below are the results of the observations of 131 groups for 3 to 5-year-olds in child care centers. (See Table CCS-29 and Figure CCS-16)

### Child Care Centers

Table CCS-29:									
Score on the <i>ECERS</i> “Personal Care Routines” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
Accepting child care subsidy	N %	14 14.6%	18 18.8%	16 16.7%	24 25.0%	16 16.7%	8 8.3%	0 0.0%	96
		32 33.3%		40 41.7%		24 25.0%			
NOT accepting child care subsidy	N %	1 2.9%	9 25.7%	14 40.0%	7 20.0%	3 8.6%	1 2.9%	0 0.0%	35
		10 28.6%		21 60.0%		4 11.4%			
Subscale Rating:		Poor		Mediocre		Good			

Figure CCS-16:

### Rating on the *ECERS* “Personal Care Routines” Subscale



In order to further compare the scores on the subscale “Personal Care Routines,” an ANOVA was conducted. Based on these scores there is a statistically significant difference between those programs accepting child care subsidy and those programs that do not ( $F=7.435$ ,  $p<.000$ ).

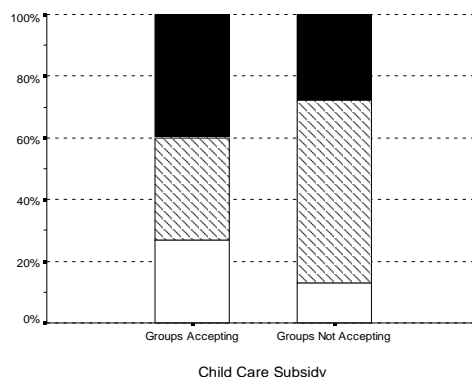
Below are the results of the observations of 62 groups for 3 to 5-year-olds in part-day programs. (See Table CCS-30 and Figure CCS-17)

### Part-Day Programs

Table CCS-30: Score on the <i>ECERS</i> “Personal Care Routines” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
Accepting child care subsidy	N %	0 0.0%	4 26.7%	3 20.0%	2 13.3%	3 20.0%	3 20.0%	0 0.0%	15
		4 26.7%		5 33.3%		6 40.0%			
NOT accepting child care subsidy	N %	3 6.4%	3 6.4%	12 25.5%	16 34.0%	10 21.3%	3 6.4%	0 0.0%	47
		6 12.8%		28 59.6%		13 27.7%			
Subscale Rating:		Poor		Mediocre		Good			

Figure CCS-17:

### Rating on the *ECERS* “Personal Care Routines” Subscale



In order to further compare the scores on the subscale “Personal Care Routines,” an ANOVA was conducted. Based on these scores there is not a statistically significant difference between those programs accepting child care subsidy and those programs that do not ( $F = .106$ ,  $p < .900$ ).

## Language and Reasoning

In order to develop the language and reasoning skills of young children, there are many materials and activities teachers should provide. The lead teachers of groups for 3 to 5-year-olds were assessed to describe the extent to which language and reasoning were supported. The characteristics assessed included:

- Suitable books available to children;
- Materials that help children understand language and communicate such as puppets, toy telephones, puzzles, games;
- Materials used to help children learn concepts of size, shape, color, number, and relationship; and
- Questions that require complex responses.

Each characteristic was based on a set of factors that defined the characteristic.

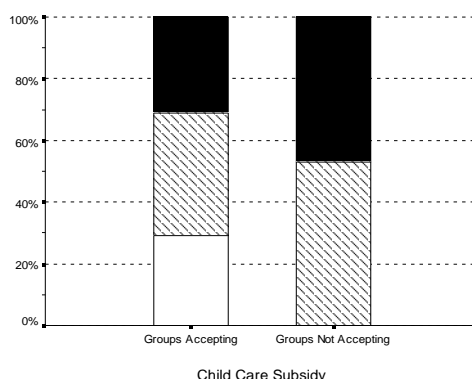
Below are the results of the observations of 130 groups for 3 to 5-year-olds in child care centers. (See Table CCS-31 and Figure CCS-18)

### Child Care Centers

Table CCS-31:									
Score on the <i>ECERS</i> “Language and Reasoning” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
Accepting child care subsidy	N %	13 13.5%	15 15.6%	22 22.9%	16 16.7%	23 24.0%	6 6.3%	1 1.0%	96
		28 29.1%		38 39.6%		30 31.3%			
NOT accepting child care subsidy	N %	0 0.0%	0 0.0%	11 32.4%	7 20.6%	5 14.7%	8 23.5%	3 8.8%	34
		0 0.00%		18 52.9%		16 47.1%			
Subscale Rating:		Poor		Mediocre		Good			

Figure CCS-18:

### Rating on the *ECERS* “Language and Reasoning” Subscale



In order to further compare the scores on the subscale “Language and Reasoning,” an ANOVA was conducted. Based on these scores there is a statistically significant difference



between those programs accepting child care subsidy and those programs that do not ( $F=13.082$ ,  $p<.000$ ).

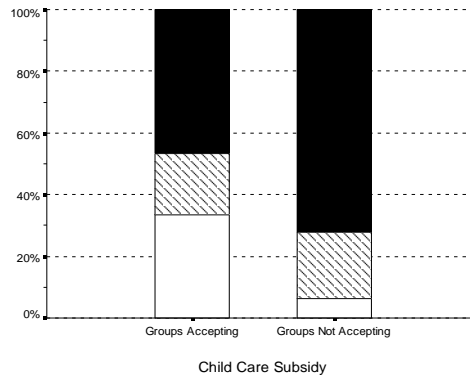
Below are the results of the observations of 62 groups for 3 to 5-year-olds in part-day programs. (See Table CCS-32 and Figure CCS-19)

### Part-Day Programs

Table CCS-32: Score on the <i>ECERS</i> “Language and Reasoning” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
Accepting child care subsidy	N %	0 0.0%	5 33.3%	2 13.3%	1 6.7%	4 26.7%	2 13.3%	1 6.7%	15
		5 33.3%		3 20.0%		7 46.7%			
NOT accepting child care subsidy	N %	3 6.4%	0 0.0%	2 4.3%	8 17.0%	10 21.3%	20 42.6%	4 8.5%	47
		3 6.4%		10 21.3%		34 72.3%			
Subscale Rating:		Poor		Mediocre		Good			

Figure CCS-19:

### Rating on the *ECERS* “Language and Reasoning” Subscale



In order to further compare the scores on the subscale “Language and Reasoning,” an ANOVA was conducted. Based on these scores there is a statistically significant difference between those programs accepting child care subsidy and those programs that do not ( $F=4.320$ ,  $p<.017$ ).

## Activities

In addition to basic care needs of children, it is expected that teachers of 3 to 5-year-olds offer a variety of learning activities daily. The characteristics assessed included:

- Opportunities for fine motor development;
- Experiences with art;
- Music and movement activities;
- Block-building materials available;
- Sand or water play available indoors or outdoors;
- Dramatic play materials available such as dolls and dress-up clothes;
- Materials available for nature and science activities;
- Materials available for learning numbers and math concepts;
- Appropriate use of television, videos and/or computers; and
- Presence of dolls, books, and pictures that reflect cultural diversity.

Each characteristic was based on a set of factors that defined the characteristic.

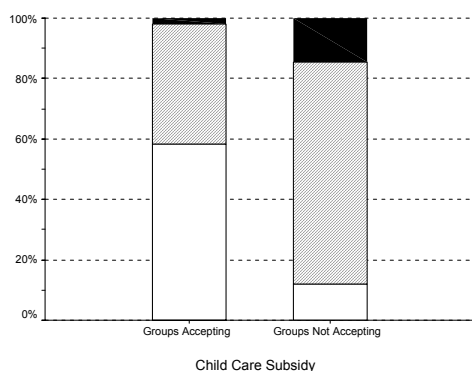
Below are the results of the observations of 130 groups for 3 to 5-year-olds in child care centers. (See Table CCS-33 and Figure CCS-20)

### Child Care Centers

Table CCS-33:									
Score on the <i>ECERS</i> “Activities” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
Accepting child care subsidy	N %	27 28.1%	29 30.2%	25 26.0%	13 13.5%	2 2.1%	0 0.0%	0 0.0%	96
		56 58.3%		38 39.6%		2 2.1%			
NOT accepting child care subsidy	N %	0 0.0%	4 11.8%	15 44.1%	10 29.4%	4 11.8%	1 2.9%	0 0.0%	34
		4 11.8%		25 73.5%		5 14.7%			
Subscale Rating:		Poor		Mediocre		Good			

Figure CCS-20:

### Rating on the *ECERS* “Activities” Subscale

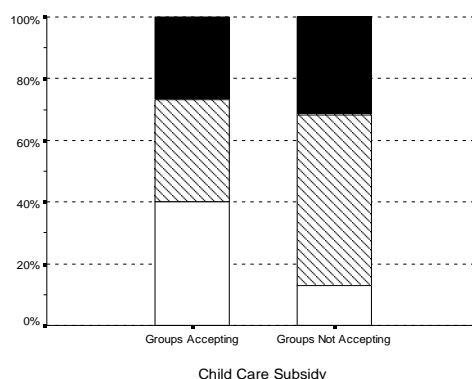


Below are the results of the observations of 62 groups for 3 to 5-year-olds in part-day programs. (See Table CCS-34 and Figure CCS-21)

### Part-Day Programs

Table CCS-34:									
Score on the <i>ECERS</i> “Activities” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
Accepting child care subsidy	N %	5 33.3%	1 6.7%	3 20.0%	2 13.3%	3 20.0%	1 6.7%	0 0.0%	15
		6 40.0%		5 33.3%		4 26.7%			
NOT accepting child care subsidy	N %	3 6.4%	3 6.4%	15 31.9%	11 23.4%	11 23.4%	4 8.5%	0 0.0%	47
		6 12.8%		26 55.3%		15 31.9%			
Subscale Rating:		Poor		Mediocre		Good			

Figure CCS-21: **Rating on *ECERS* “Activities” Subscale**



In order to further compare the scores on the subscale “Activities,” an ANOVA was conducted. Based on these scores there is not a statistically significant difference between those programs accepting child care subsidy and those programs that do not ( $F=2.123$ ,  $p<.126$ ).

## Interaction

Teachers and groups were assessed on the presence and quality of the many different types of interactions with children. The characteristics assessed included:

- Supervision of all types of activities;
- Appropriate interactions among children;
- Appropriate teacher-child interactions; and
- Extent of control, appropriate guidance, and discipline.

Each characteristic was based on a set of factors that defined the characteristic.

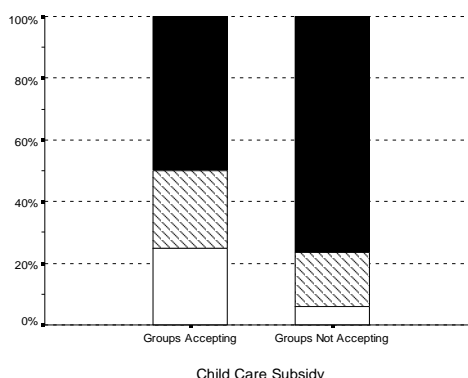
Below are the results of the observations of 130 groups for 3 to 5-year-olds in child care centers. (See Table CCS-35 and Figure CCS-22)

### Child Care Centers

Table CCS-35:									
Score on the <i>ECERS</i> “Interaction” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
Accepting child care subsidy	N %	16 16.7%	8 8.3%	9 9.4%	15 15.6%	20 20.8%	27 28.1%	1 1.0%	96
		24 25.0%		24 25.0%		48 50.0%			
NOT accepting child care subsidy	N %	1 2.9%	1 2.9%	2 5.9%	4 11.8%	8 23.5%	11 32.4%	7 20.6%	34
		2 5.9%		6 17.6%		26 76.5%			
Subscale Rating:		Poor		Mediocre		Good			

Figure CCS-22:

### Rating on the *ECERS* “Interaction” Subscale



In order to further compare the scores on the subscale “Interactions,” an ANOVA was conducted. Based on these scores there is a statistically significant difference between those programs accepting child care subsidy and those programs that do not ( $F=8.415$ ,  $p<.000$ ).

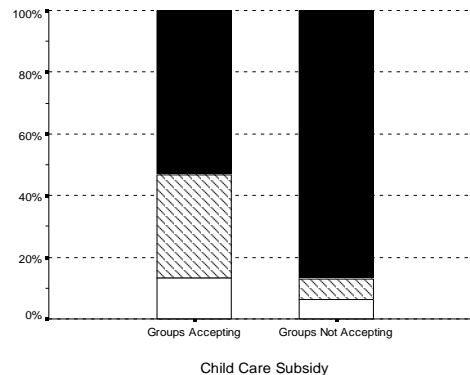
Below are the results of the observations of 62 groups for 3 to 5-year-olds in part-day programs. (See Table CCS-36 and Figure CCS-23)

### Part-Day Programs

Table CCS-36:									
Score on the <i>ECERS</i> “Interaction” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
Accepting child care subsidy	N %	1 6.7%	1 6.7%	1 6.7%	4 26.7%	2 13.3%	5 33.3%	1 6.7%	15
		2 13.4%		5 33.3%		8 53.3%			
NOT accepting child care subsidy	N %	2 4.3%	1 2.1%	0 0.0%	3 6.4%	3 6.4%	20 42.6%	18 38.3%	47
		3 6.4%		3 6.4%		41 87.2%			
Subscale Rating:		Poor		Mediocre		Good			

Figure CCS-23:

### Rating on the *ECERS* “Interaction” Subscale



In order to further compare the scores on the subscale “Interactions,” an ANOVA was conducted. Based on these scores there is a statistically significant difference between those programs accepting child care subsidy and those programs that do not ( $F=4.601$ ,  $p<.013$ ).

## Program Structure

Program structure is the ability of a teacher to organize the time spent with the children during the caregiving period. The characteristics assessed included:

- Schedule of daily activities;
- Indoor and outdoor play opportunities;
- Free play time provided with appropriate materials available;
- Opportunities for small group and large group activities; and
- Accommodations made for children with special needs.

Each characteristic was based on a set of factors that defined the characteristic.

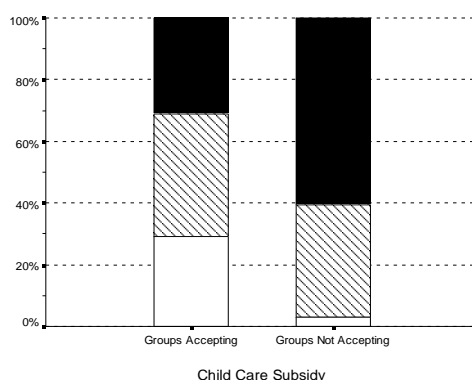
Below are the results of the observations of 129 groups for 3 to 5-year-olds in child care centers. (See Table CCS-37 and Figure CCS-24)

### Child Care Centers

Table CCS-37:									
Score on the <i>ECERS</i> “Program Structure” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
Accepting child care subsidy	N %	13 13.5%	15 15.6%	22 22.9%	16 16.7%	20 20.8%	7 7.3%	3 3.1%	96
		28 29.2%		38 39.6%		30 31.3%			
NOT accepting child care subsidy	N %	0 0.0%	1 3.0%	6 18.2%	6 18.2%	7 21.2%	5 15.2%	8 24.2%	33
		1 3.0%		12 36.4%		20 60.6%			
Subscale Rating:		Poor		Mediocre		Good			

Figure CCS-24:

### Rating on the *ECERS* “Program Structure” Subscale



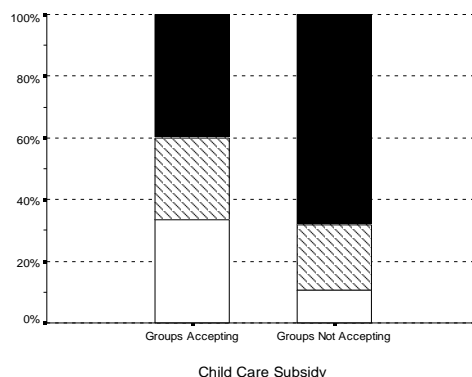
In order to further compare the scores on the subscale “Program Structure,” an ANOVA was conducted. Based on these scores there is a statistically significant difference between those programs accepting child care subsidy and those programs that do not ( $F=17.086$ ,  $p<.000$ ).

Below are the results of the observations of 62 groups for 3 to 5-year-olds in part-day programs. (See Table CCS-38 and Figure CCS-25)

### Part-Day Programs

Table CCS-38: Score on the <i>ECERS</i> “Program Structure” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
Accepting child care subsidy	N %	3 20.0%	2 13.3%	1 6.7%	3 20.0%	6 40.0%	0 0.0%	0 0.0%	15
		5 33.3%		4 26.7%		6 40.0%			
NOT accepting child care subsidy	N %	4 8.5%	1 2.1%	3 6.4%	7 14.9%	15 31.9%	6 12.8%	11 23.4%	47
		5 10.6%		10 21.3%		32 68.1%			
Subscale Rating:		Poor		Mediocre		Good			

Figure CCS-25: Rating on the *ECERS* “Program Structure” Subscale



In order to further compare the scores on the subscale “Program Structure,” an ANOVA was conducted. Based on these scores there is a statistically significant difference between those programs accepting child care subsidy and those programs that do not ( $F=3.869$ ,  $p<.025$ ).

## Parents and Staff

Lead teachers of groups for 3 to 5-year-olds were assessed to describe the extent to which their own personal and professional needs were met in their groups. The characteristics assessed included:

- Information for parents and relationships with parents;
- Personal needs of the staff were met;
- Professional needs of staff were met;
- Interaction and cooperation among staff;
- Supervision and evaluation of teachers; and
- Involvement in opportunities for professional growth, such as reading professional magazines, attending workshops, or having on-site technical assistance visits.

Each characteristic was based on a set of factors that defined the characteristic.

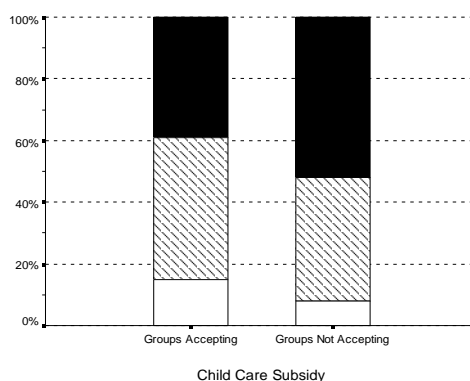
Below are the results of the observations of 99 groups for 3 to 5-year-olds in child care centers. (See Table CCS-39 and Figure CCS-26)

### Child Care Centers

Table CCS-39: Score on the <i>ECERS</i> “Parents and Staff” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
Accepting child care subsidy	N %	1 1.4%	10 13.5%	17 23.0%	17 23.0%	16 21.6%	13 17.6%	0 0.0%	74
		11 14.9%		34 45.9%		29 39.2%			
NOT accepting child care subsidy	N %	0 0.0%	2 8.0%	4 16.0%	6 24.0%	10 40.0%	3 12.0%	0 0.0%	25
		2 8.0%		10 40.0%		13 52.0%			
Subscale Rating:		Poor		Mediocre		Good			

Figure CCS-26:

### Rating on the *ECERS* “Parents and Staff” Subscale



In order to further compare the scores on the subscale “Parents and Staff,” an ANOVA was conducted. Based on these scores there is not a statistically significant difference between those programs accepting child care subsidy and those programs that do not ( $F = 1.013, p < .278$ ).



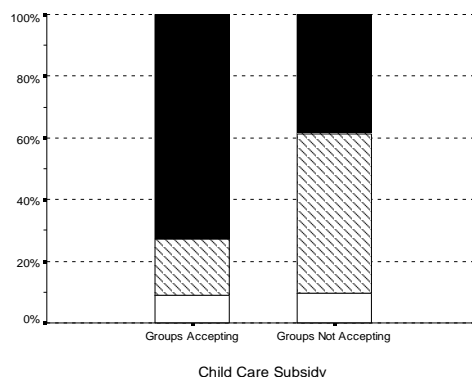
Below are the results of the observations of 42 groups for 3 to 5-year-olds in part-day programs. (See Table CCS-40 and Figure CCS-27)

### Part-Day Programs

Table CCS-40: Score on the <i>ECERS</i> “Parents and Staff” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
Accepting child care subsidy	N %	0 0.0%	1 9.1%	1 9.1%	1 9.1%	5 45.5%	3 27.3%	0 0.0%	11
		1 9.1%		2 18.2%		8 72.7%			
NOT accepting child care subsidy	N %	1 3.2%	2 6.5%	12 38.7%	4 12.9%	6 19.4%	6 19.4%	0 0.0%	31
		3 9.7%		16 51.6%		12 38.7%			
Subscale Rating:		Poor		Mediocre		Good			

Figure CCS-27:

### Rating on the *ECERS* “Parents and Staff” Subscale



In order to further compare the scores on the subscale “Parents and Staff,” an ANOVA was conducted. Based on these scores there is not a statistically significant difference between those programs accepting child care subsidy and those programs that do not ( $F= 2.480, p<.093$ ).

## Quality of Programming for School-Age Children

The quality of programming for school-age children in child care programs was measured using the *School-Age Care Environment Rating Scale (SACERS)* (Harms et al., 1996). The *SACERS* is constructed of seven subscales that measure different aspects of quality. These are:

- Space and furnishings;
- Health and safety;
- Activities;
- Interactions;
- Program structure;
- Staff development; and
- Special needs.

These subscales are measured using as few as three assessment items to as many as twelve assessment items, all of which use the seven-point rating system described on page CCS-23.

The information on the following pages illustrates the subscale scores for the 45 groups for school-age children observed in the *Delaware Early Care and Education Quality Baseline Study*.

## Space and Furnishings

The groups for school-age children were assessed on the space available for various activities and the type of furnishings available to support children's activities. The characteristics assessed included:

- Furnishings for routine care and learning;
- Furnishings for relaxation and comfort;
- Children's furniture and equipment;
- Indoor space with adequate lighting, ventilation, and temperature;
- Indoor and outdoor space for active play;
- Space for each child to play and do homework independently;
- Space to meet personal needs of staff; and
- Space to meet professional needs of staff.

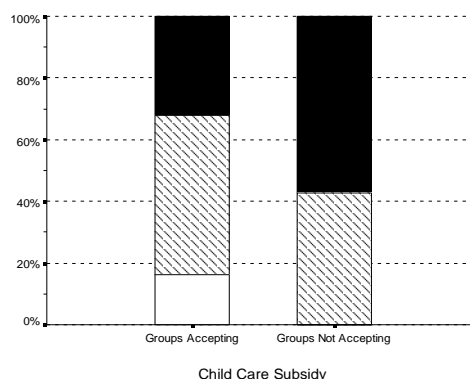
Each characteristic was based on a set of factors that defined the characteristic.

Below are the results of the observations of 45 groups for school-age children. (See Table CCS-41 and Figure CCS-28)

Table CCS-41:									
Score on the <i>SACERS</i> “Space and Furnishings” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
Accepting child care subsidy	N %	0 0.0%	5 16.1%	7 22.6%	9 29.0%	7 22.6%	3 9.7%	0 0.0%	31
		5 16.1%		16 51.6%		10 32.3%			
NOT accepting child care subsidy	N %	0 0.0%	0 0.0%	2 14.3%	4 28.6%	4 28.6%	4 28.6%	0 0.0%	14
		0 0.00%		6 46.9%		8 57.1%			
Subscale Rating:		Poor		Mediocre		Good			

Figure CCS-28:

**Rating on the SACERS "Space and Furnishings" Subscale**



In order to further compare the scores on the subscale "Space and Furnishings," an ANOVA was conducted. Based on these scores there is a statistically significant difference between those programs accepting child care subsidy and those programs that do not. ( $F=4.88$ ,  $p<.032$ ).

## Health and Safety

Programs that provide before and after school programs must provide for children's health, safety, and well-being during these periods. The characteristics assessed included:

- Policies and rules for children with short-term illnesses;
- Procedures for caring for children with short-term illnesses;
- Staff awareness of safety policies and procedures;
- Safety practices in all program locations;
- Attendance record procedures;
- Departure procedures;
- Nutritional quality of meals and snacks provided;
- Maintenance of a healthy and safe environment; and
- Personal hygiene practices of teachers and children.

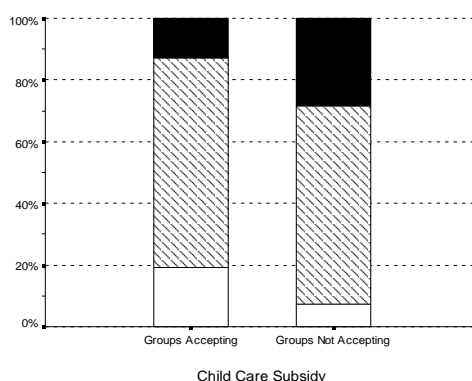
Each characteristic was based on a set of factors that defined the characteristic.

Below are the results of the observations of 45 groups for school-age children. (See Table CCS-42 and Figure CCS-29)

Table CCS-42:									
Score on the SACERS “Health and Safety” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
Accepting child care subsidy	N %	2 6.5%	4 12.9%	8 25.8%	13 41.9%	3 9.7%	1 3.2%	0 0.0%	31
		6 19.4%		21 67.7%		4 12.9%			
NOT accepting child care subsidy	N %	0 0.0%	1 7.1%	7 50.0%	2 14.3%	3 21.4%	1 7.1%	0 0.0%	14
		1 7.1%		9 64.3%		4 28.6%			
Subscale Rating:		Poor		Mediocre		Good			

Figure CCS-29:

**Rating on the SACERS "Health and Safety" Subscale**



In order to further compare the scores on the subscale "Health and Safety," an ANOVA was conducted. Based on these scores there is not a statistically significant difference between those programs accepting child care subsidy and those programs that do not ( $F=0.506$ ,  $p<.481$ ).

## Activities

In groups for school-age children, it is expected that teachers will offer a variety of activities that promote children's development and identification of their interests. The characteristics assessed included:

- Experiences with art;
- Music and movement activities;
- Block-building materials available;
- Dramatic play materials available such as props and costumes;
- Suitable books available to each age group;
- Materials that help children understand language such as puppets, puzzles, games;
- Materials available for nature and science activities;
- Materials available for math activities; and
- Presence of books, games, and other materials that reflect cultural diversity.

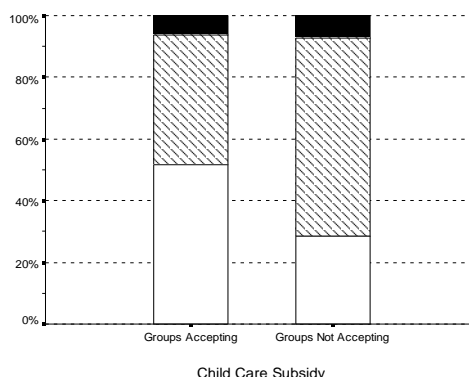
Each characteristic was based on a set of factors that defined the characteristic.

Below are the results of the observations of 45 groups for school-age children. (See Table CCS-43 and Figure CCS-30)

Table CCS-43:									
Score on the <i>SACERS</i> “Activities” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
Accepting child care subsidy	N %	3 9.7%	13 41.9%	8 25.8%	5 16.1%	2 6.5%	0 0.0%	0 0.0%	31
		16 51.6%		13 41.9%		2 6.5%			
NOT accepting child care subsidy	N %	1 7.1%	3 21.4%	3 21.4%	6 42.9%	1 7.1%	0 0.0%	0 0.0%	14
		4 28.6%		9 64.3%		1 7.1%			
Subscale Rating:		Poor		Mediocre		Good			

Figure CCS-30:

**Rating on the SACERS "Activities" Subscale**



In order to further compare the scores on the subscale "Activities," an ANOVA was conducted. Based on these scores there is not a statistically significant difference between those programs accepting child care subsidy and those programs that do not ( $F=2.338$ ,  $p<.134$ ).

## Interactions

Positive interactions lead to a beneficial environment and experience for everyone involved with a program. The characteristics assessed included:

- Attention to children upon arrival and departure;
- Appropriate teacher-child interactions;
- Supervision of all types of activities;
- Extent of control, appropriate guidance, and discipline;
- Appropriate interactions among children;
- Information for parents and relationships with parents;
- Interaction and cooperation among staff; and
- Interactions between school-age program teachers and classroom teachers.

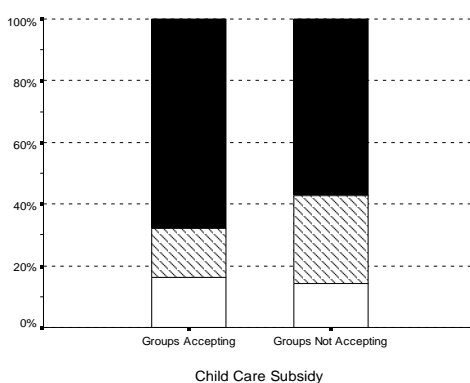
Each characteristic was based on a set of factors that defined the characteristic.

Below are the results of the observations of 45 groups for school-age children. (See Table CCS-44 and Figure CCS-31)

Table CCS-44:									
Score on the SACERS “Interactions” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
Accepting child care subsidy	N %	0 0.0%	5 16.1%	2 6.5%	3 9.7%	14 45.2%	7 22.6%	0 0.0%	31
		5 16.1%		5 16.1%		21 67.7%			
NOT accepting child care subsidy	N %	1 7.1%	1 7.1%	1 7.1%	3 21.4%	3 21.4%	5 35.7%	0 0.0%	14
		2 14.3%		4 28.6%		8 57.1%			
Subscale Rating:		Poor		Mediocre		Good			

Figure CCS-31:

### Rating on the **SACERS “Interactions” Subscale**



In order to further compare the scores on the subscale “Interactions,” an ANOVA was conducted. Based on these scores there is not a statistically significant difference between those programs accepting child care subsidy and those programs that do not ( $F = 0.001$ ,  $p < .972$ ).

## Program Structure

Program structure assesses the organization of time within a school-age program. The characteristics assessed included:

- Schedule of daily activities;
- Free play time provided with appropriate materials available;
- Relationship between program staff and program host; and
- Use of community resources such as parks, playgrounds, and libraries.

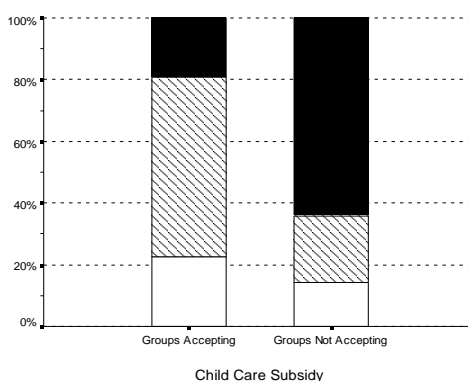
Each characteristic was based on a set of factors that defined the characteristic.

Below are the results of the observations of 45 groups for school-age children. (See Table CCS-45 and Figure CCS-32)

Table CCS-45:									
Score on the SACERS “Program Structure” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
Accepting child care subsidy	N %	1	6	9	9	2	3	1	31
		3.2%	19.4%	29.0%	29.0%	6.5%	9.7%	3.2%	
		7 22.6%		18 58.1%		6 19.4%			
NOT accepting child care subsidy	N %	1	1	0	3	6	1	2	14
		7.1%	7.1%	0.0%	21.4%	42.9%	7.1%	14.3%	
		2 14.3%		3 21.4%		9 64.3%			
Subscale Rating:		Poor		Mediocre		Good			

Figure CCS-32:

**Rating on the SACERS “Program Structure” Subscale**



In order to further compare the scores on the subscale “Program Structure,” an ANOVA was conducted. Based on these scores there is a statistically significant difference between those programs accepting subsidy and those programs that do not ( $F=4.938$ ,  $p<.032$ ).

## Staff Development

Staff development provides an opportunity to increase staffs' knowledge and skills in working with school-age children. The characteristics assessed included:

- Involvement in opportunities for professional growth, such as reading professional magazines, attending workshops, or having on-site technical assistance visits;
- Staff meetings; and
- Supervision and evaluation of teachers.

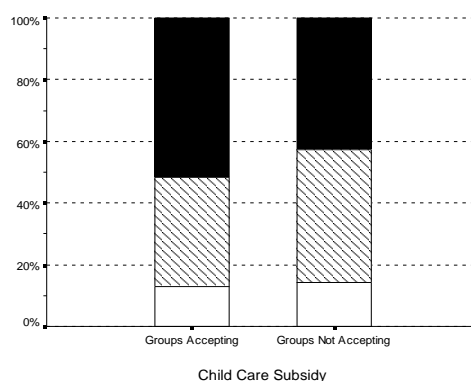
Each characteristic was based on a set of factors that defined the characteristic.

Below are the results of the observations of 45 groups for school-age children. (See Table CCS-46 and Figure CCS-33)

Table CCS-46:									
Score on the <i>SACERS</i> “Staff Development” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
Accepting child care subsidy	N %	0 0.0%	4 12.9%	6 19.4%	5 16.1%	7 22.6%	6 16.1%	3 9.7%	31
		4 12.9%		11 35.5%		16 51.6%			
NOT accepting child care subsidy	N %	2 14.3%	0 0.0%	4 28.6%	2 14.3%	5 35.7%	1 7.1%	0 0.0%	14
		2 14.3%		6 42.9%		6 42.9%			
Subscale Rating:		Poor		Mediocre		Good			

Figure CCS-33:

**Rating on the SACERS "Staff Development" Subscale**



In order to further compare the scores on the subscale "Staff Development," an ANOVA was conducted. Based on these scores there is not a statistically significant difference between those programs accepting child care subsidy and those programs that do not ( $F=1.768$ ,  $p<.191$ ).



## Special Needs

School-age programs were assessed to determine the extent to which the programs and teachers accommodated children with special needs. The characteristics assessed included:

- Accommodations made for children with special needs;
- Individualization of activities;
- Multiple opportunities for learning and practicing skills;
- Involvement in activities; and
- Frequent and appropriate communication with teacher and other children.

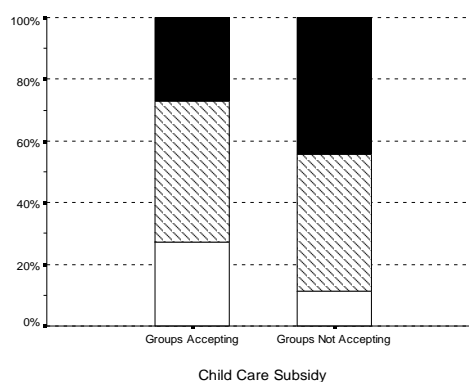
Each characteristic was based on a set of factors that defined the characteristic.

Below are the results of the observations of 20 groups for school-age children. (See Table CCS-47 and Figure CCS-34)

Table CCS-47:									
Score on the <i>SACERS</i> “Special Needs” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
Accepting child care subsidy	N %	0 0.0%	3 27.3%	2 18.2%	3 27.3%	0 0.0%	3 27.3%	0 0.0%	11
		3 27.3%		5 45.3%		3 27.3%			
NOT accepting child care subsidy	N %	1 11.1%	0 0.0%	1 11.1%	3 33.3%	2 22.2%	1 11.1%	1 11.1%	9
		1 11.1%		4 44.4%		4 44.4%			
Subscale Rating:		Poor		Mediocre		Good			

Figure CCS-34:

### Rating on the *SACERS* “Special Needs” Subscale



In order to further compare the scores on the subscale “Special Needs Supplementary Items,” an ANOVA was conducted. Based on these scores there is not a statistically significant difference between those programs accepting child care subsidy and those programs that do not ( $F=0.476$ ,  $p<.499$ ).

## Summary of Observed Environmental Quality

A summary of the comparative environmental quality of programs accepting child care subsidy funds and programs not accepting child care subsidy funds is presented in Table CCS-48. Across all program types and categories of quality, there was a trend that programs accepting child care subsidy funds were of equal quality or of significantly poorer quality than those programs not accepting child care subsidy funds.

In family child care programs, only one quality category was of significantly poorer quality in programs accepting child care subsidy funds when compared to programs not accepting child care subsidy funds.

For programs serving infants and toddlers, six of the seven quality categories were of significantly poorer quality in programs accepting child care subsidy funds when compared to programs not accepting child care subsidy funds.

For child care center programs serving 3 to 5-year-olds, six of the seven quality categories were of significantly poorer quality in programs accepting child care subsidy funds when compared to programs not accepting child care subsidy funds. For part-day programs serving 3 to 5-year-olds, three of the seven quality categories were of significantly poorer quality in programs accepting child care subsidy funds when compared to programs not accepting child care subsidy funds.

For child care center programs serving school-age children, only two quality categories were of significantly poorer quality in programs accepting child care subsidy funds when compared to programs not accepting child care subsidy funds.

Table CCS-48:

### Comparison of Quality of Programs Accepting Child Care Subsidy Funds to Programs Not Accepting Subsidy Funds

Quality Subscale:	Program Type*:	FCC	I/T	3-5	PD	SA
Space & Furnishings		=	↓	↓	=	↓
Basic Care Routines/Personal Care/Health & Safety		=	↓	↓	=	=
Language & Reasoning/Listening & Talking		=	↓	↓	↓	N/A+
Learning Activities		=	↓	↓	=	=
Social Development/Interactions		=	=	↓	↓	=
Program Structure		N/A+	↓	↓	↓	↓
Adult Needs/Parents & Staff/Staff Development		↓	↓	=	=	=

\* FCC=Family Child Care Programs; I/T=Child Care Centers serving infants and toddlers; 3-5=Child Care Centers serving 3 to 5-year-olds; PD=Part-day Programs serving 3 to 5-year-olds; SA=Programs serving school-age children

+ N/A indicates that this environmental subscale was not measured for this program type

↓ indicates that programs accepting child care subsidy funds were statistically of significantly poorer quality than those programs not accepting child care subsidy funds

= indicates that programs accepting child care subsidy funds were not statistically of significantly poorer quality than those programs not accepting child care subsidy funds

## Quality of Teacher Child-Interaction

The *Teacher Child Interaction Scale (TCIS)* (Farran & Collins, 2001) was administered by trained observers as a part of the *Delaware Early Care and Education Baseline Quality Study*. Derived from the *Parent/Caregiver Involvement Scale* (Farran, Kasari, Comfort, & Jay, 1986), the *TCIS* is a measure consisting of eleven areas of teacher behavior that may occur when children participate in free play or center-based activities. These behaviors include the following:

- Physical Involvement;
- Verbal Involvement;
- Responsiveness of Teacher to Children;
- Play Interaction;
- Teaching Behavior;
- Control over Children's Activities;
- Directives: Number of Demands;
- Relationship among Activities in which Teacher Is Involved with Children;
- Positive Statements;
- Negative Statements/Discipline; and
- Goal Setting.

Each of these behaviors consists of three dimensions for each behavior:

- Amount: how much the teacher exhibited the behavior;
- Quality: how sensitive was the behavior; and
- Appropriateness: how well the teacher's behavior matches the child's or children's needs.

The rating from the *Teacher Child Interaction Scale* is intended to indicate the amount, level of quality, and appropriateness of the teacher's interactions, independent of the resources in the setting. This measure allows for identifying interactions with children separate from the quantity, quality, and appropriateness of the materials and equipment present in the early care and education setting.

Interpreting 33 individual ratings was cumbersome. Therefore, a factor analysis of the 33 *Teacher Child Interaction Scale* ratings was conducted in order to identify the factors or dimensions of teacher behavior that were measured by the scale. The results of the factor analysis indicated that there were four theoretically understandable factors representing four dimensions of teacher behavior that were being measured by the scale. These factors are:

- Relationships;
- Developmentally Appropriate Teaching;
- Teacher Direction; and
- Negative Structuring.

Each of the four factors is defined on the following pages. Definitions include a description of the factor and a listing of the individual items that were included in calculating the factor score.

A total of 158 early care and education groups were observed using the *Teacher Child Interaction Scale* and are included in the analysis. The results are reported here for each of the four factors and for each program type. Following this, information will be presented describing how each program type scored on the four factors.

## Relationships

The first factor, “Relationships,” gives an indication of the overall tone of the interactions the teacher has with children; a higher score indicates a warm and welcoming approach. The “Relationships” factor is based on the score for 18 of the indicators, which are:

- Amount of Responsiveness;
- Amount of Positive Statements;
- Quality of Physical Involvement;
- Quality of Verbal Involvement;
- Quality of Responsiveness;
- Quality of Control;
- Quality of Directives;
- Quality of Relationships among Activities;
- Quality of Positive Statements;
- Quality of Negative Statements;
- Quality of Goal Setting;
- Appropriateness of Physical Involvement;
- Appropriateness of Responsiveness;
- Appropriateness of Control;
- Appropriateness of Directives;
- Appropriateness of Positive Statements;
- Appropriateness of Negative Statements; and
- Appropriateness of Goal Setting.

Table CCS-49 presents the results of 158 observations of the programs that do and do not accept child care subsidy.

Table CCS-49: <b>Mean “Relationships” Score on the <i>Teacher Child Interaction Scale</i></b>			
<b>Teachers of:</b>		<b>Accepting child care subsidy</b>	<b>NOT accepting child care subsidy</b>
<b>Family Child Care</b>	Mean	3.96	4.28
	N	31	15
	Std. Deviation	.848	.620
	Minimum	2.06	2.83
	Maximum	5.00	5.00
<b>3 to 5-Year-Olds in Child Care Centers</b>	Mean	3.48	3.91
	N	36	21
	Std. Deviation	.799	.787
	Minimum	2.06	2.39
	Maximum	4.72	4.88
<b>3 to 5-Year-Olds in Part-Day Programs*</b>	Mean	3.78	4.54
	N	11	20
	Std. Deviation	1.02	.416
	Minimum	2.12	3.59
	Maximum	4.94	5.00
<b>Children in School- Age Programs</b>	Mean	3.98	4.14
	N	15	9
	Std. Deviation	.888	.789
	Minimum	2.36	2.67
	Maximum	4.78	4.89

\*Statistically significant at ( $F=13.948$ ,  $p<.001$ )

To examine statistical differences between groups in programs that do or do not accept child care subsidy, an ANOVA was performed for each type of early care and education setting. Across all early care and education settings, the factor of “Relationships” was found to be higher in those groups in programs that do not accept child care subsidy; however, this difference was only statistically significant for part-day programs ( $F=13.948$ ,  $p<.001$ ), and approached significance in child care centers for 3 to 5-year-olds ( $F=3.644$ ,  $p<.060$ ).

## Developmentally Appropriate Teaching

The second factor is “Developmentally Appropriate Teaching.” This factor provides an indication of how well the teacher is able to embed opportunities for learning through daily routines, play, and teaching activities that children experience in early care and education programs. A higher score on this factor indicates a higher level of verbal interaction between teacher and children, teaching delivered through play, and the ability to scaffold learning activities. “Developmentally Appropriate Teaching” is based on the score of eight of the indicators:

- Amount of Verbal Involvement;
- Amount of Play Interaction;
- Quality of Play Interaction;
- Quality of Teaching Behavior;
- Appropriateness of Verbal Involvement;
- Appropriateness of Play Interaction;
- Appropriateness of Teaching Behavior; and
- Appropriateness of Relationship among Activities.

Table CCS-50 presents the results of 158 observations of the programs that do and do not accept child care subsidy.

Table CCS-50:

**Mean “Developmentally Appropriate Teaching” Score on the  
Teacher Child Interaction Scale**

<b>Teachers of:</b>		<b>Accepting child care subsidy</b>	<b>NOT accepting child care subsidy</b>
<b>Family Child Care</b>	Mean	3.63	3.85
	N	31	15
	Std. Deviation	.895	.855
	Minimum	1.67	1.75
	Maximum	4.88	4.88
<b>3 to 5-Year-Olds in Child Care Centers</b>	Mean	2.89	3.55
	N	36	21
	Std. Deviation	.948	.877
	Minimum	1.33	2.00
	Maximum	4.38	4.75
<b>3 to 5-Year-Olds in Part-Day Programs*</b>	Mean	3.49	4.17
	N	11	20
	Std. Deviation	1.06	.583
	Minimum	2.00	2.75
	Maximum	4.63	4.88
<b>Children in School- Age Programs</b>	Mean	2.97	3.66
	N	15	9
	Std. Deviation	1.07	1.11
	Minimum	1.00	1.67
	Maximum	4.50	4.88

\* Statistically Significant at (F=11.483, p.<.002)

To examine statistical differences between groups in programs that do or do not accept child care subsidy, an ANOVA was performed for each type of early care and education setting. Across all early care and education settings, the factor of “Developmentally Appropriate Teaching” was found to be higher in those groups in programs that do not accept the state’s child care subsidy. However, this difference was only statistically significant for part-day programs (F=11.483, p.<.002).

## Teacher Direction

The third factor is “Teacher Direction.” This factor describes the level to which the teacher is “in charge of what the children are doing” rather than letting the children take the lead in their learning. This may be positively or negatively toned. A high score on this indicates that the teacher is “in control.” This factor is based on the scores of three indicators:



- Amount of Teaching Behavior;
- Amount of Control; and
- Amount of Goal Setting.

Table CCS-51 presents the results of 158 observations of the programs that do and do not accept child care subsidy.

Table CCS-51: <b>Mean “Teacher Direction” Score on the <i>Teacher Child Interaction Scale</i></b>				
<b>Teachers of:</b>		<b>Accepting child care subsidy</b>	<b>NOT accepting child care subsidy</b>	
<b>Family Child Care</b>	Mean	3.44	3.42	
	N	31	15	
	Std. Deviation	.849	.921	
	Minimum	1.67	2.00	
	Maximum	5.00	5.00	
<b>3 to 5-Year-Olds in Child Care Centers</b>	Mean	2.90	3.55	
	N	36	21	
	Std. Deviation	.948	.877	
	Minimum	1.33	2.00	
	Maximum	4.38	4.75	
<b>3 to 5-Year-Olds in Part-Day Programs</b>	Mean	3.61	3.90	
	N	11	20	
	Std. Deviation	.786	.473	
	Minimum	2.33	3.00	
	Maximum	5.00	5.00	
<b>Children in School- Age Programs</b>	Mean	3.02	3.44	
	N	15	9	
	Std. Deviation	1.21	1.01	
	Minimum	1.33	1.67	
	Maximum	5.00	5.00	

To examine statistical differences between groups in programs that do or do not accept child care subsidy, an ANOVA was performed for each type of early care and education setting. For all the early care and education settings, the factor of “Teacher Direction” was found to be higher for groups in programs that do not accept the state’s child care subsidy except in family child care programs where the factor was essentially the same. None of the differences were statistically significant.

## Negative Structuring

The fourth factor is “Negative Structuring.” Unlike the previous factors, low scores for the indicators that comprise “Negative Structuring” on the *Teacher Child Interaction Scale* are preferable. Therefore, in order to allow for easy comparison with the other factors, “Negative Structuring” was recoded. After recoding, a high score on this factor is evident of a teaching style that includes few directives and a more positive tone as demonstrated by the avoidance of negative statements. This factor is based on scores of two indicators:

- Amount of Directives; and
- Amount of Negative Statements.

In developing the mean score for each factor described, the scores for all the indicators used to define a factor were added and then divided by the number of scored items to create a mean score for that factor. The closer the mean score is to “5,” the better the interaction is.

Table CCS-52 presents the results of 157 observations of the programs that do and do not accept child care subsidy.

Table CCS-52: <b>Mean “Negative Structuring” Score on the <i>Teacher Child Interaction Scale</i></b>			
<b>Teachers of:</b>		<b>Accepting child care subsidy</b>	<b>NOT accepting child care subsidy</b>
<b>Family Child Care</b>	Mean	3.15	2.83
	N	31	15
	Std. Deviation	.808	.817
	Minimum	2.00	1.50
	Maximum	5.00	5.00
<b>3 to 5-Year-Olds in Child Care Centers</b>	Mean	3.25	2.82
	N	36	20
	Std. Deviation	1.01	1.00
	Minimum	2.00	1.00
	Maximum	5.00	4.00
<b>3 to 5-Year-Olds in Part-Day Programs*</b>	Mean	3.23	2.48
	N	11	20
	Std. Deviation	1.01	.550
	Minimum	2.00	2.00
	Maximum	4.50	4.00
<b>Children in School- Age Programs</b>	Mean	3.13	3.00
	N	15	9
	Std. Deviation	1.20	.968
	Minimum	1.50	2.00
	Maximum	5.00	5.00

\* Statistically significant at ( $F=5.931$ ,  $p<.021$ ).

To examine statistical differences between groups in programs that do or do not accept child care subsidy, an ANOVA was performed for each type of early care and education setting. Across all early care and education settings, the factor of “Negative Structuring” was found to be higher in those programs that do not accept the state’s child care subsidy. However, this difference was only statistically significant for part-day programs ( $F=5.931$ ,  $p<.021$ ).

## **Mean Scores of Programs**

Mean scores for each factor are presented by program type. All four factors are presented in one chart for each program type in order to provide a representation of the quality of teachers’ interactions with children.

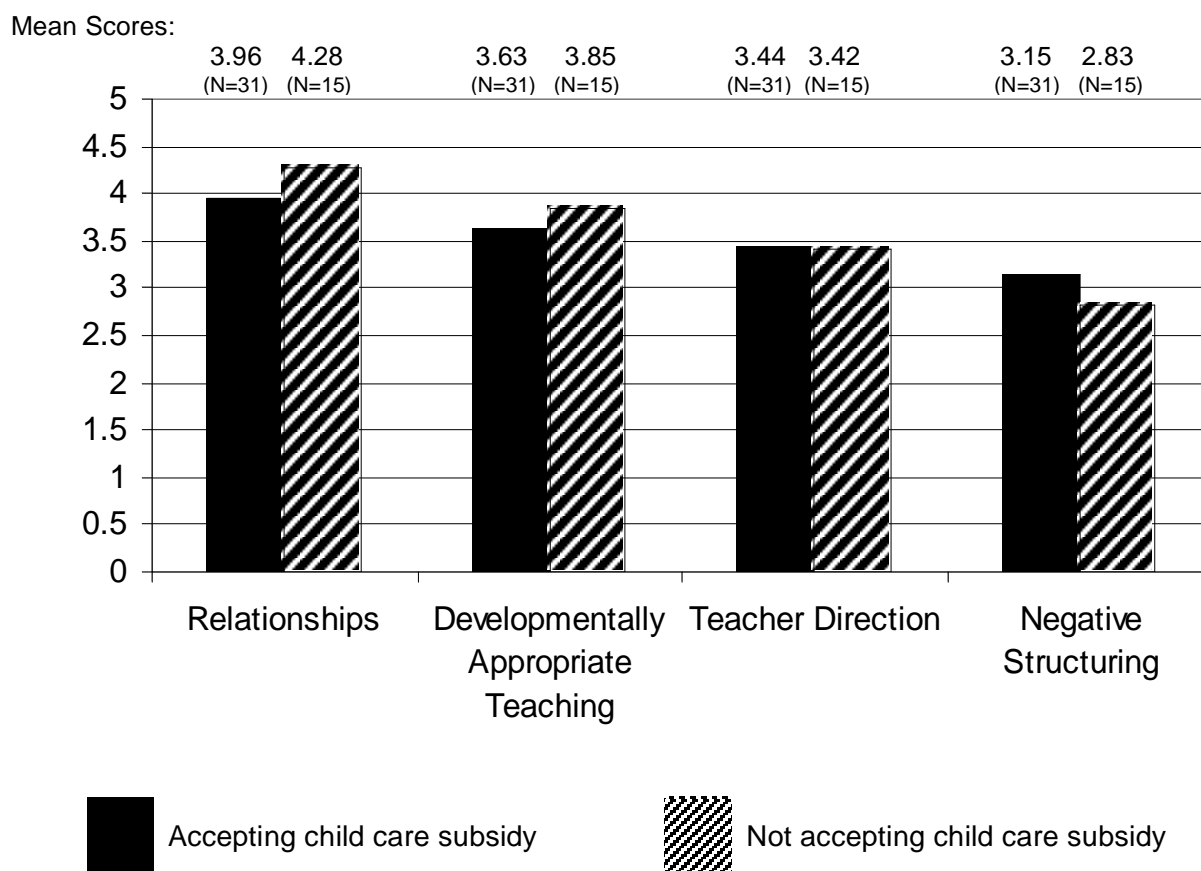
For the purposes of this report, comparisons are made between scores from teachers of groups in programs that accept child care subsidy and those programs that do not.

## Family Child Care Programs

Family child care programs that reported that they do not accept child care subsidy (N=15) had higher scores on the “Relationships” and “Developmentally Appropriate Teaching,” factors when compared with programs that accept child care subsidy (N=31). Scores for the factor of “Teacher Direction” were essentially the same for the programs observed. An ANOVA was conducted and none of the differences in scores in any of the factors was found to be statistically significant at the  $p < .05$  level. These results are shown in Figure CCS-35.

Figure CCS-35:

### Mean Scores of Factors on the *Teacher Child Interaction Scale* for Family Child Care Programs



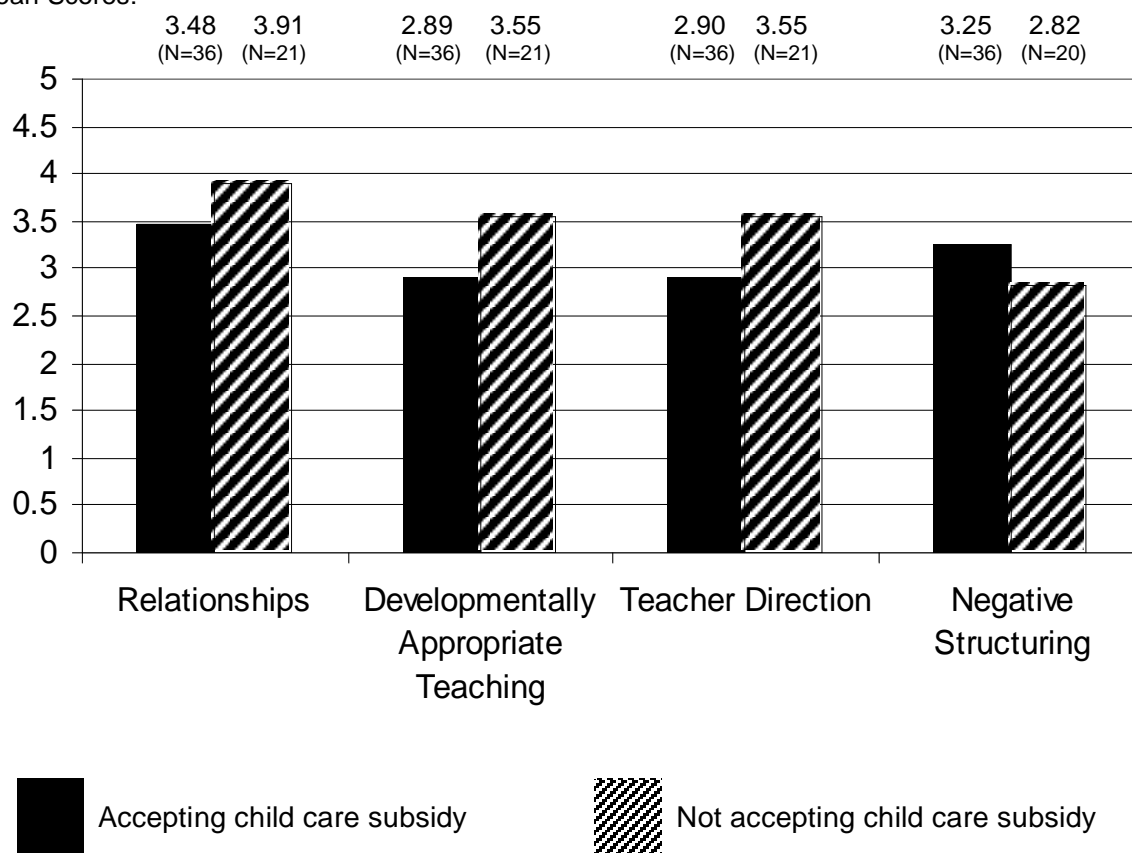
## Groups for 3 to 5-Year-Olds in Child Care Centers

In comparing groups for 3 to 5-year-olds in child care centers based on the receipt of child care subsidy, groups in child care centers that do not accept child care subsidy (N=21) tended to have higher scores on the factors “Relationships,” “Developmentally Appropriate Teaching,” “Teaching Direction,” and “Negative Structuring.” In order to further examine these differences an ANOVA was conducted. Although the groups in programs that do not receive state subsidies had higher scores on all four factors, the differences were not statistically significant. All four factors are shown in Figure CCS-36.

Figure CCS-36:

### Mean Scores of Factors on the *Teacher Child Interaction Scale* for Groups for 3 to 5-Year-Olds in Child Care Centers

Mean Scores:



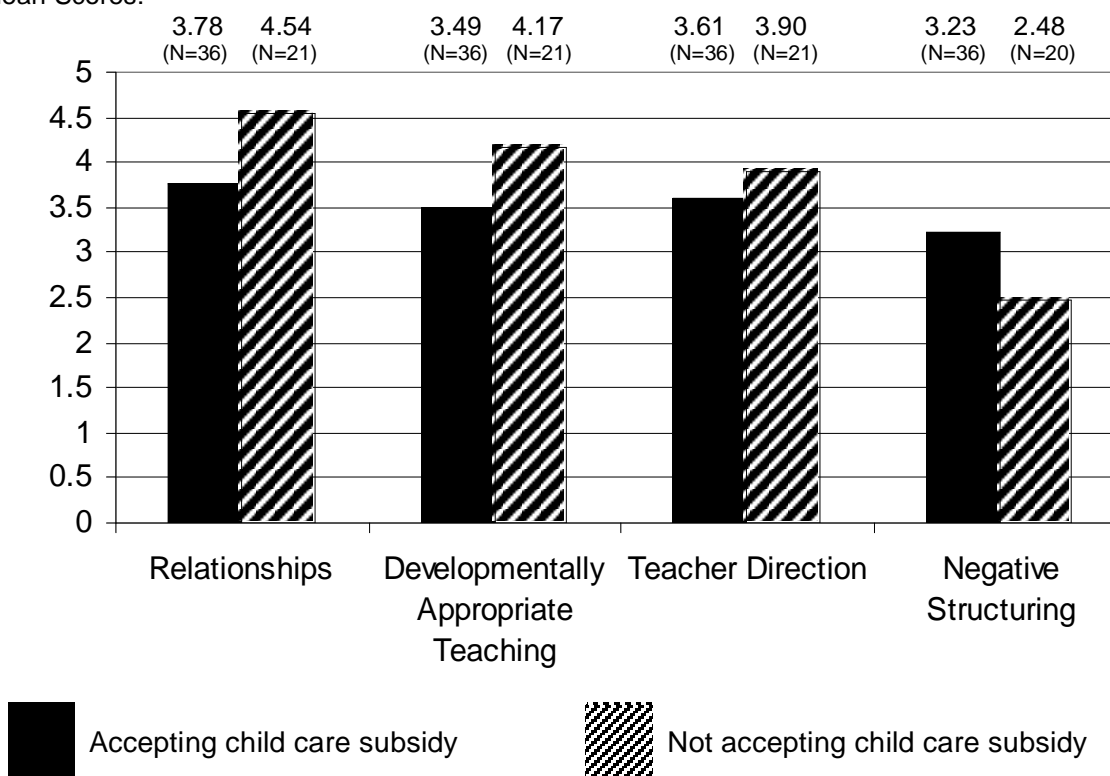
## Groups for 3 to 5-Year-Olds in Part-Day Programs

Teachers of 3 to 5-year-olds in part-day programs that do not accept child care subsidy (N=20) had higher scores in the factors of “Relationships,” “Developmentally Appropriate Teaching,” and “Teacher Direction,” when compared to scores from programs that do accept child care subsidy (N=11). In order to examine the differences in these scores, an ANOVA was performed. The differences in the scores for “Relationships” ( $F=13.948$ ,  $p<.001$ ), for “Developmentally Appropriate Teaching” ( $F=11.483$ ,  $p<.002$ ), and for “Negative Structuring” ( $F=5.931$ ,  $p<.021$ ) were significant. The difference in the scores for the two groups for the factor of “Teacher Direction” was not statistically significant though the mean score for programs that did not accept child care subsidy was higher. These results are shown in figure CCS-37.

Figure CCS-37:

### Mean Scores of Factors on the *Teacher Child Interaction Scale* for Groups for 3 to 5-Year-Olds in Part-Day Programs

Mean Scores:

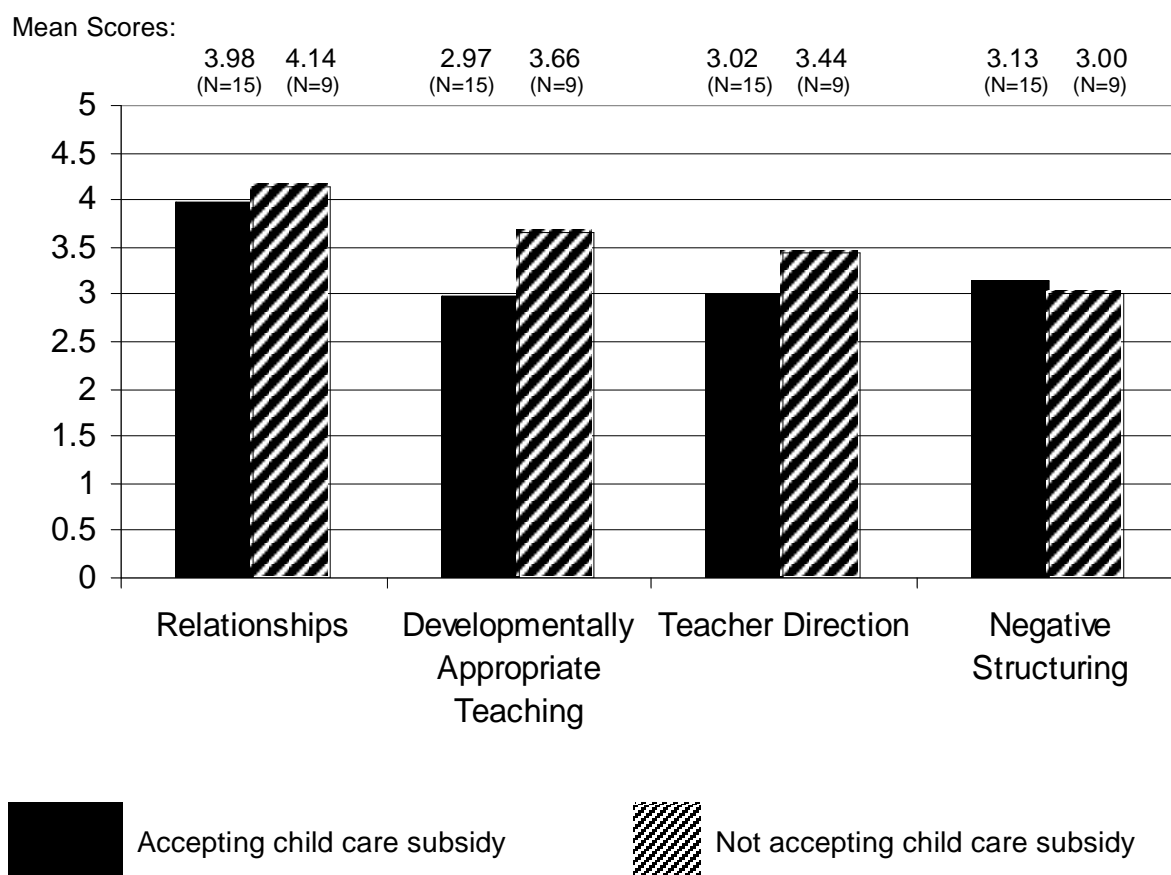


## School-Age Programming

In school-age programs that do not accept child care subsidy (N=9), teachers of groups were observed to have higher mean scores on the factors “Relationships,” “Developmentally Appropriate Teaching” and “Teaching Direction,” when compared to those teachers in groups in programs that do accept child care subsidy (N=15). An ANOVA was conducted, and none of the differences in scores in any of the factors was found to be statistically significant at the  $p < .05$  level. These results are shown in Figure CCS-38.

Figure CCS-38:

### Mean Scores of Factors on the *Teacher Child Interaction Scale* for School-Age Programs



*Delaware Early Care and Education  
Baseline Quality Study*

## **Early Care and Education Settings for Children with Disabilities**

This section presents information on early care and education programs observed in the *Delaware Early Care and Education Baseline Quality Study* related to the inclusion of young children with disabilities. This section focuses on the experience of children with disabilities in early care and education programs. Data from this study is presented in two ways: 1) Data is analyzed and presented according to programs that, based on the directors' report, do and do not collaborate with community agencies to provide services to young children with disabilities and 2) Data is analyzed and presented comparing group settings that had at least one child with disabilities in the setting and group settings that did not have children with disabilities.

Comparisons between programs that collaborate with community agencies that provide services to young children with disabilities and those that did not collaborate with community agencies to provide services to young children with disabilities are:

- services available to children with disabilities;
- fees charged by programs; and
- child care subsidy accepted as payment for early care and education services.

Comparisons made between groups that had at least one child with disabilities in the group and those groups that did not have children with disabilities are:

- child care subsidy accepted as payment for early care and education services;
- demographics of the lead teachers;
- training of the lead teachers; and
- quality of programs.

The data sources for this section are lead teachers' and directors' answers to the *Teacher Interview*, the *Family Child Care Interview*, the *Pre-visit Program Questionnaire*, and scores on each of four environment rating scales.



## Measurements

### Demographic Measurements

Three different instruments were used to collect demographic information about the programs, lead teachers, and program directors. The *Pre-visit Program Questionnaire* was sent to each program director and family child care teacher who agreed to be in the study. This instrument was used to collect information on such demographics as the number of children enrolled in the program, the ages of the children, the number of staff, and the collaboration with community agencies that provide services to children with disabilities. The variables contained in this questionnaire were determined by the *Delaware Early Care and Education Baseline Quality Study* Advisory Committee, the pilot data collectors, the researchers, and the model provided by the National Institute of Child Health and Human Development (NICHD) *Study of Early Child Care and Youth Development* (NICHD Early Child Care Research Network, 1996, 1997a, 1997b, 2001).

Directors and family child care teachers were asked to complete the *Pre-visit Questionnaire* prior to the observation visit. The visiting data collector confirmed the information in the questionnaire on the day of the program visit.

Two versions of a *Teacher Interview* were used to collect demographic information from family child care teachers and lead teachers at child care centers, Head Start, Early Childhood Assistance Programs (ECAP), and part-day programs. One version was administered to lead teachers in child care centers, Head Start and ECAP, and part-day programs to collect information about children in the group being observed, teacher training and experience, teacher pay rates, and teacher perceptions of early care and education as a career. The *Family Child Care Interview* was administered to the teachers in family child care programs. This version had the same questions as the original *Teacher Interview* and included questions from the *Director Interview*. As with the *Pre-visit Program Questionnaire*, these protocols were determined by the Advisory Committee, the pilot data collectors, the researchers, and the models provided by the NICHD *Study of Early Child Care and Youth Development*.

### Quality Measurements

Quality of early care and education programs was measured using one of four different environment rating scales. All settings were assessed using an environment rating scale.

