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HS 1 for HB 377 Early Childhood Workforce Study Phase I

Dear Members of the 152nd General Assembly,

Through HS 1 for HB 377 (151st GA), the Delaware Department of Education (DDOE) was directed to conduct an annual workforce study of early childhood professionals to support the development of a plan and implementation of a system of supports to grow the existing early childhood workforce. This workforce study, in consultation with stakeholders, must be produced annually by November 15th, starting this year. The plan of supports is due by January 31, 2023, and implementation of the system should be in place by September 1, 2023.

The limitations of DDOE's current workforce data collection system is clear based on the limited information DDOE is able to report to date. These initial findings are a starting point from which the DDOE Early Childhood Support team will continue to refine its data collection and analysis, continuing this work in phases.

The DDOE ECS team will not only use this study to make decisions on a plan of supports, but also make decisions on the next phase of data collection strategies with the Delaware Early Childhood Council and other stakeholder groups. This will include the final design of the early childhood professional registry, building on the online portal that was created to implement the Child Care Bonus Program in 2022. This portal will help DDOE collect the information to make informed choices on how to use financial resources and what types of targeted workforce supports should be developed. Each phase of the workforce study will help DOE build out the data system infrastructure to close each gap as it is identified.

Delaware Early Learning Workforce Study Phase I

Table of Contents

Background

Overview of Legislation

Methodology

- Description of Data Sources
- Limitations of the Workforce Study

Summary of Findings

Next Steps

Appendix A: FOCUS Data

- Educator by Provider Type, County and Major Municipality
- Educator Demographics- Race
 - Race by Provider Type
 - Race by County and Major Municipality
- Educator Demographics- Ethnicity
 - Ethnicity by County and Major Municipality
- Educator Demographics- Gender
 - Gender by County and Major Municipality
- Educator Demographics- Age
 - Age by County and Major Municipality
- Educator Demographics- Tenure in Current Role
 - Tenure in Current Role by Provider Type
 - Tenure in Current Role by County and Major Municipality

Appendix B: Professional Registry Data

- Educator Demographics- Primary Language
 - Primary Language by County
- Educator Demographics- Full or Part Time Status
 - Full or Part Time Status by County and Major Municipality
- Educator Demographics- Staff Roles
 - Staff Roles by County

Appendix C: ECE Workforce Participation in Professional Development (2018-2022)

Background

As required by HS 1 for House Bill 377, this workforce study was completed by Delaware's Office of Early Learning (OEL), which is located within the Department of Education (DDOE). The mission of the Office of Early Learning is to create and sustain a comprehensive and cohesive statewide network of early learning partners to achieve desired outcomes for children, birth through age eight, and their families.

The COVID-19 pandemic revealed and heightened an existing difficulty in attracting and maintaining well qualified professionals in child care programs, which are frequently low-paying compared to the public PK-12 system. Reliable, widely available, high-quality child care options are a foundation for Delaware's entire workforce, and therefore crucial to the economy. Moreover, the early childhood years are critical to childhood development and school readiness. As a result, it is a priority for the State that this crisis be addressed in a systematic, holistic fashion.

The Delaware Department of Education, Early Childhood Support team (DDOE ECS) is tasked with leading this rethinking and prioritization of early childhood careers – through the development of reliable data systems which can help bring living wages, financial and other support for academic and credential attainment, and coordination with CTE programs and institutions of higher education to uplift the profession and support individuals seeking a career in early childhood care and education.

Shine Early Learning was retained by the Office of Early Learning to conduct the workforce study. Shine Early Learning is a division of Acelero, Inc. — a national organization with 1,700 staff. Since 2011, Shine has worked with states, municipalities, school districts, and individual providers to implement proven practices that deliver positive results for children, families, and communities. All of Shine Early Learning's work is undergirded by the belief that every child has the potential to succeed at the highest levels regardless of income, race, geography, language, or country of origin, and high-impact, evidence-based approaches can help early childhood programs and systems change the trajectory of a child's education. Too often, however, early childhood education fails to live up to that potential.

Overview of Legislation – HS 1 for House Bill 377

This Act requires the Delaware Department of Education (DDOE) to conduct an annual workforce study of early childhood professionals to support the development of a plan and implementation of a system of supports to grow and deepen the early childhood workforce.

The COVID pandemic revealed and heightened an existing difficulty in attracting and maintaining well qualified professionals in child care jobs, which are frequently low-paying compared to public PK-12 jobs. Since reliable, widely available, high-quality childcare options are a foundation for the whole workforce, and because the early childhood years are so important to childhood development and school readiness, it is a priority for the state that this crisis be addressed in a systematic, holistic fashion.

DDOE is tasked with leading this rethinking and prioritization of early childhood careers – through the development of reliable data systems which can help bring living wages, financial and other support for academic and credential attainment, and coordination with CTE programs and institutions of higher education to uplift the profession and support individuals seeking to make a career in early childhood education.

Concerns cited in the legislation include:

- Delaware's early childhood educator workforce often makes minimum wage, yet is working in a highly skilled and demanding job that supports Delaware's future and economy
- One in six early learning professionals left the field during the COVID-19 pandemic
- Data on early learning professionals' data is limited and restraining Delaware's ability to support them
- Workforce shortage is preventing families from finding child care and returning to work
- Early learning professionals deserve to be compensated and supported as teachers in public schools are
- Support of the workforce long-term means Delaware must invest more in child care

Required data points of the workforce study include:

1. The number of early childhood professionals receiving state financial support
2. The number of early childhood professionals with credentials or degrees, both total and disaggregated by race
3. The demographics of the early childhood workforce, including, age, race, and gender
4. The estimated cost to close the gaps between current wages and the target wage scale, including parity with public school teaching staff
5. Gaps in data gathering and analysis and potential measures to close the gaps

The early childhood workforce study is due on November 15, 2022. This will inform DDOE's plan for a comprehensive support program due by January 31, 2023 and implementation of a system of support for early childhood educators by September 1, 2023.

