

**Delaware's Early Childhood Teachers
and Administrators
2016**

prepared for

Delaware Department of Education

by

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Methodology

This study builds upon several studies on early childhood educators and administrators in Delaware. In 2001, Delaware launched the Delaware Early Care and Education Baseline Quality Evaluation. That evaluation focused on the quality of the experiences for children in their early care and education setting as well as provided policy makers with high level data on teachers in the early care and education workforce. The 2001 analysis led to the Delaware Early Care and Education Workforce Study conducted in 2007. That workforce study was commissioned by the Delaware Early Care and Education Council of the Office of Early Care and Education to help explain to policy makers and program planners what early care and education programs need and to inform them about the people who work in the field of early care and education. The 2007 study was followed up by a comprehensive survey in 2012. That Early Childhood Workforce Study consisted of two components, the Survey of Early Childhood Teachers and Administrators and The Survey of Family Childcare Providers.

Our current report presents the results of the 2016 Survey of Early Childhood Teachers and Administrators that builds upon previous work. It is important to point out that significant caution has to be exercised in comparing results from previous studies. In particular, the differences between studies are a reflection of changes in the definition of study populations, size and source of sampling frame, data collection protocol and changes in the survey instrument.

The study population for the current survey was defined as Early Childhood Educators and Administrators serving children 0-5 or School age children in Delaware. No Family Childcare Providers were contacted. The sampling frame for this survey was the Delaware Department of Education's Delaware First database (aka Delaware Practitioners in Early Childhood or DPEC). The data for the sampling frame was extracted from the DPEC in the beginning of March 2016. A total of 9,238 records were obtained. Verification and cleanup of the list resulted in 172 duplicate records, 11 records with incomplete addresses, and 17 records

that were outside of the region. These 200 records were excluded from the study. As a result, our sampling frame was 9,038 licensees. This is significantly larger than the sampling frame in 2012 when the number of records was only 6,754.

Of the 9,038, records 1,756 were identified as Early Childhood Administrators, 1,795 were Early Childhood Assistant Teachers, 417 were Early Childhood Curriculum coordinators, 1,401 were Early Childhood Interns and 3,669 were Early Childhood Teachers. Out of these records a disproportionate stratified sample was drawn for a total sample of 4,300 records. Of these 4,300 records 4,000 had a mailing address in Delaware, 120 in Maryland, 32 in New Jersey, 8 in New York, 101 in Pennsylvania and 5 in Virginia. For the sample of 4,300 records, 1,340 had a Star Level indicated in the original database. No Star Level was indicated for 2,960 samples.

The method chosen to gather the information was a mail survey just like in 2012. The data collection for the current report took place during late Spring/Summer of 2016. Each person included in the survey was contacted 5 times (pre-letter, first mailing of the questionnaire, reminder card, second mailing of the questionnaire, third mailing of the questionnaire).

Of the 4,300 pieces of mail, 833 were undeliverable (significantly higher than the 433 in 2012), 5 respondents explicitly refused to participate, 0 were identified as deceased. At the end of the data collection, 1,069 responses were received, and no response was received from 2,393 respondents. The effective response rate (excluding undeliverable, refused and deceased) was 30.9% (down from 38.9% in 2012). The completed surveys were manually keyed using a double entry system for verification and error correction for all records. Of the 1,069 responses, all were usable. The results presented in the report are based on these responses.

Early Childhood Teachers and Administrators and School Age Teachers and Administrators are the focus of this report. After weighting for non-respondents, geographical position, and qualifications, it is estimated that there are 5,870 Early Childhood

Teachers/Administrators and 258 School Age Teachers/ Administrators actively working in the field of Early Childhood Education in Delaware. The results presented in the report are based on these estimates.

Overview

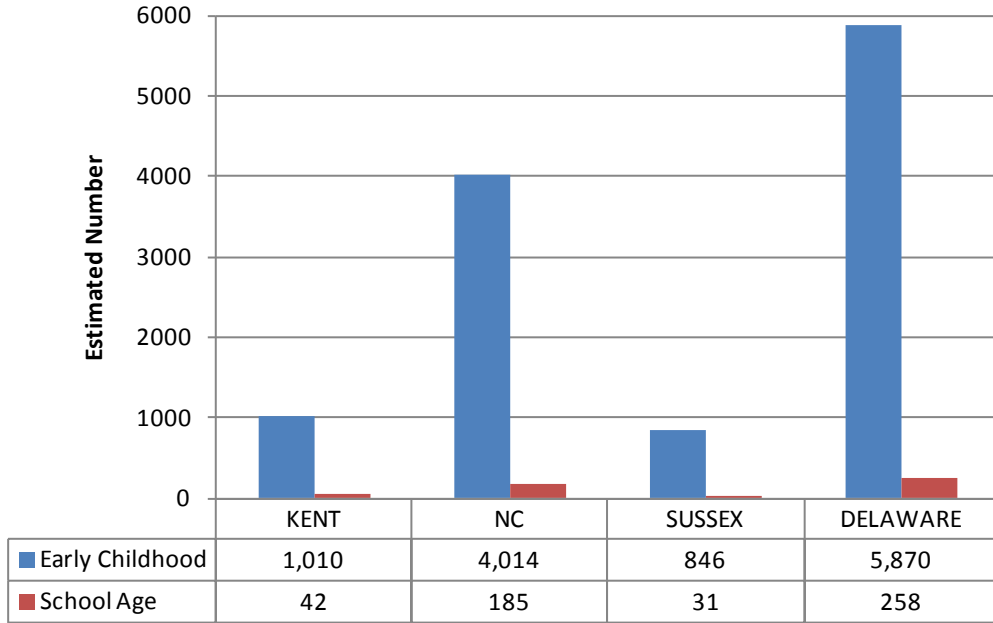
Based on the survey of Early Childhood Teachers and Administrators and School Age Teachers and Administrators, the total number of qualified early childhood professionals in Delaware in 2016 is estimated at 6,128. The highest number (Figure 2.1) of Early Childhood Teachers/Administrators is in New Castle County (4,014), followed by Kent County (1,010). Highest number of School Age Teachers/Administrators in early childhood education is in New Castle County (185) followed by Kent County (42).

Looking at the position titles (Figure 2.2), most numerous in Delaware are Early Childhood Teachers (3,069) followed by Early Childhood Assistant Teachers (1,683). No school age interns reported from Kent and Sussex counties. Also, New Castle County boasts the highest number of Early Childhood Teachers from all the counties and professions (2,090).

The Part time/ Full time status of early childhood professionals shows an interesting pattern (Figure 2.3). Overall in Delaware, about 35% of early childhood professionals are part time. New Castle County's and Kent County's early childhood professionals are more likely to indicate part time status (34.2% and 36.9% respectively) than their counterparts in Sussex County, where 27.1% indicate part time status.

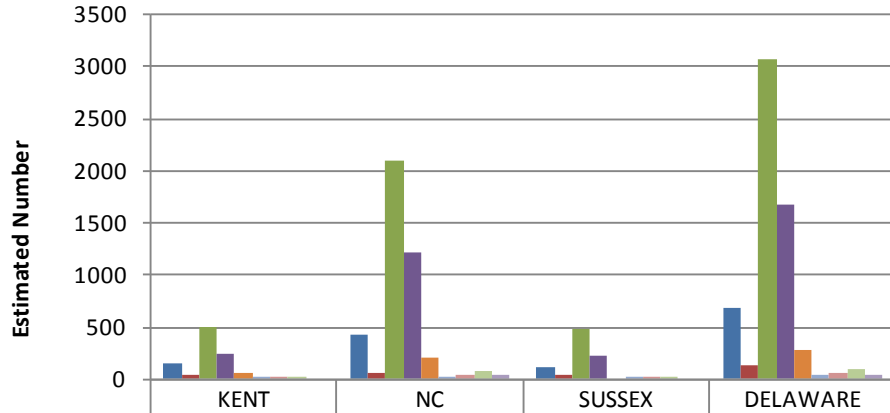
Looking at the part time status of early childhood teachers and administrators from the perspective of Star Level (Figure 2.4), about 42.8% of those with No Star Level indicated report being part time. Respondents working in facilities with Star Levels between 0 and 3 report being part time in 19.3% of cases. About 29.9% respondents reporting from facilities with Star Levels 4 and 5 are working part time.

Figure 2.1
Type of Teachers/Administrators by County



Source: Center for Applied Demography & Survey Research
 University of Delaware

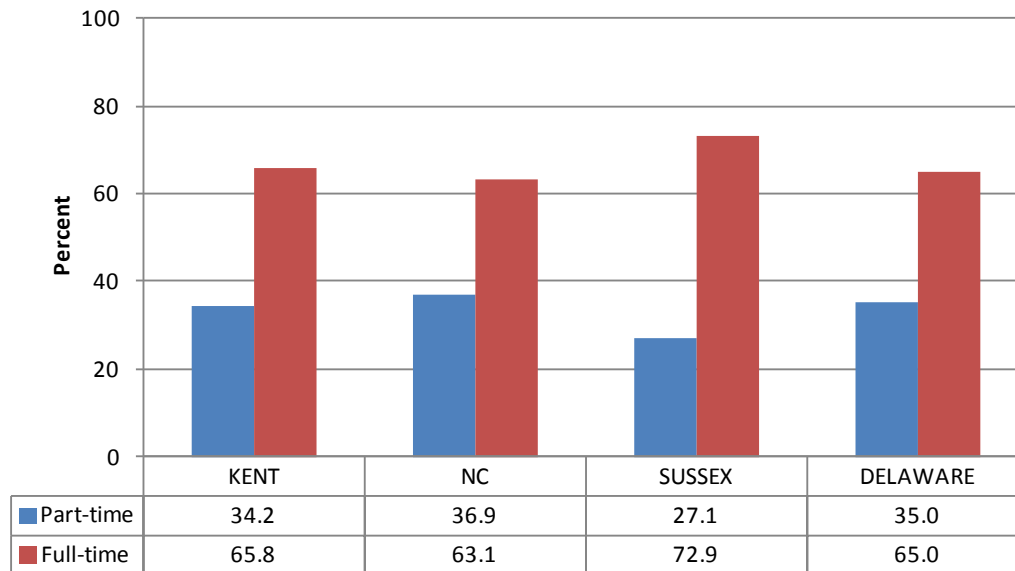
Figure 2.2
Estimated Number by Position and County



	KENT	NC	SUSSEX	DELAWARE
Early Childhood Administrator	150	430	111	691
Early Childhood Curr. Coord.	39	65	40	144
Early Childhood Teacher	504	2,090	475	3,069
Early Childhood Assist. Teacher	253	1,210	220	1,683
Early Childhood Intern	65	217	0	282
School Age Administrator	14	21	9	44
School Age Site Coordinator	13	37	7	57
School Age Site Assistant	15	75	16	106
School Age Intern	0	52	0	52

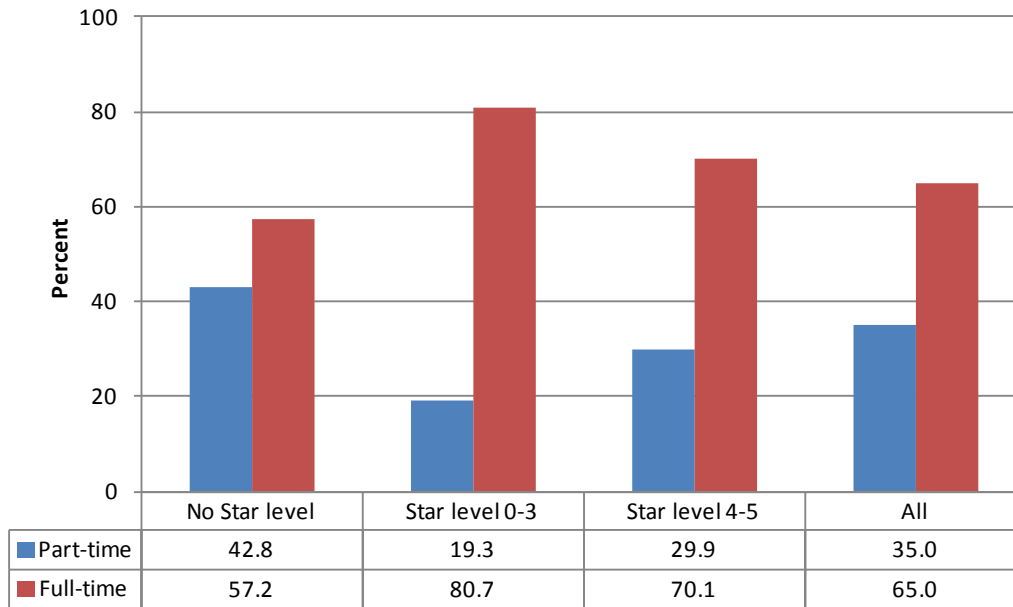
Source: Center for Applied Demography & Survey Research
 University of Delaware

Figure 2.3
Part Time vs. Full Time Status
by County



Source: Center for Applied Demography & Survey Research
 University of Delaware

Figure 2.4
Part Time vs. Full Time Status
by Star Level



Source: Center for Applied Demography & Survey Research
 University of Delaware

Demographic Characteristics

Demographic characteristics of early childhood teachers and administrators provide an insight into the profession. These characteristics often inform policy agendas, educational programs and retention initiatives. Age of teachers and administrators is an important indicator of program sustainability. Figure 3.1 below presents the distribution of respondents' age by County and then by Star Level (Figure 3.2). About 28.6% of all respondents in Delaware are 30 years or younger; 16.7% reporting to be in their 30's, 20% are reporting to be in their 40's and the about the same proportion are in their 50's. About 14.6% report to be in their 60's. While differences exist among counties, these are insignificant. The same holds for age distribution by Star Level; the differences are not statistically significant.

Gender distribution of the early childhood workforce is presented in Figure 3.3 and 3.4 below. Overall in Delaware, about 97 percent of respondents are female. The distribution among counties ranges from 94% in Kent County to almost 98% in Sussex County. Gender distribution by Star Level is very similar; differences between Star Levels as reported by respondents are not statistically significant. In general the Hispanic origin of the study population is reflective of the general population even though it might be lagging behind it a couple of percentage points (Figure 3.5 and 3.6). Differences among counties and by Star Levels are minimal.

Teacher diversity helps all the students in breaking down negative stereotypes and prepares students to operate in a multicultural society. As far as the race of the respondents is concerned, White early childhood educators and administrators are most numerous followed by African American early childhood educators (Figures 3.7). The proportion of African American early childhood educators and administrators in Sussex County (18%) is somewhat lower than African American early childhood educators and administrators in Kent County (29.2%) and in New Castle County (25.8%). The race distribution of respondents by Star Level is presented in Figure 3.8 below. About 73.4% of respondents from facilities without a Star

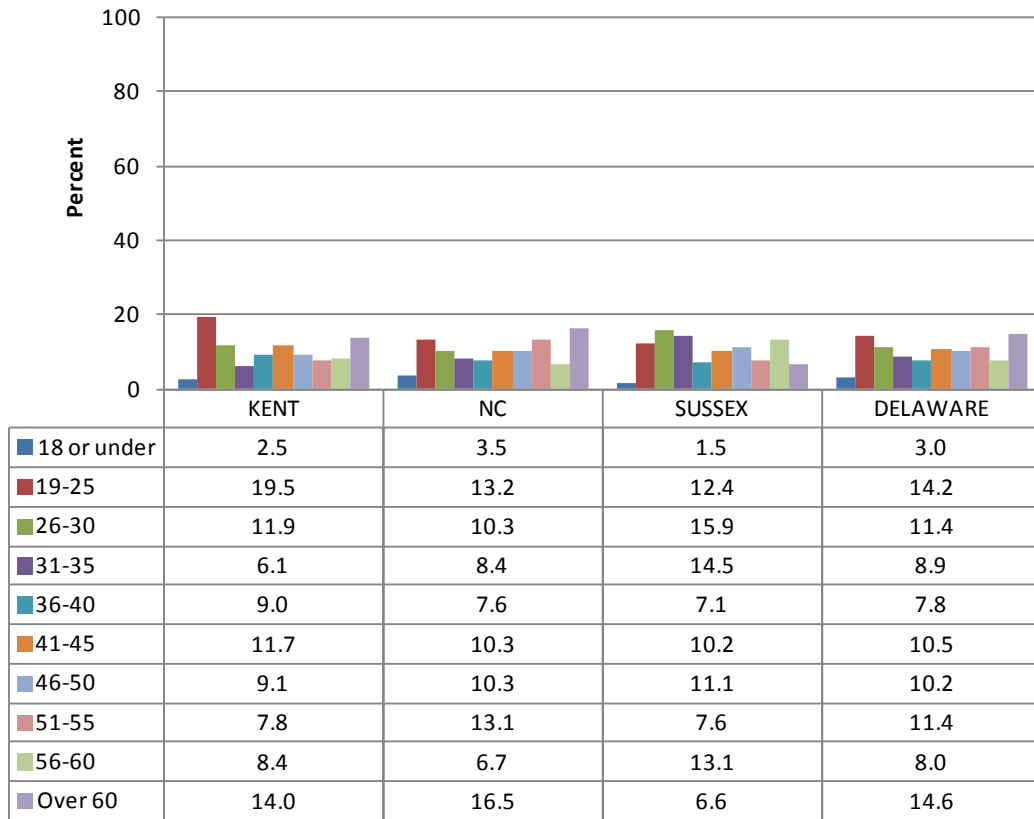
Level are White, compared with 63.2% White from facilities with Star Level 0-3 and 64.9% from facilities with Star level 4 and 5.

