



Research Snapshots:

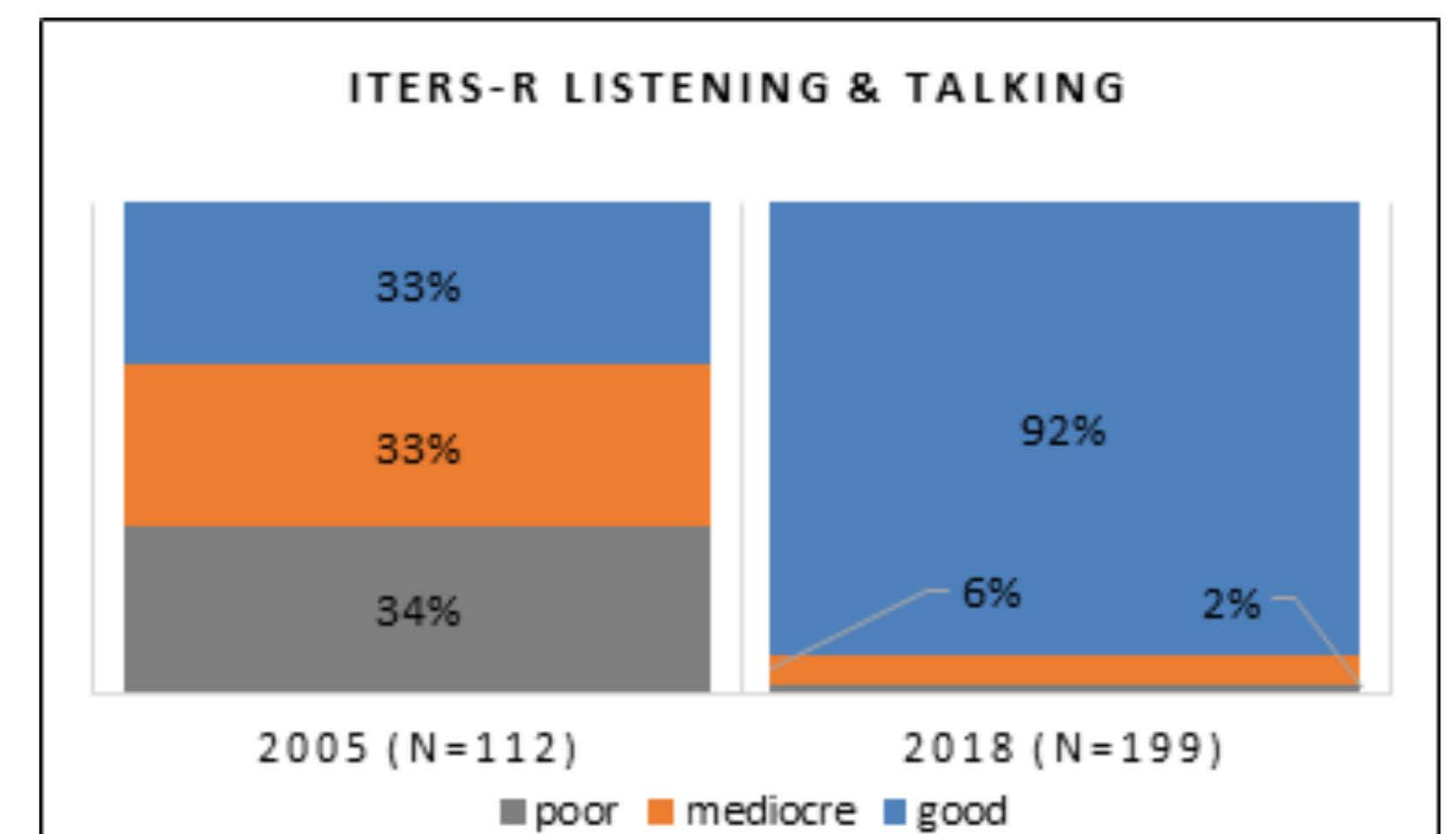
Improved Literacy in Delaware Stars Programs