#### Environment Rating Scales

The environment rating scales used in this study were designed by a group of early childhood education researchers from the University of North Carolina at Chapel Hill. The scales have been used since 1980 and are the most widely used environment rating scales in the field. They are routinely used to determine program quality and are often used to

determine tiered reimbursement for subsidized care funding (Maryland Department of Human Resources, 2003; Frank Porter Graham Child Development Institute, 2002). These instruments were:

- the *Infant/Toddler Environment Rating Scale* (ITERS) (Harms, Cryer, & Clifford, 1990);
- the *Early Childhood Environment Rating Scale – Revised* (ECERS-R) (Harms, Clifford, & Cryer, 1998);
- the *School-Age Care Environment Rating Scale* (SACERS) (Harms, Jacobs, & White, 1996); and
- the *Family Day Care Rating Scale* (FDCRS) (Harms & Clifford, 1989).

## Sample

Upon analysis of the data for this report, four categories became apparent. To identify these categories, two data sets were used: The *Pre-visit Program Questionnaire* and the *Environment Rating Scales*. To determine if services were available to children with disabilities, the answers directors gave to the question on the *Pre-visit Program Questionnaire*, “Does your program provide special services to children with disabilities?” were used to place programs and their groups into either of the categories “does collaborate to provide services to children with disabilities” or “does not collaborate to provide services to children with disabilities.” A program and their observed groups were identified as having children with disabilities enrolled if *any* of the groups observed at the program had a child with a disability enrolled.

Enrollment data was collected on the environment rating scale used when assessing the environment quality of the group being observed. The enrollment data collected was the number of children enrolled in the class, the number of children present, and the number of children with disabilities enrolled in the class. Information about the type(s) of disabilities experienced by these children was also collected.

Figure I-1 is a matrix displaying the combination of characteristics early care and education programs could have related to collaborating to provide services to children with disabilities and enrolling children with disabilities.

Figure I-1:

<b>Description of Programs in Sample</b>		
<b>Children Enrolled: Collaboration to Provide Services*:</b>	<b>Program <u>Does</u> Have Children with Disabilities Enrolled</b>	<b>Program <u>Does NOT</u> Have Children with Disabilities Enrolled</b>
<b>Program <u>Does</u> Collaborate to Provide Services* to Children with Disabilities</b>	<u>Category A:</u> Program enrolls children with disabilities and collaborates to provide services*	<u>Category B:</u> Program does NOT have children with disabilities enrolled but would collaborate to provide services* if needed.
<b>Program <u>Does NOT</u> Collaborate to Provide Services* to Children with Disabilities</b>	<u>Category C:</u> Program enrolls children with disabilities and does NOT collaborate to provide services*	<u>Category D:</u> Program does NOT have children with disabilities enrolled but would NOT collaborate to provide services* if needed

\* “Collaborates to provide services” means that a program is supportive of addressing the unique needs of children with disabilities. In many cases, the directors indicated that service providers from outside agencies were allowed to work with the children at the early care and education site. “Collaborating to provide services” does not mean that the early care and education program itself provides the service or in any way takes an active part in the provision of those services.

To provide information about the opportunity for children with disabilities to have their needs addressed in early care and education programs, the unit of analysis has been the early care and education programs. To provide information about the teachers who are working with children with disabilities and the early care and education environments where these children spend their days, the unit of analysis has been the groups that have children with disabilities enrolled.

## **Programs Enrolling and Collaborating to Provide Services to Children with Disabilities**

Of the total programs included in this analysis for the *Delaware Early Care and Education Baseline Quality Study* (N=175), 23.4% (n=41) had children with disabilities enrolled and collaborated to provide services. Another 17.7% (n=31) had children with disabilities enrolled but did not collaborate to provide services. Ten programs (5.7%) did not have children with disabilities yet collaborated to provide services when needed, and 53.1% (n=93) did not have children with disabilities enrolled and did not collaborate to provide services (see Table I-1). The sample of programs includes family child care programs; child care center programs that serve children of a variety of ages, including infants and toddlers, children 3 to 5 years old, and school-age children; Head Start and Early Childhood Assistance Programs (ECAP); and part-day programs that serve children 3 to 5 years old.

Table I-1 <b>Enrollment of Children with Disabilities and Collaboration to Provide Services*</b>				
<b>Children Enrolled:</b>		<b>Program <u>Does</u> Have Children with Disabilities Enrolled</b>	<b>Program <u>Does NOT</u> Have Children with Disabilities Enrolled</b>	<b>Total</b>
<b>Collaboration to Provide Services*:</b>				
<b>Program <u>Does</u> Collaborate to Provide Services* to Children with Disabilities</b>	N % of Total	41 23.4%	10 5.7%	<b>51 29.1%</b>
<b>Program <u>Does NOT</u> Collaborate to Provide Services* to Children with Disabilities</b>	N % of Total	31 17.7%	93 53.1%	<b>124 70.9%</b>
<b>Total</b>	<b>N % of Total</b>	<b>72 41.1%</b>	<b>103 58.9%</b>	<b>175 100.0%</b>

\* “Collaborates to provide services” means that a program is supportive of addressing the unique needs of children with disabilities. In many cases, the directors indicated that service providers from outside agencies were allowed to work with the children at the early care and education site. “Collaborating to provide services” does not mean that the early care and education program itself provides the service or in any way takes an active part in the provision of those services.

## Programs Collaborating to Provide Services to Children with Disabilities

Early care and education program directors were asked answer the question, “Does your center provide special services to children with disabilities?” The answers are presented here for each of the program types observed in this study.

### Programs Collaborating to Provide Services

Statewide, 29.1% (n=51) of all program directors (N=175) answered “yes” to the question, “Does your center provide special services to children with disabilities?” Of the family child care programs (N=80), 3.8% (n=3) answered “yes” to the question. Of the child care centers (groups for infants and toddlers, groups for 3 to 5-year-olds, and groups for school-age children) (N=52), 34.6% (n=18) answered “yes” to the question. Of the Head Start and Early Childhood Assistance Programs (ECAP) (N=21), 90.5% (n=19) answered “yes” to the question. Of the groups for 3 to 5-year-olds in part-day programs (N=22), 50.0% (n=11) answered “yes” to the question.

### Programs Not Collaborating to Provide Services

Statewide, 70.9% (n=124) of all programs (N=175) answered “no” to the question, “Does your center provide special services to children with disabilities?” Of the family child care programs (N=80), 96.2% (n=77) answered “no” to the question. Of the child care centers (N=52), 65.4% (n=34) answered “no” to the question. Of the Head Start and Early Childhood Assistance Programs (ECAP) (N=21), 9.5% (n=2) answered “no” to the question. Of the part-day programs (N=22), 50.0% (n=11) answered “no” to the question.

Table I-2 provides a summary of this data.

Table I-2: <b>Service Provision</b>				
Does your program provide special services for children with disabilities?				
Program Type:		Yes, Collaborate for Services	No, Do Not Collaborate for Services	Total Programs
Family Child Care	N %	3 3.8%	77 96.2%	80 100%
Child Care Centers*	N %	18 34.6%	34 65.4%	52 100%
Head Start and ECAP	N %	19 90.5%	2 9.5%	21 100%
Part-Day Programs	N %	11 50.0%	11 50.0%	22 100%
Total	N %	51 29.1%	124 70.9%	175 100%

\* Includes groups for infants and toddlers, groups for 3 to 5-year-olds, and groups for school-age children.

## Collaboration to Provide Services in Early Care and Education Settings

Program directors who answered “yes” to the question, “Does your program provide special services to children with disabilities?” on the *Pre-visit Program Questionnaire* were also asked to list the services that were made available to children with disabilities. Below is a report of the answers to the questions about the services made available statewide and by program type observed in this study.

### State

Fifty-one of the program directors answered “yes” to the question, “Does your program provide special services to children with disabilities?” Of those programs:

- 33.3% (n=17) described the services they offered to be in coordination with Early Choices or other services provided by the school district;
- 21.6% (n=11) described the services they offered to be a speech or physical therapist providing services on-site to children with disabilities;
- 9.8% (n=5) described the services they offered as collaboration with organizations;
- 5.9% (n=3) described the services they offered as “other”; and
- 29.4% (n=15) did not specify the type of services they offered.

### Family Child Care Programs

Three family child care teachers answered “yes” to the question, “Does your program provide special services to children with disabilities?” Of those programs:

- 66.7% (n=2) described the services they offered to be a speech or physical therapist providing services on-site to children with disabilities; and
- 33.3% (n=1) described the services they offered as “other.”

### Child Care Centers

Eighteen child care center directors answered “yes” to the question, “Does your program provide special services to children with disabilities?” Of those programs:

- 22.2% (n=4) described the services they offered to be in coordination with Early Choices or other services provided by the school district;
- 27.8% (n=5) described the services they offered to be a speech or physical therapist providing services on-site to children with disabilities;
- 11.1% (n=2) described the services they offered as collaboration with organizations;
- 5.6% (n=1) described the services they offered as “other”; and
- 33.3% (n=6) did not specify the type of services they offered.

### Head Start and Early Childhood Assistance Programs (ECAP)

Nineteen Head Start and Early Childhood Assistance Programs (ECAP) directors answered “yes” to the question, “Does your program provide special services to children with disabilities?” Of those programs:

- 47.4% (n=9) described the services they offered to be in coordination with Early Choices or other services provided by the school district;
- 5.3% (n=1) described the services they offered to be a speech or physical therapist providing services on-site to children with disabilities;
- 10.5% (n=2) described the services they offered as collaboration with organizations;
- 5.3% (n=1) described the services they offered as “other”; and
- 31.6% (n=6) did not specify the type of services they offered.

### Part-Day Programs

Eleven directors of part-day programs for children answered “yes” to the question, “Does your program provide special services to children with disabilities?” Of those programs:

- 36.4% (n=4) described the services they offered to be in coordination with Early Choices or other services provided by the school district;
- 27.3% (n=3) described the services they offered to be a speech or physical therapist providing services on-site to children with disabilities;
- 9.1% (n=1) described the services they offered as collaboration with organizations; and
- 27.3% (n=3) did not specify the type of services they offered.

Table I-3 provides a summary of the types of services provided for children with disabilities.

Table I-3: <b>Types of Services Provided</b>							
Does your program provide special services for children with disabilities? If yes, what service?							
<b>Service:</b>		<b>Early Choices or other services provided by the school district</b>	<b>Speech or physical therapist provides services on-site at program</b>	<b>Collaboration with other agencies</b>	<b>Other</b>	<b>Not specified</b>	<b>Total programs that provide services</b>
<b>Program Type:</b>							
<b>Family Child Care</b>	N %	0 0.0%	2 66.7%	0 0.0%	1 33.3%	0 0.0%	3 100.0%
<b>Child Care Centers*</b>	N %	4 22.2%	5 27.8%	2 11.1%	1 5.6%	6 33.3%	18 100.0%
<b>Head Start and ECAP</b>	N %	9 47.3%	1 5.3%	2 10.5%	1 5.3%	6 31.6%	19 100.0%
<b>Part-Day Programs</b>	N %	4 36.3%	3 27.3%	1 9.1%	0 0.0%	3 27.3%	11 100.0%
<b>State</b>	N %	17 33.3%	11 21.6%	5 9.8%	3 5.9%	15 29.4%	51 100.0%

\* Includes groups for infants and toddlers, groups for 3 to 5-year-olds, and groups for school-age children.

## Groups with Children with Disabilities

Information regarding the inclusion of children with disabilities was recorded on the environment rating scale observation form. This information was recorded based on observers' determinations and teachers' reports of how many children with disabilities were present in the group being observed and what the disabilities were. The inclusion of children with disabilities in early care and education settings observed in this study is reported here for the total sample as well as for each program type.

### Groups with Children with Disabilities

Statewide, 28.9% (n=156) of all groups (N=539) observed had at least one child with disabilities in the group on the day of observation. Of the family child care programs (N=74), 17.6% (n=13) had children with disabilities. Of the groups for infants and toddlers in child care centers (N=105), 12.4% (n=13) had children with disabilities. Of the groups for 3 to 5-year-olds in child care centers (N=155), 23.2% (n=36) had children with disabilities. Of the groups in Head Start and Early Childhood Assistance Programs (ECAP) (N=79), 57.0% (n=45) had children with disabilities. Of the groups for 3 to 5-year-olds in part-day programs (N=79), 38.0% (n=30) had children with disabilities. Of the groups for school-age children (N=47), 40.4% (n=19) had children with disabilities.

### Groups without Children with Disabilities

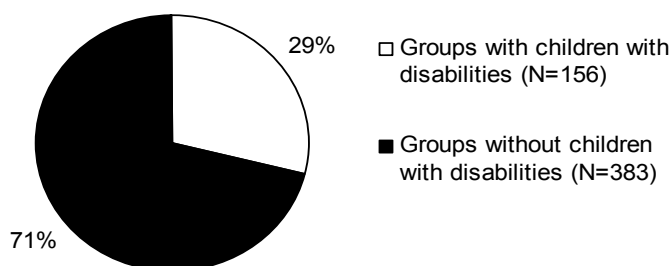
Statewide, 71.1% (n=383) of the total groups (N=539) observed did not have children with disabilities on the day of observation. Of the family child care programs (N=74), 82.4% (n=61) did not have children with disabilities. Of the groups for infants and toddlers in child care centers (N=105), 87.6% (n=92) did not have children with disabilities. Of the groups for 3 to 5-year-olds in child care centers (N=155), 76.8% (n=119) did not have children with disabilities. Of the groups in Head Start and Early Childhood Assistance Programs (ECAP) (N=79), 43.0% (n=34) did not have children with disabilities. Of the groups for 3 to 5-year-olds in part-day programs (N=79), 62.0% (n=49) did not have children with disabilities. Of the groups for school-age children (N=47), 59.6% (n=28) did not have children with disabilities.

Table I-4 and Figure I-2 provide summaries of this data.

Table I-4:

<b>Groups with and without Children with Disabilities by Program Type</b>				
<b>Program Type:</b>		<b>Children with Disabilities in Group</b>	<b>No Children with Disabilities in Group</b>	<b>Total Groups</b>
<b>Family Child Care</b>	N %	13 17.6%	61 82.4%	<b>74</b> <b>100.0%</b>
<b>Infants and Toddlers in Centers</b>	N %	13 12.4%	92 87.6%	<b>105</b> <b>100.0%</b>
<b>3 to 5-Year-Olds in Centers</b>	N %	36 23.2%	119 76.8%	<b>155</b> <b>100.0%</b>
<b>Head Start and ECAP</b>	N %	45 57.0%	34 43.0%	<b>79</b> <b>100.0%</b>
<b>Part-Day Programs</b>	N %	30 38.0%	49 62.0%	<b>79</b> <b>100.0%</b>
<b>School-Age Programs</b>	N %	19 40.4%	28 59.6%	<b>47</b> <b>100.0%</b>
<b>State</b>	<b>N</b> <b>%</b>	<b>156</b> <b>28.9%</b>	<b>383</b> <b>71.1%</b>	<b>539</b> <b>100%</b>

Figure I-2: Groups with and without Children with Disabilities





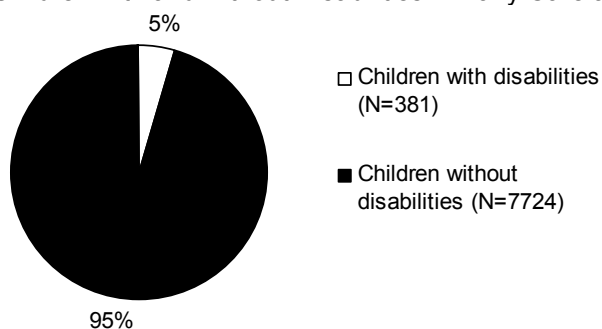
## Children with Disabilities Enrolled in Early Care and Education Programs

Analysis of all of the groups observed for the *Delaware Early Care and Education Baseline Quality Study* revealed that, statewide, of the 8,105 children observed during data collection, 381 (4.7%) children had disabilities and 7,724 (95.3%) children did not have identified disabilities. In the sample of family child care programs, 14 children had identified disabilities and 590 children did not have identified disabilities. In the sample of groups for infants and toddlers in child care centers, 16 children had identified disabilities and 1,031 children did not have identified disabilities. In the sample of groups for 3 to 5-year-olds in child care centers, 61 children had identified disabilities and 2,345 children did not have identified disabilities. In the sample of groups in Head Start and Early Childhood Assistance Programs (ECAP), 124 children had identified disabilities and 1,385 children did not have identified disabilities. In the sample of groups of 3 to 5-year-olds in part-day programs, 120 children had identified disabilities and 991 children did not have identified disabilities. In the sample of groups for school-age children, 46 children had identified disabilities and 1,382 children did not have identified disabilities.

Table I-5 and Figure I-3 provide a summary of this data.

Table I-5: Number of Children with and without Disabilities in Programs				
Program Type:		Children with Disabilities	Children without Disabilities	Total Children
Family Child Care	N	14	590	604
	%	2.3%	97.7%	100.0%
Infants and Toddlers in Centers	N	16	1,031	1,047
	%	1.5%	98.5%	100.0%
3 to 5-Year-Olds in Centers	N	61	2,345	2,406
	%	2.5%	97.5%	100.0%
Head Start and ECAP	N	124	1,385	1,509
	%	8.2%	91.8%	100.0%
Part-Day Programs	N	120	991	1,111
	%	10.8%	89.2%	100.0%
School-Age Programs	N	46	1,382	1,428
	%	3.2%	96.8%	100.0%
State	N	381	7,724	8,105
	%	4.7%	95.3%	100.0%

Figure I-3: Number of Children with and without Disabilities in Early Care and Education Programs



## Number of Children with Disabilities in Early Care and Education Groups

The following information reports how children with disabilities are included throughout the early care and education groups observed in this study.

### State

Of the groups observed for the study (N=539), 156 groups had at least one child with disabilities. The total number of children with disabilities observed during the data collection was 381. In those groups with at least one child with disabilities, 48.7% (n=76) of the groups had only one child with disabilities; 13.5% (n=21) of the groups had two children with disabilities; 16.7% (n=26) of the groups had three children with disabilities; 7.1% (n=11) of the groups had four children with disabilities; 5.1% (n=8) of the groups had five children with disabilities; 5.8% (n=9) of the groups had six children with disabilities; 0.6% (n=1) of the groups had seven children with disabilities; none of the groups had eight children with disabilities; 0.6% (n=1) of the groups had nine children with disabilities; and 1.9% (n=3) of the groups had ten or more children with disabilities (see Tables I-6 and I-7).

### Family Child Care Programs

Of the family child care programs, 13 of the 74 groups had at least one child with disabilities, representing a total of 14 children with disabilities. In those 13 programs with children with disabilities, 92.3% (n=12) had one child with disabilities; and 7.7% (n=1) of the groups had two children with disabilities.

### Groups for Infants and Toddlers in Child Care Centers

Of the groups for infants and toddlers in child care centers, 13 of the 105 groups had at least one child with disabilities, representing a total of 16 children with disabilities. In those 13 groups with children with disabilities, 84.6% (n=11) had one child with disabilities; 7.7% (n=1) of groups had two children with disabilities; and 7.7% (n=1) of groups had three children with disabilities.

### Groups for 3 to 5-year-olds in Child Care Centers

Of the groups for 3 to 5-year-olds in child care centers, 36 of the 155 groups had at least one child with disabilities, representing a total of 61 children with disabilities. In those 36 groups with children with disabilities, 63.9% (n=23) had one child with disabilities; 16.7% (n=6) of the groups had two children with disabilities; 8.3% (n=3) of the groups had three children with disabilities; 8.3% (n=3) of groups had four children with disabilities; and 2.8% (n=1) of the groups had five children with disabilities.

### Head Start and Early Childhood Assistance Programs (ECAP)

Of the groups in Head Start and Early Childhood Assistance Programs (ECAP), 45 of the 79 groups had at least one child with disabilities, representing a total of 124 children with disabilities. In those 45 groups with children with disabilities, 31.1% (n=14) had one child with disabilities; 17.8% (n=8) of the groups had two children with disabilities; 22.2% (n=10) of the groups had three children with disabilities; 11.1% (n=5) of the groups had four children with disabilities; 8.9% (n=4) of the groups had five children with disabilities; and 8.9% (n=4) of the groups had six children with disabilities.

### Part-Day Programs

Of the groups in part-day programs, 30 of the 79 groups had at least one child with disabilities representing a total of 120 children with disabilities. In those 30 groups with children with disabilities, 23.3% (n=7) of the groups had one child with disabilities; 13.3% (n=4) of the groups had two children with disabilities; 16.7% (n=5) of the groups had three children with disabilities; 6.7% (n=2) of the groups had four children with disabilities; 10.0% (n=3) of the groups had five children with disabilities; 16.7% (n=5) of the groups had six children with disabilities; 3.3% (n=1) of the groups had seven children with disabilities; 3.3% (n=1) of the groups had nine children with disabilities; and 6.7% (n=2) of the groups had ten or more children with disabilities.

### School-Age Programs

Of the groups for school-age children, 19 of the 47 groups had at least one child with disabilities, representing a total of 46 children with disabilities. In those 19 groups with children with disabilities, 47.4% (n=9) of the groups had one child with disabilities; 5.3% (n=1) of the groups had two children with disabilities; 36.8% (n=7) of the groups had three children with disabilities; 5.3% (n=1) of the groups had four children with disabilities; and 5.3% (n=1) of the groups had ten or more children with disabilities.

Table I-6 provides a summary of the number of children with disabilities per group.

Table I-6: <b>Number of Groups and Children with Disabilities</b>								
Number of children with disabilities per group								
Program Type:		Family Child Care	Infants and Toddlers in Centers	3 to 5-Year- Olds in Centers	Head Start and ECAP	Part-Day Programs	School- Age Programs	State
		N %	N %	N %	N %	N %	N %	N %
Number of groups with children with disabilities and Percent of the groups	1	12 92.3%	11 84.6%	23 63.9%	14 31.1%	7 23.3%	9 47.4%	<b>76</b> <b>48.7%</b>
	2	1 7.7%	1 7.7%	6 16.7%	8 17.8%	4 13.3%	1 5.3%	<b>21</b> <b>13.5%</b>
	3	0 0.0%	1 7.7%	3 8.3%	10 22.2%	5 16.7%	7 36.8%	<b>26</b> <b>16.7%</b>
	4	0 0.0%	0 0.0%	3 8.3%	5 11.1%	2 6.7%	1 5.3%	<b>11</b> <b>7.1%</b>
	5	0 0.0%	0 0.0%	1 2.8%	4 8.9%	3 10.0%	0 0.0%	<b>8</b> <b>5.1%</b>
	6	0 0.0%	0 0.0%	0 0.0%	4 8.9%	5 16.7%	0 0.0%	<b>9</b> <b>5.8%</b>
	7	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 3.3%	0 0.0%	<b>1</b> <b>0.6%</b>
	8	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	<b>0</b> <b>0.0%</b>
	9	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 3.3%	0 0.0%	<b>1</b> <b>0.6%</b>
	10+	0 0.0%	0 0.0%	0 0.0%	0 0.0%	2 6.7%	1 5.3%	<b>3</b> <b>1.9%</b>
	<b>Total</b>	<b><u>13 groups</u></b> <b>14 children</b>	<b><u>13 groups</u></b> <b>16 children</b>	<b><u>36 groups</u></b> <b>61 children</b>	<b><u>45 groups</u></b> <b>124 children</b>	<b><u>30 groups</u></b> <b>120 children</b>	<b><u>19 groups</u></b> <b>46 children</b>	<b><u>156 groups</u></b> <b>381 children</b>

## Types of Disabilities Experienced by Children with Disabilities

The types of disabilities experienced by the children with disabilities were recorded on the environment rating scale observation form. The types of disabilities were reported as physical/sensory disability, cognitive or language disability, social/emotional disability, or “other” disability. The information is reported here for the state and each program type.

## State

Of the groups with children identified with disabilities in the state of Delaware (N=156):

- 25.6% (n=40) of the groups had children with a physical/sensory disability;
- 62.8% (n=98) of the groups had children with a cognitive/language disability;
- 20.5% (n=32) of the groups had children with a social/emotional disability; and
- 19.9% (n=31) of the groups had children with an “other” disability.

## Family Child Care Programs

Of the family child care programs with children identified with disabilities (N=13):

- 30.8% (n=4) of the groups had children with a physical/sensory disability;
- 38.5% (n=5) of the groups had children with a cognitive/language disability;
- 0.0% (n=0) of the groups had children with a social/emotional disability; and
- 38.5% (n=5) of the groups had children with an “other” disability.

## Groups for Infants and Toddlers in Child Care Centers

Of the groups for infants and toddlers in child care centers with children identified with disabilities (N=13):

- 46.2% (n=6) of the groups had children with a physical/sensory disability;
- 46.2% (n=6) of the groups had children with a cognitive/language disability;
- 0.0% (n=0) of the groups had children with a social/emotional disability; and
- 46.2% (n=6) of the groups had children with an “other” disability.

## Groups for 3 to 5-Year-Olds in Child Care Centers

Of the groups for 3 to 5-year olds in child care centers with children identified with disabilities (N=36):

- 11.1% (n=4) of the groups had children with a physical/sensory disability;
- 72.2% (n=26) of the groups had children with a cognitive/language disability;
- 19.4% (n=7) of the groups had children with a social/emotional disability; and
- 11.1% (n=4) of the groups had children with an “other” disability.

## Groups in Head Start and ECAP Programs

Of the groups with children identified with disabilities in Head Start and ECAP Programs (N=45):

- 22.2% (n=10) of the groups had children with a physical/sensory disability;
- 71.1% (n=32) of the groups had children with a cognitive/language disability;
- 11.1% (n=5) of the groups had children with a social/emotional disability; and
- 22.2% (n=10) of the groups had children with an “other” disability.

## Groups for 3 to 5-year-olds in Part-Day Programs

Of the groups for 3 to 5-year-olds with children identified with disabilities in part-day programs (N=30):

- 33.3% (N=10) of the groups had children with a physical/sensory disability;
- 83.3% (N=25) of the groups had children with a cognitive/language disability;
- 33.3% (N=10) of the groups had children with a social/emotional disability; and

- 10.0% (N=3) of the groups had children with an “other” disability.

### School-Age Programs

Of the groups with children identified with disabilities in school-age programs (N=19):

- 31.6% (n=6) of the groups had children with a physical/sensory disability;
- 21.1% (n=4) of the groups had children with a cognitive/language disability;
- 52.6% (n=10) of the groups had children with a social/emotional disability; and
- 15.8% (n=3) of the groups had children with an “other” disability.

Table I-7 provides a summary by program type of disabilities experienced by the children who are enrolled in the early care and education groups observed in this study.

Table I-7: <b>Type of Disabilities in Groups with Children with Disabilities</b>						
Type of Disability:		Groups with children with physical/sensory disabilities	Groups with children with cognitive/language disabilities	Groups with children with social/emotional disabilities	Groups with children with “other” disabilities	Total number of groups with children identified with disabilities
Program Type:						
Family Child Care	N %	4 30.8%	5 38.5%	0 0.0%	5 38.5%	13 of 74 programs*
Infants and Toddlers in Centers	N %	6 46.2%	6 46.2%	0 0.0%	6 46.2%	13 of 105 groups*
3 to 5-Year-Olds in Centers	N %	4 11.1%	26 72.2%	7 19.4%	4 11.1%	36 of 155 groups*
Head Start and ECAP	N %	10 22.2%	32 71.1%	5 11.1%	10 22.2%	45 of 79 groups*
Part-Day Programs	N %	10 33.3%	25 83.3%	10 33.3%	3 10.0%	30 of 79 groups*
School-Age Programs	N %	6 31.6%	4 21.1%	10 52.6%	3 15.8%	19 of 47 groups*
State	N %	40 25.6%	98 62.8%	32 20.5%	31 19.9%	156 of 539 groups*

\* Some children had multiple disabilities.

## Fees for Early Care and Education Services

To report the fees for services, this report includes the programs that answered the question, “Does your center provide special services to children with disabilities?” with a “yes” or “no” answer. The average fee reported is the mean.

### Fees for Services: Infant Care

#### Programs Collaborating to Provide Services for Children with Disabilities

The average weekly fee for an infant in family child care programs that collaborated to provide services to children with disabilities was \$146.67 (N=3). The average weekly fee for an infant in child care centers that collaborated to provide services to children with disabilities was \$134.16 (N=9). In analyzing the services that programs have, programs either provide services directly or allow organizations and individuals to provide services on-site to children with disabilities.

#### Programs Not Collaborating to Provide Services for Children with Disabilities

The average weekly fee for an infant in family child care programs that did not collaborate to provide services to children with disabilities was \$105.28 (N=72). The average weekly fee for an infant in child care centers that did not collaborate to provide services to children with disabilities was \$123.55 (N=22).

Table I-8 provides a summary of fees for one week of infant care services.

Table I-8: <b>Fees for Infant Care Services</b>				
What is the standard fee for one infant to attend your program for one week of service?				
<b>Program Type:</b>		<b>Family Child Care</b>	<b>Child Care Centers</b>	<b>Early Care and Education Programs</b>
<b>Programs Collaborating to Provide Services for Children with Disabilities</b>	Mean	\$146.67	\$134.16	<b>\$137.29</b>
	Range (\$)	\$115.00 - \$175.00	\$90.00 - \$216.45	<b>\$90.00 - \$216.45</b>
	N	3	9	<b>12</b>
<b>Programs NOT Collaborating to Provide Services for Children with Disabilities</b>	Mean	\$105.28	\$123.55	<b>\$109.56</b>
	Range (\$)	\$65.00 - \$175.00	\$90.00 - \$210.70	<b>\$65.00 - \$210.70</b>
	N	72	22	<b>94</b>
<b>Total</b>	Mean	<b>\$106.93</b>	<b>\$126.63</b>	<b>\$112.69</b>
	Range (\$)	<b>\$65.00 - \$175.00</b>	<b>\$90.00 - \$216.45</b>	<b>\$65.00 - \$216.45</b>
	N	<b>75</b>	<b>31</b>	<b>106</b>

## Fees for Services: Toddler Care

### Programs Collaborating to Provide Services for Children with Disabilities

The average weekly fee for a toddler in family child care programs that collaborated to provide services to children with disabilities was \$138.33 (N=3). The average weekly fee for a toddler in child care centers that collaborated to provide services to children with disabilities was \$110.37 (N=12). In analyzing the services that programs have, programs either provide services directly or allow organizations and individuals to provide services on-site to children with disabilities.

### Programs Not Collaborating to Provide Services for Children with Disabilities

The average weekly fee for a toddler in family child care programs that did not collaborate to provide services to children with disabilities was \$99.47 (N=71). The average weekly fee for a toddler in child care centers that did not collaborate to provide services to children with disabilities was \$111.98 (N=23).

Table I-9 provides a summary of fees for one week of toddler care services.

Table I-9: <b>Fees for Toddler Care Services</b>				
What is the standard fee for one toddler to attend your program for one week of service?				
<b>Program Type:</b>		<b>Family Child Care</b>	<b>Child Care Centers</b>	<b>Early Care and Education Programs</b>
<b>Programs Collaborating to Provide Services for Children with Disabilities</b>	Mean	\$138.33	\$110.37	<b>\$115.96</b>
	Range (\$)	\$115.00 - \$175.00	\$50.00 - \$200.95	<b>\$50.00 - \$200.95</b>
	N	3	12	<b>15</b>
<b>Programs NOT Collaborating to Provide Services for Children with Disabilities</b>	Mean	\$99.47	\$111.98	<b>\$102.53</b>
	Range (\$)	\$60.00 - \$175.00	\$75.00 - \$190.45	<b>\$60.00 - \$190.45</b>
	N	71	23	<b>94</b>
<b>Total</b>	<b>Mean</b>	<b>\$101.05</b>	<b>\$111.43</b>	<b>\$104.38</b>
	<b>Range (\$)</b>	<b>\$60.00 - \$175.00</b>	<b>\$50.00 - \$200.95</b>	<b>\$50.00 - \$200.95</b>
	<b>N</b>	<b>74</b>	<b>35</b>	<b>109</b>

## Fees for Services: Care for 3 to 5-Year-Olds

### Programs Collaborating to Provide Services for Children with Disabilities

The average weekly fee for a 3 to 5-year-old in family child care programs that collaborated to provide services to children with disabilities was \$115.00 (N=2). The average weekly fee for a 3 to 5-year-old in child care centers that collaborated to provide services to children with disabilities was \$103.63 (N=16). The average weekly fee for a 3 to 5-year-old in part-day programs that collaborated to provide services to children with



disabilities was \$61.18 (N=6). While Head Start and Early Childhood Assistance Programs (ECAP) do have services for children with disabilities, there is not a fee to attend these programs. In analyzing the services that programs have, programs either provide services directly or allow organizations and individuals to provide services on-site to children with disabilities.

#### Programs Not Collaborating to Provide Services for Children with Disabilities

The average weekly fee for a 3 to 5-year-old in family child care programs that did not collaborate to provide services to children with disabilities was \$95.97 (N=67). The average weekly fee for a 3 to 5-year-old in child care centers that did not collaborate to provide services to children with disabilities was \$97.07 (N=27). The average weekly fee for a 3 to 5-year-old in part-day programs that did not collaborate to provide services to children with disabilities was \$97.40 (N=6).

Tables I-10 and I-11 provide a summary of fees for one week of care services for 3 to 5-year-olds.

Table I-10: <b>Fees for Full-Day Programs for 3 to 5-Year-Olds</b>				
What is the standard fee for one preschooler to attend your program for one week of service?				
<b>Program Type:</b>		<b>Family Child Care</b>	<b>Child Care Centers</b>	<b>Early Care and Education Programs</b>
<b>Programs Collaborating to Provide Services for Children with Disabilities</b>	Mean	\$115.00	\$103.63	<b>\$104.89</b>
	Range (\$)	\$115.00 - \$115.00	\$59.50 - \$175.50	<b>\$59.50 - \$175.50</b>
	N	2	16	<b>18</b>
<b>Programs NOT Collaborating to Provide Services for Children with Disabilities</b>	Mean	\$95.97	\$97.07	<b>\$96.29</b>
	Range (\$)	\$55.00 - \$175.00	\$36.70 - \$175.00	<b>\$36.70 - \$175.00</b>
	N	67	27	<b>94</b>
<b>Total</b>	<b>Mean</b>	<b>\$96.52</b>	<b>\$99.51</b>	<b>97.67</b>
	<b>Range (\$)</b>	<b>\$55.00 - \$175.00</b>	<b>\$36.70 - \$175.50</b>	<b>\$36.70 - \$175.50</b>
	<b>N</b>	<b>69</b>	<b>43</b>	<b>112</b>

Table I-11

<b>Fees for Part-Day Programs for 3 to 5-Year-Olds</b>		
What is the standard fee for one preschooler to attend your program for one week of service?		
<b>Programs Collaborating to Provide Services for Children with Disabilities</b>	Mean Range (\$) N	\$61.18 \$23.80 - \$150.00 6
<b>Programs NOT Collaborating to Provide Services for Children with Disabilities</b>	Mean Range (\$) N	\$97.40 \$41.80 - \$285.00 6
<b>Total</b>	<b>Mean</b> <b>Range (\$)</b> <b>N</b>	<b>\$79.29</b> <b>\$23.80 - \$285.00</b> <b>12</b>

## Fees for Services for School-Age Children

### Programs Collaborating to Provide Services for Children with Disabilities

The average weekly fee for a school-age child in family child care programs that collaborated to provide services to children with disabilities was \$107.50 (N=2). The average weekly fee for a school-age child in child care centers that collaborated to provide services to children with disabilities was \$57.25 (N=15). In analyzing the services that programs have, programs either provide services directly or allow organizations and individuals to provide services on-site to children with disabilities.

### Programs Not Collaborating to Provide Services for Children with Disabilities

The average weekly fee for a school-age child in family child care programs that did not collaborate to provide services to children with disabilities was \$77.59 (N=63). The average weekly fee for a school-age child in child care centers that did not collaborate to provide services to children with disabilities was \$60.56 (N=18).

Table I-12 provides a summary of fees for one week of school-age care services.

Table I-12: <b>Fees for Services for School-Age Children</b>				
What is the standard fee for one school-age child to attend your program for one week of service?				
<b>Program Type:</b>		<b>Family Child Care</b>	<b>Child Care Center</b>	<b>Early Care and Education Programs</b>
<b>Programs Collaborating to Provide Services for Children with Disabilities</b>	Mean	\$107.50	\$57.25	<b>\$63.16</b>
	Range (\$)	\$100.00 - \$115.00	\$26.25 - \$110.00	<b>\$26.25 - \$115.00</b>
	N	2	15	<b>17</b>
<b>Programs NOT Collaborating to Provide Services for Children with Disabilities</b>	Mean	\$77.59	\$60.56	<b>\$73.80</b>
	Range (\$)	\$25.00 - \$385.00	\$30.00 - \$150.00	<b>\$25.00 - \$385.00</b>
	N	63	18	<b>81</b>
<b>Total</b>	<b>Mean</b>	<b>\$78.51</b>	<b>\$59.05</b>	<b>\$71.96</b>
	<b>Range (\$)</b>	<b>\$25.00 - \$385.00</b>	<b>\$26.25 - \$150.00</b>	<b>\$25.00 - \$385.00</b>
	<b>N</b>	<b>65</b>	<b>33</b>	<b>98</b>

### Child Care Subsidy Accepted

The Child Care and Development Fund (CCDF) of the Administration for Families, Youth, and Children of the U.S. Department of Health and Human Services makes funds available to states, territories, and tribes as authorized by the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 PL 104-193 to assist families living in poverty, families receiving temporary public assistance, and families and individuals transitioning from public assistance in obtaining child care so that parents can work or attend training/education (U.S. Department of Health and Human Services, n.d.).

In Delaware, the service is available for children from infancy through twelve years of age. The Division of Social Services (DSS) in the Department of Health and Social Services determines eligibility based on the need for the service and income. The income limit at the time of this study was set at 200% of the Federal Poverty Level, (an annual family income of \$36,200 for a family of four in 2002) (U.S. Department of Health and Human Services, 2002).

Market surveys of the average fee of child care are conducted in a state to determine the local market rate for early care and education programs. For a family eligible for child care subsidy, an early care and education program would be reimbursed at a percentage of the market rate.

## **Availability of Services for Children with Disabilities in Programs that Do and Do Not Accept Child Care Subsidy**

This section provides information about early care and education programs that accept and do not accept child care subsidy and whether community agencies are collaborated with to provide services to children with disabilities. The analysis of this information is based on the program directors' answers to the questions on the *Pre-visit Program Questionnaire* about participation in the child care subsidy program and "Does your center provide special services to children with disabilities?"

### **Child Care Subsidy Accepted in Early Care and Education Settings Collaborating with Community Agencies to Provide Services to Children with Disabilities**

#### **Programs Accepting Child Care Subsidy and Collaborating to Provide Services**

Statewide, of the programs that accept child care subsidy (N=276), 31.9% (n=88) of the programs answered "yes" to the question, "Does your center provide special services to children with disabilities?" Of the family child care programs that accept child care subsidy (N=53), 3.8% (n=2) answered "yes" to the question. Of the groups for infants and toddlers in child care centers that accept child care subsidy (N=77), 39.0% (n=30) answered "yes" to the question. Of the groups for 3 to 5-year-olds in child care centers that accept child care subsidy (N=101), 35.6% (n=36) answered "yes" to the question. Of the groups for 3 to 5-year-olds in part-day programs that accept child care subsidy (N=14), 64.3% (n=9) answered "yes" to the question. Of the groups for school-age children that accept child care subsidy (N=31), 35.5% (N=11) answered "yes" to the question. In analyzing the services that programs have, programs either provide services or allow organizations and individuals to provide services on-site to children with disabilities.

#### **Programs Accepting Child Care Subsidy and Not Collaborating to Provide Services**

Statewide, of the programs that accept child care subsidy (N=276), 68.1% (n=188) of the programs answered "no" to the question, "Does your center provide special services to children with disabilities?" Of the family child care programs that accept child care subsidy (N=53), 96.2% (n=51) answered "no" to the question. Of the groups for infants and toddlers in child care centers that accept child care subsidy (N=77), 61.0% (n=47) answered "no" to the question. Of the groups for 3 to 5-year-olds in child care centers that accept child care subsidy (N=101), 64.4% (n=65) answered "no" to the question. Of the groups for 3 to 5-year-olds in part-day programs that accept child care subsidy (N=14), 35.7% (n=5) answered "no" to the question. Of the groups for school-age children that accept child care subsidy (N=31), 64.5% (N=20) answered "no" to the question.

Table I-13 provides a summary of this data.

Table I-13:

### Groups Accepting Child Care Subsidy and Provision of Services to Children with Disabilities

Of the groups in programs accepting child care subsidy:

Program Type:		Programs Collaborating to Provide Services	Programs NOT Collaborating to Provide Services	Total
Family Child Care	Yes	2	51	53
	%	3.8%	96.2%	100.0%
Infants and Toddlers in Child Care Centers	Yes	30	47	77
	%	39.0%	61.0%	100.0%
3 to 5-year-Olds in Child Care Centers	Yes	36	65	101
	%	35.6%	64.4%	100.0%
Part-Day Programs	Yes	9	5	14
	%	64.3%	35.7%	100.0%
School-Age Programs	Yes	11	20	31
	%	35.5%	64.5%	100.0%
State	Yes	88	188	276
	%	31.9%	68.1%	100.0%

### Child Care Subsidy Not Accepted in Early Care and Education Settings and Availability of Services for Children with Disabilities

This section provides information about early care and education programs that did not accept child care subsidy and whether or not they collaborate to provide services for children with disabilities.

#### Programs Not Accepting Child Care Subsidy and Collaborating to Provide Services

Statewide, of the programs that did not accept child care subsidy (N=151), 31.8% (n=48) of the programs answered “yes” to the question, “Does your center provide special services to children with disabilities?” Of the family child care programs that did not accept child care subsidy (N=26), 3.8% (n=1) answered “yes” to the question. Of the groups for infants and toddlers in child care centers that did not accept child care subsidy (N=30), 26.7% (n=8) answered “yes” to the question. Of the groups for 3 to 5-year-olds in child care centers that did not accept child care subsidy (N=35), 22.9% (n=8) answered “yes” to the question. Of the groups for 3 to 5-year-olds in part-day programs that did not accept child care subsidy (N=46), 58.7% (n=27) answered “yes” to the question. Of the groups for school-age children that did not accept child care subsidy (N=14), 28.6% (n=4) answered “yes” to the question. In analyzing the services that programs have, programs either provide services or allow organizations and individuals to provide services on-site to children with disabilities.

#### Programs Not Accepting Child Care Subsidy and Not Collaborating to Provide Services

Statewide, of the programs that did not accept child care subsidy (N=151), 68.2% (n=103) of the programs answered “no” to the question, “Does your center provide special services to children with disabilities?” Of the family child care programs that did not accept

child care subsidy (N=26), 96.2% (n=25) answered “no” to the question. Of the groups for infants and toddlers in child care centers that did not accept child care subsidy (N=30), 73.3% (n=22) answered “no” to the question. Of the groups for 3 to 5-year-olds in child care centers that did not accept child care subsidy (N=35), 77.1% (n=27) answered “no” to the question. Of the groups for 3 to 5-year-olds in part-day programs that did not accept child care subsidy (N=46), 41.3% (n=19) answered “no” to the question. Of the groups for school-age children that did not accept child care subsidy (N=14), 71.4% (n=10) answered “no” to the question.

Table I-14 provides a summary of this data.

Table I-14: <b>Groups Not Accepting Child Care Subsidy and Provision of Services to Children with Disabilities</b>				
Of the groups in programs NOT accepting child care subsidy:				
Program Type:		Programs Collaborating to Provide Services	Programs NOT Collaborating to Provide Services	Total
Family Child Care	Yes %	1 3.8%	25 96.2%	26 100.0%
Infants and Toddlers in Child Care Centers	Yes %	8 26.7%	22 73.3%	30 100.0%
3 to 5-year-Olds in Child Care Centers	Yes %	8 22.9%	27 77.1%	35 100.0%
Part-Day Programs	Yes %	27 58.7%	19 41.3%	46 100.0%
School-Age Programs	Yes %	4 28.6%	10 71.4%	14 100.0%
State	Yes %	48 31.8%	103 68.2%	151 100.0%

## **Inclusion of Children with Disabilities in Programs that Do and Do Not Accept Child Care Subsidy**

This section provides information about early care and education programs that accept and do not accept child care subsidy and the inclusion of children with disabilities. The analysis of this information is based on the program directors' answers to the question on the *Pre-visit Program Questionnaire* about participation in the child care subsidy program and the report on the environment rating scale regarding the enrollment of children with disabilities being present during the observation of the group. Head Start and Early Childhood Assistance Programs (ECAP) were not included in the analysis because most Head Start and ECAPs do not charge families for their services.

### **Children with Disabilities Participation in Early Care and Education Settings Accepting Child Care Subsidy**

#### **Groups with Children with Disabilities**

Statewide, of the 250 groups that were in programs accepting child care subsidy, 23.6% (n=59) of the groups had children with disabilities participating. Of the family child care programs that accepted child care subsidy (N=46), 23.9% (n=11) had children with disabilities participating. Of the groups for infants and toddlers in child care centers that accepted child care subsidy (N=68), 17.6% (n=12) had children with disabilities participating. Of the groups for 3 to 5-year-olds in child care centers that accepted child care subsidy (N=93), 20.4% (n=19) had children with disabilities participating. Of the groups for 3 to 5-year-olds in part-day programs that accepted child care subsidy (N=13), 30.8% (n=4) had children with disabilities participating. Of the groups for school-age children that accepted child care subsidy (N=30), 43.3% (n=13) had children with disabilities participating.

#### **Groups without Children with Disabilities**

Statewide, of the 250 groups that were in programs accepting child care subsidy, 76.4% (n=191) did not have children with disabilities participating. Of the family child care programs that accepted child care subsidy (N=46), 76.1% (n=35) did not have children with disabilities participating. Of the groups for infants and toddlers in child care centers that accepted child care subsidy (N=68), 82.4% (n=56) did not have children with disabilities participating. Of the groups for 3 to 5-year-olds in child care centers that accepted child care subsidy (N=93), 79.6% (n=74) did not have children with disabilities participating. Of the groups for 3 to 5-year-olds in part-day programs that accepted child care subsidy (N=13), 69.2% (n=9) did not have children with disabilities participating. Of the groups for school-age children that accepted child care subsidy (N=30), 56.7% (n=17) did not have children with disabilities participating.

Table I-15 provides a summary of this data.

Table I-15: <b>Participation of Children with Disabilities in Programs Accepting Child Care Subsidy</b>				
Of the groups in programs accepting child care subsidy:				
Program Type:		Groups with Children with Disabilities	Groups without Children with Disabilities	Total Groups
Family Child Care	Yes	11	35	<b>46</b>
	%	23.9%	76.1%	<b>100.0%</b>
Infants and Toddlers in Child Care Centers	Yes	12	56	<b>68</b>
	%	17.6%	82.4%	<b>100.0%</b>
3 to 5-Year-Olds in Child Care Centers	Yes	19	74	<b>93</b>
	%	20.4%	79.6%	<b>100.0%</b>
Part-Day Programs	Yes	4	9	<b>13</b>
	%	30.8%	69.2%	<b>100.0%</b>
School-Age Programs	Yes	13	17	<b>30</b>
	%	43.3%	56.7%	<b>100.0%</b>
State	Yes	<b>59</b>	<b>191</b>	<b>250</b>
	%	<b>23.6%</b>	<b>76.4%</b>	<b>100.0%</b>

### **Children with Disabilities Participation in Early Care and Education Settings Not Accepting Child Care Subsidy**

This section provides information about children with disabilities participating in programs that do not accept child care subsidy.

#### **Groups with Children with Disabilities**

Statewide, of the 139 groups that were in programs not accepting child care subsidy, 25.2% (n=35) had children with disabilities participating. Of the family child care programs not accepting child care subsidy (N=24), 4.2% (n=1) had children with disabilities participating. Of the groups for infants and toddlers in child care centers not accepting child care subsidy (N=25), 8.0% (n=2) had children with disabilities participating. Of the groups for 3 to 5-year-olds in child care centers not accepting child care subsidy (N=32), 21.9% (n=7) had children with disabilities participating. Of the groups for 3 to 5-year-olds in part-day programs not accepting child care subsidy (N=44), 43.2% (n=19) had children with disabilities participating. Of the groups for school-age children not accepting child care subsidy (N=14), 42.9% (n=6) had children with disabilities participating.

#### **Groups without Children with Disabilities**

Statewide, of the 139 groups in programs not accepting child care subsidy, 74.8% (n=104) did not have children with disabilities participating. Of the family child care programs not accepting child care subsidy (N=24), 95.8% (n=23) did not have children with disabilities participating. Of the groups for infants and toddlers in child care centers not accepting child care subsidy (N=25), 92.0% (n=23) did not have children with disabilities participating. Of the groups for 3 to 5-year-olds in child care centers not accepting child care subsidy (N=32), 78.1% (n=25) did not have children with disabilities participating. Of the



groups for 3 to 5-year-olds in part-day programs not accepting child care subsidy (N=44), 56.8% (n=25) did not have children with disabilities participating. Of the groups for school-age children not accepting child care subsidy (N=14), 57.1% (n=8) did not have children with disabilities participating.

Table I-16 provides a summary of this data.

Table I-16: <b>Children with Disabilities Participation in Programs Not Accepting Child Care Subsidy</b>				
Of the groups in programs NOT accepting child care subsidy:				
Program Type:		Groups with Children with Disabilities	Groups without Children with Disabilities	Total Groups
Family Child Care	Yes	1	23	24
	%	4.2%	95.8%	100.0%
Infants and Toddlers in Child Care Centers	Yes	2	23	25
	%	8.0%	92.0%	100.0%
3 to 5-Year-Olds in Child Care Centers	Yes	7	25	32
	%	21.9%	78.1%	100.0%
Part-Day Programs	Yes	19	25	44
	%	43.2%	56.8%	100.0%
School-Age Programs	Yes	6	8	14
	%	42.9%	57.1%	100.0%
State	Yes	35	104	139
	%	25.2%	74.8%	100.0%

## Demographic Description of Lead Teachers

The following tables provide demographic information about the lead teachers who had children with disabilities in their groups and those lead teachers who did not have children with disabilities in their groups.

### Average Hourly Wage of Lead Teachers

Lead teachers were asked to report their hourly wage. When reporting the hourly wage of the lead teachers, the mean was the average reported. The average hourly wage of lead teachers varies among the program types. With the exception of family child care programs, the average hourly wage for lead teachers who have children with disabilities in their groups is greater than the average hourly wage of those lead teachers who do not have children with disabilities in their groups. For family child care teachers, those who have children with disabilities had a lower average hourly wage than those teachers who did not have any children with disabilities. See Table I-17 for details.

### Groups with Children with Disabilities

Of the family child care teachers who had children with disabilities in their programs (N=10), the average hourly wage was \$6.03. Of the lead teachers of infants and toddlers in child care centers who had children with disabilities in their groups (N=11), the average hourly wage was \$8.81. Of the lead teachers of 3 to 5-year-olds in child care centers with children with disabilities in their groups (N=30), the average hourly wage was \$9.69. Of the Head Start and Early Childhood Assistance Program (ECAP) lead teachers who had children with disabilities in their groups (N=45), the average hourly wage was \$10.86. Of the lead teachers of 3 to 5-year-olds in part-day programs who had children with disabilities in their groups (N=12), the average hourly wage was \$10.62. Of the lead teachers of school-age children who had children with disabilities in their groups (N=15), the average hourly wage was \$8.65.

### Groups without Children with Disabilities

Of the family child care teachers who did not have children with disabilities in their programs (N=43), the average hourly wage was \$6.14. Of the lead teachers of infants and toddlers in child care centers who did not have children with disabilities in their programs (N=83), the average hourly wage was \$8.25. Of the lead teachers of 3 to 5-year-olds in child care centers who did not have children with disabilities in their groups (N=107), the average hourly wage was \$9.14. Of the Head Start and Early Childhood Assistance Program (ECAP) lead teachers who did not have children with disabilities in their groups (N=32), the average hourly wage was \$10.44. Of the lead teachers of 3 to 5-year-olds in part-day programs without children with disabilities in their groups (N=33), the average hourly wage was \$10.36. For lead teachers of school-age children who did not have children with disabilities in their groups (N=26), the average hourly wage was \$8.08.

Table I-17 provides a summary of teacher hourly wage.

Table I-17: <b>Hourly Wage of Lead Teachers</b>				
What do you consider to be your hourly wage?				
Teachers of:		Groups with Children with Disabilities	Groups without Children with Disabilities	Total Groups
<b>Family Child Care</b>	Mean	\$6.03	\$6.14	<b>\$6.12</b>
	Range	\$1.32-\$11.60	\$0.95-\$14.00	<b>\$0.95-\$14.00</b>
	SD	3.56	3.48	<b>3.46</b>
	N	10	43	<b>53</b>
<b>Infants and Toddlers in Child Care Centers</b>	Mean	\$8.81	\$8.25	<b>\$8.32</b>
	Range	\$6.75-\$12.00	\$6.15-\$14.27	<b>\$6.15-\$14.27</b>
	SD	1.84	1.92	<b>1.91</b>
	N	11	83	<b>94</b>
<b>3 to 5-Year-Olds in Child Care Centers</b>	Mean	\$9.69	\$9.14	<b>\$9.26</b>
	Range	\$6.30-\$18.12	\$5.54-\$19.00	<b>\$5.54-\$19.00</b>
	SD	2.46	2.39	<b>2.41</b>
	N	30	107	<b>137</b>
<b>Head Start and ECAP</b>	Mean	\$10.86	\$10.44	<b>\$10.69</b>
	Range	\$7.75-\$15.50	\$6.50-\$17.00	<b>\$6.50-\$17.00</b>
	SD	1.47	1.92	<b>1.67</b>
	N	45	32	<b>77</b>
<b>Part-Day Programs</b>	Mean	\$10.62	\$10.36	<b>\$10.43</b>
	Range	\$6.00-\$23.00	\$3.27-\$20.00	<b>\$3.27-\$23.00</b>
	SD	4.46	3.50	<b>3.73</b>
	N	12	33	<b>45</b>
<b>School-Age Programs</b>	Mean	\$8.65	\$8.08	<b>\$8.29</b>
	Range	\$6.50-\$15.00	\$6.25-\$12.00	<b>\$6.25-\$15.00</b>
	SD	2.20	1.62	<b>1.84</b>
	N	15	26	<b>41</b>
<b>State</b>	Mean	<b>\$9.71</b>	<b>\$8.68</b>	<b>\$8.96</b>
	Range	<b>\$1.32-\$23.00</b>	<b>\$0.95-\$20.00</b>	<b>\$0.95-\$23.00</b>
	SD	<b>2.77</b>	<b>2.78</b>	<b>2.81</b>
	N	<b>123</b>	<b>324</b>	<b>447</b>

## Age of Lead Teachers

Lead teachers were asked to report their age. Below is an analysis of teacher age information according to teachers of groups with a child or children with disabilities and teachers of groups without a child or children with disabilities.

### Groups with Children with Disabilities

Of the family child care teachers who had children with disabilities in their programs (N=13), the average teacher age was 41 years. Of the lead teachers of infants and toddlers in child care centers who had children with disabilities (N=17), the average teacher age was 36 years. Of the lead teachers of 3 to 5-year-olds in child care centers who had children with disabilities (N=36), the average teacher age was 35 years. Of the Head Start and Early

Childhood Assistance Program (ECAP) lead teachers who had children with disabilities (N=45), the average teacher age was 37 years. Of the lead teachers of 3 to 5-year-olds in part-day programs who had children with disabilities (N=30), the average teacher age was 41 years. Of the lead teachers of school-age children who had children with disabilities (N=19), the average teacher age was 33 years.

#### Groups without Children with Disabilities

Of the family child care teachers who did not have children with disabilities in their programs (N=60), the average teacher age was 42 years. Of the lead teachers of infants and toddlers in child care centers who did not have children with disabilities in their groups (N=93), the average teacher age was 38 years. Of the lead teachers of 3 to 5-year-olds in child care centers who did not have children with disabilities (N=118), the average teacher age was 36 years. Of the Head Start and Early Childhood Assistance Program (ECAP) lead teachers who did not have children with disabilities in their groups (N=33), the average teacher age was 40 years. Of the lead teachers of 3 to 5-year-olds in part-day programs who did not have children with disabilities in their groups (N=46), the average teacher age was 44 years. Of the lead teachers of school-age children who did not have children with disabilities in their groups (N=28), the average teacher age was 29 years.

Table I-18 provides a summary of teacher age.

Table I-18: <b>Age of Lead Teachers</b>				
How old are you?				
Teachers of:		Groups with Children with Disabilities	Groups with No Children with Disabilities	Total Groups
<b>Family Child Care</b>	Mean	41	42	<b>42</b>
	Range	30 - 66	23 - 62	<b>23 – 66</b>
	SD	9	9	<b>9</b>
	N	13	60	<b>73</b>
<b>Infants and Toddlers in Child Care Centers</b>	Mean	36	38	<b>38</b>
	Range	18 - 51	17 - 67	<b>17 – 67</b>
	SD	8	13	<b>13</b>
	N	17	93	<b>110</b>
<b>3 to 5-Year-Olds in Child Care Centers</b>	Mean	35	36	<b>36</b>
	Range	21 - 67	18 - 67	<b>18 – 67</b>
	SD	10	11	<b>11</b>
	N	36	118	<b>154</b>
<b>Head Start and ECAP</b>	Mean	37	40	<b>38</b>
	Range	20 - 61	22 - 65	<b>20 – 65</b>
	SD	11	12	<b>11</b>
	N	45	33	<b>78</b>
<b>Part-Day Programs</b>	Mean	41	44	<b>43</b>
	Range	21 - 61	20 - 79	<b>20 – 79</b>
	SD	10	12	<b>12</b>
	N	30	46	<b>76</b>
<b>School-Age Programs</b>	Mean	33	29	<b>31</b>
	Range	18 - 59	16 - 46	<b>16 – 59</b>
	SD	14	10	<b>12</b>
	N	19	28	<b>47</b>
<b>State</b>	Mean	37	38	<b>38</b>
	Range	18 - 67	16 – 79	<b>16 – 79</b>
	SD	11	12	<b>12</b>
	N	160	378	<b>538</b>

## Highest Level of Education Completed by Lead Teachers

Family child care teachers and lead teachers in early care and education programs observed in this study were asked to report the highest education level that they had attained. A summary of this information is reported here based on whether the teacher had at least one child with disabilities in the group.

### Family Child Care Teachers

Of the teachers in family child care programs with children with disabilities (N=13):

- 23.1% (n=3) of the teachers reported that the highest education level that they had completed was “high school/GED”;
- 53.8% (n=7) of the teachers reported that the highest education level that they had completed was “some college without a degree”;

- 15.4% (n=2) of the teachers reported that the highest education level that they had completed was an “associate’s degree”; and
- 7.7% (n=1) of the teachers reported that the highest education level that they had completed was a “bachelor’s degree.”

Of the teachers in family child care programs without children with disabilities (N=61):

- 4.9% (n=3) of the teachers reported that the highest education level that they had completed was “less than high school”;
- 36.1% (n=22) of the teachers reported that the highest education level that they had completed was “high school/GED”;
- 41.0% (n=25) of the teachers reported that the highest education level that they had completed was “some college without a degree”;
- 8.2% (n=5) of the teachers reported that the highest education level that they had completed was an “associate’s degree”;
- 8.2% (n=5) of the teachers reported that the highest education level that they had completed was a “bachelor’s degree”; and
- 1.6% (n=1) of the teachers reported that the highest education level that they had completed was “other education.”

Table I-19 provides a summary of the highest education level completed by lead teachers in family child care programs.

Table I-19:

**Lead Teachers' Education Level  
Family Child Care Teachers**

What is the highest level of education you have completed?				
Education Level:		Groups with Children with Disabilities	Groups without Children with Disabilities	Total
High School Not Completed	N %	0 0.0%	3 4.9%	3 4.1%
High School/GED	N %	3 23.1%	22 36.1%	25 33.8%
Some College without a degree	N %	7 53.8%	25 41.0%	32 43.2%
CDA* Credential	N %	0 0.0%	0 0.0%	0 0.0%
Associate's degree	N %	2 15.4%	5 8.2%	7 9.5%
Bachelor's degree	N %	1 7.7%	5 8.2%	6 8.1%
Master's degree	N %	0 0.0%	0 0.0%	0 0.0%
Other	N %	0 0.0%	1 1.6%	1 1.3%
<b>Total</b>	<b>N %</b>	<b>13 100.0%</b>	<b>61 100.0%</b>	<b>74 100.0%</b>

\*Child Development Associate's Training Credential

### Lead Teachers of Infants and Toddlers in Child Care Centers

Of the lead teachers of infants and toddlers in child care centers with children with disabilities (N=17):

- 58.8% (n=10) of the teachers reported that the highest education level that they had completed was "high school/GED";
- 23.5% (n=4) of the teachers reported that the highest education level that they had completed was "some college without a degree";
- 5.9% (n=1) of the teachers reported that the highest education level that they had completed was a "Child Development Associate's Training Credential(CDA)" ;
- 5.9% (n=1) of the teachers reported that the highest education level that they had completed was an "associate's degree"; and
- 5.9% (n=1) of the teachers reported that the highest education level that they had completed was a "bachelor's degree."

Of the lead teachers of infants and toddlers in child care centers without children with disabilities (N=93):

- 5.4% (n=5) of the teachers reported that the highest education level that they had completed was "less than high school";
- 53.8% (n=50) of the teachers reported that the highest education level that they had completed was "high school/GED";

- 19.3% (n=18) of the teachers reported that the highest education level that they had completed was “some college without a degree”;
- 2.2% (n=2) of the teachers reported that the highest education level that they had completed was a “Child Development Associate’s Training Credential (CDA)”;
- 5.4% (n=5) of the teachers reported that the highest education level that they had completed was an “associate’s degree”;
- 10.8% (n=10) of the teachers reported that the highest education level that they had completed was a “bachelor’s degree”; and
- 3.1% (n=3) of the teachers reported that the highest education level that they had completed was “other education.”

Table I-20 provides a summary of lead teachers’ education level in infant and toddler programs.

Table I-20: Lead Teachers’ Education Level Lead Teachers of Infants and Toddlers				
What is the highest level of education you have completed?				
Education Level:		Groups with Children with Disabilities	Groups without Children with Disabilities	Total
High School Not Completed	N %	0 0.0%	5 5.4%	5 4.6%
High School/GED	N %	10 58.8%	50 53.8%	60 54.5%
Some College without a degree	N %	4 23.5%	18 19.3%	22 20.0%
CDA* Credential	N %	1 5.9%	2 2.2%	3 2.7%
Associate’s degree	N %	1 5.9%	5 5.4%	6 5.5%
Bachelor’s degree	N %	1 5.9%	10 10.8%	11 10.0%
Master’s degree	N %	0 0.0%	0 0.0%	0 0.0%
Other	N %	0 0.0%	3 3.1%	3 2.7%
Total	N %	17 100.0%	93 100.0%	110 100.0%

\*Child Development Associate’s Training Credential



### Lead Teachers of 3 to 5-Year-Olds in Child Care Centers

Of the lead teachers of 3 to 5-year-olds in child care centers with children with disabilities (N=35):

- 31.5% (n=11) of the teachers reported that the highest education level that they had completed was “high school/GED”;
- 11.4% (n=4) of the teachers reported that the highest education level that they had completed was “some college without a degree”;
- 11.4% (n=4) of the teachers reported that the highest education level that they had completed was an “associate’s degree”;
- 40.0% (n=14) of the teachers reported that the highest education level that they had completed was a “bachelor’s degree”; and
- 5.7% (n=2) of the teachers reported that the highest education level that they had completed was a “master’s degree.”

Of the lead teachers of 3 to 5-year-olds in child care centers without children with disabilities (N=116):

- 0.9% (n=1) of the teachers reported that the highest education level that they had completed was “less than high school”;
- 36.2% (n=42) of the teachers reported that the highest education level that they had completed was “high school/GED”;
- 19.8% (n=23) of the teachers reported that the highest education level that they had completed was “some college without a degree”;
- 2.6% (n=3) of the teachers reported that the highest education level that they had completed was a “Child Development Associate’s Training Credential (CDA)”;
- 13.8% (n=16) of the teachers reported that the highest education level that they had completed was an “associate’s degree”;
- 19.8% (n=23) of the teachers reported that the highest education level that they had completed was a “bachelor’s degree”;
- 6.0% (n=7) of the teachers reported that the highest education level that they had completed was a “master’s degree”; and
- 0.9% (n=1) of the teachers reported that the highest education level that they had completed was “other education.”

Table I-21 provides a summary of lead teachers’ education level in groups of 3 to 5-year-olds in child care centers.

Table I-21:

### Lead Teachers' Education Level Lead Teachers of 3 to 5-Year-Olds in Child Care Centers

What is the highest level of education you have completed?				
Education Level:		Groups with Children with Disabilities	Groups without Children with Disabilities	Total
<b>High School Not Completed</b>	N	0	1	<b>1</b>
	%	0.0%	0.9%	<b>0.7%</b>
<b>High School/GED</b>	N	11	42	<b>53</b>
	%	31.5%	36.2%	<b>35.1%</b>
<b>Some College without a degree</b>	N	4	23	<b>27</b>
	%	11.4%	19.8%	<b>17.9%</b>
<b>CDA* Credential</b>	N	0	3	<b>3</b>
	%	0.0%	2.6%	<b>2.0%</b>
<b>Associate's degree</b>	N	4	16	<b>20</b>
	%	11.4%	13.8%	<b>13.2%</b>
<b>Bachelor's degree</b>	N	14	23	<b>37</b>
	%	40.0%	19.8%	<b>24.5%</b>
<b>Master's degree</b>	N	2	7	<b>9</b>
	%	5.7%	6.0%	<b>6.0%</b>
<b>Other</b>	N	0	1	<b>1</b>
	%	0.0%	0.9%	<b>0.7%</b>
<b>Total</b>	<b>N</b>	<b>35</b>	<b>116</b>	<b>151</b>
	<b>%</b>	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

\*Child Development Associate's Training Credential

#### Head Start and Early Childhood Assistance Programs Lead Teachers

Of the lead teachers in Head Start and Early Childhood Assistance Program (ECAP) groups with children with disabilities (N=45):

- 11.1% (n=5) of the teachers reported that the highest education level that they had completed was "high school/GED";
- 26.7% (n=12) of the teachers reported that the highest education level that they had completed was "some college without a degree";
- 42.2% (n=19) of the teachers reported that the highest education level that they had completed was an "associate's degree"; and
- 20.0% (n=9) of the teachers reported that the highest education level that they had completed was a "bachelor's degree".

