

# Appendix 1

## Data Sources

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## About the Workforce / Earnings & Economic Security

 **THREE MAJOR NATIONAL SURVEYS INFORM THE** first two chapters of the *Index*: the [National Survey of Early Care and Education](#),<sup>272</sup> the [Occupational Employment Statistics](#)<sup>273</sup> survey, and the [Current Population Survey](#).<sup>274</sup> Each survey has its own strengths and limitations, necessitating use of one or another for specific purposes.

The **National Survey of Early Care and Education (NSECE)** is a national survey of early care and education settings across the United States. It provides the most detailed, nationally representative information about the ECE workforce by setting and role. Currently, data are only available for 2012, although a follow-up study is planned for 2019, with data likely available in 2020. The NSECE allows for some limited state-level analysis, but the ability to do these analyses varies depending on the sample sizes available for any given research question, and even for the largest states (such as California), basic variables of interest (such as educational attainment by race/ethnicity or by type of program) cannot always be analyzed. In the *Index*, we use the NSECE to describe national and, where possible, state characteristics of the early educator workforce at a level that is far more detailed and relevant to existing variation in the early childhood field compared with what is available in either the Occupational Employment Statistics or the Current Population Survey.

The **Occupational Employment Statistics (OES)** is an ongoing survey of business establishments that reports data for all states but only provides basic earnings and total employment information for *employees* in broad early educator occupations, as defined by the Standard Occupational Classification of the Bureau of Labor Statistics: “childcare workers,” “preschool teachers,” and “education administrators: preschool/childcare center/program,” as well as “kindergarten teacher” and “elementary school teacher.” These data do not include the self-employed and cannot be further broken down by role or setting. In the *Index*, we use the OES survey to report comparable state data on these occupations across all states and the District of Columbia.

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The **Current Population Survey (CPS)** is an ongoing survey of U.S. households that provides somewhat more detailed information for the early educator occupations listed above, as it also uses the Standard Occupational Classification of the Bureau of Labor Statistics, although it should be noted that preschool teachers cannot be distinguished from kindergarten teachers in this dataset. Unlike the OES survey, the CPS can provide estimates on self-employed as well as employee early educators. However, like the NSECE, the ability to perform state-level analyses using the CPS varies depending on the sample sizes available for any given research question. In the *Index*, we use the CPS to estimate earnings for self-employed early educators and to estimate early educator participation in a variety of public income and health care supports.

## Early Childhood Workforce Policies

 **THERE IS NO SINGLE SOURCE OF COMPREHENSIVE** information about early childhood workforce policies across all 50 states. For the 2018 *Index*, CSCCE compiled data across each state in a two-part process. During the first stage (November-December 2017), state early care and education agency websites were reviewed to update and supplement information gathered in the 2016 *Index*. In the second stage (February-March 2018), an online survey was sent to one or more representatives from each state (child care licensing/subsidy administrators, QRIS administrators, registry administrators, etc.) to verify and supplement previously collected information. We received survey responses from at least one representative in every state but one. In the state in which we did not receive a response, we reported publicly available information from the state agency website.

In some instances, we were able to use existing data available from databases and reports covering all 50 states, such as the [NIEER Preschool Yearbook](#)<sup>275</sup> or the [Quality Rating and Improvement Systems Compendium](#).<sup>276</sup>

*The specific data source for each policy indicator can be found under [State Profiles and Assessment, p. 151](#).*

## Family & Income Support Policies

 **MANY FAMILY AND INCOME SUPPORT POLICIES ARE TRACKED** across all 50 states by various research and policy organizations, such as the [National Conference of State Legislatures](#) and the [National Partnership for Women & Families](#). We make use of several cross-state databases and reports to assess whether states provide supports for workers and families.

