

Delaware's Early Childhood Teachers and Administrators 2012

by Tibor Tóth, Ph.D.

Center for Applied Demography &
Survey Research
University of Delaware

**Delaware's Early Childhood Teachers
and Administrators
2012**

prepared for

Delaware Department of Education

by

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November, 2012

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ACKNOWLEDGEMENTS

This report was primarily funded by the Delaware Department of Education, through the support from the Delaware Early Childhood Council.

This report was possible due to the early childhood and school age teachers and administrators who generously gave their time to respond to the survey.

We also want to acknowledge the Survey Committee for providing their experience and insight in developing the questionnaire.

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Methodology

In 2001, Delaware launched the Delaware Early Care and Education Baseline Quality Evaluation. This 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. The 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 current study builds upon and expands the previous studies. The 2012 Early Childhood Workforce Study consists of two components:

The Survey of Early Childhood Teachers and Administrators

and

The Survey of Family Childcare Providers

This report presents the results of the Survey of Early Childhood Teachers and Administrators. 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 on February 23, 2012 for a total of 9,663 records. Of the 9,663 records nearly 3,000 were duplicates. Two primary reasons explain the duplicate records: 1. a person in the database has changed their last name or 2. a person has more than one qualification. The original data extract was cleaned up: records were collapsed to create one record for those who had more than one qualification. The final sampling frame consisted of 6,754 unduplicated qualified workers. The resulting database

identified individuals with their appropriate qualifications. However, because of the fact that each person could hold more than one credential, for sampling purposes it was essential to determine the hierarchy of these credentials.

At one level, two types of qualifications were identified, Early Childhood qualifications and School Age qualifications. Of the 6,754 records 5,221 reported one of the Early Childhood qualifications and 1,158 held one of the above School Age qualifications. There were 373 records where both type of qualifications were present. For sampling purposes only, those who held both types of qualifications were counted as holding a school age qualification.

On the second level, for each qualification type, qualification positions were identified and a hierarchy determined such as: 1. Early Childhood qualifications (Administrator, Curriculum Coordinator, Teacher, Assistant Teacher, Caregiver, Intern) 2. School Age qualifications (Administrator, Site Coordinator, Site Assistant, Intern). In practical terms if a person held two qualifications: 1. Intern and 2. Caregiver they were counted as a Caregiver. This approach reflects the natural progression of qualifications in the field. Also, the records were geocoded to identify county (Kent, New Castle, Sussex and the City of Wilmington).

By cross tabulating the final table (location vs. qualification positions) a determination was made to conduct a full census of all who held school age credentials (1531) and a proportional sample survey of those who held Early Childhood credentials (2790).

The method chosen to gather the information was a mail survey. The data collection for the current report took place during the Summer 2012. 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 4,321 pieces of mail, 433 were undeliverable, 8 respondents explicitly refused to participate, 2 were identified as deceased. At the end of the data collection 1,507 responses were received, and no response was received from 2,368 respondents. The effective response rate (excluding undeliverable, refused and deceased) was 38.9%. The completed surveys were manually keyed using a double

entry system for verification and error correction for all records. Of the 1,507 responses, 1,501 were usable responses. 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 4,227 Early Childhood Teachers/Administrators and 494 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.

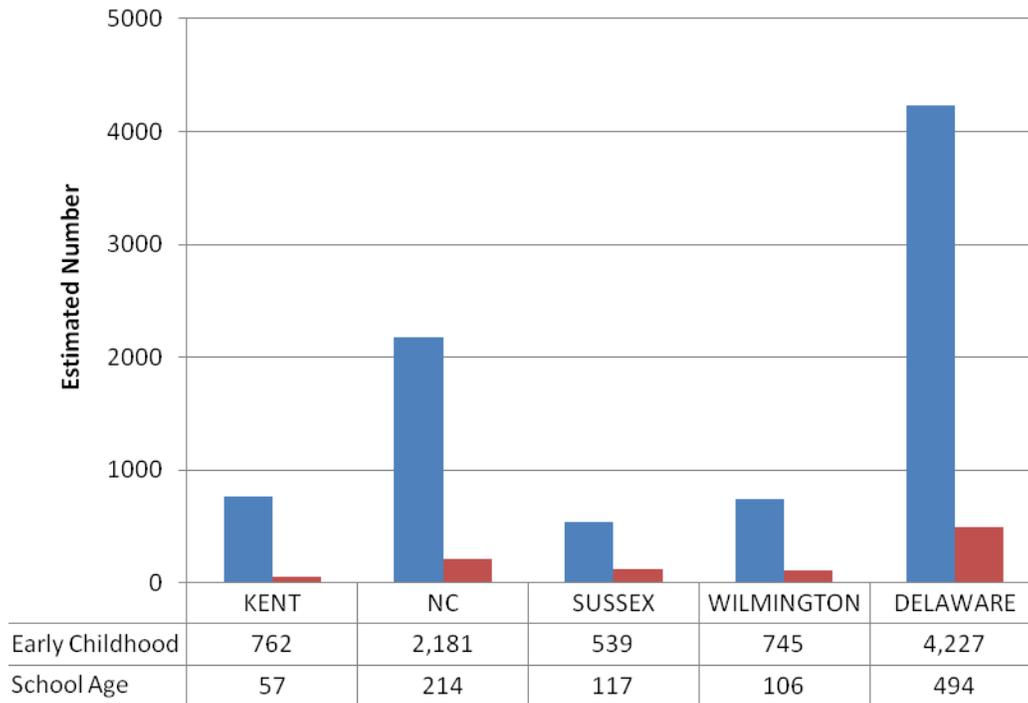
Overview

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 is estimated at 4,721. The highest number (Figure 2.1) of Early Childhood Teachers/Administrators is in New Castle County (2,181), followed by Kent County (762) and the City of Wilmington (745). Highest number of School Age Teachers/Administrators in early childhood education is in New Castle County (214) followed by Sussex County (117) and the City of Wilmington (106).

Looking at the position titles (Figure 2.2), most numerous in Delaware are Early Childhood Teachers (2,086) followed by Early Childhood Assistant Teachers (1,364). 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 (1,127).

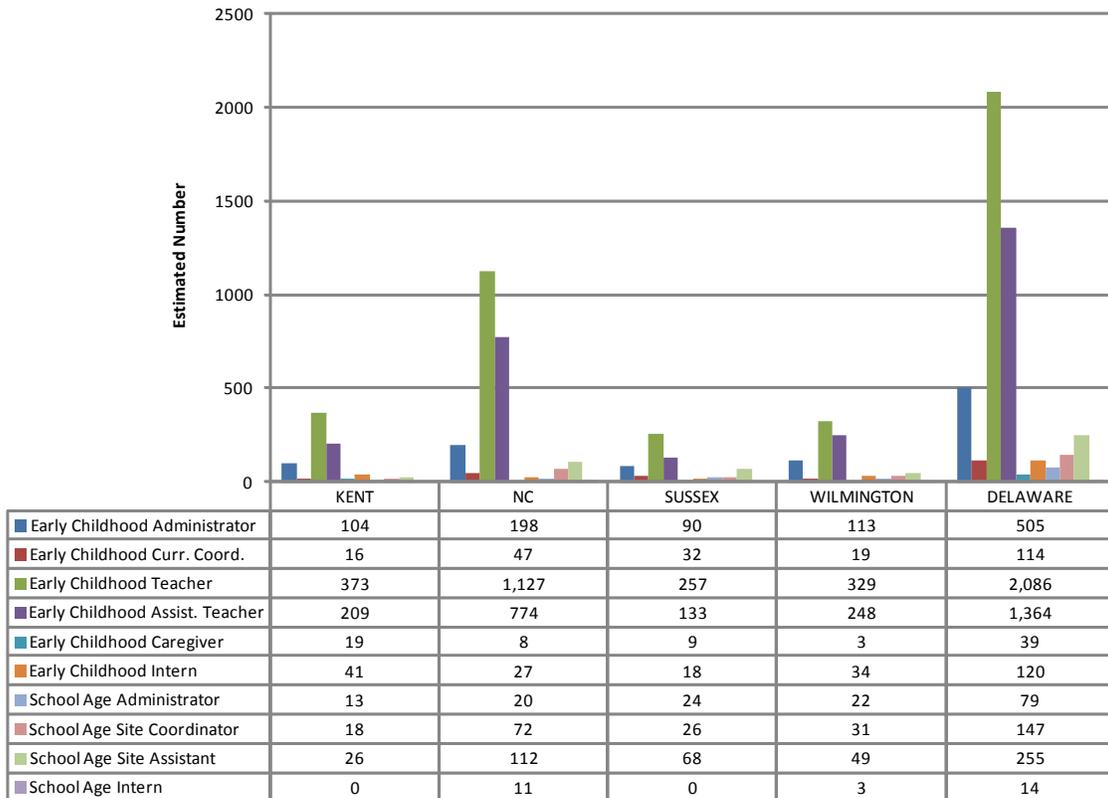
The Part time/ Full time status of early childhood professionals show an interesting pattern (Figure 2.3). Overall in Delaware, about 1/3 of both early childhood professionals and school age professionals in early childhood education are part time. However, the proportion of part time school age professionals is much higher in New Castle County (79.4%), Sussex (69%) and even Kent County (49.1%) than in Wilmington (31.6%).

Figure 2.1
Type of Teachers/Administrators by
County



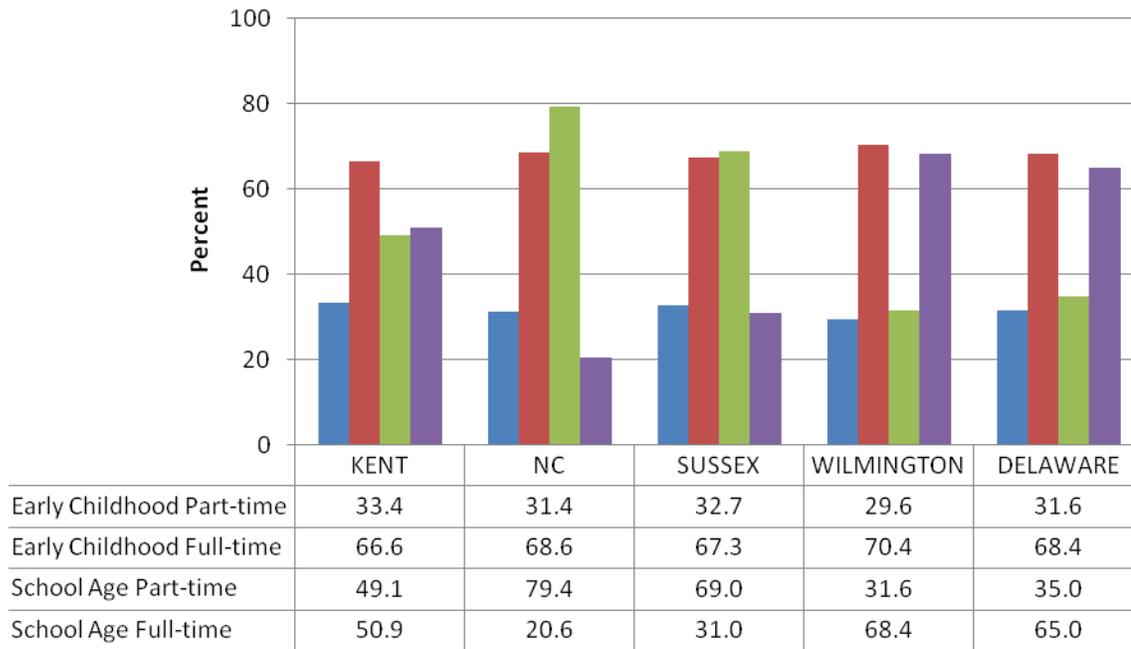
Source: Center for Applied Demography & Survey Research
 University of Delaware

Figure 2.2
Estimated Number by Position Title and County



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

Figure 2.3
Part Time vs. Full Time Status
by Type and County



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

Demographic Characteristics

Looking at the supply of early childhood professionals, it is important to look beyond the counts. Demographic characteristics provide an insight into the profession. Figure 3.1 below presents the results of a question where professionals were asked to indicate the number of years they have spent working at the current site. On average, both types of professionals have spent about 5 years at the current site. The responses from early childhood teachers/administrators from Wilmington stands out – they have reported on average of 7 years at the current site.