The education of teachers is linked with the quality of early educational programs. To this extent survey participants were asked to report their educational background. The highest level of education for respondents is presented in Figures 3.9 and 3.10. Across Delaware, Bachelor's degree is reported by 30% of the respondents. Highest rate of Bachelor's degrees is reported in New Castle County (33.6%) and lowest in Kent (22.8%) and Sussex counties (21.7%). Graduate degrees reported from different counties are between 5.8% in Kent County and 10.4% in Sussex County. Highest level of education by Star Level is reported in Figure 3.10. Those respondents reporting from facilities with Star Levels between 0 and 3 are about half as likely (15.5%) to report having a Bachelor's degree than their counterparts without a Star Level (30.3%) or from facilities with Star Levels between 4 and 5 (34.2%). The distribution of graduate degrees among the indicated Star levels is balanced at around 8-10%.

The major of the highest degree by county is presented in Figure 3.11. Looking at Delaware, about 47.8% of the respondents' highest degree is in Early Childhood Education. About a 10th of the respondents have an elementary education degree; less than 2% report Human Development degrees and about 37.2% report other degrees. Looking at counties, New Castle County's respondents report the lowest proportion (44.9%) Early Childhood Education degrees compared with their counterparts in Kent (55%) and Sussex counties (53.9%). Major of highest degree by Star Level shows a different picture (Figure 3.12). Here, respondents reporting from facilities with Star levels of 0-3 are significantly different from their colleagues reporting without a Star Level or with a Star Level of 4 to 5. About 58.9% of respondents with Star Levels of 0-3 report having an Early Childhood Education degree compared with their counterparts without a Star Level (48%) and with Star Levels of 4 to 5 (44.9%). The proportion of Elementary Education major is lowest (5.9%) among 0-3 Star Level respondents. For both figures (3.11 and 3.12), about 37% of respondents indicated a major

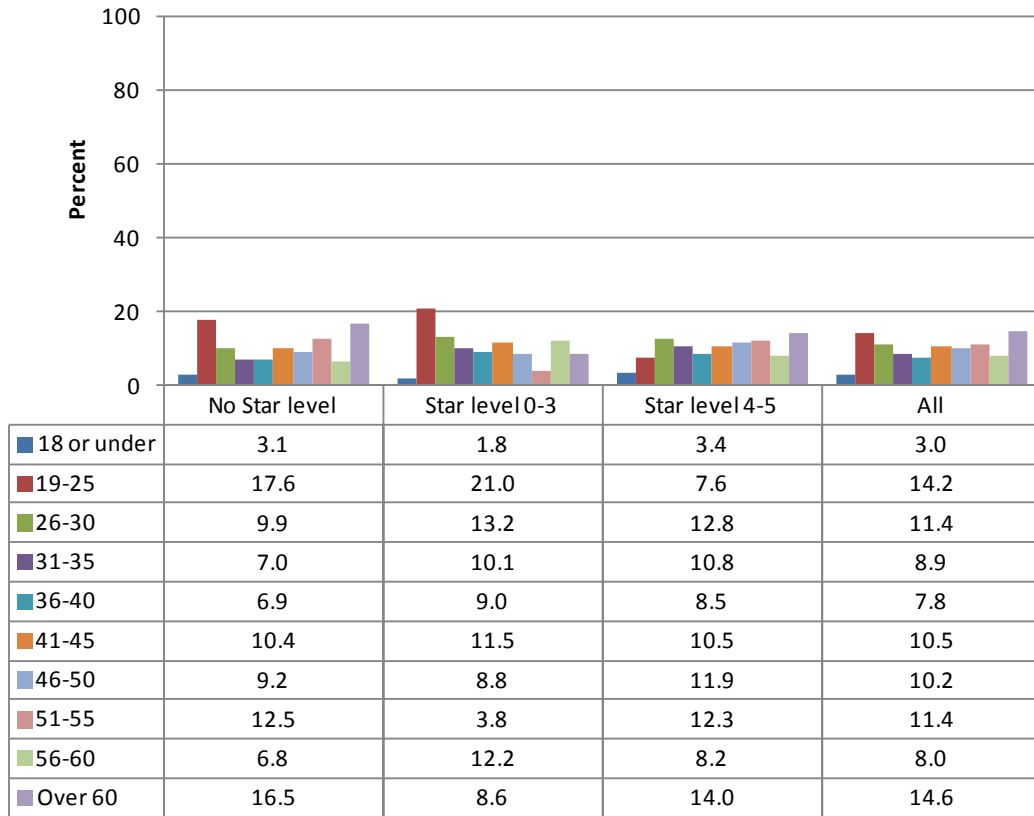
other than the top 3 listed on the questionnaire. Looking at these respondents, TECE training is most commonly reported, along with psychology, business and human services, education.

Figure 3.1
Age by County



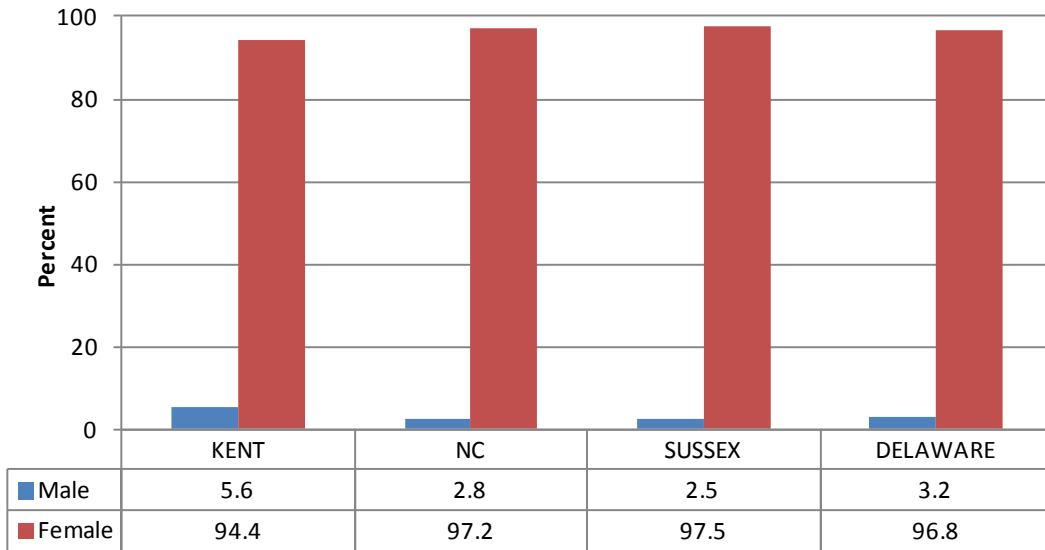
Source: Center for Applied Demography & Survey Research
University of Delaware

Figure 3.2
Age by Star Level



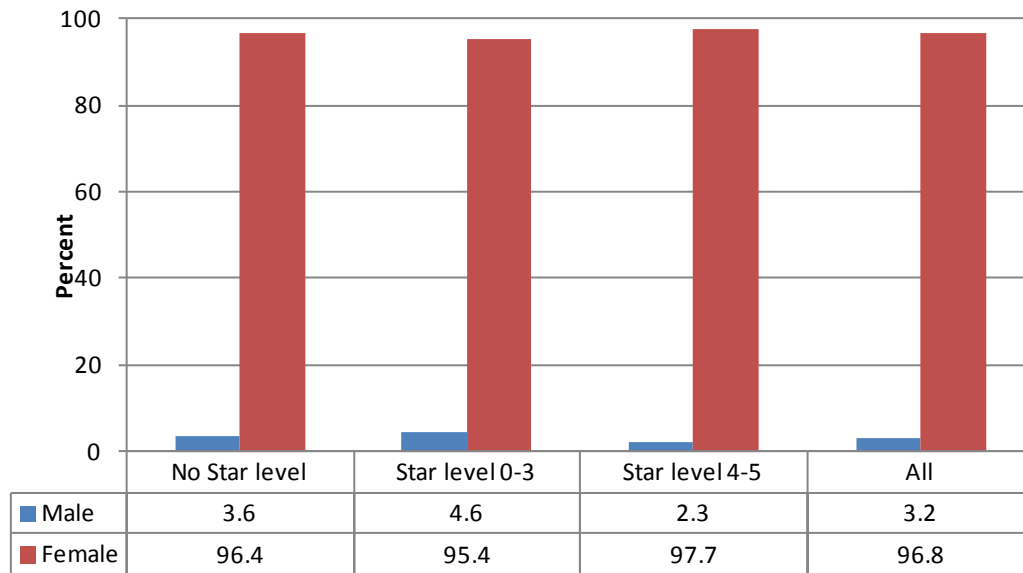
Source: Center for Applied Demography & Survey Research
University of Delaware

Figure 3.3
Gender by County



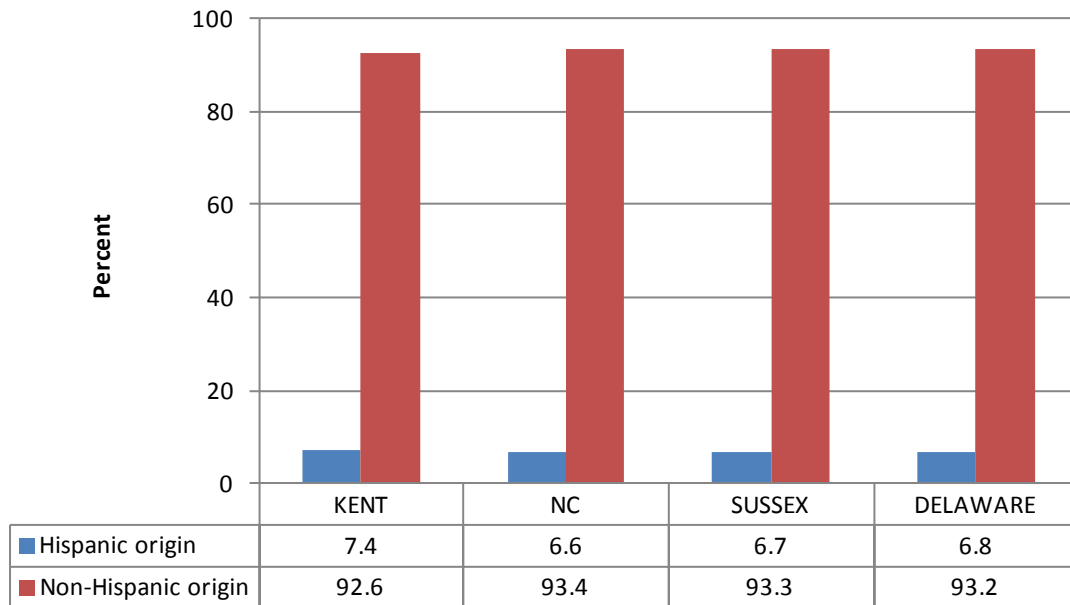
Source: Center for Applied Demography & Survey Research
University of Delaware

Figure 3.4
Gender by Star Level



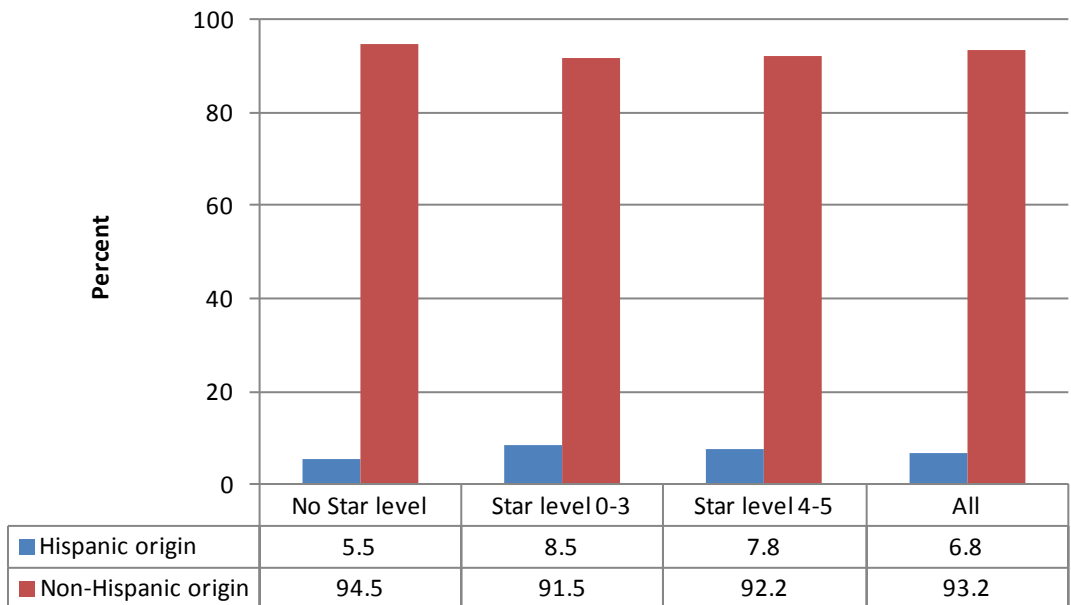
Source: Center for Applied Demography & Survey Research
University of Delaware

Figure 3.5
Hispanic Origin by County



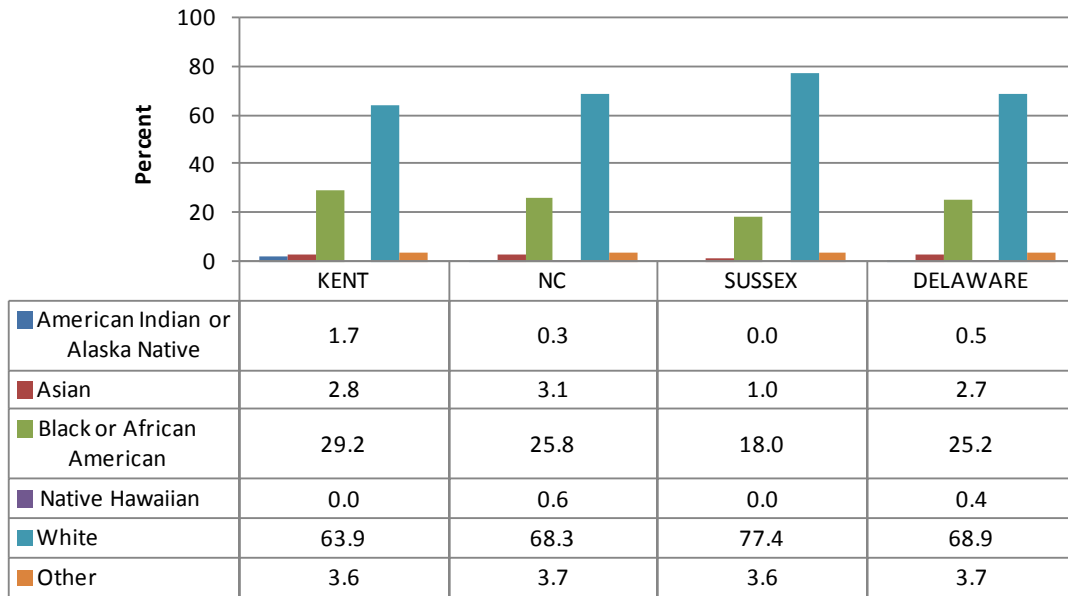
Source: Center for Applied Demography & Survey Research
University of Delaware

Figure 3.6
Hispanic Origin by Star Level



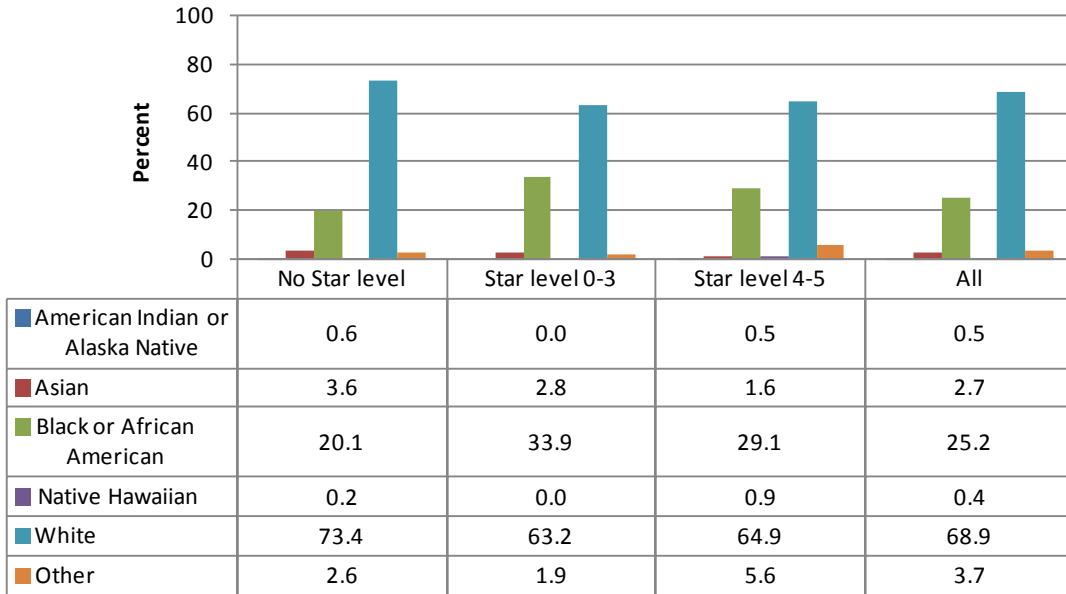
Source: Center for Applied Demography & Survey Research
 University of Delaware

