

Number and Characteristics of Early Care and Education (ECE) Teachers and Caregivers: Initial Findings from the National Survey of Early Care and Education (NSECE)



NSECE RESEARCH BRIEF

OPRE REPORT #2013-38 | OCTOBER 2013



National Survey of Early Care & Education

OPRE

Disclaimer

The views expressed in this publication do not necessarily reflect the views or policies of the Office of Planning, Research and Evaluation, the Administration for Children and Families, or the U.S. Department of Health and Human Services.

Number and Characteristics of Early Care and Education (ECE) Teachers and Caregivers: Initial Findings from the National Survey of Early Care and Education (NSECE)

NSECE RESEARCH BRIEF

OPRE REPORT 38 | OCTOBER 2013

Submitted to:

Ivelisse Martinez-Beck, Ph.D, Project Officer
Ann Rivera, Ph.D, Research Analyst

Office of Planning, Research and Evaluation
Administration for Children and Families
U.S. Department of Health and Human Services

Contract Number: HHSP23320095647WC

Project Director:

A. Rupa Datta
NORC at the University of Chicago
55 E Monroe Street
Chicago, Illinois, 60603

National Survey of Early Care and Education Project Team. (2013). Number and Characteristics of Early Care and Education (ECE) Teachers and Caregivers: Initial Findings from the National Survey of Early Care and Education (NSECE). OPRE Report #2013-38, Washington DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

NSECE Research Team:

This is a collaborative product of the NSECE research team. Key contributors for this brief were:

Richard Brandon, *Co-Principal Investigator*
Yasuyo Abe
Hui Kim
A. Rupa Datta, *Project Director*
Carolina Milesi
Robert Goerge, *Principal Investigator*
Nicole Forry
Lisa Gennetian, *Co-Principal Investigator*
Ann Witte, *Co-Principal Investigator*
Wladimir Zanoni

This report and other reports sponsored by the Office of Planning, Research and Evaluation are available at <http://www.acf.hhs.gov/programs/opre/index.html>.



OVERVIEW

This brief provides the first nationally representative portrait of ECE teachers and caregivers working directly with young children in center- and home-based settings. This portrait reveals that the ECE workforce in 2012 was large, comprised of about one million teachers and caregivers directly responsible for children age zero through five years in center-based programs, and another one million paid home-based teachers and caregivers serving the same age group. An additional 2.7 million unpaid, home-based teachers and caregivers were regularly responsible for young children not their own at least five hours a week.

This brief reports data from the National Survey of Early Care and Education, an integrated set of four nationally representative surveys collecting information from individuals and programs providing early care and education in center-based and home-based settings to children age birth through five years, not yet in kindergarten, and from households with children under age 13. Data were collected in the first half of 2012.

A majority (59%) of center-based teachers and caregivers were working in programs with no school sponsorship or funding from Head Start or public pre-K; 6 percent were working in school-sponsored settings; a third (35%) were working in center-based programs which are not school-sponsored but receive Head Start or public pre-K funds.

The educational attainment, experience and wages of center-based teachers and caregivers varied considerably by the sponsorship and funding of center-based programs and by the age of children served. Wages were closely tied to educational attainment; however, wages for college-educated ECE teachers and caregivers were much lower than for comparably educated workers in the overall economy. About three-fourths of teachers and caregivers reported some form of health insurance in 2012.

Educational attainment was higher than reported in prior studies. A majority (53%) of center-based and almost a third (30%) of home-based teachers and caregivers reported having college degrees – and almost a third reported BA or graduate/professional degrees.

There was considerable attachment to the ECE occupation, with almost three-fourths of center-based teachers and caregivers working full time. Their overall median ECE experience was 13 years with only 4 percent having less than one year experience. Home-based teachers and caregivers varied substantially in both weekly hours of operation and years of ECE experience.

INTRODUCTION: PURPOSE AND APPROACH

“The research picture is clear – quality of care and education matters to the lives of young children, and teachers and caregivers are central to providing that quality.”

Aletha Huston, Chair, IOM Committee on ECCE Workforce (Institute of Medicine & National Research Council [IOM & NRC], 2012, p.ix).

As emphasized by the National Academy of Sciences (2012), the nature and effects of ECE depend in large part on the adults who care for children. The “interactions, behaviors, and teaching practices” referred to in that report (p. 1) are in turn influenced by such factors as the attitudes, education, training or professional development, compensation, and mental health of those adult teachers and caregivers. This has been recognized by researchers and by state and national policymakers. For example, most state quality improvement efforts have strong professional development components (Tout et al., 2010); Head Start has been steadily increasing its requirement for staff members to have college degrees, and such accreditation bodies as the National Association for the Education of Young Children have specified staff education as a central requirement.

Despite the centrality of ECE teacher and caregiver characteristics to quality and policy considerations, three broad categories of essential data on the ECE workforce are lacking (Maroto & Brandon, 2012; IOM & NRC, 2012). First, a *count* of the number of individuals employed in ECE services to children age zero through five years and not yet in kindergarten, and the settings in which those individuals are employed, is needed. Second, key *characteristics* of the ECE workforce—qualifications, compensation, hours of work, and occupational attachment—are not known. Standard federal data systems maintained by the Bureau of Labor Statistics and the Census Bureau provide such information about most occupations, but for a variety of reasons do not do so adequately for ECE (Burton et al., 2002; IOM & NRC, 2012). Finally, *attitudes, orientations, morale, and mental health* of ECE teachers and caregivers have been found to be the strongest predictors of observed quality of caregiving—the “interactions, behaviors, and teaching practices.” These predictors have been studied in research projects of specific populations but not documented for a fully representative national sample that includes all components of the workforce, both center-based and home-based.

The NSECE was designed to provide much of this missing information. In this brief, we report on the first two types of information: estimated *counts* of teachers and caregivers in all types of settings and their major *characteristics*. In a later brief we will provide data on other predictors of ECE quality—*attitudes, orientations, morale, and mental health*.

DATA

This brief presents a first look at the ECE workforce data developed in the NSECE, focusing on individuals providing direct care and education for children birth through age five and not yet in kindergarten. It is based on over 10,000 questionnaires completed in 2012 by individuals representing about one million center-based classroom teachers and caregivers¹ as well as

¹ Data from the center-based programs indicate that 86 percent of all employees of those programs are counted among these center-based teachers and caregivers. Remaining employees might be specialists, administrators, managers, receptionists, cooks, drivers, or custodial staff. See Appendix Table 6.

about one million paid and about 2.7 million unpaid individuals regularly providing home-based ECE to children other than their own.

The NSECE is a set of four integrated, nationally representative surveys conducted in 2012. These were surveys of: 1) households with children under 13, 2) home-based providers of ECE, 3) center-based providers of ECE, and 4) the center-based provider workforce. Together they characterize the supply of and demand for early care and education in America and permit better understanding of how well families' needs and preferences coordinate with providers' offerings and constraints. The study is funded by the Office of Planning, Research, and Evaluation (OPRE) in the Administration for Children and Families (ACF), U.S. Department of Health and Human Services.

The NSECE used a multistage probability design and two independent samples. Because the experiences of low-income families are of special interest in public policy addressing early care and education and school-age care (ECE/SA), the NSECE oversampled low-income areas. The study used a provider-cluster approach for sampling all four surveys from the same small geographic areas. This approach allows the survey to document the interaction of the supply of and demand for early care and education where it occurs—in local communities—while simultaneously capturing data that efficiently construct national estimates.²

This brief draws from data collected in three of the four NSECE surveys.

The **Home-Based Provider Survey** was conducted with individuals who regularly provide care in a home-based setting for children under age 13 who are not their own. The home-based provider survey included listed and unlisted providers. Listed home-based providers were sampled from state or national administrative lists of early care and education services. These were primarily licensed or regulated family child-care providers, but other listed home-based providers such as license-exempt providers and providers participating in Early Head Start were also included. The unlisted sample was drawn from an address-based sample of housing units screened for the presence of an adult in the household who regularly cared for children not his or her own at least five hours per week in a home-based setting. Providers appearing on the assembled state and national lists were excluded from the household sample portion of the Home-Based Provider Survey. For this brief, data are drawn from approximately 1,500 unlisted home-based providers, and more than 3,800 listed providers.

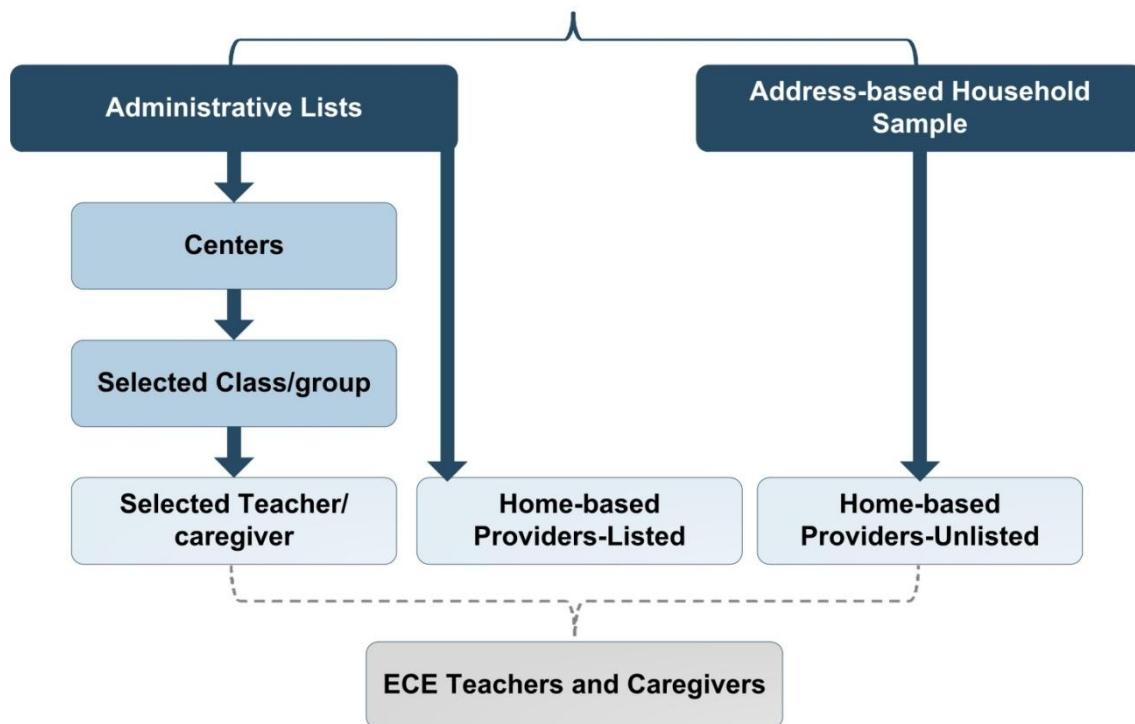
The **Center-Based Provider Survey** was conducted with directors of ECE providers to children not yet in kindergarten that were identified from a provider sampling frame built from state and national administrative lists such as state licensing lists, Head Start program records, and pre-K rolls. These providers included regulated, licensed, and other private providers as well. In the NSECE, a center-based program is defined as the set of all ECE services to children birth through five years, not yet in kindergarten, provided by an organization at a single location. There may be multiple types of services offered by a single program (for example, an after-school program and a pre-school), and a center-based program may be free-standing or part of a larger entity, such as a school district, a community service organization, or a chain.

² A detailed discussion of NSECE methodology is reported in “[National Survey of Early Care and Education: Summary of Data Collection and Sampling Methodology](https://www.acf.hhs.gov/programs/opre/resource/national-survey-of-early-care-and-education-summary-of-data-collection-and).” OPRE Report # 2013-46. Available online at <https://www.acf.hhs.gov/programs/opre/resource/national-survey-of-early-care-and-education-summary-of-data-collection-and>.

