NSECE Purpose: Address Key Policy Needs

- Comprehensive national data
- Match parental needs and preferences and availability of providers at the local level

- Profile all families with age-eligible children in a location
- Document all care in that location
  - ➤ Center-based providers to children not yet in kindergarten
  - ➤ Home-based providers to children under age 13 years
- Characterize early care and education (ECE) teachers and caregivers
- Describe place-based aspects of child care provision/use

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Slide 3

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- An integrated set of surveys conducted in 2012 with
  - ➢ Households with children under 13
  - ➢ Home-based providers regularly providing early care and education to children under 13
  - ➢ Center-based programs providing early care and education to children not yet in kindergarten
  - ➢ Center-based classroom-assigned staff

- Sponsored by Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services
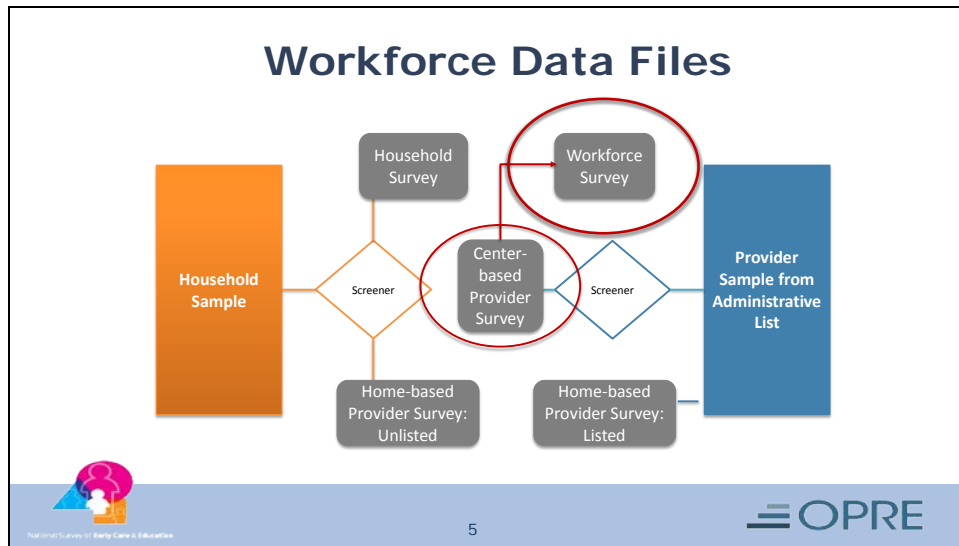
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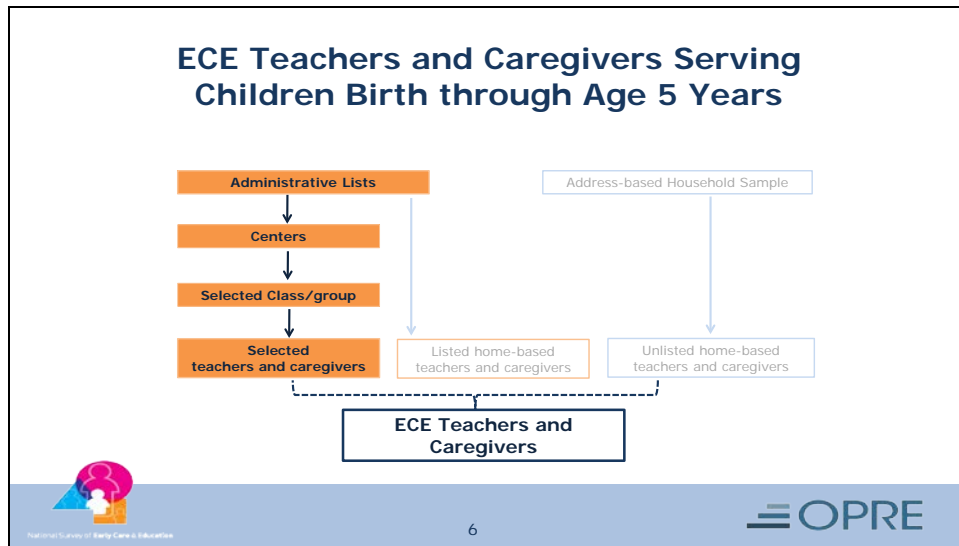Slide 5

The figure on the slide depicts the interrelationship among the two sample sources and the four NSECE surveys at the foundation of the NSECE data collection design. The two long rectangles on the right and left sides represent the two NSECE sample sources; each of the gray boxes in the middle indicates a survey, and the diamond shaped boxes stand for screening instruments.

This presentation will focus on the Workforce Survey, set apart by the bold red circle in the figure above. The Workforce Survey was conducted with an individual randomly selected from a list of classroom staff generated in the center-based provider survey.

The schematic presented on this slide depicts the relationships of the three separate data sources 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. At the highest level of the schematic are the two sample sources for the NSECE: state and national administrative lists on the left and the address-based household sample on the right. The schematic then indicates with downward arrows how the population of ECE teachers and caregivers was selected from each source.

The NSECE sampled center-based providers from the administrative list sample. During the interview with the center-based provider respondent a classroom or group was randomly selected. The classroom-assigned workforce respondent was sampled from the roster of teachers and caregivers working in that classroom. The Workforce Survey respondent was selected among individuals rostered in the classroom based on usual weekly hours worked, among those with the job roles lead teacher, teacher, teacher's assistant, or teacher's aide and who worked at least 5 hours weekly. They make up one portion of the national population of ECE teachers and caregivers.

