



National Survey of
Early Care & Education

CHARTBOOK

Characteristics of Classrooms in Center-based Child Care and Early Education Settings

OPRE Report #2023-100
July 2023

What's Inside

- ▶ **Indicators of quality within classrooms**
- ▶ **Public funding within classrooms**
- ▶ **Presence of Hispanic/Latino staff and enrolled children in classrooms**

This chartbook presents nationally representative estimates of center-based child care and early education (CCEE) classrooms serving at least one child age 5 and under not yet in kindergarten, using data from the 2019 National Survey of Early Care and Education (NSECE). [Key Definitions](#) are found in the next section. The chartbook describes characteristics of classrooms such as: indicators of quality, combinations of public funding within the classroom, and the presence of Hispanic/Latino staff and enrolled children in a classroom.

The chartbook features:

Classroom group size by ages served, Child to adult ratio by ages served, Highest educational degree of staff in the classroom by age group, Combinations of public funding, Presence of Hispanic/Latino staff and enrolled children in classrooms

Selected Findings

The 2019 NSECE national estimate of center-based providers serving children age 5 and under not yet in kindergarten is 121,000 centers with a total of 592,000 classrooms. These classrooms included

- 194,000 classrooms (33%) for children under age 3,
- 288,000 classrooms (49%) for children ages 3 through 5,
- 47,400 classrooms (8%) serving both age groups,

with the remaining classrooms not classified due to incomplete information on the ages of children served or having only school-age children at the time of interview.

Child group sizes (by child age) and child to adult (child:staff) ratios for each age group of children receiving care vary across states and territories.¹

Group sizes by classroom age group

- Classrooms for children under age 3 had a mean enrollment of 9.5.
- Classrooms for children ages 3 through 5 had a mean enrollment of 16.6.

Child to adult ratio by classroom age group

- The ratio of children to adults in classrooms for children under age 3 had a mean of 3.6.
- The ratio of children to adults in classrooms for children ages 3 through 5 had a mean of 6.3.

¹ For context, consider group size and child:staff ratio recommendations from the American Academy of Pediatrics, American Public Health Association, & National Resource Center for Health and Safety in Child Care and Early Education. (2019). [Caring for our children: National health and safety performance standards: Guidelines for early care and education programs \(4th ed.\)](https://childcare.gov/consumer-education/ratios-and-group-sizes), cited by <https://childcare.gov/consumer-education/ratios-and-group-sizes>. Group sizes: children under 12 months (6 children), children 12 to 35 months (8 children), three-year-olds (14 children), four and five-year-olds (16 children). Child:adult ratios: children younger than 12 months (3:1), children 12-35 months (4:1), 3-year-olds (7:1), and 4 and 5-year-olds (8:1).

Highest educational degree of staff in the classroom by age group

- In classrooms for children under age 3, 25% of classrooms have staff with a 4-year college degree, and 45% of classrooms have no staff with a 2-year or 4-year college degree.
- In classrooms for children ages 3 through 5, 61% of classrooms have staff with a 4-year college degree, and 19% of classrooms have no staff with a 2-year or 4-year college degree.

Funding at the provider and classroom level

- Both centers and classrooms can be classified in terms of the combination of public funding they received. In 2019, looking only at centers that did not receive funds from the Child Care and Development Fund (CCDF) child care subsidy program but did receive funds from either Head Start or public pre-K funds (but not both), 21% of classrooms had at least one child whose enrollment was supported by Head Start or public pre-K, while 79% of classrooms had no children whose enrollment was supported by Head Start or public pre-K.

Presence of Hispanic/Latino staff and enrolled children in classroom

- 25% of all classrooms had at least one Hispanic/Latino child and also at least one Hispanic/Latino teacher, assistant, or aide in the classroom.
- 21% of all classrooms had at least one Hispanic/Latino child but no Hispanic/Latino teacher, assistant, or aide in the classroom.

About the structure of the chartbook:

This chartbook describes center-based CCEE classrooms in 2019. Estimates come from the 2019 NSECE Center-based Provider Survey and the 2019 NSECE Workforce Survey. Appendix I contains detailed tables with point estimates and standard errors for each exhibit in the chartbook. The tables are numbered to align with their corresponding chart exhibits.

About the data for this chartbook. This chartbook draws from data collected in the 2019 NSECE Center-based Provider Survey and 2019 NSECE Workforce Survey.

In the NSECE, a center-based provider delivers CCEE services to children age five and under, not yet in kindergarten, at a single location. Center-based providers were identified from a national provider sampling frame built from state or national administrative lists such as state licensing lists, Head Start program records, or lists of public pre-K programs obtained from each state. These providers included regulated, licensed, and other private providers as well. Respondents to these nationally-representative surveys were directors or other instructional leaders of center-based CCEE providers to children age five and under, not yet in kindergarten. This chartbook uses data for approximately 6,900 centers.

2019 NSECE Workforce Survey respondents were sampled from the Center-Based Provider 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, with one or two instructional staff members from that classroom sampled for the Workforce Survey. This chartbook focuses on center-based workforce members (teachers, assistants and aides) who were assigned to classrooms that served children age 5 and under, not yet in kindergarten. This chartbook uses data from almost 5,200 workers.

About the NSECE. The 2019 National Survey of Early Care and Education (NSECE) is a set of four integrated, nationally representative surveys conducted in 2019. These were surveys of 1) households with children under 13, 2) home-based providers of CCEE, 3) center-based providers of CCEE, and 4) the center-based provider workforce. Together, they characterize the supply of and demand for early care and education in America in 2019 and permit better understanding of how well families' needs and preferences coordinated with providers' offerings and constraints. The study was 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.