Of the lead teachers in Head Start and Early Childhood Assistance Program (ECAP) groups without children with disabilities (N=34):

- 2.9% (n=1) of the teachers reported that the highest education level that they had completed was "less than high school";
- 26.5% (n=9) of the teachers reported that the highest education level that they had completed was "high school/GED";
- 14.7% (n=5) of the teachers reported that the highest education level that they had completed was "some college without a degree";

- 5.9% (n=2) of the teachers reported that the highest education level that they had completed was “Child Development Associate’s Training Credential (CDA)”;
- 29.5% (n=10) of the teachers reported that the highest education level that they had completed was an “associate’s degree”;
- 14.7% (n=5) of the teachers reported that the highest education level that they had completed was a “bachelor’s degree”;
- 2.9% (n=1) of the teachers reported that the highest education level that they had completed was a “master’s degree”; and
- 2.9% (n=1) of the teachers reported that the highest education level that they had completed was “other education.”

Table I-22 provides a summary of lead teachers’ education level in Head Start and Early Childhood Assistance Programs.

<b>Table I-22:</b> <b>Lead Teachers’ Education Level</b> <b>Head Start and</b> <b>Early Childhood Assistance Program Lead Teachers</b>				
What is the highest level of education you have completed?				
<b>Education Level:</b>		<b>Groups with Children with Disabilities</b>	<b>Groups without Children with Disabilities</b>	<b>Total</b>
<b>High School Not Completed</b>	N %	0 0.0%	1 2.9%	<b>1</b> <b>1.3%</b>
<b>High School/GED</b>	N %	5 11.1%	9 26.5%	<b>14</b> <b>17.7%</b>
<b>Some College without a degree</b>	N %	12 26.7%	5 14.7%	<b>17</b> <b>21.5%</b>
<b>CDA* Credential</b>	N %	0 0.0%	2 5.9%	<b>2</b> <b>2.5%</b>
<b>Associate’s degree</b>	N %	19 42.2%	10 29.5%	<b>29</b> <b>36.7%</b>
<b>Bachelor’s degree</b>	N %	9 20.0%	5 14.7%	<b>14</b> <b>17.7%</b>
<b>Master’s degree</b>	N %	0 0.0%	1 2.9%	<b>1</b> <b>1.3%</b>
<b>Other</b>	N %	0 0.0%	1 2.9%	<b>1</b> <b>1.3%</b>
<b>Total</b>	<b>N</b> <b>%</b>	<b>45</b> <b>100.0%</b>	<b>34</b> <b>100.0%</b>	<b>79</b> <b>100.0%</b>

\*Child Development Associate’s Training Credential

### Lead Teachers of 3 to 5-Year-Olds in Part-Day Programs

Of the lead teachers of 3 to 5-year-olds in part-day programs with children with disabilities in their groups (N=30):

- 6.8% (n=2) of the teachers reported that the highest education level that they had completed was “high school/GED”;
- 13.3% (n=4) of the teachers reported that the highest education level that they had completed was “some college without a degree”;
- 43.3% (n=13) of the teachers reported that the highest education level that they had completed was a “bachelor’s degree”;
- 33.3% (n=10) of the teachers reported that the highest education level that they had completed was a “master’s degree”;
- 3.3% (n=1) of the teachers reported that the highest education level that they had completed was a “master’s degree plus”; and
- 3.3% (n=1) of the teachers reported that the highest education level that they had completed was “other education.”

Of the lead teachers of 3 to 5-year-olds in part-day programs without children with disabilities in their groups (N=48):

- 20.8% (n=10) of the teachers reported that the highest education level that they had completed was “high school/GED”;
- 16.7% (n=8) of the teachers reported that the highest education level that they had completed was “some college without a degree”;
- 8.3% (n=4) of the teachers reported that the highest education level that they had completed was an “associate’s degree”;
- 41.7% (n=20) of the teachers reported that the highest education level that they had completed was a “bachelor’s degree”; and
- 12.5% (n=6) of the teachers reported that the highest education level that they had completed was a “master’s degree.”

Table I-23 provides a summary of lead teachers’ education level in part-day programs.

Table I-23:

### Lead Teachers' Education Level Lead Teachers of 3 to 5-Year-Olds in Part-Day Programs

What is the highest level of education you have completed?				
Education Level:		Groups with Children with Disabilities	Groups without Children with Disabilities	Total
High School Not Completed	N %	0 0.0%	0 0.0%	0 0.0%
High School/GED	N %	2 6.8%	10 20.8%	12 15.4%
Some College without a degree	N %	4 13.3%	8 16.7%	12 15.4%
CDA* Credential	N %	0 0.0%	0 0.0%	0 0.0%
Associate's degree	N %	0 0.0%	4 8.3%	4 5.1%
Bachelor's degree	N %	13 43.3%	20 41.7%	33 42.3%
Master's degree	N %	9 30.0%	6 12.5%	15 17.2%
Master's degree plus	N %	1 3.3%	0 0.0%	1 3.3%
Other	N %	1 3.3%	0 0.0%	1 1.3%
<b>Total</b>	<b>N %</b>	<b>30 100.0%</b>	<b>48 100.0%</b>	<b>78 100.0%</b>

\*Child Development Associate's Training Credential

#### Lead Teachers in School-Age Programs

Of the lead teachers in school-age programs with children with disabilities in their groups (N=19):

- 5.3% (n=1) of the teachers reported that the highest education level that they had completed was "less than high school";
- 36.8% (n=7) of the teachers reported that the highest education level that they had completed was "high school/GED";
- 31.6% (n=6) of the teachers reported that the highest education level that they had completed was "some college without a degree";
- 10.5% (n=2) of the teachers reported that the highest education level that they had completed was an "associate's degree"; and
- 15.8% (n=3) of the teachers reported that the highest education level that they had completed was a "bachelor's degree."

Of the lead teachers in school-age programs without children with disabilities in their groups (N=28):

- 10.7% (n=3) of the teachers reported that the highest education level that they had completed was "less than high school";

- 50.0% (n=14) of the teachers reported that the highest education level that they had completed was “high school/GED”;
- 21.4% (n=6) of the teachers reported that the highest education level that they had completed was “some college without a degree”;
- 7.2% (n=2) of the teachers reported that the highest education level that they had completed was an “associate’s degree”; and
- 10.7% (n=3) of the teachers reported that the highest education level that they had completed was a “bachelor’s degree.”

Table I-24 provides a summary of lead teachers’ education level in school-age programs.

Table I-24: Lead Teachers’ Education Level Lead Teachers in School-Age Programs				
What is the highest level of education you have completed?				
Education Level:		Groups with Children with Disabilities	Groups without Children with Disabilities	Total
High School Not Completed	N %	1 5.3%	3 10.7%	4 8.5%
High School/GED	N %	7 36.8%	14 50.0%	21 44.7%
Some College without a degree	N %	6 31.6%	6 21.4%	12 25.5%
CDA* Credential	N %	0 0.0%	0 0.0%	0 0.0%
Associate’s degree	N %	2 10.5%	2 7.2%	4 8.5%
Bachelor’s degree	N %	3 15.8%	3 10.7%	6 12.8%
Master’s degree	N %	0 0.0%	0 0.0%	0 0.0%
Other	N %	0 0.0%	0 0.0%	0 0.0%
Total	N %	19 100.0%	28 100.0%	47 100.0%

\*Child Development Associate’s Training Credential

## Lead Teachers’ Training in Working with Children with Disabilities

Lead teachers were asked if they had received training in working with children with disabilities. Proportionately, of the teachers in this sample, more teachers who have children with disabilities in their groups have received training in working with children with disabilities than the group of teachers who do not have children with disabilities in their groups.

### Groups with Children with Disabilities

Of the lead teachers who had children with disabilities in their groups and answered the question regarding having received training in working with children with disabilities (N=159), 81.1% (n=129) reported having had this training. The following teachers who had children with disabilities in their groups reported having had this training:

- 100% (n=13) of the family child care teachers (N=13);
- 88.2% (n=15) of the lead teachers of infants and toddlers in child care centers (N=17);
- 77.8% (n=28) of the lead teachers of 3 to 5-year-olds in child care centers (N=36);
- 95.6% (n=43) of the lead teachers in Head Start and Early Childhood Assistance Programs (ECAP) (N=45);
- 69.0% (n=20) of the lead teachers of 3 to 5-year-olds in part-day programs (N=29); and
- 52.6% (n=10) of the lead teachers in school-age programs (N=19).

### Groups without Children with Disabilities

Of the lead teachers who answered the question regarding training to work with children with disabilities and who did not have children with disabilities in their groups (N=375), 52.8% (n=198) reported having had training in working with children with disabilities. The following teachers who did not have children with disabilities in their groups reported having had this training:

- 31.1% (n=19) of the family child care teachers (N=61);
- 51.7% (n=46) of the lead teachers of infants and toddlers in child care centers (N=89);
- 53.0% (n=62) of the lead teachers of 3 to 5-year-olds in child care centers (N=117);
- 84.8% (n=28) of the lead teachers in Head Start and Early Childhood Assistance Programs (ECAP) (N=33);
- 55.3% (n=26) of the lead teachers of 3 to 5-year-olds in part-day programs (N=47); and
- 60.7% (n=17) of the lead teachers in school-age programs (N=28).

Table I-25 provides a summary of training in working with children with disabilities.

Table I-25:

## Training to Work with Children with Disabilities

In all of your training, have you had training in working with children with disabilities?

Teachers of:		Groups with Children with Disabilities	Groups without Children with Disabilities	Total
<b>Family Child Care</b>	Yes	13	19	<b>32</b>
	%	100.0%	31.1%	<b>43.2%</b>
	N	13	61	<b>74</b>
<b>Infants and Toddlers in Centers</b>	Yes	15	46	<b>61</b>
	%	88.2%	51.7%	<b>57.5</b>
	N	17	89	<b>106</b>
<b>3 to 5-Year-Olds in Centers</b>	Yes	28	62	<b>90</b>
	%	77.8%	53.0%	<b>58.8</b>
	N	36	117	<b>153</b>
<b>Head Start and ECAP</b>	Yes	43	28	<b>71</b>
	%	95.6%	84.8%	<b>91.0%</b>
	N	45	33	<b>78</b>
<b>Part-Day Programs</b>	Yes	20	26	<b>46</b>
	%	69.0%	55.3%	<b>60.5%</b>
	N	29	47	<b>76</b>
<b>School-Age Programs</b>	Yes	10	17	<b>27</b>
	%	52.6%	60.7%	<b>57.4%</b>
	N	19	28	<b>47</b>
<b>Total</b>	<b>Yes</b>	<b>129</b>	<b>198</b>	<b>327</b>
	<b>%</b>	<b>81.1%</b>	<b>52.8%</b>	<b>61.2%</b>
	<b>N</b>	<b>159</b>	<b>375</b>	<b>534</b>



## Lead Teachers' Experience in Current Program

Lead teachers were asked to report how many years they have worked in their current program. While the teachers reported this information specifically in years and months, the responses have been organized into four categories:

- less than 1 year;
- between 1 and 5 years;
- between 6 and 10 years; and
- more than 10 years.

### Groups with Children with Disabilities

Of the lead teachers in all programs who had children with disabilities in their groups (N=160), 15.0% (n=24) had worked in their current program less than one year; 47.5% (n=76) had worked in their current program between one and five years; 17.5% (n=28) had worked in their current program between six and ten years; and 20.0% (n=32) had worked in their current program more than ten years.

Of the family child care teachers who had children with disabilities in their groups (N=13), none had worked in their current program less than one year; 38.5% (n=5) had worked in their current program between one and five years; 38.5% (n=5) had worked in their current program between six and ten years, and 23.1% (n=3) had worked in their current program more than ten years.

Of the lead teachers of infants and toddlers in child care centers who had children with disabilities in their groups (N=17), 11.8% (n=2) had worked in their current program less than one year; 47.1% (n=8) had worked in their current program between one and five years; 23.5% (n=4) had worked in their current program between six and ten years; and 17.6% (n=3) had worked in their current program more than ten years.

Of the lead teachers of 3 to 5-year-olds in child care centers who had children with disabilities in their groups (N=36), 19.4% (n=7) had worked in their current program less than one year; 47.2% (n=17) had worked in their current program between one and five years; 11.1% (n=4) had worked in their current program between six and ten years; and 22.2% (n=8) had worked in their current program more than ten years.

Of the Head Start and Early Childhood Assistance Program (ECAP) lead teachers who had children with disabilities in their groups (N=45), 17.8% (n=8) had worked in their current program less than one year; 51.1% (n=23) had worked in their current program between one and five years; 13.3% (n=6) had worked in their current program between six and ten years; and 17.8% (n=8) had worked in their current program more than ten years.

Of the lead teachers of 3 to 5-year-olds in part-day programs who had children with disabilities in their groups (N=30), 20.0% (n=6) had worked in their current program less than one year; 33.3% (n=10) had worked in their current program between one and five years; 23.3% (n=7) had worked in their current program between six and ten years; and 23.3% (n=7) had worked in their current program more than ten years.

Of the lead teachers of school-age children who had children with disabilities in their groups (N=19), 5.3% (n=1) had worked in their current program less than one year; 68.4% (n=13) had worked in their current program between one and five years; 10.5% (n=2) had worked in their current program between six and ten years; and 15.8% (n=3) had worked in their current program more than ten years.

#### Groups without Children with Disabilities

Of the lead teachers who answered the question regarding training to work with children with disabilities, who did not have children with disabilities in their groups (N=379), 15.3% (n=58) had worked in their current program less than one year; 46.4% (n=176) had worked in their current program between one and five years; 18.2% (n=69) had worked in their current program between six and ten years; and 20.1% (n=76) had worked in their current program more than ten years.

Of the family child care teachers who did not have children with disabilities in their programs (N=60), 1.7% (n=1) had worked in their current program less than one year; 45.0% (n=27) had worked in their current program between one and five years; 18.3% (n=11) had worked in their current program between six and ten years; and 35.0% (n=21) had worked in their current program more than ten years.

Of the lead teachers of infants and toddlers in child care centers who did not have children with disabilities in their groups (N=93), 22.6% (n=21) had worked in their current program less than one year; 43.0% (n=40) had worked in their current program between one and five years; 22.6% (n=21) had worked in their current program between six and ten years; and 11.8% (n=11) had worked in their current program more than ten years.

Of the lead teachers of 3 to 5-year-olds in child care centers who did not have children with disabilities in their groups (N=118), 15.3% (n=18) had worked in their current program less than one year; 46.6% (n=55) had worked in their current program between one and five years; 17.8% (n=21) had worked in their current program between six and ten years; and 20.3% (n=24) had worked in their current program more than ten years.

Of the Head Start and Early Childhood Assistance Program (ECAP) lead teachers who did not have children with disabilities in their groups (N=34), 14.7% (n=5) had worked in their current program less than one year; 50.0% (n=17) had worked in their current program between one and five years; 17.6% (n=6) had worked in their current program between six and ten years; and 17.6% (n=6) had worked in their current program more than ten years.

Of the lead teachers of 3 to 5-year-olds in part-day programs who did not have children with disabilities in their groups (N=46), 10.9% (n=5) had worked in their current program less than one year; 45.7% (n=21) had worked in their current program between one and five years; 17.4% (n=8) had worked in their current program between six and ten years; and 26.1% (n=12) had worked in their current program more than ten years.

Of the lead teachers of school-age children who did not have children with disabilities in their groups (N=28), 28.6% (n=8) had worked in their current program less than one year;

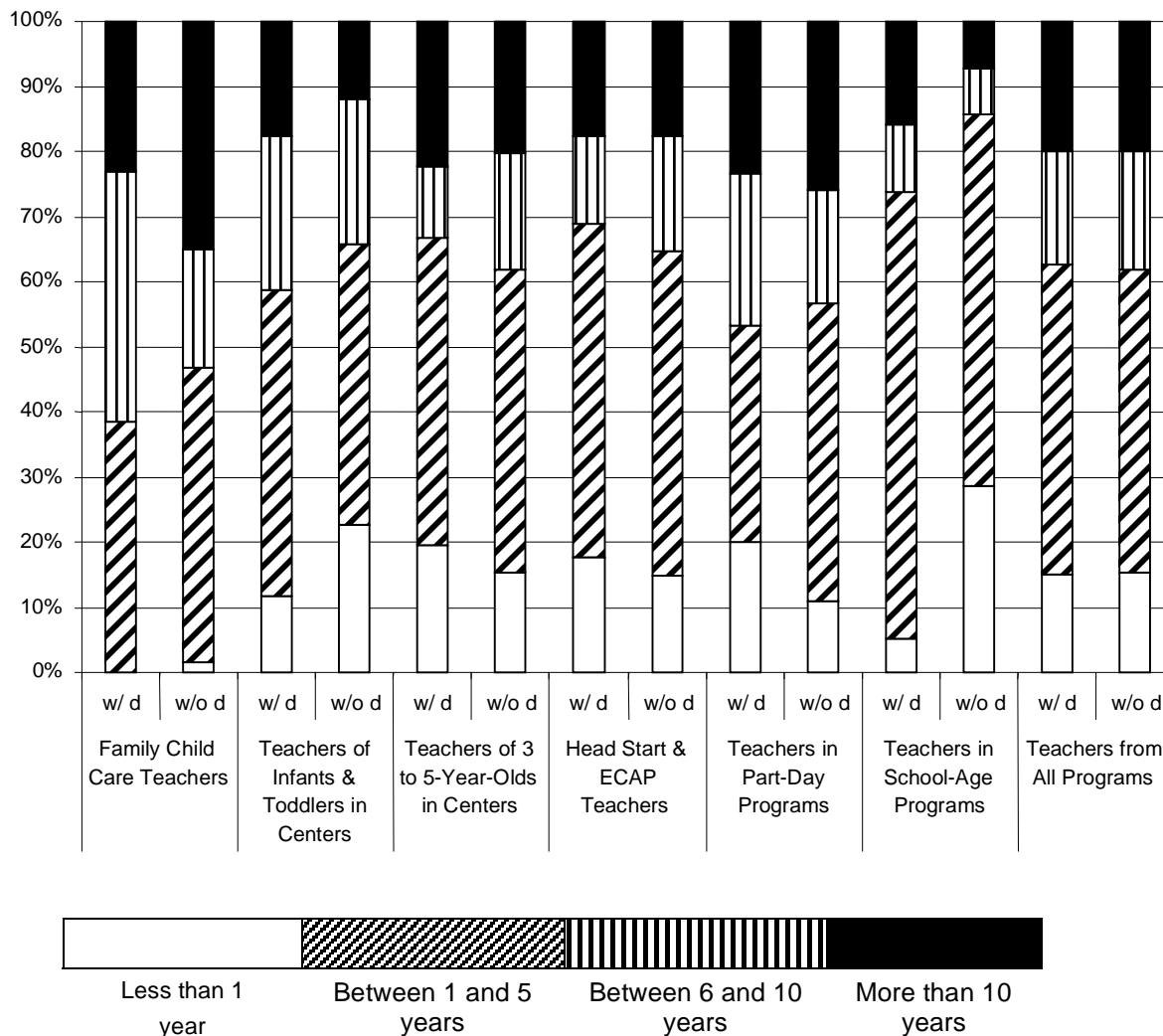
57.1% (n=16) had worked in their current program between one and five years; 7.1% (n=2) had worked in their current program between six and ten years; and 7.1% (n=2) had worked in their current program more than ten years.

Table I-26 provides a summary of teacher experience in current program.

Table I-26: <b>Lead Teachers' Experience in Current Program</b>							
How many years have you worked in this program?							
Years of Experience: Teachers of:			Less than 1 year	Between 1 and 5 years	Between 6 and 10 years	Over 10 years	Total
<b>Family Child Care</b>	W/ D	N %	0 0.0%	5 38.5%	5 38.5%	3 23.1%	<b>13</b> <b>100%</b>
	WO/ D	N %	1 1.7%	27 45.0%	11 18.3%	21 35.0%	<b>60</b> <b>100%</b>
	T	N %	1 1.4%	32 43.8%	16 21.9%	24 32.9%	<b>73</b> <b>100%</b>
<b>Infants and Toddlers in Centers</b>	W/ D	N %	2 11.8%	8 47.1%	4 23.5%	3 17.6%	<b>17</b> <b>100%</b>
	WO/ D	N %	21 22.6%	40 43.0%	21 22.6%	11 11.8%	<b>93</b> <b>100%</b>
	T	N %	23 20.9%	48 43.6%	25 22.7%	14 12.7%	<b>110</b> <b>100%</b>
<b>3 to 5-Year- Olds in Centers</b>	W/ D	N %	7 19.4%	17 47.2%	4 11.1%	8 22.2%	<b>36</b> <b>100%</b>
	WO/ D	N %	18 15.3%	55 46.6%	21 17.8%	24 20.3%	<b>118</b> <b>100%</b>
	T	N %	25 16.2%	72 46.8%	25 16.2%	32 20.8%	<b>154</b> <b>100%</b>
<b>Head Start and ECAP</b>	W/ D	N %	8 17.8%	23 51.1%	6 13.3%	8 17.8%	<b>45</b> <b>100%</b>
	WO/ D	N %	5 14.7%	17 50.0%	6 17.6%	6 17.6%	<b>34</b> <b>100%</b>
	T	N %	13 16.5%	40 50.6%	12 15.2%	14 17.7%	<b>79</b> <b>100%</b>
<b>Part-Day Programs</b>	W/ D	N %	6 20.0%	10 33.3%	7 23.3%	7 23.3%	<b>30</b> <b>100%</b>
	WO/ D	N %	5 10.9%	21 45.7%	8 17.4%	12 26.1%	<b>46</b> <b>100%</b>
	T	N %	11 14.5%	31 40.8%	15 19.7%	19 25.0%	<b>76</b> <b>100%</b>
<b>School-Age Programs</b>	W/ D	N %	1 5.3%	13 68.4%	2 10.5%	3 15.8%	<b>19</b> <b>100%</b>
	WO/ D	N %	8 28.6%	16 57.1%	2 7.1%	2 7.1%	<b>28</b> <b>100%</b>
	T	N %	9 19.1%	29 61.7%	4 8.5%	5 10.6%	<b>47</b> <b>100%</b>
<b>All Programs</b>	W/ D	N %	<b>24</b> <b>15.0%</b>	<b>76</b> <b>47.5%</b>	<b>28</b> <b>17.5%</b>	<b>32</b> <b>20.0%</b>	<b>160</b> <b>100%</b>
	WO/ D	N %	<b>58</b> <b>15.3%</b>	<b>176</b> <b>46.4%</b>	<b>69</b> <b>18.2%</b>	<b>76</b> <b>20.1%</b>	<b>379</b> <b>100%</b>
	T	N %	<b>82</b> <b>15.2%</b>	<b>252</b> <b>46.8%</b>	<b>97</b> <b>18.0%</b>	<b>108</b> <b>20.0%</b>	<b>539</b> <b>100%</b>

Figure I-4:

# **Lead Teachers' Experience in Current Program in Groups with and without Children with Disabilities**



## Quality in Early Care and Education

### Observation Assessments for Quality in Early Care and Education




Each group setting in each program observed was assessed for quality of programming. One of four different observation instruments was used to assess the quality in that particular group: *Family Day Care Rating Scale (FDCRS)*, *Infant/Toddler Environment Rating Scale (ITERS)*, *Early Childhood Environment Rating Scale-Revised (ECERS-R)*, or *School-Age Care Environment Rating Scale (SACERS)*. As a result of assessing the quality dimensions of the items on the environment rating scales, the data collectors made a judgment and each item was given a score. The scores are based on evaluating each item according to anchor descriptions for numbers 1 and 2 (Inadequate), 3 (Minimal), and through 5 (Good), to 6 and 7 (Excellent).

An item was assigned a rating of '1' if any part of the description found under the anchor of '1' applied. If none of the descriptors of '1' applied, the data collector then read the descriptors under anchor '3' and evaluated the program according to the presence of these descriptors. A rating of '2' was assigned if none of the descriptors of '1' applied and half or more of the descriptors under '3' applied. A rating of '3' is assigned if all the parts of the description of '3' were met. If all of the components of '3' were met, the data collector continued to read the descriptors of '5'. Again, if all of the descriptors under '5' were met the item was scored a '5', if not all but at least half were met the item was scored a '4.' If all the anchors under '5' are met, the data collector will then read the description of '7.' If all the items under '5' were met and at least half of the items under '7' were met the item was scored a '6.' A rating of '7' was only given when all the descriptors in '3', '5' and '7' were present.

In developing the subscale scores, the scores for each item in the subscale were added and then divided by the number of scored items to create a mean score on that subscale. These subscale scores are reported in the tables in the following pages. The programs were grouped according to their mean subscale scores into 7 categories: 1<2, 2<3, 3<4, 4<5, 5<6, 6<7, and 7.

The mean subscale scores were further divided into three categories: "Poor," "Mediocre," and "Good." This system was established in the *Cost, Quality and Child Outcomes Study* (Helburn, 1995a, 1995b). A program was placed in the "poor" category if their subscale score ranged from 1.00<3.00, a program was placed in the "mediocre" category if their subscale score ranged from 3.01<4.99, and a program was placed in the "good" category if their subscale score ranged from 5.00<7.00. In the figures that are associated with this information, the following legend is used throughout:

#### Environment Subscale Figure Legend

 = rating of "poor"       = rating of "mediocre"       = rating of "good"

On the following pages, the results of the assessments of the various groups of early care and education settings are provided. The groups are divided between those that have children with disabilities and those that do not have children with disabilities. The results are reported by program type and by ages of children within program type. Data collected from family child care programs using the *FDCRS* are reported first. The next section reports on infant and toddler programs using the *ITERS*. The section on programming for 3 to 5-year-olds combines the scores received using the *ECERS-R* for groups with children who are 3 to 5 years old in child care centers, Head Start and Early Childhood Assistance Program (ECAP) groups, and part-day groups. Data collected from groups of school-age children using the *SACERS* is reported last in this section.

## Quality of Family Child Care Programs

Family child care program quality was measured using the *Family Day Care Rating Scale (FDCRS)* (Harms & Clifford, 1989). The *FDCRS* is constructed of seven subscales that measure different aspects of quality. These are:

- Space and furnishings;
- Basic care;
- Language and reasoning;
- Learning activities;
- Social development;
- Adult needs; and
- Provisions for children with exceptionalities.

These subscales were measured using as few as three assessment items to as many as nine assessment items, all of which use the seven-point rating system described on page I-46.

These tables and figures on the following pages illustrate the subscale scores for 73 family child care programs observed in the *Delaware Early Care and Education Quality Baseline Study*.



## Space and Furnishings

The family child care programs were assessed on the space available for various activities and the type of furnishings available to support children's activities. The characteristics assessed included:

- Furnishings for routine care and learning;
- Furnishings for relaxation and comfort;
- Children's furniture and equipment;
- Indoor space with adequate lighting, ventilation, and temperature;
- Indoor and outdoor space for active play;
- Space for each child to play independently; and
- Displays appropriate for children.

Each characteristic was based on a set of factors that defined the characteristic.

Below are the results of the observations of 73 family child care programs. (See Table I-27 and Figure I-5)

### Groups with Children with Disabilities

Of the family child care programs in Delaware with children with disabilities (N=13), 23.1% (n=3) received a rating of good on "Space and Furnishings," 38.5% (n=5) received a rating of mediocre, and 38.5% (n=5) received a rating of poor.

### Groups without Children with Disabilities

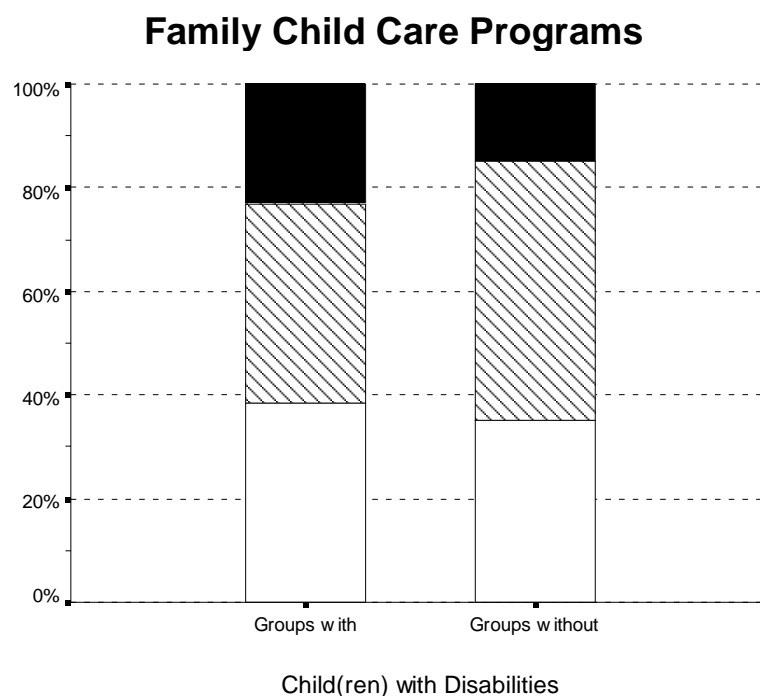
Of the family child care programs in Delaware without children with disabilities (N=60), 15.0% (n=9) received a rating of good on "Space and Furnishings," 50.0% (n=30) received a rating of mediocre, and 35.0% (n=21) received a rating of poor.

### Comparison between Groups

It is not possible to conduct a statistical test comparing the "Space and Furnishings" subscale scores of the *FDCRS* of the family child care programs with children with disabilities and family child care programs without children with disabilities, because the numbers in each group were too uneven to allow for a meaningful ANOVA to be conducted. However, looking at the scores of the two groups, it appears that there is little difference between those programs that did have children with disabilities and those programs that did not have children with disabilities.

Table I-27:									
Score on the <i>FDCRS</i> “Space and Furnishings” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
Groups with Children with Disabilities	N %	2 15.4%	3 23.1%	2 15.4%	3 23.1%	3 23.1%	0 0.0%	0 0.0%	13
		5 38.5%		5 38.5%		3 23.1%			
Groups without Children with Disabilities	N %	7 11.7%	14 23.3%	15 25.0%	15 25.0%	9 15.0%	0 0.0%	0 0.0%	60
		21 35.0%		30 50.0%		9 15.0%			
Total	N %	9 12.3%	17 23.3%	17 23.3%	18 24.7%	12 16.4%	0 0.0%	0 0.0%	73
		26 35.6%		35 47.9%		12 16.4%			
Subscale Rating:		Poor		Mediocre		Good			

Figure I-5:



### Rating on the *FDCRS* “Space and Furnishings” Subscale\*

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

= rating of “poor”
  = rating of “mediocre”
  = rating of “good”

## Basic Care Routines

The basic care of children in family child care programs was assessed by observing how the teacher managed daily routines and matters intrinsic to the well-being of children. The characteristics assessed included:

- Attention to children upon arriving and leaving;
- Appropriate bottle-feeding and age-appropriate feeding practices;
- Nutritional quality of meals and snacks provided;
- Nap or rest time practices;
- Diapering/toileting sanitation procedures;
- Personal grooming habits of teacher and children; and
- Maintenance of a healthy and safe environment.

Each characteristic was based on a set of factors that defined the characteristic.

Below are the results of the observations of 73 family child care programs. (See Table I-28 and Figure I-6)

### Groups with Children with Disabilities

Of the family child care programs in Delaware with children with disabilities (N=13), 15.4% (n=2) received a rating of good on “Basic Care,” 30.8% (n=4) received a rating of mediocre, and 53.8% (n=7) received a rating of poor.

### Groups without Children with Disabilities

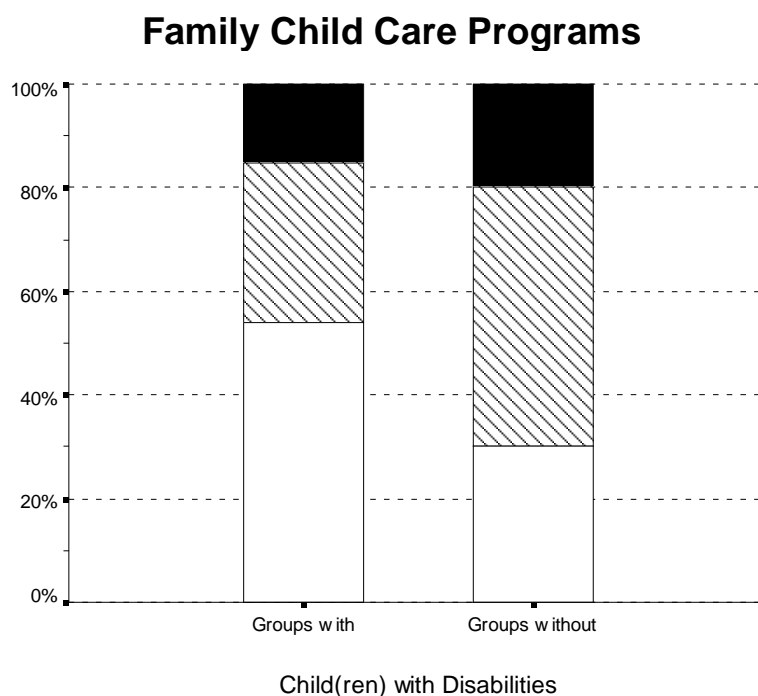
Of the family child care programs in Delaware without children with disabilities (N=60), 20.0% (n=12) received a rating of good on “Basic Care,” 50.0% (n=30) received a rating of mediocre, and 30.0% (n=18) received a rating of poor.

### Comparison between Groups

It is not possible to conduct a statistical test comparing the “Basic Care Routines” subscale scores of the *FDCRS* of the family child care programs with children with disabilities and family child care programs without children with disabilities because the numbers in each group were too uneven to allow for a meaningful ANOVA to be conducted. However, looking at the scores of the two groups, it appears that there is little difference between those programs that did have children with disabilities and those programs that did not have children with disabilities.

Table I-28:									
Score on the <i>FDCRS</i> “Basic Care Routines” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
Groups with Children with Disabilities	N %	3 23.1%	4 30.8%	3 23.1%	1 7.7%	1 7.7%	1 7.7%	0 0.0%	13
		7 53.8%		4 30.8%		2 15.4%			
Groups without Children with Disabilities	N %	7 11.7%	11 18.3%	23 38.3%	7 11.7%	9 15.0%	3 5.0%	0 0.0%	60
		18 30.0%		30 50.0%		12 20.0%			
Total	N %	10 13.7%	15 20.5%	26 35.6%	8 11.0%	10 13.7%	4 5.5%	0 0.0%	73
		25 34.2%		34 46.6%		14 19.2%			
Subscale Rating:		Poor		Mediocre		Good			

Figure I-6:



### Rating on the *FDCRS* “Basic Care Routines” Subscale\*

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

= rating of “poor”
  = rating of “mediocre”
  = rating of “good”

## Language and Reasoning

Children of different ages may be cared for in a family child care setting, so family child care teachers must foster language and reasoning skills for children of all ages. The family child care teachers were assessed to describe the extent to which language and reasoning were supported. The characteristics assessed included:

- Social talking to infants and toddlers;
- Responses to sounds infants make;
- Questions that require complex responses;
- Suitable books available to each age group;
- Materials that help children understand language such as puppets, toy telephones, puzzles, and games; and
- Materials used to help children learn concepts of size, shape, color, number, and relationship.

Each characteristic was based on a set of factors that defined the characteristic.

Below are the results of the observations of 73 family child care programs. (See Table I-29 and Figure I-7)

### Groups with Children with Disabilities

Of the family child care programs in Delaware with children with disabilities (N=13), 38.5% (n=5) received a rating of good on “Language and Reasoning,” 38.5% (n=5) received a rating of mediocre, and 23.1% (n=3) received a rating of poor.

### Groups without Children with Disabilities

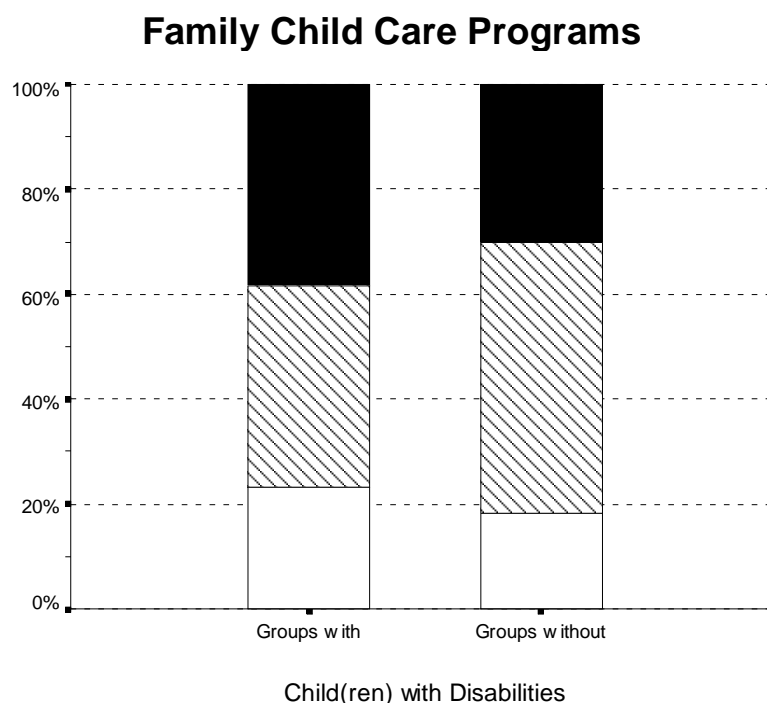
Of the family child care programs in Delaware without children with disabilities (N=60), 30.0% (n=18) received a rating of good on “Language and Reasoning,” 51.7% (n=31) received a rating of mediocre, and 18.3% (n=11) received a rating of poor.

### Comparison between Groups

It is not possible to conduct a statistical test comparing the “Language and Reasoning” subscale scores of the *FDCRS* of the family child care programs with children with disabilities and family child care programs without children with disabilities, because the numbers in each group were too uneven to allow for a meaningful ANOVA to be conducted. However, looking at the scores of the two groups, it appears that there is little difference between those programs that did have children with disabilities and those programs that did not have children with disabilities.

Table I-29:									
Score on the <i>FDCRS</i> “Language and Reasoning” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
Groups with Children with Disabilities	N %	0 0.0%	3 23.1%	2 15.4%	3 23.1%	2 15.4%	3 23.1%	0 0.0%	13
		3 23.1%		5 38.5%		5 38.5%			
Groups without Children with Disabilities	N %	1 1.7%	10 16.7%	14 23.3%	17 28.3%	7 11.7%	5 8.3%	6 10.0%	60
		11 18.3%		31 51.7%		18 30.0%			
Total	N %	1 1.4%	13 17.8%	16 21.9%	20 27.4%	9 12.3%	8 11.0%	6 8.2%	73
		14 19.2%		36 49.3%		23 31.5%			
Subscale Rating:		Poor		Mediocre		Good			

Figure I-7:



### Rating on the *FDCRS* “Language and Reasoning” Subscale\*

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

= rating of “poor”
  = rating of “mediocre”
  = rating of “good”

## Learning Activities

In addition to meeting the basic care needs of children, it is expected that family child care teachers offer a variety of learning activities throughout the day. The characteristics assessed included:

- Eye-hand materials available for each age group;
- Experiences with art;
- Music and movement activities;
- Sand and water play available indoors or outdoors;
- Dramatic play materials available such as dolls and dress-up clothes;
- Block building materials;
- Appropriate use of television;
- Schedule of daily activities;
- Supervision of all play activities; and
- Teacher's balance of work and personal interests.

Each characteristic was based on a set of factors that defined the characteristic.

Below are the results of the observations of 73 family child care programs. (See Table I-30 and Figure I-8)

### Groups with Children with Disabilities

Of the family child care programs in Delaware with children with disabilities (N=13), 23.1% (n=3) received a rating of good on "Learning Activities," 53.8% (n=7) received a rating of mediocre, and 23.1% (n=3) received a rating of poor.

### Groups without Children with Disabilities

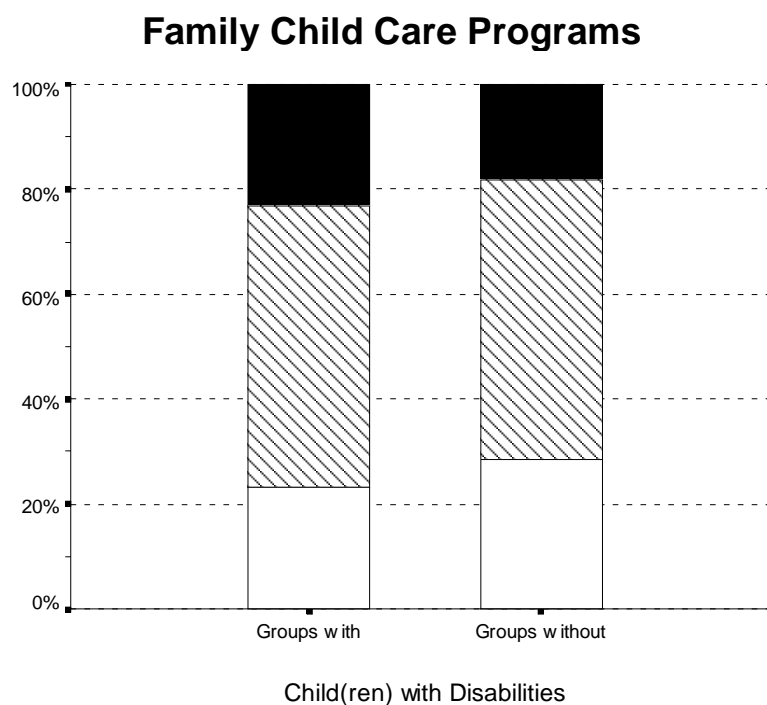
Of the family child care programs in Delaware without children with disabilities (N=60), 18.3% (n=11) received a rating of good on "Learning Activities," 53.3% (n=32) received a rating of mediocre, and 28.3% (n=17) received a rating of poor.

### Comparison between Groups

It is not possible to conduct a statistical test comparing the "Learning Activities" subscale scores of the *FDCRS* of the family child care programs with children with disabilities and family child care programs without children with disabilities, because the numbers in each group were too uneven to allow for a meaningful ANOVA to be conducted. However, looking at the scores of the two groups, it appears that there is little difference between those programs that did have children with disabilities and those programs that did not have children with disabilities.

Table I-30:									
Score on the <i>FDCRS</i> “Learning Activities” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
Groups with Children with Disabilities	N %	1 7.7%	2 15.4%	4 30.8%	3 23.1%	3 23.1%	0 0.0%	0 0.0%	13
		3 23.1%		7 53.8%		3 23.1%			
Groups without Children with Disabilities	N %	5 8.3%	12 20.0%	19 31.7%	13 21.7%	11 18.3%	0 0.0%	0 0.0%	60
		17 28.3%		32 53.3%		11 18.3%			
Total	N %	6 8.2%	14 19.2%	23 31.5%	16 21.9%	14 19.2%	0 0.0%	0 0.0%	73
		20 27.4%		39 53.4%		14 19.2%			
Subscale Rating:		Poor		Mediocre		Good			

Figure I-8:



### Rating on the *FDCRS* “Learning Activities” Subscale\*

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

= rating of “poor”
  = rating of “mediocre”
  = rating of “good”



## Social Development

Family child care teachers should also encourage the social development of children. The characteristics assessed included:

- Physical contact with children;
- Extent of control, appropriate guidance, and discipline;
- Presence of dolls, books, and pictures that reflect cultural diversity; and
- Experiences with gender-neutral activities.

Each characteristic was based on a set of factors that defined the characteristic.

Below are the results of the observations of 73 family child care programs. (See Table I-31 and Figure I-9)

### Groups with Children with Disabilities

Of the family child care programs in Delaware with children with disabilities (N=13), 53.8% (n=7) received a rating of good on “Social Development,” 23.1% (n=3) received a rating of mediocre, and 23.1% (n=3) received a rating of poor.

### Groups without Children with Disabilities

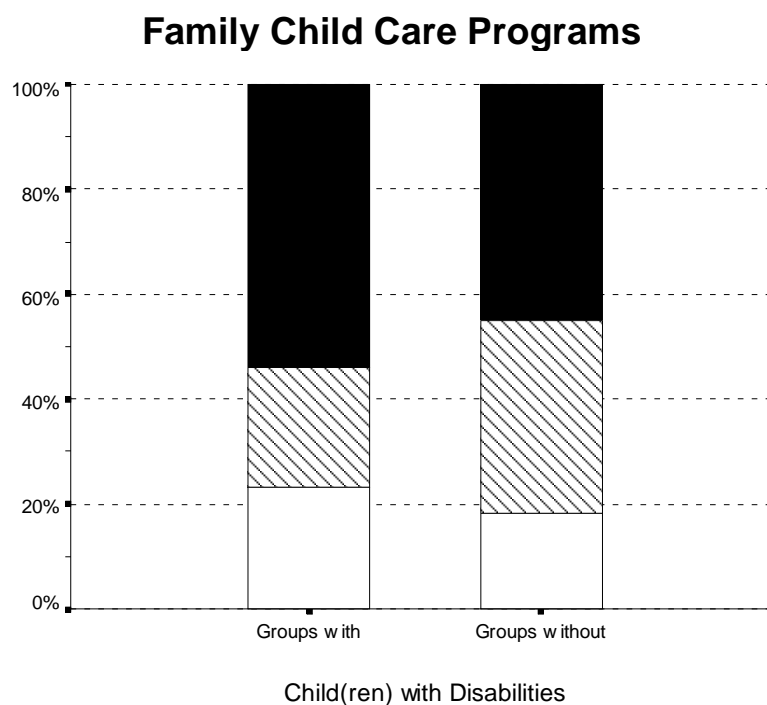
Of the family child care programs in Delaware without children with disabilities (N=60), 45.0% (n=27) received a rating of good on “Social Development,” 36.7% (n=22) received a rating of mediocre, and 18.3% (n=11) received a rating of poor.

### Comparison between Groups

It is not possible to conduct a statistical test comparing the “Social Development” subscale scores of the *FDCRS* of the family child care programs with children with disabilities and family child care programs without children with disabilities because the numbers in each group were too uneven to allow for a meaningful ANOVA to be conducted. However, looking at the scores of the two groups, it appears that there is little difference between those programs that did have children with disabilities and those programs that did not have children with disabilities.

Table I-31:									
Score on the <i>FDCRS</i> “Social Development” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
Groups with Children with Disabilities	N %	0 0.0%	3 23.1%	1 7.7%	2 15.4%	4 30.8%	2 15.4%	1 7.7%	13
		3 23.1%		3 23.1%		7 53.8%			
Groups without Children with Disabilities	N %	3 5.0%	8 13.3%	10 16.7%	12 20.0%	18 30.0%	8 13.3%	1 1.7%	60
		11 18.3%		22 36.7%		27 45.0%			
Total	N %	3 4.1%	11 15.1%	11 15.1%	14 19.2%	22 30.1%	10 13.7%	2 2.7%	73
		14 19.2%		25 34.2%		34 46.6%			
Subscale Rating:		Poor		Mediocre		Good			

Figure I-9:



### Rating on the *FDCRS* “Social Development” Subscale\*

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

= rating of “poor”
  = rating of “mediocre”
  = rating of “good”

## Adult Needs

The family child care teachers were assessed to describe the extent to which their personal and professional needs were being met. The characteristics assessed included:

- Relationships with parents;
- Balance of family responsibilities and child care responsibilities; and
- Involvement in opportunities for professional growth, such as reading professional magazines, attending workshops, or having on-site technical assistance visits.

Each characteristic was based on a set of factors that defined the characteristic.

Below are the results of the observations of the teachers in 72 family child care programs. (See Table I-32 and Figure I-10)

### Groups with Children with Disabilities

Of the family child care programs in Delaware with children with disabilities (N=13), 53.8% (n=7) received a rating of good on “Adult Needs,” 38.5% (n=5) received a rating of mediocre, and 7.7% (n=1) received a rating of poor.

### Groups without Children with Disabilities

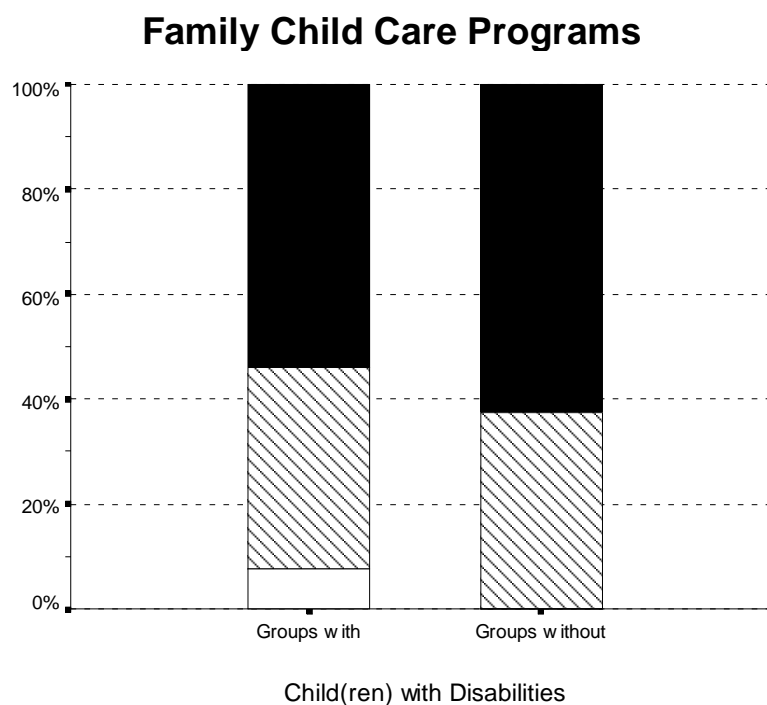
Of the family child care programs in Delaware without children with disabilities (N=59), 62.7% (n=37) received a rating of good on “Adult Needs,” 37.3% (n=22) received a rating of mediocre, and none received a rating of poor.

### Comparison between Groups

It is not possible to conduct a statistical test comparing the “Adult Needs” subscale scores of the *FDCRS* of the family child care programs with children with disabilities and family child care programs without children with disabilities, because the numbers in each group were too uneven to allow for a meaningful ANOVA to be conducted. However, looking at the scores of the two groups, it appears that there is little difference between those programs that did have children with disabilities and those programs that did not have children with disabilities.

Table I-32:									
Score on the <i>FDCRS</i> “Adult Needs” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
Groups with Children with Disabilities	N %	0 0.0%	1 7.7%	0 0.0%	5 38.5%	4 30.8%	2 15.4%	1 7.7%	13
		1 7.7%		5 38.5%		7 53.8%			
Groups without Children with Disabilities	N %	0 0.0%	0 0.0%	6 10.2%	16 27.1%	23 39.0%	14 23.7%	0 0.0%	59
		0 0.0%		22 37.3%		37 62.7%			
Total	N %	0 0.0%	1 1.4%	6 8.3%	21 29.2%	27 37.5%	16 22.2%	1 1.4%	72
		1 1.4%		27 37.5%		44 61.1%			
Subscale Rating:		Poor		Mediocre		Good			

Figure I-10:



### Rating on the *FDCRS* “Adult Needs” Subscale\*

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

= rating of “poor”
  = rating of “mediocre”
  = rating of “good”



## Quality of Programming for Infants and Toddlers

The quality of infant and toddler programming was measured using the *Infant/Toddler Environment Rating Scale (ITERS)* (Harms et al., 1990). The *ITERS* is constructed of seven subscales that measure different aspects of quality. These are:

- Furnishings and display for children;
- Personal care routines;
- Listening and talking;
- Learning activities;
- Interaction;
- Program structure; and
- Adult needs.

These subscales are measured using as few as two assessment items to as many as nine assessment items, all of which use the seven-point rating system described on page I-46.

The tables and figures on the following pages illustrate the subscale scores for 106 infant and toddler groups in child care centers observed in the *Delaware Early Care and Education Quality Baseline Study*.

## Furnishings and Display for Children

The infant and toddler groups were assessed on the space available for various activities and the type of furnishings available to support children's activities. The characteristics assessed included:

- Furnishings for routine care and learning;
- Furnishings for relaxation and comfort;
- Children's furniture and equipment;
- Room arranged for activities and adequate supervision; and
- Displays appropriate for children.

Each characteristic was based on a set of factors that defined the characteristic.

Below are the results of the observations of 106 groups for infants and toddlers in child care centers. (See Table I-33 and Figure I-11)

### Groups with Children with Disabilities

Of the groups for infants and toddlers in child care centers in Delaware with children with disabilities (N=13), 38.5% (n=5) received a rating of good on "Furnishings and Display for Children," 38.5% (n=5) received a rating of mediocre, and 23.1% (n=3) received a rating of poor.

### Groups without Children with Disabilities

Of the groups for infants and toddlers in child care centers in Delaware without children with disabilities (N=93), 19.4% (n=18) received a rating of good on "Furnishings and Display for Children," 54.8% (n=51) received a rating of mediocre, and 25.8% (n=24) received a rating of poor.

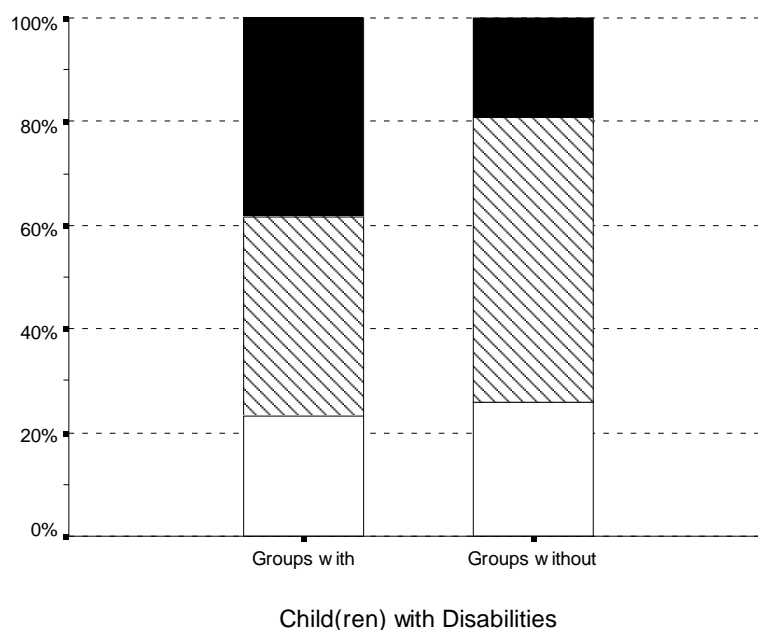
### Comparison between Groups

A statistical test comparing the "Furnishings and Display for Children" subscale scores of the *ITERS* of the groups with children with disabilities and groups without children with disabilities was not possible because the numbers in each group were too uneven to allow for a meaningful ANOVA to be conducted. However, in examining the scores, it appears that those groups that did have children with disabilities tended to score more in the good range than did those groups without children with disabilities.

Table I-33:									
<div>Score on the <i>ITERS</i></div> <div>“Furnishings and Display for Children” Subscale</div>									
Subscale Score:		1	2	3	4	5	6	7	Total
Groups with Children with Disabilities	N %	0 0.0%	3 23.1%	2 15.4%	3 23.1%	5 38.5%	0 0.0%	0 0.0%	13
		3 23.1%		5 38.5%		5 38.5%			
Groups without Children with Disabilities	N %	1 1.1%	23 24.7%	30 32.3%	21 22.6%	15 16.1%	3 3.2%	0 0.0%	93
		24 25.8%		51 54.8%		18 19.4%			
Total	N %	1 0.9%	26 24.5%	32 30.2%	24 22.6%	20 18.9%	3 2.8%	0 0.0%	106
		27 25.5%		56 52.8%		23 21.7%			
Subscale Rating:		Poor		Mediocre		Good			

Figure I-11:

### Groups for Infants and Toddlers in Child Care Centers



### Rating on the *ITERS* “Furnishings and Display for Children” Subscale\*

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

= rating of “poor”
  = rating of “mediocre”
  = rating of “good”



## Personal Care Routines

Infant and toddler personal care routines take place throughout the day. Teachers are responsible for these personal care routines to be accomplished in a manner that ensures the health and well-being of all children. The characteristics assessed included:

- Attention to children upon arrival and departure;
- Appropriate bottle-feeding and age-appropriate feeding practices;
- Nutritional quality of meals and snacks provided;
- Nap or rest time practices;
- Diapering/toileting sanitation procedures;
- Personal hygiene practices of teachers and children;
- Maintenance of a healthy and safe environment; and
- Staff awareness of safety policies and procedures.

Each characteristic was based on a set of factors that defined the characteristic.

Below are the results of the observations of 106 groups for infants and toddlers in child care centers. (See Table I-34 and Figure I-12)

### Groups with Children with Disabilities

Of the groups for infants and toddlers in child care centers in Delaware with children with disabilities (N=13), 15.4% (n=2) received a rating of good on “Personal Care Routines,” 38.5% (n=5) received a rating of mediocre, and 46.2% (n=6) received a rating of poor.

### Groups without Children with Disabilities

Of the groups for infants and toddlers in child care centers in Delaware without children with disabilities (N=93), 7.5% (n=7) received a rating of good on “Personal Care Routines,” 18.3% (n=17) received a rating of mediocre, and 74.2% (n=69) received a rating of poor.

### Comparison between Groups

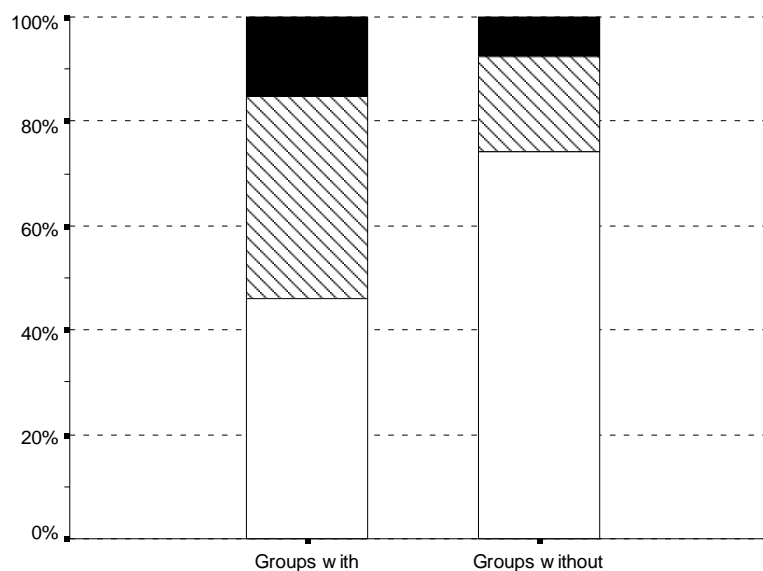
It is not possible to conduct a statistical test comparing the “Personal Care Routines” subscale scores of the *ITERS* of the groups with children with disabilities and groups without children with disabilities, because the numbers in each group were too uneven to allow for a meaningful ANOVA to be conducted. However, in examining the scores, it appears that those groups that did have children with disabilities tended to score more in the good and mediocre ranges than did those groups without children with disabilities.

Table I-34:  
**Score on the *ITERS* “Personal Care Routines” Subscale**

Subscale Score:		1	2	3	4	5	6	7	Total
Groups with Children with Disabilities	N	3	3	4	1	2	0	0	13
	%	23.1%	23.1%	30.8%	7.7%	15.4%	0.0%	0.0%	
Groups without Children with Disabilities	N	37	32	14	3	3	4	0	93
	%	39.8%	34.4%	15.1%	3.2%	3.2%	4.3%	0.0%	
Total	N	40	35	18	4	5	4	0	106
	%	37.7%	33.0%	17.0%	3.8%	4.7%	3.8%	0.0%	
Subscale Rating:		Poor		Mediocre		Good			

Figure I-12:

### Groups for Infants and Toddlers in Child Care Centers



Child(ren) with Disabilities

### Rating on the *ITERS* “Personal Care Routines” Subscale\*

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

= rating of “poor”
  = rating of “mediocre”
  = rating of “good”

## Listening and Talking

In order to develop the listening and talking skills of infants and toddlers, teacher interactions and activities are vital. The lead teachers of infants and toddlers in child care centers were assessed to describe the extent to which listening and talking were supported. The characteristics assessed included:

- Informal social talking to infants;
- Teacher responsiveness to infants and toddlers; and
- Use of books and pictures.

Each characteristic was based on a set of factors that defined the characteristic.

Below are the results of the observations of 106 groups for infants and toddlers in child care centers. (See Table I-35 and Figure I-13)

### Groups with Children with Disabilities

Of the groups for infants and toddlers in child care centers in Delaware with children with disabilities (N=13), 38.5% (n=5) received a rating of good on “Listening and Talking,” 38.5% (n=5) received a rating of mediocre, and 23.1% (n=3) received a rating of poor.

### Groups without Children with Disabilities

Of the groups for infants and toddlers in child care centers in Delaware without children with disabilities (N=93), 33.3% (n=31) received a rating of good on “Listening and Talking,” 33.3% (n=31) received a rating of mediocre, and 33.3% (n=31) received a rating of poor.

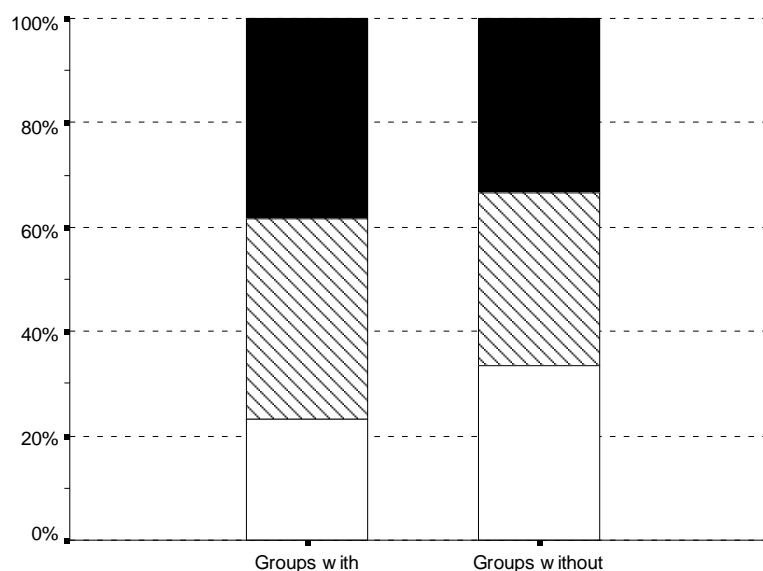
### Comparison between Groups

It is not possible to conduct a statistical test comparing the “Listening and Talking” subscale scores of the *ITERS* of the groups with children with disabilities and groups without children with disabilities, because the numbers in each group were too uneven to allow for a meaningful ANOVA to be conducted. However, in examining the scores, it appears that there is little difference between the groups that did have children with disabilities and those groups without children with disabilities.

Table I-35:									
Score on the <i>ITERS</i> “Listening and Talking” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
Groups with Children with Disabilities	N %	1 7.7%	2 15.4%	2 15.4%	3 23.1%	2 15.4%	2 15.4%	1 7.7%	13
		3 23.1%		5 38.5%		5 38.5%			
Groups without Children with Disabilities	N %	11 11.8%	20 21.5%	16 17.2%	15 16.1%	11 11.8%	12 12.9%	8 8.6%	93
		31 33.3%		31 33.3%		31 33.3%			
Total	N %	12 11.3%	22 20.8%	18 17.0%	18 17.0%	13 12.3%	14 13.2%	9 8.5%	106
		34 32.1%		36 34.0%		36 34.0%			
Subscale Rating:		Poor		Mediocre		Good			

Figure I-13:

### Groups for Infants and Toddlers in Child Care Centers



Child(ren) with Disabilities

### Rating on the *ITERS* “Listening and Talking” Subscale\*

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

= rating of “poor”
  = rating of “mediocre”
  = rating of “good”

## Learning Activities

In addition to meeting the basic care needs of children, it is expected that teachers of infants and toddlers offer a variety of learning activities throughout the day. The characteristics assessed included:

- Eye-hand coordination materials available;
- Equipment available for active physical play and opportunities for physical play;
- Experiences with art;
- Music and movement activities;
- Block-building materials available;
- Dramatic play materials available such as dolls, household furnishings, and dress-up clothes;
- Sand or water play available indoors or outdoors; and
- Presence of dolls, books, and pictures that reflect cultural diversity.

Each characteristic was based on a set of factors that defined the characteristic.

Below are the results of the observations of 106 groups for infants and toddlers in child care centers. (See Table I-36 and Figure I-14)

### Groups with Children with Disabilities

Of the groups for infants and toddlers in child care centers in Delaware with children with disabilities (N=13), 15.4% (n=2) received a rating of good on “Learning Activities,” 61.5% (n=8) received a rating of mediocre, and 23.1% (n=3) received a rating of poor.

### Groups without Children with Disabilities

Of the groups for infants and toddlers in child care centers in Delaware without children with disabilities (N=93), 6.5% (n=6) received a rating of good on “Learning Activities,” 46.2% (n=43) received a rating of mediocre, and 47.3% (n=44) received a rating of poor.

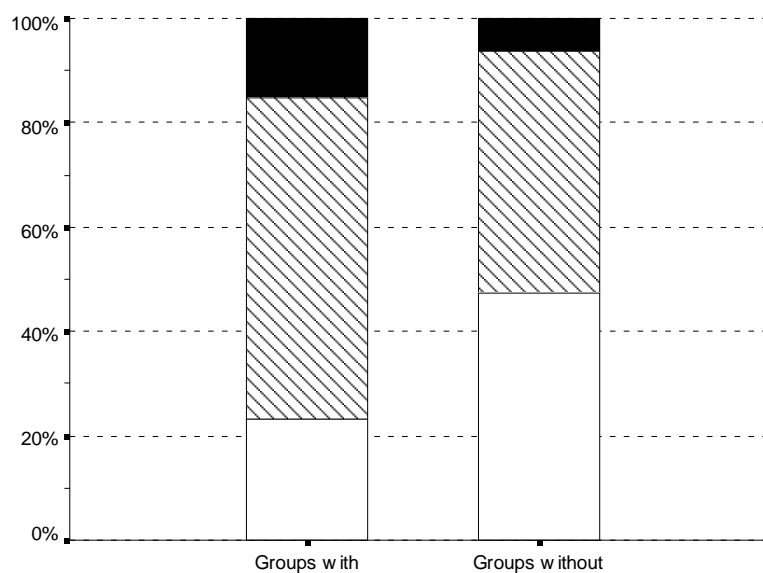
### Comparison between Groups

It is not possible to conduct a statistical test comparing the “Learning Activities” subscale scores of the *ITERS* of the groups with children with disabilities and groups without children with disabilities, because the numbers in each group were too uneven to allow for a meaningful ANOVA to be conducted. However in examining the scores, it appears that those groups that did have children with disabilities tended to score more in the good and mediocre ranges than did those groups without children with disabilities.