Workforce Data Collection

- Center-based survey completed first
- Workforce respondent 'spawned' from center data: (lead) teacher, assistant, aide
- Workforce respondent provides data by web, in-person, telephone, or paper; in Spanish (no web) or English
- 5,556 cases in data file

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- The center-based provider instrument randomly selected a classroom or group to serve as the focus of a series of questions in section F. The center-based respondent is asked to provide a list of individuals who regularly work in that classroom or group. The workforce respondent was randomly selected from the list of individuals if they worked at least 5 hours a week in that classroom in the role of (lead) teacher, assistant, or aide. Specialists were not eligible for the workforce interview.
- Many workforce interviews were completed on the same day or shortly after the center-based provider interview, but a number of months could intervene between the completion of the center-based provider survey and the workforce interview.
- In some cases we found that the selected workforce respondent had left the center before we could complete the interview. If the selected workforce respondent was no longer at the center to complete the interview, a new respondent was randomly selected from the roster of teachers/assistants/aides working in the classroom.

Topics Covered – Workforce Survey

- Personal characteristics
- Qualifications
- Recent professional development
- Wages/compensation
- Attitudes

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There are correspondences between the workforce questionnaire and the home-based provider questionnaire as both groups make up the national population of ECE providers. In order to facilitate analyses, the workforce quick tabulation documentation includes a field in each codebook entry where we identify the analogue in the home-based provider quick tabulation data file.

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(Classroom-assigned)
Workforce Data

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Workforce Respondent

- Workforce respondent 'spawned' from center data
- Selected from list of teachers associated with randomly center-based selected classroom
- Only (lead) teachers, assistants, and aides eligible for selection. No specialists.

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- A small subset of workforce respondents worked in school-age classrooms most often. These cases are included in the main public-use file, but excluded from the quick tabulation data file.

Slide 11

Data users can consult the center-based provider data file to access additional data about the classroom and center in which the WF respondent works. See slide 14 for additional details on this topic.

Workforce Survey

	Sample Size	Topics	Type of Added Information
Quick Tab	4832	All	
Main Public Use	5655	All	Workers not serving children 0 through 5 years, scale components, detailed code frames
Restricted Use L1 Questionnaire	5655	Minimal	Detailed low-incidence codes, unmasked values

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Note that the Quick Tabulation and Main Public Use file have differing numbers of observations. Individuals not working with at least one child birth through age five years, not yet in kindergarten, are excluded from the Workforce Quick Tabulation file.

Key Differences Across Files of Workforce data

- Quick tabulation: restricted to teachers and caregivers working with children not yet in kindergarten (n=4,851).
- Public use: Additional cases for those working with older children, including at centers serving children <=5 (n=5556)
- Restricted use: Small number of additional values (unmasked wages, less common countries of origin, etc.)

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Using Center-Based Data in Workforce Analyses

- Characteristics of source center and classroom can be used in WF analyses
- Only one WF respondent from each center; WF data do not 'represent' their source centers
- Not all centers have completed WF data, but weighted WF cover center universe

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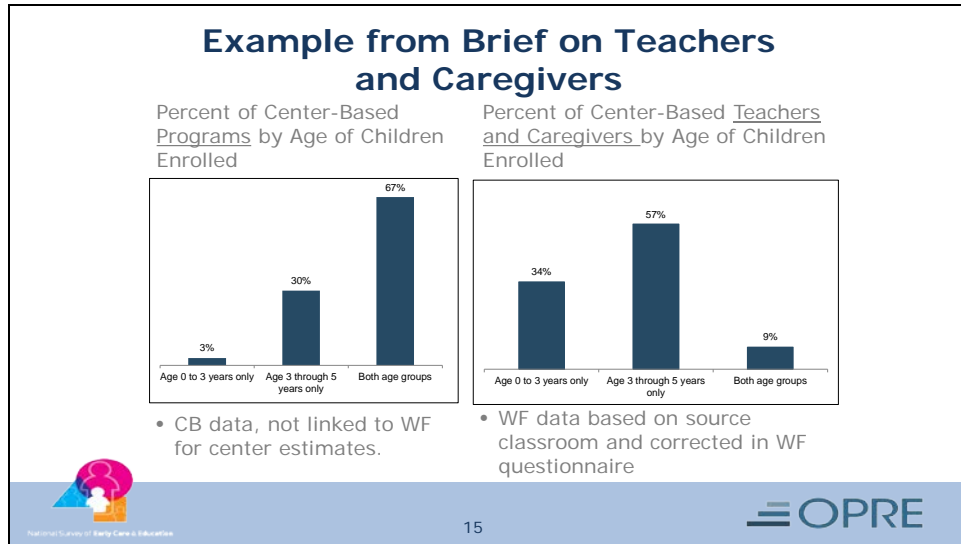
- WF respondents were asked if the Age Group randomly selected in the center-based provider interview is the Age Group they worked with the most. If WF respondents indicated that it was not, the respondents were asked to identify the Age Group they work with most often from among Infants/Toddlers, Pre-School, and School Age (**WF_C1_MOSTOFTEN**). If the respondent reported which Age Group he/she works with most often (**WF_C1_MOSTOFTEN**), the respondent was flagged as serving that Age Group. If the respondent indicated that he/she works with the randomly selected Age Group the most (**WF_C1_AGEGROUP**), the respondent was flagged as serving all (up to 3) Age Categories spanned by the randomly selected Age Group.
- Generally both age groups means at the same time (not morning infants, afternoon preschool).

- These are Figures 3 and 4 from the brief "Numbers and Characteristics of ECE Teachers and Caregivers: Initial Findings from the NSECE."