

# *The Early Childhood Workforce: Trends from 1990 and 2012 National Surveys*

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# Research Questions

- How have characteristics of the center-based teacher workforce changed between 1990 and 2012?
- Are there different patterns of change between publicly-funded and non-publicly-funded centers?
- Are there different patterns of change for centers serving the full 0-5 age spectrum and centers serving 3-5 year olds exclusively?

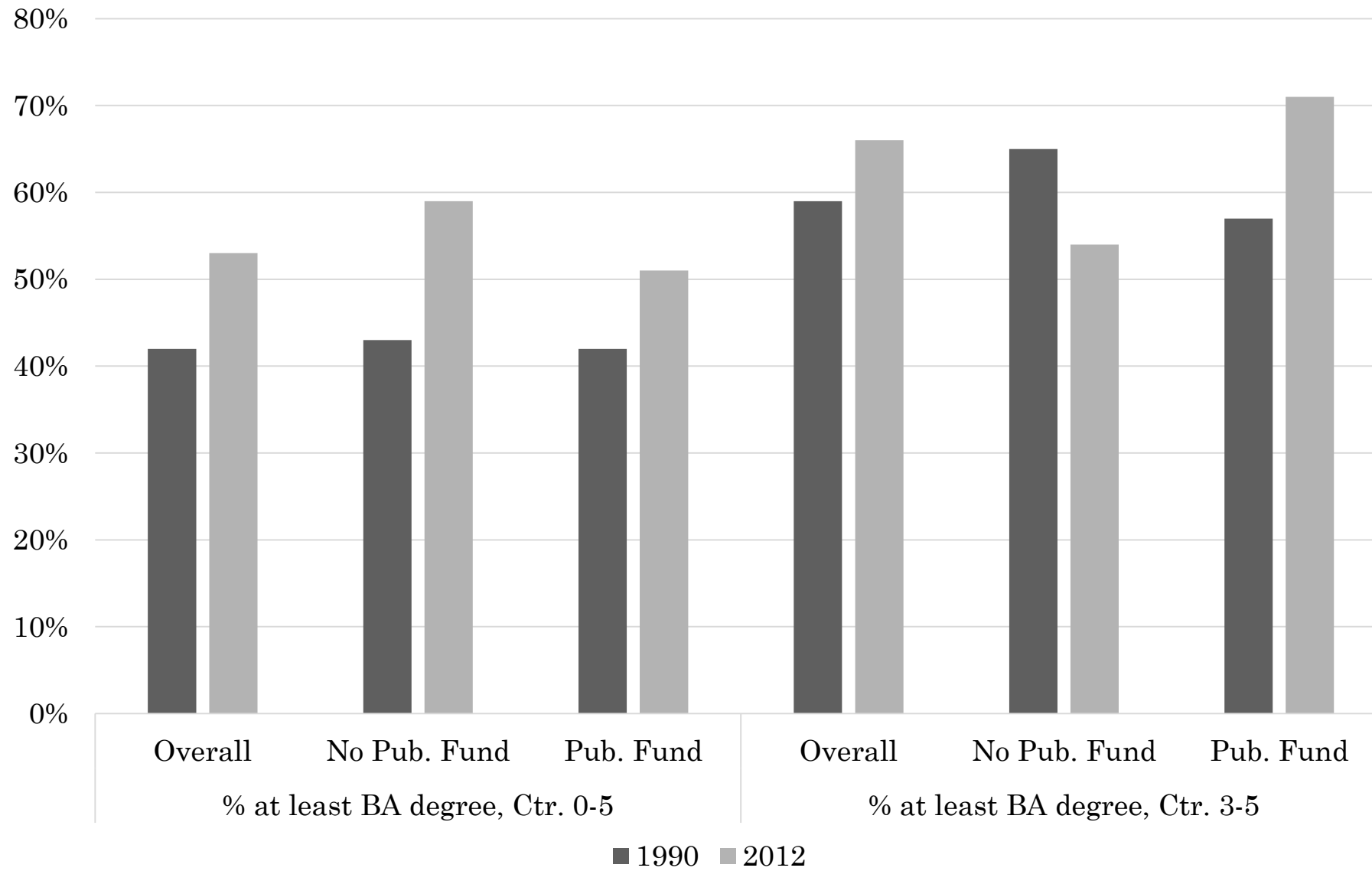
# Methods

- **Datasets:** Profile of Child Care Settings (1990) & National Survey of Early Care and Education (2012)
- **Sample:** Center-based teachers in programs serving preschool-age children and serving < 50% children with special needs
  - Teachers restricted to lead teachers/instructors and teachers/instructors of 3-5 year olds
  - 1990: 1,082 publicly-funded centers, with restrictions, represented 37,927 centers (approx. 53% of total)
  - 2012: 5,652 publicly-funded centers, with restrictions, represented 88,966 centers (approx. 74% of total)
- **Definitions**
  - Publicly-funded: A center that received any public \$ through a local/state/federal agency, was sponsored by a local/state/federal agency, or enrolled at least one child supported by public funds (e.g., Head Start, child care subsidy).
  - Caveat: Cannot connect individual teachers to specific funding sources