The ECE **Workforce Survey** sample comprised one classroom-assigned instructional staff person from each center-based provider completing a Center-Based Provider Interview. Workforce respondents were selected out of the Center-Based Provider Questionnaire data, in which all staff members in a representative classroom had been enumerated. The representative classroom was selected at random from one of the age groups the center-based program reported serving. Data from more than 4,800 center-based workforce interviews are analyzed in this brief.

The schematic in Figure 1 below depicts the relationships of the three separate sources of data analyzed in this brief, which comprise the national population of ECE teachers and caregivers to children age five years and under, not yet in kindergarten, including teachers and caregivers from both center-based and home-based settings.

Figure 1. Schematic for NSECE Data on ECE Teachers and Caregivers



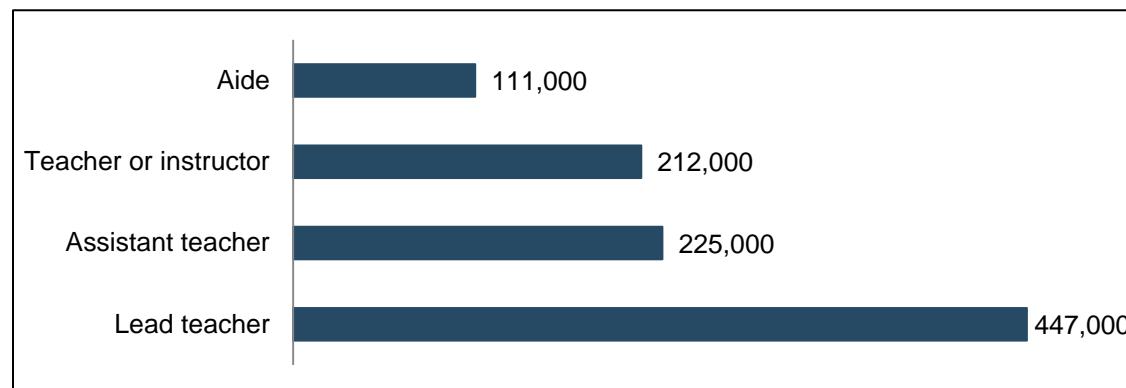
COUNTING AND CHARACTERIZING CENTER-BASED TEACHERS AND CAREGIVERS

This initial analysis provides an estimate of the total number of center-based teachers and caregivers directly responsible for children age zero through five years and not yet in kindergarten, including individuals serving as teachers/instructors, assistant teachers, and aides.

Figure 2 below shows the number of center-based teachers and caregivers by types of roles for the following categories: aide, teacher or instructor, assistant teacher, and lead teacher.

We estimate one million such staff, including about 45 percent lead teachers, about 21 percent teachers or instructors, about 22 percent assistant teachers and about 11 percent aides.³ Responsibilities may vary within each category. The count does not include individuals working in other roles, such as directors, administrators, specialists, and others not serving as teachers/instructors, assistant teachers, or teachers' aides.

Figure 2. Center-based Teachers and Caregivers by Type of Role



Note: Some center-based teachers and caregivers worked with groups of children rather than in classrooms.

PROGRAMS WHERE TEACHERS AND CAREGIVERS ARE EMPLOYED

These approximately 1,000,000 teachers and caregivers were employed at about 130,000 center-based programs. There are many ways of characterizing and grouping the types of center-based programs in which staff members are employed. For current national policy discussions, understanding the sources of funding and relationship to such major policy initiatives as Head Start and public pre-kindergarten programs is essential. Individual center-based programs often receive funding from multiple sources. School systems sometimes operate public pre-K directly and sometimes provide funding to Head Start or other community-based centers. As a result, it is not possible to provide an exhaustive, mutually exclusive set of categories. We therefore adopted a practical strategy of sequential categorization. As will be seen in the data presented, school sponsorship is a dominant feature. We therefore first identified center-based programs that were school-sponsored. These could include Head Start and public pre-K. Among those not sponsored by schools, we first identified those reporting Head Start funding, then those reporting public pre-K funding (but not Head Start funding). The remaining center-based programs were not sponsored by school systems and did not report Head Start or public pre-K funding. The resulting center-based program categories, and the share of workers employed in each, are described below:

³ The director or other center respondent specified the role within the classroom of the randomly selected teacher/caregiver.

- **School-sponsored Centers:** A public school district had administrative oversight or reporting requirements or funds the program. *About 6 percent of workers were employed in such center-based programs.*
- **Head Start:** At least one child was funded by Head Start dollars, but the center-based program was not school-sponsored. *These centers accounted for about 14 percent of workers.*
- **Public Pre-K:** At least one child was funded by public pre-K dollars, but the center-based program was not school-sponsored, and no Head Start funding was reported. *These employed about 21 percent of workers.*
- **Other Centers:** All remaining programs offering ECE. *These accounted for the majority—59 percent—of employed staff members.*

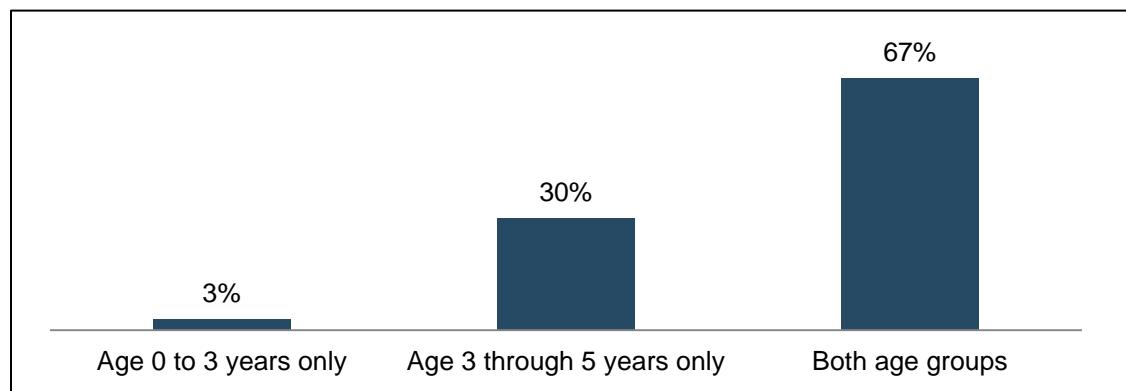
A variety of data will be provided comparing the characteristics of staff employed at these different categories of center-based programs.

We examined the density of low-income population in the communities where center-based programs are located. We found that about one in five (22%) center-based programs are located in high-poverty-density areas, as defined by the U.S. Census Bureau; a majority (57%) were located in low-poverty-density areas. Two important considerations must be noted. First, the number of center-based programs is not adjusted for the size of their enrollment or ages of children served, so these cannot be taken as a measure of availability or accessibility of ECE for children of different ages in these communities. Second, only about half of the nation's low-income households live in high-poverty-density areas, so center-based programs located in low- or moderate-poverty-density communities may still be serving low-income children and families (Bishaw, A., 2011).

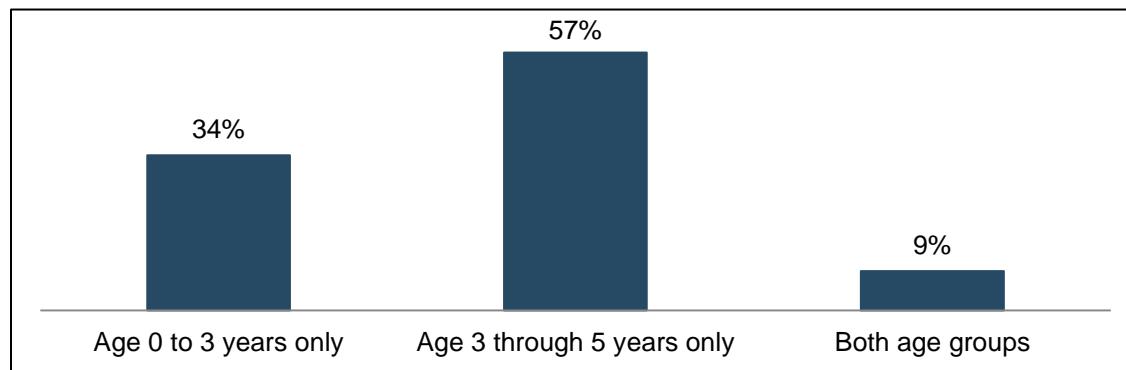
AGE OF CHILDREN SERVED

It is important for a number of reasons to consider the age of children served by center-based program type and by teachers and caregivers. Program availability and funding are often tied to ages of children. Teachers and caregivers may require particular skills to appropriately serve children of different ages, and there is evidence from national studies of relatively less availability of center-based care for infants. The next two figures show the distribution of age of children served, first by the share of center-based programs and second by the shares of teachers and caregivers. We present the number and percent of center-based programs and teachers and caregivers not adjusted for how many children of each age group were enrolled, so it is not a complete measure of availability.

Figure 3 shows the percentage of center-based programs by the age of the children enrolled for the following age groups: age 0 to 3 years only, age 3 through 5 years only, and both age groups. The categories indicate at least one child served in the age range, not necessarily that the full age range is served. We found that two-thirds of center-based programs had enrolled children in both the younger and older age groups; about a third served only children age three through five years and only 3 percent specialized in infants and toddlers. Since availability of center-based ECE to infants is of particular policy interest, we examined what share of center-based programs served any children age 12 months or less. We found about a third (35%) of all center-based programs served infants. The remainder of the 70 percent of center-based programs serving children age 0 to 3 years serve children between 13 and 35 months; these programs do not serve the youngest children (12 months or less).

Figure 3. Percent of Center-Based Programs by Age of Children Enrolled

We next considered what share of teachers and caregivers were serving children of each age group. Figure 4 shows the percentage of center-based teachers and caregivers by the age of children served in the following age groups: age birth to three years only, age three through five years only, and both age groups. We found that most center-based teachers and caregivers served only the younger or older age groups; fewer than one in 11 served both. A majority of workers was responsible for children aged three through five and a third for those under age three.

Figure 4. Percent of Center-Based Teachers and Caregivers by Age of Children Served

EDUCATIONAL ATTAINMENT OF CENTER-BASED TEACHERS AND CAREGIVERS

There is great interest in the level of education of the ECE workforce, due to both the potential impact on children and the cost of recruiting and retaining college-educated teachers and caregivers (see IOM & NRC, 2012, pp. 39ff). There is interest in both ends of the spectrum: what share of teachers and caregivers has college degrees and what share has no more than a high-school education. While there is a wide range of estimates, most prior studies have shown a relatively low level of college degrees among ECE teachers and caregivers—in 2009-2010 about 11 percent with an AA degree and 25 percent with a BA or higher, or about 36 percent with any college degree. (See summary in Maroto & Brandon, 2012; IOM & NRC, 2012). The NSECE data reveal a somewhat higher level of college completion among center-based

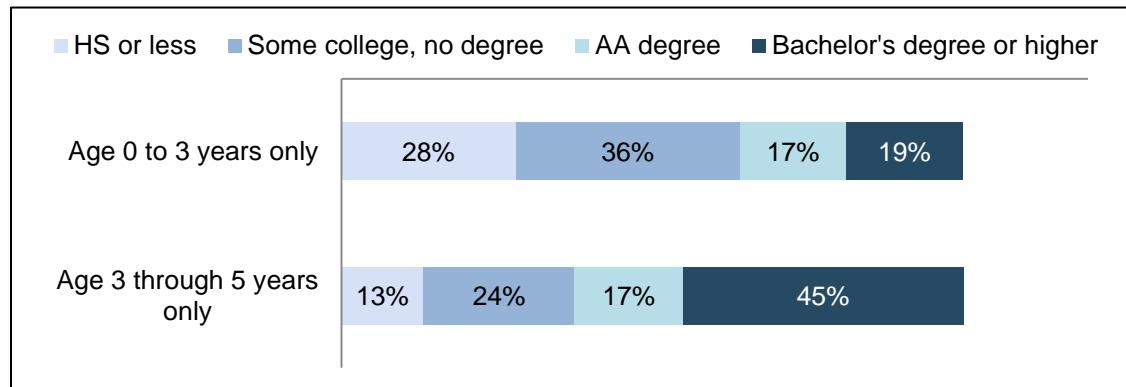
teachers and caregivers than prior studies did, possibly reflecting the recent emphasis in Head Start and public school pre-K programs.

