

B1: The Child Care and Early Education Workforce: A Descriptive Portrait

Wednesday, June 28, 2023

2:30 p.m. – 3:45 p.m. | Archives

1. Descriptive Information

B1: The Child Care and Early Education Workforce: A Descriptive Portrait

The child care and early education (CCEE) workforce works in a variety of settings and their characteristics mirror the diversity of the United States. This session will present national estimates of home-based, center-based, and Head Start workers, including where they work, their demographic composition, the use of professional supports, and compensation. Findings also will highlight the compensation (including wages and health insurance) of the workforce by key covariates. Importantly, two presentations will provide within-population estimates for the CCEE workforce serving high numbers of Hispanic/Latino children, including the demographic and professional characteristics of teachers and caregivers serving young children from birth to age 5 in center- and home-based settings, highlighting ethnic and linguistic diversity, education and training, work experience, and the professional development of early childhood teachers and caregivers in high Hispanic-serving settings, where Hispanic children make up 25 percent or more of total enrollment, compared with those in low Hispanic-serving settings, where Hispanic enrollment is below 25 percent, as well as data on the American Indian and Alaska Native Head Start workforce. The five presentations will provide a holistic and comprehensive portrait of the workforce prior to COVID-19. The findings will serve as a key baseline as the field continues to rebuild post-COVID.

Presenters

Owen Schochet, Mathematica

Claudia Zapata-Gietl, NORC at the University of Chicago

Sara Amadon, Child Trends

Danielle Crosby, University of North Carolina at Greensboro

Julia Mendez Smith, University of North Carolina at Greensboro

Sara Bernstein, Mathematica

Scribe

Allison Wimmer

Number of Attendees: ~25

2. Documents/Presentations Shared (Please list any electronic documents, PowerPoint presentations, or web links used during the session.) **Collect presenter PowerPoints or other documents on the flash drive provided.**

- Who was working in center-based early care and education (ECE) classrooms in 2012 and 2019?
- A National Portrait of Home-Based Child Care Providers: An analysis of the 2019 National Survey of Early Care and Education
- Wages and Health Insurance of the Center-Based Child Care and Early Education Workforce
- Characteristics of the ECE Center-Based Workforce Serving Latine Children in 2019
- A portrait of Head Start teachers in spring 2020: descriptive findings from FACES and AIAN FACES

3. Brief Summary of Presentations

Who was working in center-based early care and education (ECE) classrooms in 2012 and 2019?

Claudia Zapata-Gietl, NORC at the University of Chicago

- Brief overview of NSECE, 2012 and then again in 2019
- Focusing on workforce

- Workers in centers increased over a third from 2012-2019 – number of children remained the same
- Younger children require more staff – more workers may be serving young children
 - Many more workers served in classrooms with a mix of age groups in 2019
 - Proportion of aids and teachers didn't significantly change
- For profit centers employed more workers in 2019 (proportion), nonprofits went up in number just not proportion
- Number of workers with BA remained constant, but proportion went down in 2019
 - Decline was primarily among teachers and lead teachers

A National Portrait of Home-Based Child Care Providers: An analysis of the 2019 National Survey of Early Care and Education

Owen Schochet, Mathematica

- Home-based child care (HBCC) supply – the Home-Based Child Care Supply and Quality (HBCCSQ) project
 - Fill gaps in knowledge base in home based child care (child care provided in child's own home or another's home)
- HBCC briefs – characteristics
- Listed, unlisted paid, unlisted unpaid – data from NSECE
- Listed – appear on local state or national lists
 - Example: Family child care providers who are licensed
 - Example: Family, friend, and neighbor (FFN) care exempt from license but participate in CCEE programs
- Unlisted – provided regular care for child not their own, isn't licensed or participating in public program
 - May be a relative (FFN)
 - May or not be paid
- Vast majority were unlisted, unpaid
 - Tend to be older than listed providers, white
- Unlisted paid tend to be younger, black or Hispanic, had lowest household incomes, lower home ownership, least likely to be insured
- Listed providers had higher incomes and tended to own their homes, better health status than unlisted(both), reported more years of experience, more likely to engage in professional development (PD)
- Unlisted unpaid were least likely to engage in PD

Wages and Health Insurance of the Center-Based Child Care and Early Education Workforce: Findings from the 2019 National Survey of Early Care and Education

Cassie Gerson, Child Trends

- Center-based workforce
- Research Questions
 - What is the average wage of CCEE center-based teachers?
 - What proportion received health insurance and from where?
 - How did health insurance coverage compare to other working adults?
 - How do wages and health insurance receipt vary by key characteristics?
- Public school teachers making significantly more
- Did wages vary by race and ethnicity or language spoken?
 - Asian teachers received the highest wages, then white non-Hispanics or another race
 - Language other than English made slightly higher
- 18% uninsured
 - Way higher than teachers in public schools
 - Hispanic/Non-Hispanic black are more likely to be uninsured
- Less than 25% get insurance through center-providers
 - (typically they're exempt because they have fewer than 50 employees)
- Employer-private insurance does not vary as much by race