Figure 3.7
Race by County



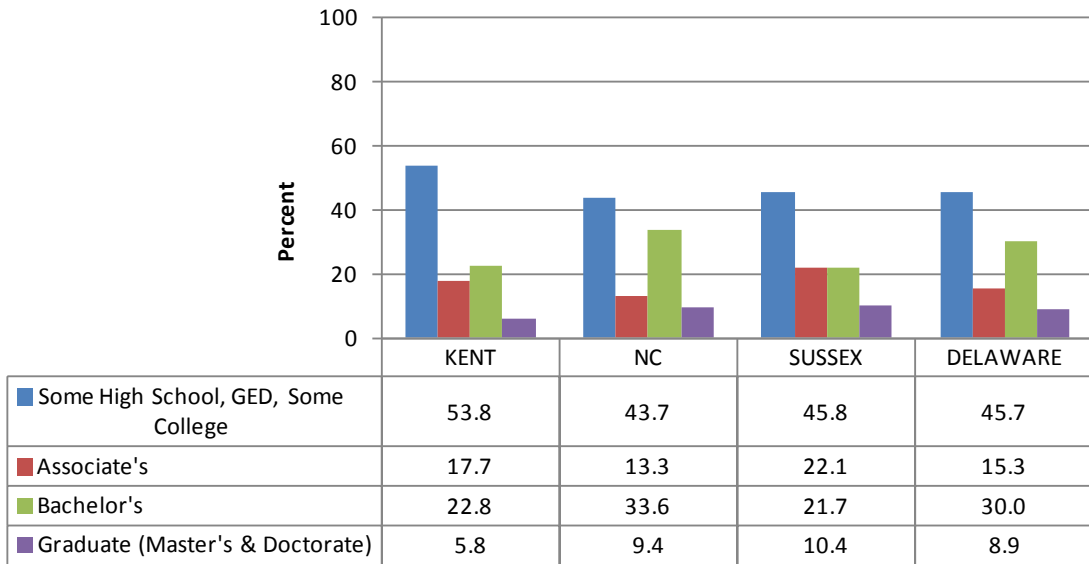
Source: Center for Applied Demography & Survey Research
University of Delaware

Figure 3.8
Race by Star Level



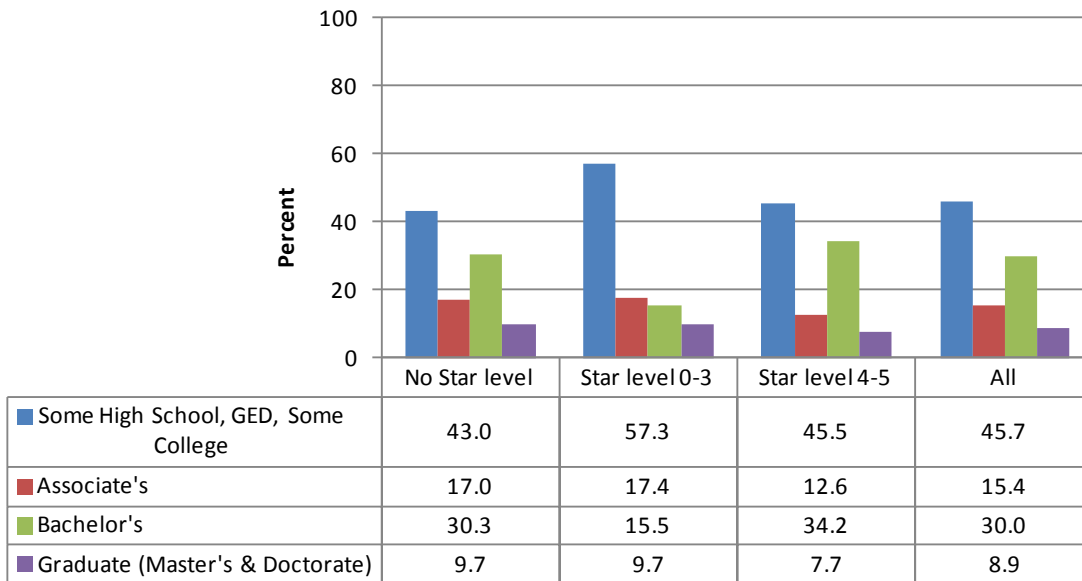
Source: Center for Applied Demography & Survey Research
University of Delaware

Figure 3.9
Highest Level of Education by County



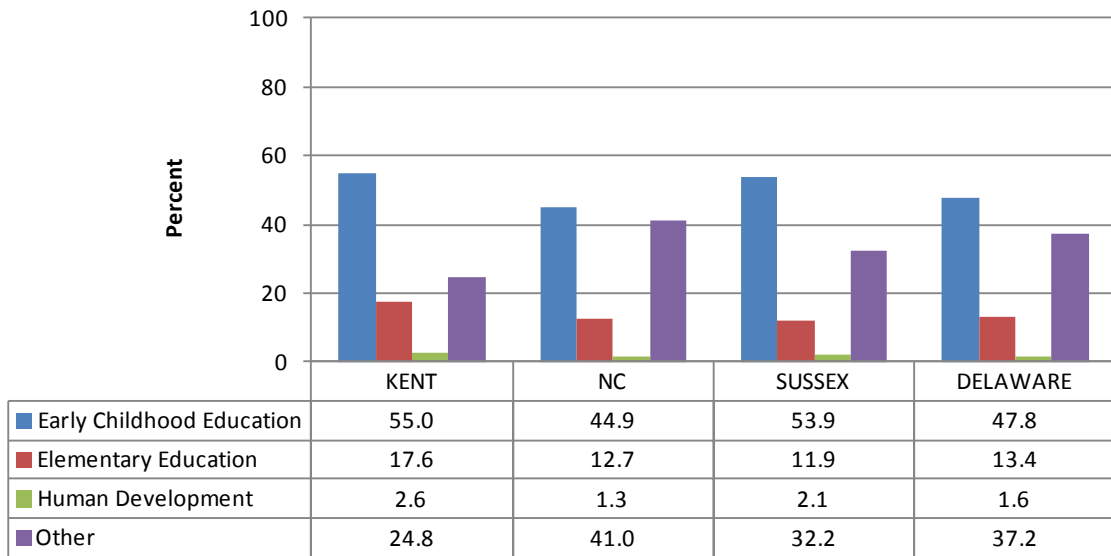
Source: Center for Applied Demography & Survey Research
 University of Delaware

Figure 3.10
Highest Level of Education by Star Level



Source: Center for Applied Demography & Survey Research
 University of Delaware

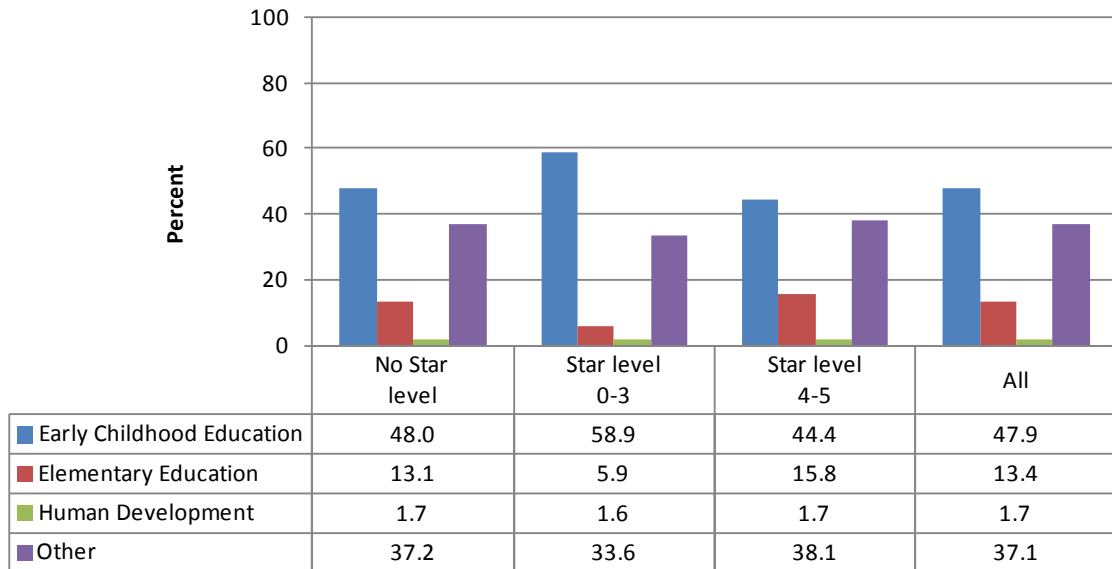
Figure 3.11
Major of Highest Degree by County



Source: Center for Applied Demography & Survey Research
 University of Delaware

Figure 3.12

Major of Highest Degree by Star Level



Source: Center for Applied Demography & Survey Research
University of Delaware

Site Characteristics

Site characteristics are descriptors providing context of the environment within which teachers function on a daily basis. Survey respondents were thus asked several questions that describe the sites where they work. First, they were asked to identify the type of site from which they are reporting. They were given several choices. This question was used to filter out providers in the sample frame and the sample, who do not work in Licensed Early Care and Education Centers, Licensed School Age Centers, or in License Exempt facilities. The responses are tabulated in Figure 4.1 below. Almost 90% of the respondents reported from Licensed Early Care and Education Centers (serving children 0-5 or 0-5 and School age children). About 2.4% reported from Licensed School Age Centers, and about 7.5% reported from License Exempt facilities.

Respondents were next asked to identify the primary age group which they teach. At this point they also had an opportunity to select the option of “Do not spend majority of my day working with children.” Results for this question cross tabulated by county are reported in Figure 4.2. Between 43.3% and 52.8% of respondents spend the majority of their day interacting with preschoolers. About 25.5% of respondents to our survey from across Delaware spend the majority of their time caring for Toddlers. Fewer than 12% of respondents indicated that they do not spend the majority of their time taking care of children.

Since administrators and teachers might have access to different information regarding their sites, a series of questions were next asked from administrators only. First, they were asked to identify the category that best describes the site from which they are reporting from (Figure 4.3). Majority of respondents (55.7%) reported from Private for profit facilities, while Private Non for profit facilities were represented by 21.5% of the respondents.

Source of funding can predetermine the amount and quality of resources available for the program. Thus, a follow up question on the source of funding was asked next (Figure 4.4). Here respondents were able to select more than one option, so percentages add up to more

than 100%. While results are tabulated for both Early Childhood and School Age, the focus here is on Early Childhood. For them, 89.4% are reporting from sites that are funded by Parent Fees, followed by responses from facilities utilizing Purchase of Care as a source of funding (78.4%). All additional funding sources were reported represented much less frequently.

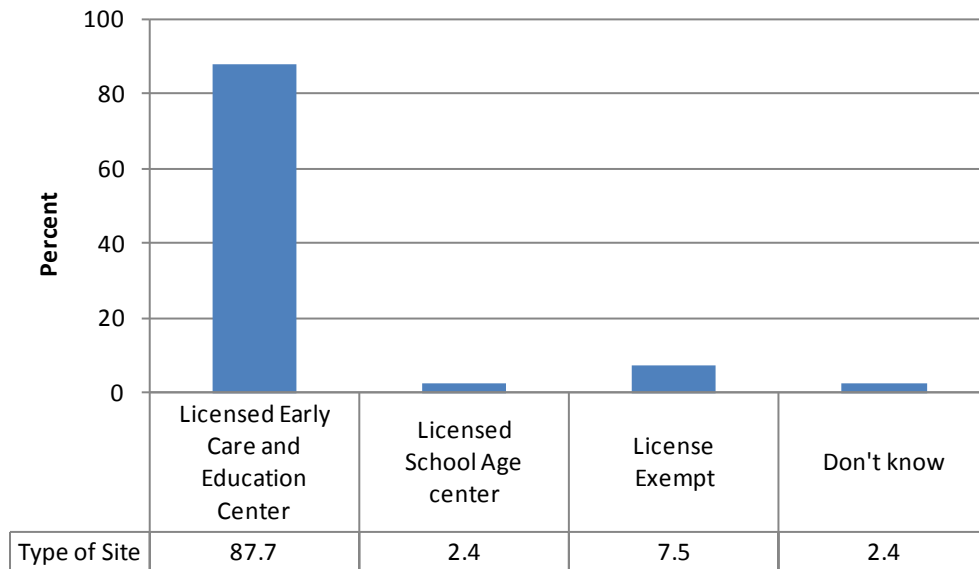
While funding source is an essential component in availability of Early Childhood education options, site capacity and actual enrollment need to be studied. Administrators were asked questions on the number of children currently enrolled and the capacity of the facility (Figure 4.5). Looking at Delaware, the average enrollment at the time of the data collection as reported by administrators was 80 children, while the average capacity was around 95. The differences among counties are minimal. Now looking at capacity and enrollment across Star Level provides a different picture (Figure 4.6). Enrollment at facilities with Star Levels 4 and 5 is significantly higher (92.8) than at facilities with lower Star level scores (61.3). The same thing holds for the capacity. Higher Star Level (0-4) is connected with higher capacity.

Waiting lists are an additional indication of availability of Early Childhood education in Delaware. For each age group served (Infants, Toddlers, Preschool, and School age) administrators were asked to indicate if they have waiting lists (Figure 4.7). They were also given the option of selecting no waiting lists at their facility. Since respondents were able to select more than one option, the sum does not add up to 100 percent. Looking at Delaware, about 21% responding administrators said that their facilities do not have waiting lists. For Infants, Toddlers, Preschoolers, about 50% of respondents indicated waiting lists, and just under a quarter of administrators (23.3%) indicated waiting lists for School Age children. Significant differences exist among respondents when compared across counties. Sussex County stands out with highest proportion of waiting lists for all age groups (between 30.8% and 717%). When comparing waiting lists by Star Level (Figure 4.8) the conclusions are not as clear. Administrators reporting from facilities with Star Levels of 4 and 5 report waiting lists marginally less often for Infant and Toddlers (49.85 and 58.0%) than their counterparts from facilities with Star Levels 0 through 3. On the flip side, for Preschoolers and School age facilities with Star

Level 0 through 3 administrators report fewer waiting lists (46.2% and 13.9%) than those reporting from Star Level 4 and 5 facilities (54.7% and 29.0%).

Staffing levels are an essential determinant of the quality of programs. Figures 4.9 through 4.14 present the results of questions regarding the number of Current Staff, number of Current Vacancies and a number of Resignations over the last 12 months. The results are presented as means (averages), compared by county and by Star Level. Across Delaware, the mean number of Administrators reported is around 2 (Figure 4.9). The differences among counties are not significant. The average administrator vacancies are 0.1, while the average number of resignations over the last 12 months is 0.2. The pattern by Star Levels (Figure 4.10) is similar and the differences again are minimal. Teacher vacancies are presented next (Figure 4.11 and 4.12). Across Delaware, the average reported teacher employment is 8.4, highest in Sussex County (11.8) and lowest in Kent County (5.4). Vacancies reported for teachers range from 0.3 in Kent County and 1.0 in New Castle County. Resignations are highest in New Castle County at 2.2. At facilities with Star Levels 4 and 5 the average teacher employment (8.3) mirrors that of the State; while at Star Level 0-3 teacher employment is lower (6.0). Teacher vacancies and resignations across Star Levels are only marginally different. For Assistant Teacher employment, vacancies and resignations over 12 months are reported in Figure 4.13 and Figure 4.14. Average employment of Assistant Teachers as reported by administrators across Delaware is at 5.8, differences across counties are minimal. Average Assistant Teacher vacancies range from 0.3 in Kent County to 1.1 in New Castle County. Average resignations over the last 12 months are between 0.5 in Sussex County and 1.7 in New Castle County. The average Assistant Teacher employment at facilities with Star Level 0-3 is significantly lower (3.1) than in facilities with Star Levels of 4 and 5 (6.0) and even compared to facilities without a Star Level. Vacancies and resignations over the last 12 months across Star Levels are not statistically different.