Methodology

This workforce study was conducted through a comprehensive review of data made available about Delaware's early childhood education workforce. The early childhood workforce data was collected by several different components of the Delaware Department of Education including the Office of Child Care Licensing and the Office of Early Learning. Additional data regarding participation in professional development was collected through the Delaware Institute for Excellence in Early Childhood (DIEEC) operated through the University of Delaware.

Description of Data Sources

The following data sources were used for the analysis:

- **FOCUS:** The Department of Education's Office of Child Care Licensing uses the Department of Services for Children, Youth and Their Families' FOCUS database to process applications for child care licensure. The database contains information showing all active child care providers and their associated child care facilities as well as those who previously worked at each site. This includes the date of birth, race, ethnicity, age, and limited data on roles within the facility. The database links to the Division of Family Services' records so that a thorough review of applicants and licensees and those associated with these sites can be made. The FOCUS data yielded 8,163 records for review. The following data points were analyzed for this workforce study:

- Provider type
- Geography (county and city)

- Race/ethnicity
 - Age
 - Gender
 - Tenure in current position
- **Early Childhood Professional Registry:** Delaware developed a new early childhood professional registry portal in 2022; the first phase of the registry was launched to distribute the Delaware Child Care Bonus Program. In addition to collecting contact information about the ECE workforce, The professional registry has the ability to collect educator demographics, credentials, participation in PD and continuing education, wages, and employer information. However, for the initial launch these fields were not collected or not required, and therefore the data available was inconsistent. The fields that were required for completion included: educator contact information, staff roles, and average hours per week. The registry data yielded 4,818 records for review. The following data points were analyzed for this workforce study:
 - Primary language-*this information was missing from nearly half the records because it was not a required field in the registry at the time of launch. The appendix includes what was available as a data point requested in HS 1 for HB 377*
 - Full/part-time status
 - Staff roles
- **Early Childhood Educator Target Compensation Scale and Professional Pathway - Initial Framework (December 2021):** This framework was developed in response to Senate Concurrent Resolution No. 36, passed by the Delaware State Senate in May 2021, which directs the Department of Education and the Delaware Early Childhood Council (DECC) to create a state target compensation scale and professional career pathway for early childhood educators that care for and educate ages birth through 5.
- **US Department of Labor - Bureau of Labor Statistics (BLS):** On an annual basis the BLS produces occupational employment and wage estimates which are calculated with data collected from employers in all industry sectors in metropolitan and nonmetropolitan areas of each state. The [May 2021 State Occupational Employment and Wage Estimates](#) are the most recent data available for Delaware.
- **ECE Workforce Participation in Professional Development 2018-2022:** The Delaware Institute for Excellence in Early Childhood Development (DIECC) provides statewide professional development opportunities for the early childhood education workforce. Participation in annual professional development is required of all early childhood educators. DIECC provided pre- and post-pandemic data on educator participation in professional development. It should be noted that this data only includes participant information on professional development opportunities offered through the DIECC.

Limitations of the Workforce Study

- **Timeline for the Project:** The Workforce Study is due to Delaware's legislature on November 15th, 2022. Due to contract negotiations and obtaining the necessary background checks for contracted staff, access to the data needed to form the basis of the

study was not available to Shine until October 26th, 2022. This resulted in a compressed timeline for reviewing and analyzing the data and drafting the first phase of the study to submit for OEL leadership to review in advance of submission to the state legislature. This first phase of data collection had little opportunity for consultation with members of the Delaware Early Childhood Council (DECC) and other early learning stakeholders. Additional time after November 15th will be dedicated to identifying a process for collecting and reviewing the outstanding data sources to be able to fill in gaps in this initial data review. This will require significant consultation with the DECC and early childhood professionals themselves to determine the best way to capture remaining data fields in the simplest way possible.

- **Data Governance and Infrastructure:** The lack of a centralized data system for DDOE was one of the core challenges of collecting all information. The limited structure of the current data systems within the Office of Early Learning, from its partners, and across DDOE resulted in the following gaps in data within the workforce study:

ECE Workforce Credentials: Information such as highest credential received (i.e. CDA or ECE teacher certification) and highest degree obtained is collected by the Department of Education's DEEDS database. DEEDS is used to process applications for credentialing early childhood and K-12 professionals to work in Delaware child care centers, public districts and charter schools, and adult education programs. The DEEDS system maintains records of the credentials issued including the supporting documentation used to meet the qualifications. Data from DEEDS was requested but not received to include it in the first phase of the study. It will be included in the next phase.

Individuals Employed by Local Education Agencies (LEAs): Data on early childhood educators employed through LEAs is not available in either the FOCUS or the Professional Registry data sets, which only capture information on licensed early childhood programs. Data on this sub-group may be available through the DEEDS database. While this data is collected by each individual LEAs, there was no clear process on how this information could be obtained by the Office of Early Learning.

Wages and Benefit Information: This data is not currently collected in any of the state's early childhood data systems. The BLS data that was accessed is summary in nature and does not provide detailed information based on position and education level that is needed.

Individuals Receiving State Financial Support: This data is not collected in any of the data systems utilized by DOE.

- **Implications of Data Gaps:** As LEAs or school districts comprise the majority of the state's preschool program (ECAP) slots (54%), this significantly impacts the ability to report on the workforce as it relates to ECAP. It is unclear the impact that the lack of LEA data has on the data analysis of the workforce as a whole.

The estimated cost to close the gap between current wages and the target wage scale could not be calculated without information on current wages broken out by position and education level. Parity between the wages and benefits of early childhood educators

employed by school districts and those who are not could not be assessed due to the gaps in data mentioned above. In addition, the number of individuals in the workforce receiving state financial support was not available.