We found that more than half (53%) of center classroom teachers and caregivers had some level of college degree, with one-quarter (26%) having a four-year degree and 9 percent a graduate or professional degree.

Figure 5 shows the educational attainment of center-based teachers and caregivers by age of children served for the following age groups: birth to 3 years only and 3 through 5 years only.

We found that educational attainment was quite different for teachers and caregivers serving older and younger age groups. Education was higher for those serving children age three through five years (45 percent with at least a four-year degree) than for those serving younger children (19 percent with at least a four-year degree). At the low end, more than a quarter (28%) of teachers and caregivers serving children younger than three had a high-school diploma or less versus 13 percent of teachers and caregivers serving children age three through five years having at most a high-school diploma. There is interest in learning whether those with college degrees studied child development or early education or earned some form of teaching degree. Those data are expected to be reported in a later brief.

Figure 5. Educational Attainment of Center-Based Teachers and Caregivers by Age of Children Served



WAGES OF CENTER-BASED TEACHERS AND CAREGIVERS

NSECE questionnaires collected wages of center-based teachers and caregivers with reference to whatever pay period they chose to report: hourly, weekly, etc. We then converted these to hourly wage rates for 2012. We found that mean hourly wage rates were substantially higher than median hourly wage rates. This indicates that a minority of workers had substantially higher wages than the rest. We therefore report here the medians, which are a better representation of "typical" wages. Both medians and means are reported in Appendix Tables 11-28.

Figure 6. Median Hourly Wages of Center-Based Teachers and Caregivers by Age of Children Served

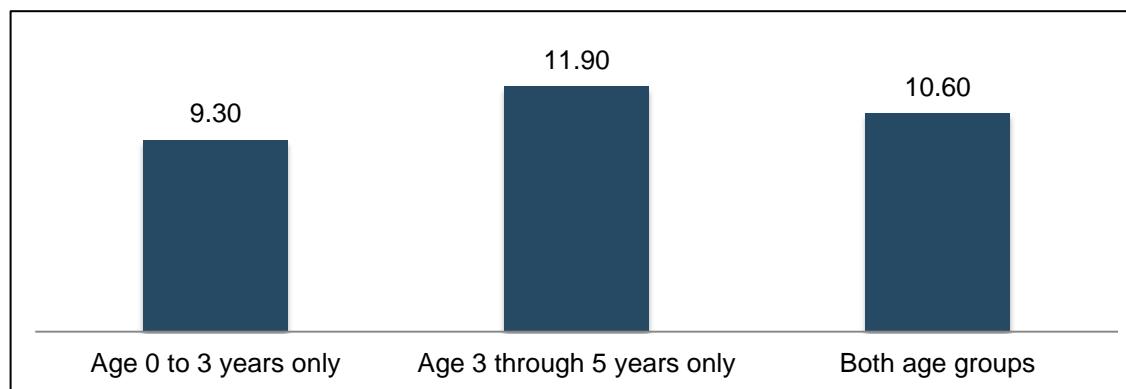


Figure 6 shows the median hourly wages of center-based teachers and caregivers by age of children served for the following age groups: age 0 to 3 years only, age 3 through 5 years only, and both age groups. The median hourly wage for all center-based teachers and caregivers directly responsible for children age zero through five years, not yet in kindergarten, was \$10.60. If they were employed full-time, for the standard 2,080 hours a year, that would translate to about \$22,000 a year. Wages earned by teachers and caregivers serving children age three through five years were 28 percent higher than those for teachers and caregivers serving younger children. As will be explored below, this difference was related partly to differences in education level and partly to differences in the type of center sponsorship or funding. However, even when those differences were taken into account, teachers and caregivers serving the older children received higher pay.

Figure 7 shows the median hourly wages of center-based teachers and caregivers by educational attainment for the following levels of education: HS or less, Some college/no degree, AA degree, and Bachelor's degree or higher, and for all teachers and caregivers combined. We found that wages were lowest for those with no more than a high-school diploma or some college. They were substantially higher—about \$2 an hour, or \$4,000 more a year—for teachers and caregivers with two-year associate's degrees, and much higher for those with at least a four-year degree.

Figure 7. Median Hourly Wages of Center-Based Teachers and Caregivers by Educational Attainment

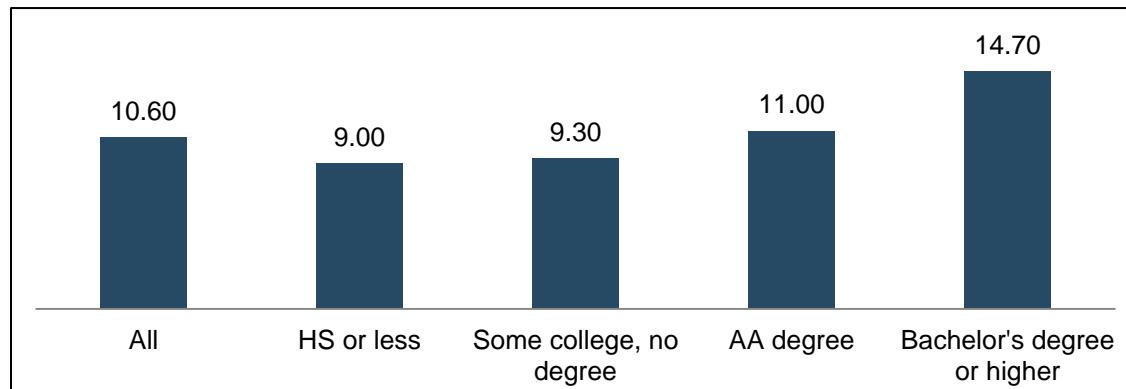
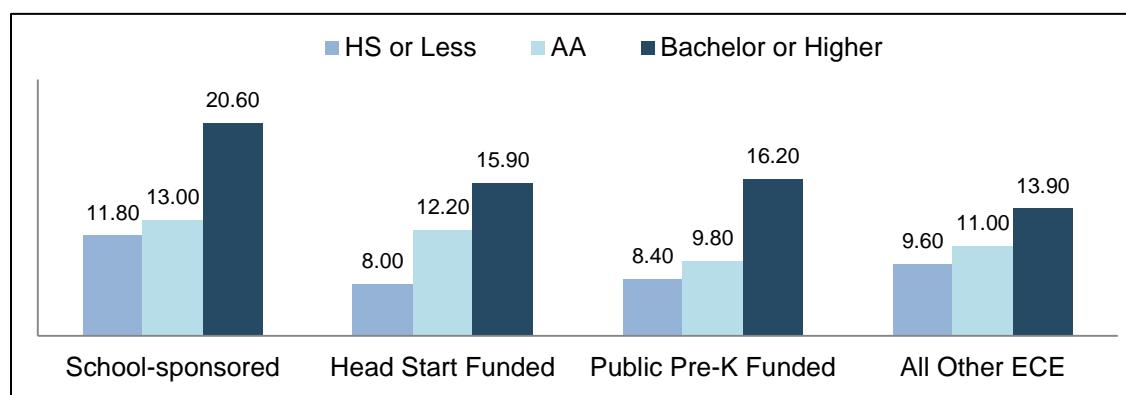


Figure 8 shows the median hourly wages of center-based teachers and caregivers by education and type of sponsorship and funding of center based-program of employment for the following: school- sponsored, Head Start- funded, public pre-K funded, and all other ECE. We have omitted the "some college, no degree" category from the figure for simplicity, since those wages were close to those for teachers and caregivers with high-school diplomas or less; the data omitted from this figure are available in Appendix Tables 14-28.

It is clear that school-sponsored center-based programs paid the highest wages at each level of staff education. School-sponsored and public pre-K funded center-based programs also paid the greatest premium for four-year degrees—about \$7 to \$8 an hour more than for an AA degree, compared to about \$3 an hour more for four-year degrees at Head Start–funded or other center-based programs. As a point of reference, Census data indicate that the average hourly wage across all occupations for workers with a BA degree is about \$27 an hour⁴.

Figure 8. Median Hourly Wages of Center-Based Teachers and Caregivers by Education and Type of Sponsorship and Funding of Center-Based Program of Employment



Note: 'Head-Start funded' category excludes school-sponsored programs; 'Public pre-k funded' category excludes school-sponsored and Head Start-funded programs.

It can be seen that center-based programs reporting Head Start funding put a relative premium on two-year/AA degrees, paying almost as much for teachers and caregivers with AA degrees as school-sponsored center-based programs did. This is consistent with the recent Head Start policy requiring and supporting the attainment of college degrees. In contrast, other types of center-based programs did not pay much more for an AA degree than for teachers and caregivers with no college degree—only about \$1.40 an hour more for an AA degree than for high school or less.

⁴ Authors calculations from, "US Department of Labor, Bureau of Labor Statistics: Earnings and unemployment rates by educational attainment." Online data table accessed 07-06-13 at http://www.bls.gov/emp/ep_chart_001.htm.

Table 1 shows mean hourly wages for teachers and caregivers of different education levels serving children age three through five years versus those serving children age birth to three years. For each education level, the table shows the sponsorship/funding of the center-based program where the teachers and caregivers were employed and age of children served. School-sponsored center-based programs served too few children age birth to three years for a reliable estimate. From this table, we can see differences in hourly wages for teachers and caregivers serving older versus younger children.

Table 1. Median Hourly Wages of Center-Based Teachers and Caregivers by Age of Children Served and Sponsorship and Funding of Center-Based Program of Employment

	BA Degree or Higher	BA Degree or Higher	AA degree	AA degree
	Staff serving 0 to 3 only	Staff serving 3 through 5 only	Staff serving 0 to 3 only	Staff serving 3 through 5 only
School-sponsored	‡	20.60	‡	13.00!
Head Start-funded	10.00!	15.90	11.40!	12.20
Public pre-K-funded	11.90	16.20	9.00	9.80
All other ECE	11.40	13.90	9.90	11.00
Total teachers and caregivers, all center types	11.30	15.50	10.00	11.30

Source: Appendix Tables 14-28

Note: 'Head-Start funded' category excludes school-sponsored programs; 'Public pre-k funded' category excludes school-sponsored and Head Start-funded programs.

‡ Value suppressed due to small n.

! Interpret data with caution due to small n.

For each type of center sponsorship/funding, teachers and caregivers serving children age three through five years were paid more than those serving younger children. Overall, teachers and caregivers with a BA or higher serving children age three through five years earned \$15.50 an hour, more than \$4 an hour more than those with the same level of education but caring for younger children. The differences were not as large for teachers and caregivers with AA degrees—\$11.30 an hour for age three through five vs. \$10 an hour for younger children. However, even that \$1.30-an-hour difference is equivalent to about \$2,700 a year for full-time employees.