Table I-36:									
Score on the <i>ITERS</i> “Learning Activities” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
Groups with Children with Disabilities	N %	0 0.0%	3 23.1%	4 30.8%	4 30.8%	2 15.4%	0 0.0%	0 0.0%	13
		3 23.1%		8 61.5%		2 15.4%			
Groups without Children with Disabilities	N %	11 11.8%	33 35.5%	25 26.9%	18 19.4%	6 6.5%	0 0.0%	0 0.0%	93
		44 47.3%		43 46.2%		6 6.5%			
Total	N %	11 10.4%	36 34.0%	29 27.4%	22 20.8%	8 7.5%	0 0.0%	0 0.0%	106
		47 44.3%		51 48.1%		8 7.5%			
Subscale Rating:		Poor		Mediocre		Good			

Figure I-14:

### Groups for Infants and Toddlers in Child Care Centers



Child(ren) with Disabilities

### Rating on the *ITERS* “Learning Activities” Subscale\*

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

= rating of “poor”
  = rating of “mediocre”
  = rating of “good”

## Interaction

Teachers and groups were assessed on the presence and quality of the many different types of interactions with infants and toddlers. The characteristics assessed included:

- Appropriate interactions among children;
- Appropriate teacher-child interactions; and
- Extent of control, appropriate guidance, and discipline.

Each characteristic was based on a set of factors that defined the characteristic.

Below are the results of the observations of 106 groups for infants and toddlers in child care centers. (See Table I-37 and Figure I-15)

### Groups with Children with Disabilities

Of the groups for infants and toddlers in child care centers in Delaware with children with disabilities (N=13), 69.2% (n=9) received a rating of good on “Interaction,” 30.8% (n=4) received a rating of mediocre, and none received a rating of poor.

### Groups without Children with Disabilities

Of the groups for infants and toddlers in child care centers in Delaware without children with disabilities (N=93), 41.9% (n=39) received a rating of good on “Interaction,” 40.9% (n=38) received a rating of mediocre, and 17.2% (n=16) received a rating of poor.

### Comparison between Groups

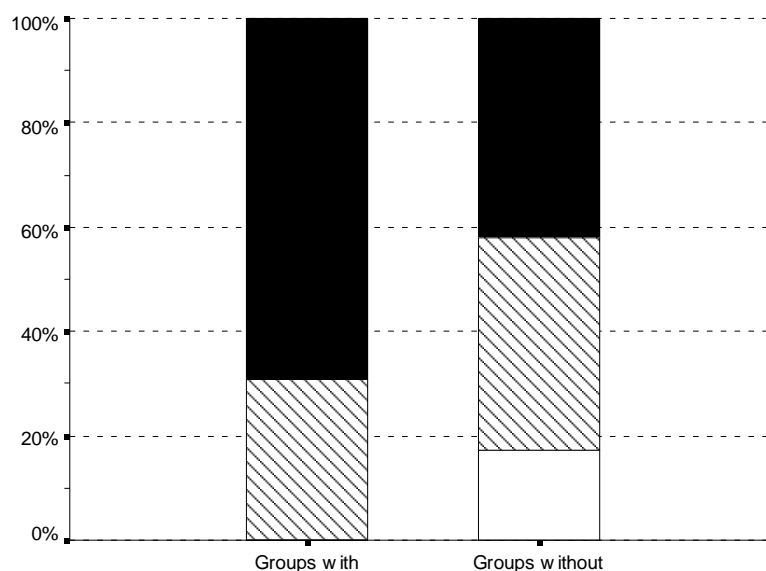
It is not possible to conduct a statistical test comparing the “Interaction” subscale scores of the *ITERS* of the group with children with disabilities and groups without children with disabilities, because the numbers in each group were too uneven to allow for a meaningful ANOVA to be conducted. However, in examining the scores, it appears that those groups that did have children with disabilities tended to score more in the good range than did those groups without children with disabilities. Indeed, none of the groups that had children with disabilities scored in the poor range on this subscale.

Table I-37:

<b>Scores on the <i>ITERS</i> “Interaction” Subscale</b>									
<b>Subscale Score:</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>Total</b>
<b>Groups with Children with Disabilities</b>	<b>N</b>	0	0	3	1	4	4	1	<b>13</b>
	<b>%</b>	0.0%	0.0%	23.1%	7.7%	30.8%	30.8%	7.7%	
<b>Groups without Children with Disabilities</b>	<b>N</b>	0	16	13	25	12	25	2	<b>93</b>
	<b>%</b>	0.0%	17.2%	14.0%	26.9%	12.9%	26.9%	2.2%	
<b>Total</b>	<b>N</b>	0	16	16	26	16	29	3	<b>106</b>
	<b>%</b>	0.0%	15.1%	15.1%	24.5%	15.1%	27.4%	2.8%	
<b>Subscale Rating:</b>		<b>Poor</b>		<b>Mediocre</b>		<b>Good</b>			

Figure I-15:

### Groups for Infants and Toddlers in Child Care Centers



Child(ren) with Disabilities

### Rating on the *ITERS* “Interaction” Subscale\*

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

= rating of “poor”
  = rating of “mediocre”
  = rating of “good”



## Program Structure

Program structure is the ability of a teacher to organize the time spent with the infants and toddlers during the caregiving period. The characteristics assessed included:

- Schedule of daily activities;
- Teacher supervision of all activities;
- Cooperation and coordination among teachers in the program; and
- Accommodations made for children with disabilities.

Each characteristic was based on a set of factors that defined the characteristic.

Below are the results of the observations of 106 groups for infants and toddlers in child care centers. (See Table I-38 and Figure I-16)

### Groups with Children with Disabilities

Of the groups for infants and toddlers in child care centers in Delaware with children with disabilities (N=13), 53.8% (n=7) received a rating of good on “Program Structure,” 30.8% (n=4) received a rating of mediocre, and 15.4% (n=2) received a rating of poor.

### Groups without Children with Disabilities

Of the groups for infants and toddlers in child care centers in Delaware without children with disabilities (N=93), 19.4% (n=18) received a rating of good on “Program Structure,” 54.8% (n=51) received a rating of mediocre, and 25.8% (n=24) received a rating of poor.

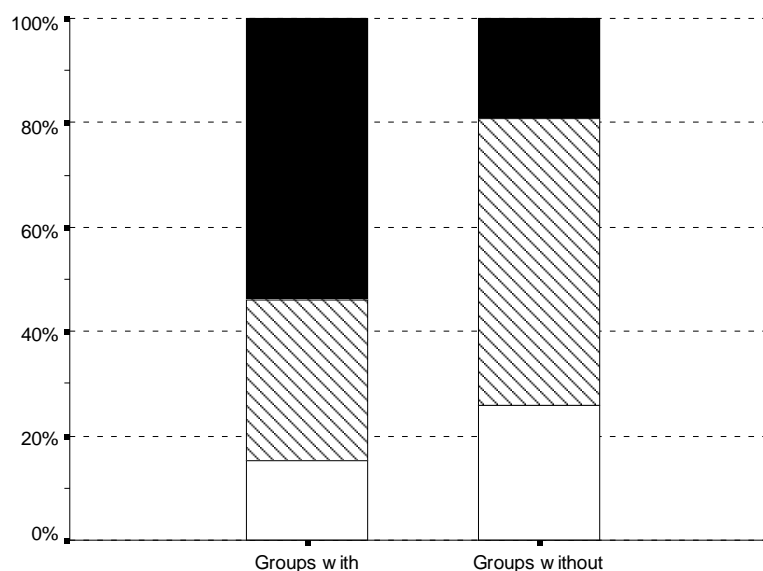
### Comparison between Groups

It is not possible to conduct a statistical test comparing the “Program Structure” subscale scores of the *ITERS* of the groups with children with disabilities and groups without children with disabilities, because the numbers in each group were too uneven to allow for a meaningful ANOVA to be conducted. However, in examining the scores, it appears that those groups that did have children with disabilities tended to score more in the good range than did those groups without children with disabilities.

Table I-38: <b>Score on the <i>ITERS</i> “Program Structure” Subscale</b>									
Subscale Score:		1	2	3	4	5	6	7	Total
Groups with Children with Disabilities	N	0	2	1	3	5	2	0	13
	%	0.0%	15.4%	7.7%	23.1%	38.5%	15.4%	0.0%	
Groups without Children with Disabilities	N	0	24	15	36	11	6	1	93
	%	0.0%	25.8%	16.1%	38.7%	11.8%	6.5%	1.1%	
Total	N	0	26	16	39	16	8	1	106
	%	0.0%	24.5%	15.1%	36.8%	15.1%	7.6%	0.9%	
Subscale Rating:		Poor		Mediocre		Good			

Figure I-16:

### Groups for Infants and Toddlers in Child Care Centers



Child(ren) with Disabilities

### Rating on the *ITERS* “Program Structure” Subscale\*

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

= rating of “poor”
  = rating of “mediocre”
  = rating of “good”

## Adult Needs

Teachers of infants and toddlers in child care centers were assessed to describe the extent to which their personal and professional needs were met in their groups. The characteristics assessed included:

- Personal needs of the adult staff were met;
- Involvement in opportunities for professional growth, such as reading professional magazines, attending workshops, or having on-site technical assistance visits;
- Availability of adult meeting areas;
- Information available for parents; and
- Relationships with parents.

Each characteristic was based on a set of factors that defined the characteristic.

Below are the results of the observations of 93 groups for infants and toddlers in child care centers. (See Table I-39 and Figure I-17)

### Groups with Children with Disabilities

Of the groups for infants and toddlers in child care centers in Delaware with children with disabilities (N=13), 38.5% (n=5) received a rating of good on “Adult Needs,” 46.2% (n=6) received a rating of mediocre, and 15.4% (n=2) received a rating of poor.

### Groups without Children with Disabilities

Of the groups for infants and toddlers in child care centers in Delaware without children with disabilities (N=80), 28.8% (n=23) received a rating of good on “Adult Needs,” 51.3% (n=41) received a rating of mediocre, and 20.0% (n=16) received a rating of poor.

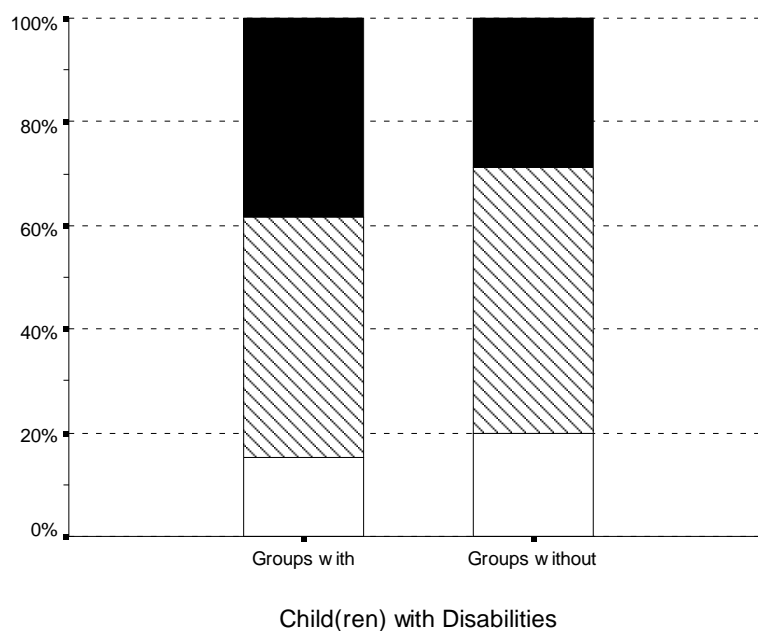
### Comparison between Groups

It is not possible to conduct a statistical test comparing the “Adult Needs” subscale scores of the *ITERS* of the groups with children with disabilities and groups without children with disabilities, because the numbers in each group were too uneven to allow for a meaningful ANOVA to be conducted. However, in examining the scores, it appears that those groups that did have children with disabilities tended to score more in the good range than did those groups without children with disabilities.

Table I-39: <b>Score on the <i>ITERS</i> “Adult Needs” Subscale</b>									
Subscale Score:		1	2	3	4	5	6	7	Total
Groups with Children with Disabilities	N	0	2	3	3	3	2	0	<b>13</b>
	%	0.0%	15.4%	23.1%	23.1%	23.1%	15.4%	0.0%	
Groups without Children with Disabilities	N	0	16	10	31	16	7	0	<b>80</b>
	%	0.0%	20.0%	12.5%	38.8%	20.0%	8.8%	0.0%	
Total	N	0	18	13	34	19	9	0	<b>93</b>
	%	0.0%	19.4%	14.0%	36.6%	20.4%	9.7%	0.0%	
Subscale Rating:		Poor		Mediocre		Good			

Figure I-17:

### Groups for Infants and Toddlers in Child Care Centers



### Rating on the *ITERS* “Adult Needs” Subscale\*

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

= rating of “poor”
  = rating of “mediocre”
  = rating of “good”



## Quality of Programming for 3 to 5-Year-Olds

The quality of programming for 3 to 5-year-olds in full-day child care center programs, Head Start and Early Childhood Assistance Programs (ECAP), and part-day programs was measured using the *Early Childhood Environment Rating Scale-Revised (ECERS-R)* (Harms et al., 1998). The *ECERS-R* is constructed of seven subscales that measure different aspects of quality of programs for 3 to 5-year-olds. These are:

- Space and furnishings;
- Personal care routines;
- Language and reasoning;
- Activities;
- Interaction;
- Program structure; and
- Parents and teachers.

These subscales were measured using as few as four assessment items to as many as ten assessment items, all of which use the seven-point rating system described on page I-46.

The information on the following pages illustrate the subscale scores for the 313 groups of 3 to 5-year-olds observed in this *Delaware Early Care and Education Baseline Quality Study*. These groups are divided among:

- 155 groups located in child care centers;
- 79 groups located in Head Start and Early Childhood Assistance Programs; and
- 79 groups located in part-day programs.

## Space and Furnishings

The groups for 3 to 5-year-olds were assessed on the space available for various activities and the type of furnishings available to support children's activities. The characteristics assessed included:

- Furnishings for routine care and learning;
- Furnishings for relaxation and comfort;
- Children's furniture and equipment;
- Indoor space with adequate lighting, ventilation, and temperature;
- Indoor and outdoor space for active play;
- Space for each child to play independently; and
- Displays appropriate for children.

Each characteristic was based on a set of factors that defined the characteristic.

Below are the results of the observations of 313 groups for 3 to 5-year-olds in child care centers, Head Start and Early Childhood Assistance Programs (ECAP), and part-day programs. (See Table I-40 and Figure I-18)

### Groups with Children with Disabilities

Of the groups for 3 to 5-year-olds in Delaware with children with disabilities (N=111), 52.3% (n=58) received a rating of good on "Space and Furnishings," 42.3% (n=47) received a rating of mediocre, and 5.4% (n=6) received a rating of poor.

### Groups without Children with Disabilities

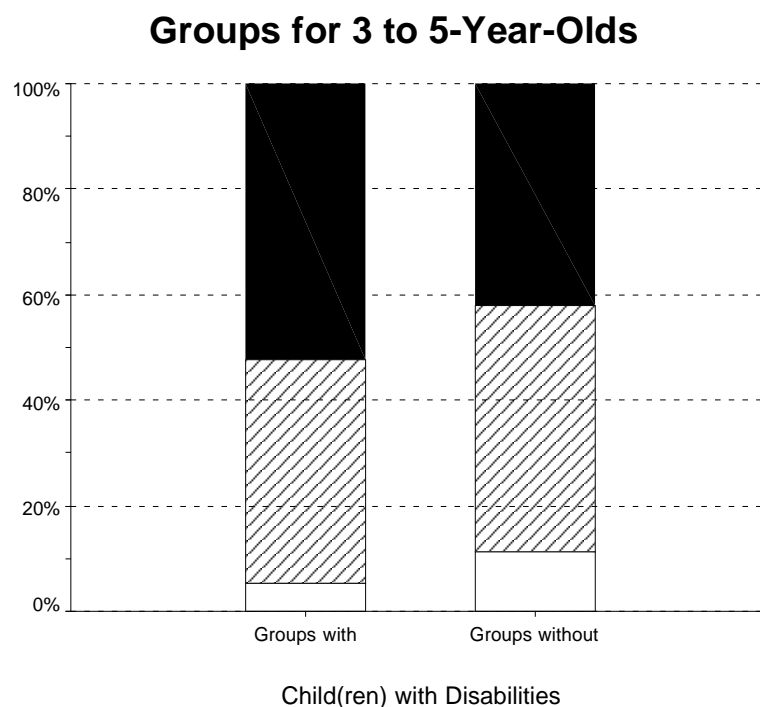
Of the groups for 3 to 5-year-olds in Delaware without children with disabilities (N=202), 42.1% (n=85) received a rating of good on "Space and Furnishings," 46.5% (n=94) received a rating of mediocre, and 11.4% (n=23) received a rating of poor.

### Comparison between Groups

In order to compare the "Space and Furnishings" subscale scores of the *ECERS-R* of the groups with children with disabilities and groups without children with disabilities, an ANOVA was conducted. Based on these scores there is a statistically significant difference between those groups that did have children with disabilities and those groups that did not have children with disabilities ( $F=8.653$ ,  $p<.004$ ).

Table I-40:									
Score on the <i>ECERS</i> “Space and Furnishings” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
Groups with Children with Disabilities	N %	2 1.8%	4 3.6%	16 14.4%	31 27.9%	29 26.1%	29 26.1%	0 0.00%	111
		6 5.4%		47 42.3%		58 52.3%			
Groups without Children with Disabilities	N %	10 5.0%	13 6.4%	41 20.3%	53 26.2%	56 27.7%	29 14.4%	0 0.00%	202
		23 11.4%		94 46.5%		85 42.1%			
Total	N %	12 3.8%	17 5.4%	57 18.2%	84 26.8%	85 27.2%	58 18.5%	0 0.0%	313
		29 9.3%		141 45.0%		143 45.7%			
Subscale Rating:		Poor		Mediocre		Good			

Figure I-18:



### Rating on the *ECERS* “Space and Furnishings” Subscale\*

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

= rating of “poor”
  = rating of “mediocre”
  = rating of “good”



## Personal Care Routines

Personal care routines for children take place throughout the day. Teachers are responsible for these personal care routines to be accomplished in a manner that ensures the health and well-being of all children. The characteristics assessed included:

- Attention to children upon arrival and departure;
- Nutritional quality of meals and snacks provided;
- Cleanliness of food preparation areas;
- Nap or rest time practices;
- Diapering/toileting sanitation procedures;
- Maintenance of a healthy and safe environment; and
- Staff awareness of safety policies and procedures.

Each characteristic was based on a set of factors that defined the characteristic.

Below are the results of the observations of 313 groups for 3 to 5-year-olds in child care centers, Head Start and Early Childhood Assistance Programs (ECAP), and part-day programs. (See Table I-41 and Figure I-19)

### Groups with Children with Disabilities

Of the groups for 3 to 5-year-olds in Delaware with children with disabilities (N=111), 37.0% (n=41) received a rating of good on “Personal Care Routines,” 45.0% (n=50) received a rating of mediocre, and 18.0% (n=20) received a rating of poor.

### Groups without Children with Disabilities

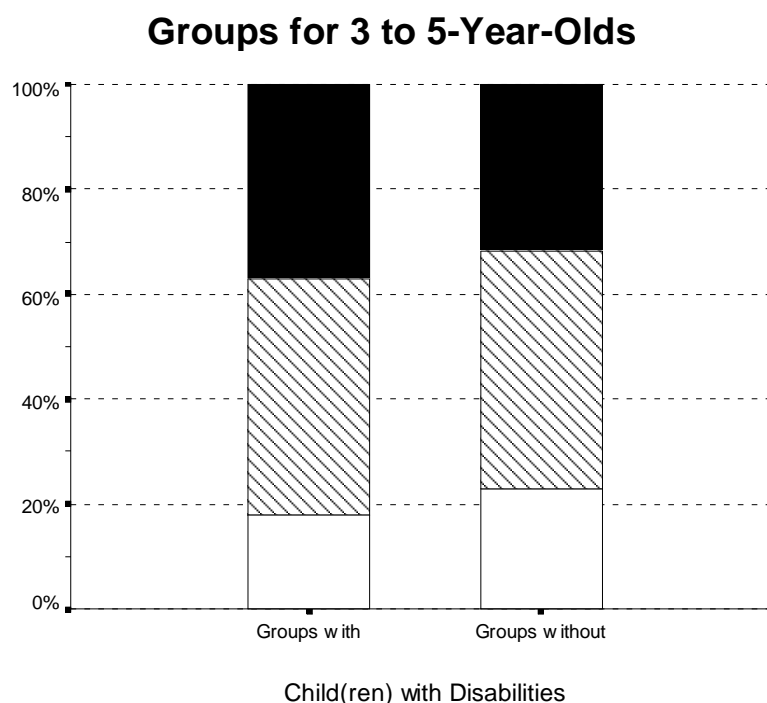
Of the groups for 3 to 5-year-olds in Delaware without children with disabilities (N=202), 31.7% (n=64) received a rating of good on “Personal Care Routines,” 45.5% (n=92) received a rating of mediocre, and 22.8% (n=46) received a rating of poor.

### Comparison between Groups

In order to compare the “Personal Care Routines” subscale scores of the *ECERS-R* of the groups with children with disabilities and the groups without children with disabilities, an ANOVA was conducted. Based on these scores there is not a statistically significant difference between those groups that did have children with disabilities and those groups that did not have children with disabilities.

Table I-41:									
Score on the <i>ECERS</i> “Personal Care Routines” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
Groups with Children with Disabilities	N %	6 5.4%	14 12.6%	20 18.0%	30 27.0%	29 26.1%	10 9.0%	2 1.8%	111
		20 18.0%		50 45.0%		41 37.0%			
Groups without Children with Disabilities	N %	15 7.4%	31 15.3%	39 19.3%	53 26.2%	45 22.3%	15 7.4%	4 2.0%	202
		46 22.8%		92 45.5%		64 31.7%			
Total	N %	21 6.7%	45 14.4%	59 18.8%	83 26.5%	74 23.6%	25 8.0%	6 1.9%	313
		66 21.1%		142 45.4%		105 33.5%			
Subscale Rating:		Poor		Mediocre		Good			

Figure I-19:



### Rating on the *ECERS* “Personal Care Routines” Subscale\*

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

= rating of “poor”
  = rating of “mediocre”
  = rating of “good”

## Language and Reasoning

In order to develop the language and reasoning skills of young children, there are many materials and activities teachers should provide. The lead teachers of groups for 3 to 5-year-olds were assessed to describe the extent to which language and reasoning were supported. The characteristics assessed included:

- Suitable books available to children;
- Materials used that help children understand language and communicate, such as puppets, toy telephones, puzzles, and games;
- Materials used to help children learn concepts of size, shape, color, number, and relationship; and
- Questions that require complex responses.

Each characteristic was based on a set of factors that defined the characteristic.

Below are the results of the observations of 312 groups for 3 to 5-year-olds in child care centers, Head Start and Early Childhood Assistance Programs (ECAP), and part-day programs. (See Table I-42 and Figure I-20)

### Groups with Children with Disabilities

Of the groups for 3 to 5-year-olds in Delaware with children with disabilities (N=111), 52.3% (n=58) received a rating of good on “Language and Reasoning,” 39.6% (n=44) received a rating of mediocre, and 8.1% (n=9) received a rating of poor.

### Groups without Children with Disabilities

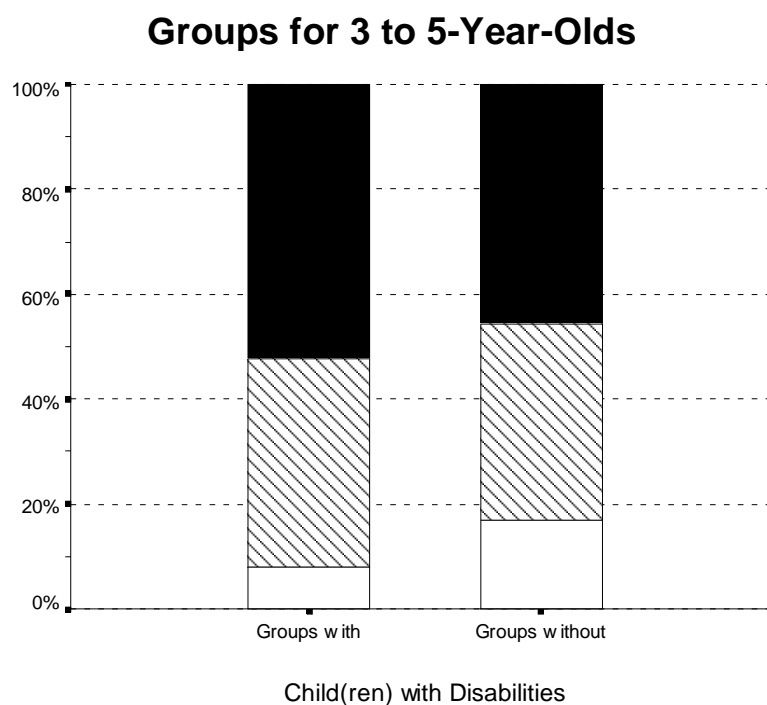
Of the groups for 3 to 5-year-olds in Delaware without children with disabilities (N=201), 45.8% (n=92) received a rating of good on “Language and Reasoning,” 37.3% (n=75) received a rating of mediocre, and 16.9% (n=34) received a rating of poor.

### Comparison between Groups

In order to compare the “Language and Reasoning” subscale scores of the *ECERS-R* of the groups with children with disabilities and the groups without children with disabilities, an ANOVA was conducted. Based on these scores there is a statistically significant difference between those groups that did have children with disabilities and those groups that did not have children with disabilities ( $F=4.825$ ,  $p<.029$ ).

Table I-42:									
Score on the ECERS “Language and Reasoning” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
Groups with Children with Disabilities	N %	4 3.6%	5 4.5%	20 18.0%	24 21.6%	23 20.7%	23 20.7%	12 10.8%	111
		9 8.1%		44 39.6%		58 52.3%			
Groups without Children with Disabilities	N %	13 6.5%	21 10.4%	34 16.9%	41 20.4%	41 20.4%	43 21.4%	8 4.0%	201
		34 16.9%		75 37.3%		92 45.8%			
Total	N %	17 5.4%	26 8.3%	54 17.3%	65 20.8%	64 20.5%	66 21.2%	20 6.4%	312
		43 13.8%		119 38.1%		150 48.1%			
Subscale Rating:		Poor		Mediocre		Good			

Figure I-20:



### Rating on the ECERS “Language and Reasoning” Subscale\*

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

= rating of “poor”
  = rating of “mediocre”
  = rating of “good”

## Activities

In addition to meeting the basic care needs of children, it is expected that teachers of 3 to 5-year-olds offer a variety of learning activities daily. The characteristics assessed included:

- Opportunities for fine motor development;
- Experiences with art;
- Music and movement activities;
- Block-building materials;
- Sand or water play available indoors or outdoors;
- Dramatic play materials available such as dolls and dress-up clothes;
- Materials available for nature and science activities;
- Materials available for learning numbers and math concepts;
- Appropriate use of television, videos and/or computers; and
- Presence of dolls, books, and pictures that reflect cultural diversity.

Each characteristic was based on a set of factors that defined the characteristic.

Below are the results of the observations of 312 groups for 3 to 5-year-olds in child care centers, Head Start and Early Childhood Assistance Programs (ECAP), and part-day programs. (See Table I-43 and Figure I-21)

### Groups with Children with Disabilities

Of the groups for 3 to 5-year-olds in Delaware with children with disabilities (N=111), 19.8% (n=22) received a rating of good on “Activities,” 64.9% (n=72) received a rating of mediocre, and 15.3% (n=17) received a rating of poor.

### Groups without Children with Disabilities

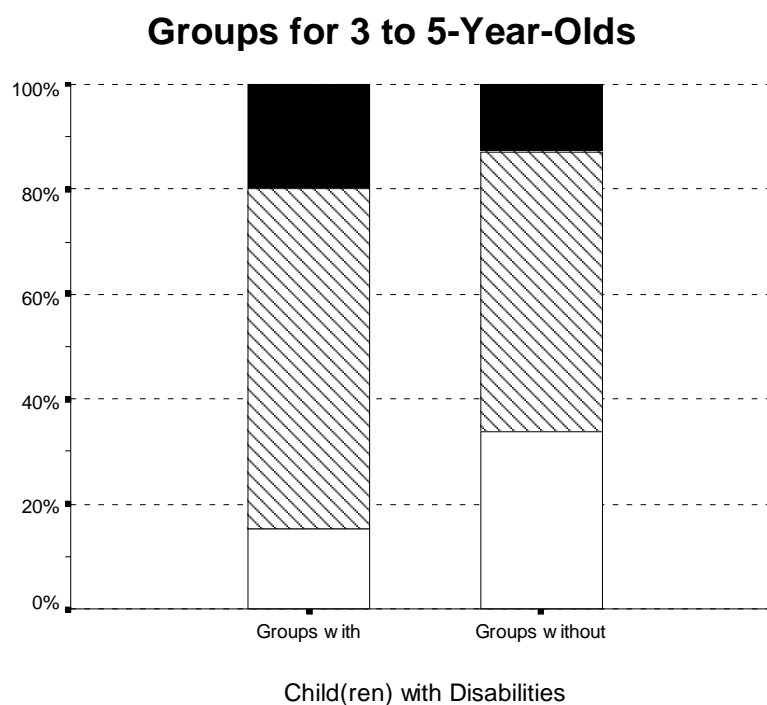
Of the groups for 3 to 5-year-olds in Delaware without children with disabilities (N=201), 13.0% (n=26) received a rating of good on “Activities,” 53.2% (n=107) received a rating of mediocre, and 33.8% (n=68) received a rating of poor.

### Comparison between Groups

In order to compare the “Activities” subscale scores of the *ECERS-R* of the groups with children with disabilities and groups without children with disabilities, an ANOVA was conducted. Based on these scores there is a statistically significant difference between those groups that did have children with disabilities and those groups that did not have children with disabilities ( $F=13.519$ ,  $p<.000$ ).

Table I-43:									
Score on the <i>ECERS</i> “Activities” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
Groups with Children with Disabilities	N %	5 4.5%	12 10.8%	37 33.3%	35 31.5%	14 12.6%	8 7.2%	0 0.0%	111
		17 15.3%		72 64.9%		22 19.8%			
Groups without Children with Disabilities	N %	31 15.4%	37 18.4%	62 30.8%	45 22.4%	20 10.0%	6 3.0%	0 0.0%	201
		68 33.8%		107 53.2%		26 13.0%			
Total	N %	36 11.5%	49 15.7%	99 31.7%	80 25.6%	34 10.9%	14 4.5%	0 0.0%	312
		85 27.2%		179 57.4%		48 15.4%			
Subscale Rating:		Poor		Mediocre		Good			

Figure I-21:



### Rating on the *ECERS* “Activities” Subscale\*

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

= rating of “poor”
  = rating of “mediocre”
  = rating of “good”

## Interaction

Teachers and groups were assessed on the presence and quality of the many different types of interactions with children. The characteristics assessed included:

- Supervision of all types of activities;
- Appropriate interactions among children;
- Appropriate teacher-child interactions; and
- Extent of control, appropriate guidance, and discipline.

Each characteristic was based on a set of factors that defined the characteristic.

Below are the results of the observations of 312 groups for 3 to 5-year-olds in child care centers, Head Start and Early Childhood Assistance Programs (ECAP), and part-day programs. (See Table I-44 and Figure I-22)

### Groups with Children with Disabilities

Of the groups for 3 to 5-year-olds in Delaware with children with disabilities (N=111), 69.4% (n=77) received a rating of good on “Interaction,” 17.1% (n=19) received a rating of mediocre, and 13.5% (n=15) received a rating of poor.

### Groups without Children with Disabilities

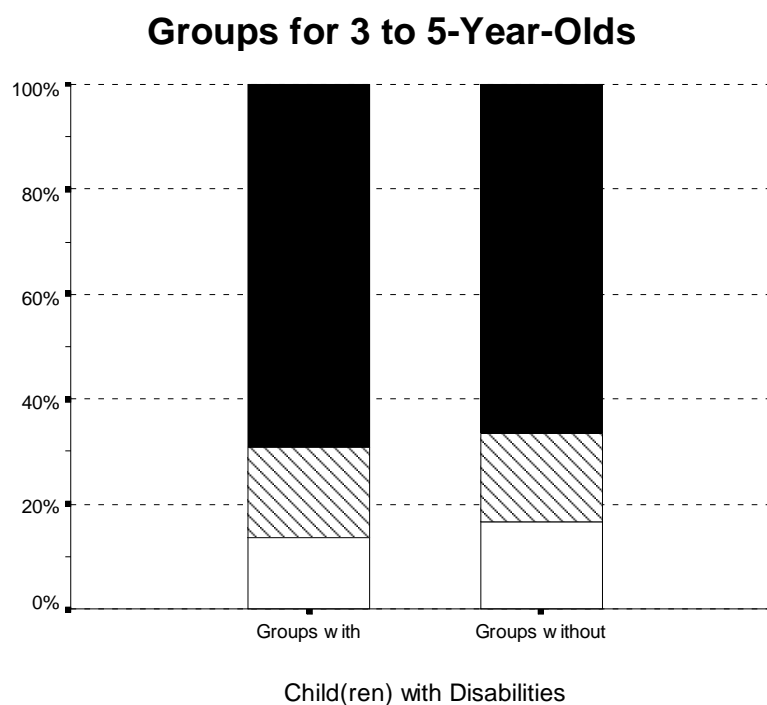
Of the groups for 3 to 5-year-olds in Delaware without children with disabilities (N=201), 66.7% (n=134) received a rating of good on “Interaction,” 16.9% (n=34) received a rating of mediocre, and 16.4% (n=33) received a rating of poor.

### Comparison between Groups

In order to compare the “Interaction” subscale scores of the *ECERS-R* of the groups with children with disabilities and the groups without children with disabilities, an ANOVA was conducted. Based on these scores there is not a statistically significant difference between those groups that did have children with disabilities and those groups that did not have children with disabilities.

Table I-44:									
Score on the <i>ECERS</i> “Interaction” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
Groups with Children with Disabilities	N %	6 5.4%	9 8.1%	12 10.8%	7 6.3%	23 20.7%	39 35.1%	15 13.5%	111
		15 13.5%		19 17.1%		77 69.4%			
Groups without Children with Disabilities	N %	21 10.4%	12 6.0%	12 6.0%	22 10.9%	40 19.9%	66 32.8%	28 13.9%	201
		33 16.4%		34 16.9%		134 66.7%			
Total	N %	27 8.7%	21 6.7%	24 7.7%	29 9.3%	63 20.2%	105 33.7%	43 13.8%	312
		48 15.4%		53 17.0%		211 67.6%			
Subscale Rating:		Poor		Mediocre		Good			

Figure I-22:



### Rating on the *ECERS* “Interaction” Subscale\*

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

= rating of “poor”
  = rating of “mediocre”
  = rating of “good”



## Program Structure

Program structure is the ability of a teacher to organize the time spent with the children during the caregiving period. The characteristics assessed included:

- Schedule of daily activities;
- Indoor and outdoor play opportunities;
- Free play time provided with appropriate materials available;
- Opportunities for small group and large group activities; and
- Accommodations for children with disabilities.

Each characteristic was based on a set of factors that defined the characteristic.

Below are the results of the observations of 312 groups for 3 to 5-year-olds in child care centers, Head Start and Early Childhood Assistance Programs (ECAP), and part-day programs. (See Table I-45 and Figure I-23)

### Groups with Children with Disabilities

Of the groups for 3 to 5-year-olds in Delaware with children with disabilities (N=111), 55.0% (n=61) received a rating of good on “Program Structure,” 34.2% (n=38) received a rating of mediocre, and 10.8% (n=12) received a rating of poor.

### Groups without Children with Disabilities

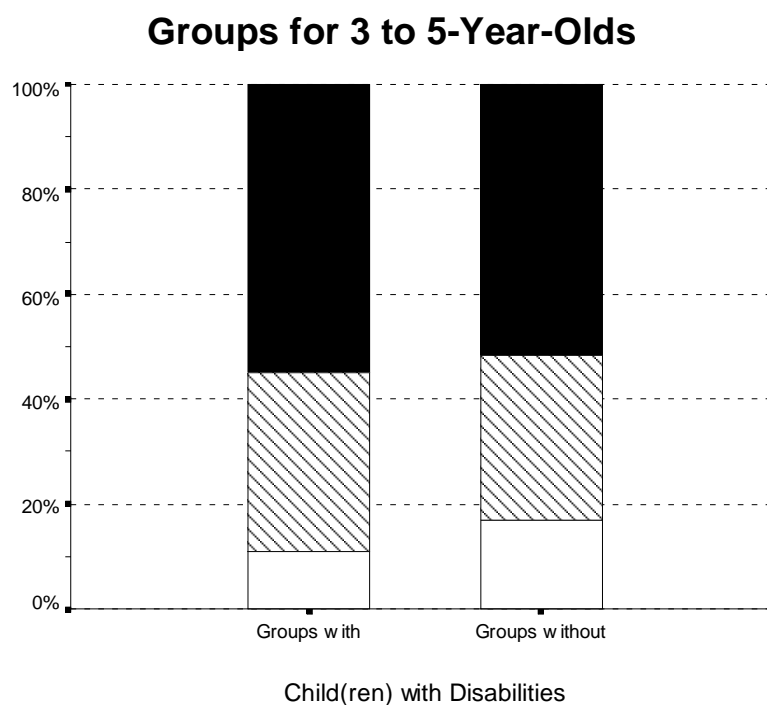
Of the groups for 3 to 5-year-olds in Delaware without children with disabilities (N=201), 51.7% (n=104) received a rating of good on “Program Structure,” 31.3% (n=63) received a rating of mediocre, and 16.9% (n=34) received a rating of poor.

### Comparison between Groups

In order to compare the “Program Structure” subscale scores of the *ECERS-R* of the groups with children with disabilities and the groups without children with disabilities, an ANOVA was conducted. Based on these scores there is not a statistically significant difference between those groups that did have children with disabilities and those groups that did not have children with disabilities.

Table I-45:									
Score on the <i>ECERS</i> “Program Structure” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
Groups with Children with Disabilities	N %	4 3.6%	8 7.2%	13 11.7%	25 22.5%	27 24.3%	24 21.6%	10 9.0%	111
		12 10.8%		38 34.2%		61 55.0%			
Groups without Children with Disabilities	N %	17 8.5%	17 8.5%	37 18.4%	26 12.9%	43 21.4%	27 13.4%	34 16.9%	201
		34 16.9%		63 31.3%		104 51.7%			
Total	N %	21 6.7%	25 8.0%	50 16.0%	51 16.3%	70 22.4%	51 16.3%	44 14.1%	312
		46 14.7%		101 32.4%		165 52.9%			
Subscale Rating:		Poor		Mediocre		Good			

Figure I-23:



### Rating on the *ECERS* “Program Structure” Subscale\*

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

= rating of “poor”
  = rating of “mediocre”
  = rating of “good”

## Parents and Staff

Lead teachers of groups of 3 to 5-year-olds were assessed to describe the extent to which their own personal and professional needs were met in their groups. The characteristics assessed included:

- Information for parents and relationships with parents;
- Personal needs of the staff were met;
- Professional needs of the staff were met;
- Interaction and cooperation among staff;
- Supervision and evaluation of teachers; and
- Involvement in opportunities for professional growth, such as reading professional magazines, attending workshops, or having on-site technical assistance visits.

Each characteristic was based on a set of factors that defined the characteristic.

Below are the results of the observations of the lead teachers of 231 groups for 3 to 5-year-olds in child care centers, Head Start and Early Childhood Assistance Programs (ECAP), and part-day programs. (See Table I-46 and Figure I-24)

### Groups with Children with Disabilities

Of the groups for 3 to 5-year-olds in Delaware with children with disabilities (N=87), 65.5% (n=57) received a rating of good on “Parents and Staff,” 32.2% (n=28) received a rating of mediocre, and 2.3% (n=2) received a rating of poor.

### Groups without Children with Disabilities

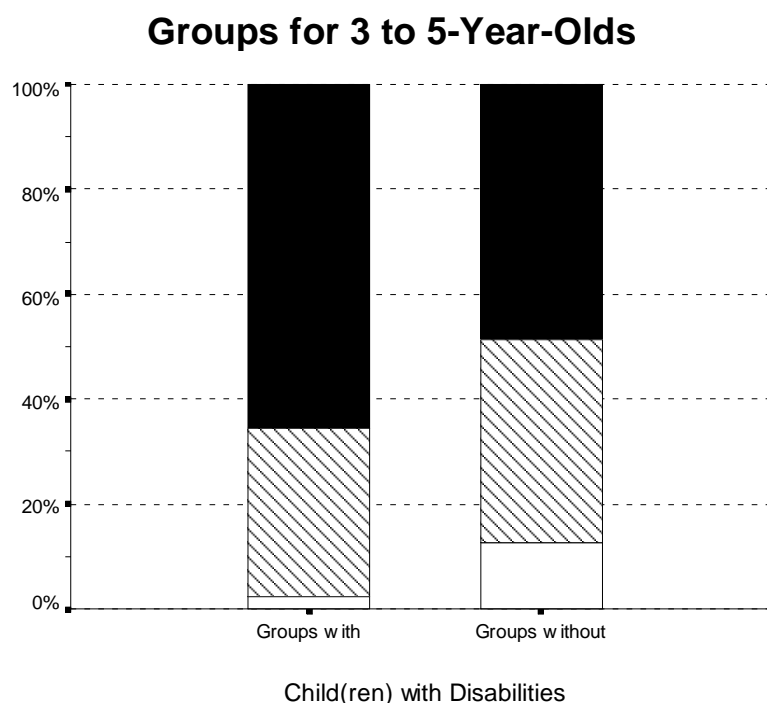
Of the groups for 3 to 5-year-olds in Delaware without children with disabilities (N=144), 48.6% (n=70) received a rating of good on “Parents and Staff,” 38.9% (n=56) received a rating of mediocre, and 12.5% (n=18) received a rating of poor.

### Comparison between Groups

In order to compare the “Parents and Staff” subscale scores of the *ECERS-R* of the groups with children with disabilities and the groups without children with disabilities, an ANOVA was conducted. Based on these scores there is a statistically significant difference between those groups that did have children with disabilities and those groups that did not have children with disabilities ( $F=11.531$ ,  $p<.001$ ).

Table I-46:									
Score on the <i>ECERS</i> “Parents and Staff” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
Groups with Children with Disabilities	N %	0 0.0%	2 2.3%	13 14.9%	15 17.2%	31 35.6%	24 27.6%	2 2.3%	87
		2 2.3%		28 32.2%		57 65.5%			
Groups without Children with Disabilities	N %	2 1.4%	16 11.1%	23 16.0%	33 22.9%	50 34.7%	18 12.5%	2 1.4%	144
		18 12.5%		56 38.9%		70 48.6%			
Total	N %	2 0.9%	18 7.8%	36 15.6%	48 20.8%	81 35.1%	42 18.2%	4 1.7%	231
		20 8.7%		84 36.4%		127 55.0%			
Subscale Rating:		Poor			Mediocre		Good		

Figure I-24:



### Rating on the *ECERS* “Parents and Staff” Subscale\*

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

= rating of “poor”
  = rating of “mediocre”
  = rating of “good”



## Quality of Programming for School-Age Children

The quality of programming for school-age children in child care programs was measured using the *School-Age Care Environment Rating Scale (SACERS)* (Harms et al., 1996). The *SACERS* is constructed of seven subscales that measure different aspects of quality. These are:

- Space and furnishings;
- Health and safety;
- Activities;
- Interactions;
- Program structure;
- Staff development; and
- Special Needs.

These subscales were measured using as few as three assessment items to as many as twelve assessment items, all of which use the seven-point rating system described on page I-46.

The information on the following pages illustrates the subscale scores for the 47 groups for school-age children observed in the *Delaware Early Care and Education Quality Baseline Study*.

## Space and Furnishings

The school-age groups were assessed on the space available for various activities and the type of furnishings available to support children's activities. The characteristics considered included:

- Furnishings for routine care and learning;
- Furnishings for relaxation and comfort;
- Children's furniture and equipment;
- Indoor space with adequate lighting, ventilation, and temperature;
- Indoor and outdoor space for active play;
- Space for each child to play and do homework independently;
- Space to meet personal needs of staff; and
- Space to meet professional needs of staff.

Each characteristic is based on a set of factors that defined the characteristic.

Below are the results of the observations of 47 groups for school-age children. (See Table I-47 and Figure I-25)

### Groups with Children with Disabilities

Of the groups for school-age children in Delaware with children with disabilities (N=19), 47.4% (n=9) received a rating of good on "Space and Furnishings," 47.4% (n=9) received a rating of mediocre, and 5.3% (n=1) received a rating of poor.

### Groups without Children with Disabilities

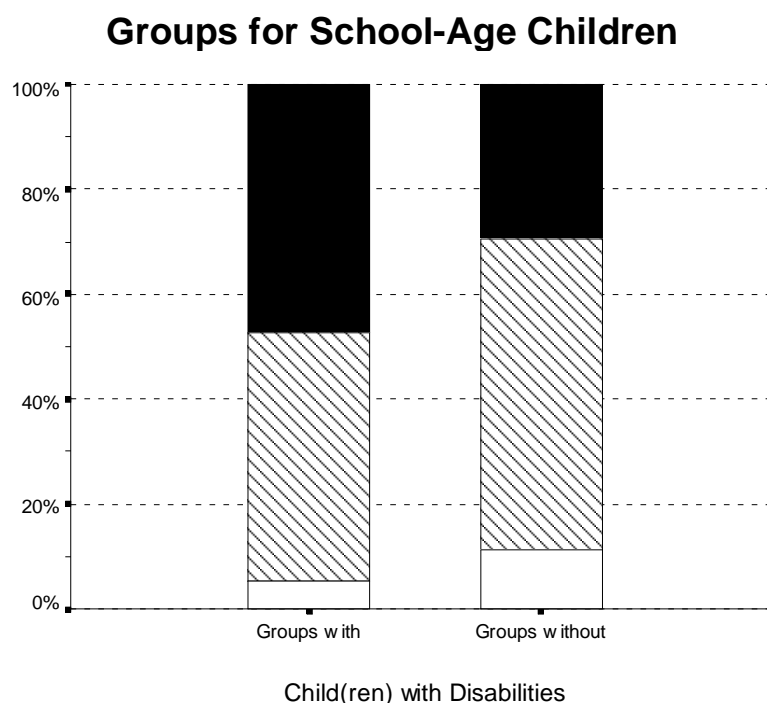
Of the groups for school-age children in Delaware without children with disabilities (N=28), 32.1% (n=9) received a rating of good on "Space and Furnishings," 57.1% (n=16) received a rating of mediocre, and 10.7% (n=3) received a rating of poor.

### Comparison between Groups

In order to compare the "Space and Furnishings" subscale scores of the *SACERS* of the groups with children with disabilities and groups without children with disabilities, an ANOVA was conducted. Based on these scores there is not a statistically significant difference between those groups that did have a child with disabilities and those groups that did not have a child with disabilities.

Table I-47: Score on the <b>SACERS “Space and Furnishings” Subscale</b>									
Subscale Score:		1	2	3	4	5	6	7	Total
Groups with Children with Disabilities	N	0	1	3	6	6	3	0	19
	%	0.0%	5.3%	15.8%	31.6%	31.6%	15.8%	0.0%	
Groups without Children with Disabilities	N	0	3	8	8	5	4	0	28
	%	0.0%	10.7%	28.6%	28.6%	17.9%	14.3%	0.0%	
Total	N	0	4	11	14	11	7	0	47
	%	0.0%	8.5%	23.4%	29.8%	23.4%	14.9%	0.0%	
Subscale Rating:		Poor		Mediocre		Good			

Figure I-25:



### Rating on the **SACERS “Space and Furnishings” Subscale\***

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

= rating of “poor”
  = rating of “mediocre”
  = rating of “good”



## Health and Safety

Programs that provide before and after school programs must provide for children's health, safety, and well-being during these periods. The characteristics assessed included:

- Policies and rules for children with short-term illnesses;
- Procedures for caring for children with short-term illnesses;
- Staff awareness of safety policies and procedures;
- Safety practices in all program locations;
- Attendance record procedures;
- Departure procedures;
- Nutritional quality of meals and snacks provided;
- Maintenance of a healthy and safe environment; and
- Personal hygiene practices of teachers and children.

Each characteristic is based on a set of factors that defined the characteristic.

Below are the results of the observations of 47 groups for school-age children. (See Table I-48 and Figure I-26)

### Groups with Children with Disabilities

Of the groups for school-age children in Delaware with children with disabilities (N=19), 21.1% (n=4) received a rating of good on "Health and Safety," 63.2% (n=12) received a rating of mediocre, and 15.8% (n=3) received a rating of poor.

### Groups without Children with Disabilities

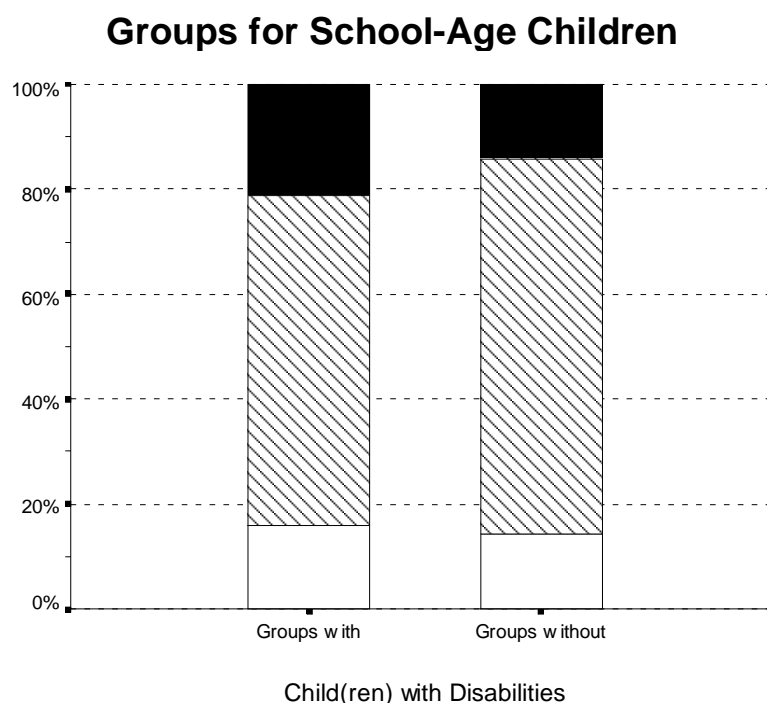
Of the groups for school-age children in Delaware without children with disabilities (N=28), 14.3% (n=4) received a rating of good on "Health and Safety," 71.4% (n=20) received a rating of mediocre, and 14.3% (n=4) received a rating of poor.

### Comparison between Groups

In order to compare the "Health and Safety" subscale scores of the *SACERS* of the groups with children with disabilities and groups without children with disabilities, an ANOVA was conducted. Based on these scores there is not a statistically significant difference between those groups that did have a child with disabilities and those groups that did not have a child with disabilities.

Table I-48:									
Score on the <i>SACERS</i> “Health and Safety” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
Groups with Children with Disabilities	N %	1 5.3%	2 10.5%	7 36.8%	5 26.3%	3 15.8%	1 5.3%	0 0.0%	19
		3 15.8%		12 63.2%		4 21.1%			
Groups without Children with Disabilities	N %	1 3.6%	3 10.7%	10 35.7%	10 35.7%	3 10.7%	1 3.6%	0 0.0%	28
		4 14.3%		20 71.4%		4 14.3%			
Total	N %	2 4.3%	5 10.6%	17 36.2%	15 31.9%	6 12.8%	2 4.3%	0 0.0%	47
		7 14.9%		32 68.1%		8 17.0%			
Subscale Rating:		Poor		Mediocre		Good			

Figure I-26:



### Rating on the **SACERS “Health and Safety” Subscale\***

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

= rating of “poor”
  = rating of “mediocre”
  = rating of “good”

## Activities

In groups for school-age children, it is expected that teachers will offer a variety of activities that promote children's development and identification of their interests. The characteristics assessed included:

- Experiences with art;
- Music and movement activities;
- Block-building materials available;
- Dramatic play materials available such as props and costumes;
- Suitable books available to each age group;
- Materials that help children understand language such as puppets, puzzles, games;
- Materials available for nature and science activities;
- Materials available for math activities; and
- Presence of books, games, and other materials that reflect cultural diversity.

Each characteristic is based on a set of factors that defined the characteristic.

Below are the results of the observations of 47 groups for school-age children. (See Table I-49 and Figure I-27)

### Groups with Children with Disabilities

Of the groups for school-age children in Delaware with children with disabilities (N=19), 5.3% (n=1) received a rating of good on "Activities," 57.9% (n=11) received a rating of mediocre, and 36.8% (n=7) received a rating of poor.

### Groups without Children with Disabilities

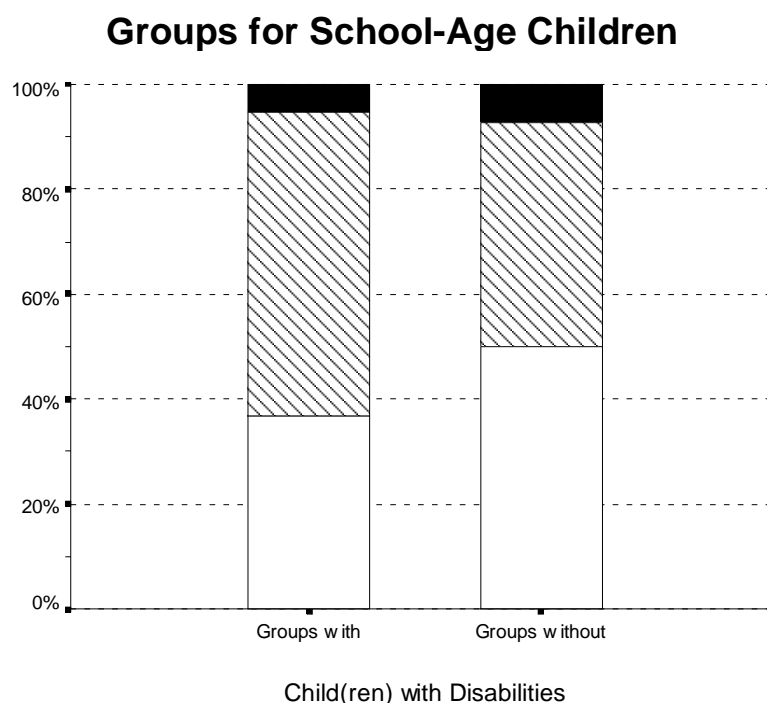
Of the groups for school-age children in Delaware without children with disabilities (N=28), 7.1% (n=2) received a rating of good on "Activities," 42.9% (n=12) received a rating of mediocre, and 50.0% (n=14) received a rating of poor.

### Comparison between Groups

In order to compare the "Activities" subscale scores of the *SACERS* of the groups with children with disabilities and groups without children with disabilities, an ANOVA was conducted. Based on these scores there is not a statistically significant difference between those groups that did have a child with disabilities and those groups that did not have a child with disabilities.

Table I-49:									
Score on the SACERS “Activities” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
Groups with Children with Disabilities	N %	1 5.3%	6 31.6%	5 26.3%	6 31.6%	1 5.3%	0 0.0%	0 0.0%	19
		7 36.8%		11 57.9%		1 5.3%			
Groups without Children with Disabilities	N %	4 14.3%	10 35.7%	7 25.0%	5 17.9%	2 7.1%	0 0.0%	0 0.0%	28
		14 50.0%		12 42.9%		2 7.1%			
Total	N %	5 10.6%	16 34.0%	12 25.5%	11 23.4%	3 6.4%	0 0.0%	0 0.0%	47
		21 44.7%		23 48.9%		3 6.4%			
Subscale Rating:		Poor		Mediocre		Good			

Figure I-27:



### Rating on the SACERS “Activities” Subscale\*

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

= rating of “poor”
  = rating of “mediocre”
  = rating of “good”

## Interactions

Positive interactions lead to a beneficial environment and experience for everyone involved with a program. The characteristics assessed included:

- Attention to children upon arrival and departure;
- Appropriate teacher-child interactions;
- Supervision of all types of activities;
- Extent of control, appropriate guidance, and discipline;
- Appropriate interactions among children;
- Information for parents and relationships with parents;
- Interaction and cooperation among staff; and
- Interactions between teachers in school-age program teachers and classroom teachers.

Each characteristic is based on a set of factors that defined the characteristic.

Below are the results of the observations of 47 groups for school-age children. (See Table I-50 and Figure I-28)

### Groups with Children with Disabilities

Of the groups for school-age children in Delaware with children with disabilities (N=19), 78.9% (n=15) received a rating of good on “Interactions,” 10.5% (n=2) received a rating of mediocre, and 10.5% (n=2) received a rating of poor.

### Groups without Children with Disabilities

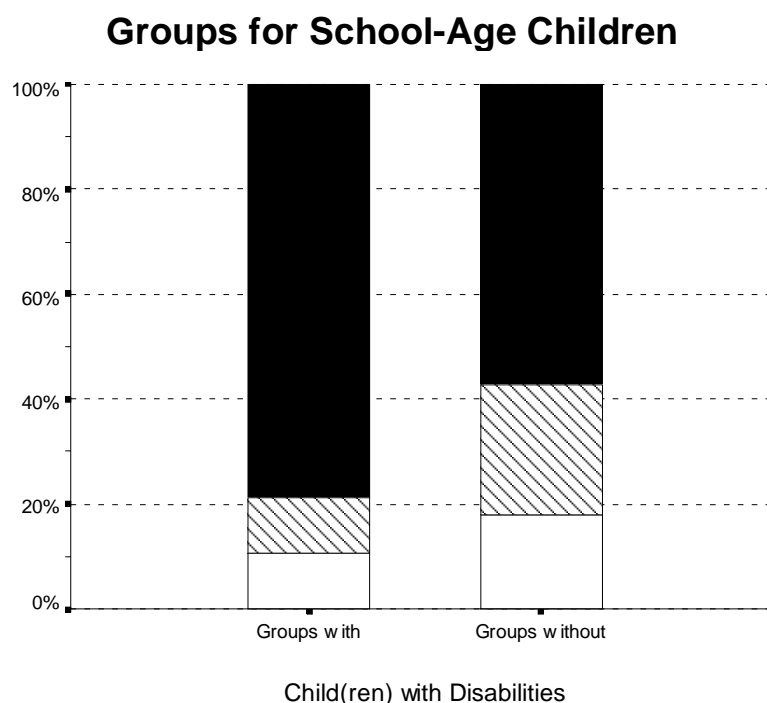
Of the groups for school-age children in Delaware without children with disabilities (N=28), 57.1% (n=16) received a rating of good on “Interactions,” 25.0% (n=7) received a rating of mediocre, and 17.9% (n=5) received a rating of poor.

### Comparison between Groups

In order to compare the “Interactions” subscale scores of the *SACERS* of the groups with children with disabilities and groups without children with disabilities, an ANOVA was conducted. Based on these scores there is not a statistically significant difference between those groups that did have a child with disabilities and those groups that did not have a child with disabilities.

Table I-50:									
Score on the <i>SACERS</i> “Interactions” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
Groups with Children with Disabilities	N %	0 0.0%	2 10.5%	0 0.0%	2 10.5%	11 57.9%	4 21.1%	0 0.0%	19
		2 10.5%		2 10.5%		15 78.9%			
Groups without Children with Disabilities	N %	1 3.6%	4 14.3%	3 10.7%	4 14.3%	7 25.0%	9 32.1%	0 0.0%	28
		5 17.9%		7 25.0%		16 57.1%			
Total	N %	1 2.1%	6 12.8%	3 6.4%	6 12.8%	18 38.3%	13 27.7%	0 0.0%	47
		7 14.9%		9 19.2%		31 66.0%			
Subscale Rating:		Poor		Mediocre		Good			

Figure I-28:



### Rating on the SACERS “Interactions” Subscale\*

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

= rating of “poor”
  = rating of “mediocre”
  = rating of “good”

## Program Structure

Program structure addresses the organization of time within a school-age program. The characteristics of program structure assessed included:

- Schedule of daily activities;
- Free play time provided with appropriate materials available;
- Relationship between program staff and program host; and
- Use of community resources such as parks, playgrounds, and libraries.

Each characteristic is based on a set of factors that defined the characteristic.

Below are the results of the observations of 47 groups for school-age children. (See Table I-51 and Figure I-29)

### Groups with Children with Disabilities

Of the groups for school-age children in Delaware with children with disabilities (N=19), 47.4% (n=9) received a rating of good on “Program Structure,” 52.6% (n=10) received a rating of mediocre, and 0.0% (n=0) received a rating of poor.

### Groups without Children with Disabilities

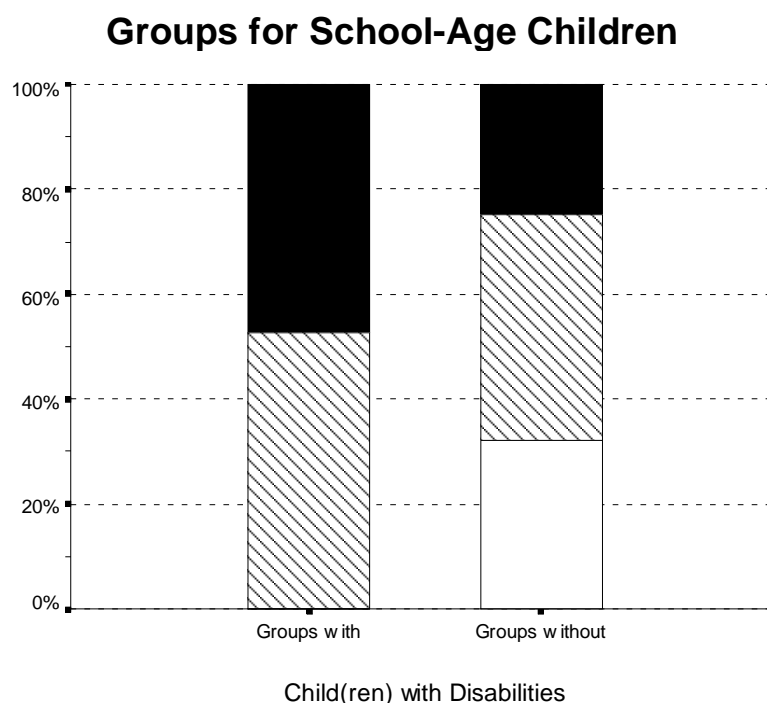
Of the groups for school-age children in Delaware without children with disabilities (N=28), 25.0% (n=7) received a rating of good on “Program Structure,” 42.9% (n=12) received a rating of mediocre, and 32.1% (n=9) received a rating of poor.

### Comparison between Groups

In order to compare the “Program Structure” subscale scores of the *SACERS* of the groups with children with disabilities and groups without children with disabilities, an ANOVA was conducted. Based on these scores there is a statistically significant difference between those groups that did have a child with disabilities and those groups that did not have a child with disabilities ( $F=5.069$ ,  $p<.029$ ).

Table I-51:									
Score on the <i>SACERS</i> “Program Structure” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
Groups with Children with Disabilities	N %	0 0.0%	0 0.0%	5 26.3%	5 26.3%	5 26.3%	3 15.8%	1 5.3%	19
		0 0.0%		10 52.6%		9 47.4%			
Groups without Children with Disabilities	N %	2 7.1%	7 25.0%	4 14.3%	8 28.6%	4 14.3%	1 3.6%	2 7.1%	28
		9 32.1%		12 42.9%		7 25.0%			
Total	N %	2 4.3%	7 14.9%	9 19.1%	13 27.7%	9 19.1%	4 8.5%	3 6.4%	47
		9 19.1%		22 46.8%		16 34.0%			
Subscale Rating:		Poor		Mediocre		Good			

Figure I-29:



### Rating on the *SACERS* “Program Structure” Subscale\*

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

= rating of “poor”
  = rating of “mediocre”
  = rating of “good”



## Staff Development

Staff development provides an opportunity to increase staffs' knowledge and skills in working with school-age children. The characteristics assessed included:

- Involvement in opportunities for professional growth, such as reading professional magazines, attending workshops, or having on-site technical assistance visits;
- Staff meetings; and
- Supervision and evaluation of teachers.

Each characteristic is based on a set of factors that defined the characteristic.

Below are the results of the observations of 47 groups for school-age children. (See Table I-52 and Figure I-30)

### Groups with Children with Disabilities

Of the groups for school-age children in Delaware with children with disabilities (N=19), 52.6% (n=10) received a rating of good on "Staff Development," 47.4% (n=9) received a rating of mediocre, and 0.0% (n=0) received a rating of poor.

### Groups without Children with Disabilities

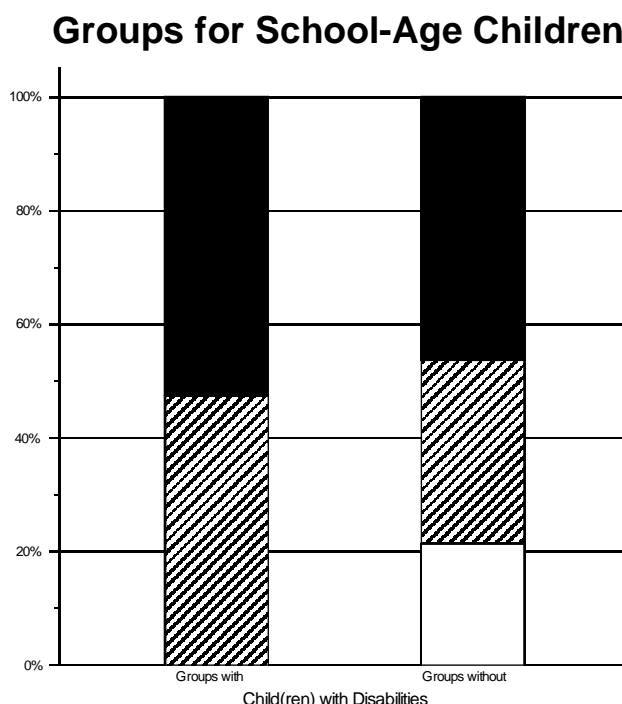
Of the groups for school-age children in Delaware without children with disabilities (N=28), 46.4% (n=13) received a rating of good on "Staff Development," 32.1% (n=9) received a rating of mediocre, and 21.4% (n=6) received a rating of poor.

### Comparison between Groups

In order to compare the "Staff Development" subscale scores of the *SACERS* of the groups with children with disabilities and groups without children with disabilities, an ANOVA was conducted. Based on these scores there is not a statistically significant difference between those groups that did have a child with disabilities and those groups that did not have a child with disabilities.