- **Data Reliability:** Both FOCUS and registry data sets required extensive data scrubbing to make them suitable for analysis. A multi-step process was used to ensure the data was reliable. The first step was identifying and extracting the records of individuals that were not considered a consistent part of the early childhood education workforce (i.e. household members, substitutes etc.). This reduced the initial sample size from 12,300 records to 9,215. Through further analysis of this revised dataset, it was determined that duplicate records remained. To address this challenge, a detailed program was developed and executed using the Python computer program to remove duplicate records. This was the first time an effort to remove duplicate records was conducted on the FOCUS data, and resulted in a sample size of 8,163, which is the number of records that formed the basis of the analysis.

For the registry data, many of the data fields were left blank by respondents because they were not required fields for the child care bonus program. For example, respondents were asked to provide their primary language, but since this was not a required field, nearly half of the respondents left the field blank. As a result, there was not a sufficient number of responses to complete an accurate analysis of this data point.

Summary of Findings

Below is a summary of the main findings of the early childhood workforce analysis. All of the supporting data can be found in the Appendix.

ECE Workforce Demographics

Provider type and geography

- 93.02% of the educator workforce is employed by licensed child care centers.
- The majority of the early childhood educator workforce is concentrated in New Castle County, which represents 67.39% of the educator workforce.
- 32.48% of the overall workforce is located in the City of Wilmington. Wilmington's early learning workforce is about twice the size of those of Kent and Sussex counties.

Gender and race/ethnicity

- The ECE workforce is overwhelmingly women (91.63%).
- The statewide ECE workforce is 53.8% white and 40.94% African American, which is similar to Delaware's adult female population, which was 56.67% white in 2021.
- The statewide racial composition of Delaware's ECE workforce varies slightly from the demographics of Delaware's children ages 0-4, which is 49.85% white and 50.15% children of color.
- The percentage of educators who are white is higher in centers (54.37%) than in family child care (46.15%) or large family child care (46.75%).
- In Dover, African Americans represent 53.73% of the workforce and in Wilmington, African Americans represent 50.32% of the workforce.
- 8.35% of the workforce identifies as Hispanic with 73.48% identifying as non-Hispanic. For 18.13% of the records, there was no ethnicity identified.

Age

- Just over half of the total workforce (50.6%) are 34 years old or younger.
- 30.49% of the workforce are ages 35-54.
- 18.9% of the workforce are ages 55 and older.
- Over half of the family child care providers (54.3%) are ages 55 and older.

ECE Workforce- Tenure in Current Role

- 62.05% of the workforce reported being in their current role for 2 years or less.
- 65.47% of center-based staff reported being in their current role for less than 2 years, compared to 6.01% of family child care providers.
- Conversely, 46.15 % of family child care providers reported being in their current role for more than 20 years compared to 1.67% in centers.

ECE Workforce - Full or Part Time Status

25+ hours per week is considered to be full-time per the Office of Child Care Licensing's Delacare regulations.

- The vast majority of the early childhood workforce is full-time. 83.86% of the staff work over 30 hours per week, with only 2.18% of the workforce working less than 20 hours per week.

ECE Workforce- Wages and Compensation

- According to the most recent data released by the US Department of Labor's Bureau of Labor Statistics ([May 2021 State Occupational Employment and Wage Estimates](#)), the median hourly wage of Child Care workers in Delaware is \$10.99, for a mean annual wage of \$24,660. The median hourly wage of Child Care Administrators is \$22.56, for a mean annual wage of \$51,890. The mean annual wage of a Kindergarten teacher in Delaware is \$57,270, which is more than Child Care Administrators and more than twice as much as Child Care workers.
- According to the Early Childhood Educator Target Compensation Scale, about half of Child Care workers are on public assistance and the poverty rate for early educators in Delaware is 1.5x the state average and 8x that of public school teachers.

ECE Workforce- Participation in Professional Development

- 2020 recorded the highest number of early childhood educators participating in Professional Development (20,165 total participants) over the past 5 years, in spite of the pandemic. 2020 also had the highest number of participants in virtual professional development offerings (18,768), due to the pandemic.
- Participation in in-person professional development has yet to rebound to pre-pandemic levels. In 2021, the Delaware Institute for Excellence in Early Childhood (DIEEC) released six in-person, state-sponsored professional development opportunities with a total of 42 participants. In 2022, as of 10/31/2022, the amount of in-person has increased - there have been 40 in-person professional development opportunities with a total of 690 participants. In the two years preceding the pandemic (2018 and 2019), there were 339 and 294 in-person professional development opportunities, with over 4,500 participants each year.

- Participation in virtual training is currently lower than the pandemic high in 2020. The number of participants participating in virtual training declined from 18,786 in 2020 to 14,766 in 2021. There have been 170 virtual professional development opportunities offered this year (through 10/31/2022) and 12,009 participants thus far. If that pace continues through the end of the year, it will result in a number of participants very close to 2021 and higher than 2018 or 2019.

Next Steps

The following actions have been identified as the next steps needed to be able to fully respond to the legislature's request for information regarding the early childhood educator workforce in Delaware:

1. Identify potential strategies to close the gaps in data gathering and analysis
2. Complete phase two of the workforce analysis
3. Conduct a provider capacity assessment

Completing this next phase of study will assist DOE in producing a plan for developing an early childhood workforce comprehensive support program. Numerical data and projections will give DOE a clearer sense of the resources necessary to implement their early childhood workforce comprehensive support program.

1. Identify potential strategies to close the gaps in data gathering and analysis

Delaware's early childhood system is fragmented. There are 10 total early childhood divisions across DOE, DHSS, and DSCYF, leading to an inefficient and complex system for families, professionals, and programs to navigate. This system fragmentation leads to data systems also being fragmented - early learning data systems do not interact across agencies. Strategies to improve data system interoperability and close the gaps in data gathering and analysis include:

- **Develop a single workforce data system (or systems that are integrated through common identifiers)** that maintains educator data (including qualifications, professional development, and demographic data) across programs and services to support the legislature's request to create a comprehensive system of support for the early childhood workforce. This system also needs to include information about early learning professionals who work for LEAs.
- **Maximize the capacity of the early childhood professional registry** for use by all educators in the workforce and to collect additional data points needed (specifically compensation and educator credentials). Currently, 56% of the records that are held in the licensing system (FOCUS) are included in the registry. While that is a substantial number given that registry was only recently created, additional outreach is needed to encourage all early childhood educators and providers to use the system. Consideration should also be given to creating incentives to use the registry or making more of the data fields mandatory (such as compensation and educator credentials) to enhance the accuracy of the data.
- **Develop a process for collecting and analyzing ECE wage and benefit data**, across all roles and provider types, including school districts, to better understand the parity issues that exist between educators employed in pre-K community-based settings and those

employed by school districts. This is necessary to determine if wage disparity is increasing or decreasing over time and how wage changes are affecting turnover.