Looking at the average number of years employed in the field, (Figure 3.2) no particular type of professionals or county dominates. However it is important to point out that Early Childhood Teachers/Administrators have reported having spent about 3 years longer in the profession than the school age educators involved in early childhood education.

While the time spent in the field presented in Figure 3.2 shows past actions, Figure 3.3 attempts to look into the future. Respondents were asked to identify if they plan on being active in the early childhood education field 5 years from now. In Delaware, Early Childhood professionals are more likely to indicate being active 5 years from now than those holding school age qualifications. (59% vs. 48%). Least optimistic are professionals in New Castle County (19.9% and 23.5%).

Often burnout is a cause for lowered expectations of active involvement in the field. Figure 3.4 tabulates the results for a question where respondents were asked to indicate the number of hours per week they work on average at the current site. While respondents from New Castle County are least optimistic about being active in the field, contrary to expectation burnout does not seem to be the cause. Early childhood professionals in New Castle County spend about the same time working as their counterparts in other counties. However, interestingly school age professionals in New Castle County spend on average 3-7 hours less

per week at their current site of employment. While we lack additional evidence, maybe decreased number of hours worked might be a cause for lowered optimism.

Another factor influencing people's inclination to continue in the field is the availability of benefits. Respondents were asked a series of questions on the availability of these benefits. These perks can be grouped into 3 distinct groups: well being related benefits (health care, dental care, vision), personal benefits (sick leave, vacation) and professional benefits (planning time). In all three of these groups (Figure 3.5 – 3.10) those who hold school age certifications in early childhood education (except School Age Administrators) tend to report lower ratios in benefit availability. Thus it is no longer a surprise that they are pessimistic about the active involvement in the field 5 years from now. Interestingly, those who hold School Age Administrator certifications report highest levels of benefit availability. In some cases, even 30% points higher benefit availability is reported for School Age Administrators compared with the next certification (Figure 3.6: 67% for School Age Administrator and 28% for Early Childhood Teacher).

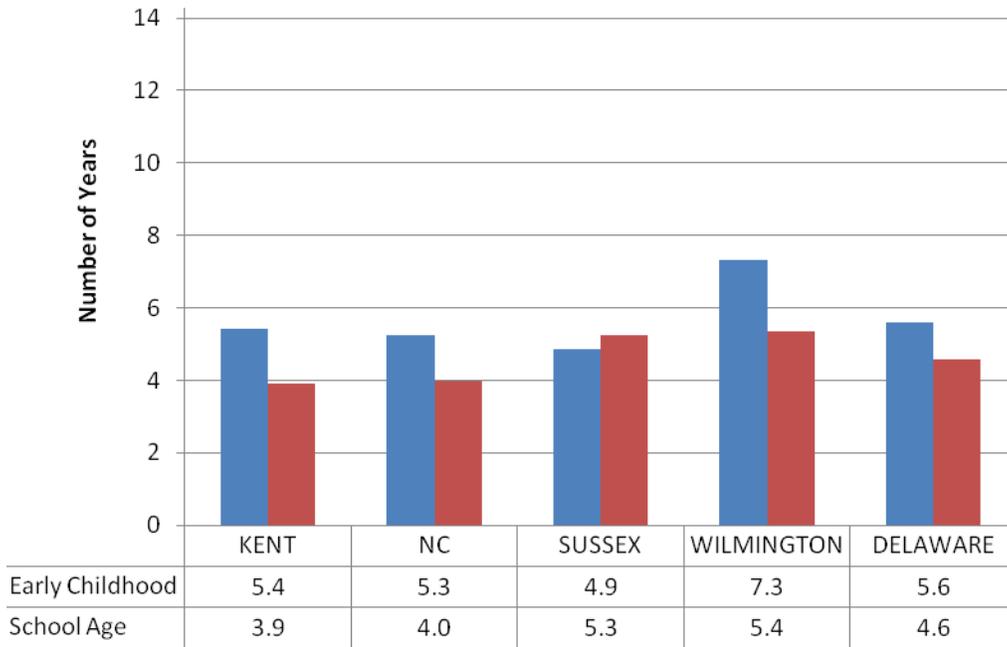
Income is another motivation factor to stay in the field. The survey asked 2 separate income questions. One asked the respondents to identify their hourly rate if they are paid an hourly wage. The second question asked for annual salary. More respondents answered the first question thus these results are presented in Figure 3.11. As expected, administrators stand out with a higher hourly rate than the rest of the professionals.

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 3.12). On average, about 20% of all respondents indicated having another paid job. Interns are at the both ends of the spectrum (School Age Intern 100% and Early Childhood Intern 6.7%). While the reasoning is not apparent, this might be caused by a low number of interns in the studied population.

While not essential from the retention standpoint, the demographic characteristics of the early childhood education workforce deserves to be considered. Figure 3.13 presents the age distribution of the early childhood professionals in Delaware. Those who hold the early childhood certifications tend to be slightly older. (see age groups 46 – Over 60). Also it is important to point out the highest proportion of those aged 19-25 among the studied population are school aged (36%) compared with Early Childhood (17%).

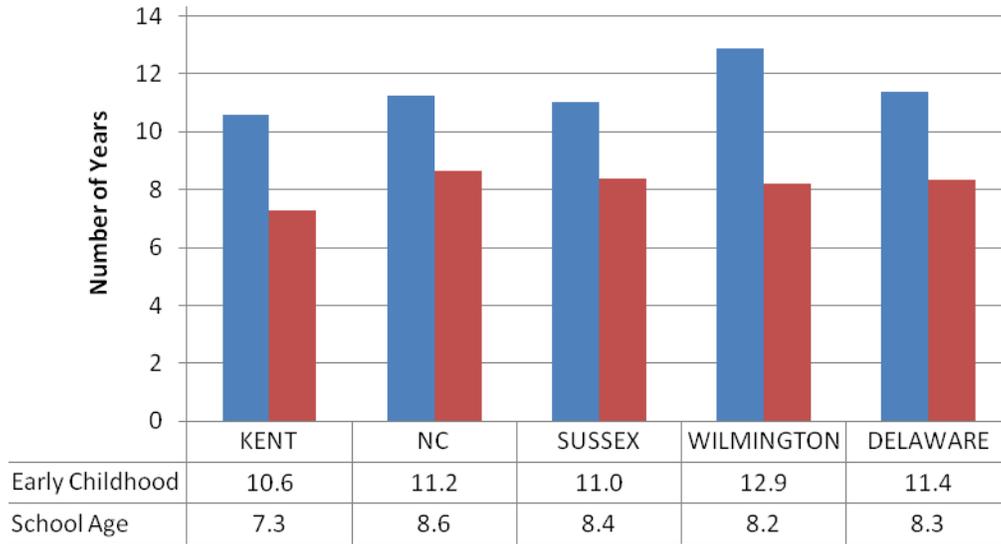
The gender distribution of the early childhood workforce is presented in Figure 3.14 below. Those with school age certifications have a higher proportion of males than those holding early childhood certifications (12.2% vs. 1.5%). The Hispanic origin of the studies population is reflective of the general population even though it might be lagging behind it a couple of percentage points (Figure 3.15). As far as race is concerned, white early childhood educators are most numerous followed by African American early childhood educators. The educational background of the respondents is presented in Figure 3.17. Some college and bachelor's degrees are the most often indicated educational levels reported by respondents.

Figure 3.1
Average Number of Years Employed at Current Site
by Type and County



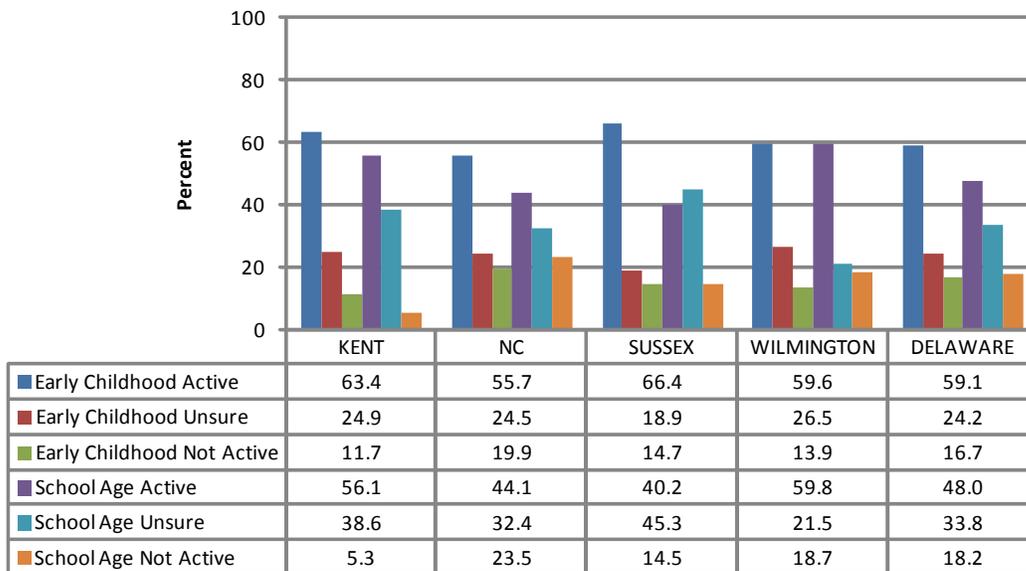
Source: Center for Applied Demography & Survey Research
 University of Delaware