Table I-52:									
Score on the <i>SACERS</i> “Staff Development” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
Groups with Children with Disabilities	N %	0 0.0%	0 0.0%	5 26.3%	4 21.1%	5 26.3%	4 21.1%	1 5.3%	19
		0 0.0%		9 47.4%		10 52.6%			
Groups without Children with Disabilities	N %	2 7.1%	4 14.3%	5 17.9%	4 14.3%	7 25.0%	4 14.3%	2 7.1%	28
		6 21.4%		9 32.1%		13 46.4%			
Total	N %	2 4.3%	4 8.5%	10 21.3%	8 17.0%	12 25.5%	8 17.0%	3 6.4%	47
		6 12.8%		18 38.3%		23 48.9%			
Subscale Rating:		Poor		Mediocre		Good			

Figure I-30:



### Rating on the **SACERS “Staff Development” Subscale\***

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

= rating of “poor”
  = rating of “mediocre”
  = rating of “good”

## Special Needs

School-age programs were assessed to determine the extent to which the programs and teachers accommodated children with disabilities. The characteristics assessed included:

- Accommodations made for children with disabilities;
- Individualization of activities;
- Multiple opportunities for learning and practicing skills;
- Involvement in activities; and
- Frequent and appropriate communication with teacher and other children.

Each characteristic is based on a set of factors that defined the characteristic.

Below are the results of the observations of 21 groups for school-age children. (See Table I-53 and Figure I-31)

### Groups with Children with Disabilities

Of the groups for school-age children in Delaware with children with disabilities (N=16), 25.0% (n=4) received a rating of good on “Special Needs,” 50.0% (n=8) received a rating of mediocre, and 25.0% (n=4) received a rating of poor.

### Groups without Children with Disabilities

Of the groups for school-age children in Delaware without children with disabilities (N=5), 80.0% (n=4) received a rating of good on “Special Needs,” 20.0% (n=1) received a rating of mediocre, and 0.0% (n=0) received a rating of poor.

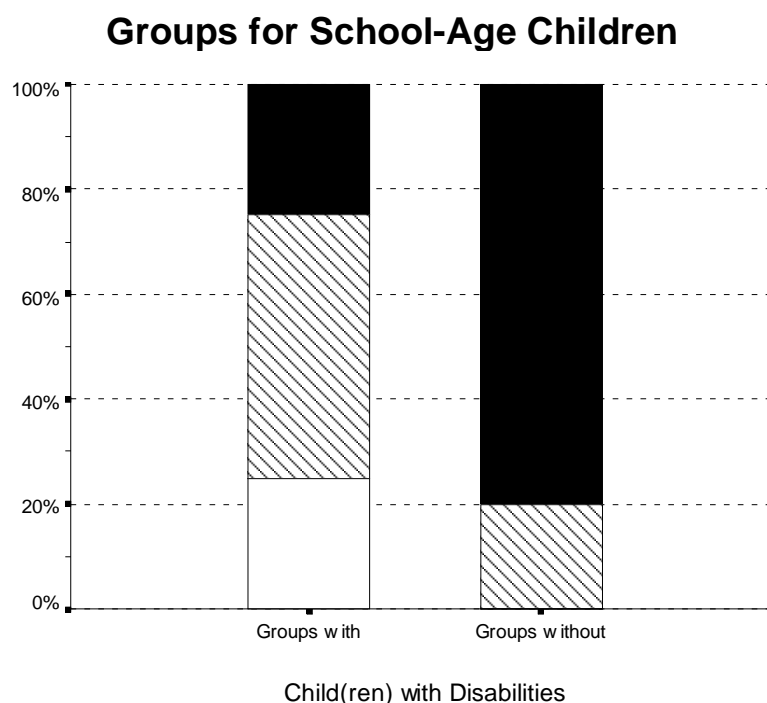
### Comparison between Groups

In order to compare the “Special Needs” subscale scores of the *SACERS* of the groups with children with disabilities and groups without children with disabilities, an ANOVA was conducted. Based on these scores there is not a statistically significant difference between those groups that did have a child with disabilities and those groups that did not have a child with disabilities.

Table I-53:

Score on the SACERS “Special Needs” Subscale									
Subscale Score:		1	2	3	4	5	6	7	Total
Groups with Children with Disabilities	N %	1 6.3%	3 18.8%	3 18.8%	5 31.3%	1 6.3%	3 18.8%	0 0.0%	16
		4 25.0%		8 50.0%		4 25.0%			
Groups without Children with Disabilities	N %	0 0.0%	0 0.0%	0 0.0%	1 20.0%	1 20.0%	2 40.0%	1 20.0%	5
		0 0.0%		1 20.0%		4 80.0%			
Total	N %	1 4.8%	3 14.3%	3 14.3%	6 28.6%	2 9.5%	5 23.8%	1 4.8%	21
		4 19.1%		9 42.9%		8 38.1%			
Subscale Rating:		Poor			Mediocre		Good		

Figure I-31:



### Rating on the **SACERS** “Special Needs” Subscale\*

\*Ratings of 1.00-2.99 are considered “poor,” ratings of 3.00-4.99 are considered “mediocre,” and ratings of 5.00-7.00 are considered “good” (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

= rating of “poor”
  = rating of “mediocre”
  = rating of “good”

# *Delaware Early Care and Education Baseline Quality Study*

## **Discussion and Conclusions**

The *Delaware Early Care and Education Baseline Quality Study* was conducted to determine the quality of early care and education programming throughout the state and in specific regions of the state. The study was also commissioned to determine the quality of early education and care for children of different ages in different types of programs.

Through the use of nationally recognized observation instruments and interview protocols from national early care and education studies, data was collected to answer these questions. The findings of the study have been formatted in such a way as to allow for comparisons with regional and national data from early care and education studies conducted during the past decade.

This section includes discussions about the methods used to generate the results, a profile of the programs observed, a profile of the directors of programs, and a profile of teachers employed in the programs. This section also includes discussions of the quality of early care and education programs across program types and specifically in Wilmington. Finally, discussions are included about programs accepting and not accepting subsidy payments and those programs including children with disabilities.

### **Cautions about Sample and Study Methodology**

The findings of this study should be considered in the context of the methods of data collection and the access rate of observers to the randomly selected early care and education programs. The five primary instruments used to determine quality, the four environmental rating scales (i.e., FDCRS, ITERS, ECERS-R, and the SACERS) and the *Teacher Child Interaction Scale (TCIS)*, have been used in early care and education studies for the past 20-25 years. These measures reflect the generally agreed upon definitions of quality in the field of early care and education.

The overall rate of access of observers into the randomly selected programs was 46.63% (see Table 3). This relatively low access rate means that the sample for this study is likely to be non-representative for all early care and education programs in the state. Specifically, the rate of access to family child care programs was particularly low (36.13%). It is very likely that the data representing family child care programs is biased because of the low access rate to programs. The rate of access to other types of early care and education programs was over 50% but still low enough to generate concern that the programs measured for quality are different from the population of programs in the state. In most cases where

access to programs is low, the bias introduced into the study by the low access rate skews the data to over represent higher quality programming. Those programs allowing access to observers are more likely to be of higher quality than those programs denying access.

Caution, therefore, should be taken when interpreting the data from this study as representative of all early care and education in the state. It is likely that the results of this study present the quality of early care and education programs as higher than the actual quality in the full population of programs.

## Discussion

The following subsections contain summaries and discussions about: a) early care and education programs and groups observed, b) early care and education teachers, c) directors of early care and education programs, d) quality of early care and education programs, e) early care and education programs accepting and not accepting child care subsidy payment, and f) early care and education programs enrolling and serving children with disabilities.

### Early Care and Education Program Profiles

Almost 600 groups of early care and education programs were observed for this study (N=587). Groups from all types of early care and education programs were represented, including family child care programs, Head Start and state-funded Early Childhood Assistance Programs, school-age programs, part-day preschool programs, and full-day child care centers for both infants and preschool-age children. The programs included in the study were not representative of the distribution of early care and education programs in the state. Of the sample of programs observed, more programs from Head Start and Early Childhood Assistance Programs (ECAP) were observed than is representative of the programs in the state. Likewise, part-day programs were also over-sampled for the study.

The overall findings of the study indicated that as a group, part-day programs had a generally higher quality than all early care and education programs observed. Likewise, Head Start and ECAP programs were of a generally higher quality in their programming. The profile of over-sampling Head Start, ECAP, and part-day programs, therefore, increases the likelihood that the results of the study present an overall higher quality of early care and education programming than is actually occurring throughout the state. Likewise, the relatively low access rate of 46.63% adds an additional threat to the findings, with the likelihood that the overall findings are inflated due to lower quality programs not allowing access to the observers.

### Fees for Early Care and Education Services

Fees for early care and education programs varied from a low of \$25.00 per week to a high of \$250 per week. This great variation of fees charged for services occurs across regions of the state, across program types, and across age ranges of children served.

The average fee charged for infant care in the state was \$112 with a range from \$65 to \$216. Toddler care fees averaged \$104 per week with a range of \$60 to \$201. The average weekly fee for a 3 to 5-year-old in a child care center averaged \$98 per week with a range from \$37 to \$175. Services for school-age children were the most varied with an average of \$69 per week but a range from \$25 to \$250 per week.

The current average cost of child care nationally is not possible to determine. Regional differences are great. However, some comparisons can be made. When comparing the cost of child care, three states are often compared to Delaware: New Hampshire, Rhode Island, and Vermont. The average weekly fee charged by a child care center for an infant in New Hampshire was \$181, while the average weekly fee for infant care in Rhode Island and Vermont respectively was \$155 and \$137 (Schulman, 2000). Delaware's average weekly fee for infants was \$112, making the fees charged by Delaware early care and education programs for infants significantly lower than those in comparable states.

The average cost of child care for preschool-age children in Delaware is also significantly lower than comparable states. In New Hampshire, the average weekly fee charged by child care centers for a preschool-age child was \$130. The average weekly fee charged by a child care center for a preschool-age child in Rhode Island and Vermont was \$127 and \$120 respectively (Schulman, 2000). The average weekly fee charged by a child care center for preschool-age children in Delaware was \$98.

## **Program Leadership**

The administrative leadership of programs can have a significant effect on the overall quality of services in early care and education settings (Phillipsen, Burchinal, Howe, & Cryer, 1997). In Delaware, the directors of early care and education programs typically had a bachelor's degree in some field, not necessarily related to early childhood education. Part-day program directors had the highest level of training with more than 60% having earned a bachelor's degree or higher. Directors of child care programs and Head Start/ECAP programs were just as likely to have a bachelor's degree or greater (approximately 55% each).

While the likelihood of directors having a college degree was high, the likelihood that the degree was in early childhood education was only 58%. Another 25% of directors with a bachelor's degree were likely to have that degree in a field of study related to early childhood education.

Most early care and education program directors interviewed for this study did not have training in program management. Only 35% reported that they had ever received any training in fiscal or program management.

Finally, the leadership of early care and education programs throughout the state are being paid at a relatively low level. The average annual salary of directors in the state is \$30,000 with a range as wide as \$3,600 to \$86,000.

The education and compensation levels of early care and education program leadership in Delaware vary greatly from site to site. Directors trained in both early childhood education and managerial skills tend to operate higher quality programs (Bloom, 1992). Likewise, programs that compensate their directors at a higher level tend to be higher quality programs (North Carolina Partnership for Children, 2002).

The United States Department of Labor has estimated that the average early care and education administrator had an annual salary of almost \$37,000 per year in 2001. Delaware's average salary of \$30,000 per year is significantly less. The combination of an early care and education leadership corps that is compensated at a significantly lower rate and has attained a lower level of education translates into a workforce that does not have the background or resources to support quality program quality.

## Early Care and Education Teacher Profile

In this section, the wages of early care and education teachers, the hours they worked, and their membership in professional organizations are reviewed. Some national comparisons are made for these teacher characteristics.

### Hourly Wage for Teachers

Delaware teachers working in early care and education earned an average of \$8.90 per hour. This ranges from a low of \$6.26 per hour for family child care teachers to a high of \$10.44 for Head Start and Early Childhood Assistance Program (ECAP) teachers. This also varies greatly by region. Teachers in Sussex County earn less per hour (\$8.01 on average) than teachers in Wilmington (\$9.60) or New Castle County (\$9.38). Using the average hourly wage of early care and education teachers, for those working a 40-hour work week, their weekly earnings were \$356 and their annual earnings were \$17,800 for a 50-week work year. This annual salary is less than the annual income of a family of four living in poverty in 2002 (U.S. Department of Health and Human Services).

When compared to early care and education teachers nationally or in other regions of the country, Delaware early care and education teachers are earning comparable compensation. The Center for Child Care Workforce reports that the average child care teacher earns \$7.86 per hour and the average preschool teacher earns \$9.66 per hour (Laverty, Seipak, Burton, Whitebook & Bellu, 2002).

Although wages are rising, the early care and education workforce in Delaware continues to earn far less than workers in positions such as bus drivers (\$13.62/hr.), human service assistants (\$11.41/hr.), commercial truck drivers (\$13.09/hr.), typists (\$11.88/hr.),



and janitors and cleaners (\$9.59/hr.) (Delaware Wages 2000, Delaware Department of Labor, 2002).

## **Work Week**

Delaware teachers, on average, are working a 37 hour work week. This ranges from a low of 29 hours per week for teachers of school-age children to a high of 58 hours per week for family child care teachers. This also varies by region. Teachers in Sussex County average 40 hours per week, while teachers in Kent County average 36 hours per week. No national comparisons are available for average length of work week.

## **Teachers' Age and Longevity of Service**

Delaware early care and education teachers, on average, are an experienced group. Their average age is 38 years, ranging from a low of 30 years for teachers of school-age children to a high of 42 for family child care teachers and 43 for teachers of 3 to 5-year-olds in part-day programs. They have also been working in the field of early care and education for an extensive period of time. Over 50% of the teachers have been working in the field for more than 10 years, while only 2% of the teachers have been working in the field for less than a year. However, there is some mobility from early care and education program to program. While over 50% of teachers have been in the field for more than 10 years, only 20% have been at their current program for more than 10 years and almost 15% have been at their current program for less than one year. This indicates that teachers may be dedicated to the field of early care and education but that there is some movement among programs resulting in turn-over of staff and discontinuity of care for children.

## **Teachers' Education**

The education level of Delaware early care and education teachers varies greatly. The most common education level attained for all early care and education teachers is a high school diploma or GED or less (37.5%). However, 36.8% have earned an associates degree or higher. This varies greatly by program type. The majority of teachers of infants and toddlers in child care centers have only a high school diploma or less (55.6%), while only 17.4% have any sort of college degree. On the other hand, 54.9% of Head Start and Early Childhood Assistance Program (ECAP) teachers have a college degree and only 19.5% have a high school diploma or less.

The group of teachers having attained the highest education level is those working in part-day programs for 3 to 5-year-olds. Sixty-eight percent (68%) have earned a college degree (with 19.8% having earned a masters degree), while only 14.8% have only a high school diploma.

Delaware teachers' education levels are lower in comparison to teachers across the nation. Delaware teachers are more likely to have a high school diploma or less (37.5%) than teachers nationwide (20%) (Bowman, Donovan, and Burns, 2001). Delaware early care and education teachers are also less likely to have bachelor's degrees or higher (23.9%) than early care and education teachers across the nation (33%).

It is important to note, that even in the cases where early care and education teachers have post-secondary degrees, their degrees are not necessarily in the area of early childhood education or a related field. For all teachers, only 29.6% had a post-secondary degree in early childhood education or a related field of study. The remaining teachers had a degree in an unrelated field (9.2%) or no post-secondary degree (61.1%).

There is a significant relationship between the overall quality of early care and education programming and the education level attained by teachers in those programs (Bowman, Donovan, and Burns, 2001; Shonkoff and Phillips, 2001). The quality of early care and education programming increases as the formal education level of the teacher increases. Programs with the highest quality tend to be programs with teachers who have earned an associate's degree or greater.

### **Teachers' Membership in Professional Organizations**

Delaware early care and education teachers are not likely to belong to professional organizations. Only 28% of them belong to an organization such as the National Association for the Education of Young Children. Teachers of school-age children and teachers of infants and toddlers in child care centers are the least likely to be members of a professional organization (6.1% and 13.7% respectively).

As a group, Delaware Early Care and Education teachers:

- are paid less than their colleagues across the nation,
- work an average of 37 hours per week,
- are 38 years old,
- have been working in the field for more than 10 years,
- have been working in their current program for between one and five years,
- are more likely to have a high school diploma as their terminal degree, and
- are likely not to be a member of an early care and education professional organization.

## Quality of Early Care and Education in Delaware

The quality of early care and education in Delaware varies according to program type and region of the state. There are, however a number of trends that emerge from the findings of this study. Below is a summary of the quality of programming by program type. Following the summary is a discussion of the trends across program types.

### Family Child Care Programs

In most areas of quality, family child care programs were rated as mediocre or poor. In the most critical areas of basic care, language and reasoning, and learning activities, at least 65% of the family child care programs observed were of mediocre or poor quality. In the category of space and furnishings, over 70% of the groups observed were of poor or mediocre quality. An area of strength for family child care programs was in the area of social development of children where almost 50% of the family child care groups observed were of good quality.

### Programming for Infants and Toddlers

For groups for infants and toddlers in child care centers, the level of quality in most categories was poor or mediocre. In the areas of listening and talking, learning activities, and program structure, over 65% of the groups for infants and toddlers in child care centers observed were of poor or mediocre quality. In the quality area of personal care routines (which includes health and safety quality) over 70% of the observed groups were of poor quality. In the area of learning activities, almost 50% of the groups were of poor quality. Only in the area of interactions with children were almost 50% of the groups of good quality.

### Child Care Center Programs for 3 to 5-Year-Olds

Over 60% of the groups for 3 to 5-year-olds in child care centers observed were of poor or mediocre quality in the areas of space and furnishings, personal care routines (which includes health and safety), language and reasoning, and activities (which includes curriculum activities). Almost 60% of the observed groups were found to have good quality in their interactions with children and almost 45% of the programs were found to have good quality in their overall program structure and management.

### Head Start and Early Childhood Assistance Programs

The overall quality of Head Start and Early Childhood Assistance Programs (ECAP) groups were found to be mediocre to good with very few groups rated as having poor quality in any of the quality areas. Close to or over 50% of observed groups were of good quality in the areas of space and furnishings, personal care routines, and language and reasoning. Over

65% of the groups were of good quality in the areas of interactions with children and program structure. In the area of curriculum activities, over 75% of the groups were of mediocre quality.

### **Part-day Programs**

The overall quality of groups for 3 to 5-year-olds in part-day programs were found to be mediocre to good with very few groups rated as having poor quality. In all quality areas, space and furnishings, personal care routines, language and reasoning, activities, interactions, and program structure, over 80% of the observed groups were of mediocre or good quality. In the areas of language and reasoning and interactions almost 70% of the groups were of good quality.

### **Programming for School-Age Children**

The overall quality of school-age groups were found to be of poor or mediocre quality. In the quality areas of space and furnishings, health and safety and program structure, over 65% of the observed groups were of poor or mediocre quality. In the area of activities, which includes curriculum, almost 50% of the groups were of poor quality. In the quality area of interactions with children, over 60% of the groups were rated as having good quality.

### **Quality Trends—A Bright Spot**

Across all program types, the overall quality of early care and education groups are poor to mediocre. There are a number of bright spots, however. Across all program types, interactions with children are generally of good or mediocre quality. This means that early care and education teachers throughout the state have good or mediocre interactions with the children in their care. In many cases, the level of interaction quality by program type was rated as good for 50% or more of those programs. This trend holds for all types of early care and education programs.

### **Quality Trends--Concerns**

There are a number of significant concerns in early care and education quality within and across programs. The poor to mediocre quality of basic care, language and literacy development, and curriculum activities across programs and within certain programs types are discussed below.

## Basic/Personal Care

For most program types, basic care, which includes health and safety, was found to be of poor or mediocre quality. In family child care programs, groups of infants and toddlers in child care centers, groups for 3 to 5-year-olds in child care centers, and in part-day programs, and school-age groups, over 50% of the programs were found to be of poor or mediocre quality. Most disturbing is the finding that over 70% of groups of infants and toddlers in child care centers were found to have poor quality in the area of basic care routines.

This finding means that the basic health and safety practices necessary to ensure that children are being well cared for are not routinely being followed in a significant number of early care and education groups across the state. The high rate of poor quality basic care for all children in early care and education programs, but especially for infants and toddlers, means that they are routinely at-risk for being in unsafe or unhealthy situations.

## Language and Reasoning

For groups of infants and toddlers in child care centers, family child care, groups of 3 to 5-year-olds in child care centers, and groups in Head Start and Early Childhood Assistance Programs (ECAP), the quality of language and reasoning activities was found to be of poor or mediocre quality. In family child care programs and groups of infants and toddlers in child care centers, over one third of the groups were found to have poor quality in this area. For the youngest group of children who are developing their communication and cognitive skills, spending time in settings that are of poor language and reasoning quality will have a negative impact on their developmental skills as well as their pre-academic skills.

While programs serving preschool age children were not often rated as poor in their language and reasoning activities quality, over 50% of the groups for 3 to 5-year-olds in child care centers and the groups in Head Start and ECAP were of mediocre quality. Only the groups for 3 to 5-year-olds in part-day programs were rated consistently good in their quality in language and reasoning activities. This generally poor to mediocre level of quality in language and reasoning activities means that numerous opportunities to provide children with pre-literacy experiences are not occurring in their early care settings.

## Learning Activities

Across three program types, over 40% of the groups were rated as poor quality in learning activities, which includes the curriculum provided for children on a daily basis. Groups of infants and toddlers in child care centers, groups for 3 to 5-year-olds in child care centers, and school-age groups all had at least a 40% rate of poor quality in this area. This is of significant concern in that the daily programming provided to children has the ability to advance their developmental, cognitive, social, and communication skills. If four out of ten of the programs that provide the most comprehensive care to children are of poor quality, a significant number of children are missing opportunities to advance their skills.

## Early Care and Education Quality in Wilmington

While a systematic analysis of the quality of early care and education among the four geographical regions observed for this study was not conducted, a clear trend is observable from the data. Except in a very few categories, across all program types, the quality of care in Wilmington is lower than in the counties throughout the state. The number of groups rated as poor is greater in Wilmington than in the counties and the number of groups rated as good is lower in Wilmington. Overall, the quality of early care and education programming in Wilmington is of lower quality than anywhere else in the state.

### **Programs Accepting and Not Accepting Child Care Subsidy**

In examining similarities and differences between Delaware early care and education programs accepting and not accepting child care subsidy, a number of differences were found. Information about differences in fees charged by programs, teachers' hourly wages, teachers' education level, and program quality are discussed below.

#### **Fees for Early Care and Education Services**

For all program types except one, the fees charged by programs to families were higher for programs that did not accept child care subsidy than for those programs that did accept child care subsidy. The one exception was part-day programs.

The difference in fees charged families between programs accepting and not accepting child care subsidy varied across program types. The greatest difference occurred for toddler groups. Programs serving toddlers that did not accept child care subsidy charged an average of \$12.72 more than toddler programs accepting child care subsidy. The smallest difference was in school-age programs in child care centers where programs not accepting child care subsidy charged an average of \$3.68 more than programs accepting child care subsidy.

The greater fees charged by programs not accepting child care subsidy mean that these programs have available to them more money to pay teachers, purchase supplies, and commit to program expenditures and activities than do programs accepting child care subsidy. Programs accepting child care subsidy have limited financial resources for two reasons: a) their overall fee structure is lower than other early care and education programs and b) they receive only a portion of those fees from the child care subsidy program. Thus, programs accepting child care subsidy funds have significantly fewer financial resources to work with as they labor to provide quality early care and education to families with limited resources.

#### **Hourly Wage for Teachers**

Teachers working in programs that do not accept child care subsidy are paid at a higher rate than those teachers who work in programs that do accept child care subsidy. Across all program types, the average hourly wage for teachers working in programs not

accepting child care subsidy is \$1.14 higher than programs that do accept child care subsidy. When each type of early care and education program is examined, the difference remains. The greatest difference occurs for family child care programs, where teachers in programs that do accept child care subsidy average \$1.93 less per hour than do their counterparts in programs that do not accept child care subsidy. The least amount of difference occurs in both school-age and infant and toddler programs where the teachers working in programs not accepting child care subsidy earn an average of \$0.30 more than teachers working in programs accepting child care subsidy.

## **Teachers' Education**

It is more likely that teachers working in programs accepting child care subsidy payment have a high school diploma or less as their terminal education credential than teachers working in programs not accepting child care subsidy payment. Almost 50% of the teachers working in programs accepting child care subsidy payment had a high school degree or less as their highest education level while not quite 30% of the teachers working in programs not accepting child care subsidy payment had a high school degree or less as their highest education level.

In programs not accepting child care subsidy payment over 42% of the teachers had a college degree. In programs accepting child care subsidy payment only 24% had a college degree.

## **Quality of Early Care and Education of Groups receiving Child Care Subsidy**

For some types of early care and education programming, the overall quality of early care and education is of significantly poorer quality in the groups in programs accepting child care subsidy than in the groups in programs not accepting child care subsidy. There are, however some exceptions to this overall conclusion.

### **Family Child Care Programs**

For family child care programs, the quality of early care and education programming seems to be no different between the groups in programs that accept child care subsidy and those that do not accept child care subsidy. The one exception to this is in the area of adult needs. For the groups in programs that accept child care subsidy, the quality is significantly poorer than for the groups in programs that do not accept child care subsidy.

### **Programming for Infants and Toddlers**

The story is much different for groups of infants and toddlers in child care centers that accept child care subsidy. In six of the seven areas of quality measured, groups in programs accepting child care subsidy were of significantly poorer quality than those groups in programs not accepting child care subsidy. The one exception was in the area of

interactions where there was no difference between the two program types. In most cases, the differences between the groups in programs accepting and not accepting child care subsidy were significant at the .000 probability level.

### Child Care Center Programs for 3 to 5-Year-Olds

The significant differences in quality between groups in child care centers accepting and not accepting child care subsidy holds true for groups of 3 to 5-year-olds in child care centers as well. In six of the seven areas of quality measured, groups in child care centers accepting child care subsidy were of significantly poorer quality than those groups in child care centers not accepting child care subsidy. The one exception was in the quality area concerned with parents and teachers. As with the groups of infants and toddlers in child care centers, the differences between the groups were significant at the .000 probability level.

### Part-day Programs

For groups of 3 to 5-year-olds in part-day programs, three of the seven quality areas showed significant differences between groups in programs accepting child care subsidy and groups in programs not accepting child care subsidy. In the areas of language and reasoning, interactions, and program structure, groups in part-day programs accepting child care subsidy were of significantly poorer quality than groups in part-day programs not accepting child care subsidy.

### Programming for School-Age Children

The quality of programming for school-age children seems to be no different between the groups in programs that accept child care subsidy and those that do not accept child care subsidy with one exception. In the area of program structure, the groups in programs accepting child care subsidy are of significantly poorer quality than those programs not accepting child care subsidy.

## Programs Including and Not Including Children with Disabilities

The analysis of early care and education programs observed for this study found that there were four categories of programs related to enrolling children with disabilities. Over two thirds of programs did not collaborate with other agencies or service providers to serve children with disabilities, while almost one third did collaborate for this purpose. However, within these two groups of programs, there were programs that did and did not have children with disabilities enrolled. So, in some cases, programs may have been willing to collaborate or may have collaborated in the past with programs to provide services but did not currently have any children with disabilities enrolled (see Table I-1).

For children with disabilities, two significant situations seemed to exist. In the worst case scenario, some children with disabilities attended programs that did not or would not



collaborate with other agencies, programs, or service providers to meet the needs of children with disabilities. Over 17% of the programs observed were of this type.

In the best cases, children with disabilities attended programs that did collaborate with other agencies, programs, or service providers to meet the needs of the children with disabilities. Just over 23% of the programs were of this type.

Over two thirds (70.9%) of the programs observed for this study indicated that they did not or would not collaborate with other agencies to provide services to children with disabilities. Of this group 75% did not have any children with disabilities enrolled.

These findings indicate that there are a majority of early care and education programs in the state that do not enroll children with disabilities (58.9%) and there are an overwhelming majority of programs that do not or will not collaborate with other agencies to provide services to children with disabilities (70.9%). For families with children with disabilities, this greatly limits the likelihood of finding child care for their children, and even if a program will provide care, it does not guarantee that the program will collaborate with agencies and programs providing therapeutic or other types of support for the children.

### **Child Care Subsidy and Serving Children with Disabilities**

The co-occurrence of disability and poverty is common and the need for child care for families living in poverty with a child with a disability is great (Council for Exceptional Children, 2002). While the previous section found that the overall quality of care of programs accepting child care subsidy was of poorer quality than programs not accepting child care subsidy, the need is great for families with a child with a disability and living in poverty to find programs that accept child care subsidy. Of the 278 groups in this study accepting child care subsidy, only 31.9% of them (n=88) were willing to collaborate with other agencies to meet the needs of children with disabilities. This greatly limits the availability of early care and education programs to families in the greatest need.

### **Quality of Early Care and Education where Children with Disabilities are Enrolled**

A comparison of the quality of early care and education between programs that enrolled children with disabilities and those that did not was difficult to accomplish. Because there were a relatively few number of programs with children with disabilities, a number of the program types examined for this study could not be analyzed for this question. The family child care programs, groups of infants and toddlers in child care centers, and school-age groups did not have enough groups with children with disabilities enrolled to conduct the quality analysis. The groups for 3 to 5-year-olds in child care centers, Head Start and Early Childhood Assistance Programs (ECAP) and part-day programs did, however, have sufficient numbers of groups in programs with children with disabilities enrolled.

For four of the seven areas of quality, groups for 3 to 5-year-olds with children with disabilities enrolled had significantly higher quality than groups without children with disabilities enrolled. These quality categories were “space and furnishings,” “language and reasoning,” “activities,” and “parent-staff qualities.” This seems to indicate that the equipment, curriculum programming, and school-family interactions are better in groups where children with disabilities are enrolled than in programs where children with disabilities are not enrolled.

## Conclusion and Recommendations

The analysis of the observations for this baseline quality study indicate that, with a few exceptions, the quality of early care and education programming in Delaware is mediocre to poor. A number of factors seem to be contributing to this, including the relatively low fees charged by programs, the relatively low education levels of teachers, the inexperience and low levels of training for program directors, and the low wages for both administrators and teachers.

Of significant concern is the quality of infant-toddler care throughout the state. The quality of basic care, listening and talking, and learning activities are so poor in so many sites that children are being cared for in settings that are impeding their development. This group of children is the most vulnerable group with the fewest defenses and protective behaviors to mediate poor quality care.

Also of concern is the sampling of this study. The access rate to programs was relatively low and was skewed toward higher quality programs. The probable bias inherent in this study is such that the quality of early care and education is represented as being artificially high. To address this concern and the other findings of the study, the following recommendations are offered:

- 1) **Aggressive intervention supports need to be instituted to increase the quality of infant-toddler care throughout the state.** With over 70% of the infant and toddler groups observed having poor health and safety quality, a substantial number of very young children are being care for in settings that may harm their development and place them in situations that can harm their health. Isolated training can not address the systemic nature of this poor quality of care. Only increased educational requirements for infant and toddler teachers and administrators with experience with infant and toddler services will improve quality. This is of critical importance and needs to be addressed as soon as possible.
- 2) **Provide early care and education personnel with information and strategies to address children’s development through curriculum with an emphasis on language development, literacy development, and numeracy skill development.** Children in early care and education settings throughout the state are not receiving the

- necessary curriculum to support their development in critical domains. The outcomes of children in well planned programs that address developmental needs are encouraging. However, too few early care and education programs throughout the state are providing high quality learning activities and many are of poor quality in this program area.
- 3) **Create continuing education options for early care and education teachers that encourage and eventually require them to have an associate's degree in early childhood education.** Short-term and one-shot training does not increase quality. Systematic pre-service education is the most effective method for increasing the quality of early care and education programming. The tipping point for teachers seems to be an associate's degree. Funds for training and other education should always be coordinated with a degree program in early childhood education. No training should be offered that does not lead to credit and eventually to an associate's degree in early childhood education.
  - 4) **Target education and technical assistance for early care and education providers and programs in Wilmington with the goal of improving the overall quality of care in all types of programs.** The overall quality of care in Wilmington is poor. For children living in poverty or with other risk conditions, high quality early care and education programming can have a significant positive effect on their development. It is important to increase the quality of care throughout the city so that all children have access to high quality care.
  - 5) **The education level and pay rates of early care and education directors need to be raised.** Knowledge, skill, and ability of program directors are linked to program quality. Delaware's early care and education program administrators are paid less and have lower levels of training than colleagues throughout the nation. Raising the required education and training levels for directors as well as supporting efforts to increase their wages may attract and retain administrators with the skills necessary to raise the quality of programming.
  - 6) **Work for the aggressive increase in wages for early care and education teachers.** Delaware early care and education teachers are paid less than their counterparts nationally and are paid far less than many other service industry personnel. Increasing wages will retain higher quality teachers for longer periods and will attract higher quality teachers.
  - 7) **The state should further examine the quality of care in programs that accept child care subsidy to determine their overall quality and the effect of reduced resources from child care subsidy on quality.** At the same time, the state should consider a minimum level of quality for programs accepting child care subsidy. Child care subsidy for poor quality early care and education services that potentially limit children's development is not an appropriate use of public funds.

- 8) **There is a critical need for an aggressive increase in the number of early care and education settings enrolling children with disabilities.** Children with disabilities have enormously limited access to early care and education. Strategies for increasing access to high quality programs are necessary to support families and their children with disabilities.
- 9) **Early care and education programs throughout the state should be supported to raise their fees for service.** In comparison to such states as New Hampshire and Vermont, comparably rural/suburban/urban states, Delaware early care and education programs charge less for services. The average annual income for families in Delaware is greater than either New Hampshire or Vermont. A 10-20% increase in fees charged would provide additional resources for programs to address quality of care.

## Further Questions

The findings of this study have created a number of additional questions regarding early care and education in Delaware. Foremost is the issue of child care subsidy and quality. A number of specific questions related to child care subsidy have been raised, including:

- Does the intensity of child care subsidy make a difference in quality in a program? If so, at what level does quality suffer?
- Should the state provide families with access to child care despite the level of the quality of that care or should a minimum level of quality be expected? What should that minimum level be?
- Should the state focus on providing high quantities of child care or high quality of child care?
- Is it possible to provide child care support for families in need and ensure that the quality of care is high?
- How do programs of high quality with limited resources maintain their high quality?
- Would a tiered reimbursement system foster higher quality services across age levels and through the regions of the state? Would it increase the availability of high quality early care and education services for children living in poverty?

*Delaware Early Care and Education  
Baseline Quality Study*

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## Appendix A

# Delaware Early Care and Education Baseline Quality Study Advisory Committee



## Advisory Committee

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## Appendix B

# List of Protocols





## Study Protocols

- Farren, D & Collins, E. (2001). *Teacher Child Interaction Scale*.
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- Gamel-McCormick, M. (2001). *Delaware Early Care and Education Baseline Quality Study Family Child Care Interview*
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## Appendix C

# Teacher Education by County



Table T-58:

## Teacher Education

What is the highest level of education you have completed?

<b>Education Level</b>	<b>N %</b>	<b>Less than high school</b>	<b>High school/ GED</b>	<b>CDA*</b>	<b>Some college without a degree</b>	<b>Associate's Degree</b>
<b>Teachers of:</b>						
<b>Family Child Care</b>	N	2	14	0	20	4
	W	1	4	0	3	0
	K	0	6	0	6	2
	S	0	8	0	5	2
	<b>T%</b>	<b>3 3.5%</b>	<b>32 37.2%</b>	<b>0 0.0%</b>	<b>34 39.6%</b>	<b>8 9.3%</b>
<b>Infants and Toddlers in Centers</b>	N	2	18	3	9	5
	W	2	10	0	3	1
	K	1	19	0	6	1
	S	1	17	0	9	2
	<b>T%</b>	<b>6 4.8%</b>	<b>64 50.8%</b>	<b>3 2.4%</b>	<b>27 21.4%</b>	<b>9 7.1%</b>
<b>3 to 5-Year-Olds in Centers</b>	N	0	17	0	7	7
	W	0	11	1	7	1
	K	0	15	1	10	8
	S	1	16	1	4	6
	<b>T%</b>	<b>1 .6%</b>	<b>59 36.7%</b>	<b>3 1.9%</b>	<b>28 17.4%</b>	<b>22 13.7%</b>
<b>Head Start and ECAP</b>	N	0	5	2	4	18
	W	2	2	0	2	0
	K	0	4	0	7	4
	S	0	3	0	5	7
	<b>T%</b>	<b>2 2.3%</b>	<b>14 17.1%</b>	<b>2 2.3%</b>	<b>18 23.9%</b>	<b>29%</b>
<b>Part-Day Programs</b>	N	0	3	0	6	3
	W	0	3	0	1	1
	K	0	4	0	5	0
	S	0	2	0	2	0
	<b>T%</b>	<b>0 0.0%</b>	<b>12 14.0%</b>	<b>0 0.0%</b>	<b>14 16.3%</b>	<b>4 7.0%</b>
<b>School-Age Programs</b>	N	2	7	0	6	2
	W	2	2	0	0	0
	K	0	2	0	5	1
	S	0	12	0	1	1
	<b>T%</b>	<b>4 8.2%</b>	<b>23 46.9%</b>	<b>0 0.0%</b>	<b>12 24.5%</b>	<b>4 8.2%</b>
<b>Total</b>	<b>T%</b>	<b>16 2.7%</b>	<b>204 34.9%</b>	<b>8 1.4%</b>	<b>132 22.6%</b>	<b>76 13.0%</b>

\*Child Development Associate's Training Credential

Table T-58 (cont.):

### Teacher Education (cont.)

What is the highest level of education you have completed?

Education Level Teachers of:	N %	Bachelor's Degree	Master's Degree	Master's Plus	Other	State Totals
Family Child Care	N	5	0	0	1	46
	W	0	0	0	0	8
	K	0	0	0	0	14
	S	2	0	0	1	18
	T%	7 8.1%	0 0.0%	0 0.0%	2 2.3%	86 100%
Infants and Toddlers in Centers	N	6	2	0	0	45
	W	3	0	0	3	22
	K	1	0	0	1	29
	S	1	0	0	0	30
	T%	11 8.7%	2 1.6%	0 0.0%	4 3.2%	126 100%
3 to 5-Year-Olds in Centers	N	22	4	0	0	57
	W	10	2	0	0	32
	K	6	3	0	1	44
	S	0	0	0	0	28
	T%	38 23.6%	9 5.6%	0 0.0%	1 .6%	161 100%
Head Start and ECAP	N	8	0	0	0	37
	W	2	0	0	0	10
	K	2	0	0	0	17
	S	4	1	0	1	24
	T%	16 18.2%	1 1.1%	0 0.0%	1 1.1%	88 100%
Part-Day Programs	N	20	13	1	0	49
	W	4	1	0	0	10
	K	8	2	0	0	19
	S	3	1	0	1	8
	T%	35 40.7%	17 19.8%	1 1.2%	1 1.2%	86 100%
School-Age Programs	N	4	0	0	0	21
	W	2	0	0	0	6
	K	0	0	0	0	8
	S	0	0	0	0	14
	T%	6 12.2%	0 0.0%	0 0.0%	0 0.0%	49 100%
Total	T%	112 19.1%	27 4.6%	1 .2%	9 1.5%	585 100%

## Appendix D

# Composite of Early Care and Education Quality For Delaware

## Quality Measurements

Quality of early care and education programs were measured in two ways. One method involved the use of one of four different environment rating scales. The second method used a teacher-child interaction scale. For more information about both of these, see the Quality of Early Care and Education section of the *Delaware Early Care and Education Baseline Quality Study*.




The environment rating scales were designed by a group of early childhood education researchers from the University of North Carolina at Chapel Hill. They have been in use since 1980 and are the most widely used environment rating scales in the field. They are routinely used to determine program quality and are often used to determine tiered reimbursement for subsidized care funding. (Maryland Department of Human Resources, 2003; Frank Porter Graham Child Development Institute, 2002) These instruments used were:

- the *Infant/Toddler Environment Rating Scale* (ITERS) (Harms, Cryer & Clifford, 1990)
- the *Early Childhood Environment Rating Scale-Revised* (ECERS-R) (Harms, Clifford, & Cryer, 1998)
- the *School-Age Care Environment Rating Scale* (SACERS) (Harms, Jacobs, & White, 1996)
- the *Family Day Care Rating Scale* (FDCRS) (Harms & Clifford, 1989)

Each group setting in each early care and education program observed was assessed for quality of programming according to one of these scales. As a result of assessing the quality dimensions of the items comprising the environment rating scales, the data collectors made a judgment and each item was assigned a score. The scores are based on evaluating each item according to anchor descriptors from numbers 1 and 2 (Inadequate), 3 (Minimal), and through 5 (Good), to 6 and 7 (Excellent).

From these scores, mean subscale scores were further divided into three categories: “Poor,” “Mediocre,” and “Good.” This system was established by the researchers of the *Cost, Quality and Child Outcomes Study* (Helburn, 1995a, 1995b). A program was placed in the “poor” category if the mean subscale score ranged from 1.00<3.00, a program was placed in the “mediocre” category if the mean subscale score ranged from 3.01<4.99, and a program was placed in the “good” category if the mean subscale score ranged from 5.00<7.00. In the figures that are associated with this information, the following legend is used throughout:

### Environment Subscale Figure Legend

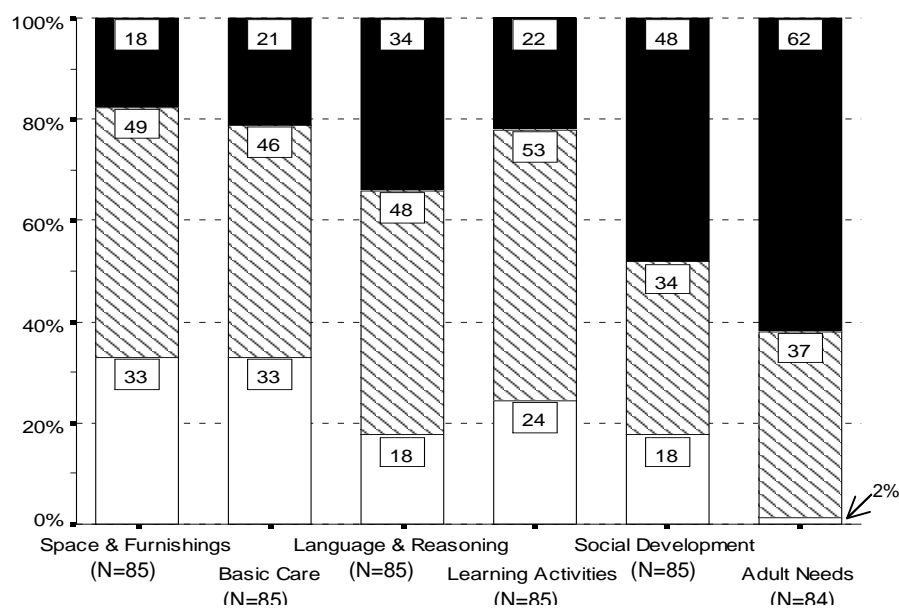
 = rating of “poor”       = rating of “mediocre”       = rating of “good”

In addition to the four environment rating scales, a teacher-child interaction scale was also used to provide additional information about teacher-child interactions. This scale, the *Teacher Child Interaction Scale* (Farran & Collins, 2001) is an observation scale used to determine eleven specific teacher behaviors related to interaction with children. These behaviors are observed for amount, quality, and appropriateness.



Figure 1:

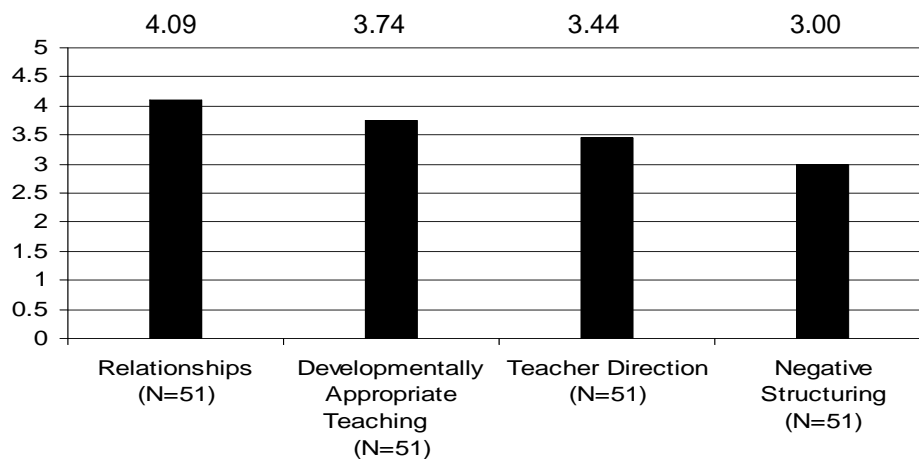
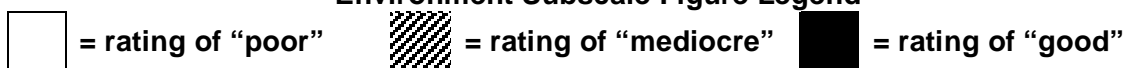
## State Profile of Family Child Care Programs



## Ratings on the *FDCRS* Subscales\*

\*Ratings of 1.00-2.99 are considered "poor," ratings of 3.00-4.99 are considered "mediocre," and ratings of 5.00-7.00 are considered "good" (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

### Environment Subscale Figure Legend

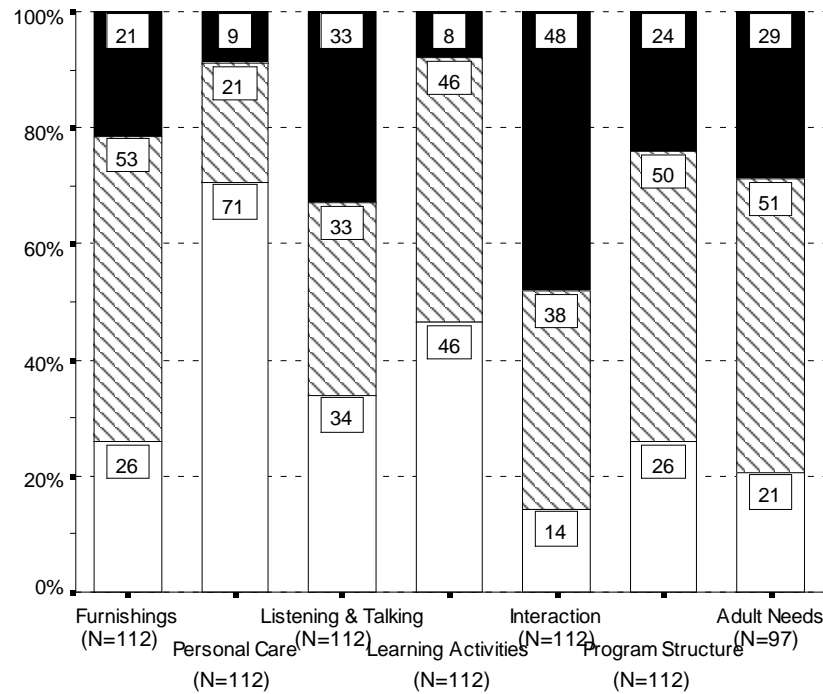


## Mean Scores on the *Teacher Child Interaction Scale*

Based on Table 43

Figure 2:

## State Profile of Infant and Toddler Groups in Child Care Centers

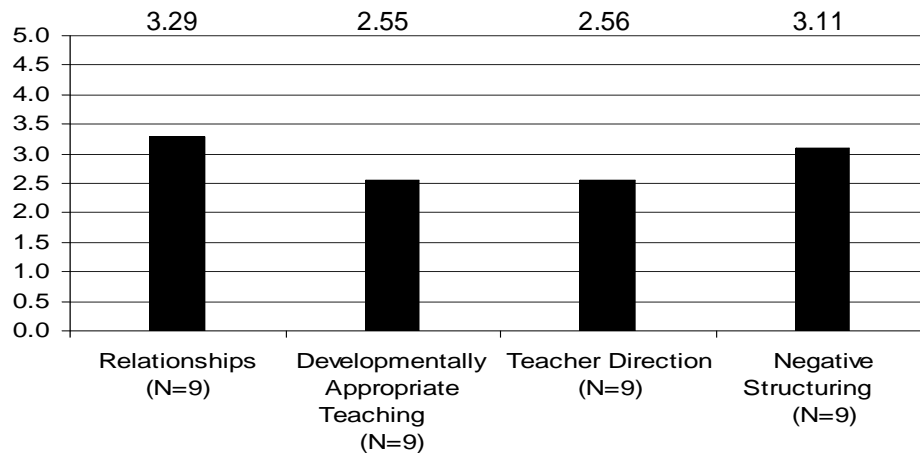


### Ratings on the *ITERS* Subscales\*

\*Ratings of 1.00-2.99 are considered "poor," ratings of 3.00-4.99 are considered "mediocre," and ratings of 5.00-7.00 are considered "good" (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

### Environment Subscale Figure Legend

= rating of "poor"
  = rating of "mediocre"
  = rating of "good"

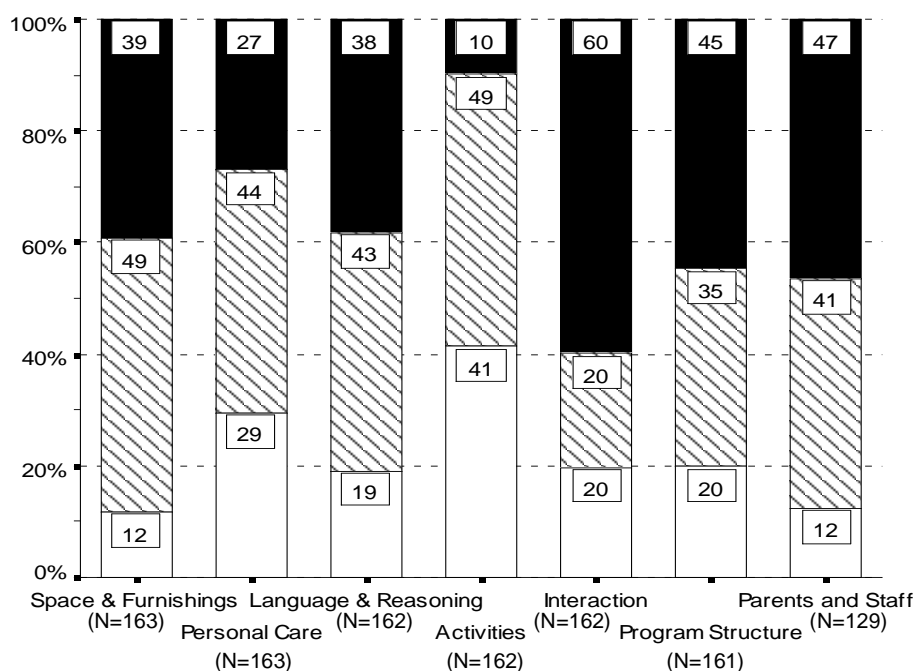


### Mean Scores on the *Teacher Child Interaction Scale*

Based on Table 44

Figure 3:

## State Profile of Groups of 3 to 5-Year-Olds in Child Care Centers

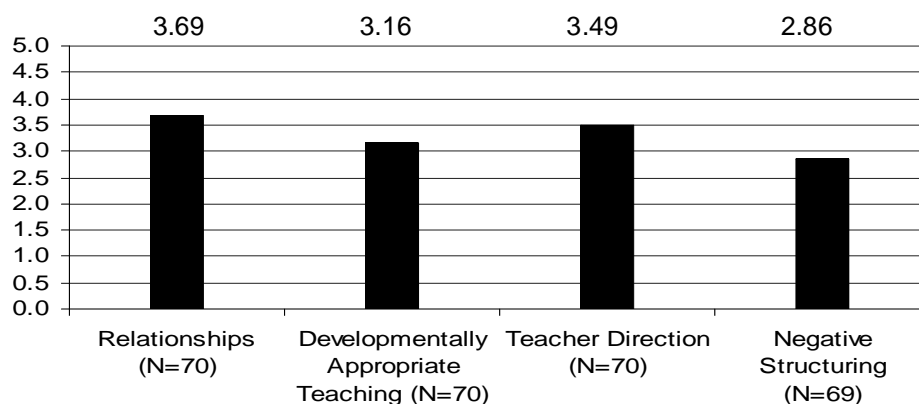


### Rating on the *ECERS* Subscales\*

\*Ratings of 1.00-2.99 are considered "poor," ratings of 3.00-4.99 are considered "mediocre," and ratings of 5.00-7.00 are considered "good" (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

### Environment Subscale Figure Legend

□ = rating of "poor"    ▨ = rating of "mediocre"    ■ = rating of "good"

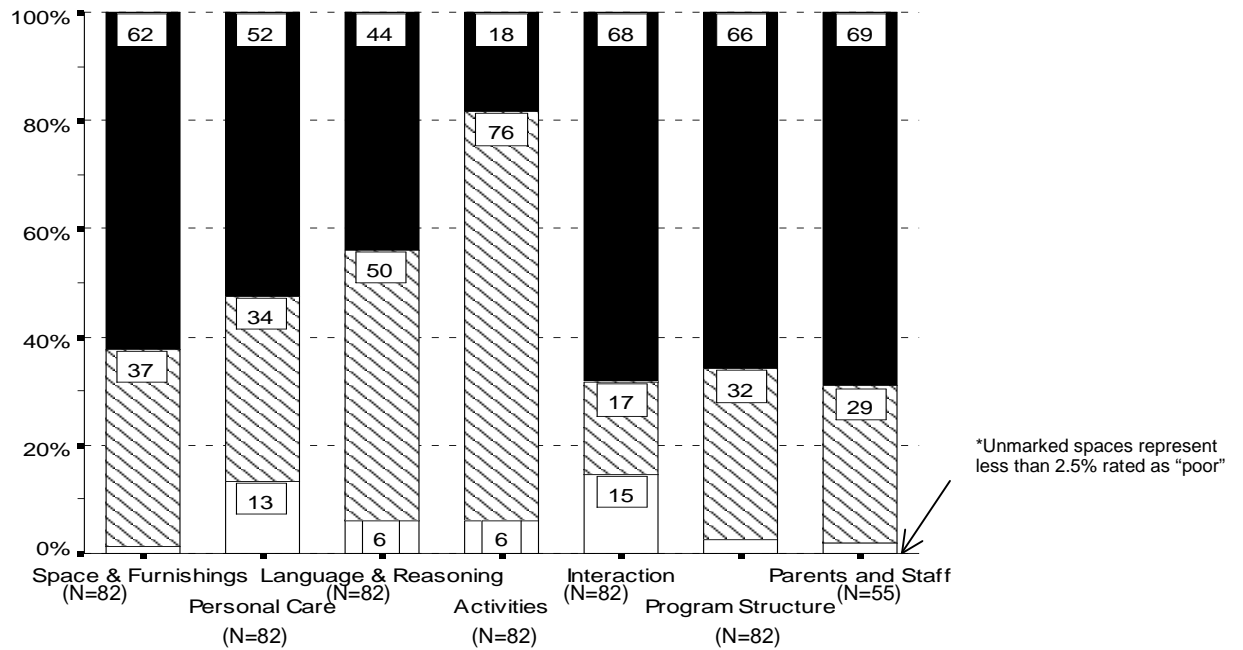


### Mean Scores on the *Teacher Child Interaction Scale*

Based on Table 45

Figure 4:

## State Profile of Groups in Head Start and Early Childhood Assistance Programs

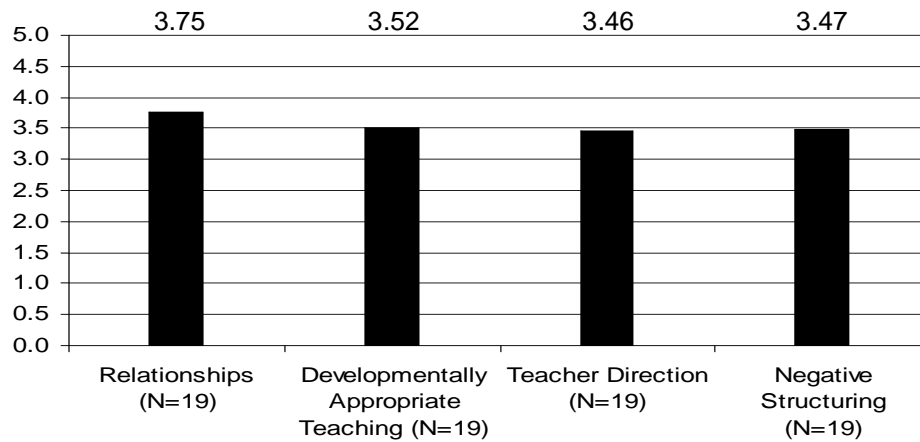


### Rating on the *ECERS* Subscales\*

\*Ratings of 1.00-2.99 are considered "poor," ratings of 3.00-4.99 are considered "mediocre," and ratings of 5.00-7.00 are considered "good" (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

### Environment Subscale Figure Legend

= rating of "poor"
  = rating of "mediocre"
  = rating of "good"

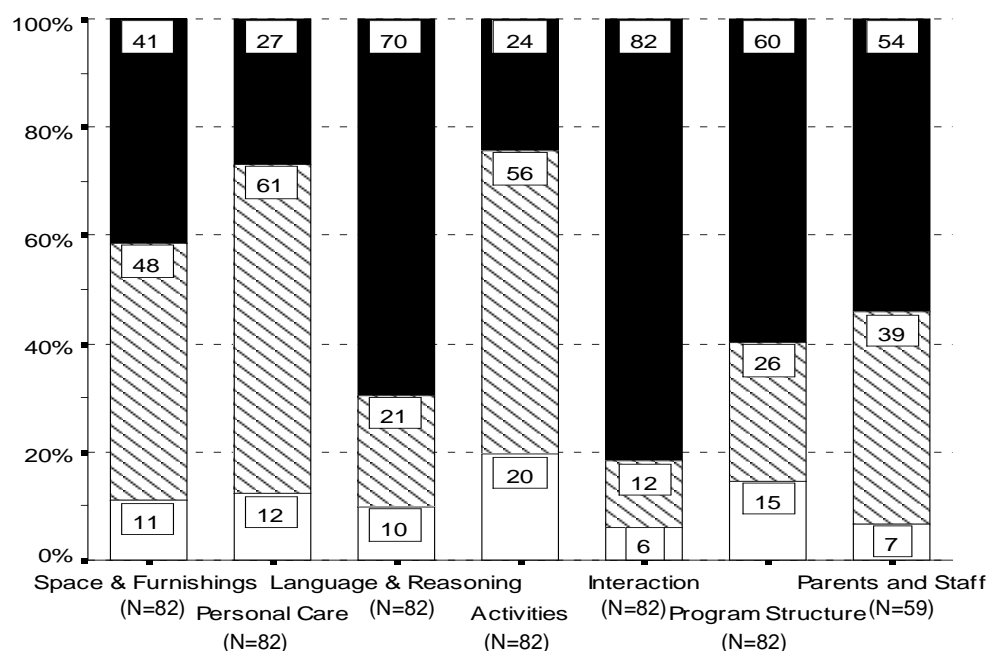


### Mean Scores on the *Teacher Child Interaction Scale*

Based on Table 46

Figure 5:

## State Profile of Groups of 3 to 5-Year-Olds in Part-Day Programs

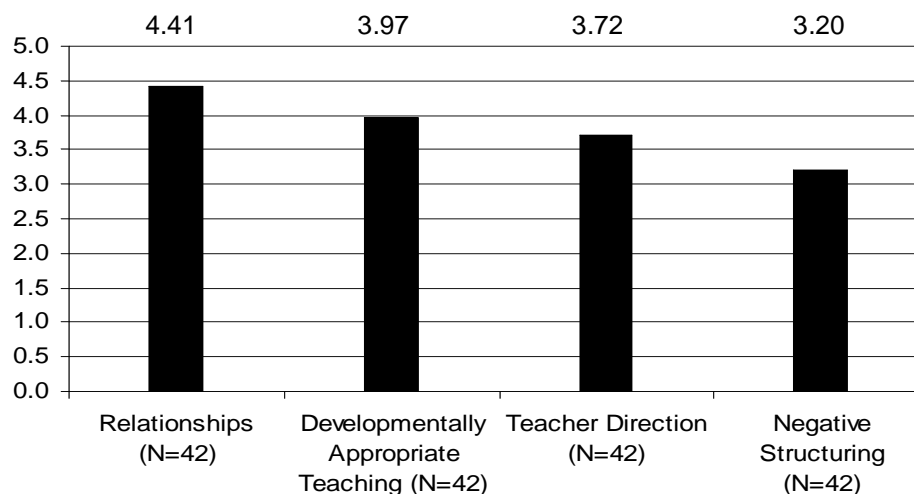


### Rating on the *ECERS* Subscales\*

\*Ratings of 1.00-2.99 are considered "poor," ratings of 3.00-4.99 are considered "mediocre," and ratings of 5.00-7.00 are considered "good" (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

### Environment Subscale Figure Legend

□ = rating of "poor"    ▨ = rating of "mediocre"    ■ = rating of "good"

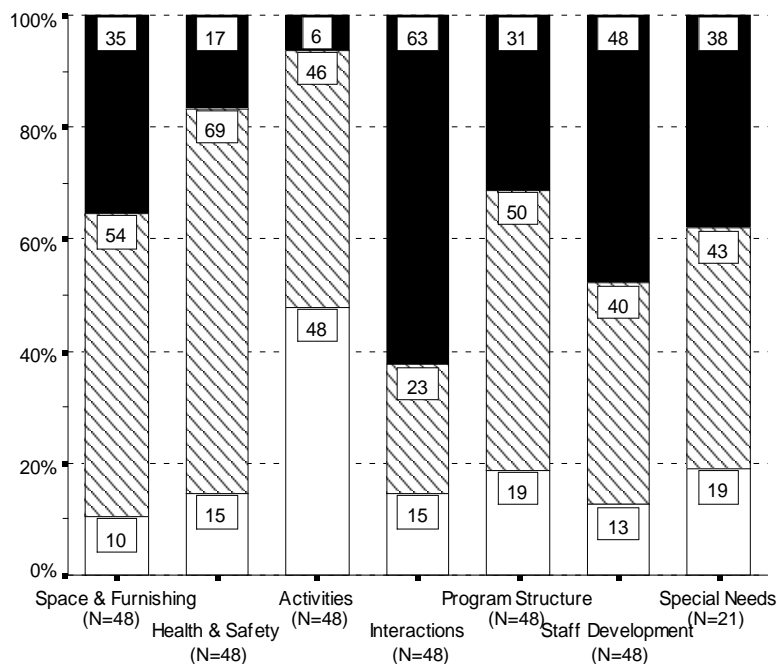


### Mean Scores on the *Teacher Child Interaction Scale*

Based on Table 47

Figure 6:

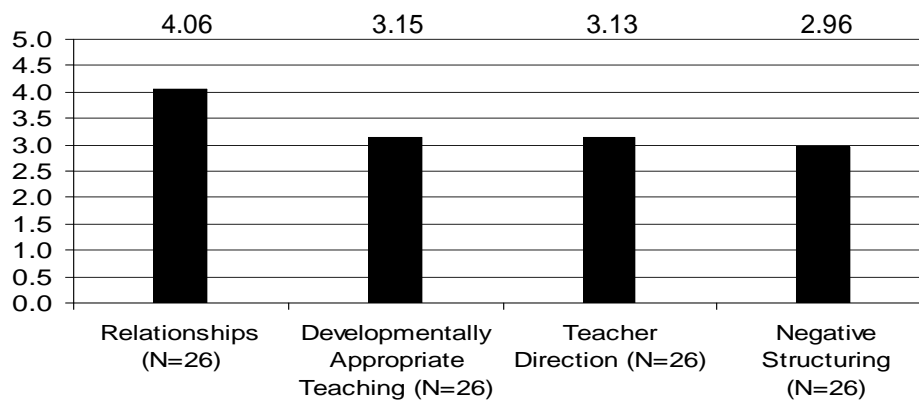
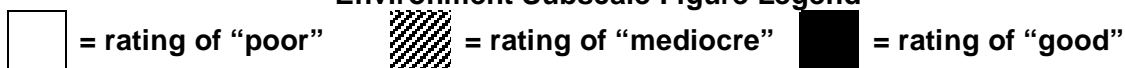
## State Profile of Groups in School-Age Programs



### Rating on the SACERS Subscales\*

\*Ratings of 1.00-2.99 are considered "poor," ratings of 3.00-4.99 are considered "mediocre," and ratings of 5.00-7.00 are considered "good" (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend



### Mean Scores on the *Teacher Child Interaction Scale*

Based on Table 48

## Appendix E

# Composite of Early Care and Education Quality For New Castle County

## Quality Measurements

Quality of early care and education programs were measured in two ways. One method involved the use of one of four different environment rating scales. The second method used a teacher-child interaction scale. For more information about both of these, see the Quality of Early Care and Education section of the *Delaware Early Care and Education Baseline Quality Study*.




The environment rating scales were designed by a group of early childhood education researchers from the University of North Carolina at Chapel Hill. They have been in use since 1980 and are the most widely used environment rating scales in the field. They are routinely used to determine program quality and are often used to determine tiered reimbursement for subsidized care funding. (Maryland Department of Human Resources, 2003; Frank Porter Graham Child Development Institute, 2002) These instruments used were:

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- the *Early Childhood Environment Rating Scale-Revised* (ECERS-R) (Harms, Clifford, & Cryer, 1998)
- the *School-Age Care Environment Rating Scale* (SACERS) (Harms, Jacobs, & White, 1996)
- the *Family Day Care Rating Scale* (FDCRS) (Harms & Clifford, 1989)

Each group setting in each early care and education program observed was assessed for quality of programming according to one of these scales. As a result of assessing the quality dimensions of the items comprising the environment rating scales, the data collectors made a judgment and each item was assigned a score. The scores are based on evaluating each item according to anchor descriptors from numbers 1 and 2 (Inadequate), 3 (Minimal), and through 5 (Good), to 6 and 7 (Excellent).