- **Create alignment between the systems that collect workforce data and program quality.** The data from these systems should be reviewed regularly to understand how trends in the workforce (i.e. credentials, compensation, tenure in role, etc.) affect program quality and provider capacity.
- **Connect child-level data across the varying state systems** that serve children and families with an emphasis on linking child data between private birth to five serving child care businesses and public PK-12 systems.
- **Increase the capacity of the Office of Early Learning to gather, analyze, and use data** in a continuous quality improvement process that is responsive to the needs of the workforce and the children and families served.

2. Complete Phase Two of the Workforce Analysis

Due to the data and time limitations described earlier in this report, additional data collection and analysis are needed to fully respond to the requests of the legislature delineated in HB 377. The main gaps in the analysis are around the credentials and degrees of the workforce, information about LEA staff, wages, and benefits, and consulting with stakeholders.

- **Obtain and analyze data from the DEEDS database.** Credentials and degree information for the early childhood educator workforce are captured in the DEEDS database. Obtaining and analyzing this data is essential to understanding the current landscape of the workforce in preparation for the development of the comprehensive support program. Once the data from DEEDS is cleaned and its reliability verified, the possibility of linking the data to the current FOCUS and registry data sets to provide an overview of the current workforce will be explored.
- **Obtain and analyze data from Local Education Agencies (LEAs).** To be able to provide a complete overview of the early childhood educator workforce, information from the individual LEAs that employ early childhood education staff is essential. Phase 2 of the workforce study will include a process for obtaining and integrating this information into the overall analysis.
- **Obtain and analyze data on wages and benefits.**
 - DOE does not have a standardized method for the collection of wage and benefit information from the ECE workforce. One potential solution to this challenge is to require educators to include their pay information (W2 or pay stubs) in the registry. This information was initially requested from the workforce to process the bonuses to educators in 2021, therefore the registry has the technical capacity to capture this information.
 - In an effort to begin to address the issues of wage and benefit parity with public school teaching staff, DDOE has identified national experts on the issue from the Center for the Study of the Child Care Employment (CSCCE) and the National Institute for Early Education Research (NIEER). CSCCE facilitates an Early Educator Compensation Learning Community that comes together to:
 - Identify barriers to improving early educator compensation and strategies to overcome those barriers;
 - Build understanding and capacity to implement policies that increase wages and improve access to benefits; and

- Document and disseminate strategies beyond participants in the learning community, to stakeholders across the ECE field, especially those engaged in state policy formulation and implementation.

The Office of Early Learning will explore engaging with these national leaders to learn more about strategies to reduce the disparities that currently exist in wages and benefits within the ECE sector.

- **Consult with Stakeholders.** As directed by the legislature in HS 1 for HB 377, DDOE will consult with the Delaware Early Childhood Council (DECC) on this initial workforce study and the subsequent provider capacity assessment and comprehensive support plan for the early childhood workforce that are also required by the legislature. The Office of Early Learning will develop a plan for engaging with the DECC in the next phase of this work.

3. Conduct Provider Capacity Assessment (Jan 1, 2023)

In a separate piece of legislation, Section 376 of HB 250 (the budget bill) requires the Department of Education to conduct a Community and Workforce Needs Assessment related to the Early Childhood Assistance Program (ECAP) by January 1, 2023. The report shall address the following:

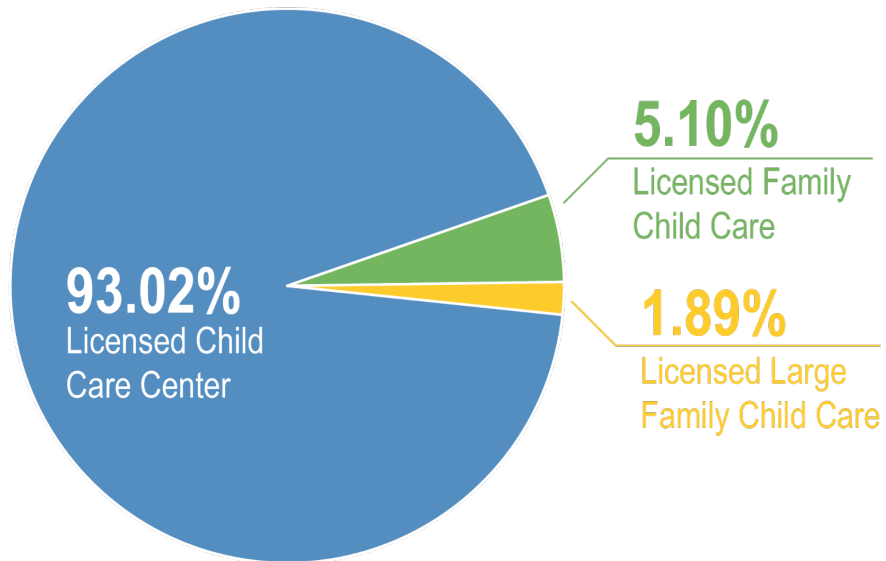
- The community needs of pre-k and 3 and 4-year-olds based on the demographics of children. Demographics will include the following: income, race/ethnicity, disabilities status, dual language learners; children living in foster care; and children from families experiencing homelessness.
- A facilities capacity assessment comparing what is already available with how much would be needed for a universal program for all 3 and 4-year-olds in a mixed delivery setting. The report shall include specific infrastructure investments for facilities, upgrades and expansions, workforce training systems, and capacity-building efforts.
- Recommendations on state investments needed to increase provider access to professional development and quality improvement, and quality standards of programs.