Figure 3.2
Average Number of Years Employed in the Field
by Type and County by County



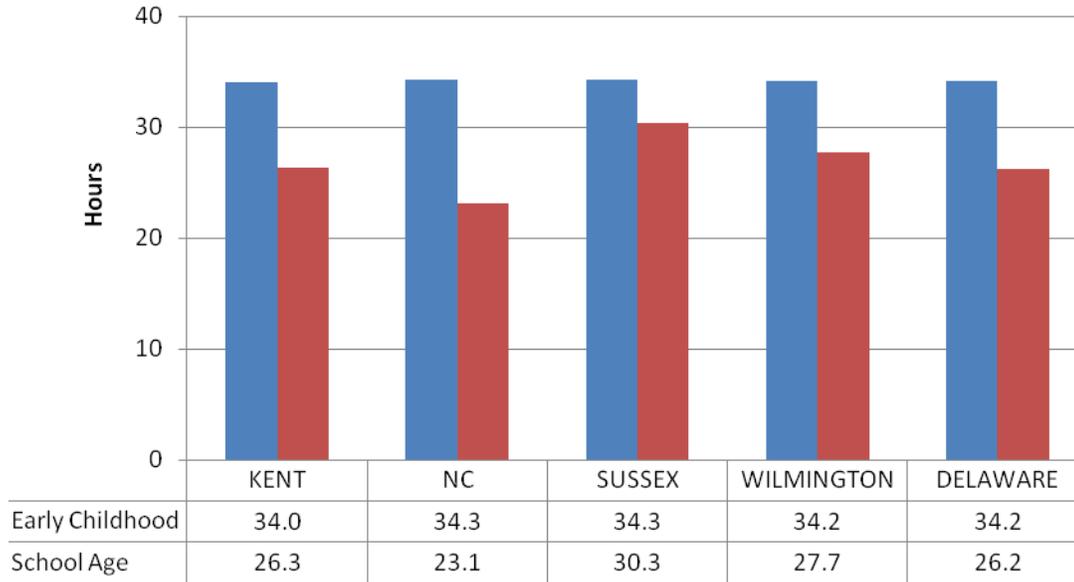
Source: Center for Applied Demography & Survey Research
 University of Delaware

Figure 3.3
Active 5 Years from Now by Type and County



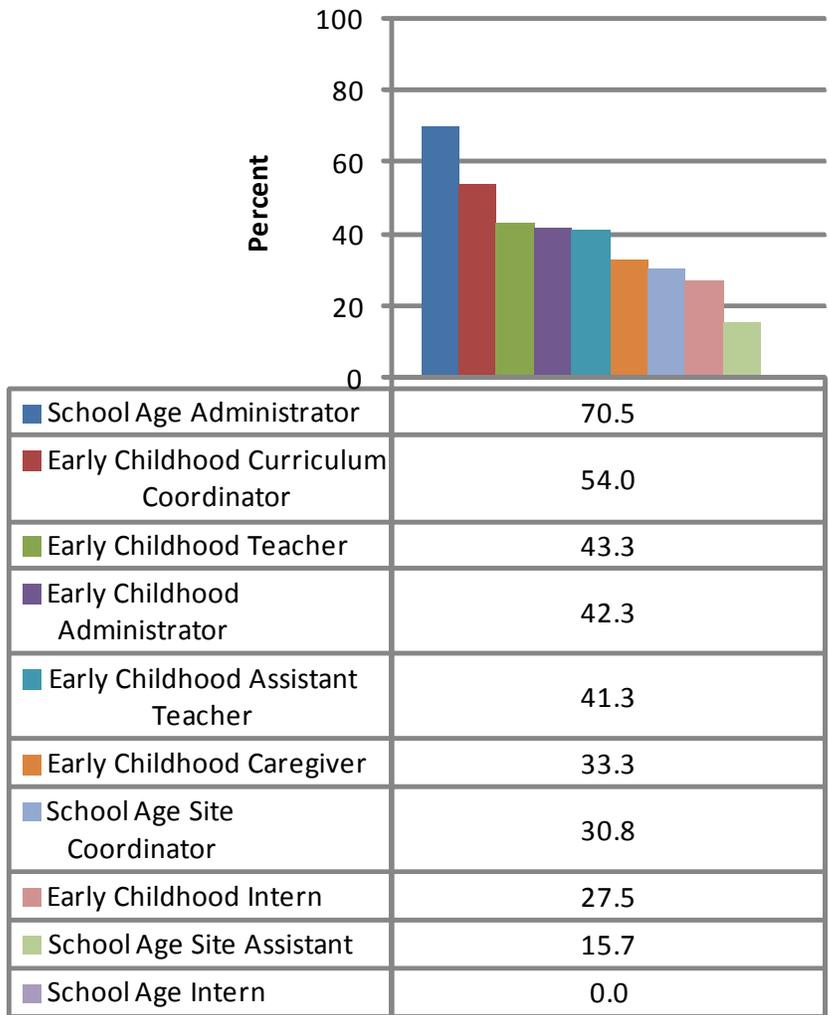
Source: Center for Applied Demography & Survey Research
 University of Delaware

Figure 3.4
Average Number of Hours Worked at Site
by Type and County



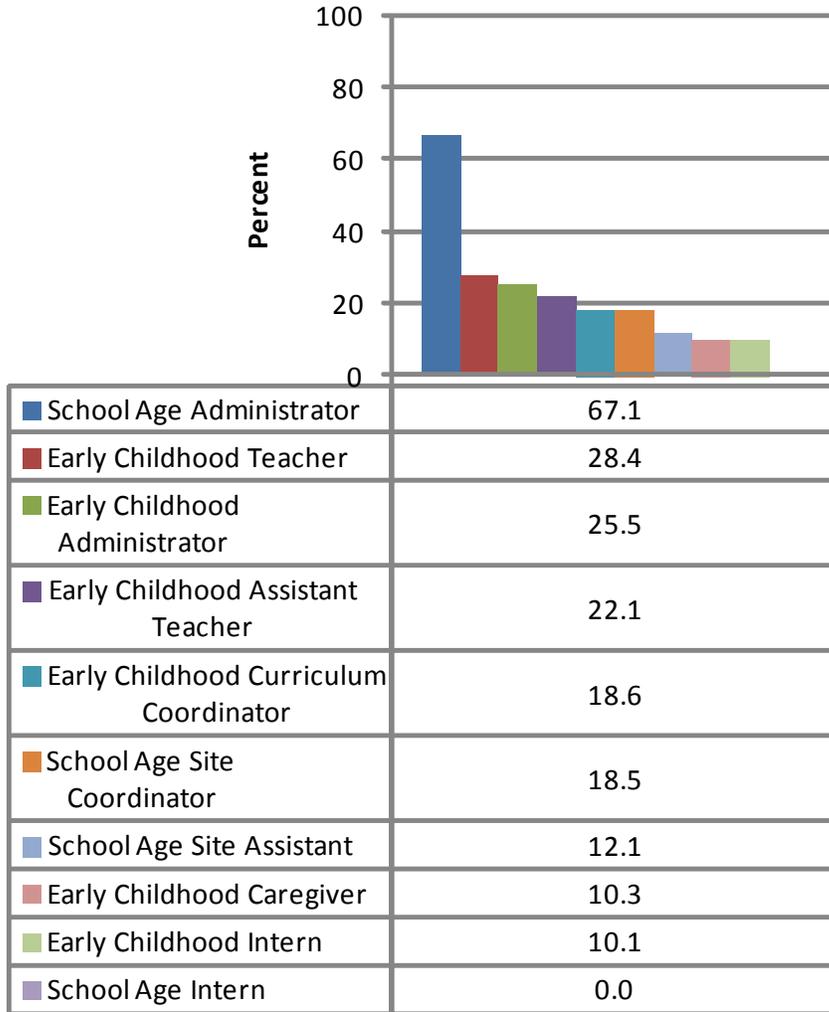
Source: Center for Applied Demography & Survey Research
 University of Delaware

Figure 3.5
Health Insurance Offered by Position



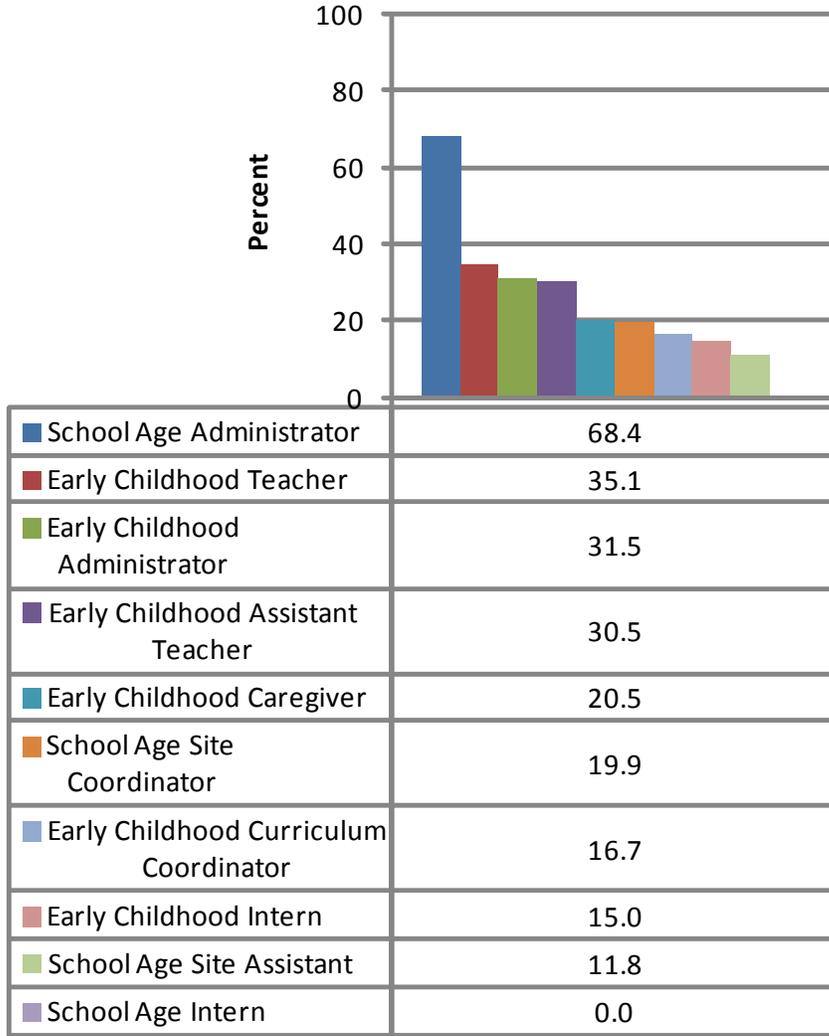
Source: Center for Applied Demography & Survey Research
University of Delaware