Consider teachers and caregivers holding at least a bachelor's degree and who were working at center-based programs that were not school-sponsored or Head Start funded, but that did report public pre-K funding. Those who were serving children age three through five years earned a median \$16.20 an hour, while those serving children birth to three years earned a median \$11.90 an hour. The difference was smaller for those with an AA degree (\$9.80 for older children vs. \$9.00 for younger children).

It is interesting that this same pattern holds for the "Other ECE Centers," which are not directly affected by Head Start or public pre-K staffing standards or pay scales and which employ 59 percent of all teachers and caregivers. BA-plus teachers and caregivers at these center-based programs earned about \$2.50 an hour (about 22%) more if they were responsible for children age three through five years than for younger children.

COUNTING AND CHARACTERIZING HOME-BASED TEACHERS AND CAREGIVERS

In this section we report our findings on the first nationally representative sample of home-based ECE providers. As with center-based teachers and caregivers, we report only on those serving children age birth through five years, not yet in kindergarten. As noted above, these were drawn from two different samples: the listed sample (state and national administrative lists of ECE providers) and an unlisted sample (address-based household sample excluding any providers who appear on state or national lists). The state and national lists enumerate licensed, regulated, registered, or license-exempt providers as well as providers who participate in Early Head Start.

We estimate that there were 3.8 million home-based teachers and caregivers in the United States in 2012 serving children age zero through five years, not yet in kindergarten. About one million of those were paid, amounting to a group approximately equal to the group of one million center-based ECE teachers and caregivers. We estimate that in 2012 there were 2.7 million unpaid home-based caregivers responsible for children other than their own for at least 5 hours a week.

Table 2 below shows the number of home-based teachers and caregivers serving children age zero through five years, not yet in kindergarten, by payment status and type. One count of particular interest would be the set of all publicly available home-based providers serving children age birth through five years, not yet in kindergarten. We can define these as all providers who appear on state or national lists of providers or are being paid for caring for at least one child with whom they have no prior personal relationship. The NSECE data indicate that there are approximately 433,750 such home-based providers in the U.S. serving children birth through age five years, not in kindergarten. This number includes 118,000 listed providers and 315,600 unlisted providers meeting the public-availability criteria. Note that these estimates suggest that just over one quarter (27.2%) of all publicly available home-based providers have taken the steps associated with appearing on a state or national list, such as securing child-care licensing, applying for registration or license-exempt status, or participating in Head Start. The remaining 603,400 unlisted, paid providers care only for children with whom they had a prior personal relationship and so are not designated publicly available.

Table 2. Home-Based Teachers and Caregivers Serving Children Age Zero through Five Years, Not Yet in Kindergarten, by Payment Status and Type

	Paid	Unpaid
Listed	115,000	2,900
Unlisted	919,000	2,730,000
All Home-Based	1,035,000	2,733,000

AGE OF CHILDREN SERVED BY HOME-BASED TEACHERS AND CAREGIVERS

Table 3 shows the percentage of home-based teachers and caregivers by age of children served for the following age groups: birth to 3 years only, age 3 through 5 years only, and both age groups. We found that most (80%) listed home-based teachers and caregivers served both younger and older age groups of children. The much larger number of unlisted home-based teachers and caregivers were more specialized, with about a third each serving either the birth-to-three-years age group or the three-through-five, not-yet-in-kindergarten age group, and only

a quarter serving both. Many could also be serving school-age children, but provision of care to school-age children was not considered in this analysis.

Table 3. Percentage of Home-Based Teachers and Caregivers by Age of Children Served

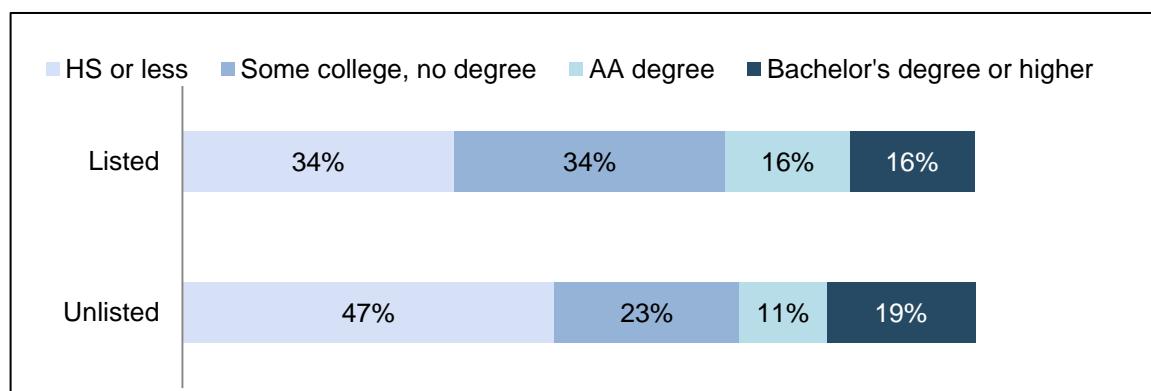
	Age 0 to 3 years only		Age 3 through 5 years only		Both age groups	
	Count	Percentage	Count	Percentage	Count	Percentage
Listed	13,200	11	5,300	5	94,100	80
Unlisted	1,350,000	37	1,260,000	35	1,030,000	28

EDUCATIONAL ATTAINMENT OF HOME-BASED TEACHERS AND CAREGIVERS

Figure 9 and Table 4 show the educational attainment of listed versus unlisted home-based teachers and caregivers. The educational attainment of home-based teachers and caregivers was lower than that of center-based teachers and caregivers. About a third of listed home-based providers (34%) and almost half of unlisted home-based providers (47%) had no more than a high school education. The pattern for unlisted home-based teachers and caregivers is interesting, having higher shares of both four-year college degrees or higher and high-school diplomas or less compared with the listed providers.

The approximately 30-percent share of home-based teachers and caregivers with a college degree (AA degree and BA or higher) is about twice as high as the 15 percent found in Census data as reported in Maroto & Brandon (2012)⁵, representing a total of 1.11 million home-based teachers and caregivers nationally.

Figure 9. Educational Attainment of Home-Based Teachers and Caregivers



⁵ As with the findings for center-based teachers and caregivers, the reasons for finding a higher share with college degrees than prior studies are uncertain. It could be due to more comprehensive sampling, to the impact of Head Start and public pre-K programs requiring college degrees, or to the greater share of the population with college degrees.

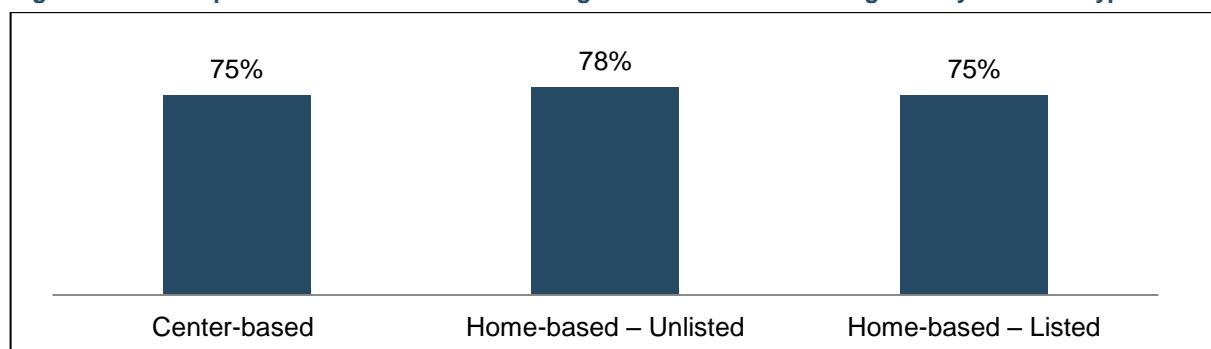
Table 4. Counts of Home-Based Teachers and Caregivers by Educational Attainment and Type

	HS or less	Some college, no degree	AA degree	Bachelor's degree or higher
Listed	39,100	39,100	17,900	17,900
Unlisted	1,700,000	844,000	402,000	677,000

HEALTH INSURANCE COVERAGE: CENTER-BASED AND HOME-BASED TEACHERS AND CAREGIVERS

In addition to wages, such employee benefits as health insurance and retirement plans are an important component of compensation. The NSECE instruments therefore included identical questions regarding health insurance status to both center-based and home-based teachers and caregivers. Individuals were asked not just if they had health insurance, but whether it was through their employer, through their spouse's plan, individually purchased or through one of the major public programs. Center-level respondents were asked whether their center offered health insurance to classroom teachers, assistant teachers or aides. (Those data are not reported here.)

Figure 10 shows the share of teachers and caregivers reporting that they have some form of health insurance. We found that in 2012 about three-fourths of ECE teachers and caregivers had some form of health insurance: 75 percent of center-based, 78 percent of unlisted home-based and 75 percent of listed home-based.

Figure 10. Self-Reported Health Insurance Coverage for Teachers and Caregivers by Provider Type

One factor to consider when interpreting the data is that these estimates include health insurance through a spouse/partner or a public program, not necessarily through the sampled ECE provider.⁶

⁶ A share of home-based teachers and caregivers, who incorporate their Family Child Care home, are considered employees of that corporation, even if they are the only employee. Those who do not incorporate are considered self-employed and can only have individually purchased health insurance, not employer provided.

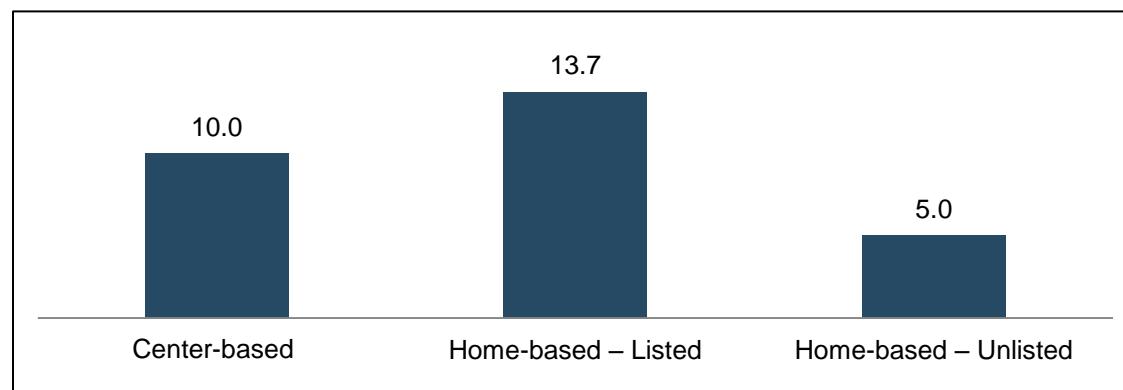
ATTACHMENT TO THE ECE OCCUPATION: CENTER-BASED AND HOME-BASED TEACHERS AND CAREGIVERS

Experience. In this section we compare two measures of attachment to the ECE occupation—experience and weekly hours worked—for the three different components of the ECE workforce.

Figure 11 shows the median years of ECE experience for teachers and caregivers of the following types: center-based, home-based –listed, and home-based -unlisted. We use a broad definition of experience for the data shown in this figure. We asked the total number of years of experience caring for children age birth to 13 years who were not their own. This could have been in either a home-based or a center-based setting, and the years need not have been consecutive. For center-based teachers and caregivers, experience was specified as paid; for home-based it was not.

