

Delaware Association for the Education of Young Children

DECEMBER 2022, ISSUE NO. 8

# ECE Matters

## deaeyc Makes a Difference!

Recently, deaeyc distributed a survey devoted to Professional Development. Questions varied from inquiries about the types of challenging behaviors being seen in the classroom to opportunities for upcoming trainings and space to include topics of interest for future trainings.

DEAEYC HEARS YOU!  
WE'RE HERE FOR YOU!

Based on YOUR VOICE, deaeyc has executed actions for the New Year to meet your needs. It is worth noting the similarities in the responses--you are NOT alone. There are educators across the state experiencing challenging behaviors in the classroom, and deaeyc is here to help!

Now that deaeyc has a better understanding of the types of behaviors being seen, we can devote our efforts to designing and scheduling professional development to meet those needs. Keep in mind, starting in January, professional development will be included with a membership to deaeyc.

If you are not currently a NAEYC member, click the box to the right and proceed as directed. If you are interested in receiving deaeyc's \*new\* Membership brochure, please contact [Lisa Miller](#).

Quick stats from the survey results are included throughout this newsletter.

deaeyc

If you are interested in helping deaeyc achieve its goals in assisting the early childhood field, you can do so in many ways:

[BECOME A BOARD MEMBER](#)

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Become a Member!



Delaware Association for the Education of Young Children

# deacyc's Professional Development Survey:



Quick Stats:  
93 Respondents

## Types of Programs

- 72% Centers
- 11% Family Child Care
- 5% School Districts
- 3% Private Preschools
- 2% Large FCC
- 2% Independent Schools

The remaining 5% consists of educators employed at charter schools, medical child care center, early Head Start, and Before/After care.

## County

Kent - 20%

New Castle - 56%

Sussex - 23%

## Responses

Respondents provided **193** challenging behaviors that they are seeing in their classrooms on a daily basis.

# Underfunding of Child Care is a Gender Equity Issue

*contributed by Phyllis Roland, deacyc Board of Directors*  
*This article was featured in "Bay to Bay News."*

 **BAY TO BAY NEWS**

*Phyllis Roland is a retired advocate for early learning. Prior to that, she spent 35 years as an early childhood educator.*

How can we expect to thrive and grow as a community, a state or a nation when we don't support the women who are holding our families together?

After 35 years of working as an early childhood educator, I can attest the job often feels like a "beatdown." You're a low-wage earner feeling unappreciated, unvalued, overworked and underpaid.

Bleak though it may seem, that's the mentality many in our workforce face after years in the classroom or home care setting. That feeling and reality are particularly harsh for women and women of color — who, data tell us, hold up the industry.

The early education and child care workforce is 94% female, and 38%-40% of that group is comprised of Black and Brown women. According to a recent Center for American Progress report, early learning workers earn an average full-time wage of \$14 per hour — a number that has dropped 6.5% since July 2022. Most recent Delaware data shows hourly rates closer to \$11, with about half of the local workforce relying on public assistance.

Black workers face 50% higher poverty rates compared to other women in the child care workforce and earn an average of 78 cents less per hour than White child care workers.

The report says "more than one in six women who are child care workers live below the poverty line — twice the poverty rate for women workers overall — and poverty rates are even higher for women of color in the child care workforce, especially those who are supporting children of their own."

These women, some young mothers themselves and even grandmothers, must apply for state services as supplements to support themselves and their families. They experience the same challenges of finding affordable care for their children, so they can go to work caring for someone else's children.

The child care trenches are demanding and time-consuming. And those conditions often make it hard to advocate for yourself and for your colleagues."

Article continues on the next page.

# Underfunding Child Care, continued

Before I retired, I was an early childhood educator for 35 years. Over the course of my tenure, I participated in over 125 hours of professional development and specified training courses related to my day-to-day responsibilities in the classroom. I pursued my Bachelor of Science degree and earned a master's in public administration, utilizing the educational benefits provided by my employer.

Yet my pay remained close to national averages — around \$14 per hour.

With no ladders for growth, development or pay increase, my frustrations grew over the years. But professional demands still required us to continue to be trained or to take courses on topics like mental health. Unlike most other industries, increased professional development doesn't come with an increased paycheck.

My colleagues shared their struggles with me. One talked of managing care for her three children under 7. Time and money were a constant problem, leaving her feeling overwhelmed, as she and her husband went through their lives as passing ships in the night. Both struggled with long hours, low- to moderate-wage jobs. He worked two jobs, late nights and weekends, and left her with the children most of the time. Many low-wage jobs require employees to work early or late hours — hours when most child care is not open.

Other colleagues — women between 25-35, well trained and educated — all held bachelor's degrees or were working on a master's. Yet they lived at home with their parents, unable to afford to live on their own.