Figure 3.6
Vision Coverage Offered by Position



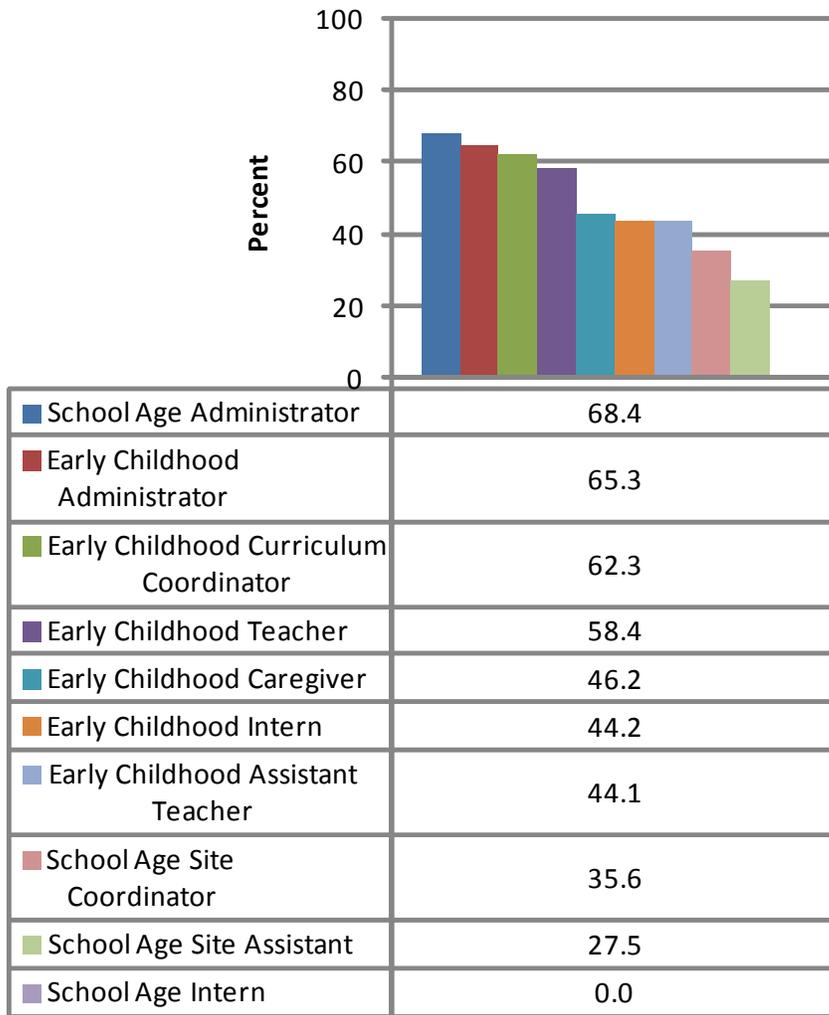
Source: Center for Applied Demography & Survey Research
University of Delaware

Figure 3.7
Dental Coverage Offered by Position



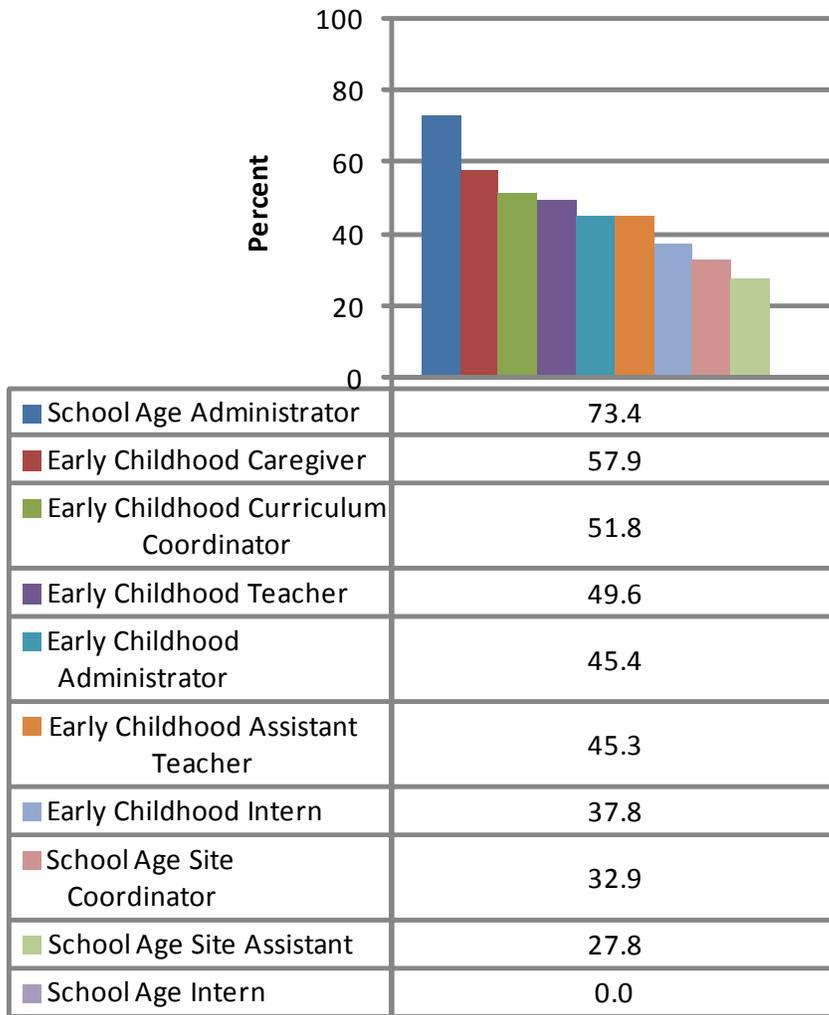
Source: Center for Applied Demography & Survey Research
University of Delaware

Figure 3.8
Vacation Offered by Position



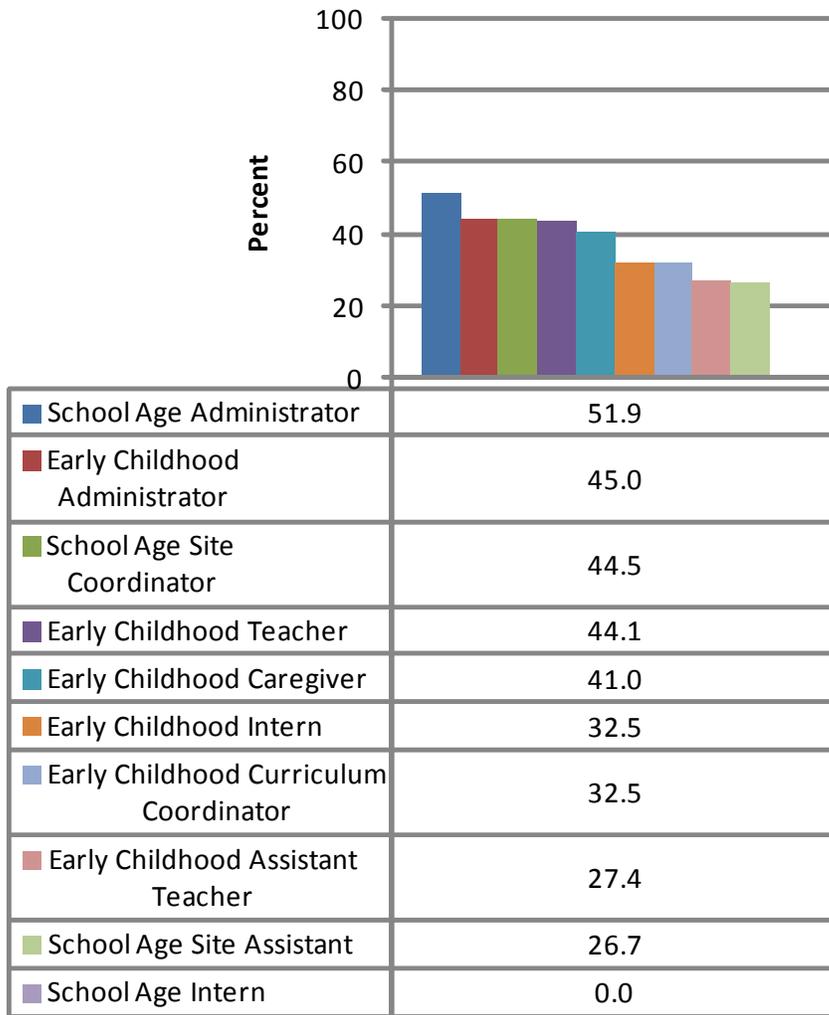
Source: Center for Applied Demography & Survey Research
University of Delaware

Figure 3.9
Sick Leave Offered by Position



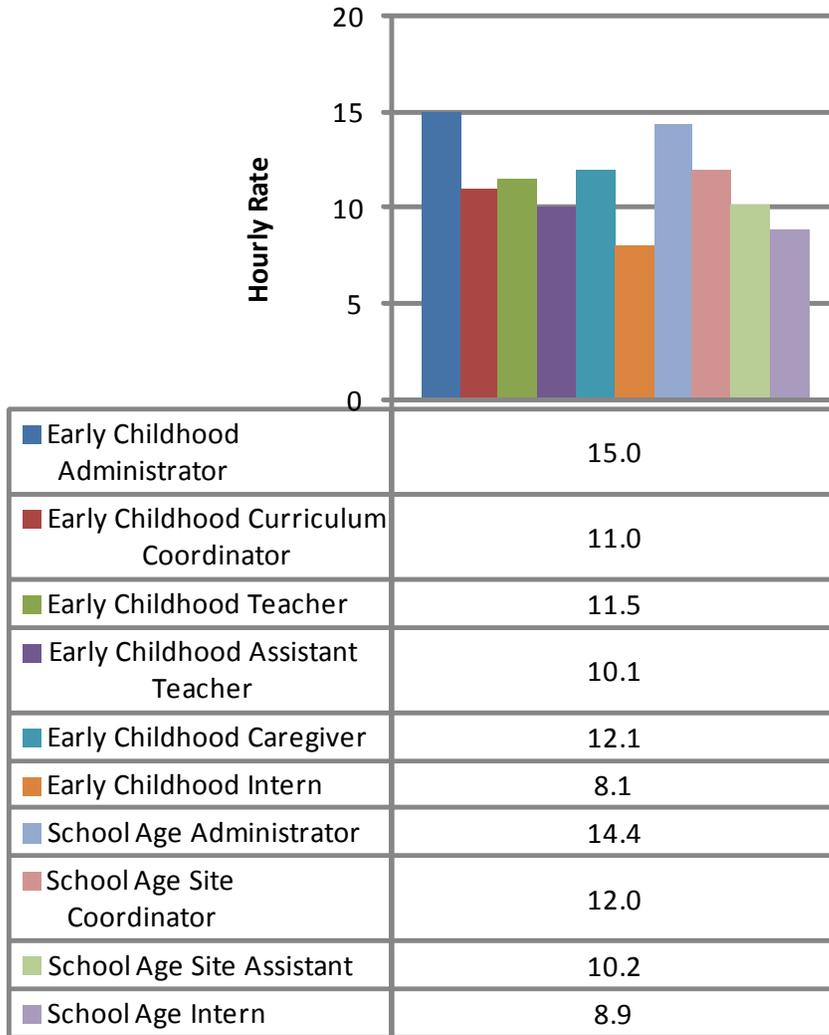
Source: Center for Applied Demography & Survey Research
University of Delaware