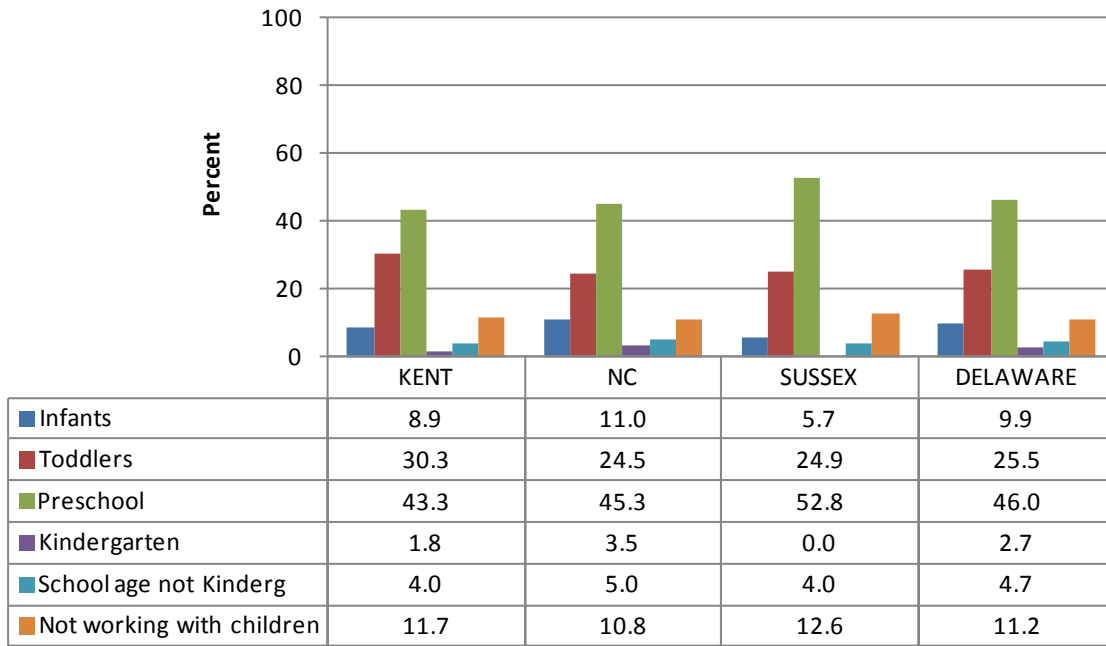
Figure 4.1
Type of Site Reporting From



Source: Center for Applied Demography & Survey Research
University of Delaware

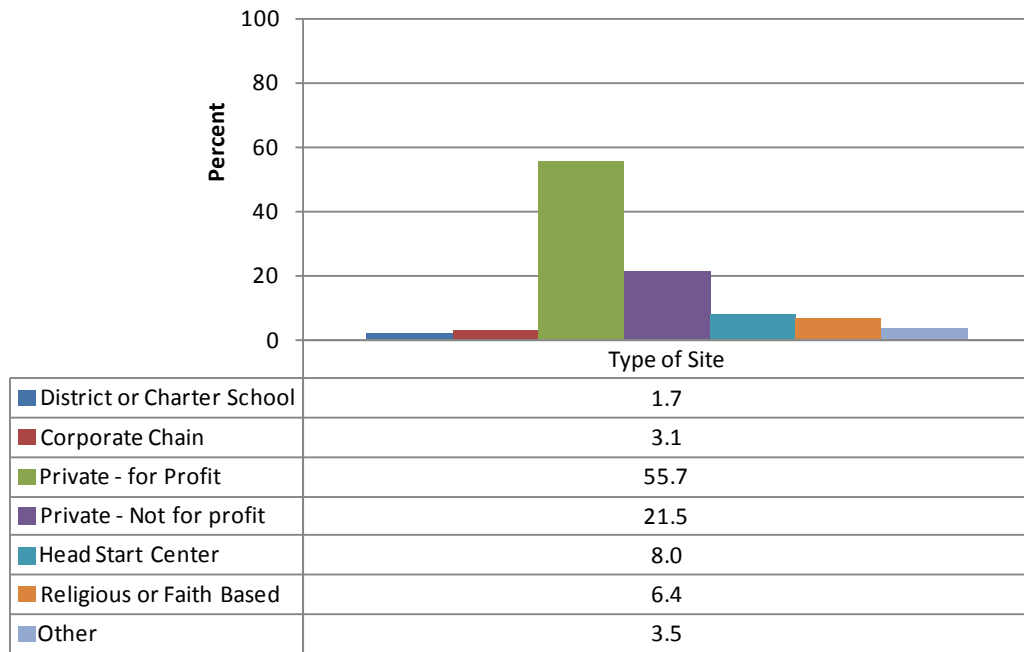
Figure 4.2

Majority of Time Spent with Age Group by County



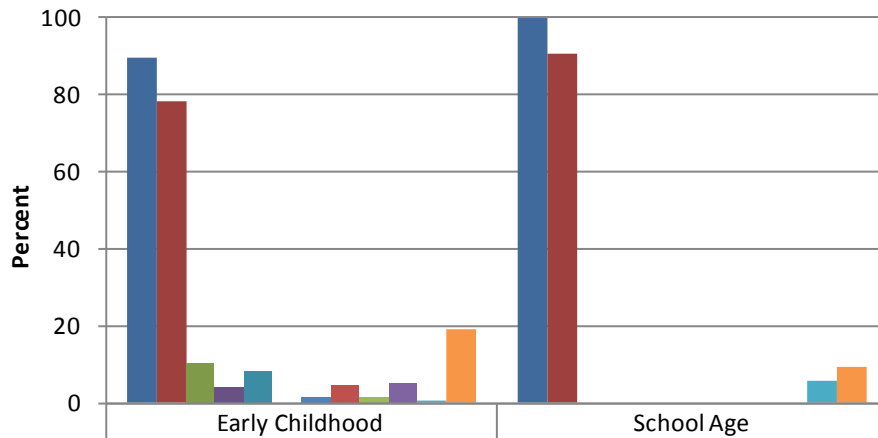
Source: Center for Applied Demography & Survey Research
University of Delaware

Figure 4.3
Category of Site Reporting From



Source: Center for Applied Demography & Survey Research
 University of Delaware

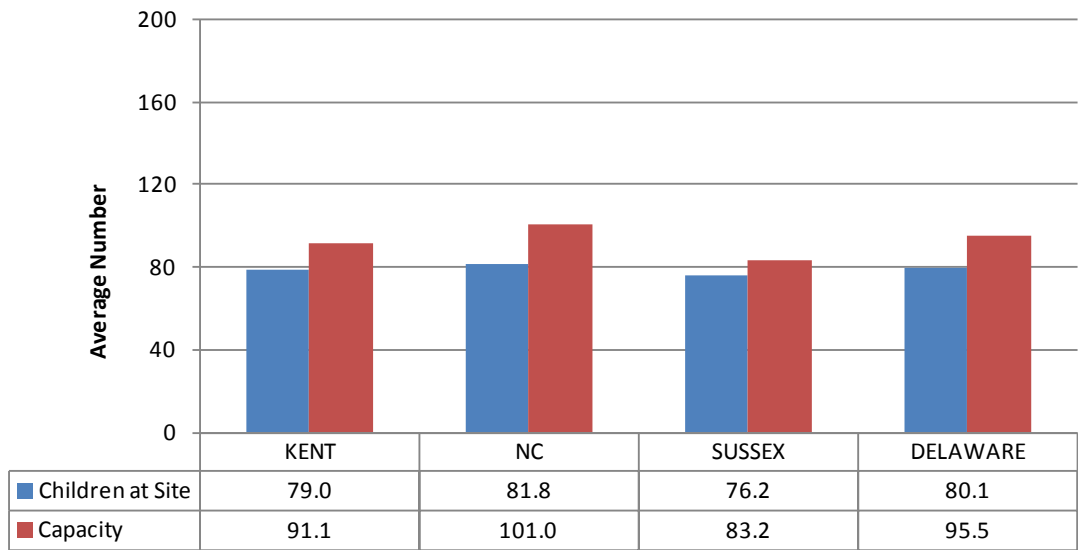
Figure 4.4
Source of Funding by Type



	Early Childhood	School Age
■ Parent Fees	89.4	100.0
■ Purchase of care	78.4	90.6
■ Head Start	10.2	0.0
■ Early Head Start	4.2	0.0
■ ECAP	8.3	0.0
■ IDEA	0.0	0.0
■ Title 1	1.8	0.0
■ Corporate/Business	4.7	0.0
■ University/College	1.8	0.0
■ Religious Organization	5.3	0.0
■ 21st Century Grant	0.6	5.7
■ Other	19.1	9.4

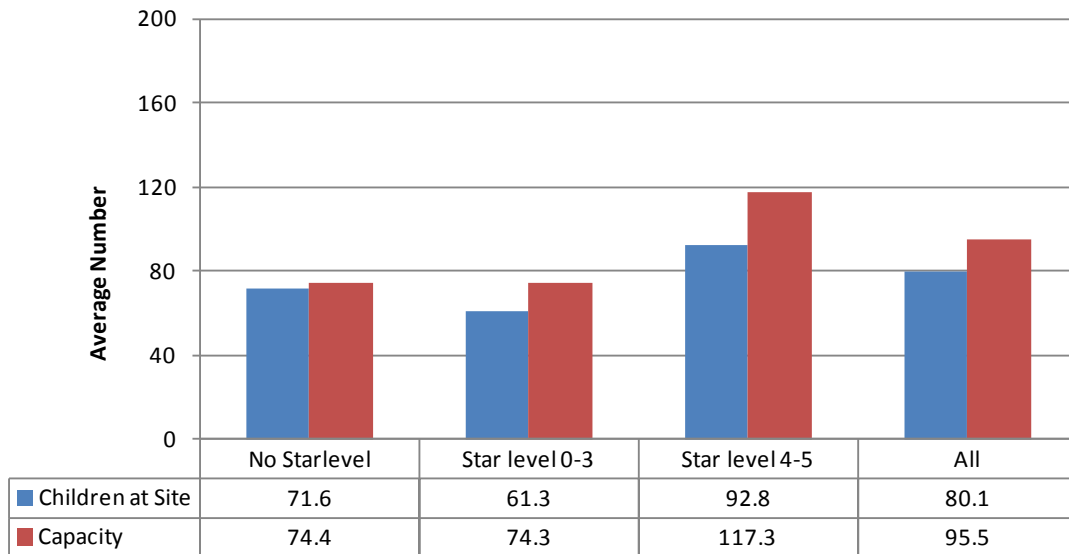
Source: Center for Applied Demography & Survey Research
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Figure 4.5
Average Number of Children Enrolled and Average Capacity by County



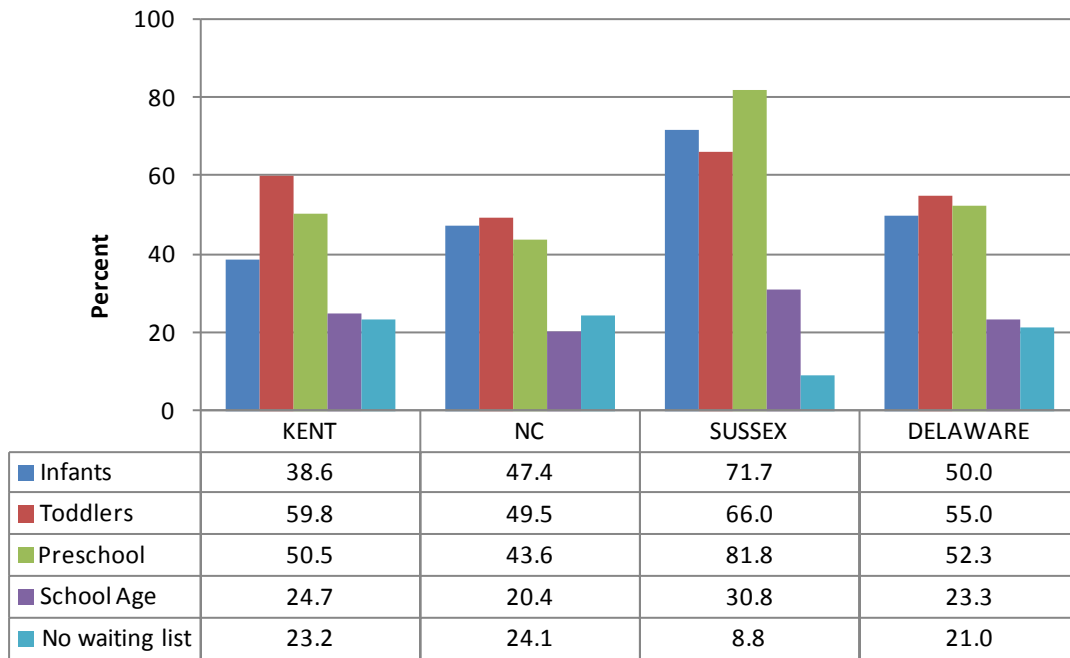
Source: Center for Applied Demography & Survey Research
 University of Delaware

Figure 4.6
Average Number of Children Enrolled and Average Capacity by Star Level



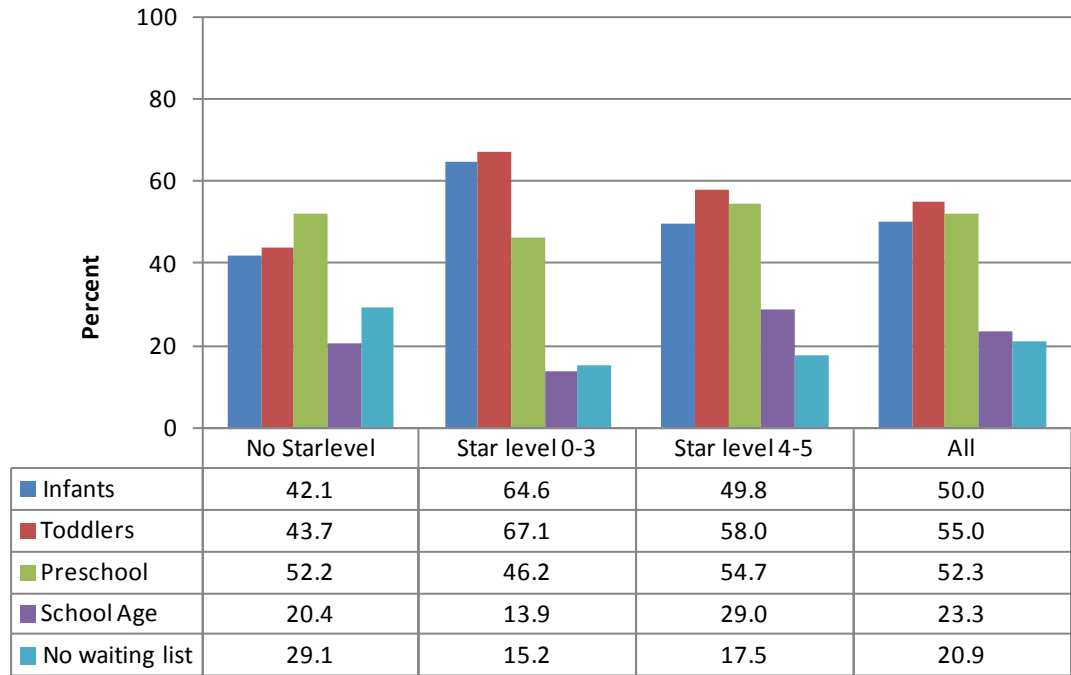
Source: Center for Applied Demography & Survey Research
 University of Delaware

Figure 4.7
Waiting List/No Waiting List Indicated by County



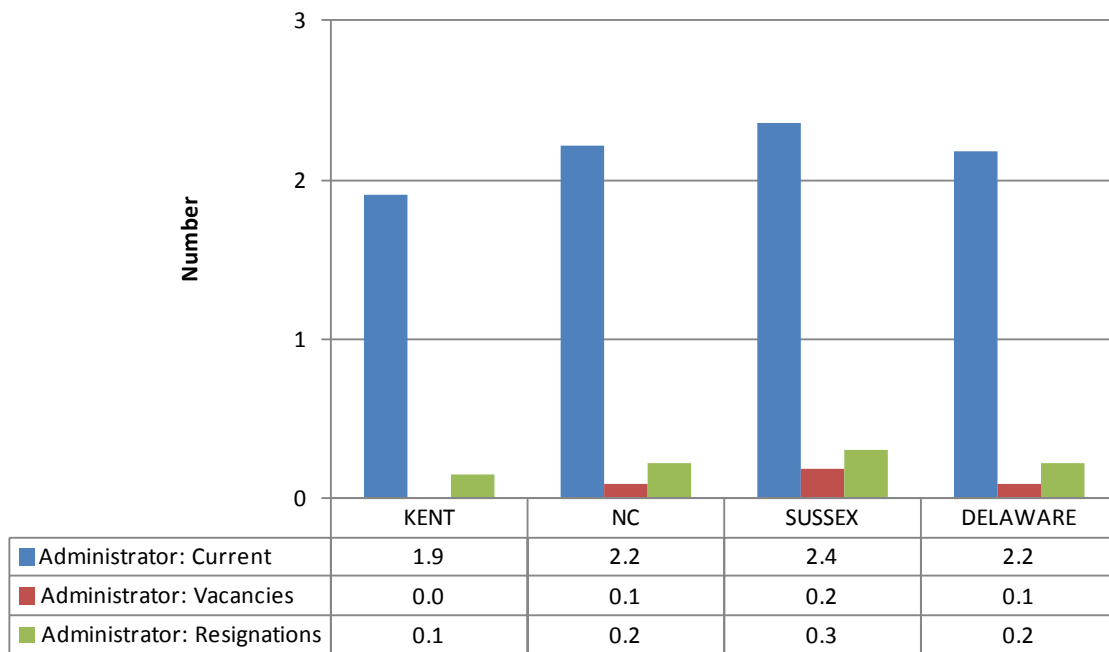
Source: Center for Applied Demography & Survey Research
 University of Delaware

