



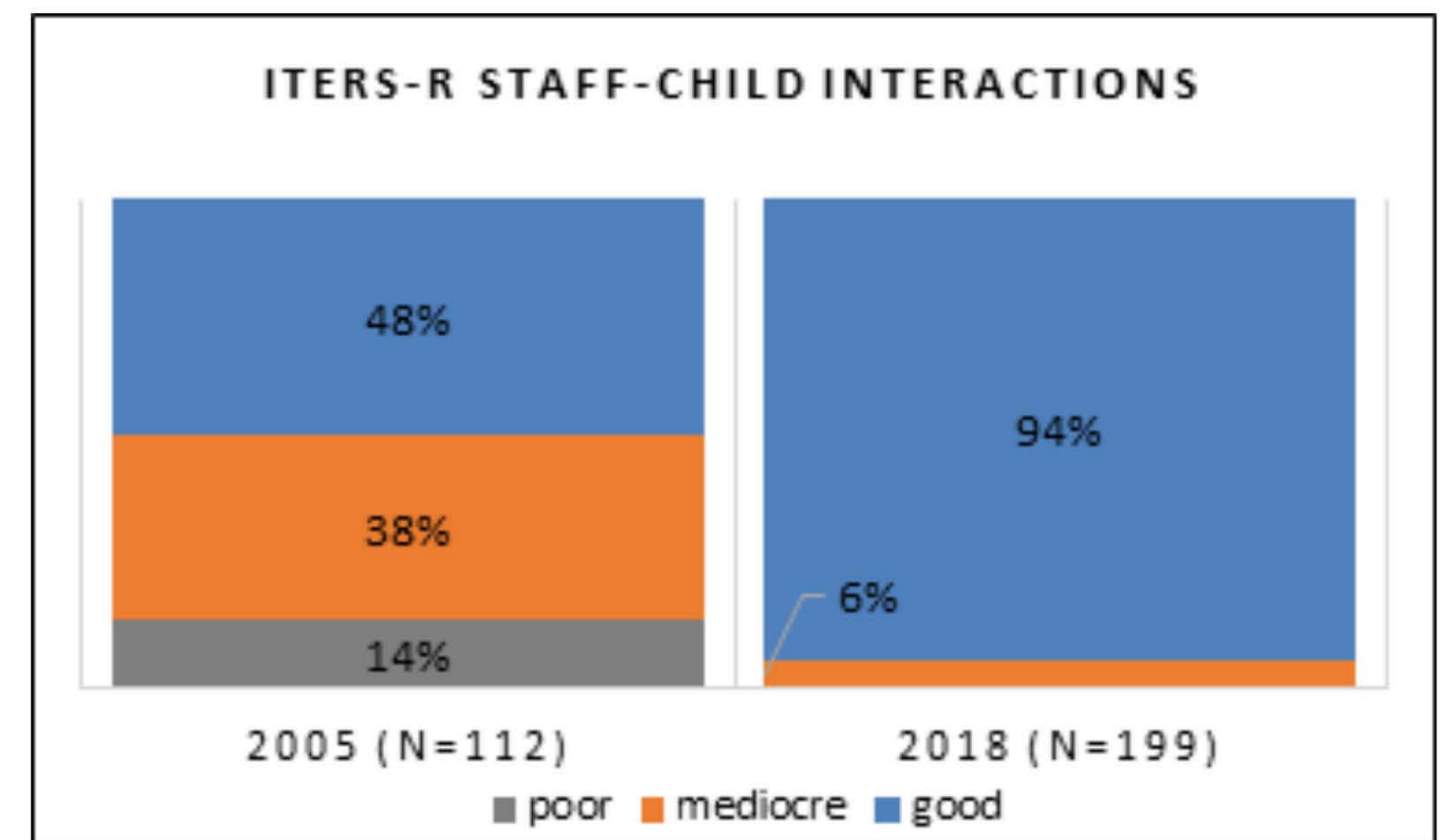
Research Snapshots:

Improved Interactions in Delaware Stars Programs

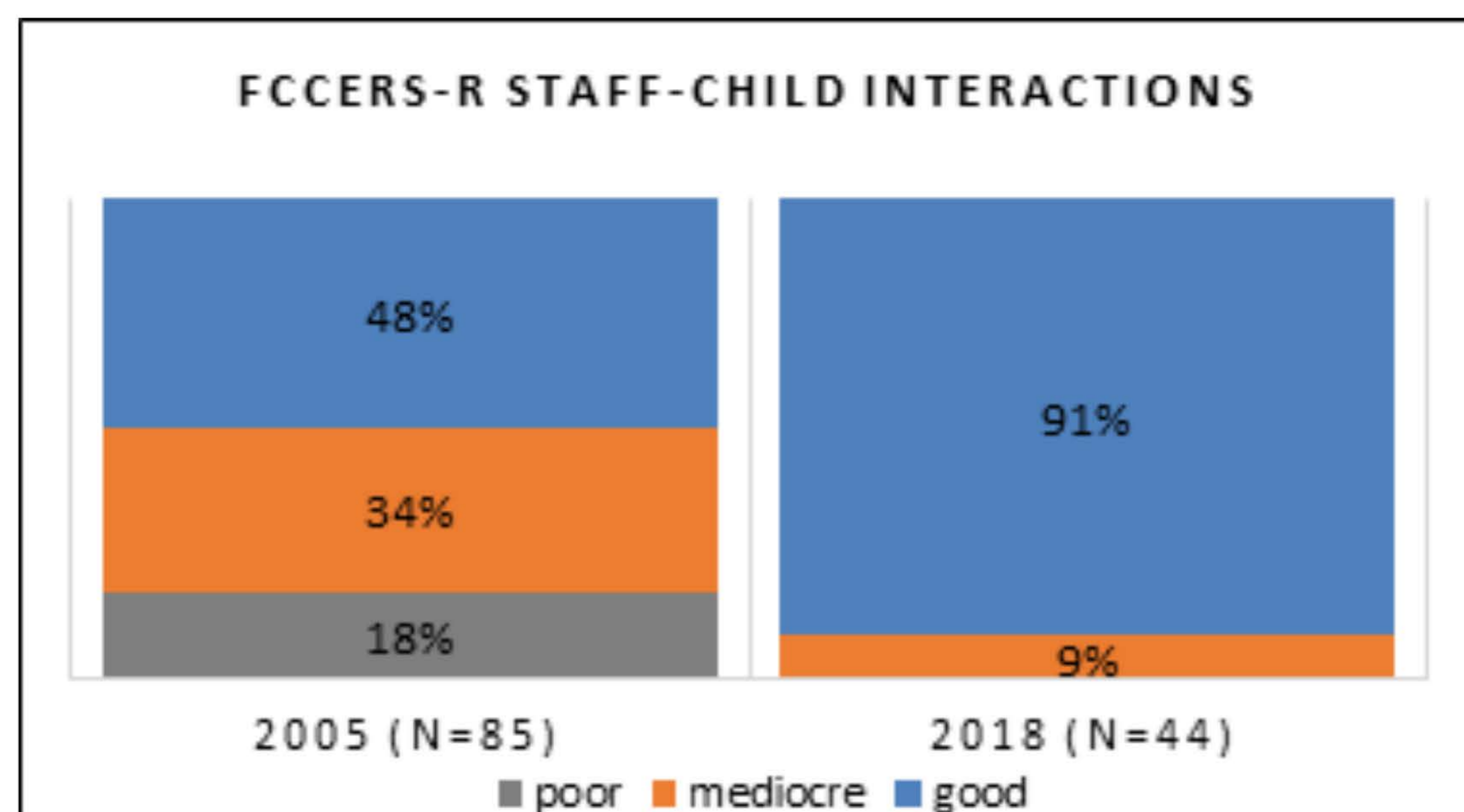
A comparison of a 2005 baseline study of early care programs in Delaware versus Delaware Stars data collected in 2017 and 2018 indicates significant improvements in observed classroom interactions for infant/toddler, preschool, and family child care settings.

Infant/Toddler Classroom Highlights:

- 2005 baseline quality data indicated that 48% of infant/toddler classrooms were rated as “good” and 14% were rated as “poor” in their interactions.
- 2018 Delaware Stars data shows that 94% of infant-toddler classrooms assessed were rated in the “good” range, and no classrooms are rated as “poor” quality.



“Good” quality classroom interactions for infants and toddlers are characterized by positive and individualized supervision, frequent and positive peer-peer and staff-child interactions, and consistent and effective methods of discipline.