Figure 3.10
Planning Time Offered by Position



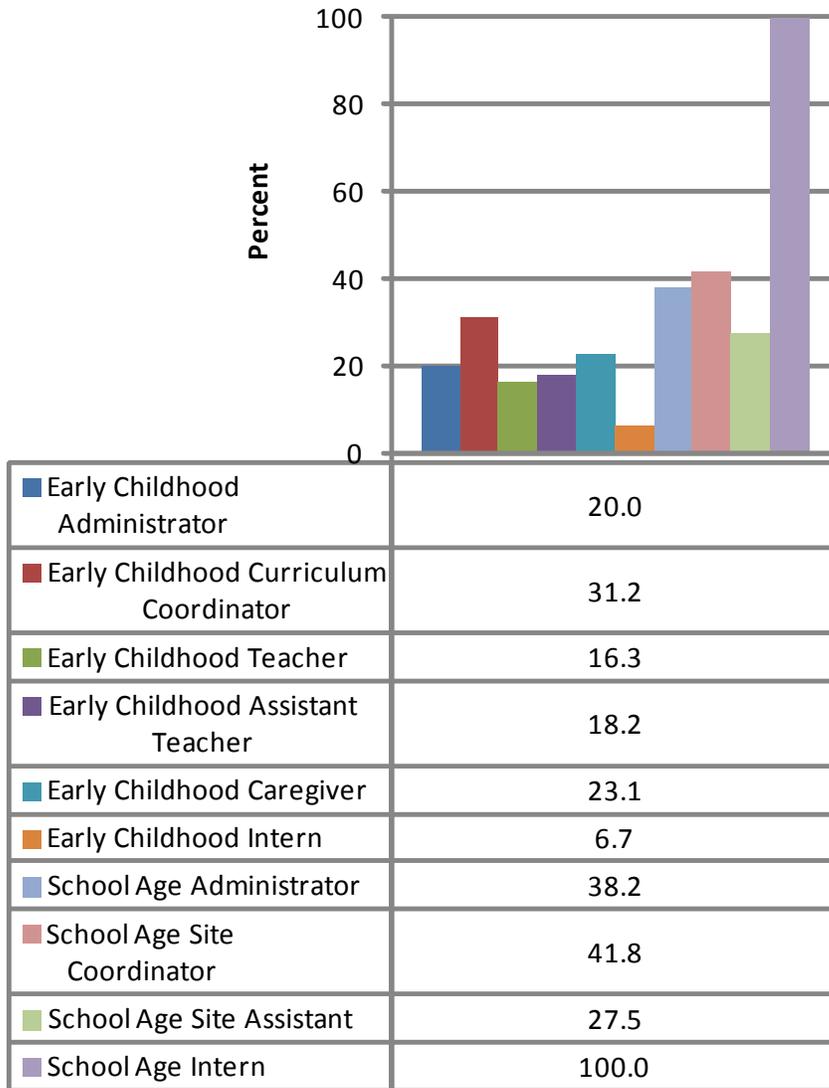
Source: Center for Applied Demography & Survey Research
University of Delaware

Figure 3.11
Mean Hourly Rate by Position
(those reporting hourly pay)



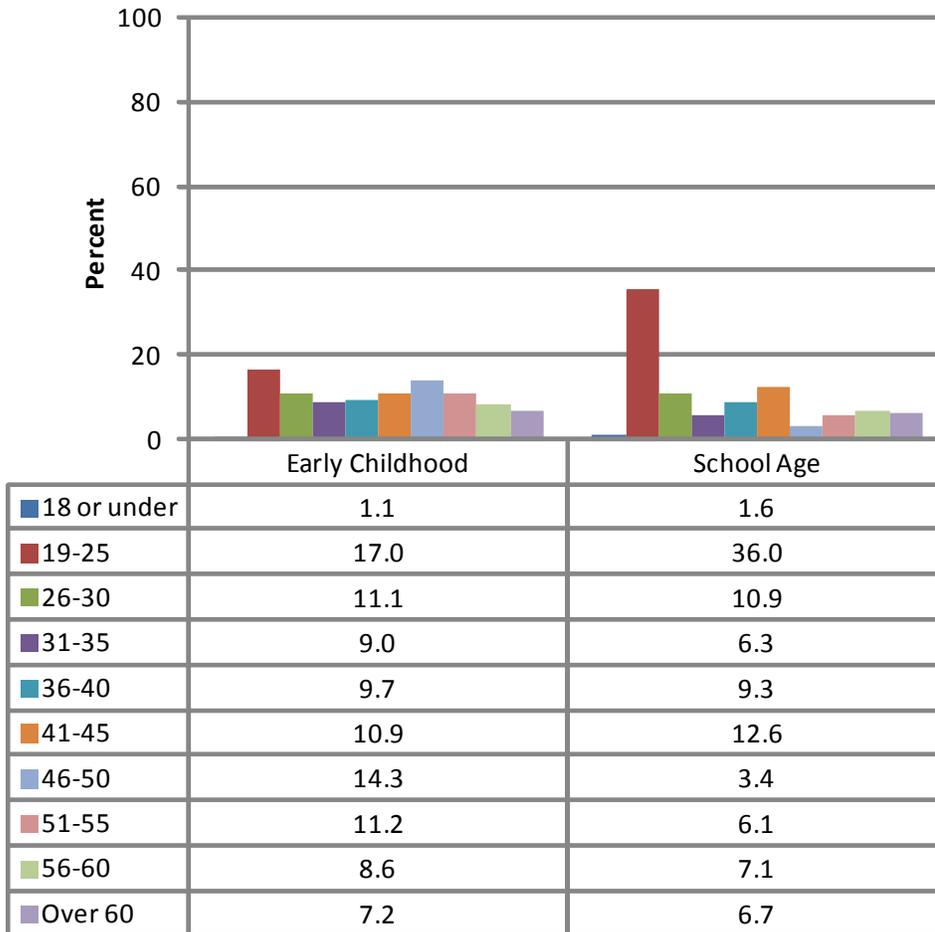
Source: Center for Applied Demography & Survey Research
 University of Delaware

Figure 3.12
Second Paid Job Reported by Position



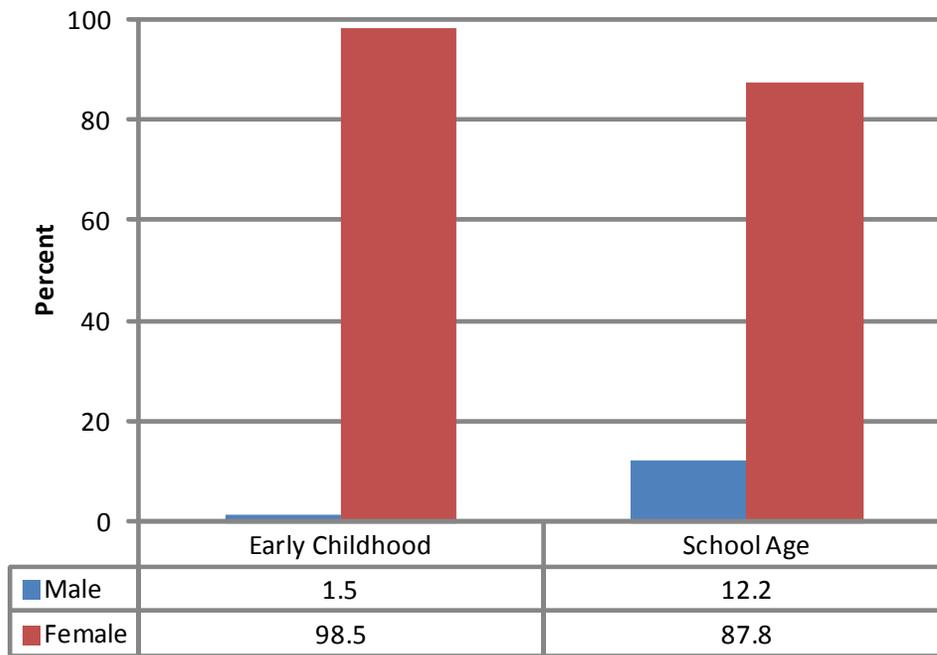
Source: Center for Applied Demography & Survey Research
 University of Delaware

Figure 3.13
Age by Type



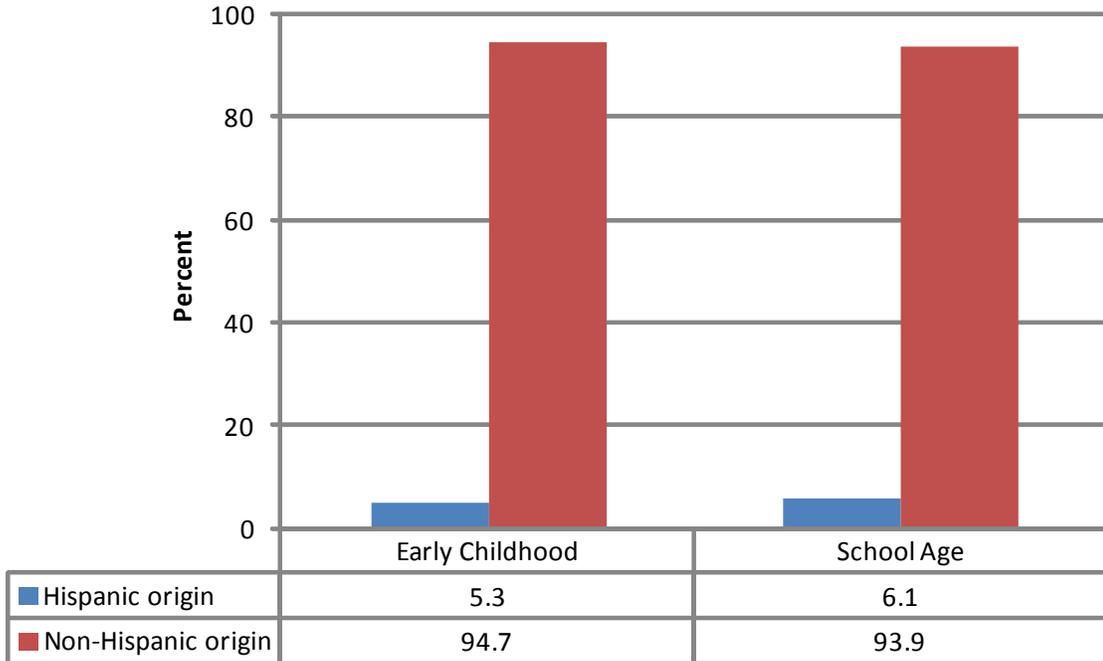
Source: Center for Applied Demography & Survey Research
University of Delaware