Figure 4.8
Waiting List/No Waiting List Indicated by Star Level



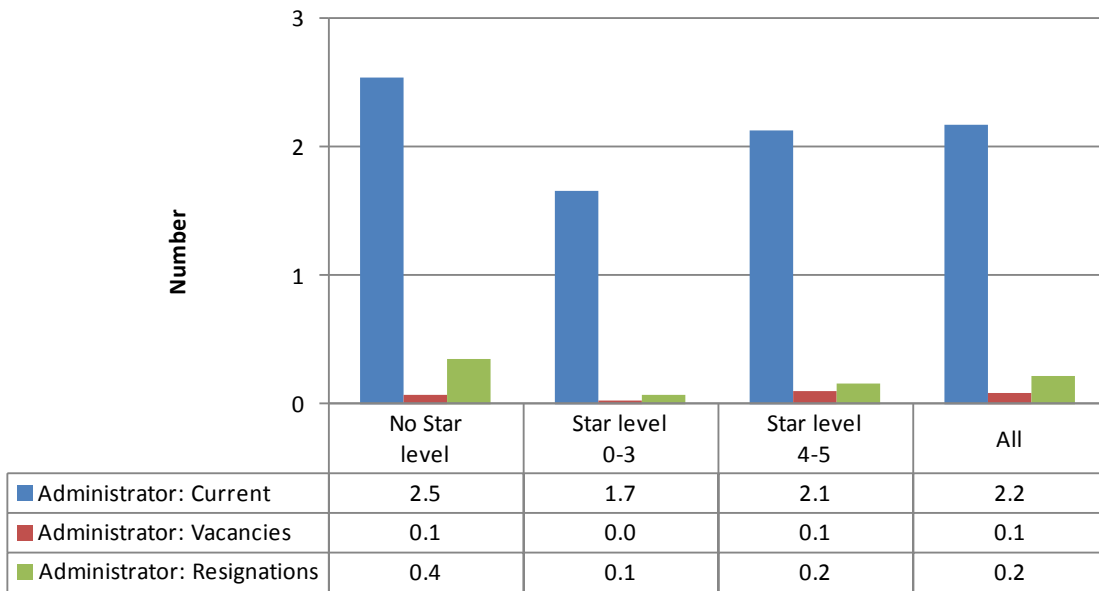
Source: Center for Applied Demography & Survey Research
 University of Delaware

Figure 4.9
Administrator Staff: Mean Number, Mean Vacancies and Mean Resignations in Last 12 Months by County



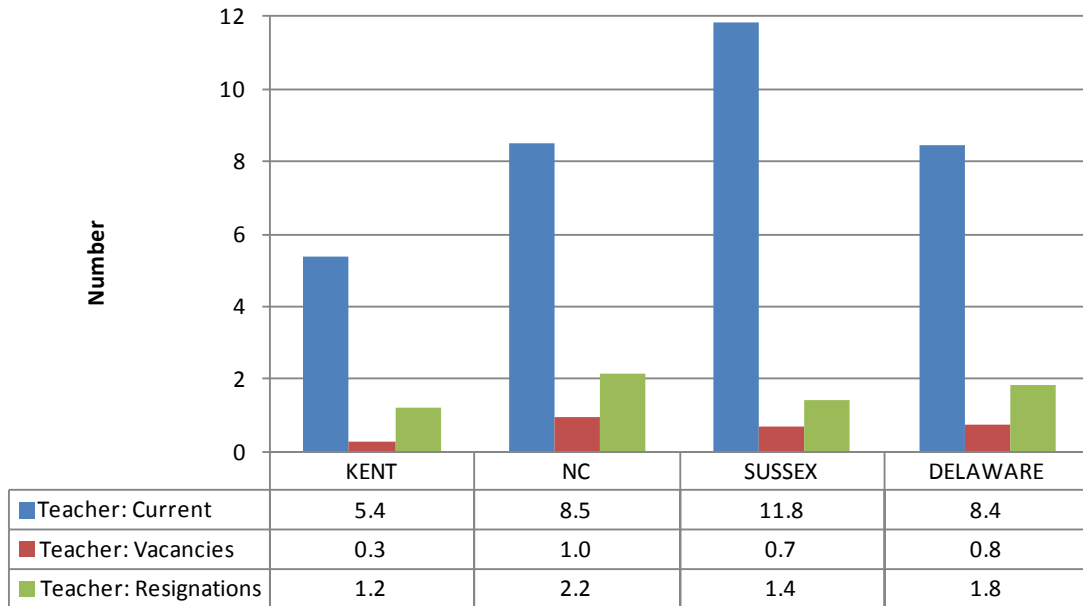
Source: Center for Applied Demography & Survey Research
 University of Delaware

Figure 4.10
Administrator Staff: Mean Number, Mean Vacancies and Mean Resignations in Last 12 Months by Star Level



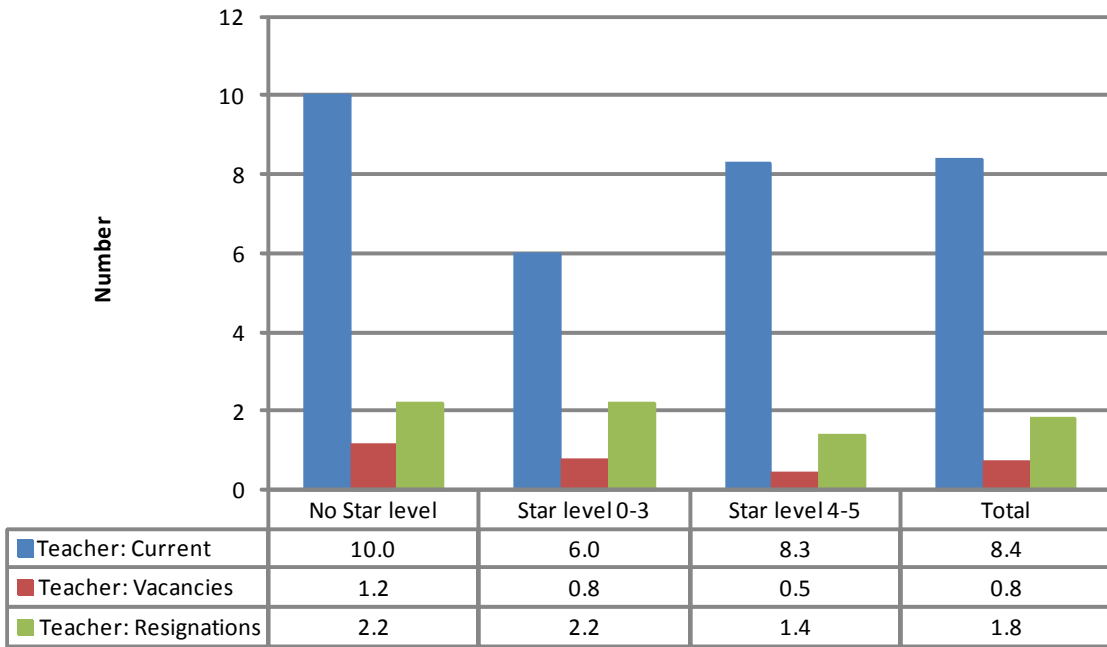
Source: Center for Applied Demography & Survey Research
 University of Delaware

Figure 4.11
Teacher: Mean Number, Mean Vacancies and Mean Resignations in Last 12 Months
by County



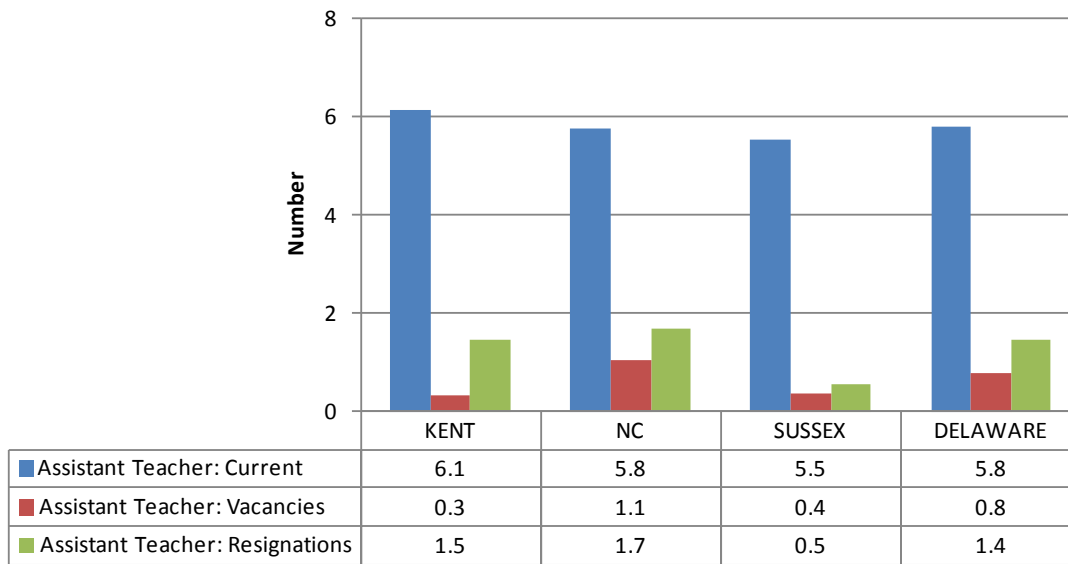
Source: Center for Applied Demography & Survey Research
 University of Delaware

Figure 4.12
Teacher: Mean Number, Mean Vacancies and Mean Resignations in Last 12 Months
by Star Level



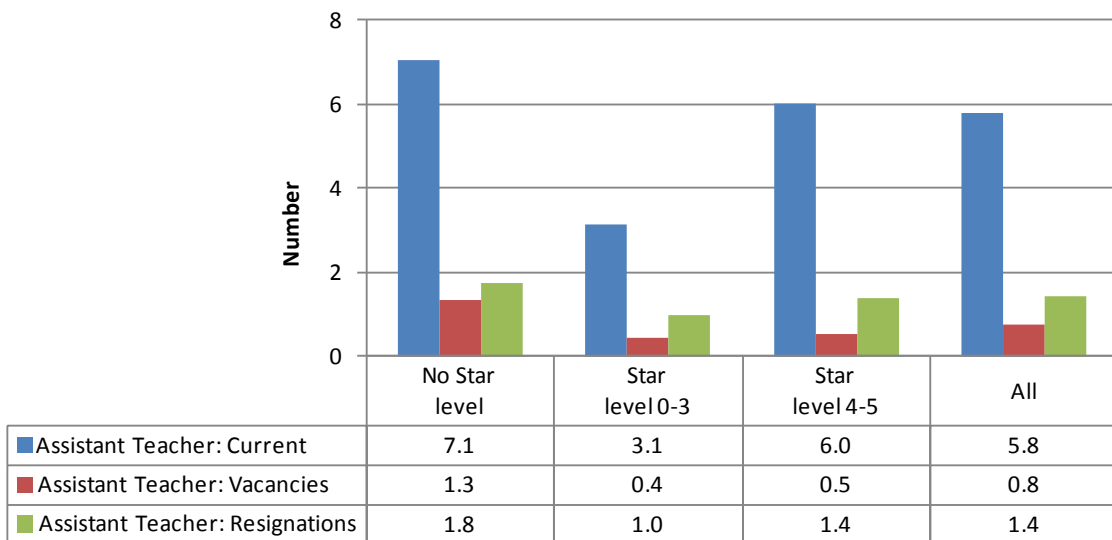
Source: Center for Applied Demography & Survey Research
 University of Delaware

Figure 4.13
Assistant Teacher: Mean Number, Mean Vacancies and Mean Resignations in Last 12 Months by County



Source: Center for Applied Demography & Survey Research
 University of Delaware

Figure 4.14
Assistant Teacher: Mean Number, Mean Vacancies and Mean Resignations in Last 12 Months by Star Level



Source: Center for Applied Demography & Survey Research
 University of Delaware

Earnings and Benefits

Income is an important motivating factor to stay in the field. The survey asked all respondents two related income questions. One asked the respondents to identify their hourly rate if they are paid an hourly wage. The second question asked for annual salary if they are paid this way. The distribution of hourly wage vs. annual salary by county is presented in Figure 5.1. Across Delaware, 75.2% of respondents indicated being paid an hourly rate compared with 24.8% who are paid an annual salary. Kent County stands out, where a significantly higher proportion (87.1%) of respondents indicated getting paid an hourly rate compared with respondents in Sussex (73.4%) and New Castle County (72.7%). The comparison of hourly rate vs. annual salary by Star Level is presented in Figure 5.2. Here, Respondents reporting from facilities with Star Levels 0-3 are significantly more likely (84.9) to indicate being paid hourly than their counterparts with no Star Level rating or Star Level of 4 and 5. The mean hourly rate reported is tabulated in Figures 5.3 and 5.4. In Delaware and across all three counties, the mean hourly rate reported is around \$11.6. Those working in facilities with Star Levels of 4 and 5 report a slightly higher mean hourly rate (\$12.2) than the rest of the respondents (\$11.3 and \$11.1). The mean Annual Salary reported in Figure 5.5 is highest in Kent County \$35,397 and lowest in Sussex County (\$29,882). Comparing mean Annual Salaries across Star Levels (Figure 5.6), a similar picture emerges as was the case for mean Hourly Rates. Those from Star Level facilities 4-5 earn a higher annual salary (\$34,300) than the rest of the respondents.

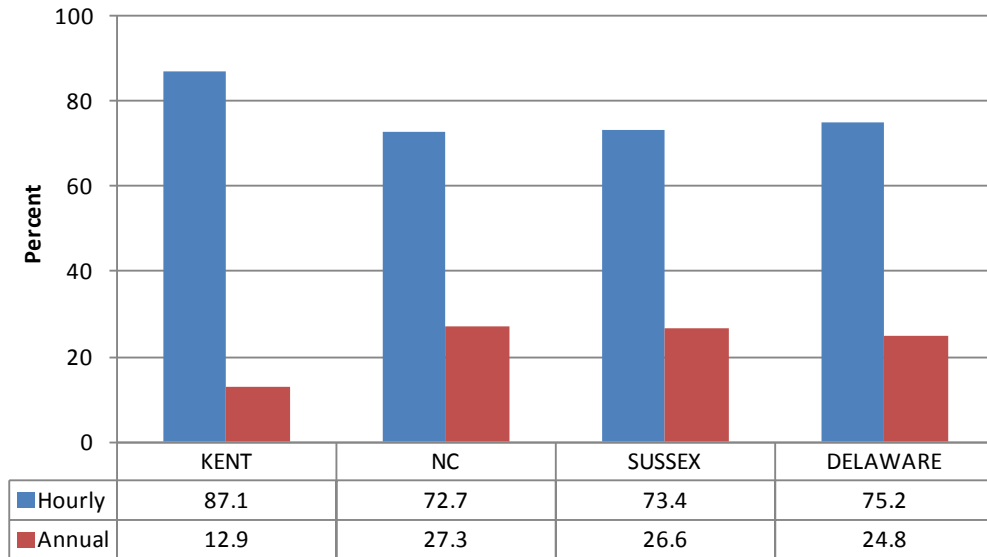
While not a perfect measure of financial need, respondents were asked if they hold another paid job in addition to their primary early childhood education employment (Figure 5.7). On average, about 13% of all respondents indicated having another paid job. Those reporting from Sussex County are marginally more likely (14.9%) to report having another job than those from Kent or New Castle counties (11.6% and 12.95%). The comparison by Star Level (Figure 5.8), suggests that no Star Level score is associated with marginally higher proportion of respondents reporting holding another paid job (14.7%).

Availability of benefits influences people's inclination to continue in the field of early childhood education. All respondents to the survey asked a series of questions on these benefits at the facility where they care for children. These perks can be grouped into two distinct groups: well being related benefits (health care, dental care – Figure 5.9-5.14) and personal benefits (pension, vacation, sick leave – Figure 5.15-5.20).

In both of these groups, those who report from New Castle County are more likely to indicate having the particular benefit offered to them (paid full or partial). Star level 4 or 5 is almost always (except in the case of vacation) associated with respondents more likely indicating having being offered the benefit.