Appendix A: FOCUS Data

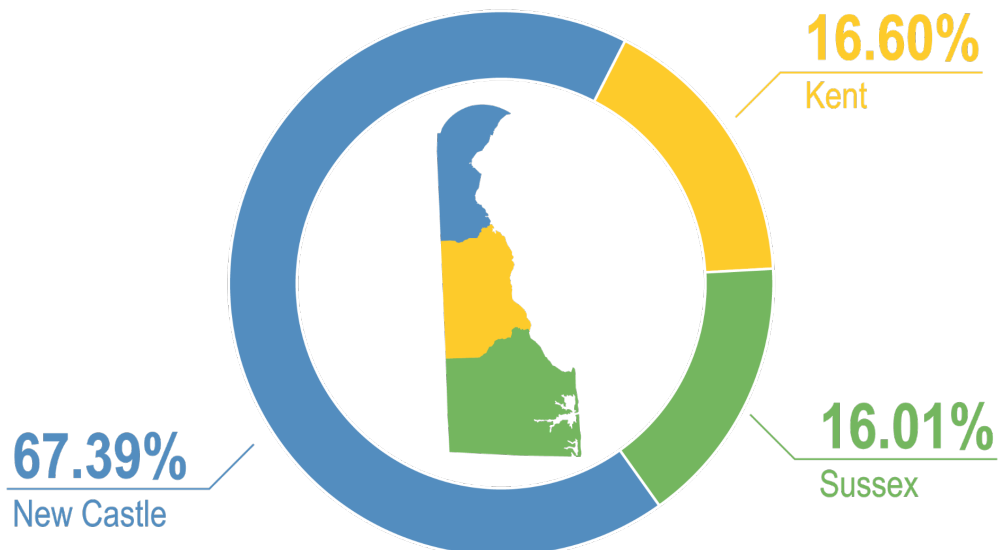
(n=8,163)

Educator by Provider Type, County and Major Municipality

Educator by Provider Type



Educator by County

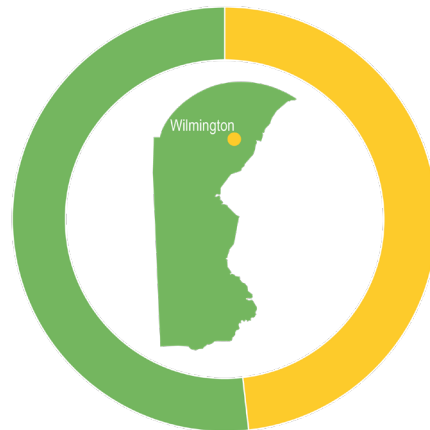


Educator by Major Municipality



54.39%

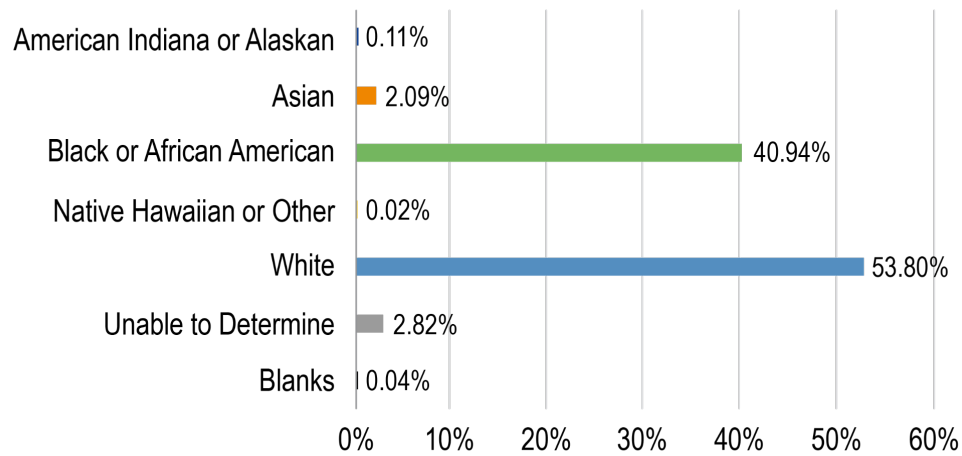
of Kent County Educators are in Dover



48.19%

of New Castle County Educators are in Wilmington

Educator Demographics - Race



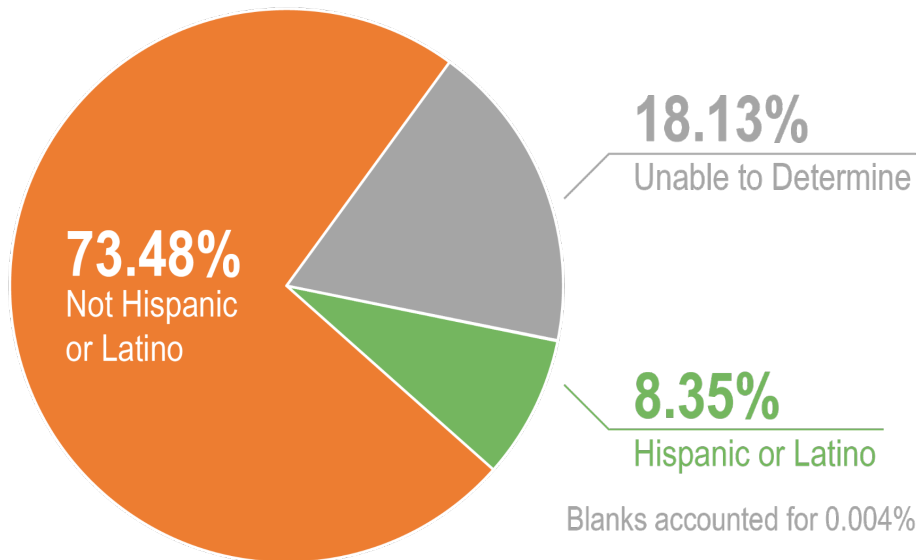
Educator Race by Provider Type

Race	% of Center based Child Care Workforce n=7593	% of Family Child Care Workforce n=416	% of Large Family Child Care Workforce n=154
American Indian or Alaskan	<1%	0.00%	0.00%
Asian	2.11%	2.40%	<1%
Black or African American	40.22%	50.72%	50.00%
Native Hawaiian or Other	0.20%	0.24%	0.00%
White	54.37%	46.15%	46.75%
Unable to Determine	2.95%	<1%	2.60%
Blanks	<1%	0	0
Totals	100.00%	100.00%	100.00%