Figure 3.14
Gender by Type



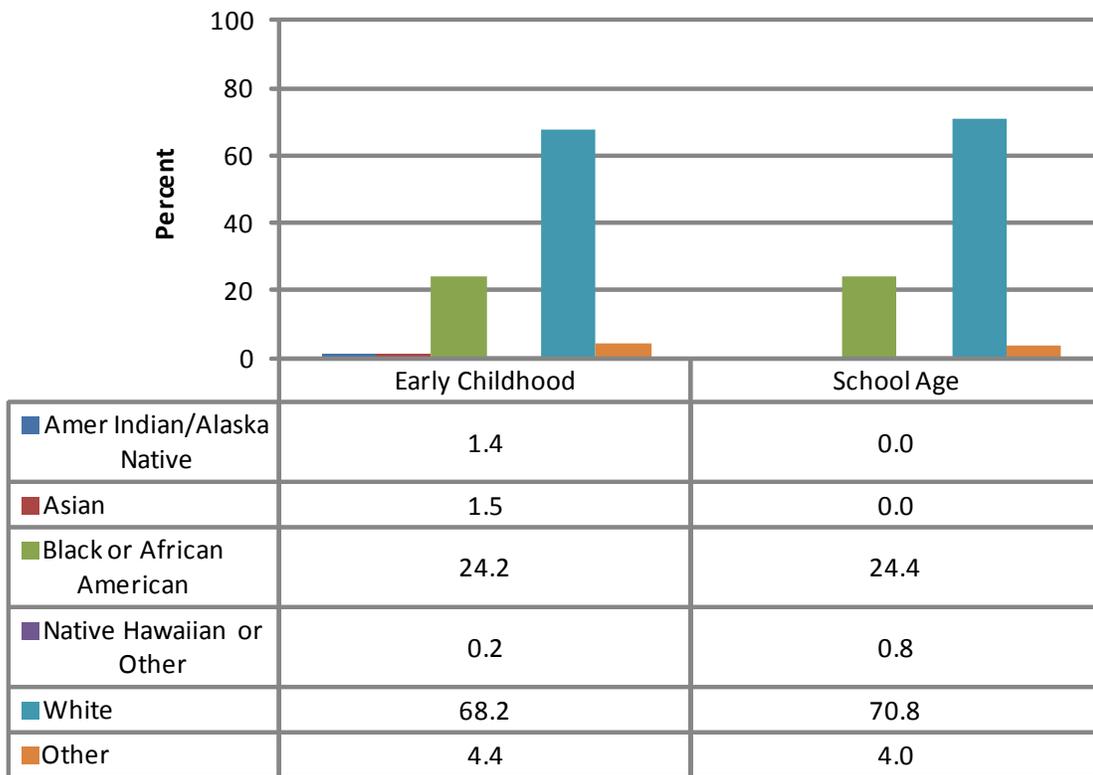
Source: Center for Applied Demography & Survey Research
University of Delaware

**Figure 3.15
Hispanic Origin by Type**



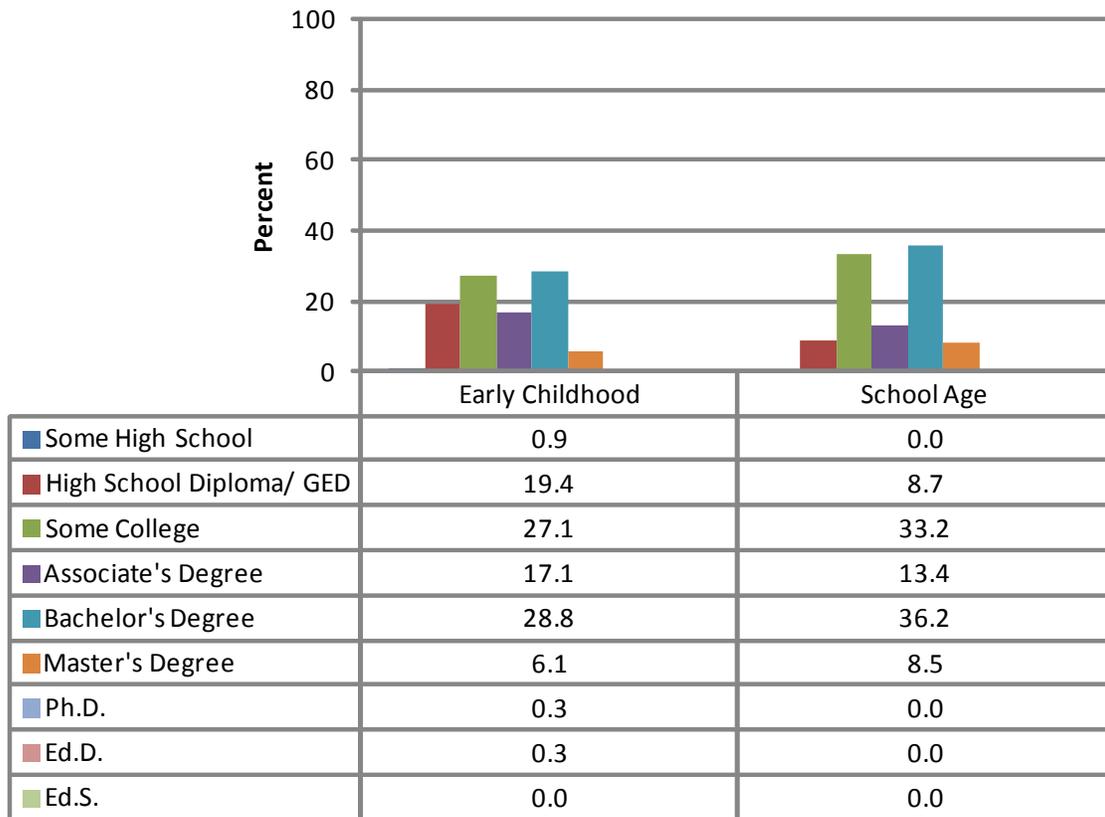
Source: Center for Applied Demography & Survey Research
University of Delaware

Figure 3.16
Race by Type



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

Figure 3.17
Highest Level of Education by Type



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

Site Characteristics

While the focus of the survey was the workforce, a handful of questions relating to the site of employment were posed to the respondents. First, all respondents were asked to identify the type of site where they work as an Early Childhood Teacher or Early Childhood Administrator (figure 4.1). About 85% of all respondents reported from a Licensed Early Care and Educational Center.

Next, all early childhood professionals were asked to indicate the age groups of the children currently enrolled at the site (Figure 4.2). As expected, those with early childhood qualifications tend to work with younger children, while those with school age positions work with older children.

Next a series of questions was only asked of Administrators. They were first asked to identify the funding source for the facility where they work as an administrator (Figure 4.3). Almost half (49.7%) of all reporting with early childhood titles indicate private funding for the facility where they work. About half of those reporting with school age titles indicate the funding for their facility to be Corporate or Business Employer (51.9%).

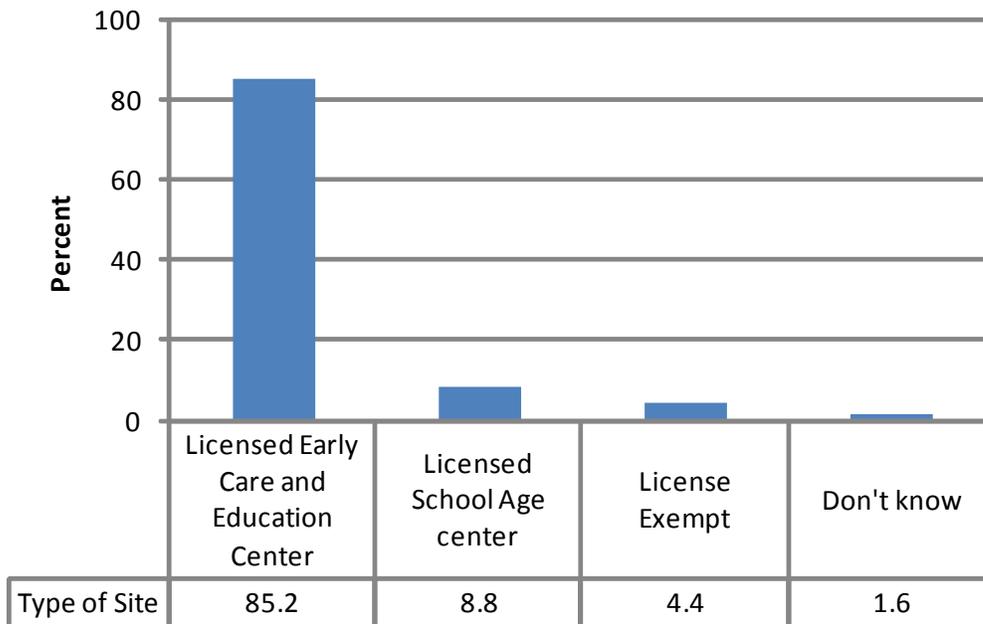
Administrators were asked to indicate the number of children who were enrolled at the site at the time of completing the survey. Average counts by type of qualification/position and county are presented in Figure 4.4. The average facility enrollment is around 100 children, with Wilmington's facilities reported around 134 children.

Figure 4.5 presents the results for the question posed to administrators where they were asked to list the maximum number of hours a teaching staff can work in a week during regular hours of operation to be still considered part-time. The average is about 28 hours per week.