*The specific data source for each policy indicator can be found under [State Profiles and Assessment, p. 151](#).*

## State Context

State Context Indicators	Data Sources	Notes
Total child population under age 6	<a href="#">Kids Count Data Center – Child population, by single age, 2016</a> <sup>277</sup>	Totals calculated by CSCCE.
% of children under age 6 with all available parents in the labor force	<a href="#">Kids Count Data Center – Children under age 6 with all available parents in the labor force, 2016</a> <sup>278</sup>	The share of children under age 6 whose resident parents are in the civilian labor force.
% of children under age 6 in low-income working families	<a href="#">Kids Count Data Center – Children in low-income working families, by age group, 2016</a> <sup>279</sup>	The share of children under age 6 living in own families that meet two criteria: 1) the family income is less than twice the federal poverty level; 2) at least one parent works 50 or more weeks during the previous year.
Number of early childhood employees	<a href="#">Occupational Employment Statistics, 2017</a> <sup>280</sup>	Total includes the following occupations as defined by the Standard Occupational Classification of the U.S. Bureau of Labor Statistics: “child care workers,” “preschool teachers, excluding special education,” “preschool teachers, special education,” “education administrators: preschool/child care center programs.” These data do not include the self-employed, although home-based child care assistants, who are employees, are likely included in the “child care worker” category. Due to the limited data available across states in the OES survey, state-based surveys or registries may provide more comprehensive estimates of the ECE workforce.

## Earnings & Economic Security

Earnings & Economic Security Indicators	Data Sources	Notes
Median wage, 2015, all occupations (adjusted for inflation)	<a href="#">Occupational Employment Statistics, 2015</a> <sup>281</sup>	Figures for 2015 were adjusted for inflation using the CPI Inflation Calculator from the Bureau of Labor Statistics.
Median wage, 2017, all occupations	<a href="#">Occupational Employment Statistics, 2017</a> <sup>282</sup>	
% change in median wage, all occupations, 2015 vs. 2017	<a href="#">Occupational Employment Statistics, 2017</a> <sup>283</sup>	Figures for 2015 were adjusted for inflation using the CPI Inflation Calculator from the Bureau of Labor Statistics.
Public income support and health care program participation rates	<a href="#">American Community Survey</a> , <sup>284</sup> <a href="#">Current Population Survey</a> , <sup>285</sup> and program administration data	Participation rate in public income support and health care programs (Earned Income Tax Credit, Medicaid/Children’s Health Insurance Program, Food Stamps, Temporary Assistance for Needy Families) for child care workers and their families. Figures available for select states in which there was a sufficient sample size (1,000 year-round child care workers or more).

## Early Childhood Workforce Policies

Assessment Key for Policy Indicators					
0-4 points per category		Stalled			
5-8 points per category		Edging Forward			
9-12 points per category		Making Headway			
Qualifications & Educational Supports					
Indicators	Values & Partial Points		Maximum Points per Indicator	Data Sources	Notes
<b>Minimum qualification levels (pre-K)?</b>	Lead Teacher – BA: Yes/No	1	2	<a href="#">NIEER State of Preschool Yearbook, 2017</a> <sup>286</sup>	State requires a bachelor's degree for all lead teachers in publicly funded pre-K programs.
	Assistant Teacher – CDA/ Equivalent or higher: Yes/No	1			States requires at least a Child Development Associate® Credential (CDA) or equivalent for assistant teachers in publicly funded pre-K programs.
<b>Minimum qualification levels (licensed centers)?</b>	Center Director – BA: Yes/No	1	3	CSCCE scan of state licensing requirements	State requires a bachelor's degree for directors of licensed child care centers.
	Lead Teacher – BA: Yes/No	1			State requires a bachelor's degree for teachers who may lead groups of children in licensed child care centers.
	Assistant Teacher – CDA/ Equivalent or higher: Yes/No	1			State requires at least a Child Development Associate® Credential (CDA) or equivalent for assistant teachers in licensed child care settings.
<b>Minimum qualification levels (licensed home-based)?</b>	Lead Teacher – BA: Yes/No	1	2		State requires a bachelor's degree for teachers who may lead groups of children in licensed child care homes.
	Assistant Teacher – CDA/ Equivalent or higher: Yes/No	1			State requires at least a Child Development Associate® Credential (CDA) or equivalent for assistant teachers in licensed child care homes.
<b>Scholarships to support educational pathways?</b>	BA	1	3	CSCCE scan of state agency websites; CSCCE survey of state representatives, 2018	Scholarship funds can be applied to fees and/or tuition for coursework for a Child Development Associate® Credential (CDA) or equivalent, associate degree, or bachelor's degree. Eight semester college credits or 120 clock hours of training were used as the standard for establishing equivalence with the CDA. <sup>287</sup> Books, paid release time, travel reimbursement, supplies, and other supports may or may not be included. Some states have more than one scholarship program.
	AA	1			
	CDA or equivalent	1			
<b>Collects data on scholarship recipients?</b>	Yes/No		2		Scholarship program collects basic data on recipients that may include total number of recipients, as well as information on demographics, geographical area, etc.
<b>Total</b>			<b>12</b>		