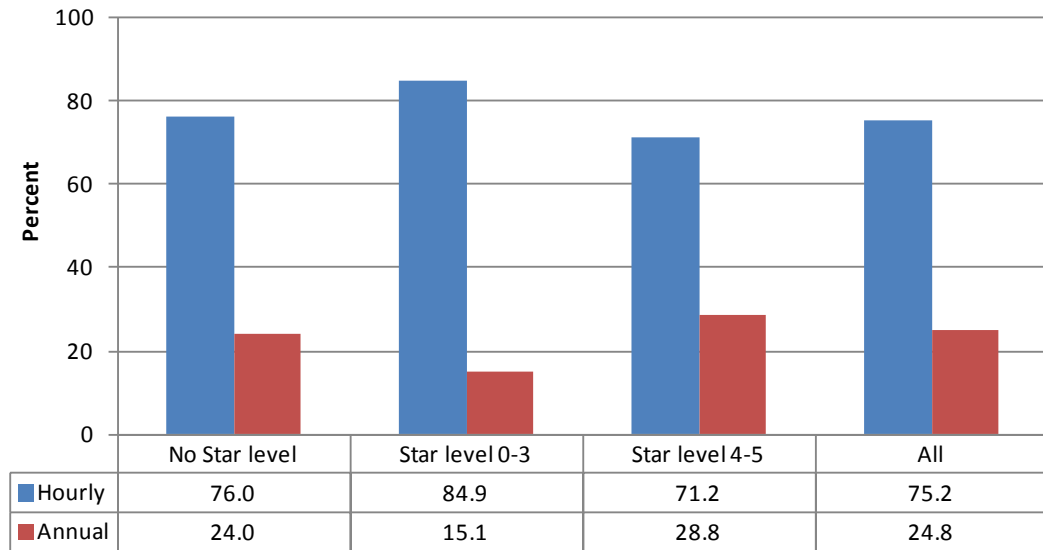
Looking at the well being benefits (health care, dental care) by Position (Figure 5.11 and 5.14) a known picture emerges. Administrators are significantly more likely to report being offered Health Insurance and Dental Insurance. The difference between the administrators and the position with the next highest benefit is between 13 to 7 percentage points.

Figure 5.1
Hourly vs. Annual Salary Reported by County



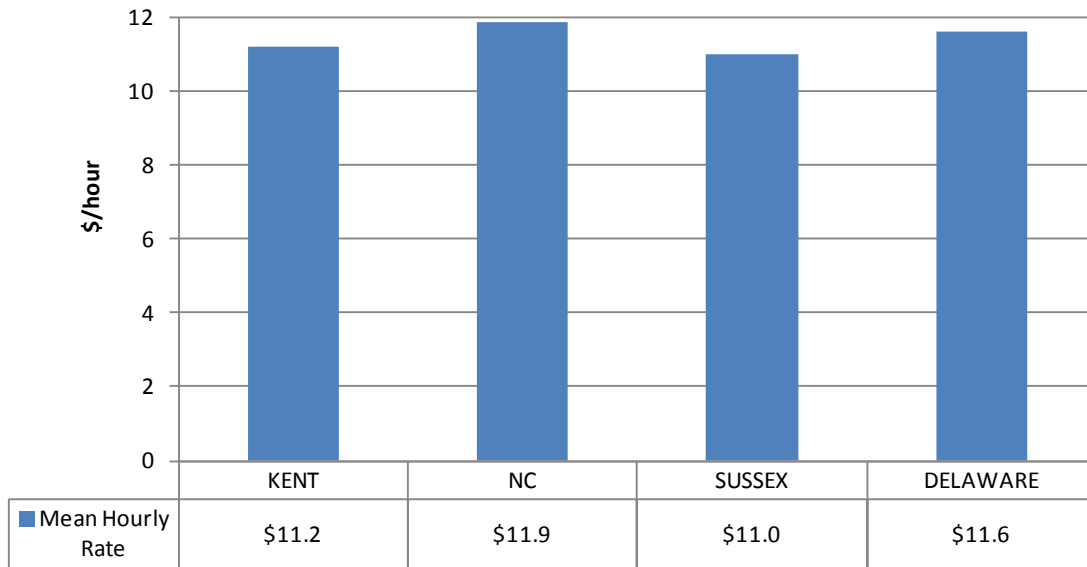
Source: Center for Applied Demography & Survey Research
 University of Delaware

Figure 5.2
Hourly vs. Annual Salary Reported by Star Level



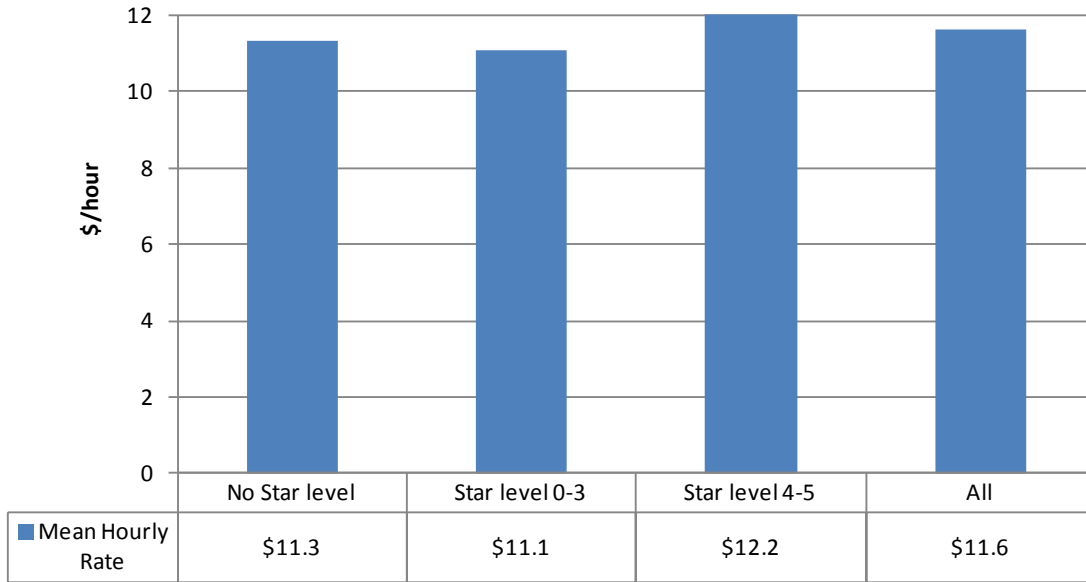
Source: Center for Applied Demography & Survey Research
 University of Delaware

Figure 5.3
Mean Hourly Rate by County



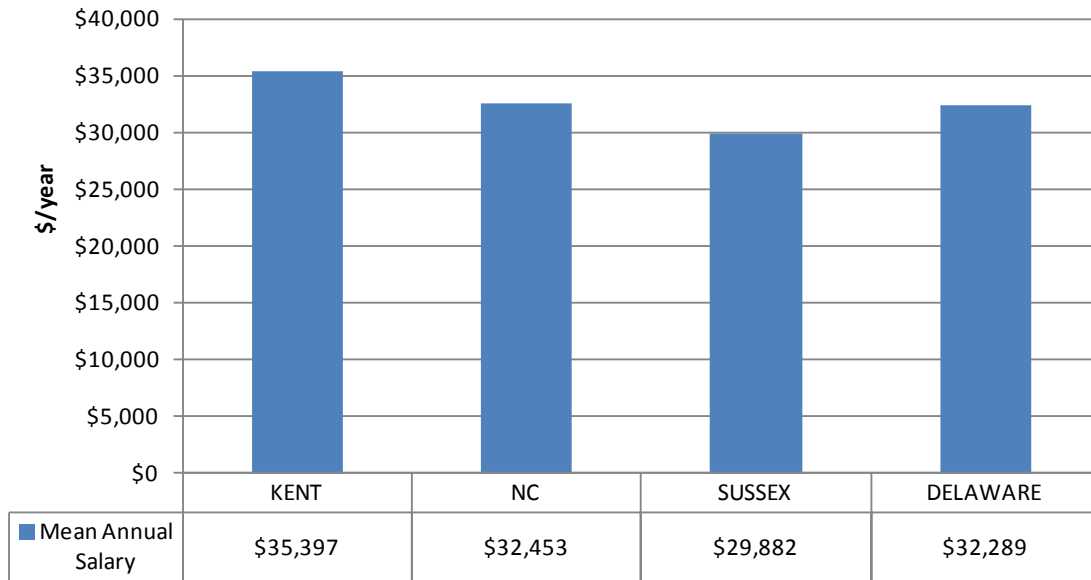
Source: Center for Applied Demography & Survey Research
University of Delaware

Figure 5.4
Mean Hourly Rate by Star Level



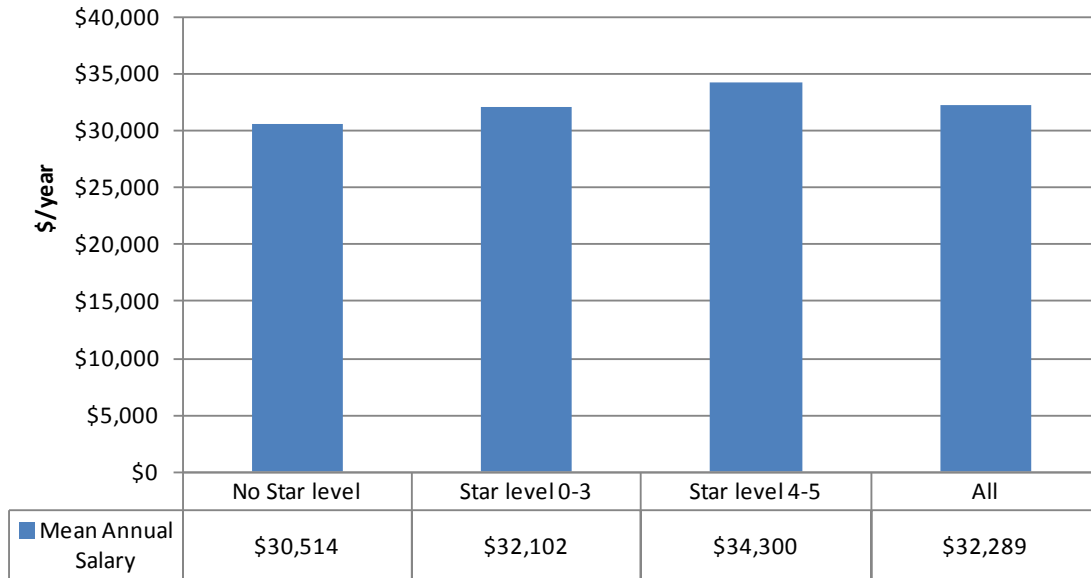
Source: Center for Applied Demography & Survey Research
University of Delaware

Figure 5.5
Mean Annual Salary by County



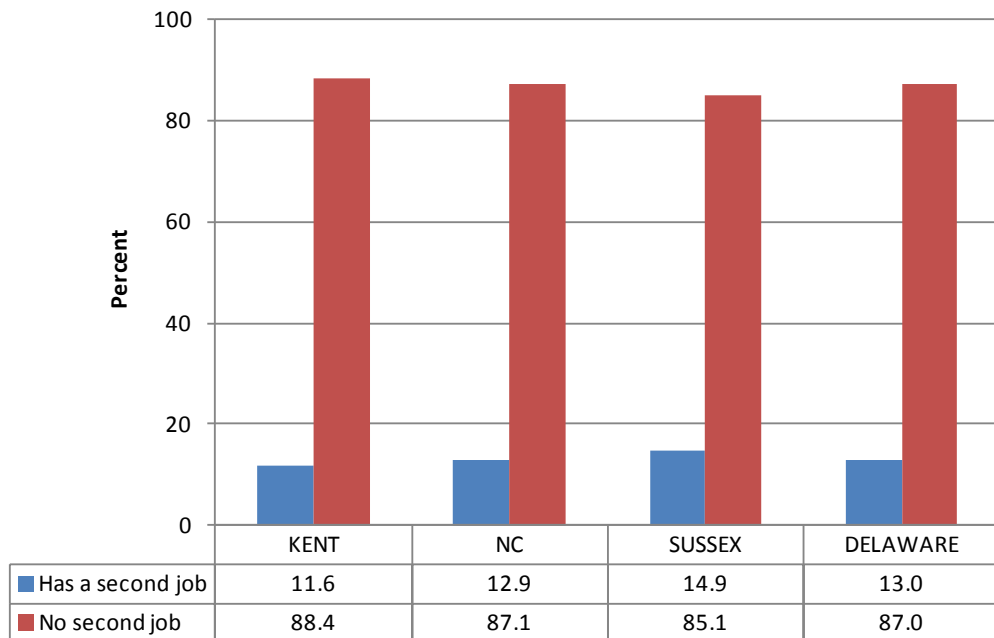
Source: Center for Applied Demography & Survey Research
University of Delaware

Figure 5.6
Mean Annual Salary by Star Level



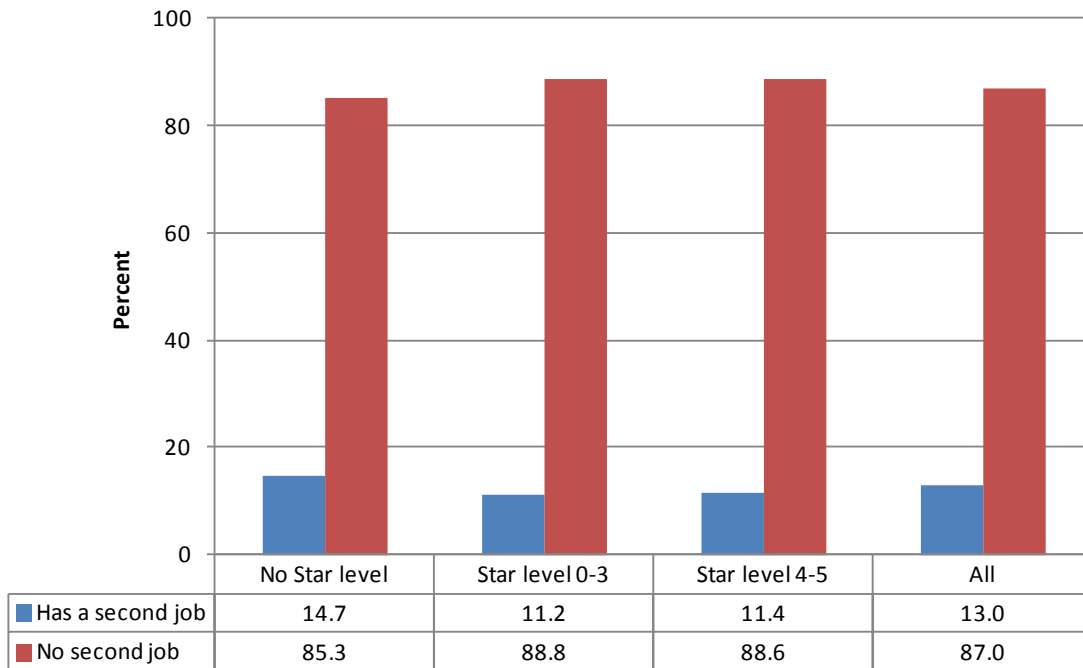
Source: Center for Applied Demography & Survey Research
 University of Delaware

Figure 5.7
Second Job Reported by County



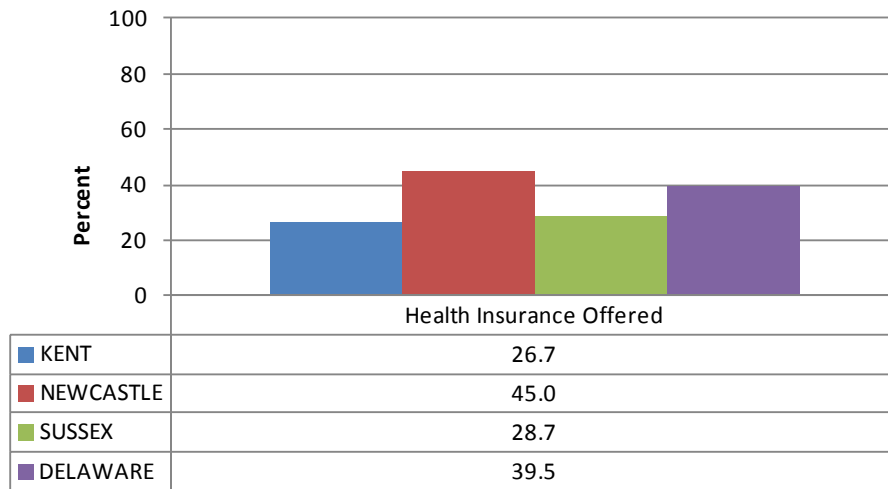
Source: Center for Applied Demography & Survey Research
University of Delaware