Figures 4.6 and 4.7 present the average number of voluntary resignations for part time and full time employees for the year 2011. In Delaware, administrators report having lost

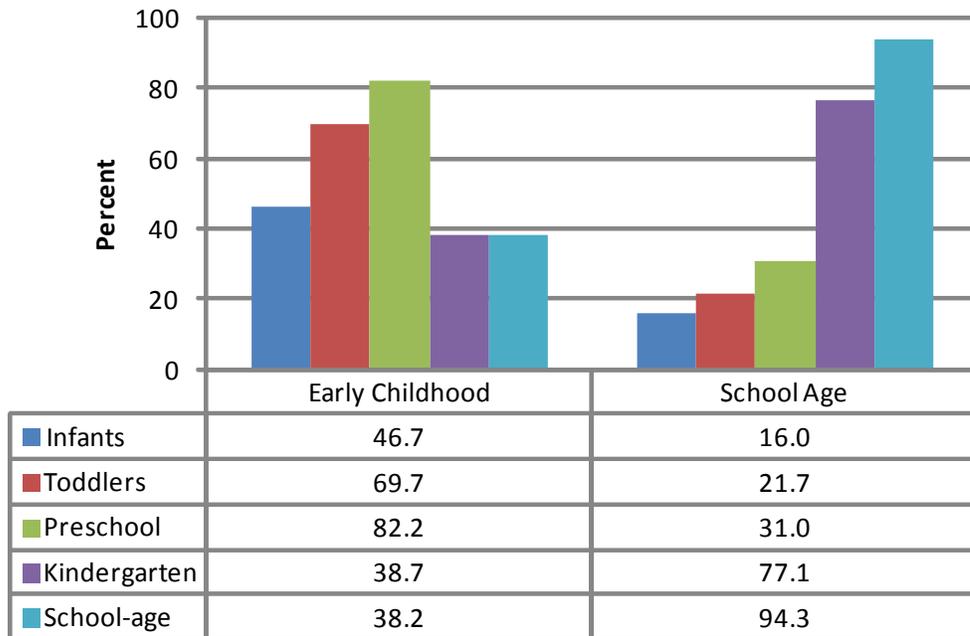
about 2 part time and 2 full time teaching staff to voluntary resignations. While these are not particularly striking numbers, it is important to see them in the context of the average number of working staff reported by administrators (Figure 4.8). The average number of Full-time Early Childhood Teachers is 6.4 and the average number of Part-time Early Childhood Teachers is 3.8. Thus losing 2 of them each in 2011 is a significant loss.

Figure 4.1
Type of Site Reporting From



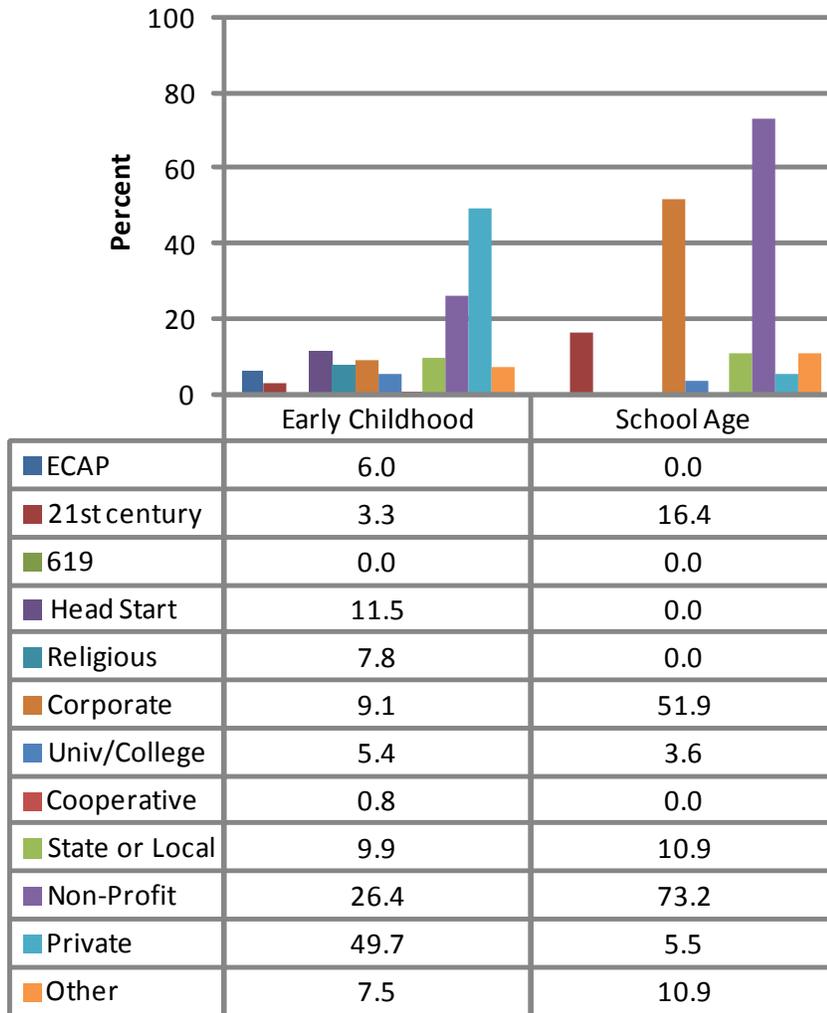
Source: Center for Applied Demography & Survey Research
University of Delaware

Figure 4.2
Age Groups Enrolled at Facility by Type



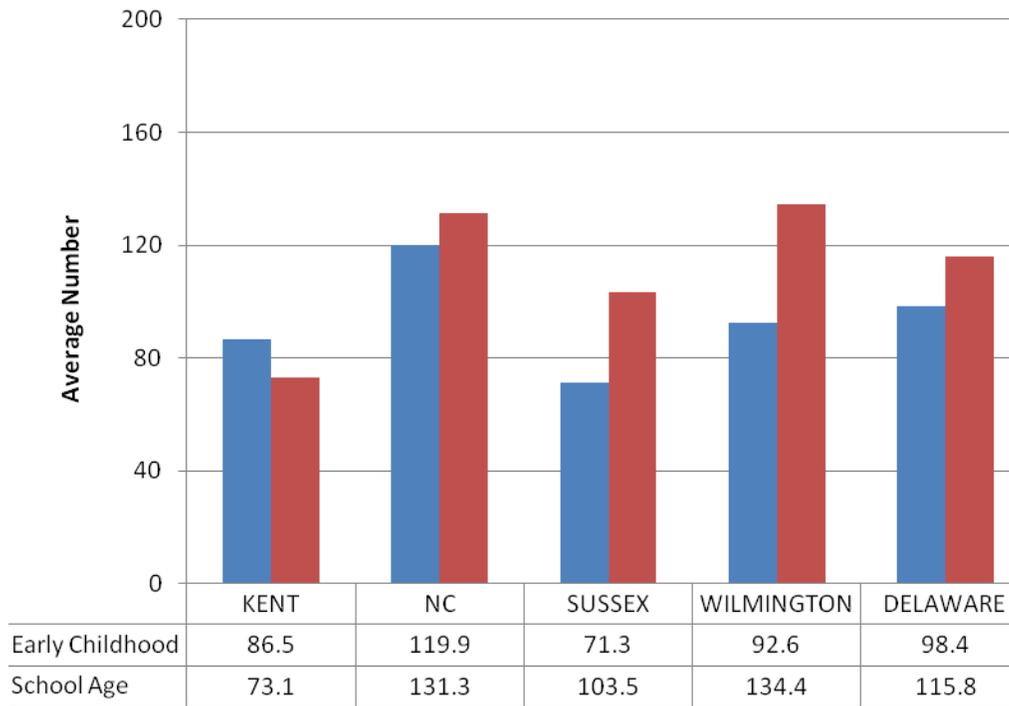
Source: Center for Applied Demography & Survey Research
University of Delaware

Figure 4.3
Source of Funding by Type and County



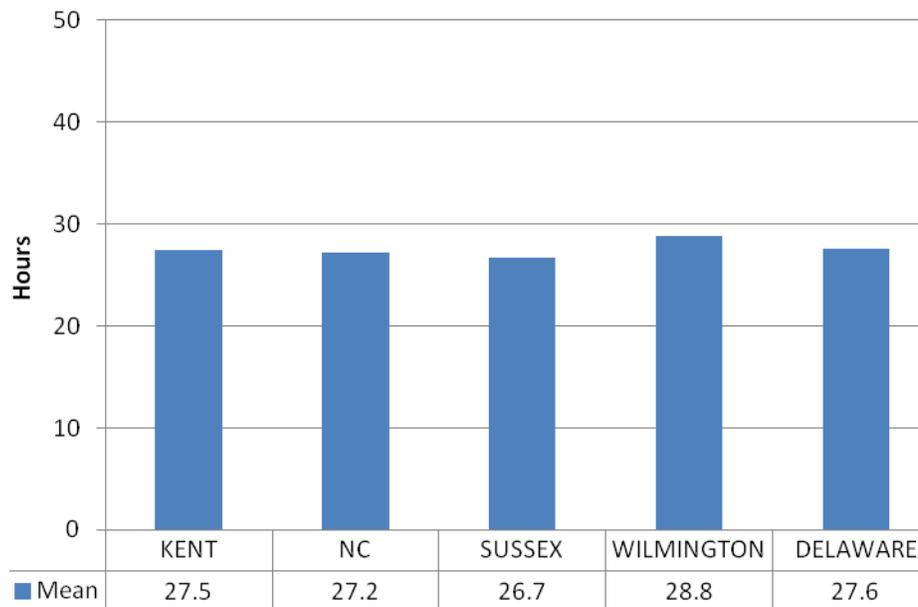
Source: Center for Applied Demography & Survey Research
 University of Delaware

Figure 4.4
Average Number of Children Enrolled at Site by Type and County



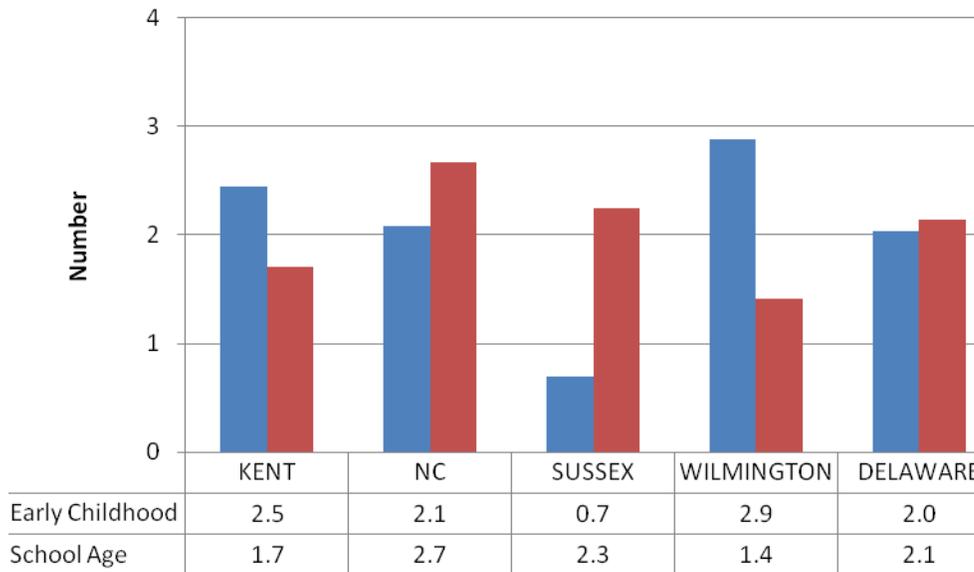
Source: Center for Applied Demography & Survey Research
 University of Delaware