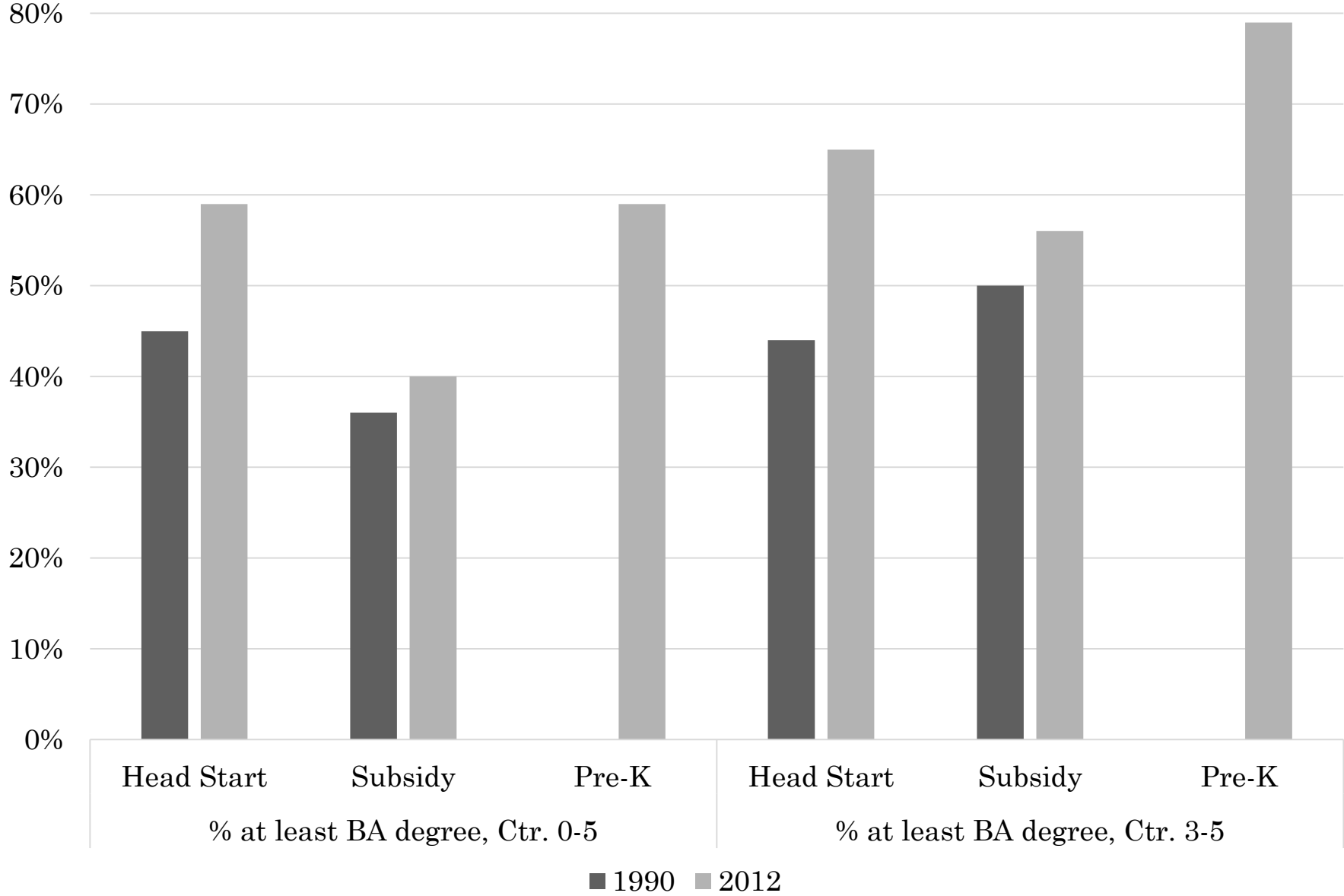
# Findings: % BA+ Degree

- Substantial increases in teachers' educational levels
  - By 2012, over half of teachers in centers defined by receipt of public funds and ages served had BA degree or higher
  - Sole exception was teachers in centers serving 0-5 year olds (2012) that enrolled at least one subsidized child
  - Teachers in centers not receiving public funds and serving only 3-5 year olds exhibited a decline in education levels, leading to a reversal between 1990 and 2012 in the pattern of more and less educated teachers by receipt of public funding for this age group.
  - In 2012, teachers in centers receiving funds from pre-K and/or Head Start were notably more likely to have BA+ degrees than teachers in centers receiving subsidies.