## Early Childhood Workforce Policies

Work Environments					
Indicators	Values & Partial Points		Maximum Points per Indicator	Data Sources	Notes
In QRIS standards: Paid professional development time?	Centers: Yes/No	2	4	<a href="#">QRIS Compendium</a> , 2017 <sup>288</sup>	State's Quality Rating and Improvement System includes this marker of quality for center- or home-based providers.
	Homes: Yes/No	2			
In QRIS standards: Paid planning/preparation time?	Centers: Yes/No	2	4		
	Homes: Yes/No	2			
In QRIS standards: Salary scale/benefits?	Centers: Yes/No	2	4		
	Homes: Yes/No	2			
<b>Total</b>			<b>12</b>		

Compensation & Financial Relief					
Indicators	Values & Partial Points		Maximum Points per Indicator	Data Sources	Notes
Compensation: Salary parity for publicly funded pre-K teachers?	Parity (all)	3	3	<a href="#">NIEER State of Preschool Yearbook</a> , 2016 <sup>289</sup>	State requires the same starting salary and salary schedule for teachers in state-funded pre-K programs as for teachers in K-12.
	Parity (some)	2			State requires the same starting salary and salary schedule for <i>some</i> , but not <i>all</i> , publicly funded pre-K teachers.
	Partial parity or sub-parity (all)	1			Partial Parity: State requires the same starting salary, but not the same salary schedule. Sub-Parity: Pro-rating to take account of differences in work hours is either not included or not reported.
Compensation: Required standards (outside pre-K)?	Yes/No		3	CSCCE scan of state agency websites; CSCCE survey of state representatives, 2018	State requires compensation standards outside of pre-K programs as a condition of public funding.
Compensation: Standards guidelines or plans (outside pre-K)?	Guidelines: Yes/No	2	2		State has articulated compensation standards or guidelines for programs outside of publicly funded pre-K.
	Plans only: Yes/No	1			State has plans to develop guidelines for compensation standards or guidelines outside of publicly funded pre-K.
Compensation: Earmarks for salaries in public funding (outside pre-K)?	Yes/No		1		State funding includes earmarks specifically for salaries outside of publicly funded pre-K.
Financial Relief: Stipend or tax credit?	Yes/No		2		State offers a stipend or tax credit to supplement early educator pay.
Financial Relief: Bonus?	Yes/No		1		State offers a bonus, typically a one-time award, linked to educational attainment.
<b>Total</b>			<b>12</b>		