Figure 4.5
Part time Status of Teaching Staff up to What Hours? by County



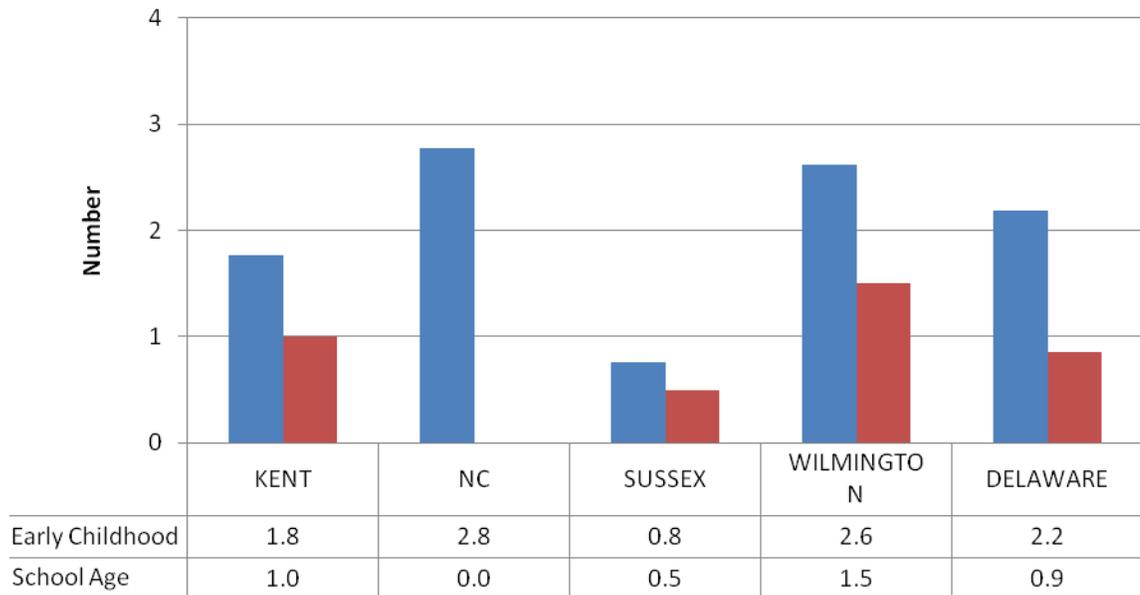
Source: Center for Applied Demography & Survey Research
 University of Delaware

Figure 4.6
Mean Number of Part-time Teaching Staff Lost Through Voluntary Resignation in 2011 by Type and County



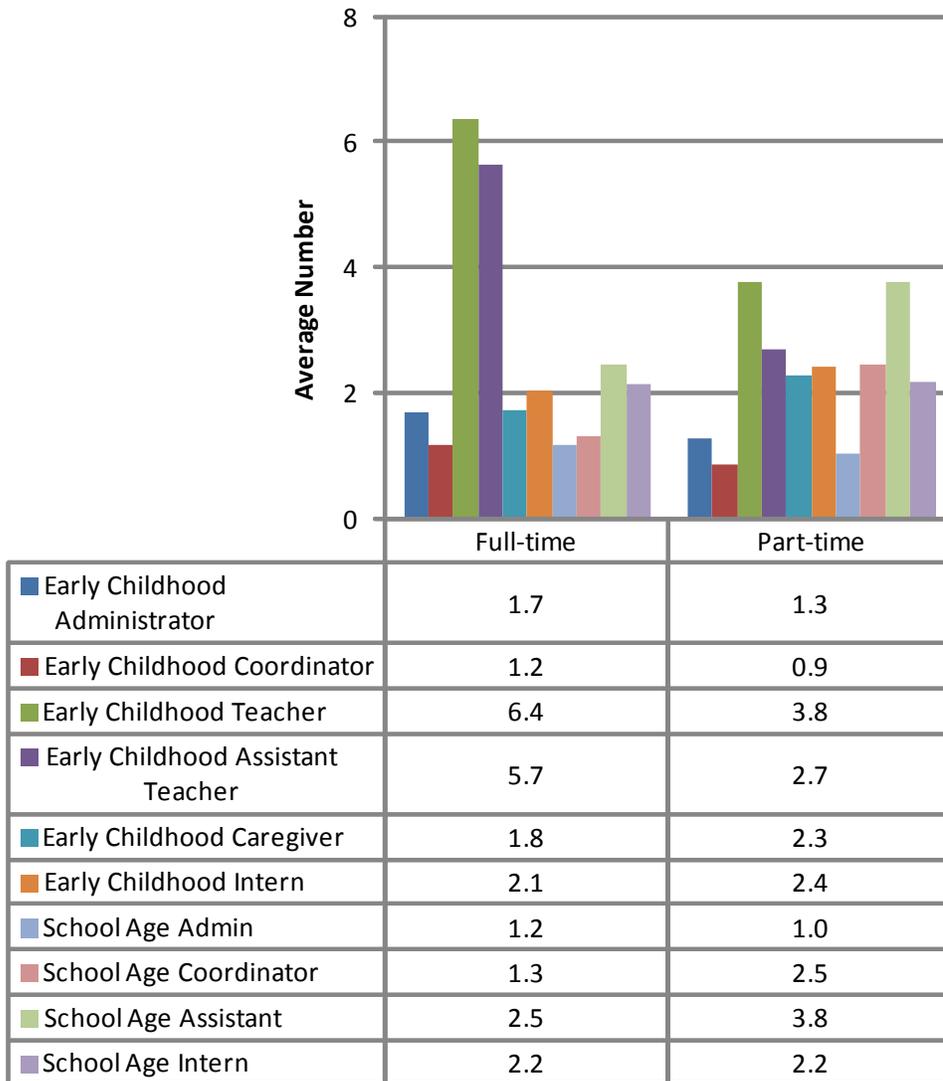
Source: Center for Applied Demography & Survey Research
 University of Delaware

Figure 4.7
Mean Number of Full-time Teaching Staff Lost Through Voluntary Resignation in 2011 by Type and County



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

Figure 4.8
Mean Number of Working Staff Reported by Administrators by Status



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

APPENDIX



DELAWARE EARLY CHILDHOOD TEACHER AND ADMINISTRATOR SURVEY 2012

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 – Results from the survey will be used to help state and local governments along with employers and educational institutions to plan for early child care in Delaware.

SCOPE – A sample of Early Childhood Teachers and Administrators licensed in the State of Delaware are contacted. **Even if you do not currently provide childcare 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.

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 ensure adequate care for the children in Delaware.

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
- 2 Licensed School Age Center
- 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 20**)
- 5 I do not know

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

Site Name

Street Address

City

State

ZIP code

3. How many years have you been employed at this site?

Years at this site

4. How many years have you been employed in the field of Early Childhood Education?

Years in the field

5. Please indicate your position title at the above 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 Caregiver
- 6 Early Childhood Intern
- 7 School Age Administrator
- 8 School Age Site Coordinator
- 9 School Age Site Assistant
- 10 School Age Intern

6. Do you expect to be actively providing early childhood care in Delaware 5 years from now? (Check one)

- 1 Yes
- 2 No
- 3 Unsure

If NO, or UNSURE, what are the primary reasons you might not be providing early childhood care in Delaware?

7. What age group(s) are currently enrolled at this site? (Check all that apply)

- 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

8. On average, how many paid hours do you work a week at this site?

Paid hours worked / week

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

- 1 Part-time
2 Full-time

10. For each of the benefits listed below, please indicate if the benefit is offered by the employer, if some or all of the cost is paid for by the employer, and if it is offered by the employer do you use it?

| | Offered | Paid (full or partial) | Do you use it? |
|------------------------------------|--------------------------|--------------------------|--------------------------|
| Health Insurance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Dental Insurance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Pension/Retirement Investment Plan | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Vacation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Sick Leave | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Child Care (free or reduced) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Life Insurance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Planning Time | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Short/Long Term Disability | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Vision | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

QUESTIONS 11 THROUGH 14 ARE SENSITIVE IN NATURE. WE ASK THESE QUESTIONS IN ORDER TO ASSESS THE ECONOMIC STANDING OF EARLY CHILDCARE 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.

11. Are you paid hourly wage at this site?

- 1 Yes
2 No

If Yes, what is your hourly rate?

\$/Hour

12. Are you paid an annual salary at this site?

- 1 Yes
2 No

If Yes, what is your annual salary?

\$/Year

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

- 1 Yes
2 No

14. 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 POC
6 I do not use any of the above programs

QUESTIONS 15 THROUGH 19 ARE FOR ADMINISTRATORS ONLY.

IF YOU ARE NOT AN ADMINISTRATOR PLEASE SKIP TO QUESTION 20.

15. How is your site funded? (Check all that apply)

- 1 ECAP
2 21st Century Community Learning Center
3 619
4 Head Start / Early Head Start
5 Religious or Faith based Organization
6 Corporate or Business Employer
7 University or College
8 Cooperative
9 State or Local Government Agency
10 Non-Profit Community Based Organization
11 Private For-Profit
12 Other (specify)

16. How many children are currently enrolled at this site?

Number of Children

17. During regular hours of operation, what is the maximum number of hours a teaching staff can work in a week and still be qualified as Part-Time?

Hours/Week

18. What is the total number of teaching staff lost through voluntary resignation or termination for the 2011 calendar year (by status)?

Part-Time Full Time

19. Currently how many teaching staff are employed, by assignment, including yourself? (See page 4 for definitions)

| | Full-Time | Part-Time |
|--|----------------------|----------------------|
| Early Childhood Administrator | <input type="text"/> | <input type="text"/> |
| Early Childhood Curriculum Coordinator | <input type="text"/> | <input type="text"/> |
| Early Childhood Teacher | <input type="text"/> | <input type="text"/> |
| Early Childhood Assistant Teacher | <input type="text"/> | <input type="text"/> |
| Early Childhood Caregiver | <input type="text"/> | <input type="text"/> |
| Early Childhood Intern | <input type="text"/> | <input type="text"/> |
| School Age Administrator | <input type="text"/> | <input type="text"/> |
| School Age Site Coordinator | <input type="text"/> | <input type="text"/> |
| School Age Site Assistant | <input type="text"/> | <input type="text"/> |
| School Age Intern | <input type="text"/> | <input type="text"/> |

20. Do you have any of the following certifications through Delaware First? (Check all that apply)

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

21. 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

22. What is your gender?

- 1 Male
- 2 Female

23. Are you of Hispanic origin?

- 1 Yes
- 2 No

24. 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

25. What are the levels of education you have completed? (Check and list all that apply)

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

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

**Thank you for completing
The Delaware Early Childhood Teacher and Administrator Survey 2012.**

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, supervisions, 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 Caregiver – means a staff member who was formerly a Caregiver at a particular Center licensed before the effective date of these rules or transfers only to a Center licensed before the effective date of these rules that is directly affiliated with the original Center, and has qualified for this position at the same Center.

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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