# Teacher Education: Centers With and Without Public Funds



# Teacher Education: Centers With Public Funds



# Findings: Experience & Turnover

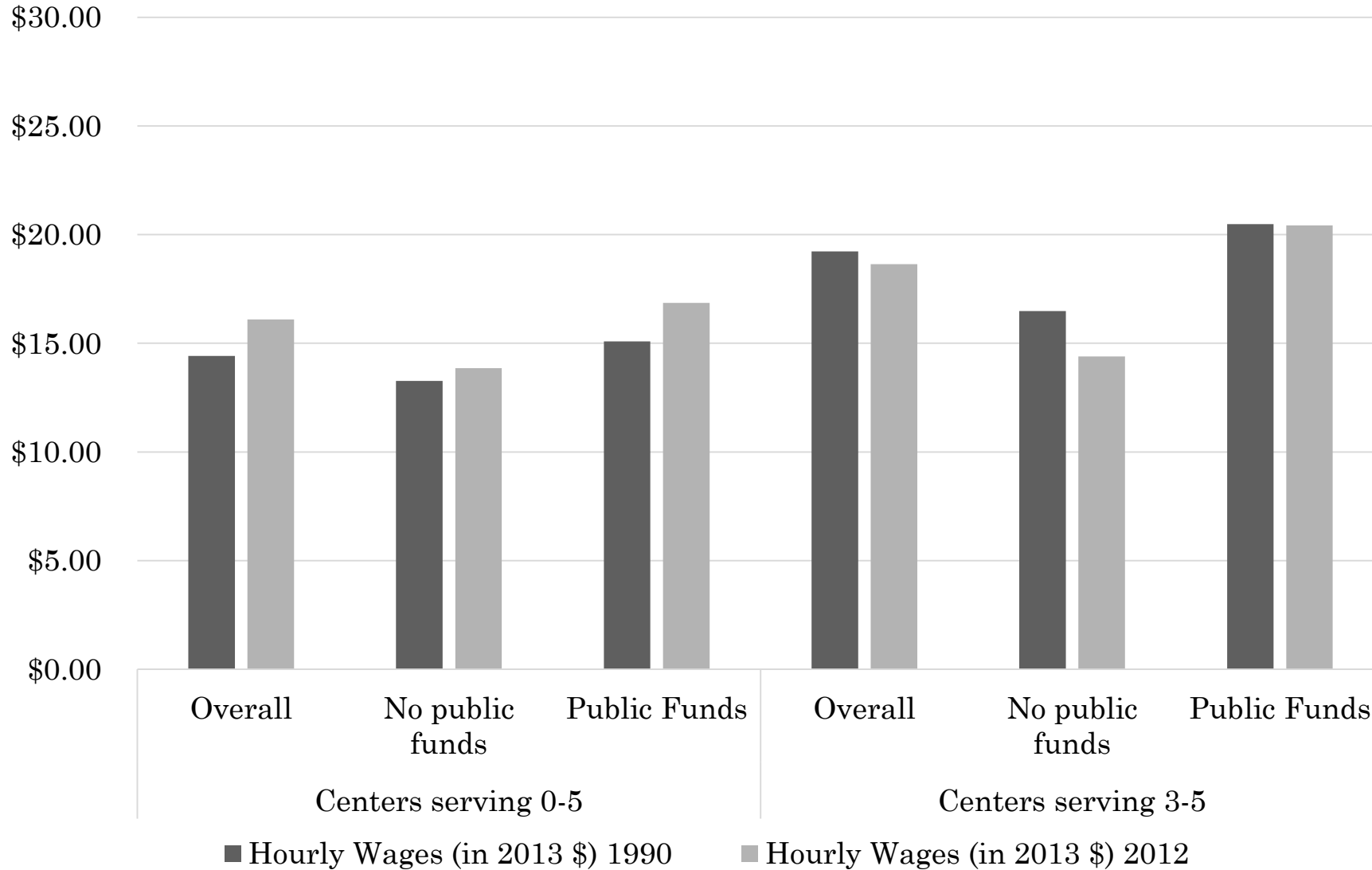
- Substantial increases in teacher experience
  - True of both publicly- and non-publicly funded centers
    - From 5 to 7-10 years average experience in publicly-funded
    - From 7-8 to 12 years average experience in non-publicly-funded
    - Reflected in aging workforce
- Apparent reductions in teacher turnover
  - All centers: 31% to 13%
  - True of both publicly- and non-publicly funded centers