Educator Race by County and Municipality

Race	By County			By Municipality	
	Kent n=1355	Sussex n=1307	New Castle n=5501	Dover n=737	Wilmington n=2651
American Indian or Alaskan	0.37%	0.00%	0.07%	0.41%	0.08%
Asian	1.11%	0.23%	2.78%	1.63%	2.19%
Black or African American	47.23%	30.37%	41.90%	53.73%	50.32%
Native Hawaiian or Other	0.30%	0.00%	0.22%	0.27%	0.23%
White	49.08%	66.49%	51.95%	42.33%	44.29%
Unable to Determine	1.77%	2.91%	3.05%	1.49%	2.87%
Blanks	0.15%	0.00%	0.02%	0.14%	0.04
Totals	100.00%	100.00%	100.00%	100.00%	100.00%

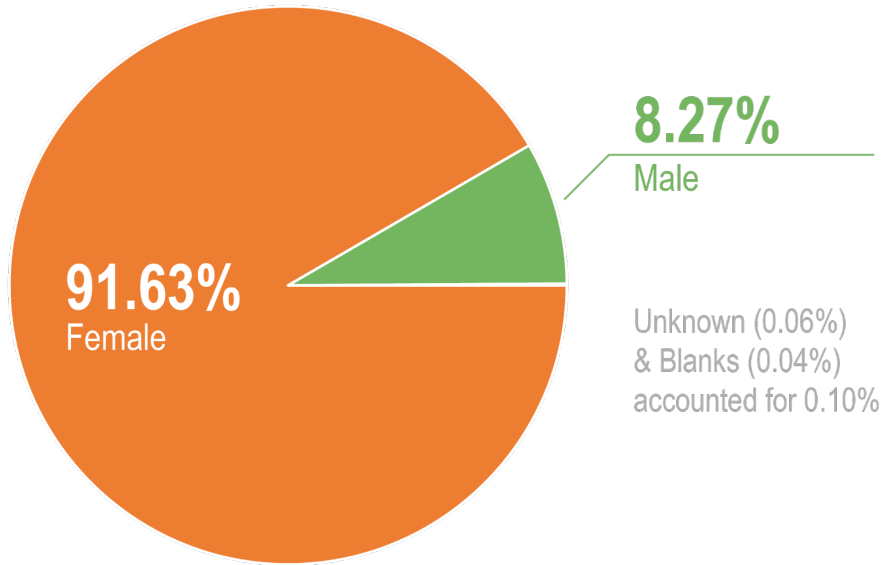
Educator Ethnicity



Educator Ethnicity by County and Municipality

Ethnicity	By County			By Municipality	
	Kent n=1355	Sussex n=1307	New Castle n=5501	Dover n=737	Wilmington n=2651
Hispanic or Latino	7.53%	6.58%	8.98%	7.60%	10.00%
Not Hispanic or Latino	77.64%	74.45%	72.22%	77.20%	75.37%
Unable to Determine	14.69%	18.97%	18.78%	15.06%	14.60%
Blanks	0.15%	0.00%	0.02%	0.14%	0.04%
Totals	100.00%	100.00%	100.00%	100.00%	100.00%

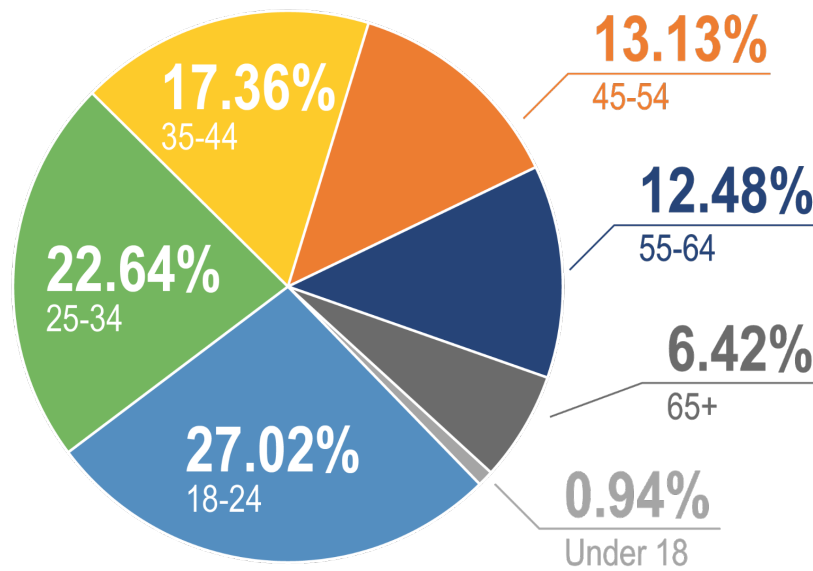
Educator Demographics - Gender



Educator Gender by County and Municipality

Ethnicity	By County			By Municipality	
	Kent n=1355	Sussex n=1307	New Castle n=5501	Dover n=737	Wilmington n=2651
Female	91.07%	91.74%	91.75%	89.15%	89.44%
Male	8.78%	8.19%	8.16%	10.72%	10.49%
Unknown	0.00%	0.08%	0.07%	0.00%	0.04%
Blanks	0.15%	0.00%	0.02%	0.14%	0.04%
Totals	100.00%	100.00%	100.00%	100.00%	100.00%