From these scores, mean subscale scores were further divided into three categories: “Poor,” “Mediocre,” and “Good.” This system was established by the researchers of the *Cost, Quality and Child Outcomes Study* (Helburn, 1995a, 1995b). A program was placed in the “poor” category if the mean subscale score ranged from 1.00<3.00, a program was placed in the “mediocre” category if the mean subscale score ranged from 3.01<4.99, and a program was placed in the “good” category if the mean subscale score ranged from 5.00<7.00. In the figures that are associated with this information, the following legend is used throughout:

### Environment Subscale Figure Legend

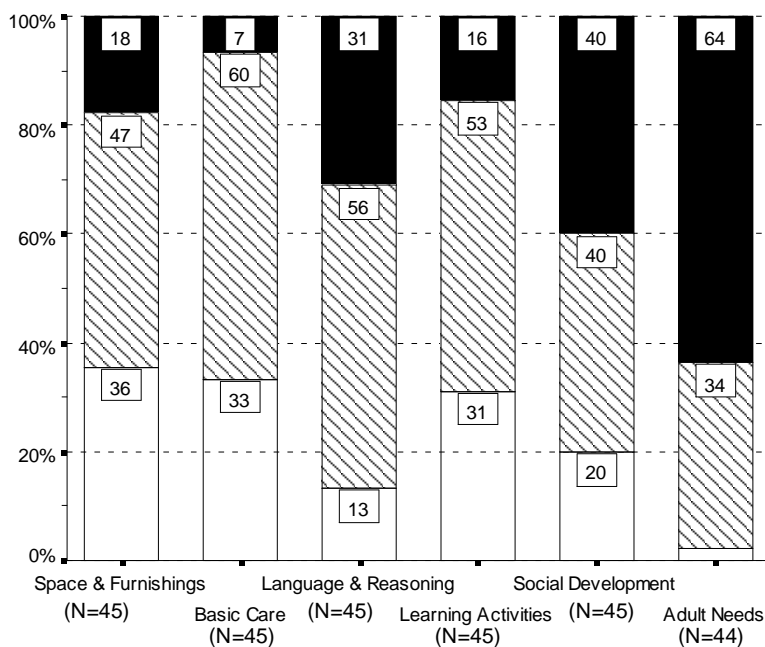
 = rating of “poor”       = rating of “mediocre”       = rating of “good”

In addition to the four environment rating scales, a teacher-child interaction scale was also used to provide additional information about teacher-child interactions. This scale, the *Teacher Child Interaction Scale* (Farran & Collins, 2001) is an observation scale used to determine eleven specific teacher behaviors related to interaction with children. These behaviors are observed for amount, quality, and appropriateness.



Figure 7:

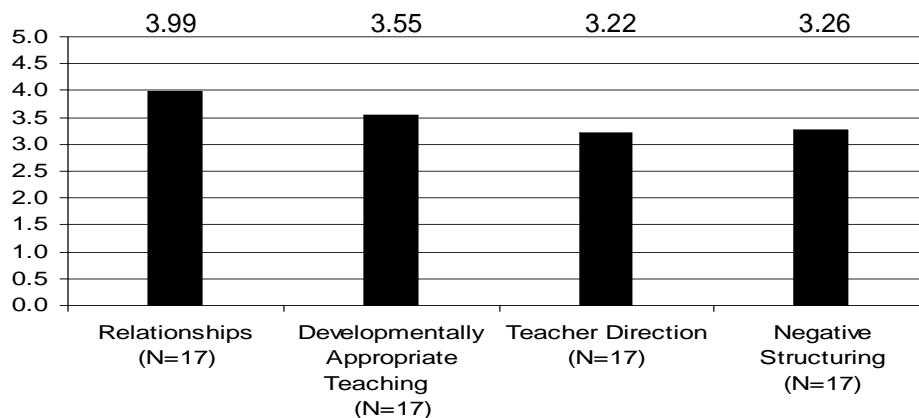
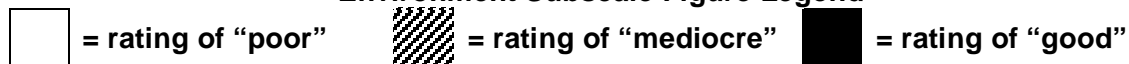
## New Castle County Profile of Family Child Care Programs



### Ratings on the *FDCRS* Subscales\*

\*Ratings of 1.00-2.99 are considered "poor," ratings of 3.00-4.99 are considered "mediocre," and ratings of 5.00-7.00 are considered "good" (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

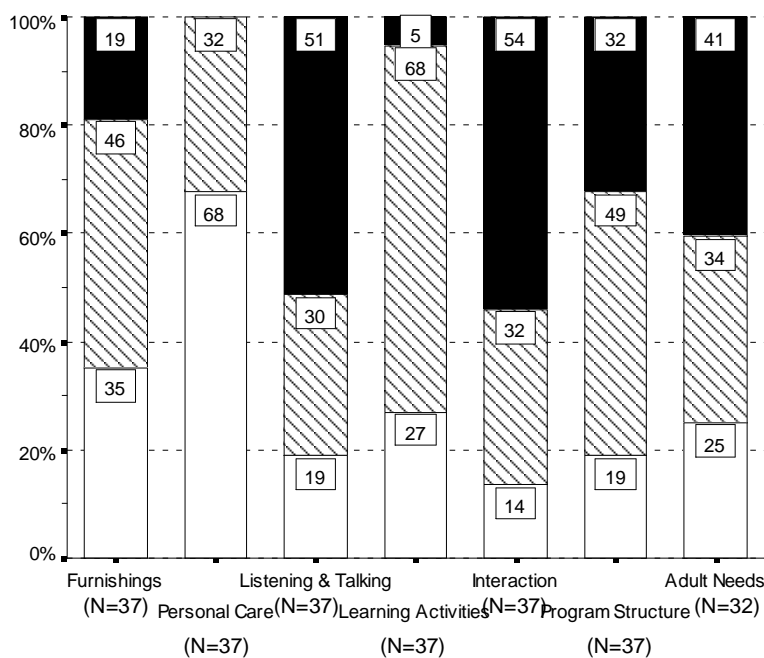


### Mean Scores on the *Teacher Child Interaction Scale*

Based on Table Q-44

Figure 8:

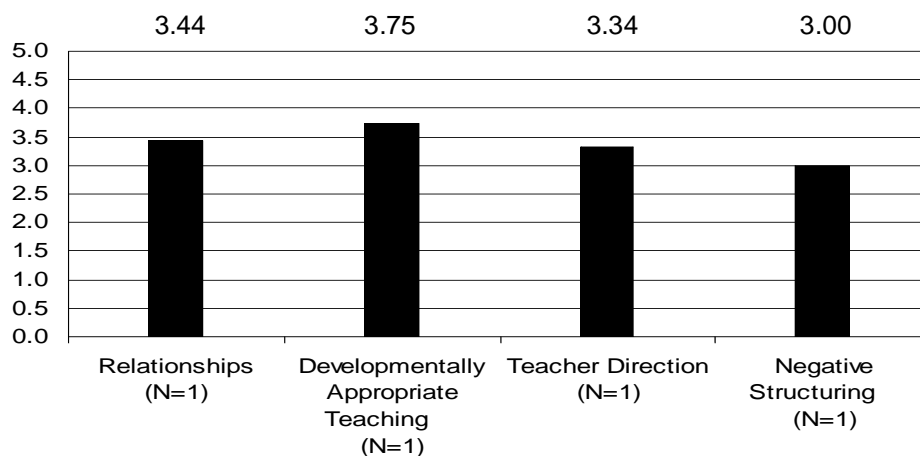
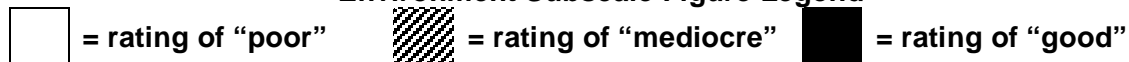
## New Castle County Profile of Infant and Toddler Groups in Child Care Centers



### Ratings on the *ITERS* Subscales\*

\*Ratings of 1.00-2.99 are considered "poor," ratings of 3.00-4.99 are considered "mediocre," and ratings of 5.00-7.00 are considered "good" (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report*, 1995).

#### Environment Subscale Figure Legend

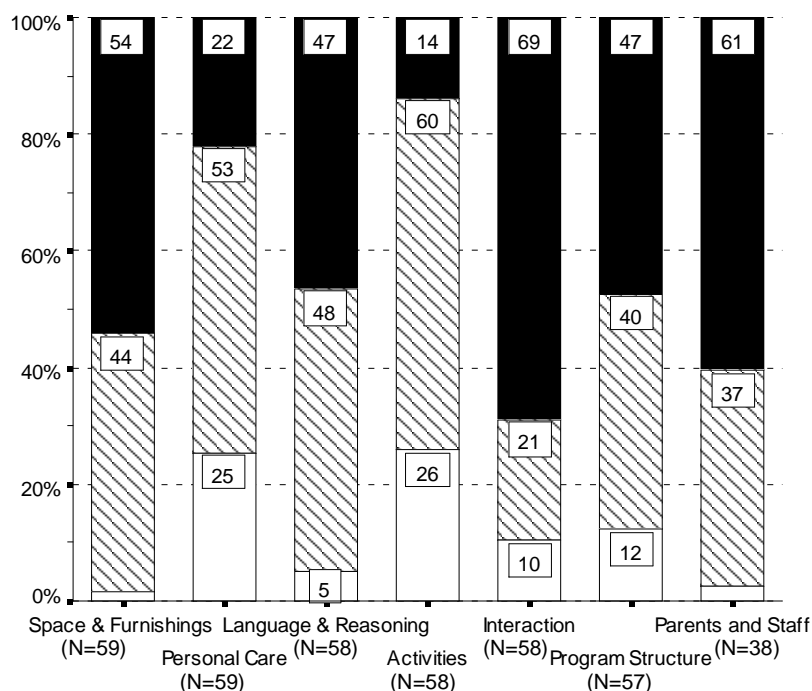


### Mean Scores on the *Teacher Child Interaction Scale*

Based on Table Q-45

Figure 9:

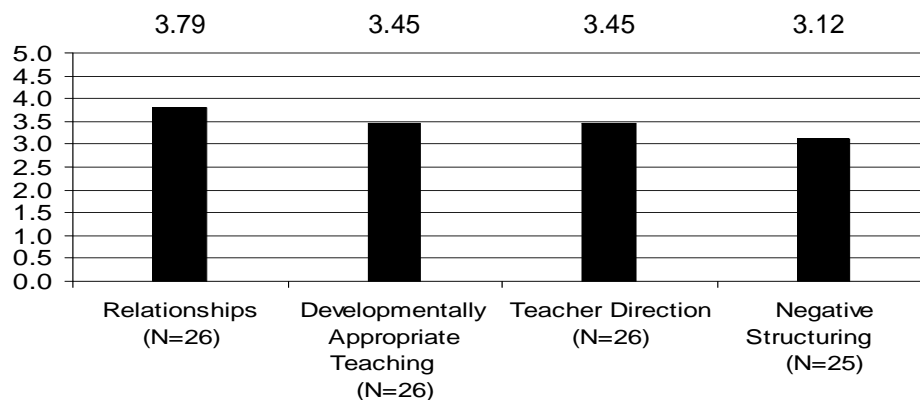
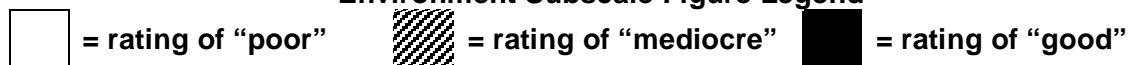
## New Castle County Profile of 3 to 5-Year- Olds in Child Care Centers



### Ratings on the *ECERS* Subscales\*

\*Ratings of 1.00-2.99 are considered "poor," ratings of 3.00-4.99 are considered "mediocre," and ratings of 5.00-7.00 are considered "good" (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

### Environment Subscale Figure Legend

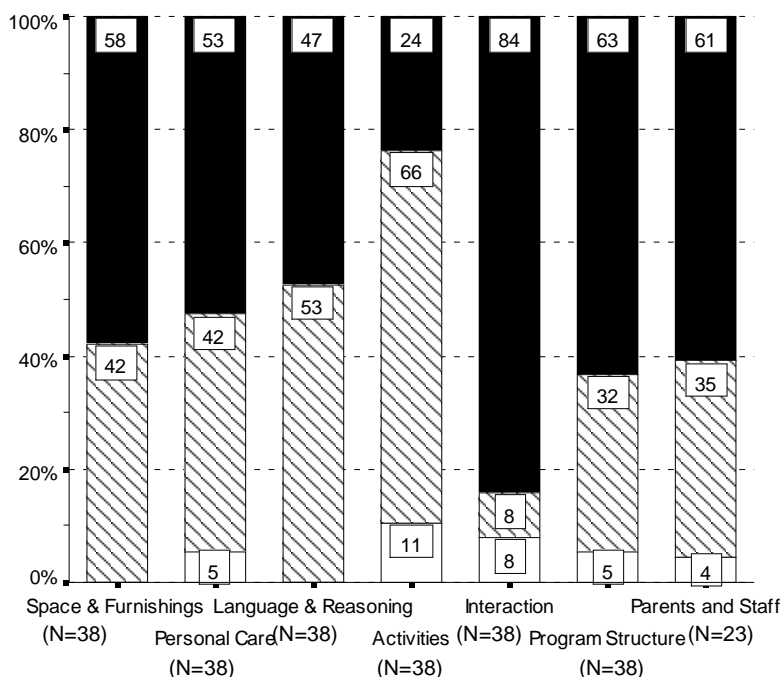


### Mean Scores on the *Teacher Child Interaction Scale*

Based on Table Q-46

Figure 10:

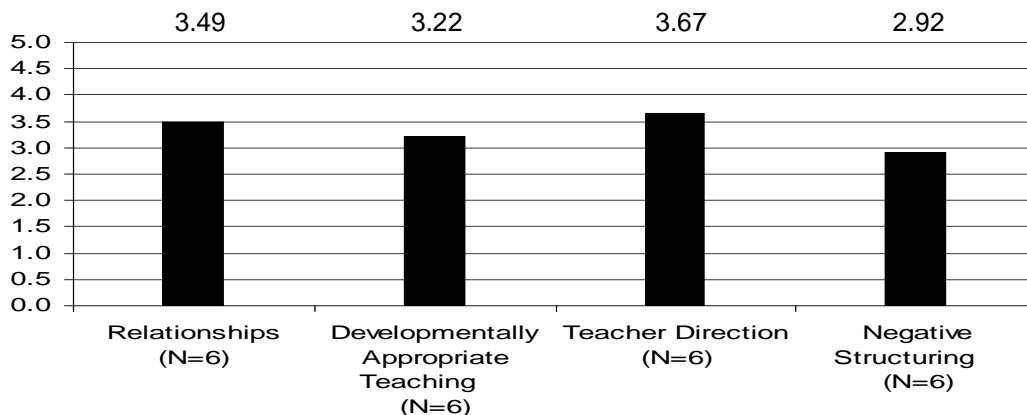
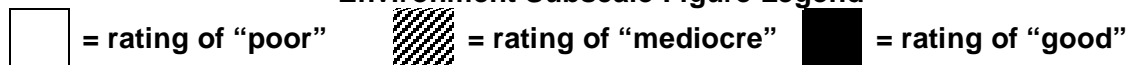
## New Castle County Profile of Groups in Head Start and Early Childhood Assistance Programs



### Ratings on the *ECERS* Subscales\*

\*Ratings of 1.00-2.99 are considered "poor," ratings of 3.00-4.99 are considered "mediocre," and ratings of 5.00-7.00 are considered "good" (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

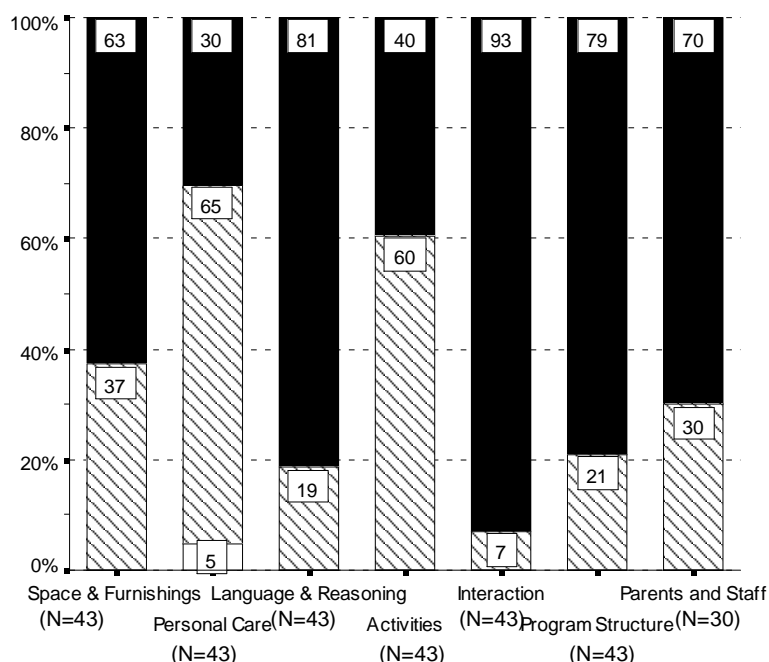


### Mean Scores on the *Teacher Child Interaction Scale*

Based on Table Q-47

Figure 11:

## New Castle County Profile of Groups of 3 to 5-Year-Olds in Part-Day Programs

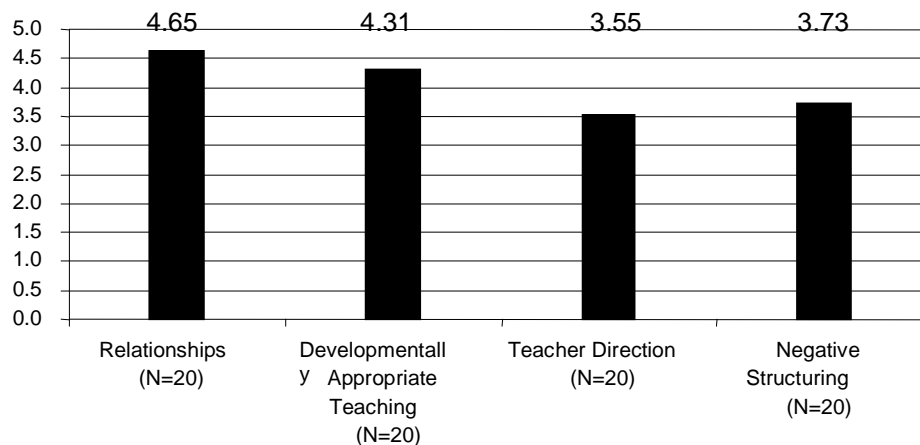


### Ratings on the *ECERS* Subscales\*

\*Ratings of 1.00-2.99 are considered "poor," ratings of 3.00-4.99 are considered "mediocre," and ratings of 5.00-7.00 are considered "good" (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

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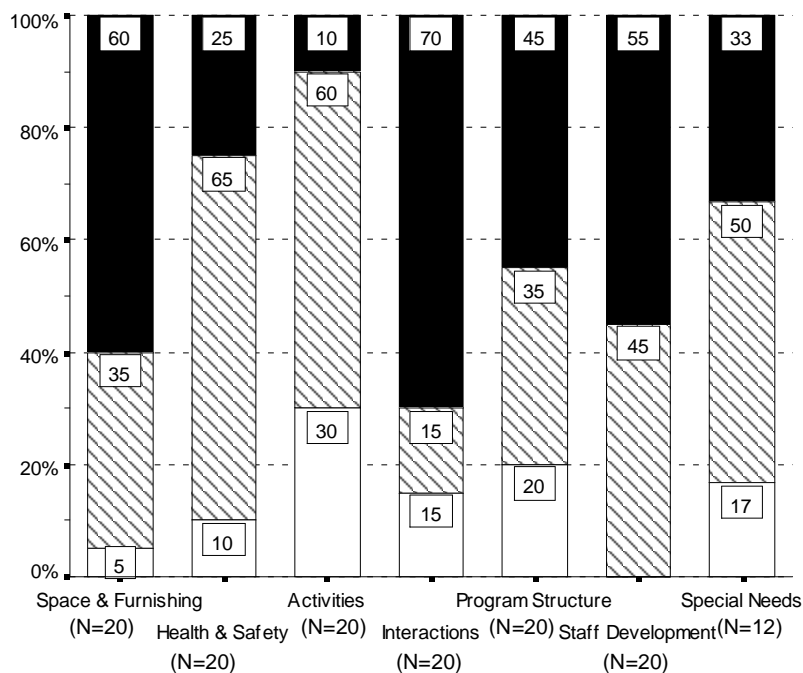


### Mean Scores on the *Teacher Child Interaction Scale*

Based on Table Q-48

Figure 12:

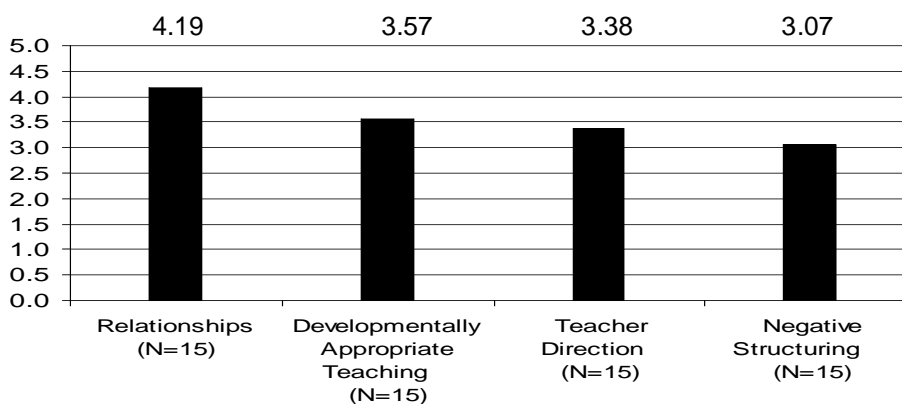
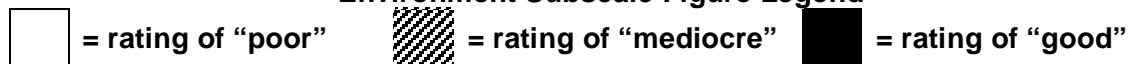
## New Castle County Profile of Groups in School-Age Programs



### Ratings on the SACERS Subscales\*

\*Ratings of 1.00-2.99 are considered "poor," ratings of 3.00-4.99 are considered "mediocre," and ratings of 5.00-7.00 are considered "good" (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend



### Mean Scores on the Teacher Child Interaction Scale

Based on Table Q-49

## Appendix F

# Composite of Early Care and Education Quality For Wilmington

## Quality Measurements

Quality of early care and education programs were measured in two ways. One method involved the use of one of four different environment rating scales. The second method used a teacher-child interaction scale. For more information about both of these, see the Quality of Early Care and Education section of the *Delaware Early Care and Education Baseline Quality Study*.




The environment rating scales were designed by a group of early childhood education researchers from the University of North Carolina at Chapel Hill. They have been in use since 1980 and are the most widely used environment rating scales in the field. They are routinely used to determine program quality and are often used to determine tiered reimbursement for subsidized care funding. (Maryland Department of Human Resources, 2003; Frank Porter Graham Child Development Institute, 2002) These instruments used were:

- the *Infant/Toddler Environment Rating Scale* (ITERS) (Harms, Cryer & Clifford, 1990)
- the *Early Childhood Environment Rating Scale-Revised* (ECERS-R) (Harms, Clifford, & Cryer, 1998)
- the *School-Age Care Environment Rating Scale* (SACERS) (Harms, Jacobs, & White, 1996)
- the *Family Day Care Rating Scale* (FDCRS) (Harms & Clifford, 1989)

Each group setting in each early care and education program observed was assessed for quality of programming according to one of these scales. As a result of assessing the quality dimensions of the items comprising the environment rating scales, the data collectors made a judgment and each item was assigned a score. The scores are based on evaluating each item according to anchor descriptors from numbers 1 and 2 (Inadequate), 3 (Minimal), and through 5 (Good), to 6 and 7 (Excellent).

From these scores, mean subscale scores were further divided into three categories: “Poor,” “Mediocre,” and “Good.” This system was established by the researchers of the *Cost, Quality and Child Outcomes Study* (Helburn, 1995a, 1995b). A program was placed in the “poor” category if the mean subscale score ranged from 1.00<3.00, a program was placed in the “mediocre” category if the mean subscale score ranged from 3.01<4.99, and a program was placed in the “good” category if the mean subscale score ranged from 5.00<7.00. In the figures that are associated with this information, the following legend is used throughout:

### Environment Subscale Figure Legend

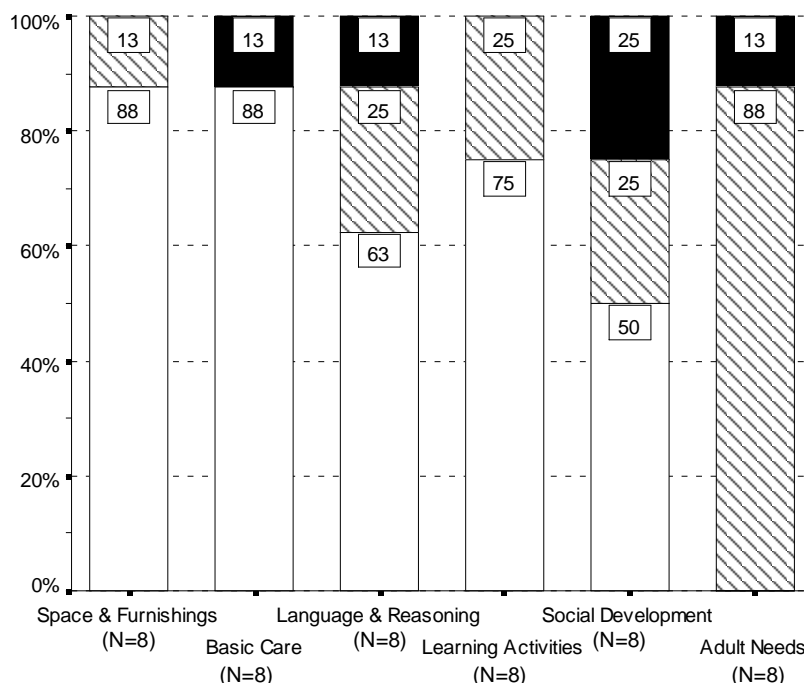
 = rating of “poor”       = rating of “mediocre”       = rating of “good”

In addition to the four environment rating scales, a teacher-child interaction scale was also used to provide additional information about teacher-child interactions. This scale, the *Teacher Child Interaction Scale* (Farran & Collins, 2001) is an observation scale used to determine eleven specific teacher behaviors related to interaction with children. These behaviors are observed for amount, quality, and appropriateness.



Figure 13:

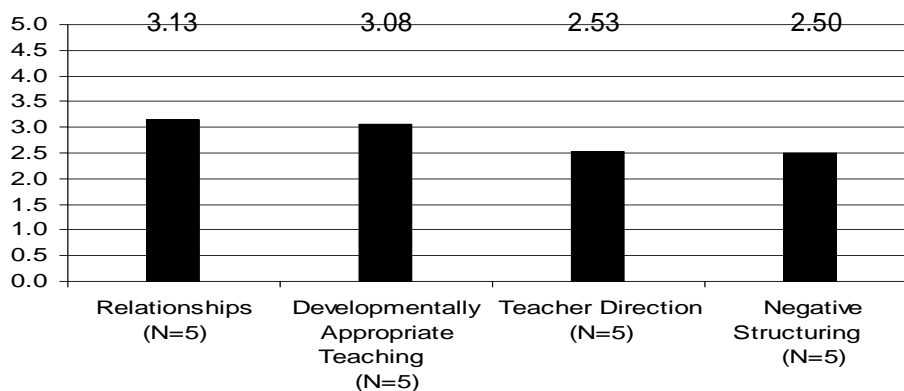
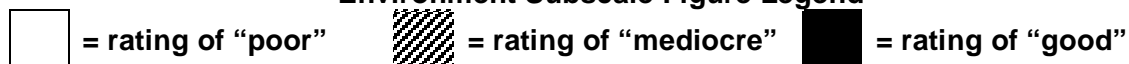
## Wilmington Profile of Family Child Care Programs



### Ratings on the *FDCRS* Subscales\*

\*Ratings of 1.00-2.99 are considered "poor," ratings of 3.00-4.99 are considered "mediocre," and ratings of 5.00-7.00 are considered "good" (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

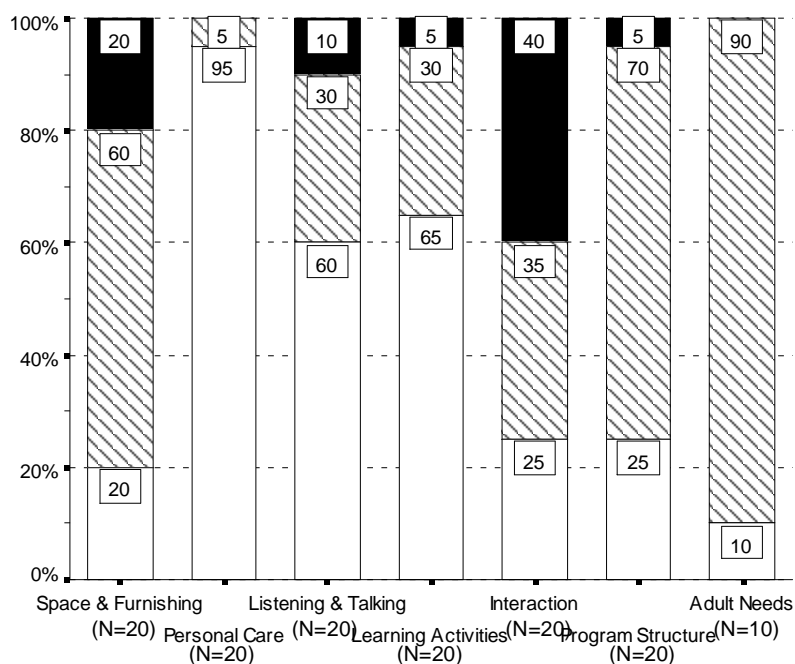


### Mean Scores on the *Teacher Child Interaction Scale*

Based on Table Q-44

Figure 14:

## Wilmington Profile of Infant and Toddler Groups in Child Care Centers



### Ratings on the *ITERS* Subscales\*

\*Ratings of 1.00-2.99 are considered "poor," ratings of 3.00-4.99 are considered "mediocre," and ratings of 5.00-7.00 are considered "good" (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report*, 1995).

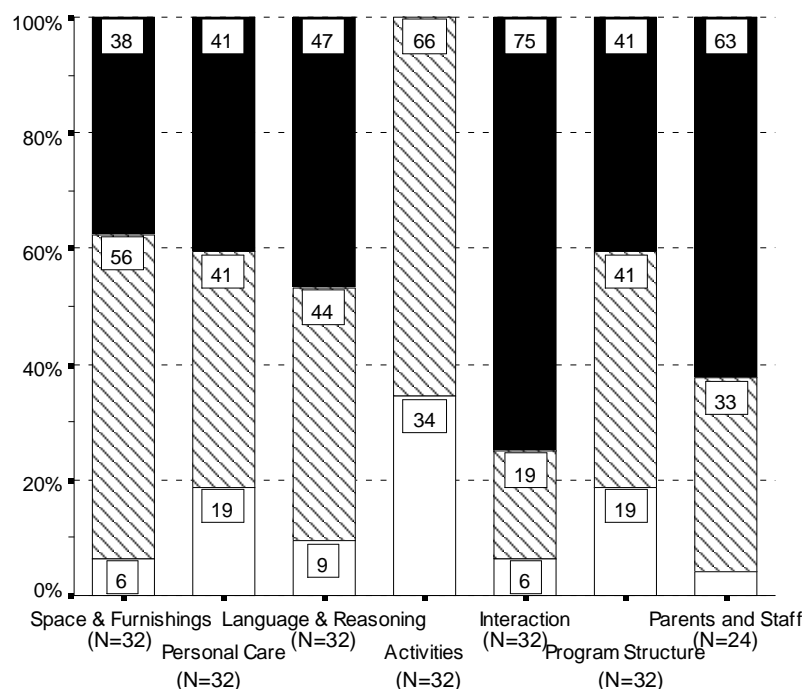
### Environment Subscale Figure Legend

□ = rating of "poor"    ▨ = rating of "mediocre"    ■ = rating of "good"

Due to sampling constraints, there were not any groups in center-based infant-toddler programs from Wilmington that were observed using the *Teacher Child Interaction Scale*.

Figure 15:

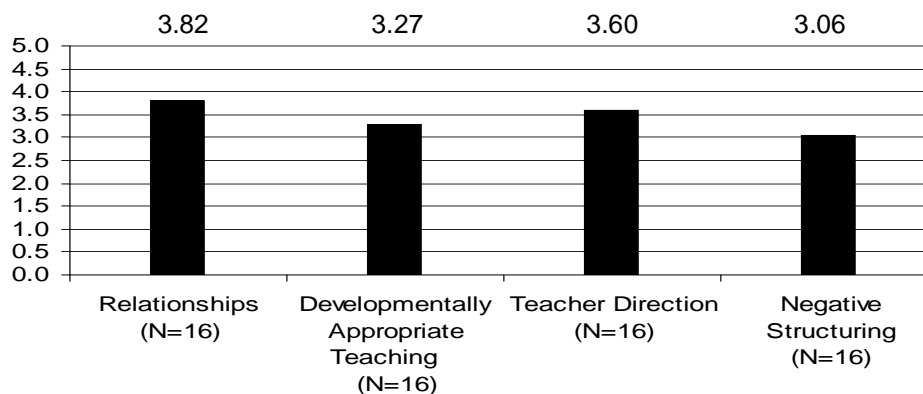
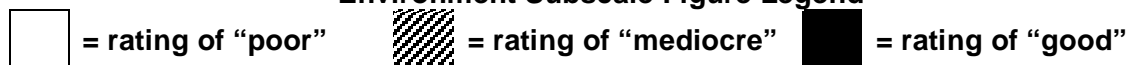
## Wilmington Profile of Groups of 3 to 5-Year-Olds in Child Care Centers



### Ratings on the *ECERS* Subscales\*

\*Ratings of 1.00-2.99 are considered "poor," ratings of 3.00-4.99 are considered "mediocre," and ratings of 5.00-7.00 are considered "good" (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

### Environment Subscale Figure Legend

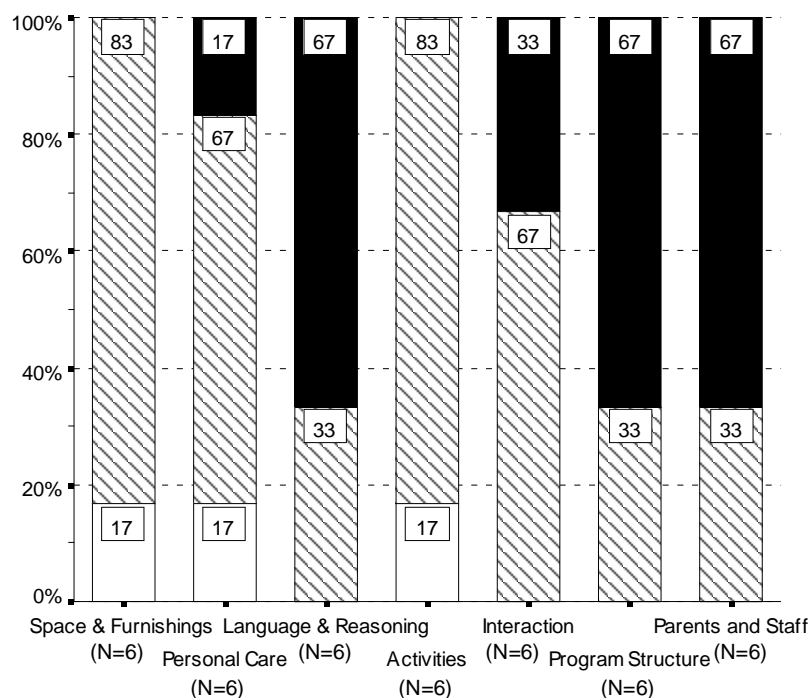


### Mean Scores on the *Teacher Child Interaction Scale*

Based on Table Q-46

Figure 16:

## Wilmington Profile of Groups in Head Start and Early Childhood Assistance Programs



### Ratings on the *ECERS* Subscales\*

\*Ratings of 1.00-2.99 are considered "poor," ratings of 3.00-4.99 are considered "mediocre," and ratings of 5.00-7.00 are considered "good" (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

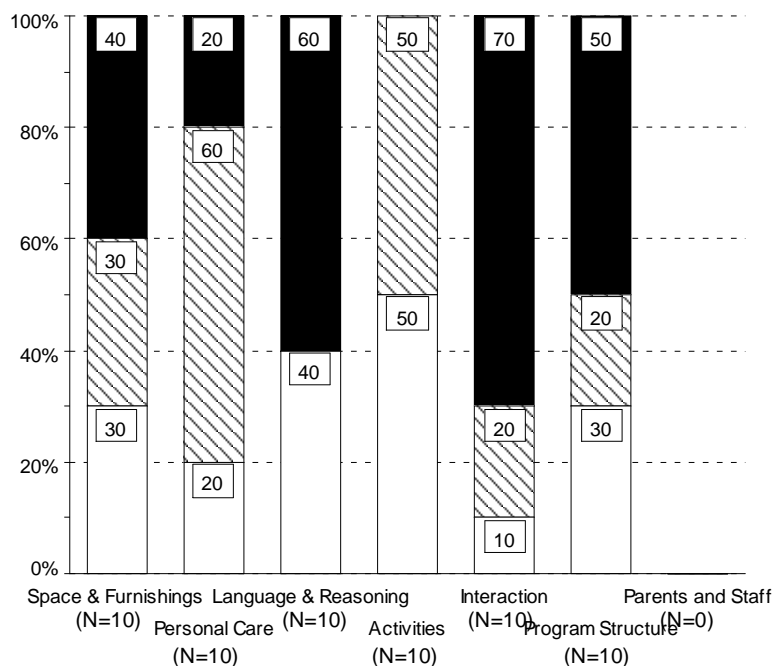
#### Environment Subscale Figure Legend

= rating of "poor"
  = rating of "mediocre"
  = rating of "good"

Due to sampling constraints, there were not any groups in Head Start and Early Childhood Assistance Programs from Wilmington that were observed using the *Teacher Child Interaction Scale*.

Figure 17:

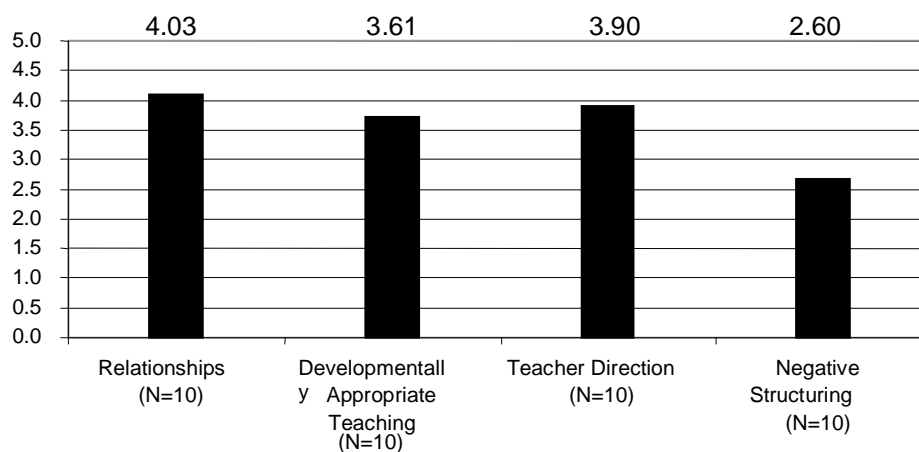
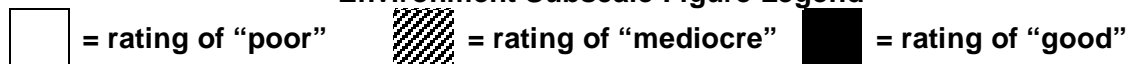
## Wilmington Profile of Groups of 3 to 5-Year-Olds in Part-Day Programs



### Ratings on the *ECERS* Subscales\*

\*Ratings of 1.00-2.99 are considered "poor," ratings of 3.00-4.99 are considered "mediocre," and ratings of 5.00-7.00 are considered "good" (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

### Environment Subscale Figure Legend

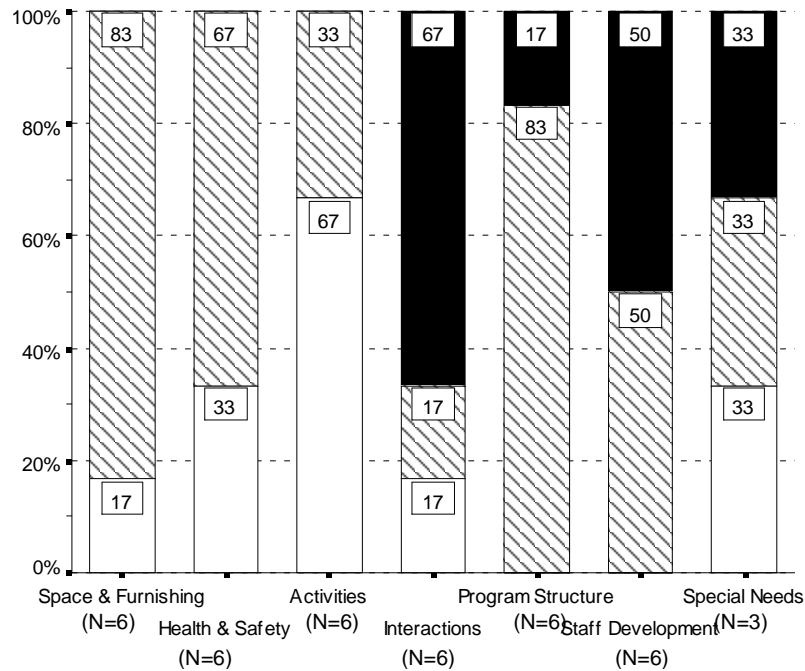


### Mean Scores on the *Teacher Child Interaction Scale*

Based on Table Q-48

Figure 18:

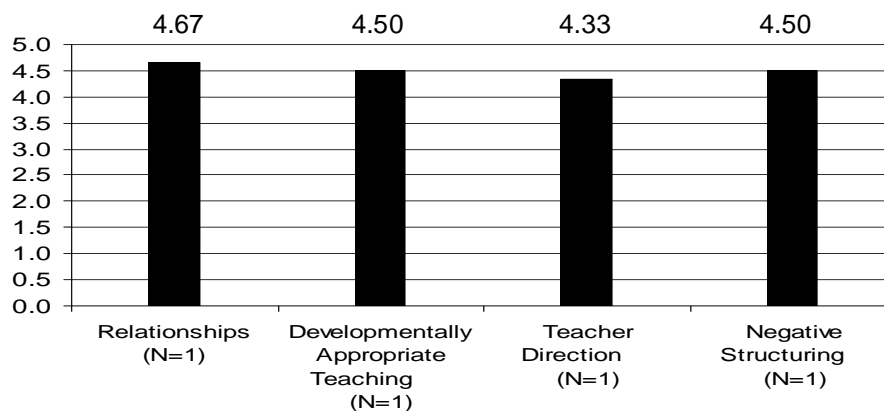
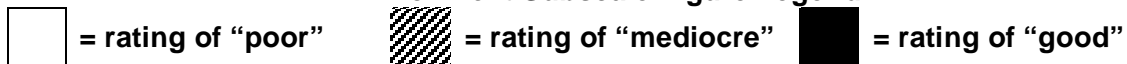
## Wilmington Profile of Groups in School-Age Programs



### Ratings on the SACERS Subscales\*

\*Ratings of 1.00-2.99 are considered "poor," ratings of 3.00-4.99 are considered "mediocre," and ratings of 5.00-7.00 are considered "good" (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

### Environment Subscale Figure Legend



### Mean Scores on the Teacher Child Interaction Scale

Based on Table Q-49

## Appendix G

# Composite of Early Care and Education Quality For Kent County

## Quality Measurements

Quality of early care and education programs were measured in two ways. One method involved the use of one of four different environment rating scales. The second method used a teacher-child interaction scale. For more information about both of these, see the Quality of Early Care and Education section of the *Delaware Early Care and Education Baseline Quality Study*.


The environment rating scales were designed by a group of early childhood education researchers from the University of North Carolina at Chapel Hill. They have been in use since 1980 and are the most widely used environment rating scales in the field. They are routinely used to determine program quality and are often used to determine tiered reimbursement for subsidized care funding. (Maryland Department of Human Resources, 2003; Frank Porter Graham Child Development Institute, 2002) These instruments used were:

- the *Infant/Toddler Environment Rating Scale* (ITERS) (Harms, Cryer & Clifford, 1990)
- the *Early Childhood Environment Rating Scale-Revised* (ECERS-R) (Harms, Clifford, & Cryer, 1998)
- the *School-Age Care Environment Rating Scale* (SACERS) (Harms, Jacobs, & White, 1996)
- the *Family Day Care Rating Scale* (FDCRS) (Harms & Clifford, 1989)

Each group setting in each early care and education program observed was assessed for quality of programming according to one of these scales. As a result of assessing the quality dimensions of the items comprising the environment rating scales, the data collectors made a judgment and each item was assigned a score. The scores are based on evaluating each item according to anchor descriptors from numbers 1 and 2 (Inadequate), 3 (Minimal), and through 5 (Good), to 6 and 7 (Excellent).

From these scores, mean subscale scores were further divided into three categories: “Poor,” “Mediocre,” and “Good.” This system was established by the researchers of the *Cost, Quality and Child Outcomes Study* (Helburn, 1995a, 1995b). A program was placed in the “poor” category if the mean subscale score ranged from 1.00<3.00, a program was placed in the “mediocre” category if the mean subscale score ranged from 3.01<4.99, and a program was placed in the “good” category if the mean subscale score ranged from 5.00<7.00. In the figures that are associated with this information, the following legend is used throughout:

**Environment Subscale Figure Legend**

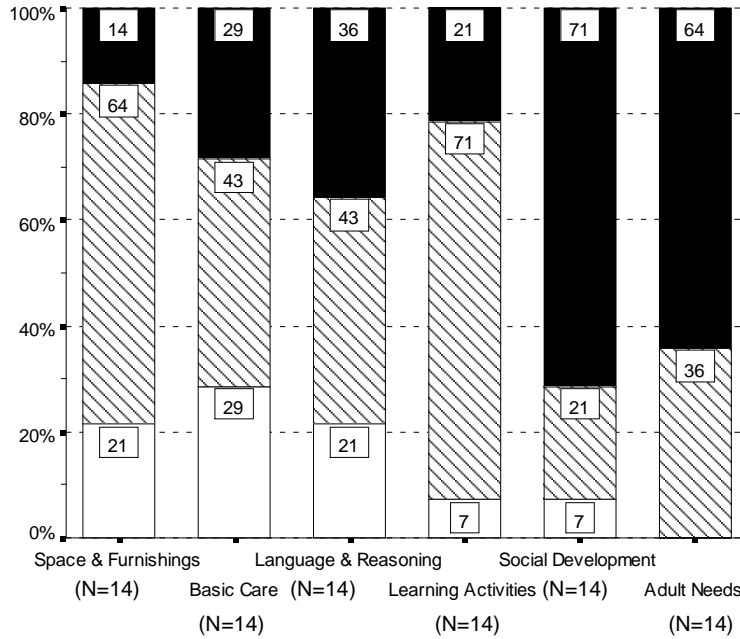
 = rating of “poor”	 = rating of “mediocre”	 = rating of “good”
--	--	--

In addition to the four environment rating scales, a teacher-child interaction scale was also used to provide additional information about teacher-child interactions. This scale, the *Teacher Child Interaction Scale* (Farran & Collins, 2001) is an observation scale used to determine eleven specific teacher behaviors related to interaction with children. These behaviors are observed for amount, quality, and appropriateness.

Figure 19:



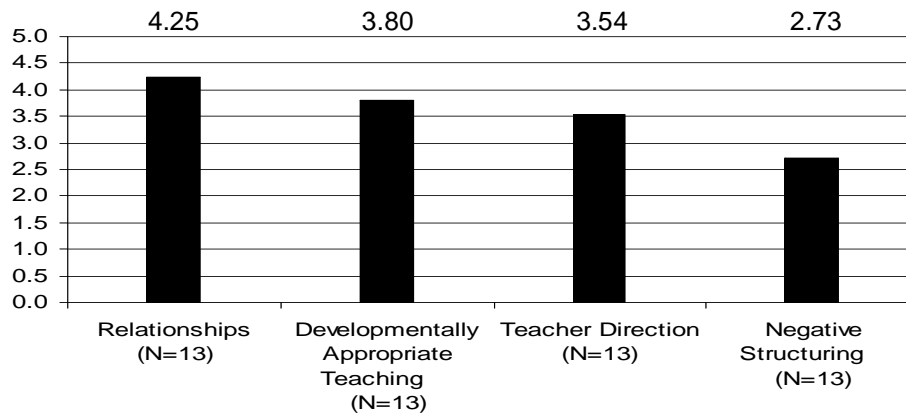
## Kent County Profile of Family Child Care Programs



### Ratings on the *FDCRS* Subscales\*

\*Ratings of 1.00-2.99 are considered "poor," ratings of 3.00-4.99 are considered "mediocre," and ratings of 5.00-7.00 are considered "good" (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

### Environment Subscale Figure Legend

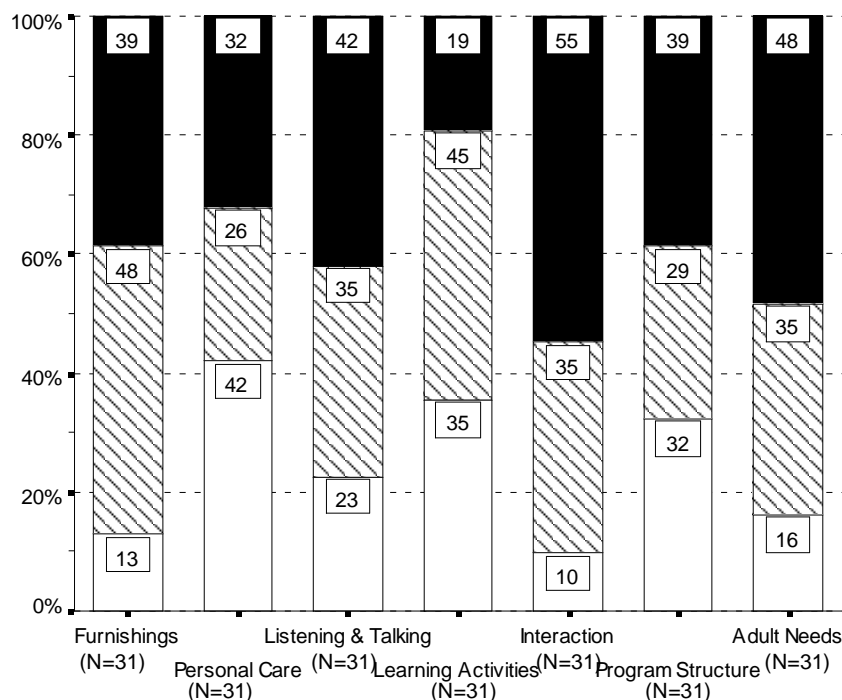


### Mean Scores on the *Teacher Child Interaction Scale*

Based on Table Q-44

Figure 20:

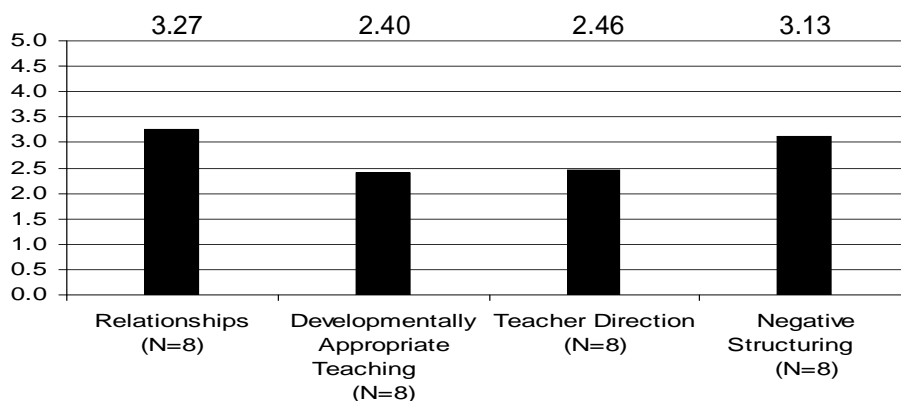
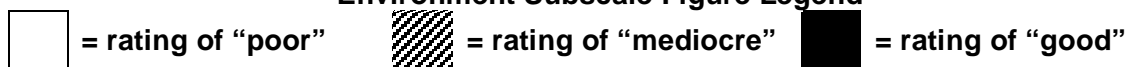
## Kent County Profile of Infant and Toddler Groups in Child Care Centers



### Ratings on the *ITERS* Subscales\*

\*Ratings of 1.00-2.99 are considered "poor," ratings of 3.00-4.99 are considered "mediocre," and ratings of 5.00-7.00 are considered "good" (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

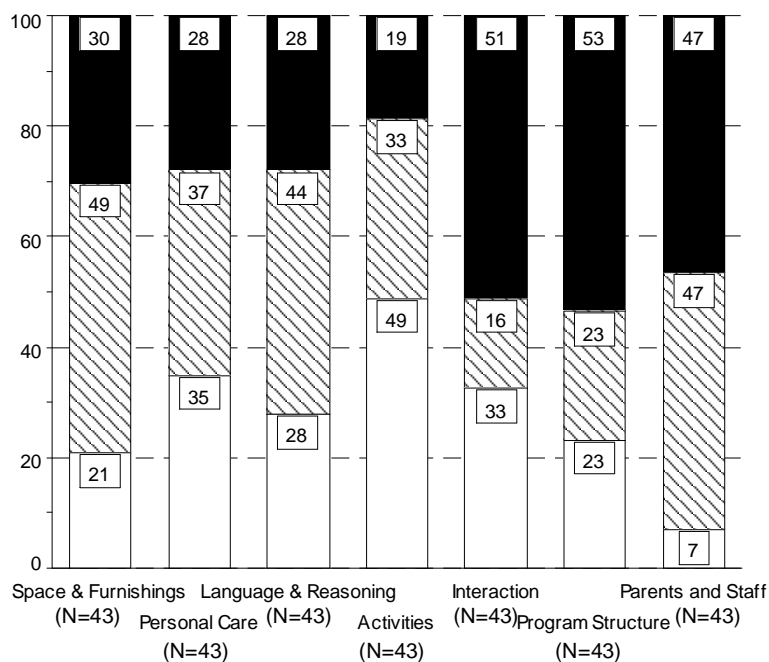


### Mean Scores on the *Teacher Child Interaction Scale*

Based on Table Q-45

Figure 21:

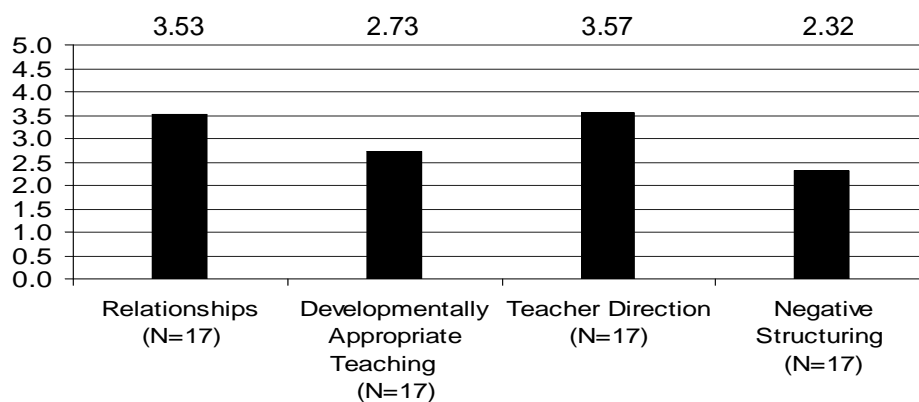
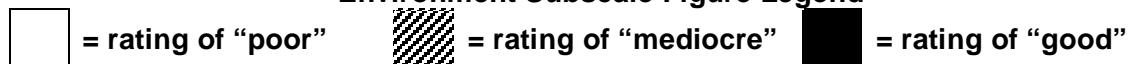
## Kent County Profile of Groups of 3 to 5-Year-Olds in Child Care Centers



### Ratings on the *ECERS* Subscales\*

\*Ratings of 1.00-2.99 are considered "poor," ratings of 3.00-4.99 are considered "mediocre," and ratings of 5.00-7.00 are considered "good" (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

### Environment Subscale Figure Legend

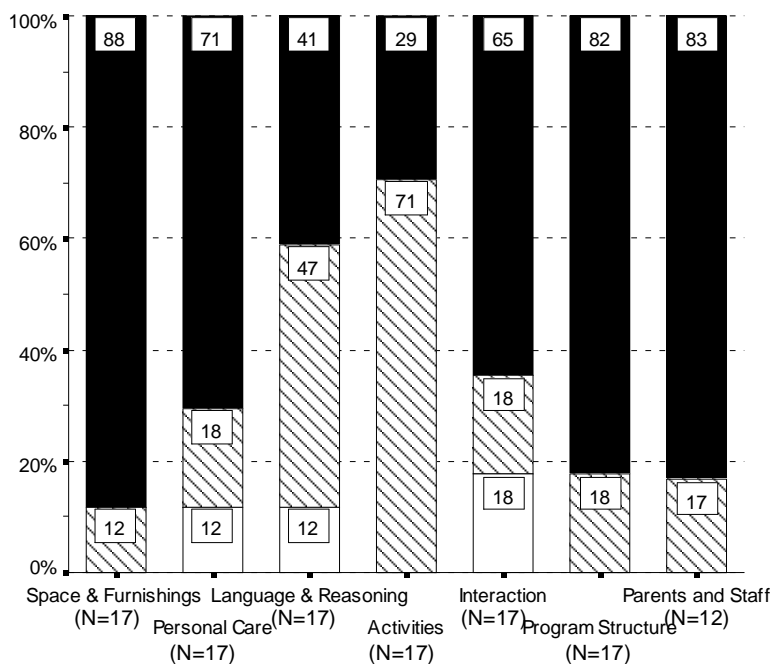


### Mean Scores on the *Teacher Child Interaction Scale*

Based on Table Q-46

Figure 22:

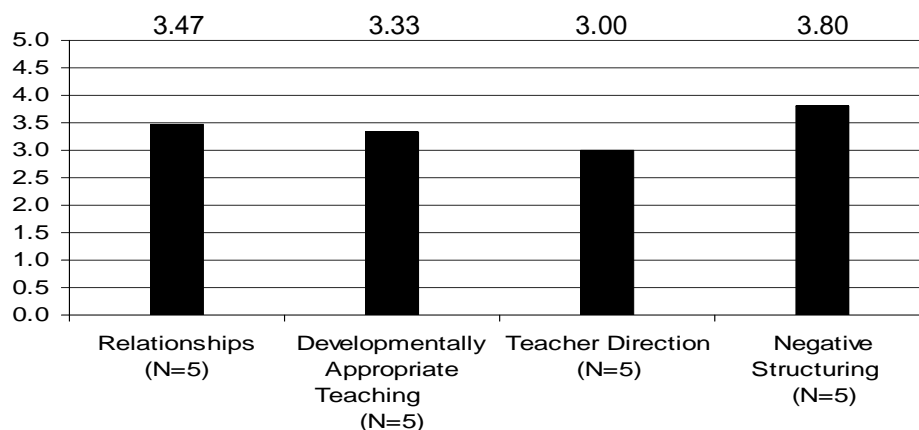
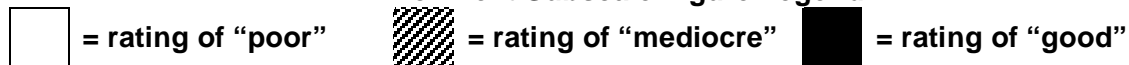
## Kent County Profile of Groups in Head Start and Early Childhood Assistance Programs



### Ratings on the *ECERS* Subscales\*

\*Ratings of 1.00-2.99 are considered "poor," ratings of 3.00-4.99 are considered "mediocre," and ratings of 5.00-7.00 are considered "good" (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

### Environment Subscale Figure Legend

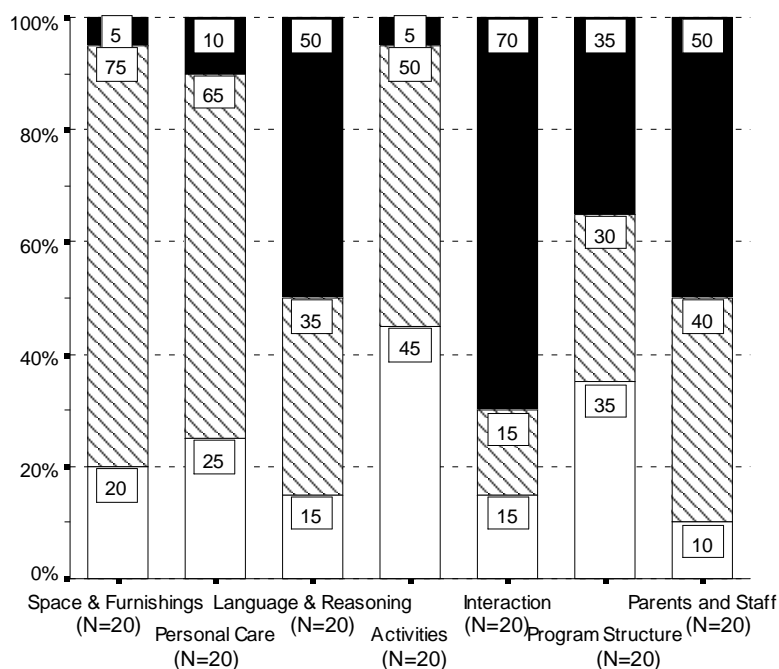


### Mean Scores on the *Teacher Child Interaction Scale*

Based on Table Q-47

Figure 23:

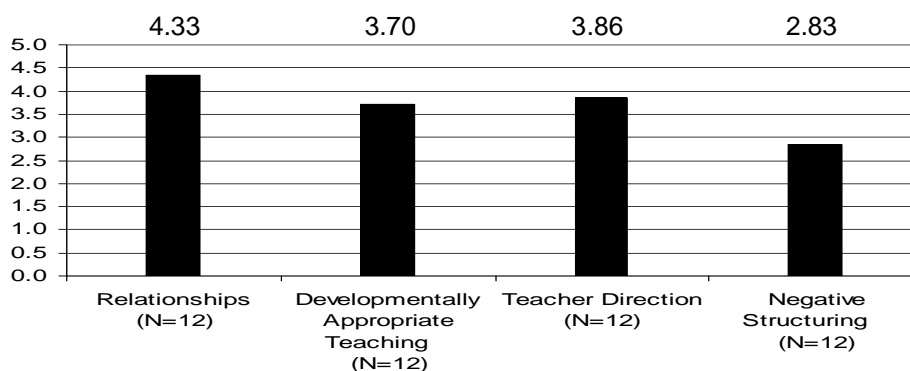
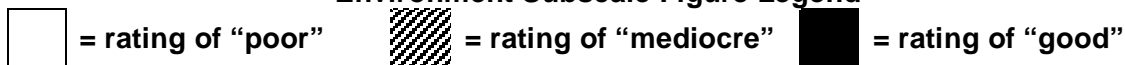
## Kent County Profile of Groups in Part-Day Programs



### Ratings on the *ECERS* Subscales\*

\*Ratings of 1.00-2.99 are considered "poor," ratings of 3.00-4.99 are considered "mediocre," and ratings of 5.00-7.00 are considered "good" (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

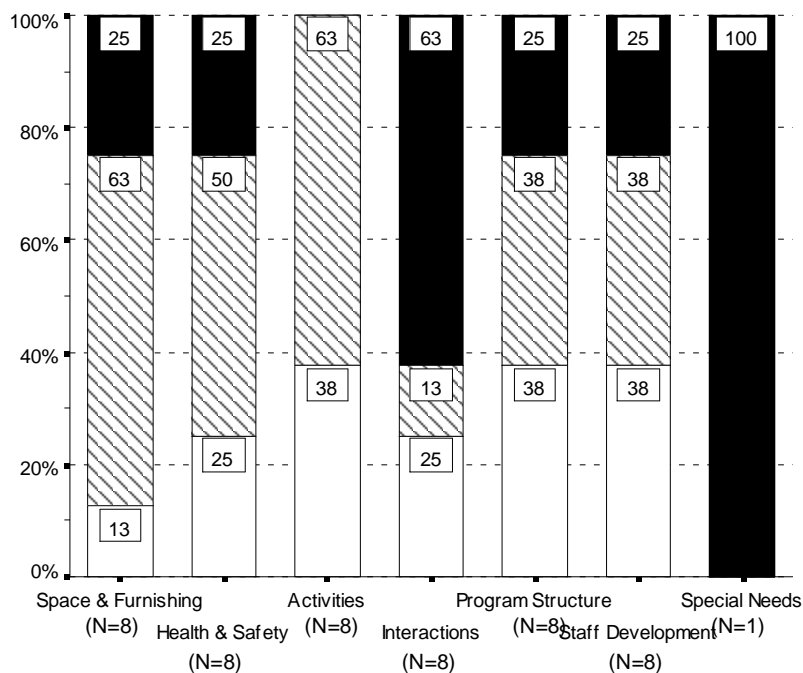


### Mean Scores on the *Teacher Child Interaction Scale*

Based on Table Q-48

Figure 24:

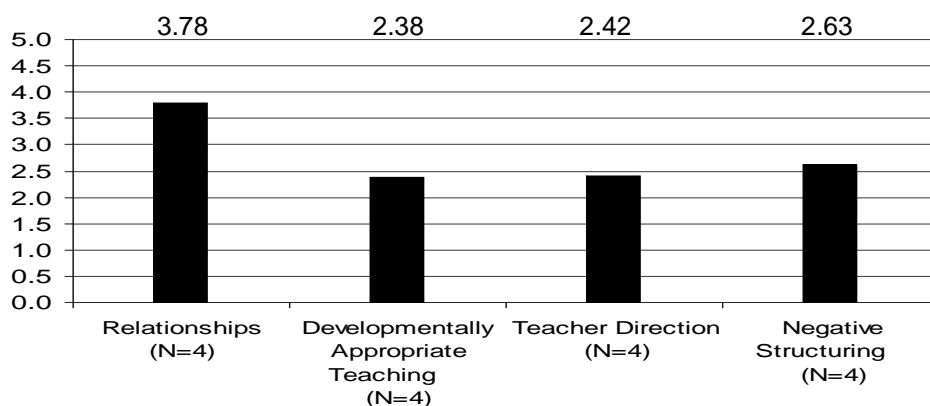
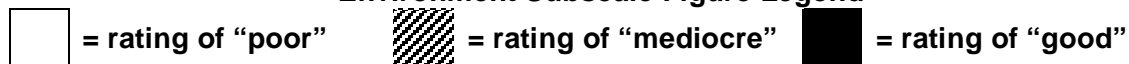
## Kent County Profile of Groups in School-Age Programs



### Ratings on the SACERS Subscales\*

\*Ratings of 1.00-2.99 are considered "poor," ratings of 3.00-4.99 are considered "mediocre," and ratings of 5.00-7.00 are considered "good" (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

### Environment Subscale Figure Legend



### Mean scores on the Teacher Child Interaction Scale

Based on Table Q-49

## Appendix H

# Composite of Early Care and Education Quality For Sussex County

## Quality Measurements

Quality of early care and education programs were measured in two ways. One method involved the use of one of four different environment rating scales. The second method used a teacher-child interaction scale. For more information about both of these, see the Quality of Early Care and Education section of the *Delaware Early Care and Education Baseline Quality Study*.