# Findings: Wages

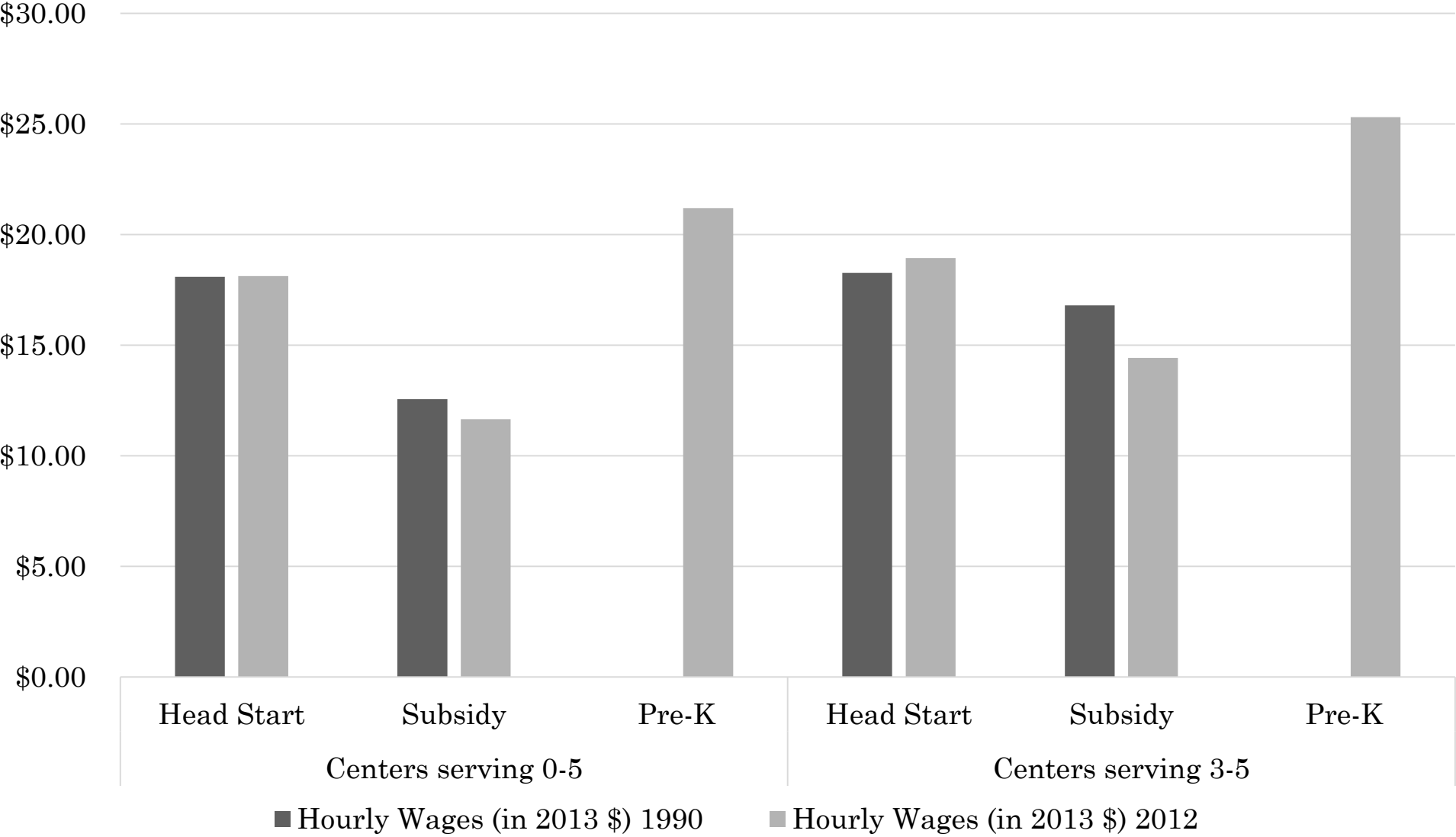
- Yet stagnant/declining wages (constant 2013 dollars)
  - In 1990 and 2012, wages higher in publicly-funded vs. non-publicly-funded centers
  - Declines seen for teachers in centers serving exclusively 3-5-year olds without a public funding source
  - Notable gap in wages among teachers in publicly-funded centers favoring those in centers serving 3-5's only vs. 0-5's (reflected in centers receiving subsidies and/or pre-k funds).
  - Declines also seen for teachers in centers receiving child care subsidies (tracks decline in teacher education)
  - In 2012, teachers in centers receiving funds from pre-K and/or Head Start received notably higher wages did teachers in centers receiving subsidies (tracks teacher education levels)
  - In context of higher likelihood of receiving health benefits in 2012 vs. 1990.



# Teacher Wages: Centers With and Without Public Funds



# Teacher Wages: Centers with Public Funds



# Findings: Teacher Composition

- Race/ethnic composition of teacher workforce in centers has shifted over time
  - Relatively smaller share of African-American teachers
  - Relatively larger share of Hispanic teachers
- Composition has varied consistently by receipt of public funding
  - Publicly-funded centers more likely to employ nonwhite teachers in both 1990 and 2012

# Implications

- Teaching young children remains a "passion profession"
  - What can explain the trend towards a more highly qualified, more stable, yet more poorly paid center-based teaching workforce?
- Hints that receipt of HS and/or pre-K funds, with their attendant education requirements, may be responsible for increased teacher education in publicly-funded centers.
  - Perhaps also associated with 2012 wage patterns
- Loss of African-American teachers is concern warranting attention

# Thank you

- Office of Planning, Research and Evaluation (Administration for Children and Families) grant #90YE0165 titled, *The changing landscape of publicly-funded center-based child care: 1990 and 2012.*