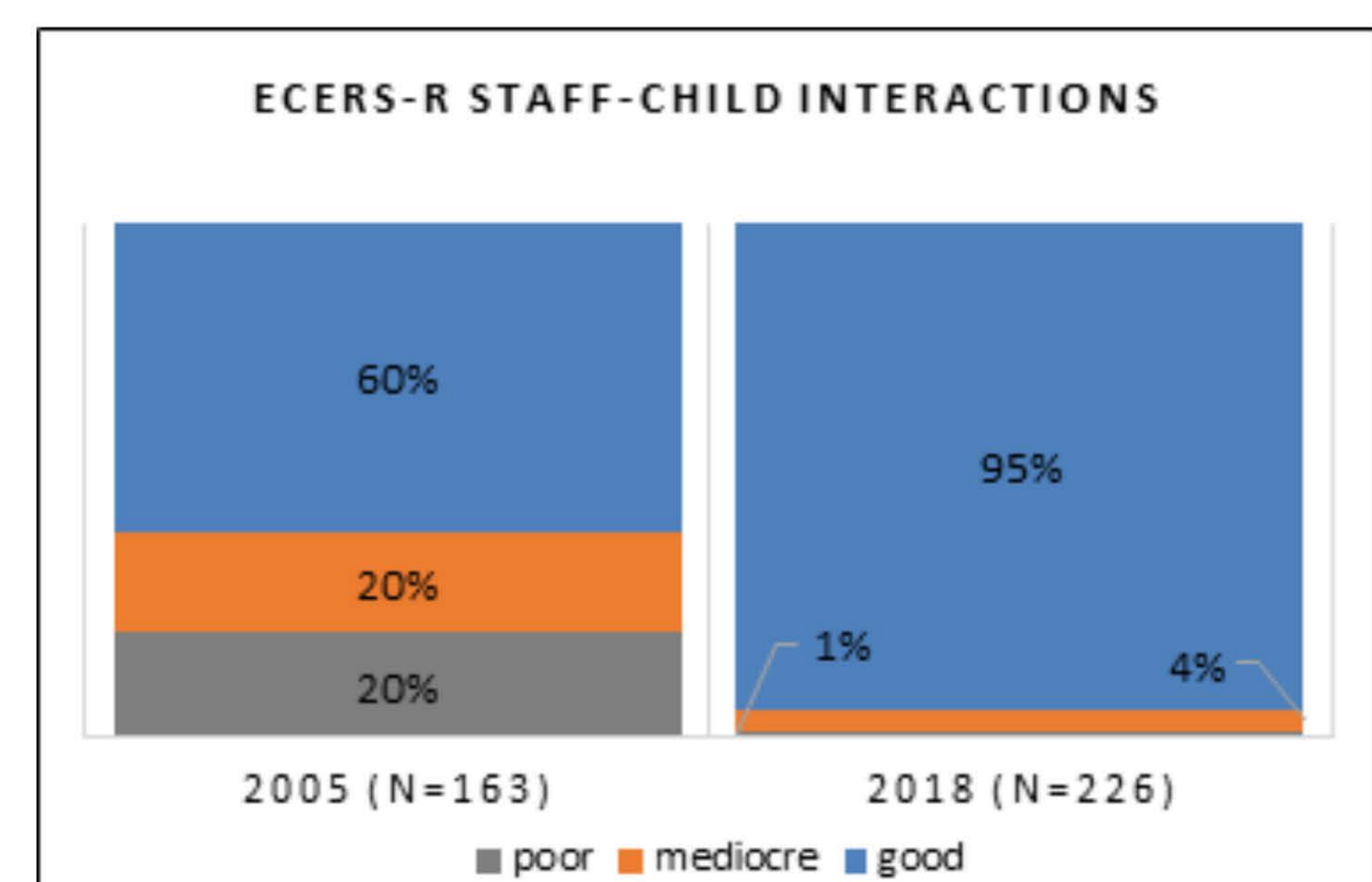
Family Care Program Highlights:

- 2005 baseline quality data indicated that 48% of family child care programs were rated as have “good” quality interactions.
- 2018 Delaware Stars data shows that 91% of rated family child care programs are designated as have “good” quality interactions.

“Good” quality interactions for children in FCC programs are defined the same as those for infant and toddler programs. However, the supervision, interactions, and discipline that occurs between staff and children is adjusted for children of varying ages, and thus may look different from program to program.

Preschool Age Classroom Highlights:

- 2005 baseline quality data indicated that 60% of preschool classrooms were rated as “good” and 20% were rated as poor in their interactions with children.
- 2018 Delaware Stars data shows that 95% of rated preschool classrooms have “good” quality interactions, and just 1% have “poor” quality interactions.



Interactions in early childhood classrooms are rated as “good” when positive and effective discipline methods are used, along with frequent and positive communication between staff and children, and amongst children, during learning time and gross motor activities.