The data show that the more formal providers—center-based and listed home-based teachers and caregivers—had considerable experience, with a median of 10 years for center-based teachers and caregivers and almost 14 years for home-based teachers and caregivers⁷. The unlisted sample of home-based teachers and caregivers, including unpaid relatives, had less than half as much experience. As shown in Table 5, only a small share of center-based teachers and caregivers or listed home-based teachers and caregivers had very few years of experience: 23 percent had less than 5 years; 4 percent had less than one year. However, a more significant share of unlisted-sample home-based teachers and caregivers had limited experience—14 percent had less than one year and half (51%) had no more than 5 years. As a point of reference, elementary and secondary school teachers had a median of about 10 years' experience in 2007-08 (Institute for Education Sciences, National Center for Education Statistics, 2009).

Figure 11. Median Years ECE Experience for Teachers and Caregivers by Provider Type



⁷ As can be seen in Appendix Table 33, the mean years of experience are higher than the median for each component of the workforce. This suggests that there is a non-normal distribution, with a small share having a large number of years of experience. We therefore report the median as more reflective of the “typical” experience.

Table 5. Percentage of Teachers and Caregivers by Years of ECE Experience, by Provider Type

	Row Percent	Row Percent	Row Percent	Row Percent	Row Percent
	1 year or less	More than 1 year through 5 years	More than 5 years through 10 years	More than 10 years through 20 years	More than 20 years
Center-Based	4%	19%	27%	32%	18%
Home-Based - Listed	21%	14%	21%	36%	27%
Home-Based - Unlisted	14%	37%	20%	15%	15%

Notes: Row percentages may exceed 100% due to rounding.

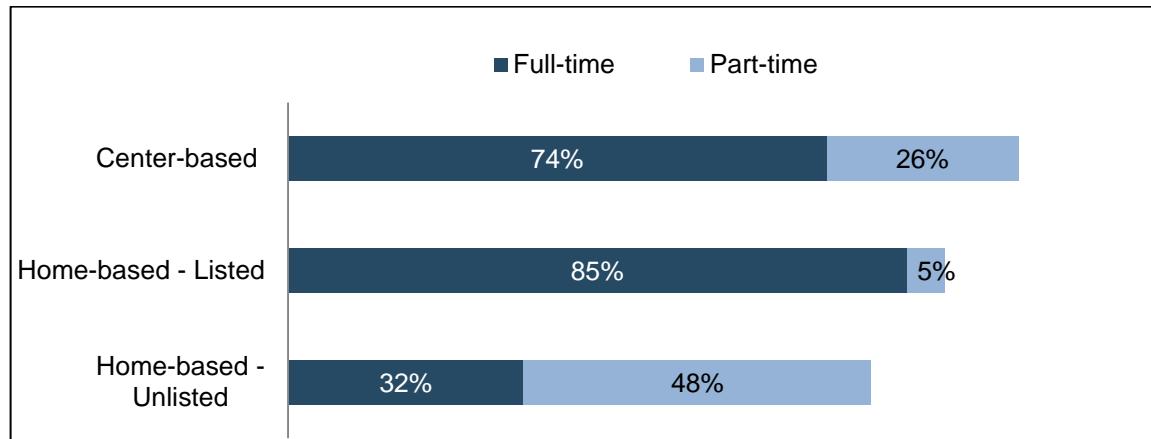
! Interpret data with caution due to small n.

Weekly Hours of Work. Figure 12 shows the percentage of teachers and caregivers working full-time or part-time by the following types: center-based, home-based –listed, and home-based-unlisted. We found that these three components of the ECE workforce vary considerably in how many hours per week they are directly responsible for young children. We determined full-time vs. part-time status using the standard federal criterion of 35 hours a week constituting full-time employment.

Center-based teachers and caregivers are predominantly (74%) full-time workers and about half reported exactly 40 hours a week of work. Only a small (11%) share reported working 40 to 50 hours per week.

For weekly hours worked by home-based providers, we measure their reported hours of operation in the prior week. To the extent that a home-based provider is “on duty” throughout all hours of operation, this measure is a good measure of weekly hours of work. If, however, a home-based provider has paid or unpaid assistants who allow care to be provided to children even when the primary provider is not working, the hours of operation measure may overstate weekly hours worked by one individual. Even so, since the hours of operation are occurring within a personal residence, it is fair to infer some level of engagement by the primary provider for all hours of operation.

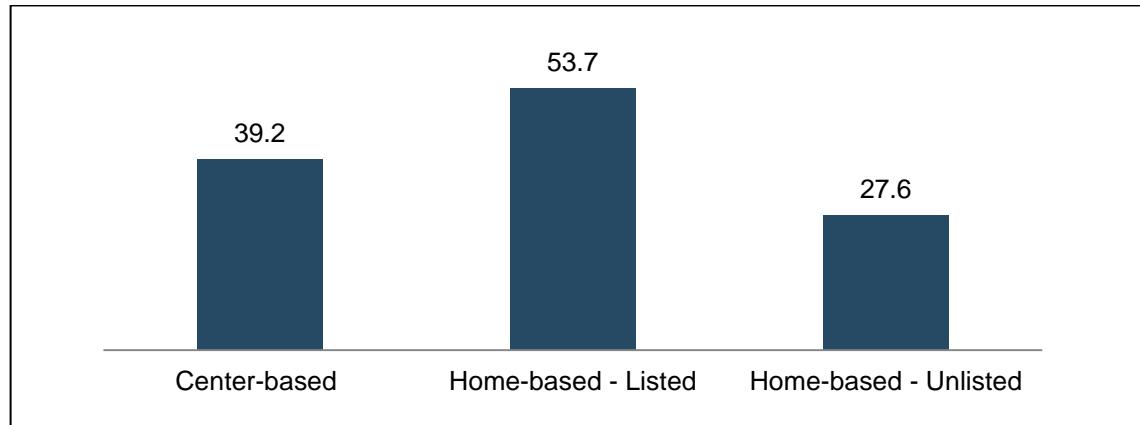
Like center-based teachers and caregivers, listed home-based teachers and caregivers were also predominantly (85%) full-time workers. Virtually all of the listed full-time home-based teachers and caregivers exceed 40 hours per week of work when we use the hours of operation measure. Just under one third (32%) of unlisted home-based providers worked full time.

Figure 12. Percentage Full-Time or Part-Time Teachers and Caregivers by Provider Type

Notes: Percentages do not add to 100% because full-time/part-time status could not be determined for all home-based providers.

Figure 13 shows the median hours worked per week for the following types of teachers and caregivers: center-based, home-based –listed, and home-based-unlisted. The median hours of weekly work vary quite substantially across the three types of teachers and caregivers, with listed home-based teachers and caregivers having a median (54 hours) more than double that of unlisted home-based teachers and caregivers (28 hours). The median for center-based teachers and caregivers is just slightly under 40 hours per week (39 hours) and a majority reported exactly 40 hours per week.

More than a quarter (28 percent) of unlisted home-based teachers and caregivers work 20 or fewer hours per week, compared to 11 percent for those in center-based programs and 2 percent of listed home-based teachers and caregivers.

Figure 13. Median Hours Worked per Week for Teachers and Caregivers by Provider Type

ECE WORKFORCE ATTACHMENT: IS THE CONVENTIONAL WISDOM CORRECT?

It is often stated that the ECE workforce has low occupational attachment, coming and going at a rapid rate (see IOM & NRC, 2012). Low occupational attachment raises questions about whether it pays to invest in training and professional development if teachers and caregivers are not going to be in the field long enough to apply what they learn. The data from the NSECE shed new light on this question, especially for center-based teachers and caregivers.

Summarizing some of the key data presented above, we see that:

- Most (74%) center-based teachers and caregivers work full-time; half report working exactly 40 hours per week.
- Half of center-based teachers and caregivers have more than 13 years of experience; 23 percent have less than 5 years; 4 percent have less than 1 year.
- Most (86%) home-based teachers and caregivers from state and national lists operate full time, with a median of 54 hours per week. Half have 14 or more years of ECE experience and only 16 percent have five or fewer years of experience. A negligible share are recent entrants with no more than a year of experience.
- Unlisted home-based teachers and caregivers had fewer years of experience and worked fewer hours per week than other components of the ECE workforce; about one-third (32%) serve children full-time and 14 percent have a year or less of experience.

CONCLUSION

This brief provides the first nationally representative portrait of the ECE workforce working directly with young children in both center-and home-based settings. Some of the key features of this ECE workforce revealed in this portrait are:

- The ECE workforce in 2012 was large, comprised of about one million center-based teachers and caregivers directly responsible for children age birth through five years, not yet in kindergarten, and another one million paid home-based teachers and caregivers serving the same age group.
- An additional 2.7 million unpaid, home-based teachers and caregivers were regularly responsible for young children not their own for at least five hours a week.
- Among those working in center-based programs, a majority (59%) work in center-based programs with no school sponsorship or funding from Head Start or public pre-K; 6 percent work in school-sponsored settings; a third (35%) work in centers that are not school-sponsored but receive Head Start or public pre-K funds.
- The educational attainment, experience, and wages of center-based teachers and caregivers varied considerably by the sponsorship and funding of center-based programs and by the age of children served.
- A majority (53%) of center-based teachers and caregivers reported having college degrees—and more than a third (35.5%) reported BA or graduate/professional degrees—higher than found in prior studies.
- A greater share of home-based teachers and caregivers—about 30 percent—reported college degrees than was estimated in prior studies.
- Wages were closely tied to educational attainment in ECE as they are in the overall U.S. economy; however, wages for college-educated ECE teachers and caregivers are much lower than for comparably educated workers in the overall economy.
- Educational attainment and wages were highest for school-sponsored center-based programs, next highest for other centers with Head Start funding, and lower for other ECE centers or those with public pre-K funding.

- Wages were higher among center-based teachers and caregivers serving children age three through five years, not yet in kindergarten, than those serving younger children, even when educational attainment and center sponsorship/funding were taken into account.
- About three-fourths of the center-based and home-based teachers and caregivers reported some form of health insurance, whether from their own employer, their spouse/partner's employer, or a publicly funding program like Medicare, Medicaid, veterans' or active military benefits.
- There was considerable attachment to the ECE occupation, with almost three-fourths of center-based teachers and caregivers working full-time and having current median ECE experience of 14 years and only 4 percent having less than one year of experience. The two types of home-based teachers and caregivers differ, with those from the listed home-based provider sample having substantially higher weekly hours of work (85% operate full-time) and years of ECE experience than those found only in the unlisted home-based provider sample.