Figure 5.8
Second Job Reported by Star Level



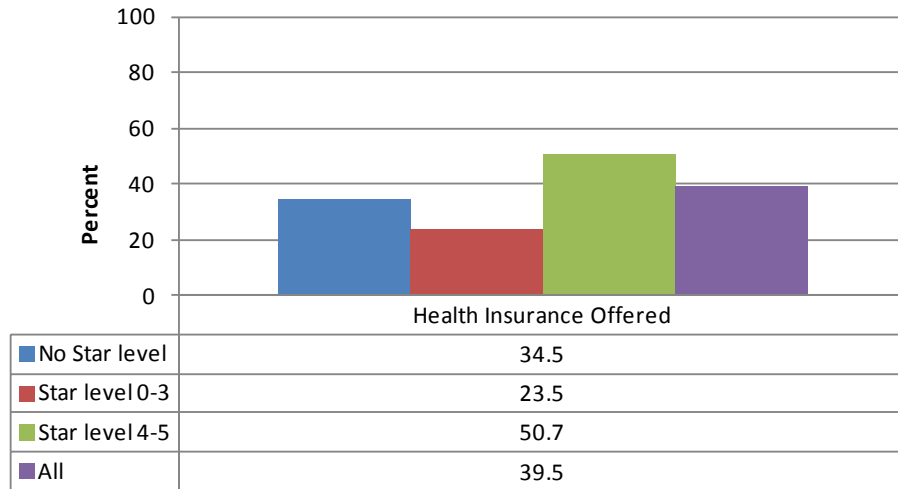
Source: Center for Applied Demography & Survey Research
 University of Delaware

Figure 5.9
Health Insurance Offered by County



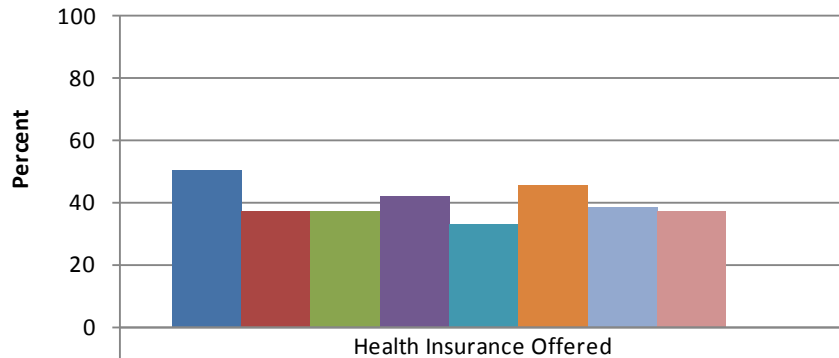
Source: Center for Applied Demography & Survey Research
University of Delaware

Figure 5.10
Health Insurance Offered by Star Level



Source: Center for Applied Demography & Survey Research
 University of Delaware

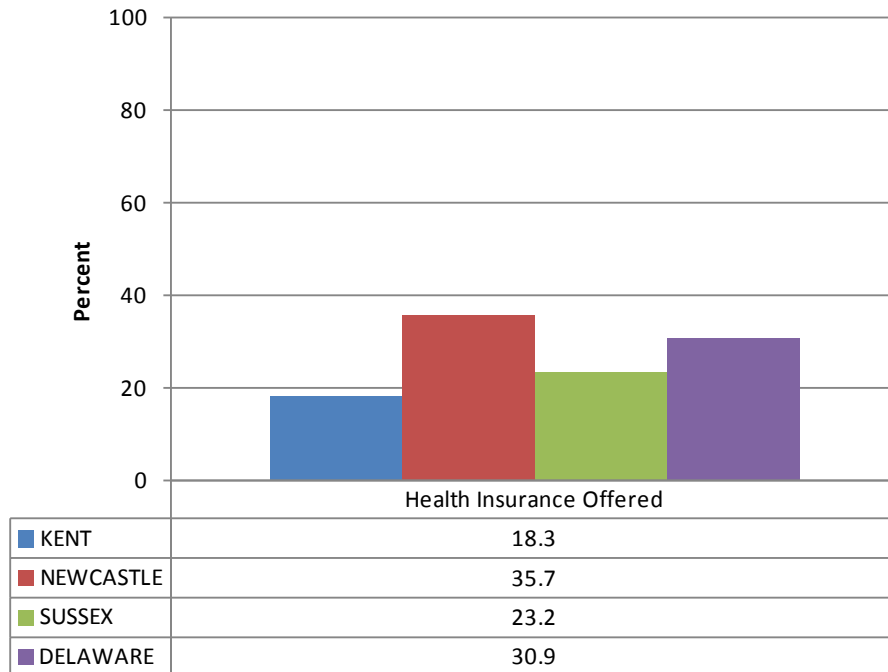
Figure 5.11
Health Insurance Offered by Position



Health Insurance Offered	
■ Early Childhood Administrator	50.3
■ Early Childhood Curr. Coord.	37.1
■ Early Childhood Teacher	37.1
■ Early Childhood Assist. Teacher	42.0
■ Early Childhood Intern	33.1
■ School Age Administrator	45.5
■ School Age Site Coordinator	38.6
■ School Age Site Assistant	37.1
■ School Age Intern	0.0

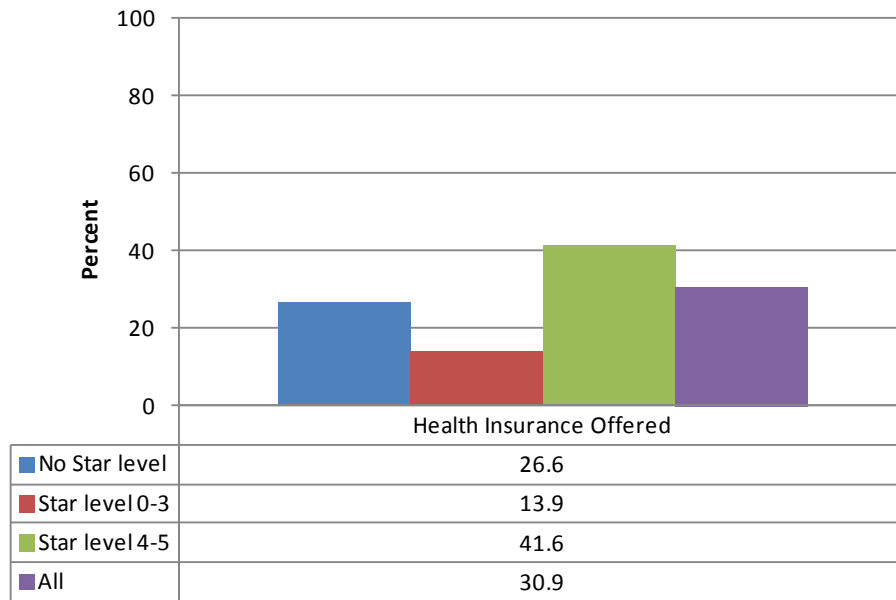
Source: Center for Applied Demography & Survey Research
University of Delaware

Figure 5.12
Dental Insurance Offered by County



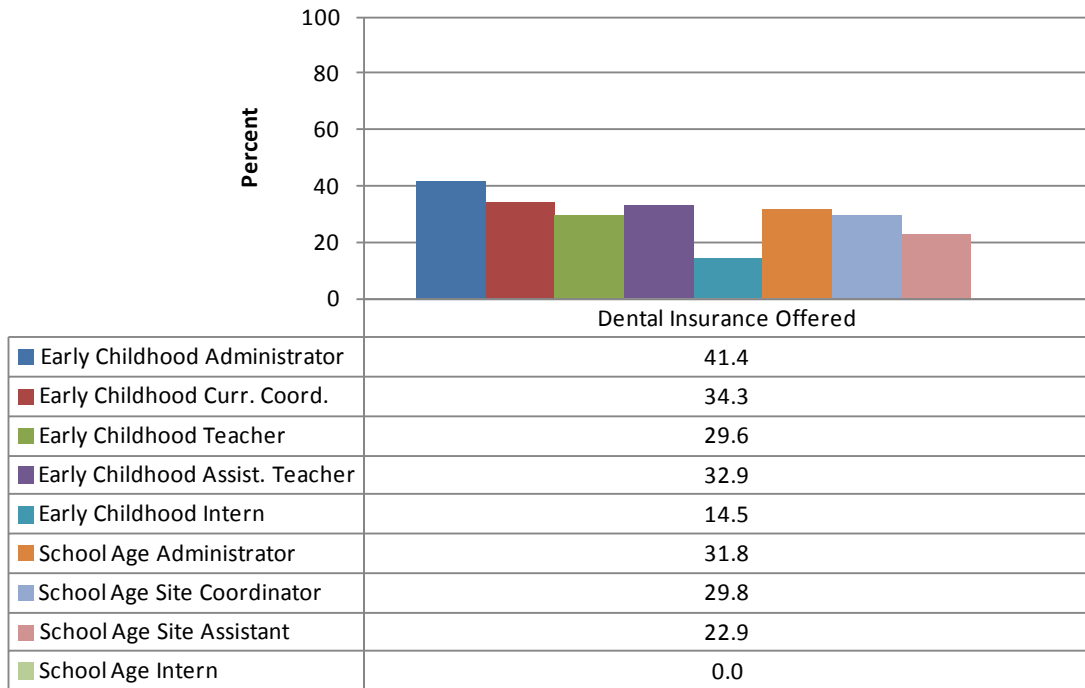
Source: Center for Applied Demography & Survey Research
University of Delaware

Figure 5.13
Dental Insurance Offered by Star Level



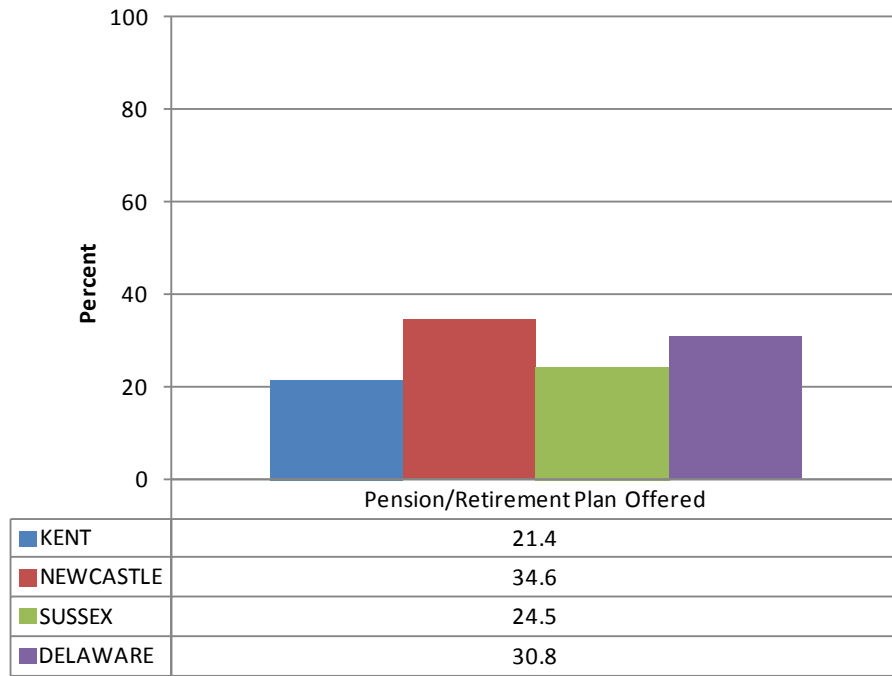
Source: Center for Applied Demography & Survey Research
 University of Delaware

Figure 5.14
Dental Insurance Offered by Position



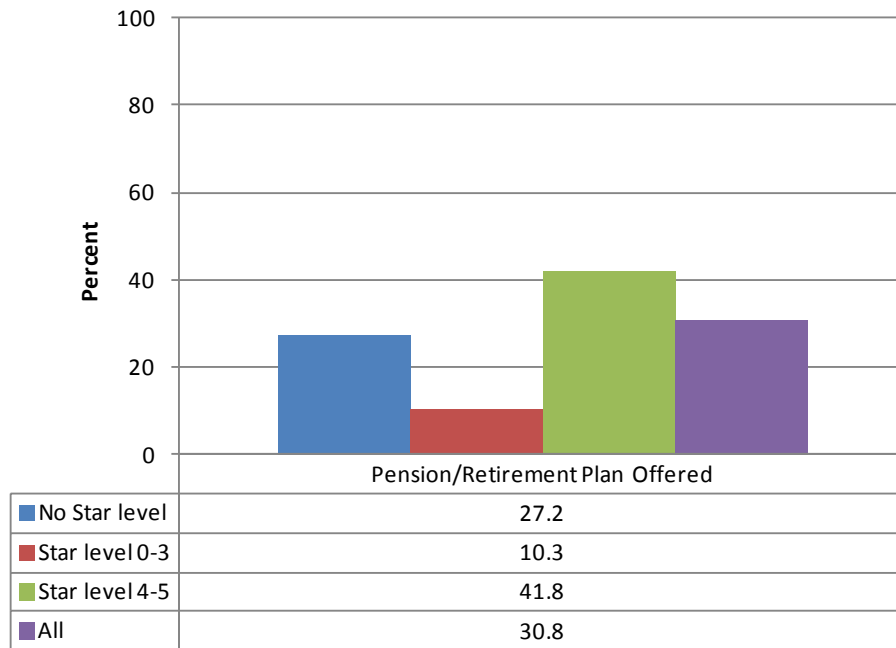
Source: Center for Applied Demography & Survey Research
University of Delaware

Figure 5.15
Pension/Retirement Plan Offered by County



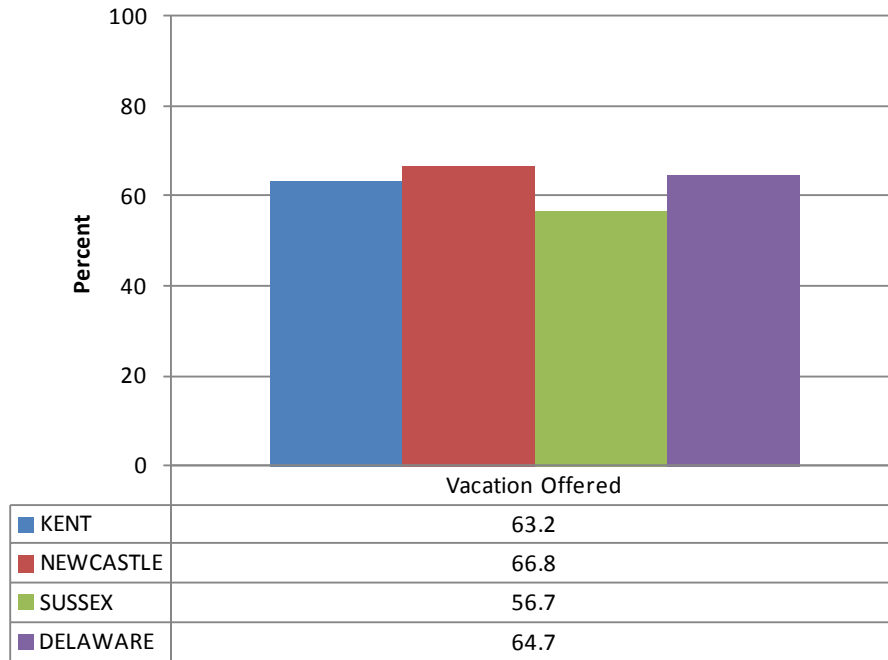
Source: Center for Applied Demography & Survey Research
 University of Delaware

Figure 5.16
Pension/Retirement Plan Offered by Star Level



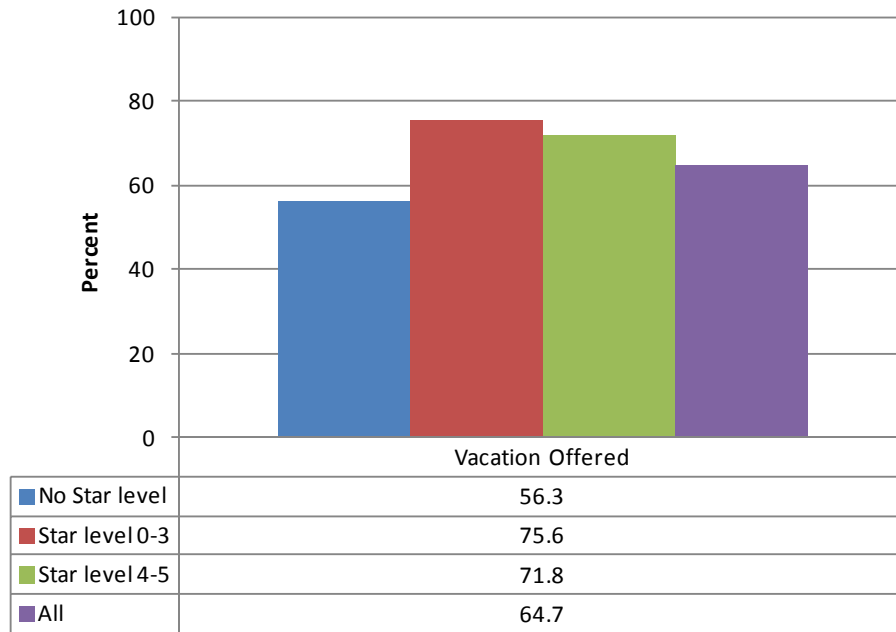
Source: Center for Applied Demography & Survey Research
 University of Delaware