The environment rating scales were designed by a group of early childhood education researchers from the University of North Carolina at Chapel Hill. They have been in use since 1980 and are the most widely used environment rating scales in the field. They are routinely used to determine program quality and are often used to determine tiered reimbursement for subsidized care funding. (Maryland Department of Human Resources, 2003; Frank Porter Graham Child Development Institute, 2002) These instruments used were:

- the *Infant/Toddler Environment Rating Scale* (ITERS) (Harms, Cryer & Clifford, 1990)
- the *Early Childhood Environment Rating Scale-Revised* (ECERS-R) (Harms, Clifford, & Cryer, 1998)
- the *School-Age Care Environment Rating Scale* (SACERS) (Harms, Jacobs, & White, 1996)
- the *Family Day Care Rating Scale* (FDCRS) (Harms & Clifford, 1989)

Each group setting in each early care and education program observed was assessed for quality of programming according to one of these scales. As a result of assessing the quality dimensions of the items comprising the environment rating scales, the data collectors made a judgment and each item was assigned a score. The scores are based on evaluating each item according to anchor descriptors from numbers 1 and 2 (Inadequate), 3 (Minimal), and through 5 (Good), to 6 and 7 (Excellent).

From these scores, mean subscale scores were further divided into three categories: “Poor,” “Mediocre,” and “Good.” This system was established by the researchers of the *Cost, Quality and Child Outcomes Study* (Helburn, 1995a, 1995b). A program was placed in the “poor” category if the mean subscale score ranged from 1.00<3.00, a program was placed in the “mediocre” category if the mean subscale score ranged from 3.01<4.99, and a program was placed in the “good” category if the mean subscale score ranged from 5.00<7.00. In the figures that are associated with this information, the following legend is used throughout:

### Environment Subscale Figure Legend

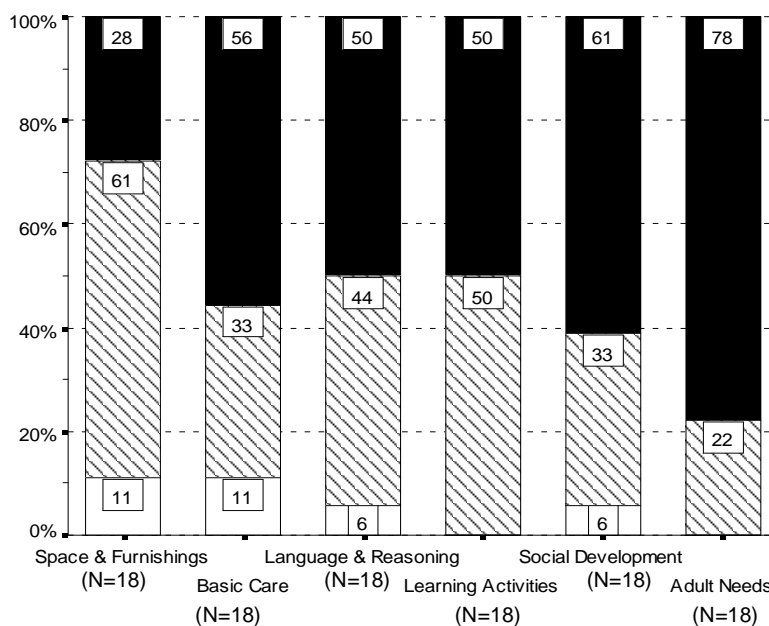
 = rating of “poor”       = rating of “mediocre”       = rating of “good”

In addition to the four environment rating scales, a teacher-child interaction scale was also used to provide additional information about teacher-child interactions. This scale, the *Teacher Child Interaction Scale* (Farran & Collins, 2001) is an observation scale used to determine eleven specific teacher behaviors related to interaction with children. These behaviors are observed for amount, quality, and appropriateness.



Figure 25:

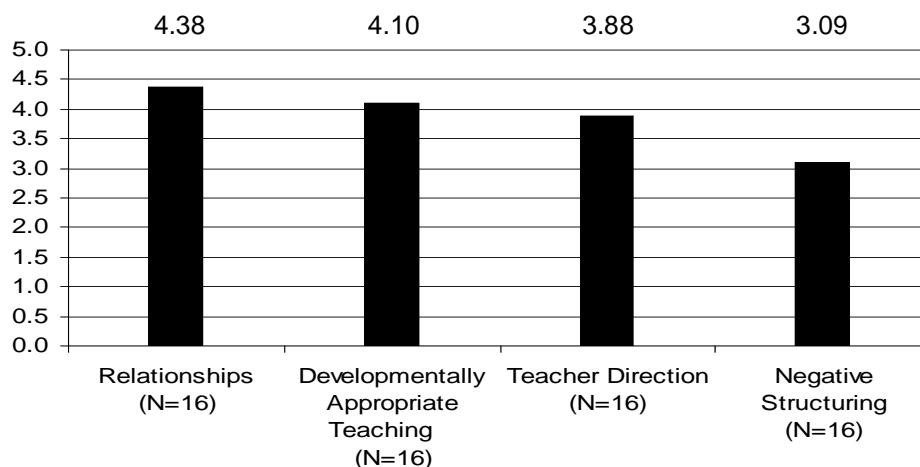
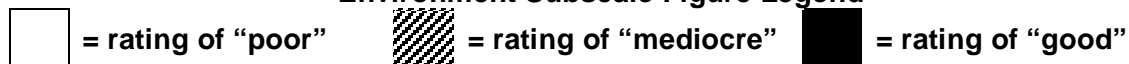
## Sussex County Profile of Family Child Care Programs



### Ratings on the *FDCRS* Subscales\*

\*Ratings of 1.00-2.99 are considered "poor," ratings of 3.00-4.99 are considered "mediocre," and ratings of 5.00-7.00 are considered "good" (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

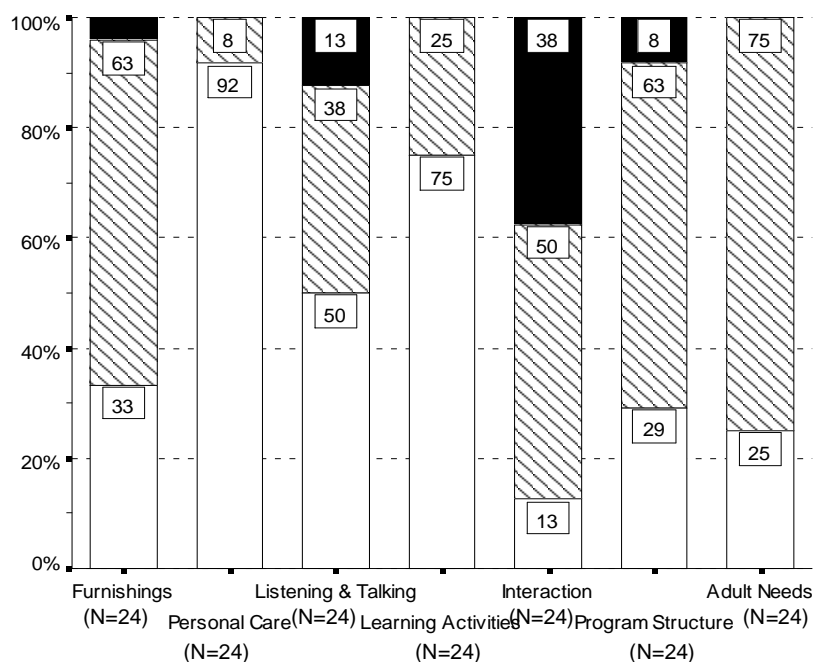


### Mean Scores on the *Teacher Child Interaction Scale*

Based on Table Q-44

Figure 26:

## Sussex County Profile of Infant and Toddler Groups in Child Care Centers



### Ratings on the *ITERS* Subscales\*

\*Ratings of 1.00-2.99 are considered "poor," ratings of 3.00-4.99 are considered "mediocre," and ratings of 5.00-7.00 are considered "good" (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

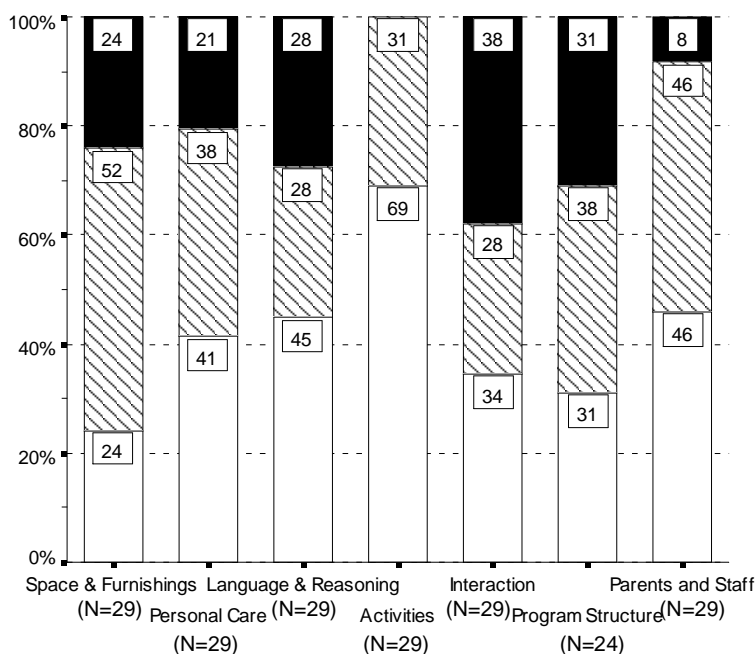
#### Environment Subscale Figure Legend

= rating of "poor"
  = rating of "mediocre"
  = rating of "good"

Due to sampling constraints, there were not any groups of infants and toddlers in child care centers from Sussex County that were observed using the *Teacher Child Interaction Scale*.

Figure 27:

## Sussex County Profile of Groups of 3 to 5-Year-Olds in Child Care Centers

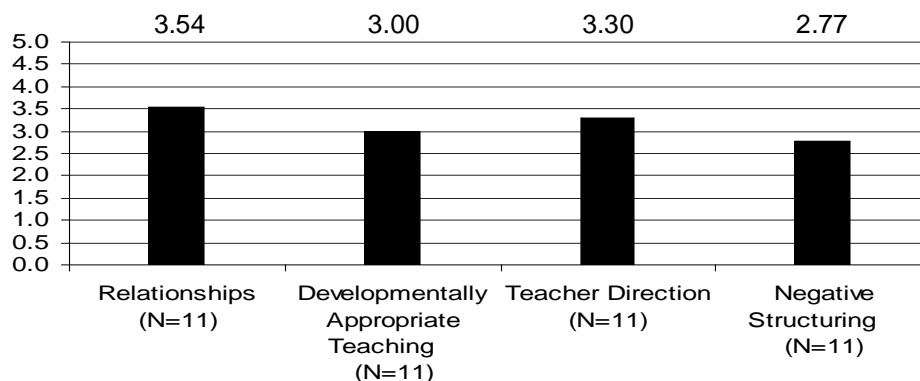


### Ratings on the *ECERS* Subscales\*

\*Ratings of 1.00-2.99 are considered "poor," ratings of 3.00-4.99 are considered "mediocre," and ratings of 5.00-7.00 are considered "good" (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

□ = rating of "poor"    ▨ = rating of "mediocre"    ■ = rating of "good"

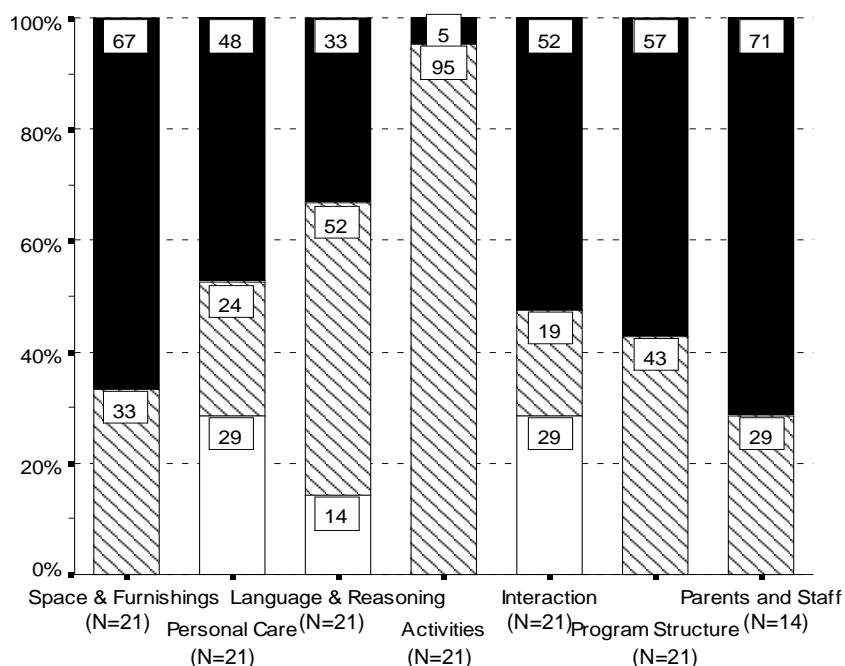


### Mean Scores on the *Teacher Child Interaction Scale*

Based on Table Q-46

Figure 28:

## Sussex County Profile of Groups in Head Start and Early Childhood Assistance Programs

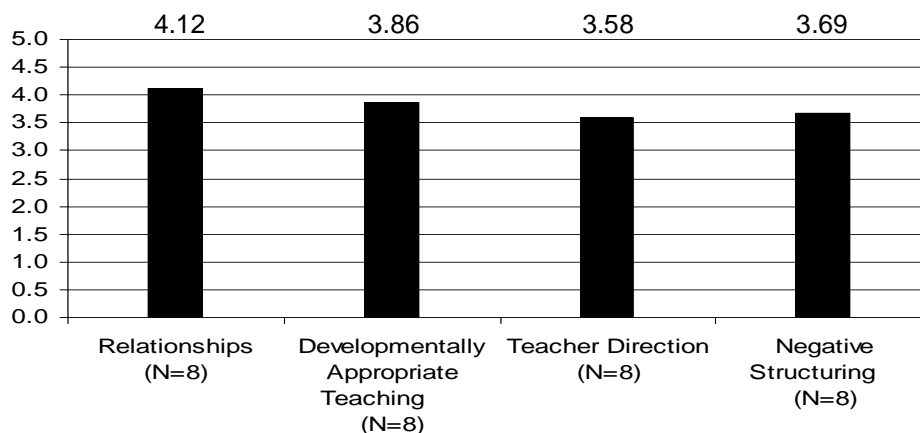


### Ratings on the *ECERS* Subscales\*

\*Ratings of 1.00-2.99 are considered "poor," ratings of 3.00-4.99 are considered "mediocre," and ratings of 5.00-7.00 are considered "good" (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

### Environment Subscale Figure Legend

□ = rating of "poor"    ▨ = rating of "mediocre"    ■ = rating of "good"

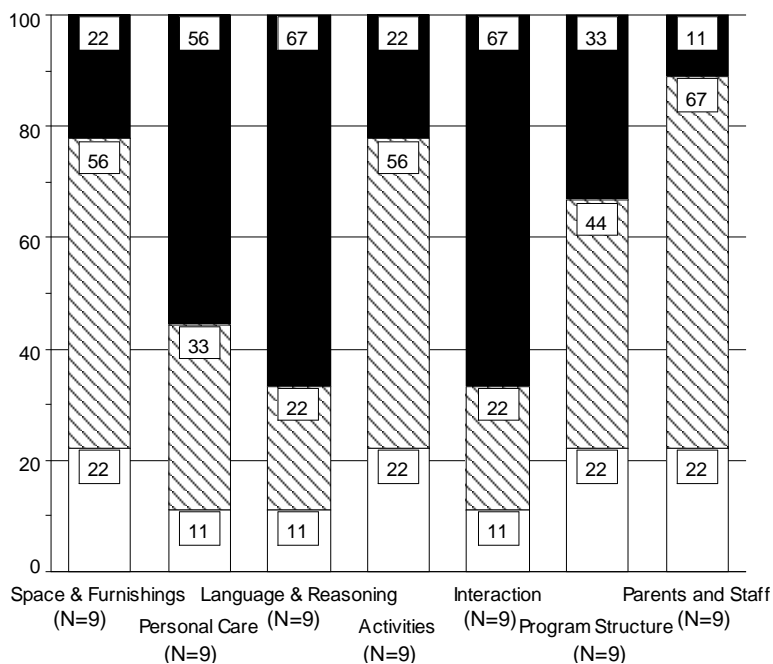


### Mean Scores on the *Teacher Child Interaction Scale*

Based on Table Q-47

Figure 29:

## Sussex County Profile of Groups in Part-Day Programs



### Ratings on the *ECERS* Subscales\*

\*Ratings of 1.00-2.99 are considered "poor," ratings of 3.00-4.99 are considered "mediocre," and ratings of 5.00-7.00 are considered "good" (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

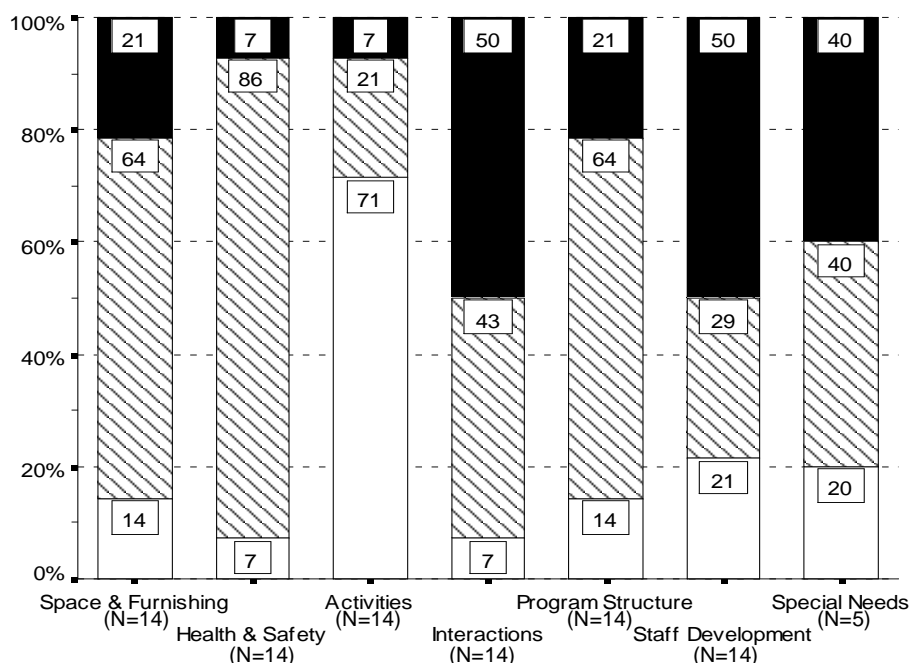
#### Environment Subscale Figure Legend

= rating of "poor"
  = rating of "mediocre"
  = rating of "good"

Due to sampling constraints, there were not any part-day groups in Sussex County that were observed using the *Teacher Child Interaction Scale*.

Figure 30:

## Sussex County Profile of Groups in School-Age Programs

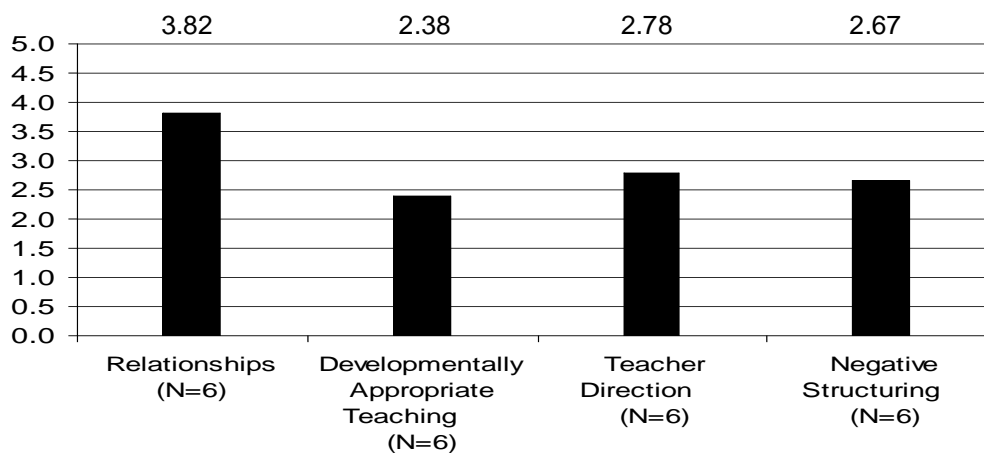


### Ratings on the SACERS Subscales\*

\*Ratings of 1.00-2.99 are considered "poor," ratings of 3.00-4.99 are considered "mediocre," and ratings of 5.00-7.00 are considered "good" (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

### Environment Subscale Figure Legend

□ = rating of "poor"    ▨ = rating of "mediocre"    ■ = rating of "good"



### Mean Scores on the Teacher Child Interaction Scale

Based on Table Q-49

Appendix I

Profile of  
Family Child Care Programs

## Quality Measurements

Quality of early care and education programs were measured in two ways. One method involved the use of one of four different environment rating scales. The second method used a teacher-child interaction scale. For more information about both of these, see the Quality of Early Care and Education section of the *Delaware Early Care and Education Baseline Quality Study*.




The environment rating scales were designed by a group of early childhood education researchers from the University of North Carolina at Chapel Hill. They have been in use since 1980 and are the most widely used environment rating scales in the field. They are routinely used to determine program quality and are often used to determine tiered reimbursement for subsidized care funding. (Maryland Department of Human Resources, 2003; Frank Porter Graham Child Development Institute, 2002) These instruments used were:

- the *Infant/Toddler Environment Rating Scale* (ITERS) (Harms, Cryer & Clifford, 1990)
- the *Early Childhood Environment Rating Scale-Revised* (ECERS-R) (Harms, Clifford, & Cryer, 1998)
- the *School-Age Care Environment Rating Scale* (SACERS) (Harms, Jacobs, & White, 1996)
- the *Family Day Care Rating Scale* (FDCRS) (Harms & Clifford, 1989)

Each group setting in each early care and education program observed was assessed for quality of programming according to one of these scales. As a result of assessing the quality dimensions of the items comprising the environment rating scales, the data collectors made a judgment and each item was assigned a score. The scores are based on evaluating each item according to anchor descriptors from numbers 1 and 2 (Inadequate), 3 (Minimal), and through 5 (Good), to 6 and 7 (Excellent).

From these scores, mean subscale scores were further divided into three categories: “Poor,” “Mediocre,” and “Good.” This system was established by the researchers of the *Cost, Quality and Child Outcomes Study* (Helburn, 1995a, 1995b). A program was placed in the “poor” category if the mean subscale score ranged from 1.00<3.00, a program was placed in the “mediocre” category if the mean subscale score ranged from 3.01<4.99, and a program was placed in the “good” category if the mean subscale score ranged from 5.00<7.00. In the figures that are associated with this information, the following legend is used throughout:

### Environment Subscale Figure Legend

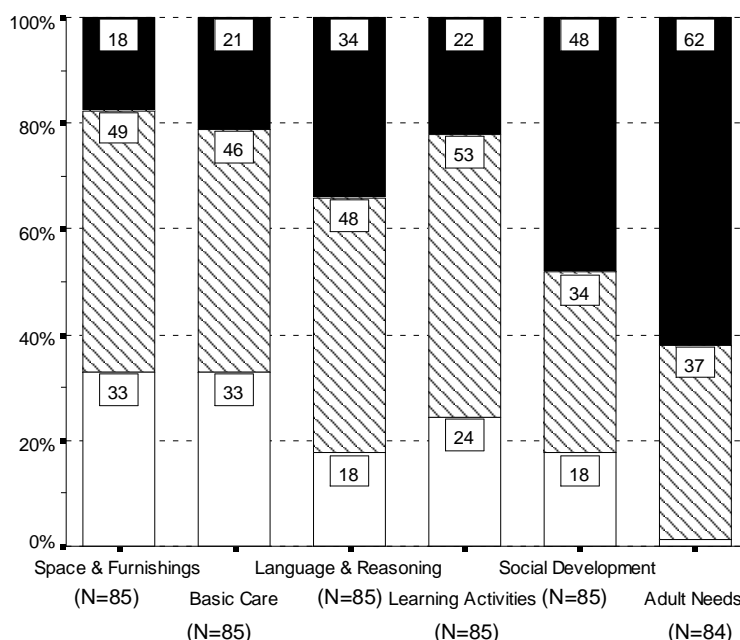
 = rating of “poor”       = rating of “mediocre”       = rating of “good”

In addition to the four environment rating scales, a teacher-child interaction scale was also used to provide additional information about teacher-child interactions. This scale, the *Teacher Child Interaction Scale* (Farran & Collins, 2001) is an observation scale used to determine eleven specific teacher behaviors related to interaction with children. These behaviors are observed for amount, quality, and appropriateness.



Figure 1:

## State Profile of Family Child Care Programs

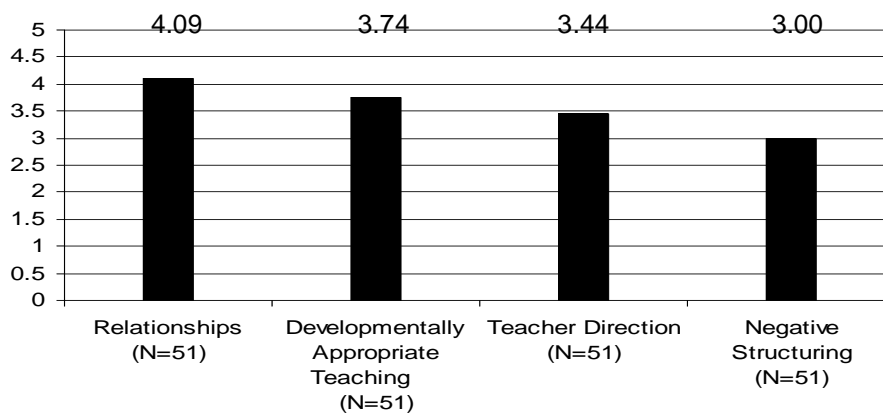


### Ratings on the *FDCRS* Subscales\*

\*Ratings of 1.00-2.99 are considered "poor," ratings of 3.00-4.99 are considered "mediocre," and ratings of 5.00-7.00 are considered "good" (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

□ = rating of "poor"    ▨ = rating of "mediocre"    ■ = rating of "good"

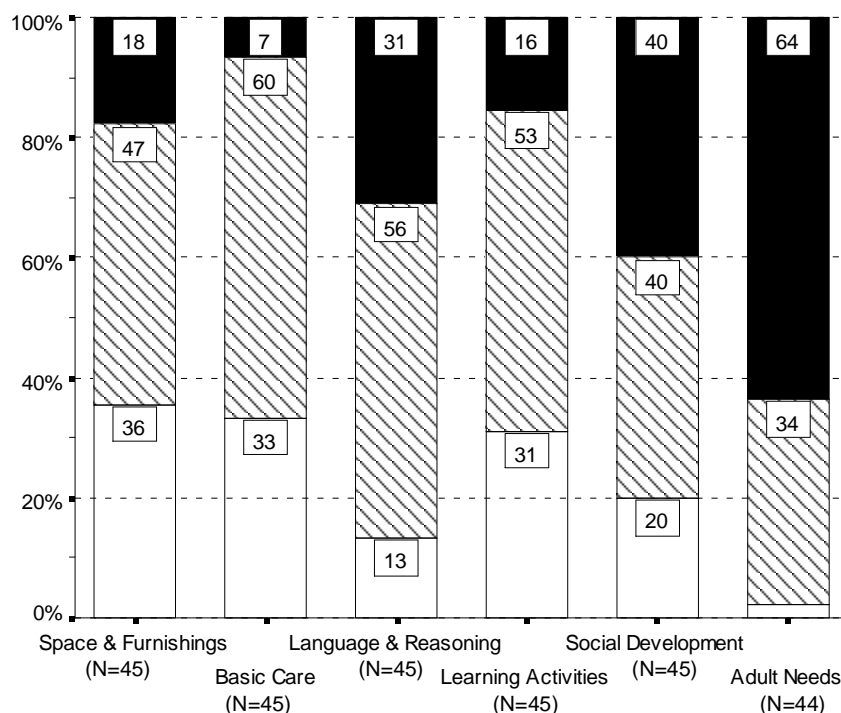


### Mean Scores on the *Teacher Child Interaction Scale*

Based on Table Q-44

Figure 7:

## New Castle County Profile of Family Child Care Programs

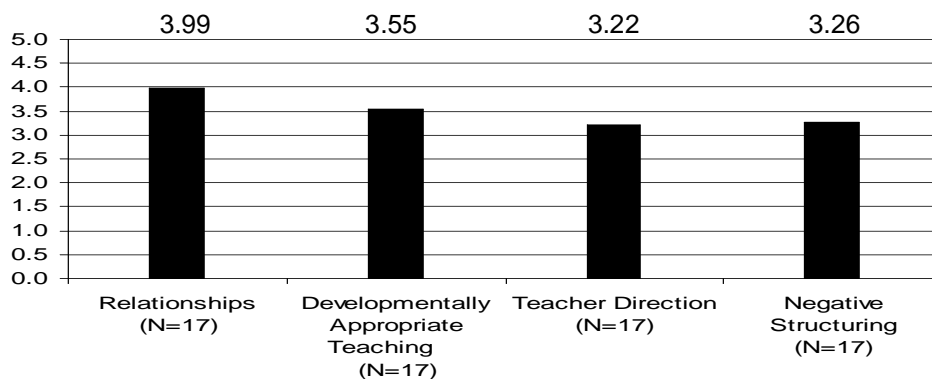


### Ratings on the FDCRS Subscales\*

\*Ratings of 1.00-2.99 are considered "poor," ratings of 3.00-4.99 are considered "mediocre," and ratings of 5.00-7.00 are considered "good" (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

= rating of "poor"
  = rating of "mediocre"
  = rating of "good"

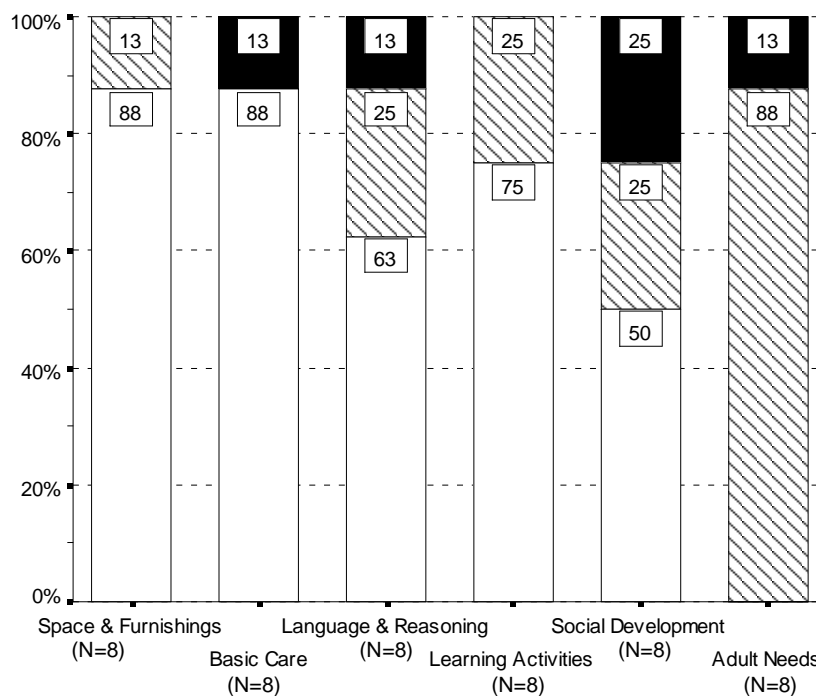


### Mean Scores on the Teacher Child Interaction Scale

Based on Table Q-44

Figure 13:

## Wilmington Profile of Family Child Care Programs

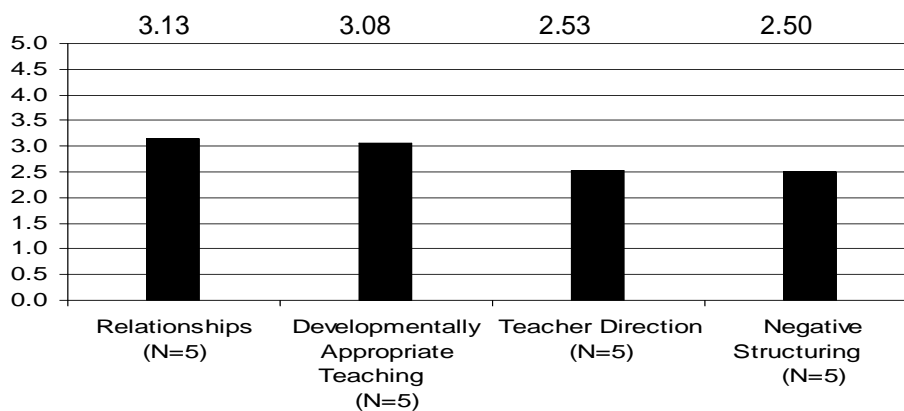


## Ratings on the *FDCRS* Subscales\*

\*Ratings of 1.00-2.99 are considered "poor," ratings of 3.00-4.99 are considered "mediocre," and ratings of 5.00-7.00 are considered "good" (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

### Environment Subscale Figure Legend

□ = rating of "poor"    ▨ = rating of "mediocre"    ■ = rating of "good"

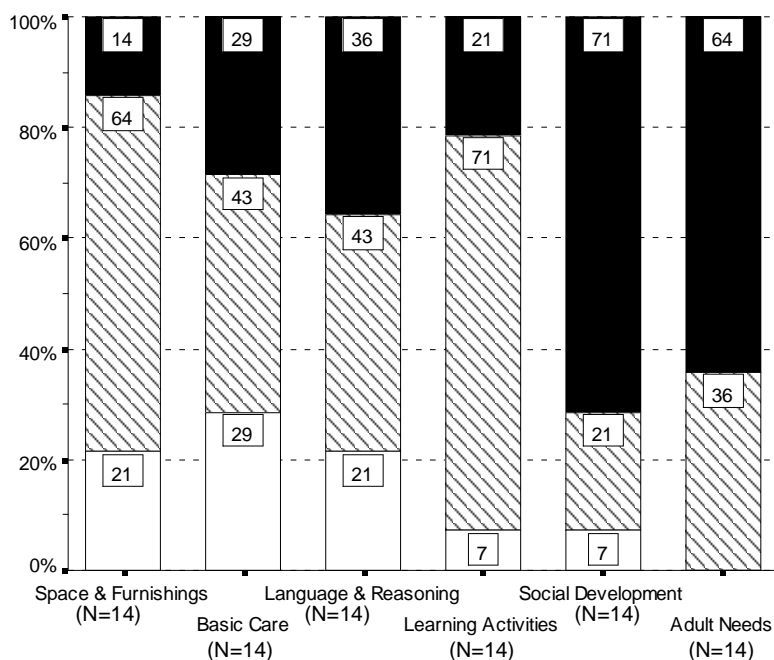


## Mean Scores on the *Teacher Child Interaction Scale*

Based on Table Q-44

Figure 19:

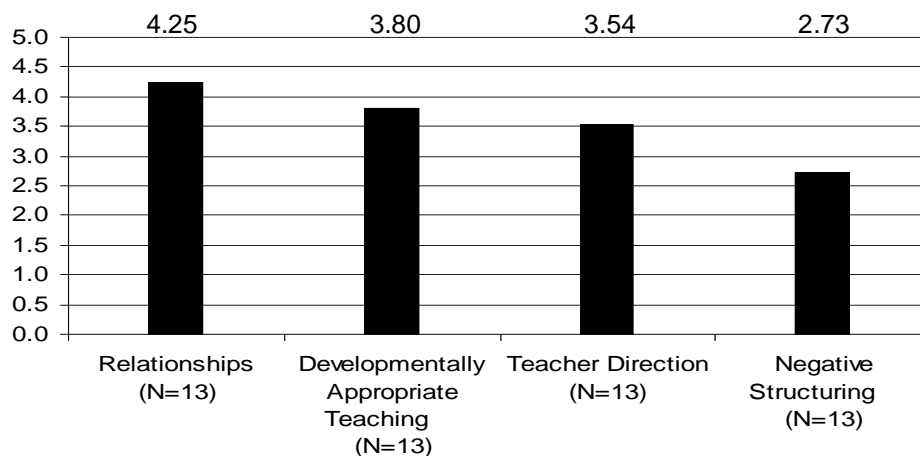
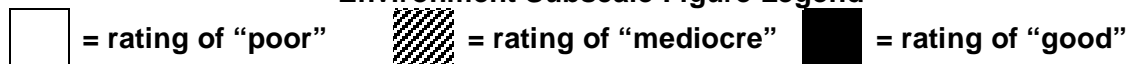
## Kent County Profile of Family Child Care Programs



### Ratings on the *FDCRS* Subscales\*

\*Ratings of 1.00-2.99 are considered "poor," ratings of 3.00-4.99 are considered "mediocre," and ratings of 5.00-7.00 are considered "good" (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

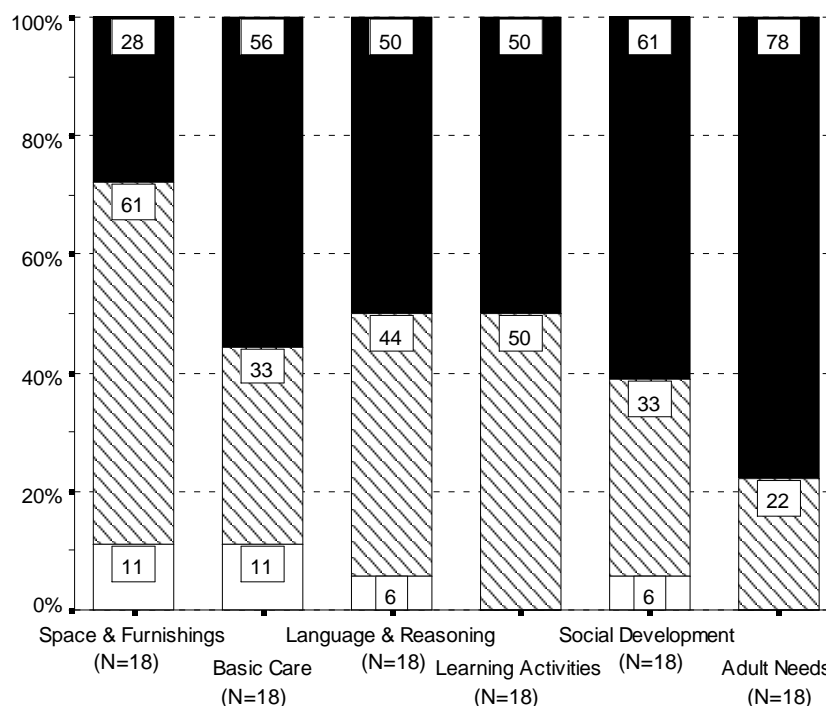


### Mean Scores on the *Teacher Child Interaction Scale*

Based on Table Q-44

Figure 25:

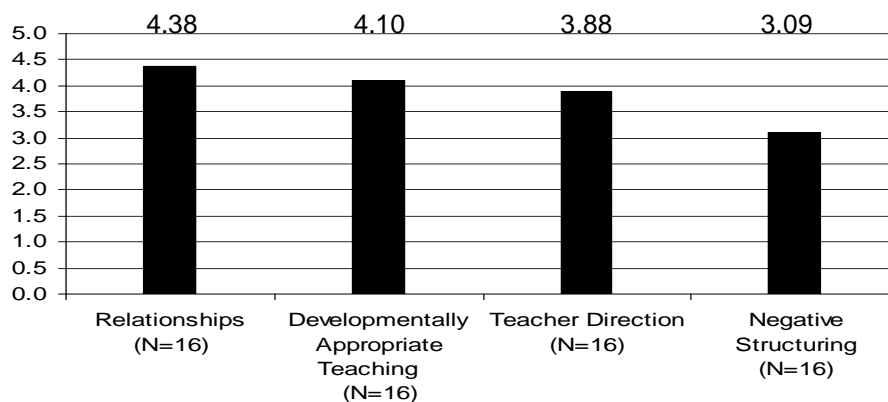
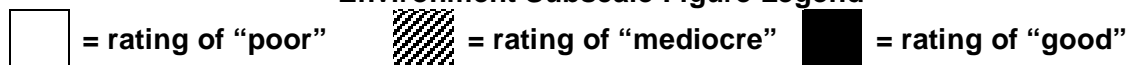
## Sussex County Profile of Family Child Care Programs



### Ratings on the *FDCRS* Subscales\*

\*Ratings of 1.00-2.99 are considered "poor," ratings of 3.00-4.99 are considered "mediocre," and ratings of 5.00-7.00 are considered "good" (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend



### Mean Scores on the *Teacher Child Interaction Scale*

Based on Table Q-44



## Appendix J

# Profile of Infant and Toddler Groups in Child Care Centers

## Quality Measurements

Quality of early care and education programs were measured in two ways. One method involved the use of one of four different environment rating scales. The second method used a teacher-child interaction scale. For more information about both of these, see the Quality of Early Care and Education section of the *Delaware Early Care and Education Baseline Quality Study*.


The environment rating scales were designed by a group of early childhood education researchers from the University of North Carolina at Chapel Hill. They have been in use since 1980 and are the most widely used environment rating scales in the field. They are routinely used to determine program quality and are often used to determine tiered reimbursement for subsidized care funding. (Maryland Department of Human Resources, 2003; Frank Porter Graham Child Development Institute, 2002) These instruments used were:

- the *Infant/Toddler Environment Rating Scale* (ITERS) (Harms, Cryer & Clifford, 1990)
- the *Early Childhood Environment Rating Scale-Revised* (ECERS-R) (Harms, Clifford, & Cryer, 1998)
- the *School-Age Care Environment Rating Scale* (SACERS) (Harms, Jacobs, & White, 1996)
- the *Family Day Care Rating Scale* (FDCRS) (Harms & Clifford, 1989)

Each group setting in each early care and education program observed was assessed for quality of programming according to one of these scales. As a result of assessing the quality dimensions of the items comprising the environment rating scales, the data collectors made a judgment and each item was assigned a score. The scores are based on evaluating each item according to anchor descriptors from numbers 1 and 2 (Inadequate), 3 (Minimal), and through 5 (Good), to 6 and 7 (Excellent).

From these scores, mean subscale scores were further divided into three categories: “Poor,” “Mediocre,” and “Good.” This system was established by the researchers of the *Cost, Quality and Child Outcomes Study* (Helburn, 1995a, 1995b). A program was placed in the “poor” category if the mean subscale score ranged from 1.00<3.00, a program was placed in the “mediocre” category if the mean subscale score ranged from 3.01<4.99, and a program was placed in the “good” category if the mean subscale score ranged from 5.00<7.00. In the figures that are associated with this information, the following legend is used throughout:

**Environment Subscale Figure Legend**

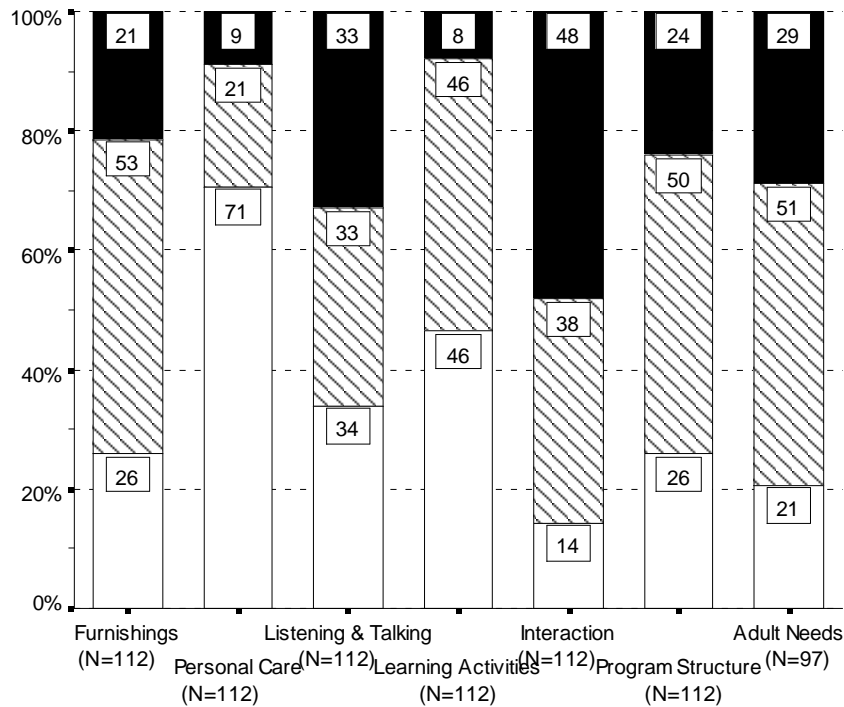
 = rating of “poor”	 = rating of “mediocre”	 = rating of “good”
--	--	--

In addition to the four environment rating scales, a teacher-child interaction scale was also used to provide additional information about teacher-child interactions. This scale, the *Teacher Child Interaction Scale* (Farran & Collins, 2001) is an observation scale used to determine eleven specific teacher behaviors related to interaction with children. These behaviors are observed for amount, quality, and appropriateness.

Figure 2:



## State Profile of Infant and Toddler Groups in Child Care Centers

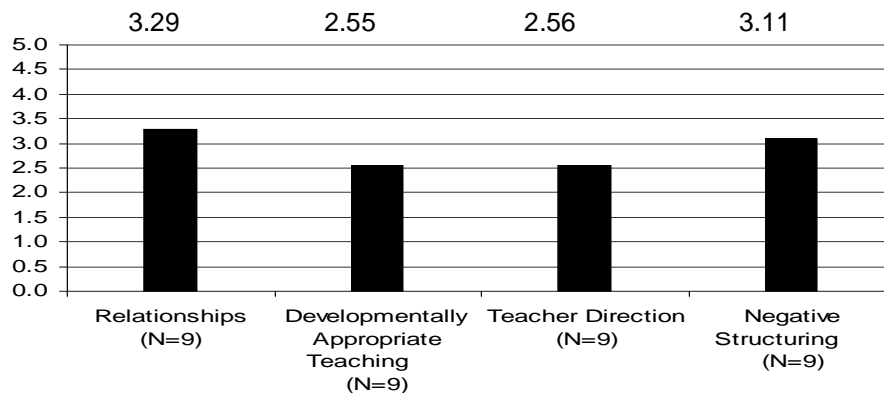


### Ratings on the *ITERS* Subscales\*

\*Ratings of 1.00-2.99 are considered "poor," ratings of 3.00-4.99 are considered "mediocre," and ratings of 5.00-7.00 are considered "good" (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

□ = rating of "poor"    ▨ = rating of "mediocre"    ■ = rating of "good"

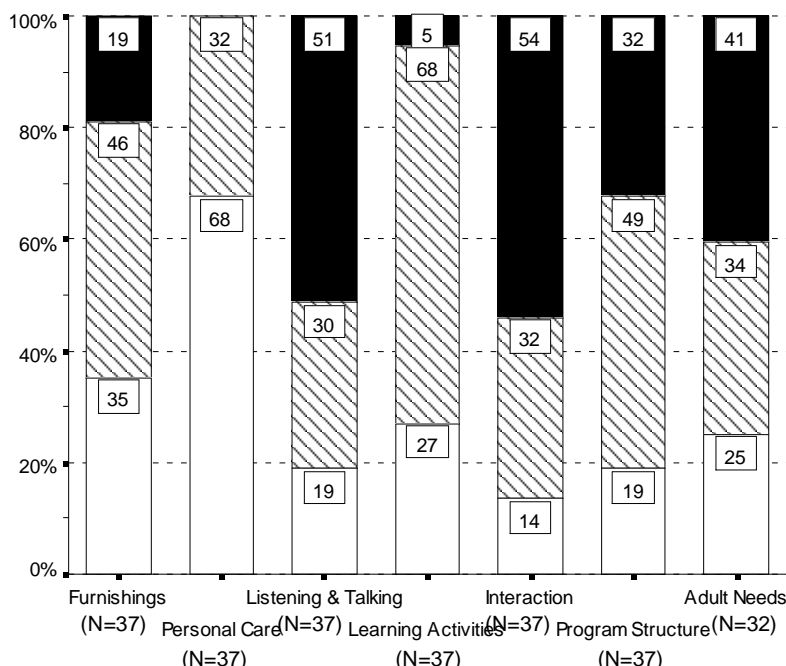


### Mean Scores on the *Teacher Child Interaction Scale*

Based on Table Q-45

Figure 8:

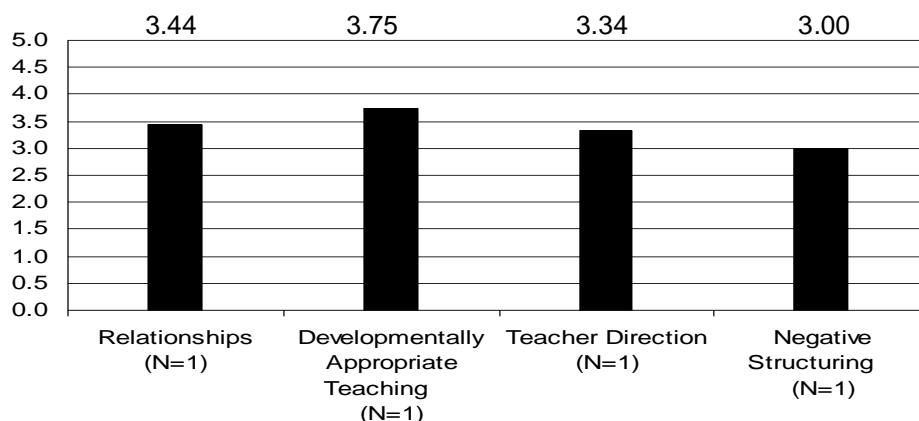
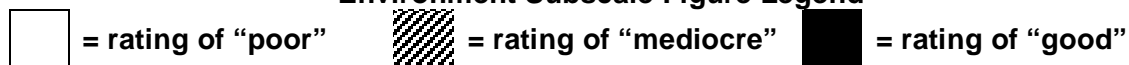
## New Castle County Profile of Infant and Toddler Groups in Child Care Centers



### Ratings on the *ITERS* Subscales\*

\*Ratings of 1.00-2.99 are considered "poor," ratings of 3.00-4.99 are considered "mediocre," and ratings of 5.00-7.00 are considered "good" (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

### Environment Subscale Figure Legend

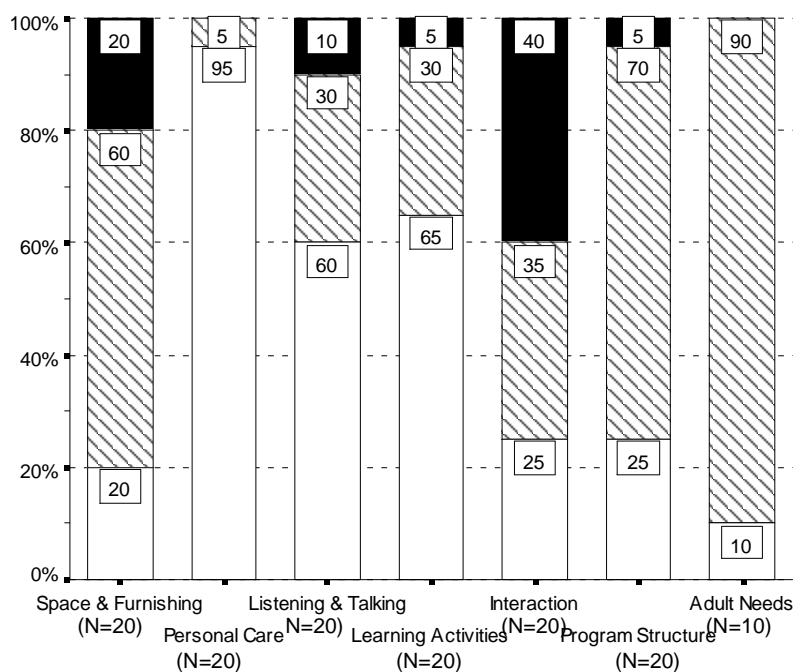


### Mean Scores on the *Teacher Child Interaction Scale*

Based on Table Q-45

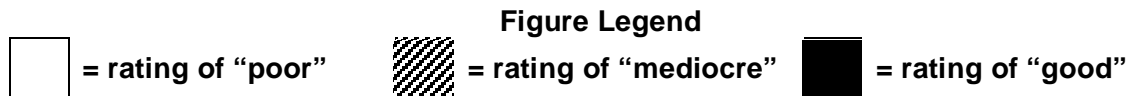
Figure 14:

## Wilmington Profile of Infant and Toddler Groups in Child Care Centers



### Ratings on the *ITERS* Subscales\*

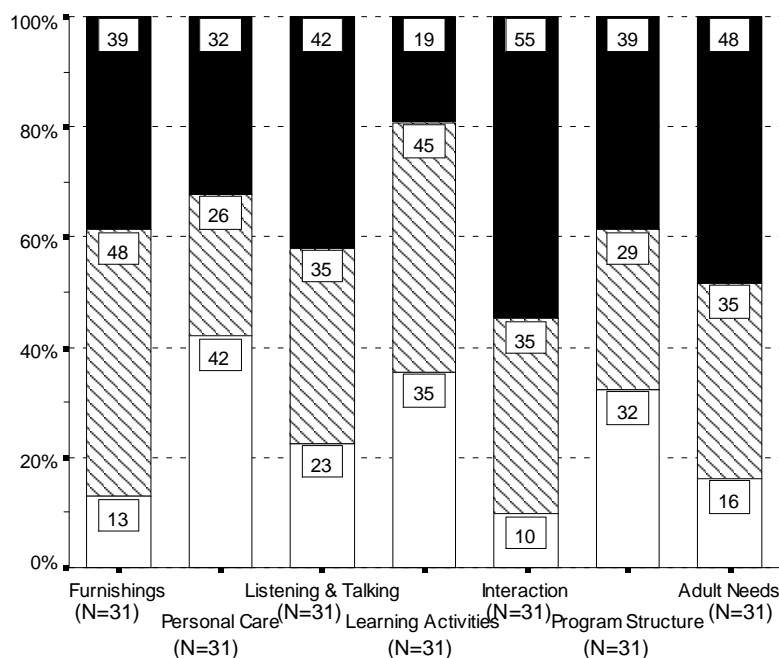
\*Ratings of 1.00-2.99 are considered "poor," ratings of 3.00-4.99 are considered "mediocre," and ratings of 5.00-7.00 are considered "good" (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).



Due to sampling constraints, there were not any groups of infants and toddlers in child care centers from Wilmington that were observed using the *Teacher Child Interaction Scale*.

Figure 20:

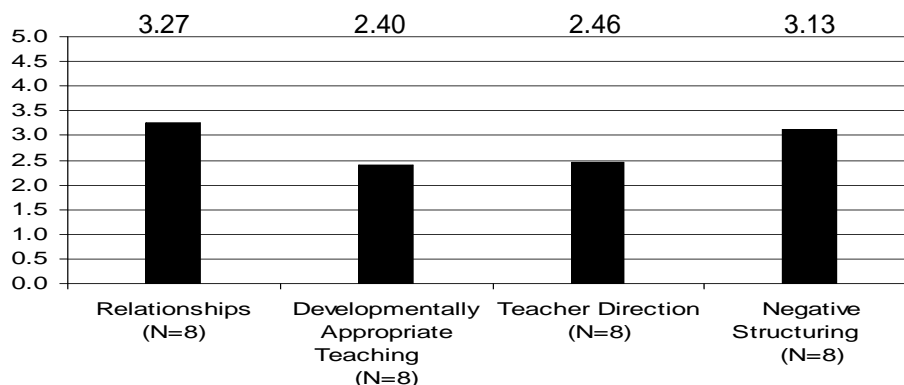
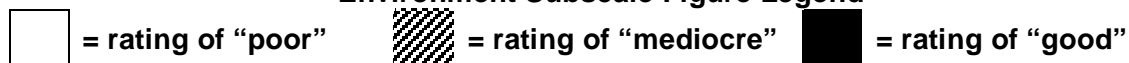
## Kent County Profile of Infant and Toddler Groups in Child Care Centers



### Ratings on the *ITERS* Subscales\*

\*Ratings of 1.00-2.99 are considered "poor," ratings of 3.00-4.99 are considered "mediocre," and ratings of 5.00-7.00 are considered "good" (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

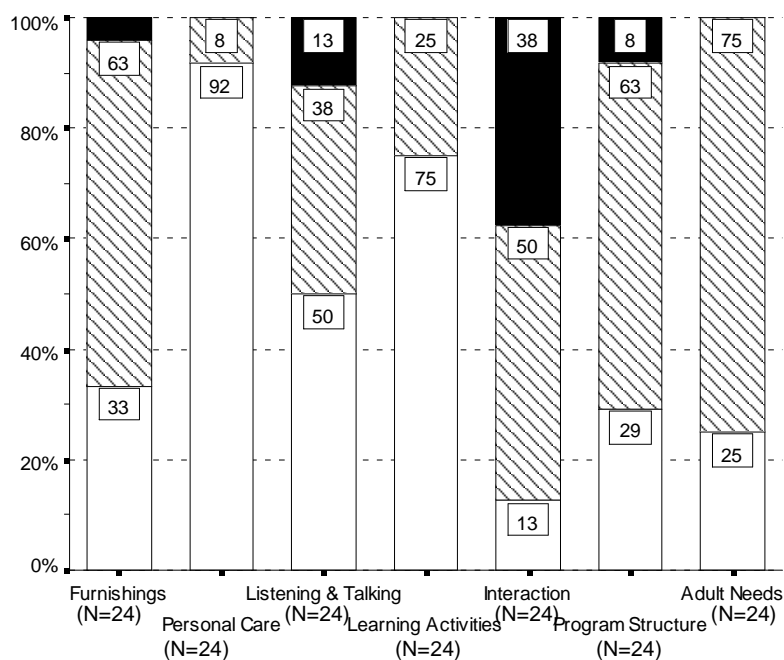


### Mean Scores on the *Teacher Child Interaction Scale*

Based on Table Q-45

Figure 26:

## Sussex County Profile of Infant and Toddler Groups in Child Care Centers



### Ratings on the *ITERS* Subscales\*

\*Ratings of 1.00-2.99 are considered "poor," ratings of 3.00-4.99 are considered "mediocre," and ratings of 5.00-7.00 are considered "good" (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report*, 1995).

#### Environment Subscale Figure Legend

= rating of "poor"
  = rating of "mediocre"
  = rating of "good"

Due to sampling constraints, there were not any groups of infants and toddlers in child care centers from Sussex County that were observed using the *Teacher Child Interaction Scale*.



## Appendix K

# Profile of Groups for 3 to 5-Year-Olds in Child Care Centers

## Quality Measurements

Quality of early care and education programs were measured in two ways. One method involved the use of one of four different environment rating scales. The second method used a teacher-child interaction scale. For more information about both of these, see the Quality of Early Care and Education section of the *Delaware Early Care and Education Baseline Quality Study*.




The environment rating scales were designed by a group of early childhood education researchers from the University of North Carolina at Chapel Hill. They have been in use since 1980 and are the most widely used environment rating scales in the field. They are routinely used to determine program quality and are often used to determine tiered reimbursement for subsidized care funding. (Maryland Department of Human Resources, 2003; Frank Porter Graham Child Development Institute, 2002) These instruments used were:

- the *Infant/Toddler Environment Rating Scale* (ITERS) (Harms, Cryer & Clifford, 1990)
- the *Early Childhood Environment Rating Scale-Revised* (ECERS-R) (Harms, Clifford, & Cryer, 1998)
- the *School-Age Care Environment Rating Scale* (SACERS) (Harms, Jacobs, & White, 1996)
- the *Family Day Care Rating Scale* (FDCRS) (Harms & Clifford, 1989)

Each group setting in each early care and education program observed was assessed for quality of programming according to one of these scales. As a result of assessing the quality dimensions of the items comprising the environment rating scales, the data collectors made a judgment and each item was assigned a score. The scores are based on evaluating each item according to anchor descriptors from numbers 1 and 2 (Inadequate), 3 (Minimal), and through 5 (Good), to 6 and 7 (Excellent).

From these scores, mean subscale scores were further divided into three categories: “Poor,” “Mediocre,” and “Good.” This system was established by the researchers of the *Cost, Quality and Child Outcomes Study* (Helburn, 1995a, 1995b). A program was placed in the “poor” category if the mean subscale score ranged from 1.00<3.00, a program was placed in the “mediocre” category if the mean subscale score ranged from 3.01<4.99, and a program was placed in the “good” category if the mean subscale score ranged from 5.00<7.00. In the figures that are associated with this information, the following legend is used throughout:

### Environment Subscale Figure Legend

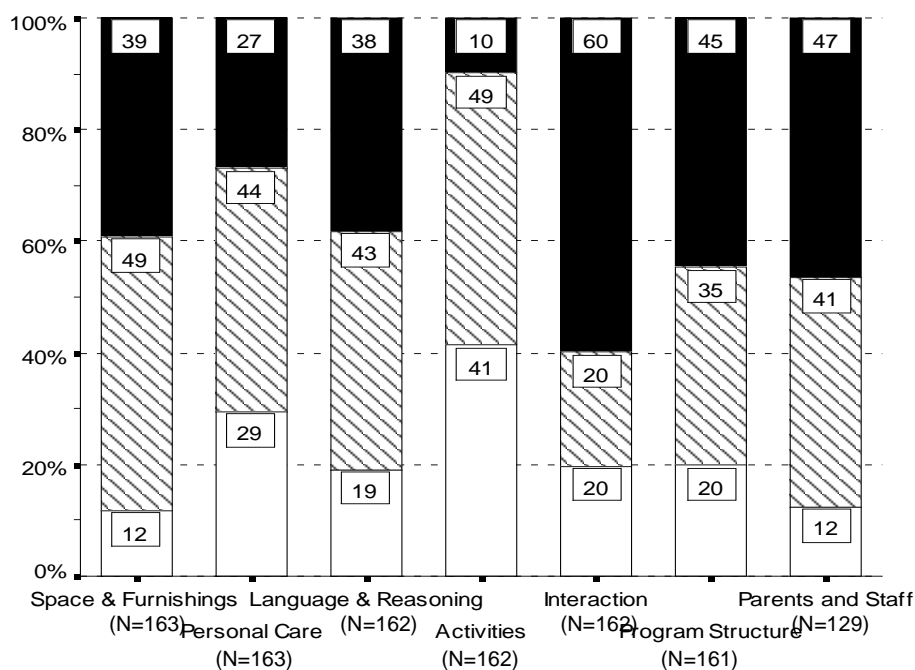
 = rating of “poor”       = rating of “mediocre”       = rating of “good”

In addition to the four environment rating scales, a teacher-child interaction scale was also used to provide additional information about teacher-child interactions. This scale, the *Teacher Child Interaction Scale* (Farran & Collins, 2001) is an observation scale used to determine eleven specific teacher behaviors related to interaction with children. These behaviors are observed for amount, quality, and appropriateness.