References

- Bishaw, A. (2011). *Areas with concentrated poverty: 2006-2010*. U.S. Department of Commerce, Economics, and Statistics Administration, U.S. Census Bureau. American Community Survey Briefs, ACSBR/10-17.
- Brandon, R. N., & Martinez-Beck, I. (2005). Estimating the size and characteristics of the U.S. early care and education workforce. In M. Zaslow & I. Martinez-Beck (Eds.) *Critical Issues in Early Childhood Professional Development and Training*. Baltimore: Paul H. Brookes Publishing Company, 2005.
- Burton, A., Brandon, R. N., Maher, E., Whitebook, M., Young, M., Bellm, D., & Wayne, C. (2002). *Estimating the size and components of the U.S. child care workforce and caregiving population*. Center for the Child Care Workforce and HSPC, May 20
- Institute for Education Sciences, National Center for Education Statistics. (2009). *Characteristics of public, private, and bureau of Indian education elementary and secondary school teachers in the United States: Results from the 2007-08 schools and staffing survey* (NCES 2009-324).
- Institute of Medicine & National Research Council. (2012). *The early childhood care and education workforce: Challenges and opportunities: A workshop report*. Washington, DC: The National Academies Press.
- Maroto, M. L., & Brandon, R. N. (2012). Summary of background data on the ECCE workforce. In IOM & NRC (Eds.) *The Early Childhood Care and Education workforce: Challenges and opportunities: A workshop report*. Washington, DC: The National Academies Press.
- Tout, K., Starr, R., Soli, M., Moodie, S., Kirby, G., & Boller, K. (2010). *The child care quality rating system (QRS) assessment: Compendium of quality rating systems and evaluations*. OPRE Report. Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

Appendix I. Detailed Tables

Table 1. Number of ECE Teachers and Caregivers Serving Children Birth Through Five Years, by Provider Type and Payment Status of Home-Based

	Weighted Frequency	Standard Error of Frequency	Column Percent	Standard Error of Percentage
Center-based (All)	1,000,000	38,800	100.0	0.00
Home-based Providers: Listed (All)	118,000	6,800	100.0	0.00
Paid	115,000	6,700	97.6	0.49
Unpaid/Payment Status Unknown	2,900	600	2.4	0.49
Home-based Providers: Unlisted (All)	3,650,000	153,000	100.0	0.00
Paid	919,000	67,100	25.2	1.79
Unpaid/Payment Status Unknown	2,730,000	146,000	74.8	1.79

Table 2. Number and Share of Teachers and Caregivers Serving Children Age Birth Through Five Years, Not Yet in Kindergarten, by Sponsorship and Funding of Center-Based Programs of Employment

	Weighted Frequency	Standard Error of Frequency	Column Percent	Standard Error of Percentage
School-sponsored	61,400	7,100	6.1	0.74
Head Start-funded (not school-sponsored)	143,000	11,200	14.3	1.05
Public Pre-K-funded (not school-sponsored or Head Start)	209,000	15,400	20.9	1.28
Other (not school-sponsored, Head Start or Public Pre-K)	587,000	29,900	58.7	1.54
Total	1,000,000	38,800	100.0	0.0

Table 3. Number and Share of Teachers and Caregivers Serving Children Age Birth Through Five Years, Not Yet in Kindergarten, by Ages of Children Enrolled (Birth to Three Years vs. Three Through Five Years) in Center-Based Programs of Employment

	Weighted Frequency	Standard Error of Frequency	Column Percent	Standard Error of Percentage
Age 0 to 3 years only	28,800	4,200	2.9	0.41
Age 3 through 5 years only	298,000	17,600	29.8	1.55
Both age groups	671,000	33,100	67.1	1.60
Undetermined	‡	‡	‡	‡
Total	1,000,000	38,800	100.0	0.00

‡ Value suppressed due to small n.

Note: Centers may also serve school-age children; that information is not indicated here.

Table 4. Number and Share of Teachers and Caregivers Serving Children Age Birth Through Five Years, Not Yet in Kindergarten, by Ages of Children Enrolled (Birth to 12 Months vs. 12 Months through Five Years) in Center-Based Programs of Employment

	Weighted Frequency	Standard Error of Frequency	Column Percent	Standard Error of Percentage
Age 0 to 12 months only	3,300!	1,600!	0.3!	0.16!
Age 12 months through 5 years only	495,000	21,900	49.5	1.68
Both age groups	500,000	29,000	50.0	1.71
Undetermined	‡	‡	‡	‡
Total	998,000	38,700	100.0	0.00

! Interpret data with caution due to small n.

Note: Centers may also serve school-age children; that information is not indicated here.

Table 5. Number and Share of Teachers and Caregivers Serving Children Age Birth Through Five Years, Not Yet in Kindergarten, by Ages of Children Served (Birth to Three Years vs. Three Through Five Years)

	Weighted Frequency	Standard Error of Frequency	Column Percent	Standard Error of Percentage
Age 0 to 3 years only	343,000	20,500	34.3	1.46
Age 3 through 5 years only	570,000	26,700	57.0	1.56
Both age groups	87,000	7,900	8.7	0.75
Undetermined	‡	‡	‡	‡
Total	1,000,000	38,800	100.0	0.00

Note: Centers may also serve school-age children; that information is not indicated here.

Table 6. Percent of All Staff at Center-Based Program Counted as Teachers and Caregivers

	Median Percent	Mean Percent	Standard Error of Mean
Percent of all Center-based Staff Counted as Teachers and Caregivers	95.0	86.0	0.49

Table 7. Number and Share of Center-Based Teachers and Caregivers Serving Children Age Birth Through Five Years, Not Yet in Kindergarten, by Role

	Weighted Frequency	Standard Error of Frequency	Column Percent	Standard Error of Percentage
Aide	111,000	9,900	11.1	0.90
Assistant teacher	225,000	14,800	22.5	1.22
Teacher or instructor	212,000	14,200	21.2	1.16
Lead teacher	447,000	22,500	44.7	1.38
Other/not determined	5,200!	1,900!	0.5!	0.19!
Total	1,000,000	38,800	100.0	0.00

! Interpret data with caution due to small n.

Table 8. Number and Share of Center-Based Teachers and Caregivers Serving Children Age Birth Through Five Years, Not Yet in Kindergarten, by Educational Attainment

	Weighted Frequency	Standard Error of Frequency	Column Percent	Standard Error of Percentage
HS or less	189,000	14,000	19.0	1.19
Some college, no degree	283,000	18,300	28.4	1.28
AA degree	171,000	11,400	17.1	1.05
Bachelor's degree or higher	355,000	19,800	35.5	1.47
Total	998,000	38,700	100.0	0.00

Table 9. Number and Share of Center-Based Teachers and Caregivers Serving Children Age Birth to Three Years, by Educational Attainment

	Weighted Frequency	Standard Error of Frequency	Column Percent	Standard Error of Percentage
HS or less	96,100	9,500	28.0	2.08
Some college, no degree	124,000	10,800	36.1	2.28
AA degree	58,400	6,800	17.0	1.79
Bachelor's degree or higher	64,500	7,200	18.8	1.82
Total	343,000	20,500	100.0	0.00

Table 10. Number and Share of Center-Based Teachers and Caregivers Serving Children Age Three through Five Years, Not Yet in Kindergarten, by Educational Attainment

	Weighted Frequency	Standard Error of Frequency	Column Percent	Standard Error of Percentage
HS or less	74,900	7,700	13.2	1.24
Some college, no degree	138,000	11,800	24.3	1.57
AA degree	98,700	8,800	17.4	1.39
Bachelor's degree or higher	256,000	16,200	45.1	2.00
Total	568,000	26,600	100.0	0.00

Table 11. Distribution of Hourly Wages of Center-Based Teachers and Caregivers Serving Children Birth through Five Years, Not Yet in Kindergarten, by Educational Attainment

Highest Degree Received	Weighted Frequency	25th Percentile	50th Percentile	75th Percentile	Mean	Standard Error of Mean
HS or less	173,000	7.70	9.00	10.50	9.60	0.20
Some college, no degree	261,000	8.30	9.30	11.30	10.50	0.20
AA degree	157,000	9.30	11.00	14.60	12.90	0.64
Bachelor's degree or higher	321,000	10.50	14.70	20.60	17.30	0.48
Total	913,000	8.60	10.60	15.00	13.10	0.25

Table 12. Distribution of Hourly Wages of Center-Based Teachers and Caregivers Serving Children Age Birth through Three Years, by Educational Attainment

Highest Degree Received	Weighted Frequency	25th Percentile	50th Percentile	75th Percentile	Mean	Standard Error of Mean
HS or less	89,200	7.50	8.60	9.90	9.10	0.21
Some college, no degree	117,000	8.00	9.00	10.80	9.80	0.23
AA degree	52,300	8.90	10.00	13.40	11.10	0.52
Bachelor's degree or higher	59,600	9.30	11.40	15.00	13.10	0.70
Total	318,000	8.00	9.30	11.50	10.40	0.21

Table 13. Distribution of Hourly Wages of Center-Based Teachers and Caregivers Serving Children Age Three Through Five Years, Not Yet in Kindergarten, by Educational Attainment

Highest Degree Received	Weighted Frequency	25th Percentile	50th Percentile	75th Percentile	Mean	Standard Error of Mean
HS or less	66,100	7.70	9.00	11.00	10.10	0.35
Some college, no degree	124,000	8.30	10.00	12.50	11.10	0.35
AA degree	92,700	9.80	11.40	15.00	13.50	0.95
Bachelor's degree or higher	232,000	11.00	15.50	22.60	18.40	0.60
Total	515,000	9.20	11.90	16.90	14.70	0.37

Table 14. Distribution of Hourly Wages of Center-Based Teachers and Caregivers Serving Children Age Birth Through Five Years, Not Yet in Kindergarten, by Sponsorship and Funding of Center-Based Program of Employment

Center Auspice	Weighted Frequency	25th Percentile	50th Percentile	75th Percentile	Mean	Standard Error of Mean
School-sponsored	54,600	11.90	16.00	23.50	19.50	1.23
Head Start–funded, not school-sponsored	131,000	10.00	11.90	15.40	14.40	0.75
Public pre-K–funded, not school-sponsored or Head Start–funded	194,000	8.40	10.00	14.10	12.90	0.51
All other ECE	533,000	8.50	10.00	13.60	12.20	0.25
Total	913,000	8.60	10.60	15.00	13.10	0.25

Table 15. Distribution of Hourly Wages of Center-Based Teachers and Caregivers Serving Children Age Birth Through Three Years, by Sponsorship and Funding of Center-Based Program of Employment

Center Auspice	Weighted Frequency	25th Percentile	50th Percentile	75th Percentile	Mean	Standard Error of Mean
School-sponsored	5,300!	13.20!	13.40!	21.30!	21.80!	5.52!
Head Start–funded, not school-sponsored	29,700	9.00	10.50	12.00	10.90	0.42
Public pre-K–funded, not school-sponsored or Head Start–funded	66,500	7.90	9.00	10.80	9.90	0.25
All other ECE	216,000	8.00	9.00	11.10	10.30	0.23
Total	318,000	8.00	9.20	11.50	10.40	0.21

! Interpret data with caution due to small n.

Table 16. Distribution of Hourly Wages of Center-Based Teachers and Caregivers Serving Children Age Three Through Five Years, Not Yet in Kindergarten, by Sponsorship and Funding of Center-Based Program of Employment

Center Auspice	Weighted Frequency	25th Percentile	50th Percentile	75th Percentile	Mean	Standard Error of Mean
School-sponsored	47,100	11.40	16.70	24.30	19.40	1.28
Head Start–funded, not school-sponsored	96,400	10.10	12.50	16.90	15.50	0.99
Public pre-K–funded, not school-sponsored or Head Start–funded	115,000	8.70	11.10	16.90	14.40	0.70
All other ECE	257,000	9.00	11.00	14.90	13.70	0.40
Total	515,000	9.20	11.90	16.90	14.70	0.37

Table 17. Hourly Wages of Center-Based Teachers and Caregivers Serving Children Age Birth Through Five Years, Not Yet in Kindergarten, by Sponsorship and Funding of Center-Based Program of Employment, Bachelor's Degree (BA, BS, AB) or Higher

Center Auspice	Weighted Frequency	25th Percentile	50th Percentile	75th Percentile	Mean	Standard Error of Mean
School-sponsored	33,200	14.00	20.60	28.40	23.30	1.84
Head Start–funded, not school-sponsored	43,200	11.20	14.80	19.30	17.20	1.11
Public pre-K–funded, not school-sponsored or Head Start–funded	69,300	10.70	15.00	23.50	17.90	1.06
All other ECE	176,000	10.00	13.50	18.70	15.90	0.51
Total	321,000	10.50	14.70	20.60	17.30	0.48

Table 18. Hourly Wages of Center-Based Teachers and Caregivers Serving Children Age Birth Through Three Years, by Sponsorship and Funding of Center-Based Program of Employment, Bachelor's Degree (BA, BS, AB) or Higher

Center Auspice	Weighted Frequency	25th Percentile	50th Percentile	75th Percentile	Mean	Standard Error of Mean
School-sponsored	‡	‡	‡	‡	‡	‡
Head Start–funded, not school-sponsored	5,400!	6.70!	10.00!	10.80!	10.20!	1.01!
Public pre-K–funded, not school-sponsored or Head Start–funded	13,200	9.10	11.90	12.70	12.10	0.74
All other ECE	39,500	9.20	11.40	15.00	12.90	0.62
Total	59,600	9.20	11.30	14.90	13.10	0.70

‡ Value suppressed due to small n.