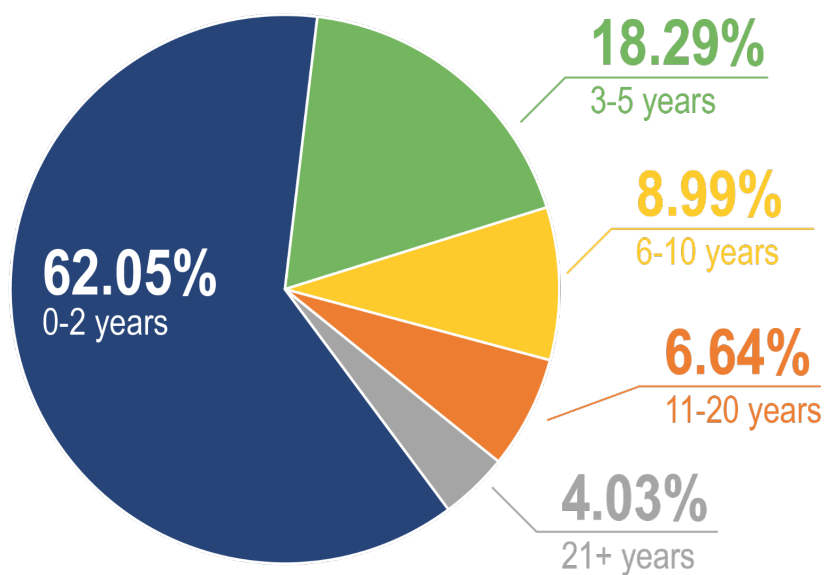
Educator Demographics - Age



Educator Age by County and Municipality

Age	By County			By Municipality	
	Kent n=1355	Sussex n=1307	New Castle n=5501	Dover n=737	Wilmington n=2651
Under 18	0.94%	0.77%	0.95%	1.76%	0.98%
18-24	27.02%	27.54%	26.87%	28.09%	21.46%
25-34	22.64%	24.33%	22.05%	24.56%	22.14%
35-44	17.36%	16.07%	17.61%	15.74%	18.60%
45-54	13.13%	12.39%	13.51%	12.62%	14.52%
55-64	12.48%	12.24%	12.54%	11.67%	14.15%
65+	6.42%	6.66%	6.47%	5.56%	8.15%
Totals	100.00%	100.00%	100.00%	100.00%	100.00%

Educator Demographics - Tenure in Current Role



Educator Tenure in Current Role by Provider Type

	Licensed Child Care Center n=7593	Licensed Family Child Care n=416	Licensed Large Family Child Care n=154
0-2 years	65.47%	6.01%	44.81%
3-5 years	18.82%	7.45%	21.43%
6-10 years	8.97%	8.41%	11.69%
11-20 years	5.07%	31.97%	15.58%
21+ years	1.67%	46.15%	6.49%
Totals	100.00%	100.00%	100.00%

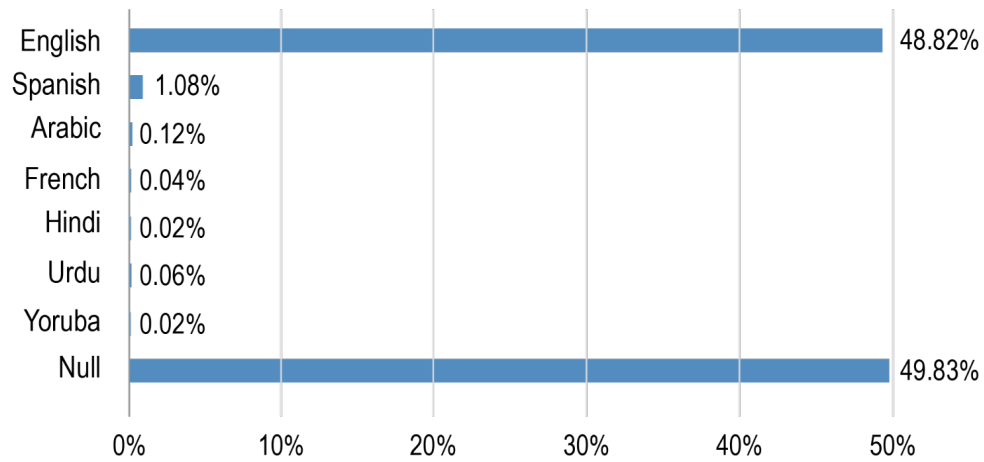
Educator Tenure in Current Role by County and Municipality

	By County			By Municipality	
	Kent n=1355	Sussex n=1307	New Castle n=5501	Dover n=737	Wilmington n=2651
0-2 years	71.22%	61.82%	59.84%	71.91%	53.94%
3-5 years	14.02%	17.06%	19.63%	12.75%	21.77%
6-10 years	5.61%	7.80%	10.11%	6.78%	13.66%
11-20 years	6.20%	8.42%	6.33%	6.51%	6.22%
21+ years	2.95%	4.90%	4.09%	2.04%	4.41%
Totals	100.00%	100.00%	100.00%	100.00%	100.00%

Appendix B: PROFESSIONAL REGISTRY DATA

(n=4,818)