Figure 5.17
Vacation Offered by County



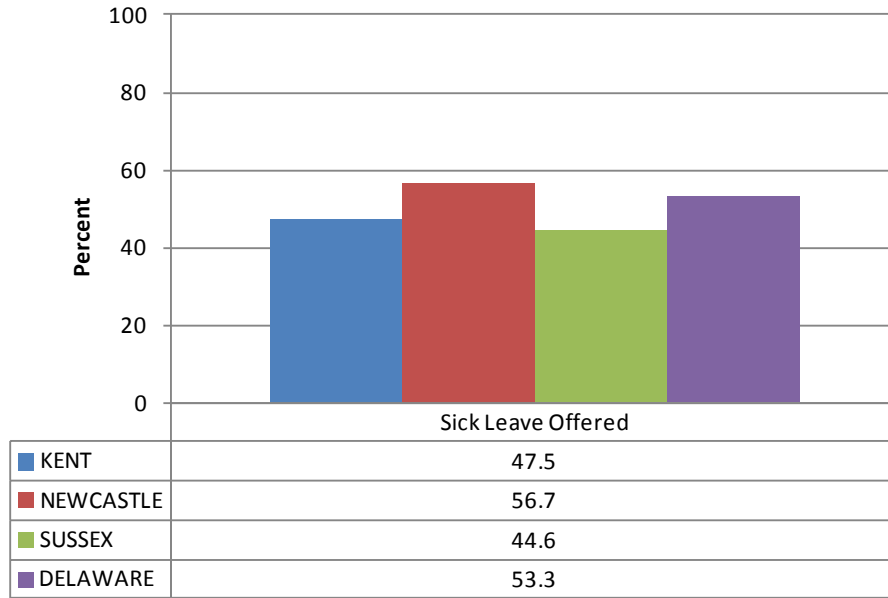
Source: Center for Applied Demography & Survey Research
University of Delaware

Figure 5.18
Vacation Offered by Star Level



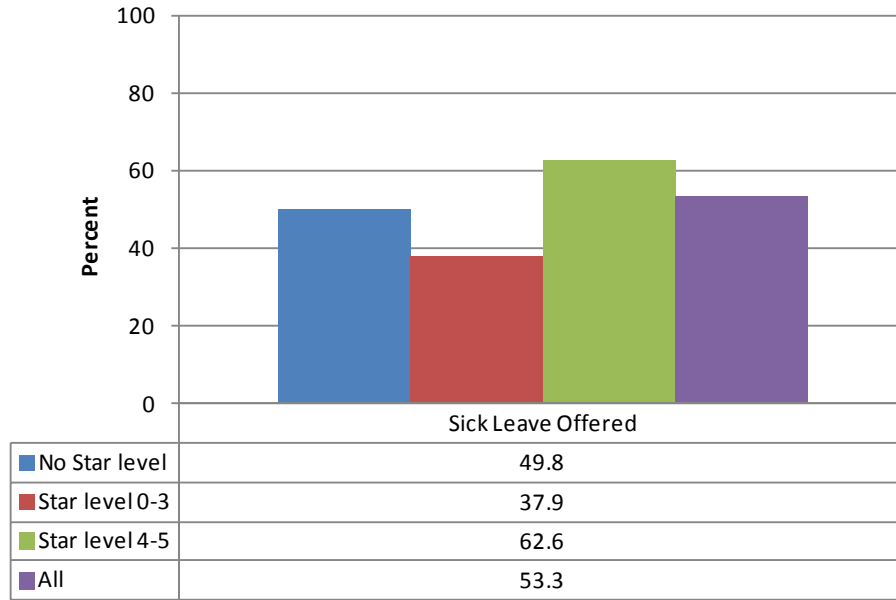
Source: Center for Applied Demography & Survey Research
University of Delaware

Figure 5.19
Sick Leave Offered by County



Source: Center for Applied Demography & Survey Research
University of Delaware

Figure 5.20
Sick Leave Offered by Star Level



Source: Center for Applied Demography & Survey Research
University of Delaware

SIGNIFICANT FINDINGS

The current study is an ongoing effort to map and monitor the working conditions of Early Childhood Teachers and Administrators in Delaware. It builds upon related work in 2001, 2007 and 2012. The field work for this study was conducted during the Spring/Summer of 2016. The results presented in the report will be useful for the educators themselves and policy makers alike. While not all teachers/administrators responded to the survey, the received responses were weighted to represent all of Delaware's licensed Early Childhood/School Age Teachers and Administrators active in the field. A number of findings can be drawn based on this data:

- Across Delaware, Bachelor's degree is reported by 30% of the respondents. Highest rate of Bachelor's degrees is reported in New Castle County (33.6%) and lowest in Kent (22.8%) and Sussex counties (21.7%).
- About 47.8% of the respondents' highest degree is in Early Childhood Education. About a 10th of the respondents have an elementary education degree; less than 2% report Human Development degrees and about 37.2% report other degrees.
- In Delaware and across all three counties, the mean hourly rate reported is around \$11.6. Those working in facilities with Star Levels of 4 and 5 report a slightly higher mean hourly rate (\$12.2) than the rest of the respondents (\$11.3 and \$11.1).
- Respondents to the survey indicate that about 39.5% are offered health insurance. About 50.7% of those working for facilities with Star levels 4-5 report being offered this benefit.
- Across Delaware, being offered dental insurance is reported by 30.9% of respondents. Just like in the case of health insurance, those working for facilities with Star levels 4-5 report higher rates of this benefit offered to them (41.6%).
- Access to Pension/Retirement benefits Delaware's licensed Early Childhood/School Age Teachers and Administrators is reported by 30.8% of survey respondents. The highest

- proportion of participants (41.8%) who are offered these benefits report from programs with Star levels 4 -5.
- Some sick leave is offered to about 53.3% of Delaware's licensed Early Childhood/School Age Teachers and Administrators. A highest proportion (62.6%) of respondents being offered sick leave are working for programs with a Star level 4 or 5.

APPENDIX



DELAWARE EARLY CHILDHOOD TEACHER AND ADMINISTRATOR SURVEY 2016



Commissioned by Delaware Department of Education
(CADSRID)

INSTRUCTIONS

- **Mail your completed form** in the attached prepaid envelope to:
University of Delaware
CADSR - Graham Hall
Newark, DE 19716

- Use either a pen or pencil when completing the questionnaire.
- Follow all "SKIP" instructions after answering a question. If no instructions are provided, continue to the next question.
- If you have any questions, contact the **Center for Applied Demography & Survey Research** at the **University of Delaware** by calling **302-831-3320**.

PURPOSE – The purpose of this survey is to provide information about working conditions of early childhood teachers and administrators in Delaware. Results will be used to inform services and policies that support the early learning workforce.

SCOPE – A sample of early childhood teachers and administrators licensed in the State of Delaware are contacted. **Even if you do not currently provide child care in Delaware please complete the questionnaire.**

NOTICE OF CONFIDENTIALITY – The information you report on this questionnaire is confidential. It will never be linked to you as a respondent. Responses will be analyzed in a summary form only.

*If you are a Family Child Care Provider please do not complete this survey.

RESPONSES – The tracking information printed on the form permits follow-up contacts to ensure the highest quality data. When you return the completed questionnaire, your name will be deleted from the list and never connected to your answers in any way

PARTICIPATION – Your participation is voluntary. However, your responses are important to inform services and policies that support Delaware's early learning workforce and high quality education for young children.

Even if you currently do not work in the field, you are retired, unemployed, or no longer in Delaware, please complete the survey!

1. At what type of site do you work as an Early Childhood Teacher or Early Childhood Administrator? (Check one)

- 1 Licensed Early Care and Education Center (serving children 0-5 or 0-5 and School Age)
- 2 Licensed School Age Center (serving School Age children only)
- 3 License Exempt (Public and private school program, 619, etc)
- 4 None of the Above (not in Delaware, not in the field, retired, unemployed) (**Go to Question 17**)
- 5 I do not know

2. What is the site name, address and zip code where you work as an Early Childhood/School Age Teacher or Early Childhood/School Age Administrator. If you work at more than one site, choose the one where you worked most hours last week.

Site Name

Street Address

City

State

ZIP code

3. Please indicate your primary position title at this site. For a description of positions please see page 4. (Check one)

- 1 Early Childhood Administrator
- 2 Early Childhood Curriculum Coordinator
- 3 Early Childhood Teacher
- 4 Early Childhood Assistant Teacher
- 5 Early Childhood Intern
- 6 School Age Administrator
- 7 School Age Site Coordinator
- 8 School Age Site Assistant
- 9 School Age Intern

4. If you spend the majority of your day working with children in a classroom, please indicate the primary age group that you teach. (Check one)

- 1 Infants (0 weeks to 12 months)
- 2 Toddlers (13 months to 35 months)
- 3 Preschool (36 months to 5 years)
- 4 Kindergarten
- 5 School-age children other than Kindergarten
- 6 Do not spend majority of my day working with children

Note: If you work with more than one age group, select the primary age group that you taught in the last week.

5. Are you considered a part-time or a full-time employee at this site?

- 1 Part-time
- 2 Full-time

6. What is the highest level of education you have completed? (Check one)

- 1 Some High School
- 2 High School Diploma / GED
- 3 Some College
- 4 Associate's Degree
- 5 Bachelor's Degree
- 6 Master's Degree
- 7 Ph.D.
- 8 Ed.D.
- 9 Ed.S.

7. What is the major of the highest degree you have completed? (Check one)

- 1 Early Childhood Education
- 2 Elementary Education
- 3 Human Development
- 4 Other (specify) _____

QUESTIONS 8 THROUGH 11 ARE SENSITIVE IN NATURE. WE ASK THESE QUESTIONS IN ORDER TO ASSESS THE ECONOMIC STANDING OF EARLY CHILDHOOD TEACHERS AND ADMINISTRATORS IN DELAWARE.

PLEASE BE ASSURED THAT THE ANSWERS YOU PROVIDE WILL NEVER BE SHARED WITH ANYONE AND WILL ONLY BE REPORTED IN A SUMMARY FORM.

8. Please indicate how you are paid at this site and how much you make. (Check one)

- 1 Hourly \$/Hour
- 2 Annual salary \$/Year

9. For each of the benefits listed below, please indicate if the benefit is offered by the employer at this site. (Check all that apply)

	Offered (Paid full or partial)
Health Insurance	<input type="checkbox"/>
Dental Insurance	<input type="checkbox"/>
Pension/Retirement Investment Plan	<input type="checkbox"/>
Vacation	<input type="checkbox"/>
Sick Leave	<input type="checkbox"/>

10. Do you have a second job for which you receive income?

- 1 Yes
- 2 No

11. Do you currently use any of the following federal or state aid programs? (Check all that apply)

- 1 WIC
- 2 S-CHIP
- 3 Medicaid
- 4 Food stamps
- 5 Purchase of Care
- 6 I do not use any of the above programs

QUESTIONS 12 THROUGH 16 ARE FOR ADMINISTRATORS ONLY.

IF YOU ARE NOT AN ADMINISTRATOR PLEASE SKIP TO QUESTION 17.

12. Please select the category that best describes your Site. (Check one)

- 1 District or Charter School
- 2 Corporate Chain
- 3 Private – For profit
- 4 Private – Not for Profit
- 5 Head Start Center
- 6 Religious or Faith Based Organization
- 7 Public Agency (specify) _____
- 8 Other (specify) _____

13. Describe how your site is funded. (Check all that apply)

- 1 Parent Fees
- 2 Purchase of Care
- 3 Head Start
- 4 Early Head Start
- 5 ECAP
- 6 IDEA
- 7 Title 1
- 8 Corporate/Business Sponsorship*
- 9 University/College Sponsorship*
- 10 Religious Organization Sponsorship*
- 11 21st Century Grant
- 12 Other (specify) _____

* Sponsorship can include any of the following: direct financial supports, scholarships for families, donated or in kind supports (space, janitorial and building supports, accounting supports).

14. How many children are currently enrolled at this site and what is the capacity at this site?

<input type="text"/>	<input type="text"/>
Number of Children (Currently Enrolled)	Capacity of Site (Number of Children)

15. Does your program currently have a waiting list for any of the age categories listed? (Check all that apply)

- 1 Infants
- 2 Toddlers 12-36 months
- 3 Preschool
- 4 School age
- 5 No waiting list

16. Please enter the number of staff currently employed in each of the positions, the number of vacant positions, and how many people have left each position in the last 12 months.

	Number of Current Staff	Number of Current Vacant Positions	Number who left Position in Last 12 Months
Administrator	<input type="text"/>	<input type="text"/>	<input type="text"/>
Teacher	<input type="text"/>	<input type="text"/>	<input type="text"/>
Assistant Teacher	<input type="text"/>	<input type="text"/>	<input type="text"/>

21. If you have any comments, please feel free to include them in the space provided below.

17. What is your age? (Check one)

- 1 18 or under
- 2 19-25
- 3 26-30
- 4 31-35
- 5 36-40
- 6 41-45
- 7 46-50
- 8 51-55
- 9 56-60
- 10 Over 60

18. What is your gender?

- 1 Male
- 2 Female

19. Are you of Hispanic origin?

- 1 Yes
- 2 No

20. What is your race? (Check all that apply)

- 1 American Indian or Alaska Native
- 2 Asian
- 3 Black or African American
- 4 Native Hawaiian or Other Pacific Islander
- 5 White
- 6 Other

**Thank you for completing
The Delaware Early Childhood Teacher and Administrator Survey 2016.**

Return the completed form to:

University of Delaware, CADSR Graham Hall, Newark, DE 19716

Definitions for Teaching Staff
(excludes office staff, maintenance, food service, etc.):

Early Childhood Administrator – means a staff member with direct responsibility for the Center’s total program of services provided to children and their families, and including, when applicable, the administrative aspects. The Early Childhood Administrator approves curriculum, and when also serving as the Early Childhood Curriculum Coordinator, develops and evaluates curriculum, and implements and/or monitors implementation of curriculum and daily activities for children at the Center.

Early Childhood Curriculum Coordinator – means a staff member who works under the supervision of the Early Childhood Administrator and is immediately responsible for the direct care, supervision, guidance, and education of children at a Center. The Early Childhood Curriculum Coordinator develops and evaluates curriculum, and implements and/or monitors implementation of curriculum and daily activities for children at the Center.

Early Childhood Teacher – means a staff member who works under the supervision of an Early Childhood Administrator or Early Childhood Curriculum Coordinator and is immediately responsible for the direct care, supervision, guidance and education of children at a Center. The Early Childhood Teacher implements the curriculum and daily activities for a group(s) of children.

Early Childhood Assistant Teacher – means a staff member who works under the supervision of at least an Early Childhood Teacher and performs direct child care functions and related duties and assists in the implementation of curriculum.

Early Childhood Intern – means a staff member who works under the supervision of an Early Childhood Teacher and the direct observation of at least an Early Childhood Assistant Teacher or Early Childhood Caregiver and performs direct child care functions and related duties.

School Age Administrator – means a staff member of a School-Age Center with direct or supervisory responsibility for the School-Age Center’s total program of services provided to children and their families, and including, when applicable, the administrative aspects. The School-Age Administrator approves curriculum and also, when not assigning such duties to a School-Age Site Coordinator, develops and evaluates curriculum, and implements and/or monitors implementation of curriculum and daily activities for children at the School-Age Center.

School-Age Site Coordinator – means a staff member of a School-Age Center who works under the supervision of the School-Age Administrator and is immediately responsible for the day-to-day operations of the School-Age Center, direct care, supervision, guidance and education of the children. The School-Age Site Coordinator implements curriculum and daily activities for children at the School-Age Center. Also, when assigned such duties, the School-Age Site Coordinator develops and evaluates curriculum, and monitors implementation of curriculum.

School-Age Site Assistant – means a staff member of a School-Age Center who works under the supervision of at least a School-Age Site Coordinator and performs direct child care functions and related duties and assists in the implementation of curriculum.

School-Age Intern – means a staff member of a School-Age Center who works under the supervision of at least a School-Age Site Coordinator, or School-Age Site Assistant who is designated as responsible for the School-Age Center, and under the direct observation of at least a School-Age Site Assistant and performs direct child care functions and related duties.

Center for Applied Demography & Survey Research

College of Arts and Sciences
University of Delaware
287 Graham Hall
Newark, DE 19716

phone: **302-831-8406** fax: **302-831-6434**

www.cadsr.udel.edu

Center for Applied Demography & Survey Research (CADSR) is a project - oriented, policy analysis and survey research center. The Center's primary mission is to ensure that the best possible data and information on important public issues are developed and made available to members of the College, its clients, and, most importantly, to the policy-makers who affect the way we all live and work in Delaware. This mission is accomplished in four different ways: by acting as a clearinghouse for large data sets supplied by local, state, regional, and federal agencies; by maintaining an active survey research capability; by developing and designing custom databases of text, graphical information (including both raster and vector data), drawn from client files; and by using an array of information system technologies.



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The University of Delaware is committed to assuring equal opportunity to all persons and does not discriminate on the basis of race, color, gender, religion, ancestry, national origin, sexual preference, veteran status, age, or disability in its educational programs, activities, admissions, or employment practices as required by Title IX of the Educational Amendments of 1972, Title VI of the Civil Rights Act of 1964, the Rehabilitation Act of 1973, the Americans with Disabilities Act, other applicable statutes, and University policy. Inquiries concerning these statutes and information regarding campus accessibility and Title VI should be referred to the Affirmative Action Officer, 305 Hullihen Hall, 302/831-2835 (voice), 302/831-4552(TDD).