! Interpret data with caution due to small n.

Table 19. Hourly Wages of Center-Based Teachers and Caregivers Serving Children Age Three Through Five Years, Not yet in Kindergarten, by Sponsorship and Funding of Center-Based Program of Employment, Bachelor's Degree (BA, BS, AB) or Higher

Center Auspice	Weighted Frequency	25th Percentile	50th Percentile	75th Percentile	Mean	Standard Error of Mean
School-sponsored	30,100	14.00	20.60	28.40	22.90	1.82
Head Start–funded, not school-sponsored	37,000	12.30	15.90	20.00	18.20	1.24
Public pre-K–funded, not school-sponsored or Head Start–funded	50,700	10.80	16.20	24.70	19.00	1.25
All other ECE	114,000	10.40	13.90	20.90	17.10	0.72
Total	232,000	11.00	15.50	22.50	18.40	0.60

Table 20. Hourly Wages of Center-Based Teachers and Caregivers Serving Children Age Birth Through Five Years, Not Yet in Kindergarten, by Sponsorship and Funding of Center-Based Program of Employment, Associate's Degree (AA, AS)

Center Auspice	Weighted Frequency	25th Percentile	50th Percentile	75th Percentile	Mean	Standard Error of Mean
School-sponsored	8,800	11.30	13.30	15.30	13.60	0.62
Head Start–funded, not school-sponsored	39,600	10.60	12.20	15.70	15.70	1.97
Public pre-K–funded, not school-sponsored or Head Start–funded	32,900	8.40	9.80	11.00	10.60	0.38
All other ECE	76,100	9.00	10.70	14.10	12.30	0.67
Total	157,000	9.20	11.00	14.60	12.90	0.64

Table 21. Hourly Wages of Center-Based Teachers and Caregivers Serving Children Age Birth Through Three Years, by Sponsorship and Funding of Center-Based Program of Employment, Associate's Degree (AA, AS)

Center Auspice	Weighted Frequency	25th Percentile	50th Percentile	75th Percentile	Mean	Standard Error of Mean
School-sponsored	‡	‡	‡	‡	‡	‡
Head Start–funded, not school-sponsored	8,900!	10.00!	11.40!	14.90!	12.50!	0.72!
Public pre-K–funded, not school-sponsored or Head Start–funded	10,800	7.90	9.00	10.30	9.70	0.36
All other ECE	29,700	8.00	9.90	13.40	10.80	0.83
Total	52,300	8.80	10.00	13.40	11.10	0.52

‡ Value suppressed due to small n.

! = Interpret data with caution due to small n.

Table 22. Hourly Wages of Center-Based Teachers and Caregivers Serving Children Age Three Through Five Years, Not Yet in Kindergarten, by Sponsorship and Funding of Center-Based Program of Employment, Associate's Degree (AA, AS)

Center Auspice	Weighted Frequency	25th Percentile	50th Percentile	75th Percentile	Mean	Standard Error of Mean
School-sponsored	5,800!	11.00!	13.00!	15.00!	13.00!	0.73!
Head Start–funded, not school-sponsored	29,300	10.90	12.20	17.20	16.80	2.60
Public pre-K–funded, not school-sponsored or Head Start–funded	21,200	8.30	9.80	11.80	11.00	0.57
All other ECE	36,300	9.30	11.00	14.00	12.40	0.57
Total	92,700	9.70	11.30	15.00	13.50	0.95

! Interpret data with caution due to small n.

Table 23. Hourly Wages of Center-Based Teachers and Caregivers Serving Children Age Birth Through Five Years, Not Yet in Kindergarten, by Sponsorship and Funding of Center-Based Program of Employment, Some College, No Degree

Center Auspice	Weighted Frequency	25th Percentile	50th Percentile	75th Percentile	Mean	Standard Error of Mean
School-sponsored	10,100	11.20	13.80	16.00	13.90	0.75
Head Start–funded, not school-sponsored	31,000	8.80	10.20	11.90	10.70	0.28
Public pre-K–funded, not school-sponsored or Head Start–funded	55,500	8.20	9.40	11.30	10.30	0.36
All other ECE	165,000	8.00	9.00	11.00	10.30	0.29
Total	261,000	8.20	9.20	11.30	10.50	0.20

Table 24. Hourly Wages of Center-Based Teachers and Caregivers Serving Children Age Birth Through Three Years, by Sponsorship and Funding of Center-Based Program of Employment, Some College, No Degree

Center Auspice	Weighted Frequency	25th Percentile	50th Percentile	75th Percentile	Mean	Standard Error of Mean
School-sponsored	‡	‡	‡	‡	‡	‡
Head Start–funded, not school-sponsored	9,900!	8.70!	10.10!	11.20!	9.80!	0.33!
Public pre-K–funded, not school-sponsored or Head Start–funded	23,100	7.90	8.70	10.20	9.40	0.33
All other ECE	82,800	8.00	9.00	10.60	9.90	0.31
Total	117,000	8.00	9.00	10.70	9.80	0.23

‡ Value suppressed due to small n.

! Interpret data with caution due to small n.

Table 25. Hourly Wages of Center-Based Teachers and Caregivers Serving Children Age Three Through Five Years, Not Yet in Kindergarten, by Sponsorship and Funding of Center-Based Program of Employment, Some College, No Degree

Center Auspice	Weighted Frequency	25th Percentile	50th Percentile	75th Percentile	Mean	Standard Error of Mean
School-sponsored	9,000	10.30	13.40	16.00	13.90	0.85
Head Start–funded, not school-sponsored	20,300	9.00	10.40	12.50	11.10	0.35
Public pre-K–funded, not school-sponsored or Head Start–funded	26,300	8.50	10.00	13.10	10.90	0.64
All other ECE	68,900	7.90	9.20	11.10	10.80	0.55
Total	124,000	8.30	10.00	12.50	11.10	0.35

Table 26. Hourly Wages of Center-Based Teachers and Caregivers Serving Children Age Birth Through Five Years, Not Yet in Kindergarten, by Sponsorship and Funding of Center-Based Program of Employment, High School or Less

Center Auspice	Weighted Frequency	25th Percentile	50th Percentile	75th Percentile	Mean	Standard Error of Mean
School-sponsored	2,500!	9.30!	11.80!	14.10!	12.20!	0.79!
Head Start–funded, not school-sponsored	17,600	7.80	10.00	12.00	10.90	0.69
Public pre-K–funded, not school-sponsored or Head Start–funded	36,800	7.50	8.50	9.90	9.40	0.48
All other ECE	116,000	7.50	8.70	10.20	9.40	0.21
Total	173,000	7.70	9.00	10.50	9.60	0.20

! Interpret data with caution due to small n.

Table 27. Hourly Wages of Center-Based Teachers and Caregivers Serving Children Age Birth Through Three Years, by Type of Care, High School or Less

Center Auspice	Weighted Frequency	25th Percentile	50th Percentile	75th Percentile	Mean	Standard Error of Mean
School-sponsored	‡	‡	‡	‡	‡	‡
Head Start–funded, not school-sponsored	‡	‡	‡	‡	‡	‡
Public pre-K–funded, not school-sponsored or Head Start–funded	19,400	7.60	9.00	9.90	9.10	0.39
All other ECE	64,100	7.50	8.40	9.50	8.90	0.23
Total	89,200	7.50	8.50	9.80	9.10	0.21

‡ Value suppressed due to small n.

Table 28. Hourly Wages of Center-Based Teachers and Caregivers Serving Children Age Three Through Five Years, Not Yet in Kindergarten, by Sponsorship and Funding of Center-Based Program of Employment, High School or Less

Center Auspice	Weighted Frequency	25th Percentile	50th Percentile	75th Percentile	Mean	Standard Error of Mean
School-sponsored	2,200!	11.0!	11.8!	14.2!	12.5!	0.84!
Head Start–funded, not school-sponsored	9,800	7.60	8.00	11.80	10.60	1.09
Public pre-K–funded, not school-sponsored or Head Start–funded	16,300	7.50	8.40	11.90	9.90	0.83
All other ECE	37,800	7.60	9.60	10.70	9.90	0.38
Total	66,100	7.70	9.00	11.00	10.10	0.35

! Interpret data with caution due to small n.

Table 29. Ages Served by Listed Home-Based Teachers and Caregivers Serving Children Birth Through Five Years, Not Yet in Kindergarten

	Weighted Frequency	Standard Error of Frequency	Column Percent	Standard Error of Percentage
Birth to 3 years only	13,200	1,700	11.2	1.22
Age 3 through 5 years (not yet in kindergarten) only	5,300	700	4.5	0.55
Both age groups	94,100	5,600	79.7	1.73
Undetermined	5,500	800	4.7	0.60
Total	118,000	6,800	100.0	0.00

Note: These counts do not include paid or unpaid assistants to the home-based provider.

Note: Providers may also serve school-age children; that information is not indicated here.

Table 30. Ages Served by Unlisted Home-Based Teachers and Caregivers Serving Children Birth Through Five Years, Not Yet in Kindergarten

	Weighted Frequency	Standard Error of Frequency	Column Percent	Standard Error of Percentage
Birth to age 3 years only	1,350,000	91,300	36.9	2.00
Age 3 through 5 years (not yet in kindergarten) only	1,260,000	101,000	34.6	2.16
Both age groups	1,030,000	73,500	28.4	1.81
Undetermined	‡	‡	‡	‡
Total	3,650,000	153,000	100.0	0.00

‡ Value suppressed due to small n.

Note: Providers may also serve school-age children; that information is not indicated here.

Note: These counts do not include paid or unpaid assistants to the home-based provider.

Table 31. Number and Share of Listed Home-Based Teachers and Caregivers Serving Children Birth Through Five Years, Not Yet in Kindergarten, by Educational Attainment

	Weighted Frequency	Standard Error of Frequency	Column Percent	Standard Error
HS or less	39,100	2,900	34.3	1.97
Some college, no degree	39,100	3,100	34.3	1.77
AA degree	17,900	2,200	15.7	1.52
Bachelor's degree or higher	17,900	1,900	15.7	1.38
Total	114,000	6,800	100.0	0.00

Table 32. Number and Share of Unlisted Home-Based Teachers and Caregivers Serving Children Birth Through Five Years, Not Yet in Kindergarten, by Educational Attainment

	Weighted Frequency	Standard Error of Frequency	Column Percent	Standard Error
HS or less	1,700,000	95,400	47.0	1.99
Some college, no degree	844,000	67,900	23.3	1.50
AA degree	402,000	44,600	11.1	1.20
Bachelor's degree or higher	677,000	66,500	18.7	1.53
Total	3,630,000	153,000	100.0	0.00

Note: These counts do not include paid or unpaid assistants to the home-based provider.