Educator Demographics- Primary Language

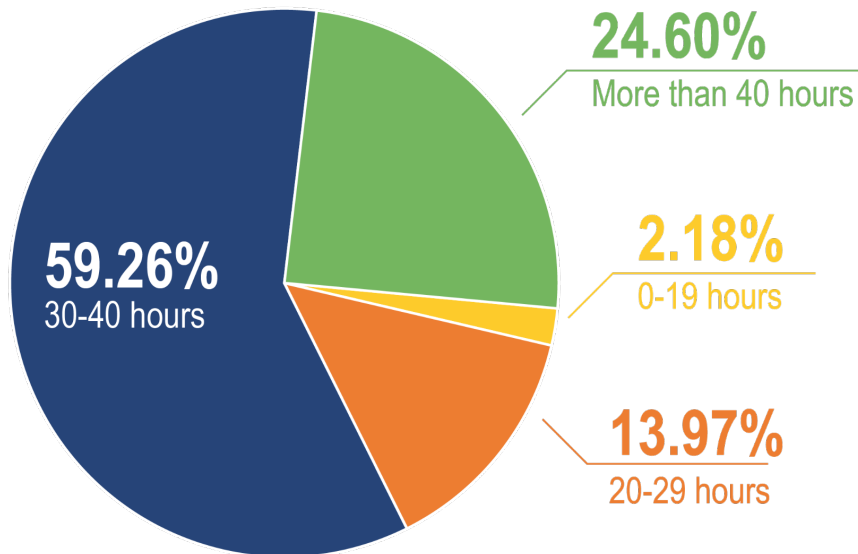


Primary Language by County

Primary Language	By County		
	Kent n=800	Sussex n=841	New Castle n=3177
English	49.88%	48.63%	48.60%
Spanish	1.38%	0.48%	1.16%
Arabic	0.00%	0.00%	0.19%
French	0.00%	0.12%	0.03%
Hindi	0.00%	0.00%	0.03%
Urdu	0.00%	0.00%	0.09%
Yoruba	0.00%	0.00%	0.03%
Null	48.75%	50.77%	49.86%
Totals	100.00%	100.00%	100.00%

Educator Demographics - Full or Part-Time Status

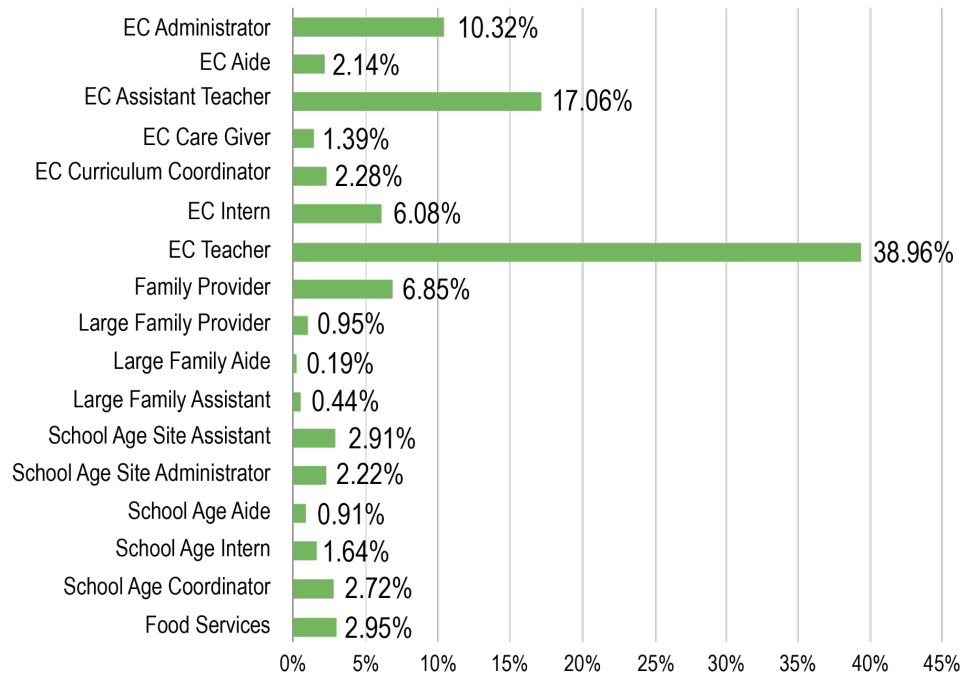
25+ hours considered to be full time per Delaware Child Care Licensing Regulations



Educator Full or Part Time Status by County and Municipality

Number of Hours	By County			By Municipality	
	Kent n=800	Sussex n=841	New Castle n=3177	Dover n=424	Wilmington n=1524
0-19 hours	3.63%	1.19%	2.08%	4.95%	1.77%
20-29 hours	15.38%	14.39%	13.50%	12.74%	14.63%
30-40 hours	56.88%	63.97%	58.61%	57.78%	58.60%
More than 40 hours	24.13%	20.45%	25.81%	24.53%	25.00%
Totals	100.00%	100.00%	100.00%	100.00%	100.00%

Educator Demographics - Staff Role



Educator Staff Role by County

Staff Role	Kent n=800	Sussex n=841	New Castle n=3177
EC Administrator	10.00%	9.27%	10.67%
EC Aide	2.88%	2.85%	1.76%
EC Assistant Teacher	18.25%	14.39%	17.47%
EC Care Giver	1.88%	1.43%	1.26%
EC Curriculum Coordinator	2.13%	2.38%	2.30%
EC Intern	8.38%	6.18%	5.48%
EC Teacher	30.63%	35.20%	42.05%
Family Provider	9.13%	9.87%	5.48%
Large Family Provider	1.13%	1.31%	0.82%
Large Family Aide	0.50%	0.12%	0.13%
Large Family Assistant	0.38%	1.19%	0.25%
School Age Site Assistant	3.13%	3.92%	2.58%
School Age Site Administrator	2.88%	2.62%	1.95%
School Age Aide	1.13%	0.48%	0.98%
School Age Intern	2.38%	2.38%	1.26%
School Age Site Coordinator	3.00%	3.69%	2.39%
Food Services	2.25%	2.73%	3.18%
Total	100.00%	100.00%	100.00%

Appendix C - ECE Workforce Participation in Professional Development (2018-2022)

Year	Total # of Trainings	# of In Person trainings	# of participants in in-person trainings	# of Virtual trainings	# of participants in virtual training	# of Hybrid Trainings	# of participants in hybrid trainings	Total # of Participants Across All Training Types
2018	394	339	4,599	55	11,049	0	0	15,648
2019	349	294	4,638	55	12,888	0	0	17,526
2020	300	80	1,397	220	18,768	0	0	20,165
2021	238	6	42	229	14,766	3	17	14,825
2022 <i>(through 10/31)</i>	235	40	690	170	12,009	25	207	12,906