Figure 3:

### State Profile of Groups of 3 to 5-Year-Olds in Child Care Centers

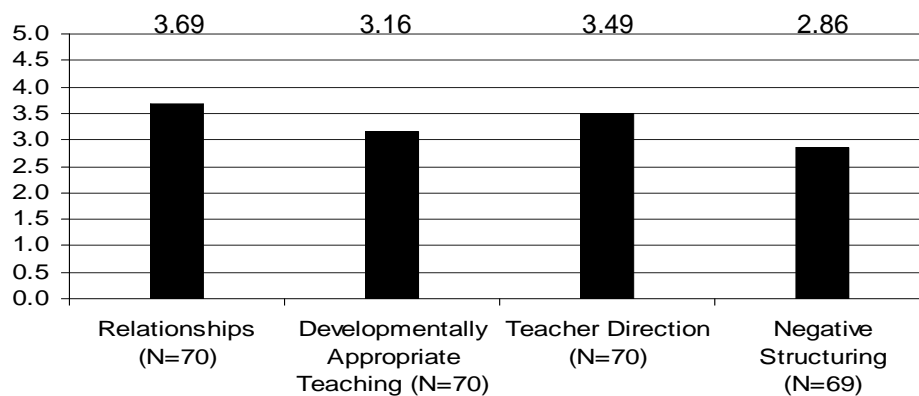


### Rating on the *ECERS* Subscales\*

\*Ratings of 1.00-2.99 are considered "poor," ratings of 3.00-4.99 are considered "mediocre," and ratings of 5.00-7.00 are considered "good" (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

□ = rating of "poor"    ▨ = rating of "mediocre"    ■ = rating of "good"

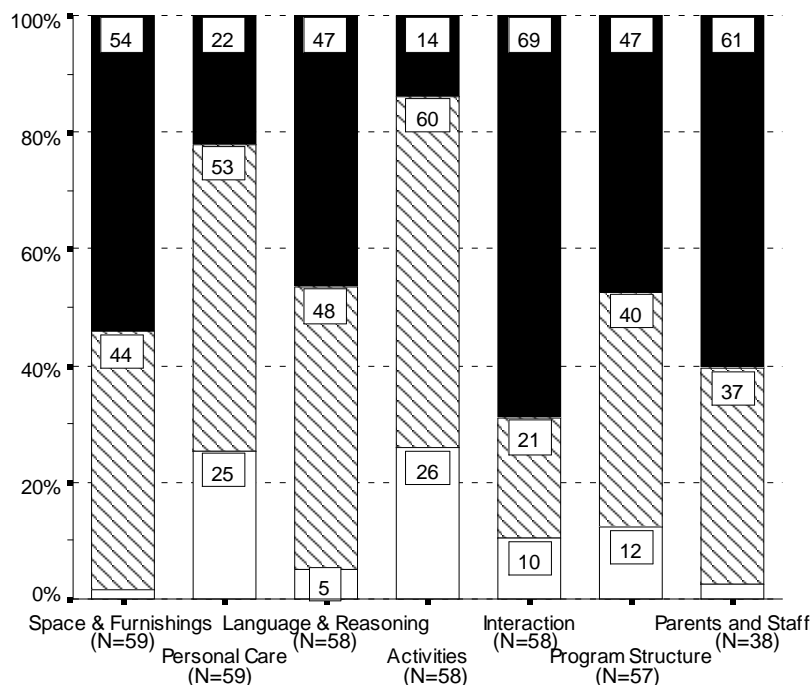


### Mean Scores on the *Teacher Child Interaction Scale*

Based on Table Q-46

Figure 9:

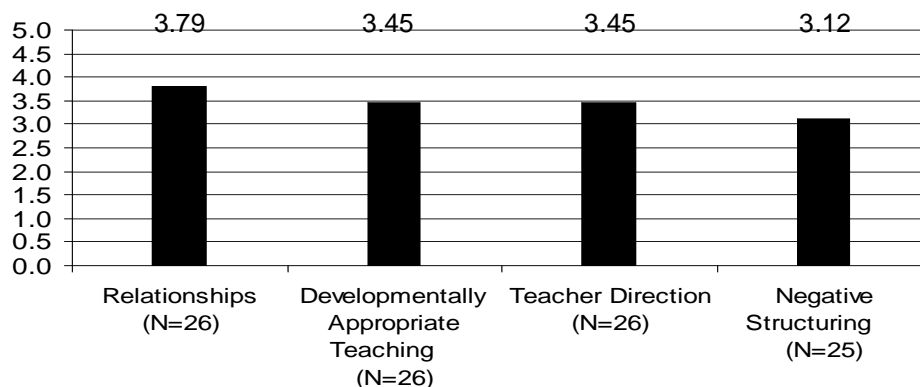
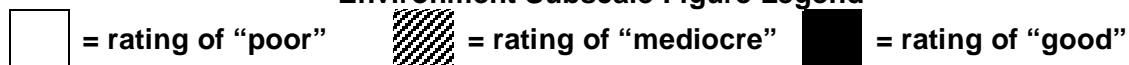
## New Castle County Profile of Groups of 3 to 5-Year-Olds in Child Care Centers



### Ratings on the *ECERS* Subscales\*

\*Ratings of 1.00-2.99 are considered "poor," ratings of 3.00-4.99 are considered "mediocre," and ratings of 5.00-7.00 are considered "good" (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

### Environment Subscale Figure Legend

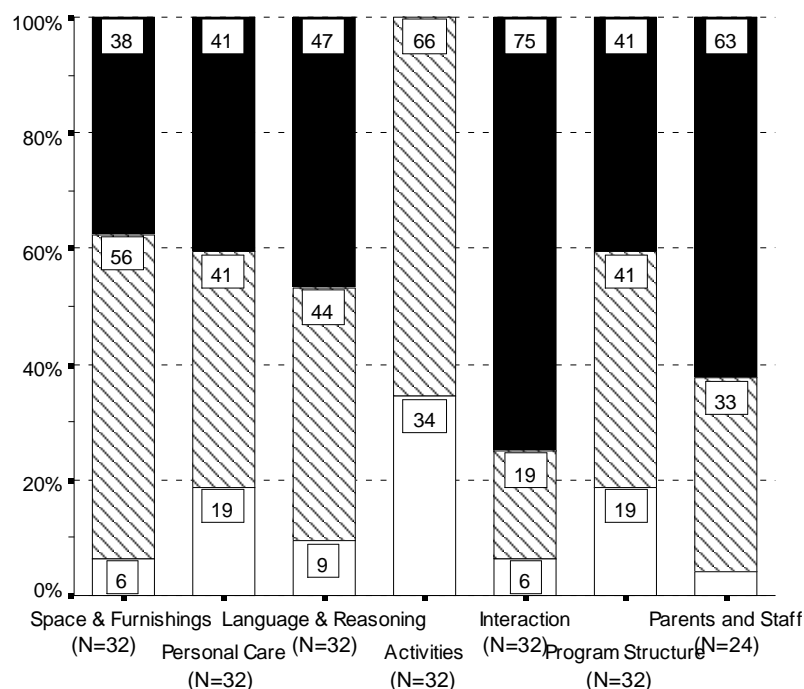


### Mean Scores on the *Teacher Child Interaction Scale*

Based on Table Q-46

Figure 15:

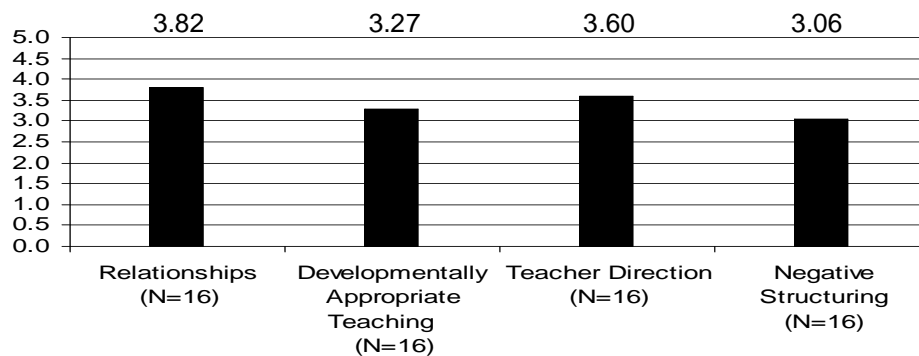
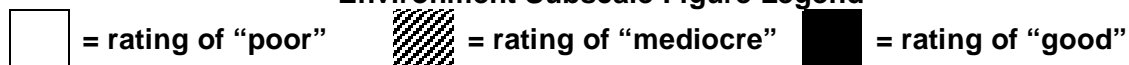
## Wilmington Profile of Groups of 3 to 5-Year-Olds in Child Care Centers



### Ratings on the *ECERS* Subscales\*

\*Ratings of 1.00-2.99 are considered "poor," ratings of 3.00-4.99 are considered "mediocre," and ratings of 5.00-7.00 are considered "good" (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

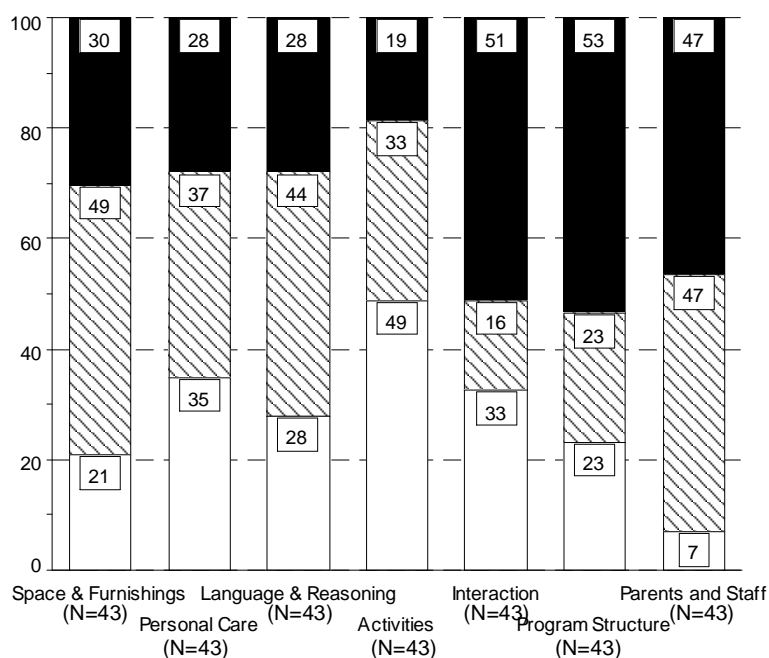


### Mean Scores on the *Teacher Child Interaction Scale*

Based on Table Q-46

Figure 21:

## Kent County Profile of Groups of 3 to 5-Year-Olds in Child Care Centers

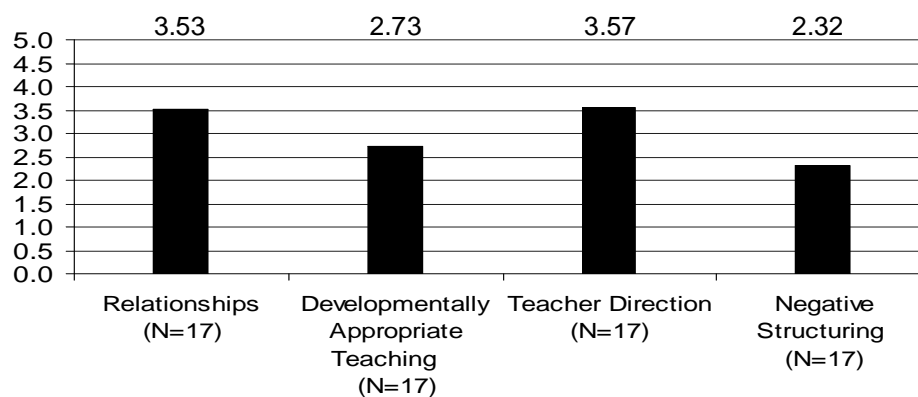


### Ratings on the *ECERS* Subscales\*

\*Ratings of 1.00-2.99 are considered "poor," ratings of 3.00-4.99 are considered "mediocre," and ratings of 5.00-7.00 are considered "good" (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

= rating of "poor"
  = rating of "mediocre"
  = rating of "good"

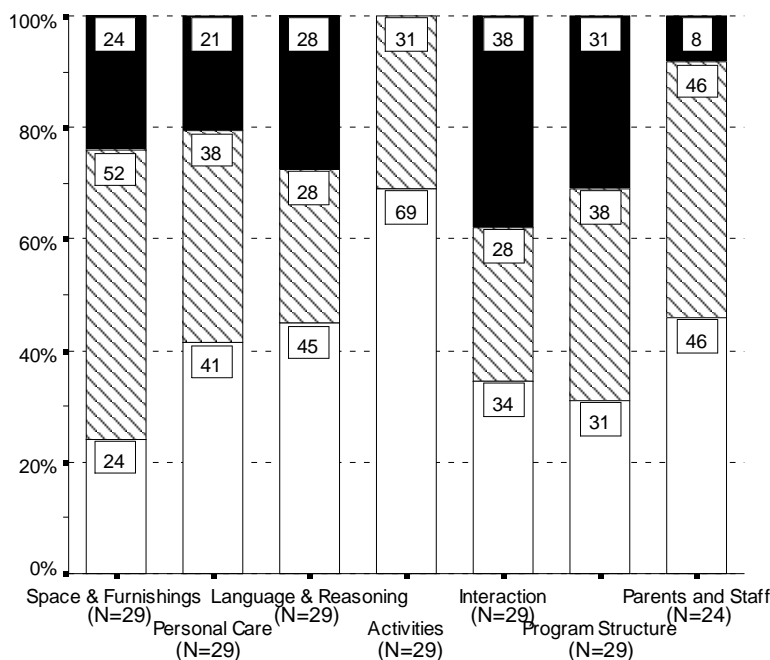


### Mean Scores on the *Teacher Child Interaction Scale*

Based on Table Q-46

Figure 27:

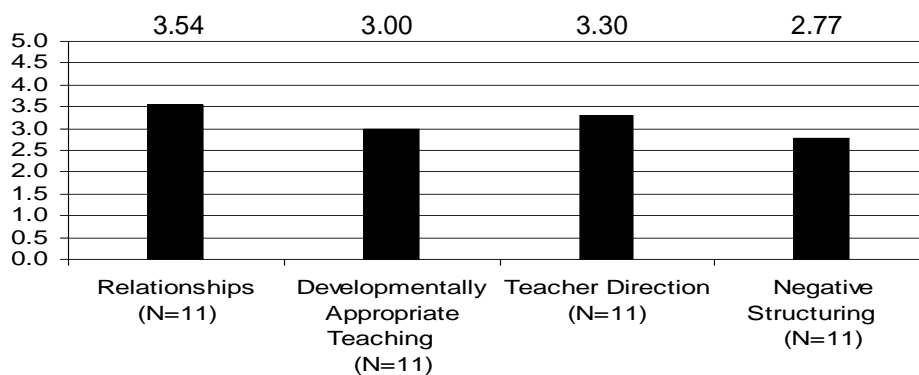
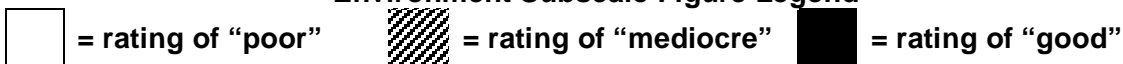
## Sussex County Profile of Groups of 3 to 5-Year-Olds in Child Care Centers



### Ratings on the *ECERS* Subscales\*

\*Ratings of 1.00-2.99 are considered "poor," ratings of 3.00-4.99 are considered "mediocre," and ratings of 5.00-7.00 are considered "good" (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

### Environment Subscale Figure Legend



### Mean Scores on the *Teacher Child Interaction Scale*

Based on Table Q-46



## Appendix L

# Profile of Groups for 3 to 5-Year-Olds in Head Start and Early Childhood Assistance Programs

## Quality Measurements

Quality of early care and education programs were measured in two ways. One method involved the use of one of four different environment rating scales. The second method used a teacher-child interaction scale. For more information about both of these, see the Quality of Early Care and Education section of the *Delaware Early Care and Education Baseline Quality Study*.




The environment rating scales were designed by a group of early childhood education researchers from the University of North Carolina at Chapel Hill. They have been in use since 1980 and are the most widely used environment rating scales in the field. They are routinely used to determine program quality and are often used to determine tiered reimbursement for subsidized care funding. (Maryland Department of Human Resources, 2003; Frank Porter Graham Child Development Institute, 2002) These instruments used were:

- the *Infant/Toddler Environment Rating Scale* (ITERS) (Harms, Cryer & Clifford, 1990)
- the *Early Childhood Environment Rating Scale-Revised* (ECERS-R) (Harms, Clifford, & Cryer, 1998)
- the *School-Age Care Environment Rating Scale* (SACERS) (Harms, Jacobs, & White, 1996)
- the *Family Day Care Rating Scale* (FDCRS) (Harms & Clifford, 1989)

Each group setting in each early care and education program observed was assessed for quality of programming according to one of these scales. As a result of assessing the quality dimensions of the items comprising the environment rating scales, the data collectors made a judgment and each item was assigned a score. The scores are based on evaluating each item according to anchor descriptors from numbers 1 and 2 (Inadequate), 3 (Minimal), and through 5 (Good), to 6 and 7 (Excellent).

From these scores, mean subscale scores were further divided into three categories: “Poor,” “Mediocre,” and “Good.” This system was established by the researchers of the *Cost, Quality and Child Outcomes Study* (Helburn, 1995a, 1995b). A program was placed in the “poor” category if the mean subscale score ranged from 1.00<3.00, a program was placed in the “mediocre” category if the mean subscale score ranged from 3.01<4.99, and a program was placed in the “good” category if the mean subscale score ranged from 5.00<7.00. In the figures that are associated with this information, the following legend is used throughout:

### Environment Subscale Figure Legend

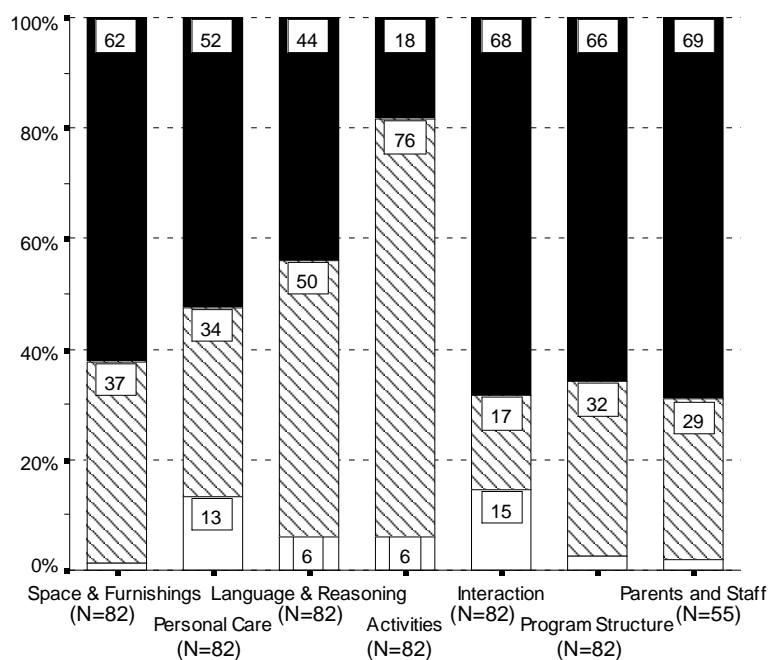
 = rating of “poor”       = rating of “mediocre”       = rating of “good”

In addition to the four environment rating scales, a teacher-child interaction scale was also used to provide additional information about teacher-child interactions. This scale, the *Teacher Child Interaction Scale* (Farran & Collins, 2001) is an observation scale used to determine eleven specific teacher behaviors related to interaction with children. These behaviors are observed for amount, quality, and appropriateness.



Figure 4:

## State Profile of Groups in Head Start and Early Childhood Assistance Programs

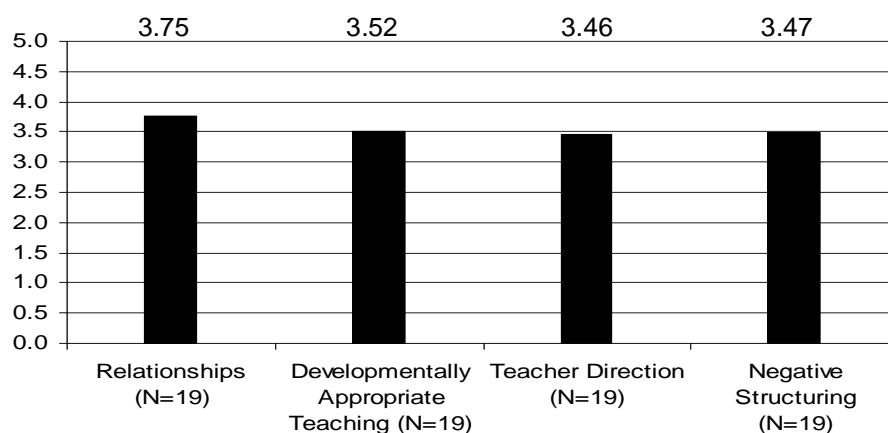


### Rating on the *ECERS* Subscales\*

\*Ratings of 1.00-2.99 are considered "poor," ratings of 3.00-4.99 are considered "mediocre," and ratings of 5.00-7.00 are considered "good" (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

= rating of "poor"
  = rating of "mediocre"
  = rating of "good"

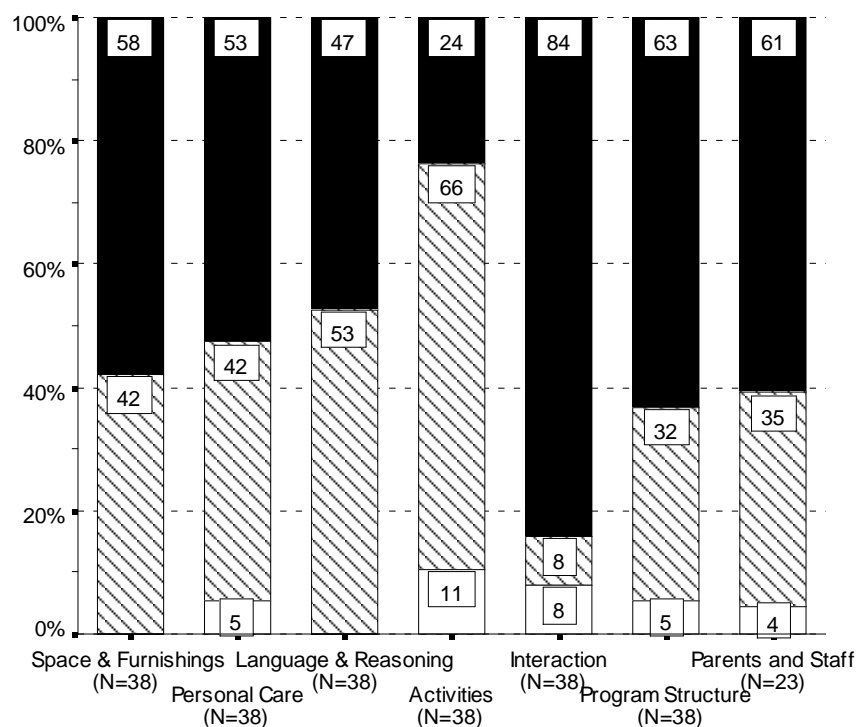


### Mean Scores on the *Teacher Child Interaction Scale*

Based on Table Q-47

Figure 10:

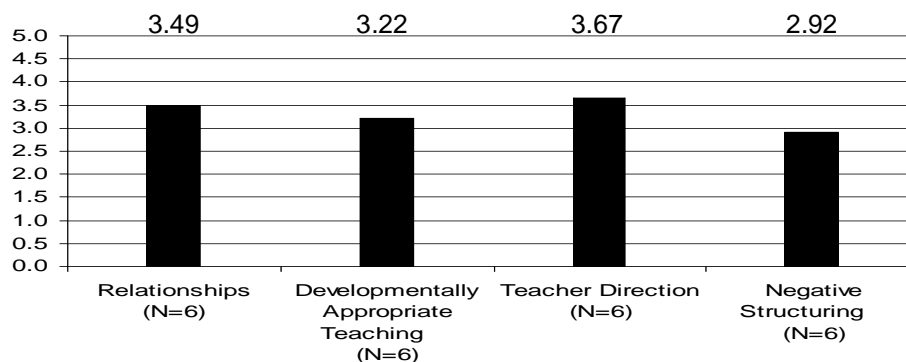
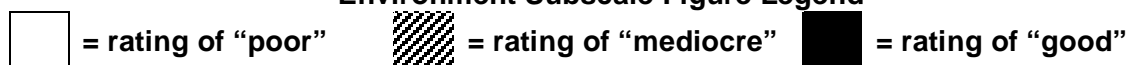
## New Castle County Profile of Groups in Head Start and Early Childhood Assistance Programs



### Ratings on the *ECERS* Subscales\*

\*Ratings of 1.00-2.99 are considered "poor," ratings of 3.00-4.99 are considered "mediocre," and ratings of 5.00-7.00 are considered "good" (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

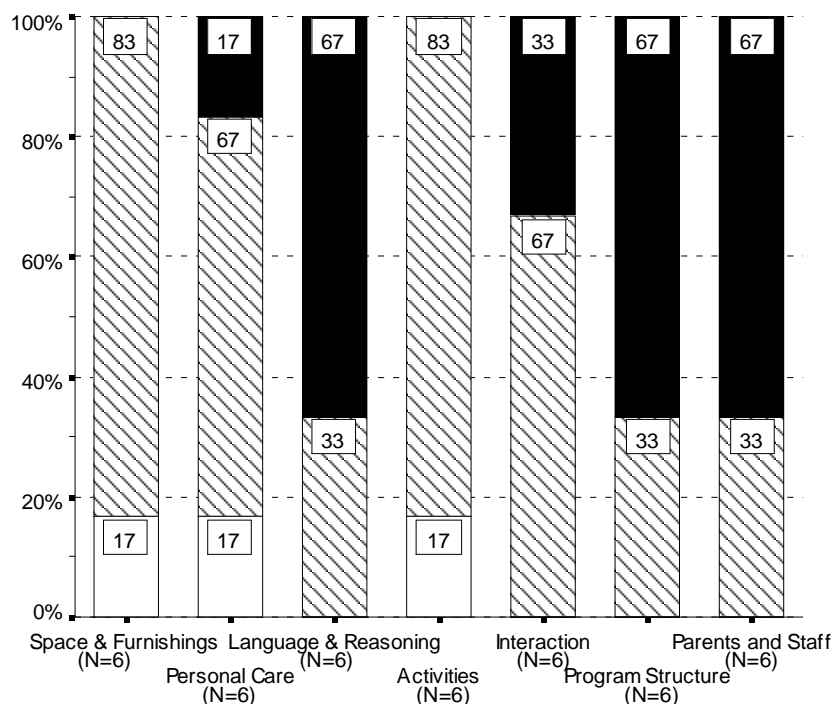


### Mean Scores on the *Teacher Child Interaction Scale*

Based on Table Q-47

Figure 16:

## Wilmington Profile of Groups in Head Start and Early Childhood Assistance Programs



### Ratings on the *ECERS* Subscales\*

\*Ratings of 1.00-2.99 are considered "poor," ratings of 3.00-4.99 are considered "mediocre," and ratings of 5.00-7.00 are considered "good" (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

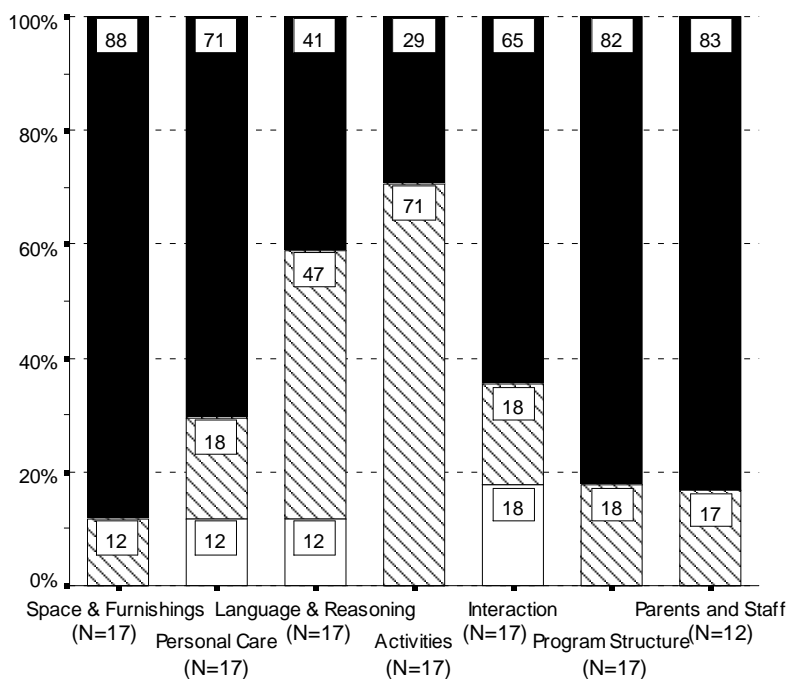
#### Environment Subscale Figure Legend

= rating of "poor"
  = rating of "mediocre"
  = rating of "good"

Due to sampling constraints, there were not any groups in Head Start and Early Childhood Assistance Programs from Wilmington that were observed using the *Teacher Child Interaction Scale*.

Figure 22:

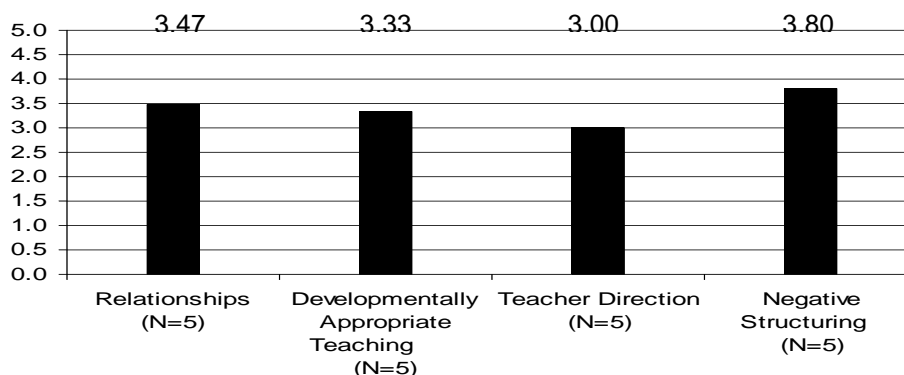
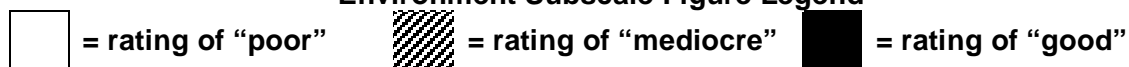
## Kent County Profile of Groups in Head Start and Early Childhood Assistance Programs



### Ratings on the *ECERS* Subscales\*

\*Ratings of 1.00-2.99 are considered "poor," ratings of 3.00-4.99 are considered "mediocre," and ratings of 5.00-7.00 are considered "good" (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

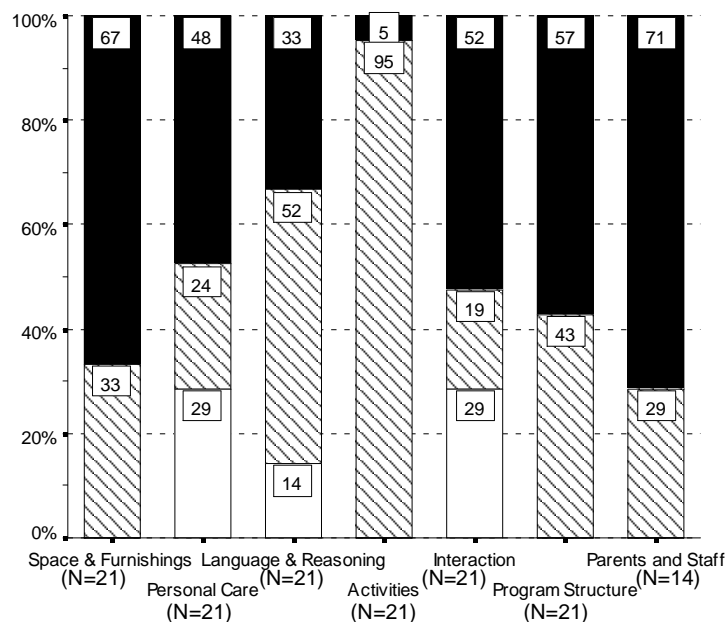


### Mean Scores on the *Teacher Child Interaction Scale*

Based on Table Q-47

Figure 28:

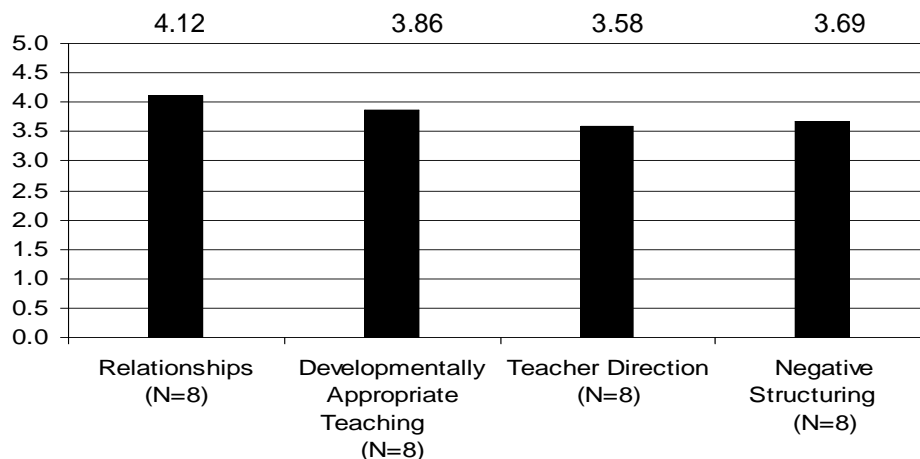
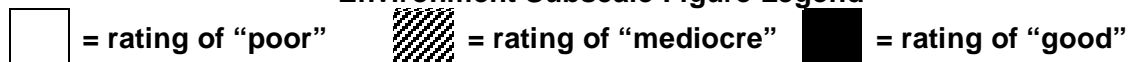
## Sussex County Profile of Groups in Head Start and Early Childhood Assistance Programs



### Ratings on the *ECERS* Subscales\*

\*Ratings of 1.00-2.99 are considered "poor," ratings of 3.00-4.99 are considered "mediocre," and ratings of 5.00-7.00 are considered "good" (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend



### Mean Scores on the *Teacher Child Interaction Scale*

Based on Table Q-47



## Appendix M

# Profile of Groups for 3 to 5-Year-Olds in Part-Day Programs

## Quality Measurements

Quality of early care and education programs were measured in two ways. One method involved the use of one of four different environment rating scales. The second method used a teacher-child interaction scale. For more information about both of these, see the Quality of Early Care and Education section of the *Delaware Early Care and Education Baseline Quality Study*.




The environment rating scales were designed by a group of early childhood education researchers from the University of North Carolina at Chapel Hill. They have been in use since 1980 and are the most widely used environment rating scales in the field. They are routinely used to determine program quality and are often used to determine tiered reimbursement for subsidized care funding. (Maryland Department of Human Resources, 2003; Frank Porter Graham Child Development Institute, 2002) These instruments used were:

- the *Infant/Toddler Environment Rating Scale* (ITERS) (Harms, Cryer & Clifford, 1990)
- the *Early Childhood Environment Rating Scale-Revised* (ECERS-R) (Harms, Clifford, & Cryer, 1998)
- the *School-Age Care Environment Rating Scale* (SACERS) (Harms, Jacobs, & White, 1996)
- the *Family Day Care Rating Scale* (FDCRS) (Harms & Clifford, 1989)

Each group setting in each early care and education program observed was assessed for quality of programming according to one of these scales. As a result of assessing the quality dimensions of the items comprising the environment rating scales, the data collectors made a judgment and each item was assigned a score. The scores are based on evaluating each item according to anchor descriptors from numbers 1 and 2 (Inadequate), 3 (Minimal), and through 5 (Good), to 6 and 7 (Excellent).

From these scores, mean subscale scores were further divided into three categories: “Poor,” “Mediocre,” and “Good.” This system was established by the researchers of the *Cost, Quality and Child Outcomes Study* (Helburn, 1995a, 1995b). A program was placed in the “poor” category if the mean subscale score ranged from 1.00<3.00, a program was placed in the “mediocre” category if the mean subscale score ranged from 3.01<4.99, and a program was placed in the “good” category if the mean subscale score ranged from 5.00<7.00. In the figures that are associated with this information, the following legend is used throughout:

### Environment Subscale Figure Legend

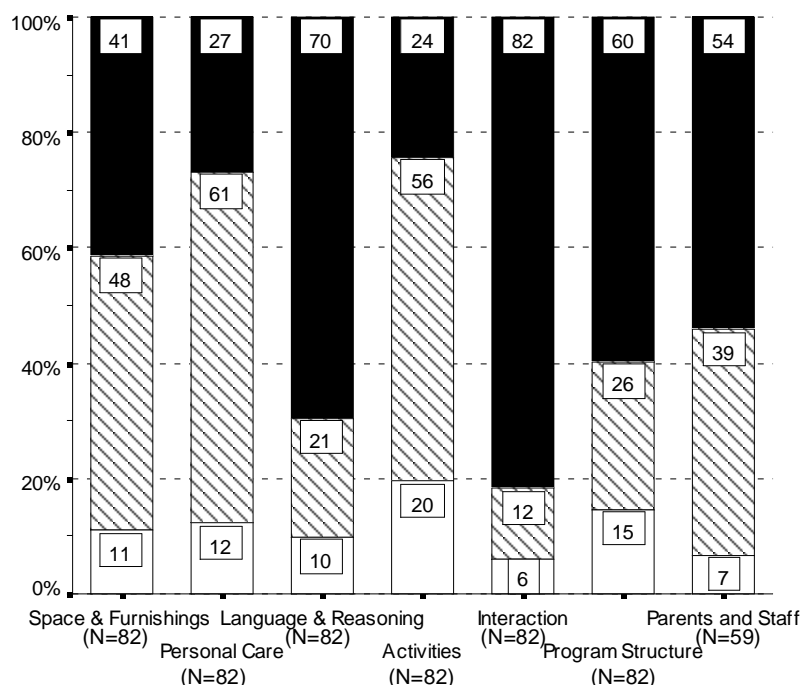
 = rating of “poor”       = rating of “mediocre”       = rating of “good”

In addition to the four environment rating scales, a teacher-child interaction scale was also used to provide additional information about teacher-child interactions. This scale, the *Teacher Child Interaction Scale* (Farran & Collins, 2001) is an observation scale used to determine eleven specific teacher behaviors related to interaction with children. These behaviors are observed for amount, quality, and appropriateness.



Figure 5:

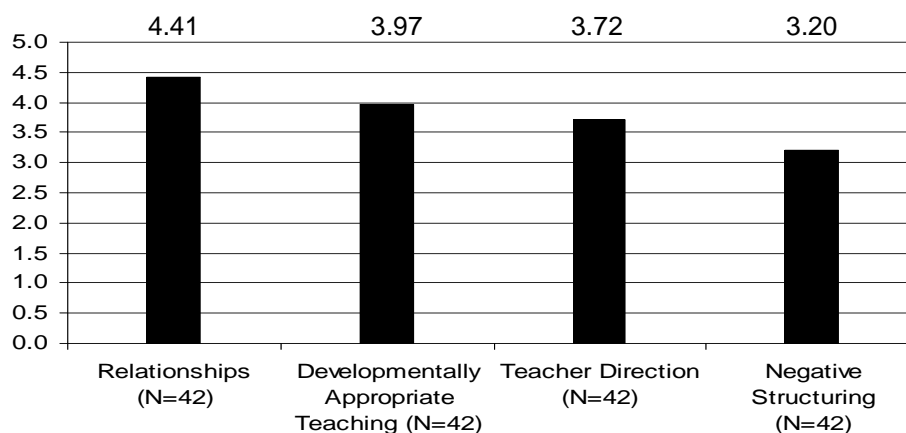
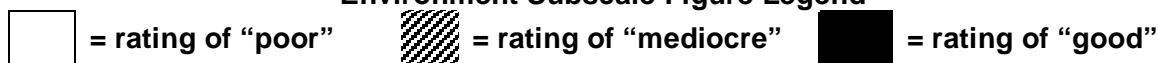
## State Profile of Groups of 3 to 5-Year-Olds in Part-Day Programs



### Rating on the *ECERS* Subscales\*

\*Ratings of 1.00-2.99 are considered "poor," ratings of 3.00-4.99 are considered "mediocre," and ratings of 5.00-7.00 are considered "good" (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

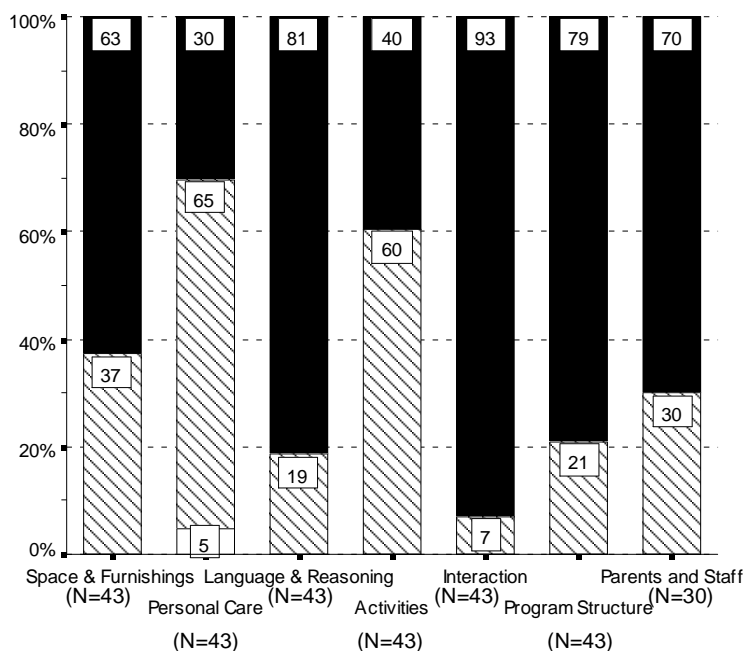


### Mean Scores on the *Teacher Child Interaction Scale*

Based on Table Q-48

Figure 11:

## New Castle County Profile of Groups of 3 to 5-Year-Olds in Part-Day Programs

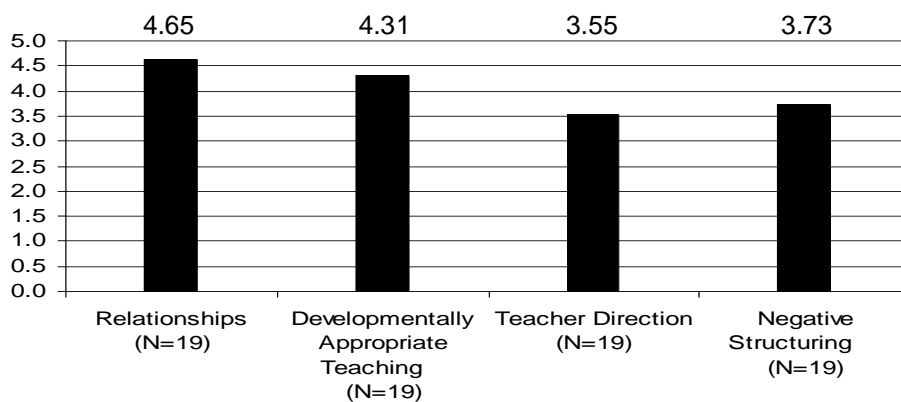


### Ratings on the *ECERS* Subscales\*

\*Ratings of 1.00-2.99 are considered "poor," ratings of 3.00-4.99 are considered "mediocre," and ratings of 5.00-7.00 are considered "good" (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

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  = rating of "mediocre"
  = rating of "good"

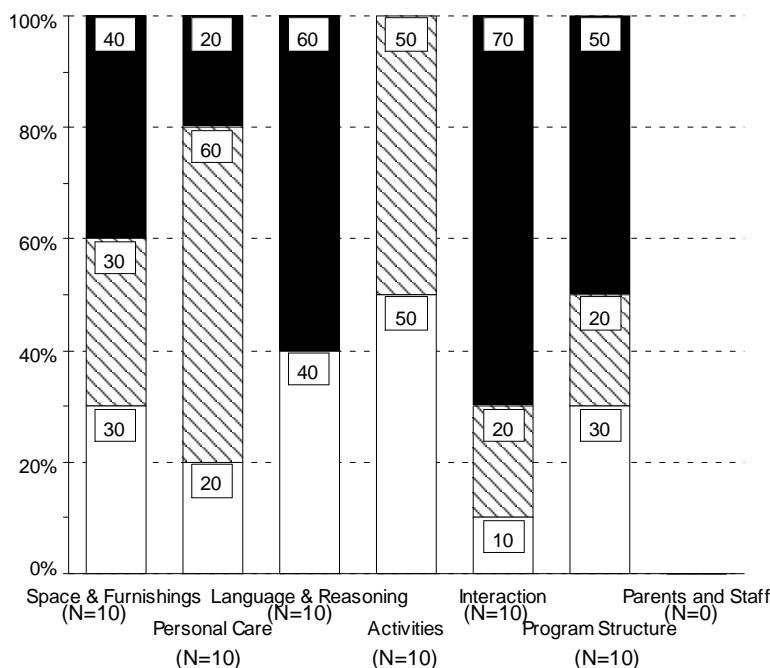


### Mean Scores on the *Teacher Child Interaction Scale*

Based on Table Q-48

Figure 17:

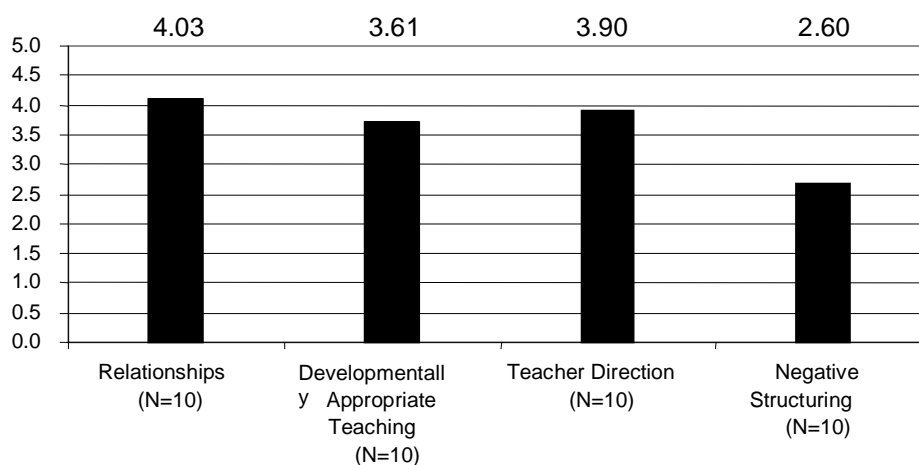
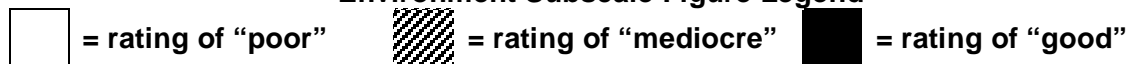
## Wilmington Profile of Groups of 3 to 5-Year-Olds in Part-Day Programs



### Ratings on the *ECERS* Subscales\*

\*Ratings of 1.00-2.99 are considered "poor," ratings of 3.00-4.99 are considered "mediocre," and ratings of 5.00-7.00 are considered "good" (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

### Environment Subscale Figure Legend

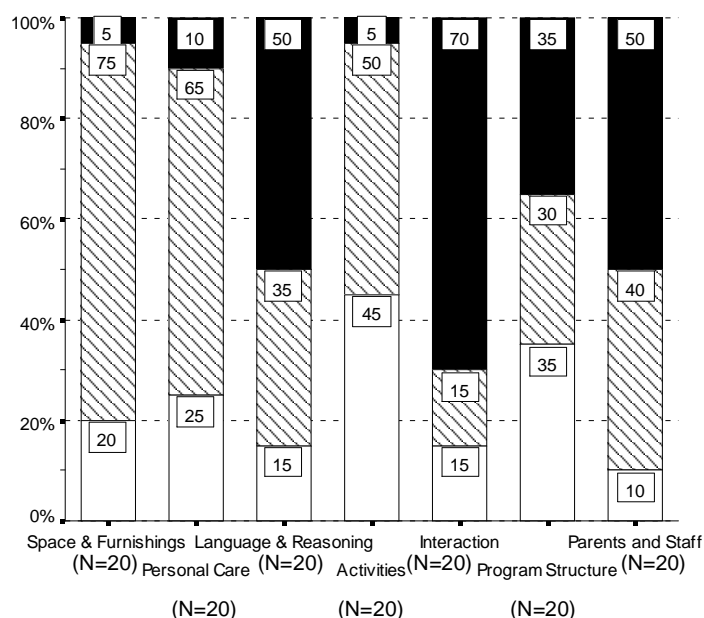


### Mean Scores on the *Teacher Child Interaction Scale*

Based on Table Q-48

Figure 23:

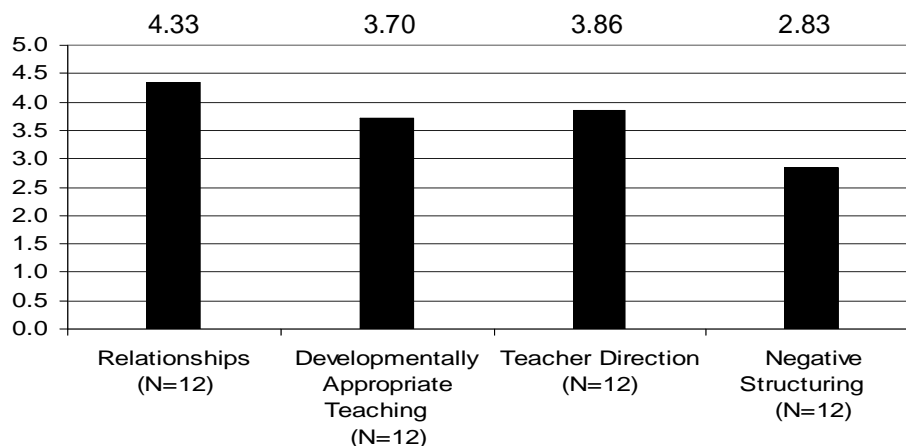
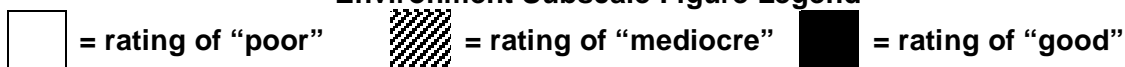
## Kent County Profile of Groups in Part-Day Programs



### Ratings on the *ECERS* Subscales\*

\*Ratings of 1.00-2.99 are considered "poor," ratings of 3.00-4.99 are considered "mediocre," and ratings of 5.00-7.00 are considered "good" (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

#### Environment Subscale Figure Legend

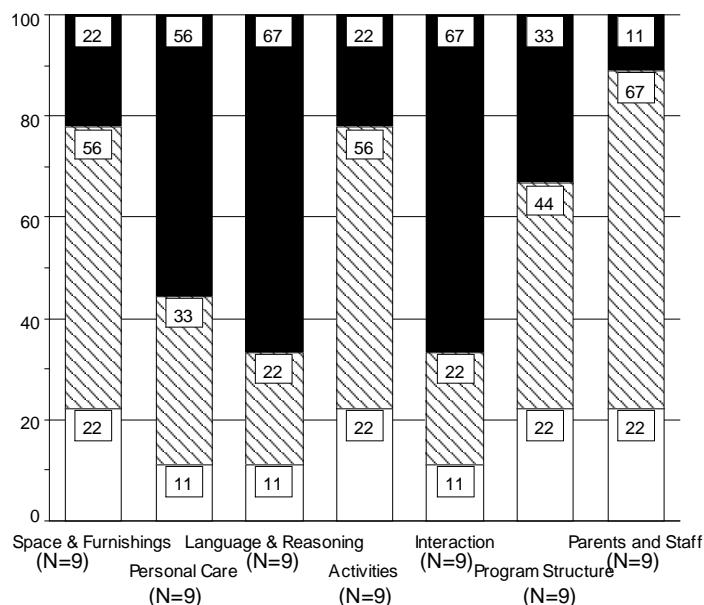


### Mean Scores on the *Teacher Child Interaction Scale*

Based on Table Q-48

Figure 29:

## Sussex County Profile of Groups of 3 to 5-Year-Olds in Part-Day Programs



### Ratings on the *ECERS* Subscales\*

\*Ratings of 1.00-2.99 are considered "poor," ratings of 3.00-4.99 are considered "mediocre," and ratings of 5.00-7.00 are considered "good" (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

### Environment Subscale Figure Legend

□ = rating of "poor"    ▨ = rating of "mediocre"    ■ = rating of "good"

Due to sampling constraints, there were not any part-day groups in Sussex County that were observed using the *Teacher Child Interaction Scale*.



## Appendix N

# Profile of Groups for School-Age Children

## Quality Measurements

Quality of early care and education programs were measured in two ways. One method involved the use of one of four different environment rating scales. The second method used a teacher-child interaction scale. For more information about both of these, see the Quality of Early Care and Education section of the *Delaware Early Care and Education Baseline Quality Study*.




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### Environment Subscale Figure Legend

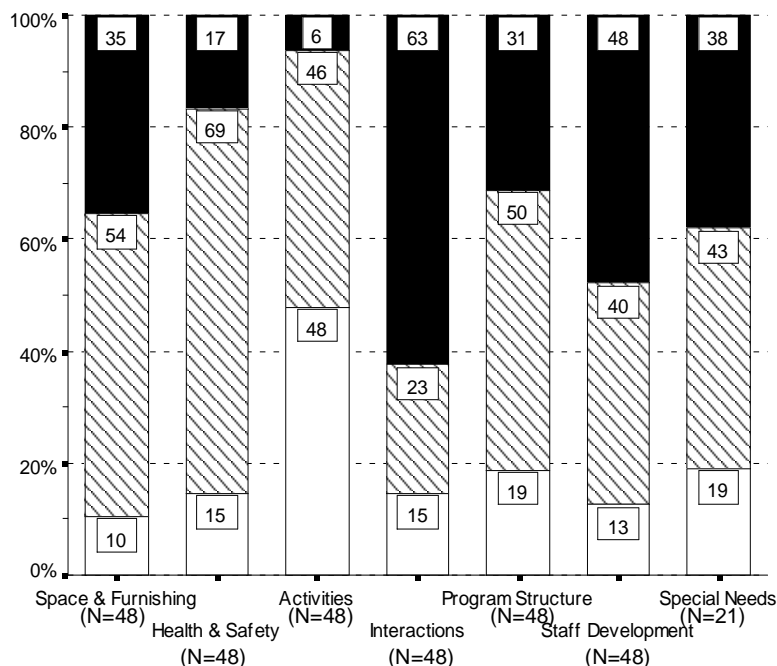
 = rating of “poor”       = rating of “mediocre”       = rating of “good”

In addition to the four environment rating scales, a teacher-child interaction scale was also used to provide additional information about teacher-child interactions. This scale, the *Teacher Child Interaction Scale* (Farran & Collins, 2001) is an observation scale used to determine eleven specific teacher behaviors related to interaction with children. These behaviors are observed for amount, quality, and appropriateness.



Figure 6:

## State Profile of Groups in School-Age Programs

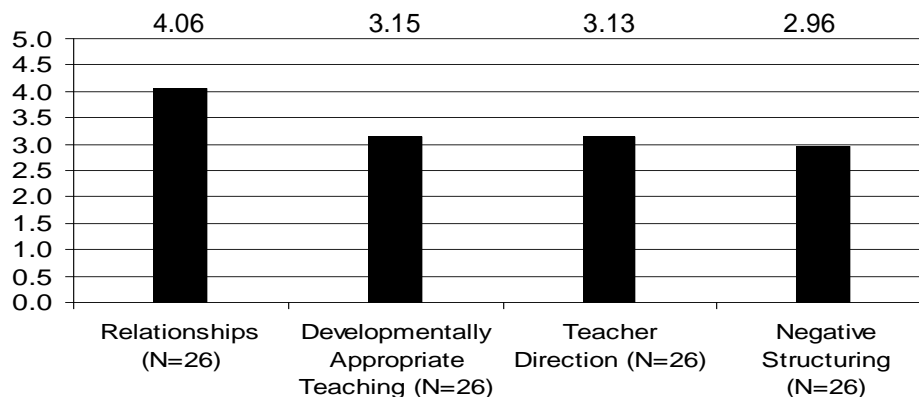


## Rating on the SACERS Subscales\*

\*Ratings of 1.00-2.99 are considered "poor," ratings of 3.00-4.99 are considered "mediocre," and ratings of 5.00-7.00 are considered "good" (*Cost, Quality, and Child Outcomes in Child Care Centers Public Report, 1995*).

### Environment Subscale Figure Legend

= rating of "poor"
  = rating of "mediocre"
  = rating of "good"

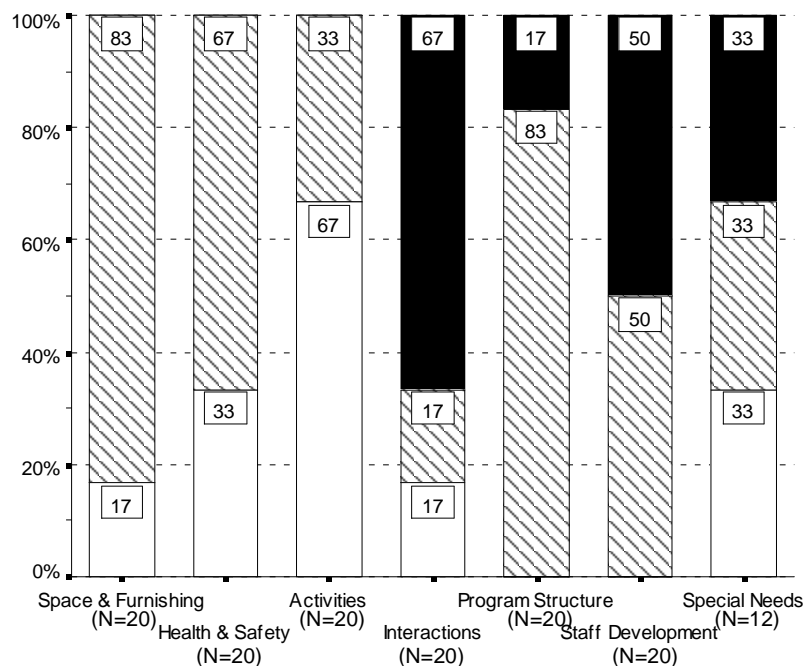


## Mean Scores on the Teacher Child Interaction Scale

Based on Table Q-49

Figure 12:

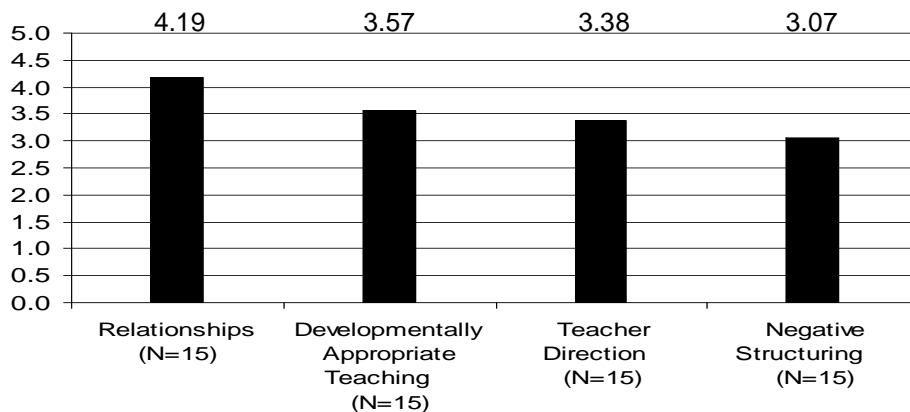
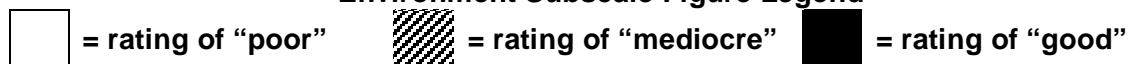
## New Castle County Profile of Groups in School-Age Programs



### Ratings on the SACERS Subscales\*

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#### Environment Subscale Figure Legend

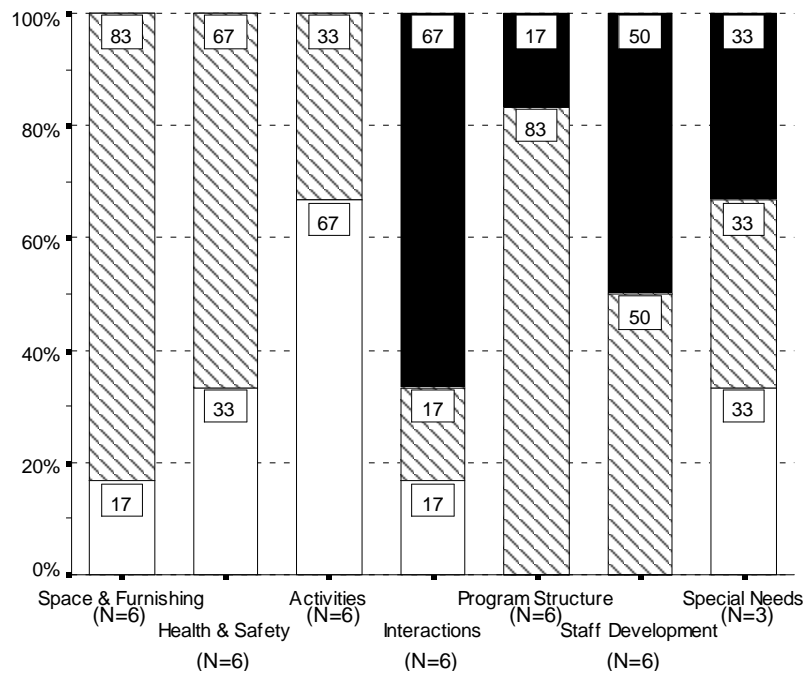


### Mean Scores on the *Teacher Child Interaction Scale*

Based on Table Q-49

Figure 18:

## Wilmington Profile of Groups in School-Age Programs

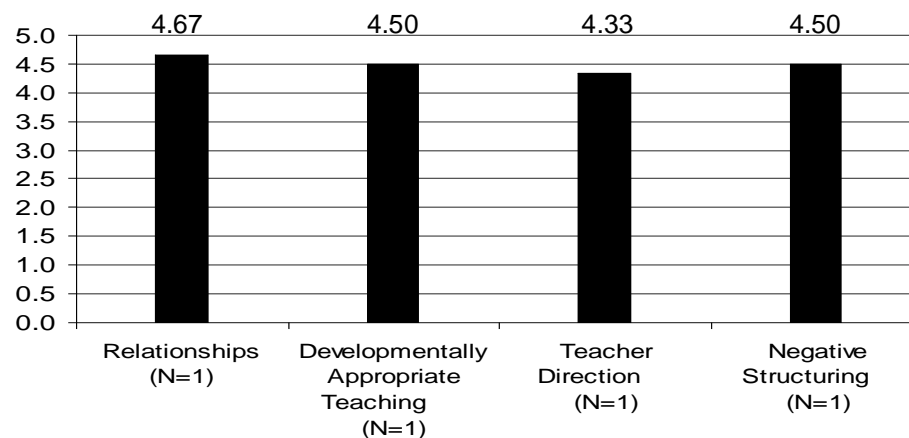


### Ratings on the SACERS Subscales\*

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#### Environment Subscale Figure Legend

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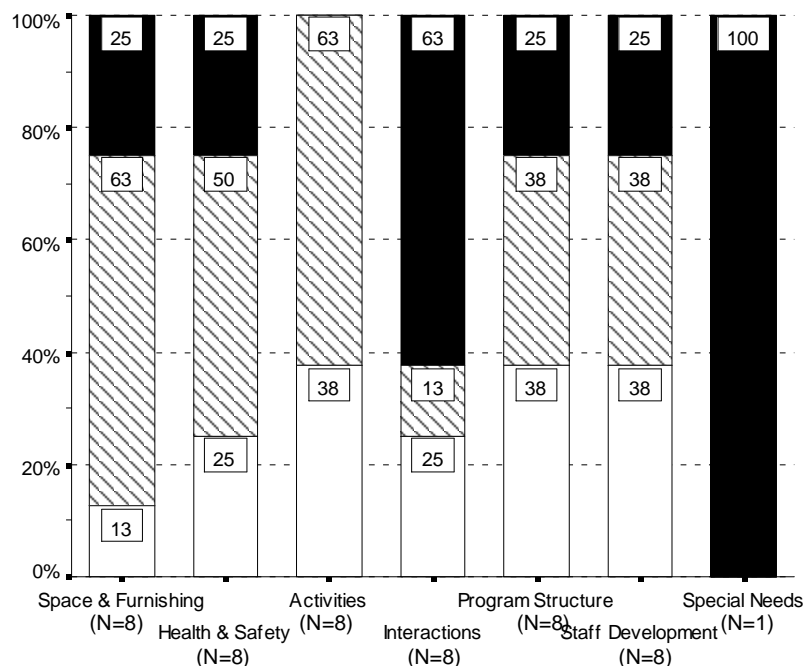


### Mean Scores on the Teacher Child Interaction Scale

Based on Table Q-49

Figure 24:

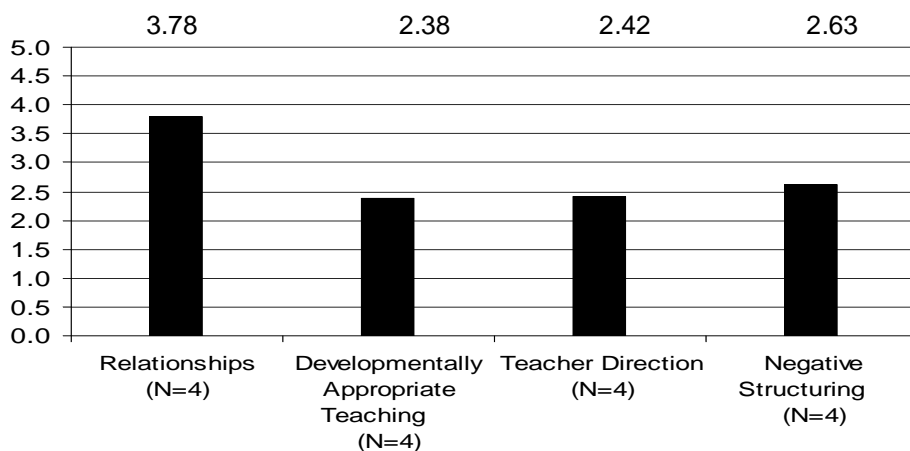
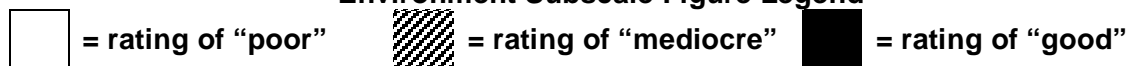
## Kent County Profile of Groups in School-Age Programs



### Ratings on the SACERS Subscales\*

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### Environment Subscale Figure Legend

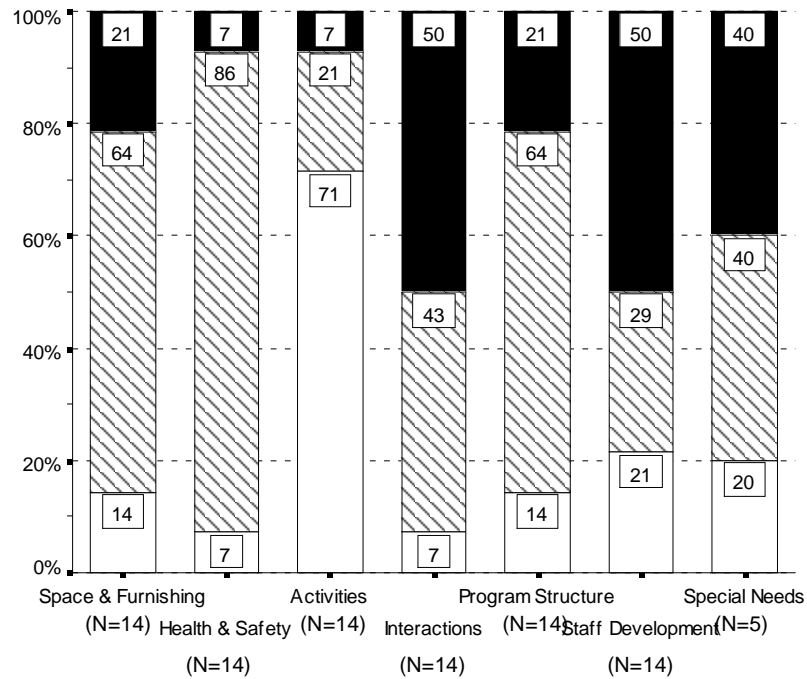


### Mean Scores on the *Teacher Child Interaction Scale*

Based on Table Q-49

Figure 30:

## Sussex County Profile of Groups in School-Age Programs

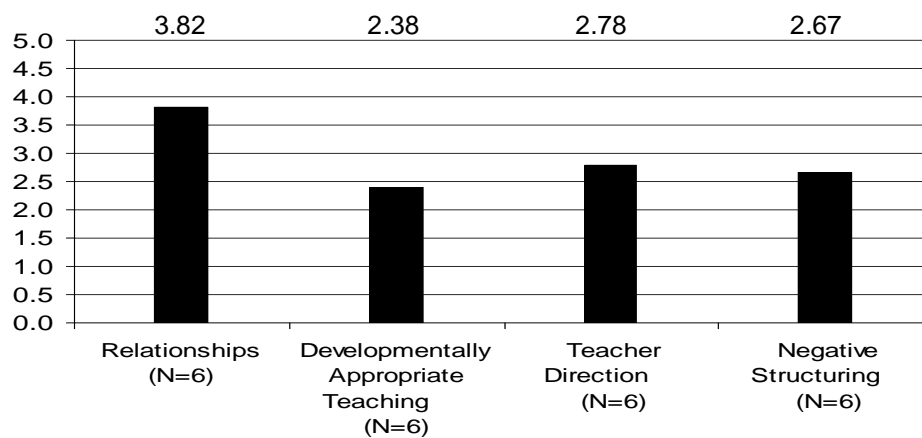


### Ratings on the SACERS Subscales\*

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#### Environment Subscale Figure Legend

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### Mean Scores on the Teacher Child Interaction Scale

Based on Table Q-49

### **Equal Opportunity Statement**

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