Has Delaware made some progress in recent years supporting the early learning workforce? Yes. But frankly, progress is not unfolding fast enough.

Truly, we need to pick up the pace because, if you look at the long-term issues that we see in our society, it's because the foundation is unstable. The women who are helping us build that foundation are not properly cared for, and they're leaving. In fact, in the last three years, one in six child care workers have left the field. You can only oppress people so long before they say, "Either we're going to rise up, or we're just going to walk away."

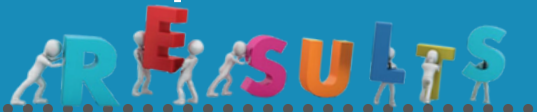
And what happens if you abandon educating young children?

It's time for urgent and persistent change — and we call upon our Delaware lawmakers to respond.

Visit [bit.ly/del2022ece](https://bit.ly/del2022ece) today to support families and women in Delaware.



# deacyc's Professional Development Survey:



The TOP five behaviors educators are experiencing with young children include:

- Social Emotional Development\*
- Hitting\*
- Language Delays / Challenges
- Tantrums
- Special Needs\*
- Aggression

\*Examples of Social Emotional challenges children are exhibiting:

- regulating emotions
- separation anxiety
- inability to self-sooth
- empathy

\*Examples of other behaviors educators are navigating:

- defiance
- yelling/screaming
- disrespectful
- kicking
- crying
- elopement/wandering

## Resources!

The following resources are from "Baby Talk: Resources to Support the People Who Work with Infants and Toddlers" and "Natural Resources: Free Resources for Learning About and Using Trauma-informed practices," NAEYC, or other early education-based institutions. All content is free to be shared or copied.

### A 5-Minute Daily Routine That Can Improve Listening Skills

"It might sound counterintuitive, but one strategy widely recommended by children's health professionals is to engage a child in short, daily sessions of child-led play. In addition to providing the evidence for this approach, this article also shares an acronym "PRIDE" to help family members and caregivers to remember the tenets of child-led play."

### How a Baby Learns Language in the Womb

"There is evidence that babies begin learning in the womb. Before [they are] even born, [babies have] already been exposed to many opportunities for language learning. This article offers both the evidence and the implications."

### Talking Tips for Caregivers - FREE DOWNLOAD!

"Talking Tips feature research-based strategies to help caregivers talk more with infants and toddlers. They are available in multiple languages."



### Serve and Return Resources

"This resource guide includes evidence, examples, videos, and opportunities to learn about and apply the concepts of serve and return to support cognitive, linguistic, and social-emotional development."

### Building a Child's Vocabulary

"Research suggests that the more words parents speak to their toddlers, the larger their kids' vocabularies. But do the circumstances in which the child hears those words also matter? Researchers looked at the power of over-head words vs. directed words that are part of a conversation or interaction. Read this short article and watch this video, in English or Spanish, and see what you think."

# Helping Young Children Develop Positive Peer Relationships

## Two Mathematical Heads Are Better Than One: The Benefit of Peer-Based Learning in Preschool

"In this article, the authors provide a brief literature review on the significance of partner work for young children's linguistic and academic development. They include the strategies they used to scaffold children's mathematical understanding, and they present descriptions of three themes that emerged from an analysis of their observational data related to how children expressed their mathematical understanding: drawings; physical movement; and representation through concrete materials. Although the work of the authors focused on children in dual language classrooms, they conclude the article by offering implications for early childhood teachers in a variety of settings."

## Explore Addition and Subtraction with These Family Math Resources



"Parents and caregivers can promote early math learning with these DREME Family Math resources. Read, sing, play, and learn together with activities focused on building young children's understanding of mathematical operations. Materials may be selected by the age level of children (babies through early elementary)."

## Would You Like to Contribute to this Newsletter?

We are looking for contributors for content in the following areas:

- TEACHER HIGHLIGHTS
- CENTER/PROVIDER HIGHLIGHTS
- EVENTS/TRAINING OPPORTUNITIES
- NATIONAL & LOCAL ADVOCACY
- CHILD DEVELOPMENT/ECE RESOURCES



# deaeyc's Professional Development Survey:



According to respondents, the onslaught of children with special needs has increased. Educators are navigating accommodations, autism, and children with undiagnosed special needs.

## Other Behaviors & Survey Responses:

- impulsivity
- pushing
- property destruction
- children easily upset
- unable to play with peers as expected
- trouble with transitions

Please share any of the resources from this newsletter with your staff, colleagues, and families. If anyone is interested in receiving the newsletter, please have them contact Lisa Miller, [lmiller@deaeyc.org](mailto:lmiller@deaeyc.org) to be added to the mailing list.

Send your contributions to [Lisa Miller lmiller@deaeyc.org](mailto:lmiller@deaeyc.org)

THANK YOU!