DELAWARE INSTITUTE FOR
Excellence in
Early Childhood

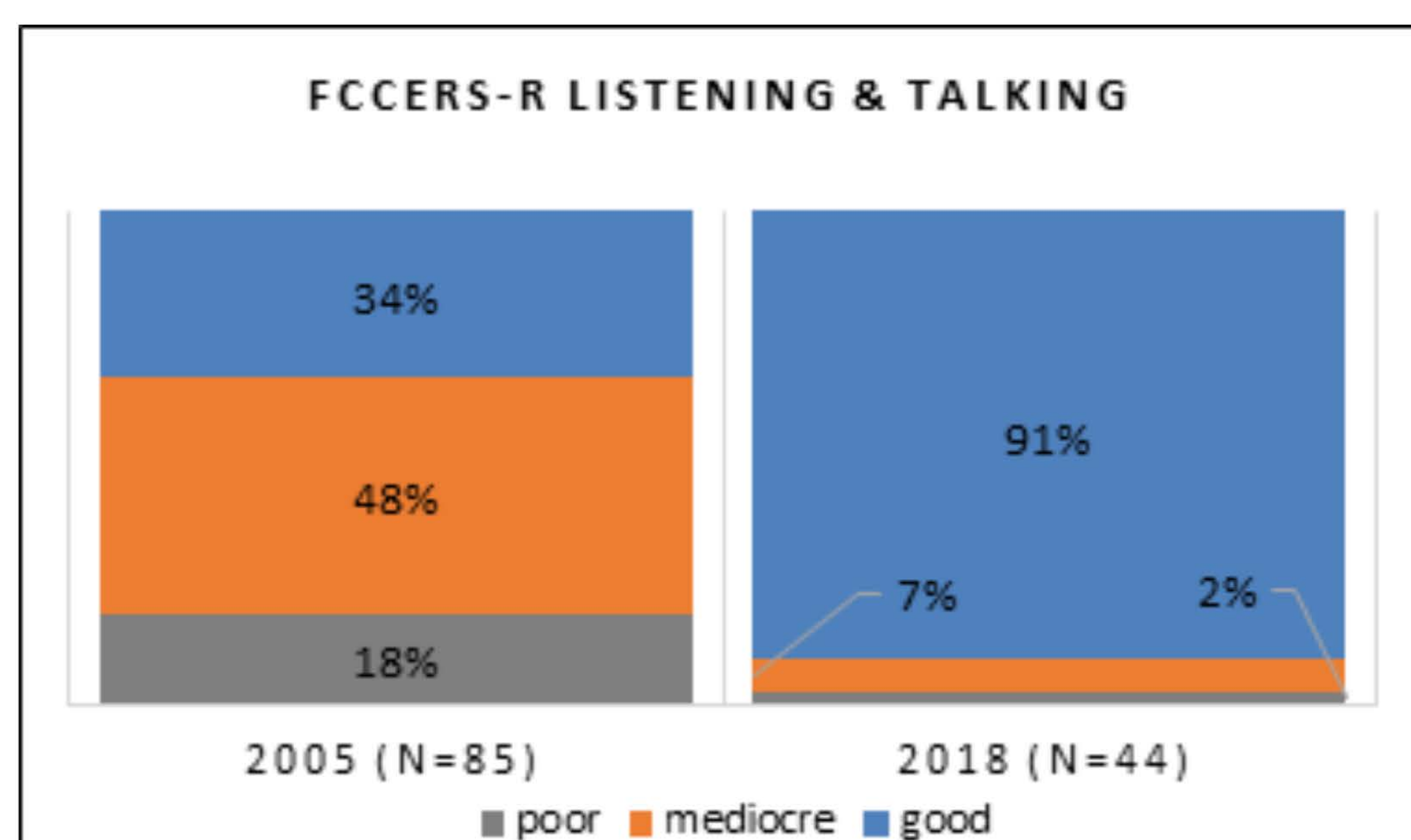
A comparison of a 2005 baseline study of early care programs in Delaware versus Delaware Stars data collected in 2017 and 2018 indicates significant improvements in observed classroom literacy practices for infant/toddler, preschool, and family child care settings.

Infant/Toddler Classroom Highlights:

- 2005 baseline quality data indicated that 34% of infant/toddler classrooms were rated as “poor” in the area of listening and talking.
- 2018 Delaware Stars data shows that 92% of infant-toddler classrooms assessed were rated in the “good” range.



“Good” quality supports for infant and toddler language development are characterized by positive and skillful staff-child conversations that help children understand and expand on their language use. A wide variety of books and daily reading are also used as supports.