## Early Childhood Workforce Policies

Workforce Data					
Indicators	Values & Partial Points		Maximum Points per Indicator	Data Sources	Notes
<b>Inclusive across settings?</b>	Licensed+	7	7	CSCCE scan of state agency websites; CSCCE survey of state representatives, 2018	State registry requires participation for directors and teaching staff in licensed settings and one or more additional settings (public pre-K programs, Head Start, and/or license-exempt child care); OR state survey samples all licensed settings and one or more additional settings (public pre-K programs, Head Start, and/or license-exempt child care).
	All licensed settings	5			State registry requires participation for directors and teaching staff in licensed settings; OR state's survey samples all licensed settings.
	All other: Defined, Voluntary, Not applicable	0			States that do not fulfill the criteria of either the "licensed" or "licensed+" categories receive no points, in order to convey the importance of collecting data across the ECE workforce, regardless of setting or program funding. In practice, these are states that do not have one of these data collection mechanisms; states that have workforce registries with voluntary rather than required participation for the "licensed" or "licensed+" settings described in the text; or states with either workforce registries or surveys that include some defined sub-set of the ECE workforce (e.g., registries that require membership for all early educators participating in state-funded professional development initiatives or surveys of public pre-K teachers).
<b>Collects compensation data?</b>	Wages: Yes/No	1	2		State registry OR survey collects data on wages and/or benefits.
	Benefits: Yes/No	1			
<b>Collects race/ethnicity data?</b>	Yes/No		2		State registry OR survey collects data on race/ethnicity of the workforce.
<b>Summary data reported online?</b>	Yes/No		1		State reports online information on the early childhood workforce from their registry OR survey.
<b>Total</b>			<b>12</b>		
Financial Resources					
Indicators	Values & Partial Points		Maximum Points per Indicator	Data Sources	Notes
<b>Pre-K per-child spending as % of K-12: Greater than 50%?</b>	Yes/No		6	<a href="#">NIEER State of Preschool Yearbook, 2017</a> <sup>290</sup>	State per-child spending on pre-K is more than 50% of state per-child spending on K-12. The <i>NIEER Yearbooks</i> are the most comprehensive source on pre-K spending by state but may underestimate sources of federal and local funding. Furthermore, they do not include special education funding, which may represent a not-insignificant proportion of total K-12 spending, depending on the state. However, there is no recent state-by-state data on K-12 special education funding, which could be used to adjust these totals to more adequately assess differences in pre-K and K-12 spending, excluding special education funding.
<b>State reports extra CCDBG spending?</b>	Yes/No		6	Communication with <a href="#">Center for Law and Social Policy, 2018</a> <sup>291</sup>	State reported spending additional matching or Maintenance of Effort (MOE) funds for the federal Child Care Development Block Grant.
<b>Total</b>			<b>12</b>		

## Family & Income Support Policies

Income Supports				
Indicators	Values & Partial Points	Maximum Points per Indicator	Data Sources	Notes
<b>State Minimum Wage: Higher than federal and indexed for inflation?</b>	Yes/No	4	<a href="#">Internal Revenue Service, State and Local Governments with Earned Income Tax Credit, 2018.</a> <sup>292</sup>	State has a minimum wage that is higher than the federal minimum wage and is indexed for inflation.
<b>EITC: State has refundable credit?</b>	Yes/No	4	<a href="#">National Conference of State Legislatures, 2018 Minimum Wages by State, 2018.</a> <sup>293</sup>	State has an Earned Income Tax Credit that is refundable.
<b>Child &amp; Dependent Care Tax Credit: State has refundable credit?</b>	Yes/No	4	<a href="#">Tax Credits for Working Families, States Tax Credits, n.d.</a> <sup>294</sup>	State has a child care tax credit that is refundable.
<b>Total</b>		<b>12</b>		

Health & Well-Being				
Indicators	Values & Partial Points	Maximum Points per Indicator	Data Sources	Notes
<b>State-wide mandated paid sick leave?</b>	Yes/No	4	<a href="#">National Partnership for Women &amp; Families, Paid Sick Days – State and District Statutes, 2018.</a> <sup>295</sup>	State has a paid sick days law.
<b>State-wide mandated family leave?</b>	Yes/No	4	<a href="#">National Partnership for Women &amp; Families, State Paid Family and Medical Leave Insurance Laws, 2018.</a> <sup>296</sup>	State has a paid family leave law.
<b>Expanded Medicaid?</b>	Yes/No	4	<a href="#">Families USA, A 50-State Look at Medicaid Expansion, 2018.</a> <sup>297</sup>	State has expanded Medicaid eligibility under the provisions of the federal Affordable Care Act.
<b>Total</b>		<b>12</b>		

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# Endnotes

## Appendix 1: Data Sources

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