Characteristics of the ECE Center-Based Workforce Serving Latine Children in 2019

Danielle Crosby, University of North Carolina at Greensboro

- 1 in 4 US children are Hispanic, 1 in 3 live in poverty

- Over 94% are US born, but 1 in 4 have a parent who lack legal status
- Looking at teachers in high Hispanic serving centers (more than 25% or higher) vs low (below 25%)
- 1 in 5 ECE teachers/caregivers work in High-Hispanic settings (HHS)
- Unlisted home based tended to be 0% or 100% Hispanic enrollment
- HHS teachers are more likely to be Hispanic, speak a language other than English, and are born outside the US
- HHS more likely to have engaged in mentored PD experiences
- HHS more likely to be in a center receiving public investments (Head Start, public Pre-K)
- Low-Hispanic settings more likely to be receiving parent tuition

A portrait of Head Start teachers in spring 2020: descriptive findings from FACES and AIAN FACES

Sara Berstein, Mathematica

- Overview of FACES and AIAN FACES
- 42% of HS/EHSH teachers have more than 10 years of experience
- 2/3 have BA or higher
- 60% make 35K or less/year
- Majority of HS teachers have a few depressive symptoms, while 22% have moderate or severe
 - 37% AIAN teachers are in the moderate to severe range
- HS teachers are diverse, but don't necessarily represent the children they teacher

4. Brief Summary of Discussion

- Re: AIAN FACES depressive symptoms – does pandemic play into that?
 - Doesn't know off top of her head, data is located on child care and family data archive
- Are unlisted, unpaid providers more likely to have a prior relationship with the kid?
 - 95% of unlisted, unpaid providers have some kind of prior relationship with the children in their care
 - Listed cared for one or more kid without a prior relationship
- Question for Danielle Crosby – seems like Hispanic families are more likely to be using unlicensed providers, have you cross-referenced this with rural issues?
 - Especially with NSECE we can't do much with rural/urban but we have found some more nuance within ECE
 - Less use of unpaid FFN with immigrant households
 - Chicago based study – publicly funded center based options seemed to do well with outreach, received higher use
- RE: NSECE data – does the data itself have more detail on certification/major/etc.? CDA vs certification?
 - Not major but 2019 does go in whether degree is in Child Development field etc.
- Re: workforce during/post Covid?
 - Claudia: Forthcoming – interruptions in employment, some insight
 - 2019 NSECE follow-up might have insights
- Health insurance – when compared to national average – is that all national average vs women's national average?
 - Suggestion from audience member: You could also age-match, since ECE workers may be more likely to be young and unemployed

5. Summary of Key issues raised (facilitators are encouraged to spend the last 3-5 minutes of sessions summarizing the key issues raised during the session; bullets below are prompts for capturing the kinds of issues we're looking for)

- From 2012 to 2019:
 - Center-based workers working with B-5 increased by one-third
 - Teachers still represented about two-thirds of CCEE center-based workers – didn't change
 - The percentage of workers in classrooms with mixed age groups increased
 - For-profit centers employed a higher percentage of workers
 - The percentage of workers with a Bachelor's decreased
- Unlisted, paid providers reported lower incomes, rates of home ownership, and health insurance coverage, indicating less economic stability. These providers were also most likely to identify as Hispanic/Latino/a or Black, non-Hispanic.

- Large differences in age among HBCC providers may be important for understanding variation in other characteristics, such as health status, education and experience, and plans for providing CCEE.
- Most unlisted providers did not access professional development supports, but some reported accessing peer supports. Efforts to engage unlisted providers could begin in less formal settings, such as events with networks of others who care for children.
- CCEE educators earned low wages. Educators with less experience and education, in rural areas, who work with infants/toddlers, and who work in centers receiving CCDF only earn lower than average wages
 - CCEE educators in a public school setting and working adults have higher rates of receiving health insurance from an employer (62-63%) compared with those NOT in a public school setting (23%).
 - Uninsurance was a relatively common experience for CCEE educators especially those who identified as Hispanic or Black.
 - CCEE uninsurance rates for Black CCEE educators appear higher than the U.S. working adult population.
- 1 in 5 ECE teachers and caregivers work in high-Hispanic-serving settings
 - Many teachers in high-Hispanic-serving centers identify as Latinx, bilingual, and familiar with the immigrant experience
 - More teachers in HHS engaged in mentored professional development experiences than Low-Hispanic serving settings
 - HHS workforce is more likely than LoHS workforce to be in a center receiving public investments
- Head Start teachers are diverse but do not mirror the children they teach
 - There is at least one American Indian or Alaska Native staff member in most Region XI children's classrooms
 - Over one-third of Region XI children's lead teachers speak a Native language in the classroom