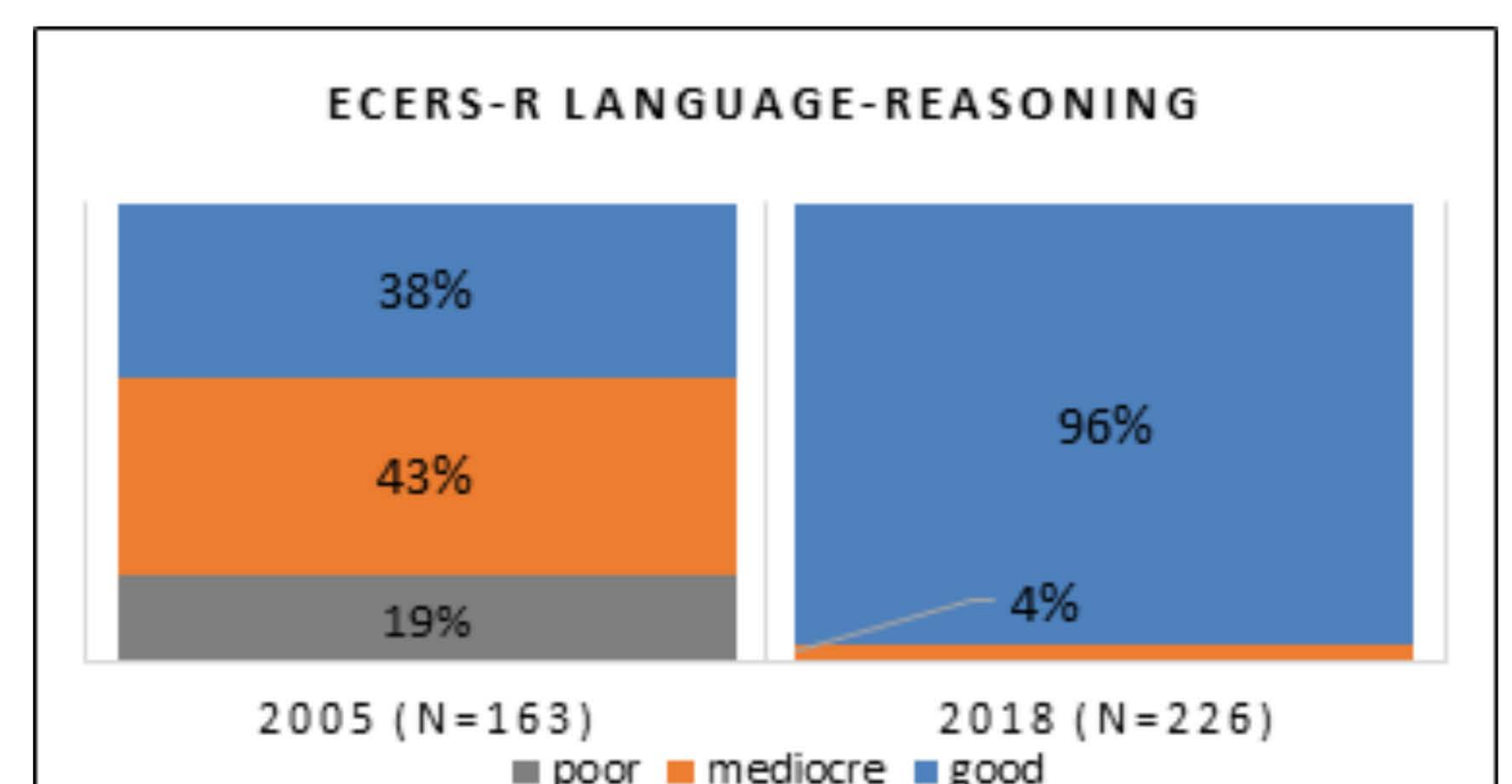
Family Care Program Highlights:

- 2005 baseline quality data indicated that 34% of family child care programs were rated as “good” quality in listening and talking.
- 2018 Delaware Stars data shows that 91% of rated family child care programs are designed as “good.”

“Good” quality language supports for children in FCC programs are defined the same as those for infant and toddler programs. However, the communication between staff and children needs to be adjusted to scaffold children of varying ages. As a result, good quality conversations and use of materials will typically appear very different from the very basic conversations that happen with infants and toddlers.

Preschool Age Classroom Highlights:

- 2005 baseline quality data indicated that 38% of preschools classrooms were rated as “good in the language-reasoning area.
- 2018 Delaware Stars data shows that 96% of rated preschool classrooms are now designated as “good.” No rated preschool classrooms were designated as “poor.”



Supports for language development in early childhood classrooms are rated as “good” when staff use a wide selection of books and materials to encourage children to communicate and engage in many conversations, and develop their reasoning skills in various groupings throughout the day.