Table 33. Years of ECE Experience of Teachers and Caregivers Serving Children Birth Through Five Years, Not Yet in Kindergarten, by Provider Type

	Median Years	Mean Years	Standard Error of Mean
Center-based	10.0	12.6	0.21
Home-based			
Listed	13.7	15.5	0.58
Unlisted	5.0	9.9	0.39

Table 34. Number and Share of Center-Based Teachers and Caregivers Serving Children Birth Through Five Years, Not Yet in Kindergarten, by Years of ECE Experience

	Weighted Frequency	Standard Error of Frequency	Column Percent	Standard Error
1 year or less	40,200	5,300	4.0	0.49
More than 1 year through 5 years	194,000	13,100	19.4	1.00
More than 5 years through 10 years	272,000	15,700	27.2	1.20
More than 10 years through 20 years	317,000	16,800	31.7	1.25
More than 20 years	177,000	11,700	17.7	0.94
Total	1,000,000	38,800	100.0	0.00

Table 35. Number and Share of Listed Home-Based Teachers and Caregivers Caring for Children Birth Through Five Years, Not Yet in Kindergarten, by Years of ECE Experience

	Weighted Frequency	Standard Error of Frequency	Column Percent	Standard Error
1 year or less	1,900!	700!	1.7!	0.66!
More than 1 year through 5 years	16,300	2,200	14.2	1.50
More than 5 years through 10 years	24,100	3,000	21.1	2.07
More than 10 years through 20 years	41,400	2,900	36.1	1.71
More than 20 years	30,900	2,700	26.9	2.15
Total	115,000	6,700	100.0	0.00

! Interpret data with caution due to small n.

Table 36. Number and Share of Unlisted Home-Based Teachers and Caregivers Serving Children Age Birth Through Five Years, Not Yet in Kindergarten, by Years of ECE Experience

	Weighted Frequency	Standard Error of Frequency	Column Percent	Standard Error
1 year or less	494,000	49,000	13.7	1.29
More than 1 year through 5 years	1,350,000	102,000	37.4	2.03
More than 5 years through 10 years	712,000	57,700	19.7	1.37
More than 10 years through 20 years	525,000	48,300	14.5	1.31
More than 20 years	534,000	52,000	14.8	1.30
Total	3,620,000	152,000	100.0	0.00

Table 37. Number and Share of Center-Based Teachers and Caregivers Serving Children Age Birth Through Five Years, Not Yet in Kindergarten, by Hours Worked Per Week

	Weighted Frequency	Standard Error of Frequency	Column Percent	Standard Error
20 or fewer hours	106,000	9,000	10.6	0.80
21 to 35 hours	251,000	14,800	25.1	1.21
36 to 40 hours	534,000	25,300	53.4	1.42
More than 40 hours	109,000	10,600	10.9	0.93
Missing	‡	‡	‡	‡
Total	1,000,000	38,800	100.0	0.00

Table 38. Number and Share of Listed Home-Based Teachers and Caregivers Serving Children Age Birth Through Five Years, Not Yet in Kindergarten, by Hours Worked Per Week

	Weighted Frequency	Standard Error of Frequency	Column Percent	Standard Error
20 or fewer hours	2,700	600	2.3	0.51
21 to 35 hours	3,300	900	2.8	0.72
36 to 40 hours	2,300	500	2.0	0.42
More than 40 hours	97,800	6,100	82.7	1.58
Missing	12,000	1,400	10.2	1.14
Total	118,000	6,800	100.0	0.00

! Interpret data with caution due to small n.

Table 39. Number and Share of Unlisted Home-Based Teachers and Caregivers Serving Children Age Birth Through Five Years, Not Yet in Kindergarten, by Hours Worked Per Week

	Weighted Frequency	Standard Error of Frequency	Column Percent	Standard Error
20 or fewer hours	1,020,000	82,300	28.0	1.85
21 to 35 hours	710,000	69,800	19.5	1.71
36 to 40 hours	162,000	30,800	4.4	0.81
More than 40 hours	1,020,000	71,400	27.9	1.74
Missing	736,000	68,700	20.2	1.66
Total	3,650,000	153,000	100.0	0.00

! Interpret data with caution due to small n.

Table 40. Weekly Hours of Work for Teachers and Caregivers Serving Children Age Birth Through Five Years, Not Yet in Kindergarten, by Provider Type

	Median Hours	Mean Hours	Standard Error of Mean
Center-based	39.2	35.9	0.28
Home-based			
Listed	53.7	56.5	0.64
Unlisted	27.6	35.7	1.43

Table 41. Health Insurance Coverage among Center-Based Teachers and Caregivers Serving Children Birth through Five Years, Not Yet in Kindergarten, by Role

Does Worker Report Any Health Insurance?	Weighted Frequency of Workers	Standard Error of Frequency	Column Percent	Standard Error of Percentage
Aide	111,000	9,900	100.0	0.00
Yes	82,800	7,900	74.7	3.26
No	27,100	4,600	24.5	3.29
Don't Know/ Refused	‡	‡	‡	‡
Assistant Teacher	225,000	14,800	100.0	0.00
Yes	161,000	11,500	71.8	2.62
No	58,900	7,300	26.2	2.50
Don't Know/ Refused	4,500!	1,700!	2.0!	0.75!
Teacher or Instructor	212,000	14,200	100.0	0.00
Yes	160,000	12,400	75.4	2.60
No	49,100	6,100	23.2	2.54
Don't Know/ Refused	‡	‡	‡	‡
Lead Teacher	447,000	22,500	100.0	0.00
Yes	338,000	17,900	75.6	1.53
No	105,000	9,000	23.6	1.59
Don't Know/ Refused	3,700!	1,200!	0.8!	0.25!
Other/Not Determined	5,200!	1,900!	100.0!	0.00!
Yes	5,000!	1,900!	95.6!	2.72!
No	‡	‡	‡	‡
Don't Know/ Refused	‡	‡	‡	‡
Total	1,000,000	38,800	100.0	0.00
Yes	747,000	29,800	74.7	1.10
No	241,000	15,200	24.1	1.09
Don't Know/ Refused	12,200	2,600	1.2	0.26

Table 42. Health Insurance Coverage among Home-Based Teachers and Caregivers Serving Children Birth through Five Years, Not Yet in Kindergarten, by Provider Type

Does worker report any health insurance?	Weighted Frequency	Standard Error of Frequency	Column Percent	Standard Error of Percentage
Unlisted Home-Based	3,650,000	153,000	100.0	0.00
Yes	2,840,000	145,000	77.9	2.00
No	777,000	78,700	21.3	2.04
Don't Know/ Refused	‡	‡	‡	‡
Listed Home-Based	118,000	6,800	100.0	0.00
Yes	88,700	5,700	75.0	1.58
No	23,200	2,100	19.6	1.45
Don't Know/ Refused	6,300	900	5.4	0.74

Appendix II. Technical Notes

AGE GROUPS OF CHILDREN SERVED: CENTER-BASED PROGRAMS

Age groups were identified first at the level of center-based programs, then applied to individual staff members by referring to the age of children enrolled in the classroom/group to which they were primarily assigned.

- **Age Groups:** age groupings that Center-Based Provider respondents reported. Age Groups may have overlapping lower bounds and/or upper bounds. There may also be gaps between the upper bound of one Age Group and the lower bound of a subsequent Age Group.
- **Age Group Lower Bound:** the youngest age that a Center-Based Provider respondent indicated for an Age Group.
- **Age Group Upper Bound:** the oldest age that a Center-Based Provider respondent indicated for an Age Group.

Under 3 years old (Lower Boundary \geq 0 months and Upper Boundary $<$ 36 months)
Infants (identified within the Under 3 category): Lower Boundary \geq 0 months and upper bound \leq 12 months;
3 through 5 years old (Lower Boundary and \geq 36 and Upper Boundary $<$ 60 months) and not enrolled in kindergarten. The share of all five-year-olds enrolled in kindergarten was estimated and applied probabilistically to reported age groupings.

AGE GROUPS OF CHILDREN SERVED: HOME-BASED PROVIDERS

Home-based providers were asked the ages of children they served within three age groupings: Under three years old; three to five years old, not yet in kindergarten; and school age, kindergarten and up. Only the first two, which are consistent with those derived for centers and center staff, are reported here. Providers serving three or fewer children reported the ages in months of each of those children; those providing care to at least one child under age five years, six months were included in this analysis.

SPONSORSHIP AND FUNDING

For purposes of this brief, center-based programs were divided into the following categories.

School-sponsored centers: A public school district has administrative oversight or reporting requirements over the center-based program.

Head Start: The center-based program reports funding for at least one child from Head Start dollars, but is not school-sponsored.

Public Pre-K: The center-based program reports funding for at least one child from public pre-K dollars, but is not school-sponsored and no Head Start funding was reported.

Other: All remaining center-based programs offering ECE.

Note that because of the sequentially applied definitions, there are center-based programs reporting Head Start and public pre-K funding in the school-sponsored category, as well as center-based programs reporting public pre-K funding in the Head Start category.

In addition, since center-based programs include all ECE services provided at a location, the randomly selected teacher and caregiver from that program may not be associated with the designated sponsorship or funding type. (For example, a teacher and caregiver from a Head Start-funded program may herself work in a non-Head Start classroom in that program.) Because of these and other fluidities in the classifications of centers and funding streams, the Head Start and Public Pre-K categories in particular should not be interpreted as representing the national workforces of those two types of ECE services.

Glossary of Terms

Center-based program: all ECE services to children age zero through thirteen years provided by an organization at a single location. There may have been multiple types of services offered at a single center-based program, and a center-based program may have been freestanding or part of a larger entity, such as a community service organization or a chain. Only centers serving children five years and under, not yet in kindergarten, were sampled.

Center-based teachers and caregivers: Individuals regularly assigned to groups and classrooms for direct instruction and fulfilling roles akin to lead teachers, teachers, instructors, assistant teachers or instructors, or aides. Specialists were not eligible, but directors may be if they also have direct classroom assignments.

ECE experience: Both center staff members and home-based providers were asked the total number of years caring for a child not their own, age zero to 13 years. This could be in either a home- or center- based setting, and the years need not be consecutive. Center-based workers reported only paid experience.

ECE worker: an individual who receives cash payment or profit to provide direct care/instruction for children. Such an individual may be employed at a center-based program, in the provider's home, or in the child's home. It may include a family member who works in a paid home-based setting but does not receive direct compensation.

ECE workforce: all ECE workers in center-based or home-based programs receiving pay or profit.

Full-time status: Working 35 or more hours per week (consistent with federal rules).

Listed home-based provider: from state- and national-level administrative lists of individuals providing home-based care to children under age 13 (for example, for licensing, licensing-exemption, or registration). Only providers serving children not yet in kindergarten are reported.

Part-time status: Working fewer than 35 hours per week (consistent with federal rules).

Poverty density of community: Service to low-income or other communities was identified by the "density" of low-income population in the communities where centers are located; that is, as the percentage of the total population with income below certain levels. The categories are based on poverty-density categories developed by the U.S. Census Bureau. Weighted percentage of households (HH) in the local community below Federal Poverty Level (FPL): 1) high poverty (>20% of HH <FPL), 2) moderate-poverty (13.9%-20% of HH <FPL), and 3) low-poverty (0-13.8% of HH <FPL). Weights reflect distance between tracts and child population of tracts.

Unlisted sample home-based provider: an address-based sample of households was screened for the presence of any adult in the household caring for a child under age 13 not his/her own for at least five hours per week in a home-based setting. Being paid was not a criterion for inclusion in the survey. These individuals did not appear on the state or national lists of home-based providers. Only providers serving children not yet in kindergarten are reported.