Key Definitions

Classroom age group category

Center-based classrooms have been categorized into age groups based on the ages of the youngest and oldest children in the classroom, as reported by the center director or an instructional leader in the center-based provider interview.

Under 3 Years If all children are under 36 months, then the classroom is in the Under 3 years category

Ages 3 through 5 If at least one child is 36 through 71 months and no children are under 36 months, then the classroom is in the Ages 3 through 5 category

Serves Both If at least one child is under 36 months and one child is 36 through 71 months, then the classroom is in the Serves both category

There are some classrooms that indicated the youngest children to be over 72 months at the time of the survey. These classrooms have been classified as school age children classrooms. Other classrooms did not provide enough information to categorize the classroom's ages of children served.

Child to adult ratio

Child to adult ratio is the number of children present during the most recent activity period (as defined by the respondent) divided by number of teachers, aides or assistants present during the most recent activity period. Information was reported by the center director or an instructional leader in the center-based provider interview.

Highest educational degree of staff in the classroom

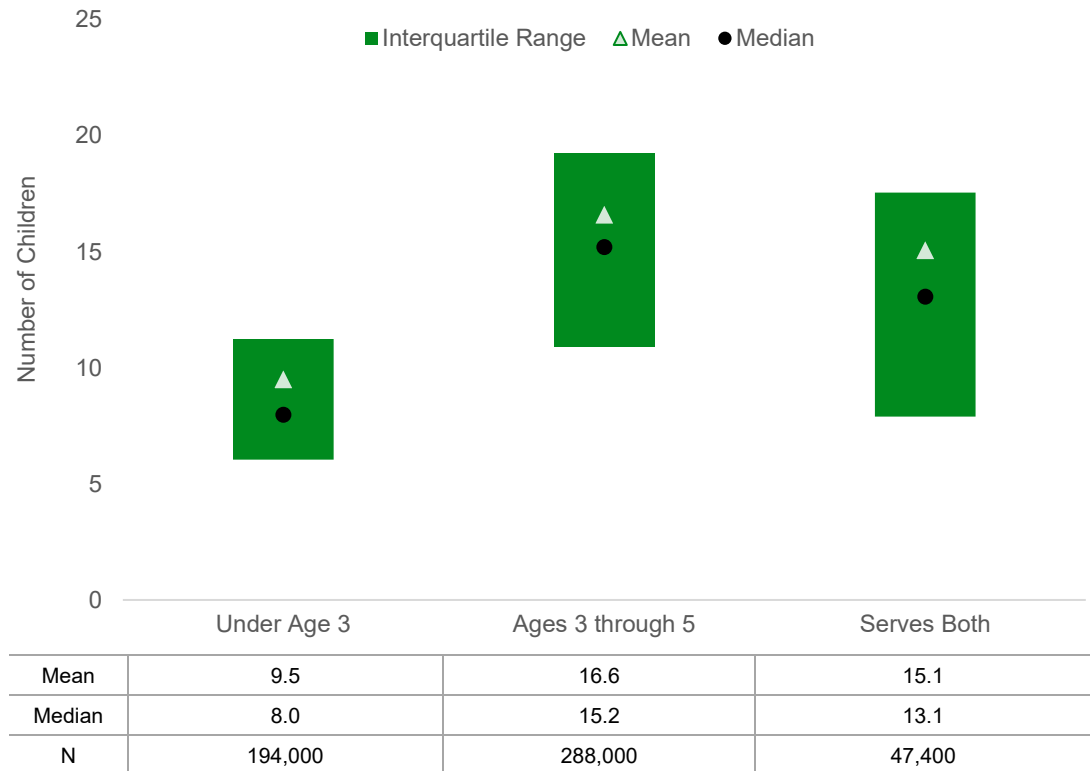
The Center-based Provider questionnaire collected the highest degree for each teacher, assistant and aide in the classroom. The highest degree of any teacher, assistant teacher, or aide in the classroom is reported for that classroom.

Combinations of Public Funding

Programs were categorized based on their receipt of funds from Head Start/Early Head Start, public pre-K, and/or child care subsidies through the Child Care and Development Fund (CCDF). Receipt of funds was based on the center-based provider's report of serving any children funded by each of these sources. Four mutually exclusive categories were created: (1) Funded by Head Start/Early Head Start and/or public pre-K, but not CCDF; (2) Funded by at least two of the three: Head Start/Early Head Start, public pre-K, or CCDF; (3) CCDF funded, but not funded by Head Start/Early Head Start or public pre-K; and (4) not funded by Head Start, Early Head Start, public pre-K, or CCDF.

Center directors answered a series of questions about the randomly selected classroom. Directors reported group size in response to the question, "In the most recent activity period, how many children were in this group?" In 2019, at the mean, group size for classrooms with children under age 3 was between 9 and 10 children (mean 9.5).² At the mean, classrooms with children ages 3 through 5 had a group size between 16 and 17 (mean 16.6) and classrooms serving both age groups had a mean group size between 15 and 16 (mean 15.1).

Exhibit 1 Classroom Group Size by Age Group Served



Source: 2019 NSECE Center-based Provider Survey

Notes: The classroom weight sums to the total number of classrooms in centers in the U.S. that serve children age 5 and under, not yet in kindergarten. It can be used to create estimates that describe classrooms within centers in the U.S. that serve children ages 0 through 5. The center-based classroom weight CB9_WEIGHT_CLSM is intended to be used with the center-based classroom variables. Classrooms with children under age 3 make up 32.8% (194,000) of classrooms, those with children ages 3 through 5 make up 48.7% (288,000), and those serving both age groups make up 8.0% (47,400).

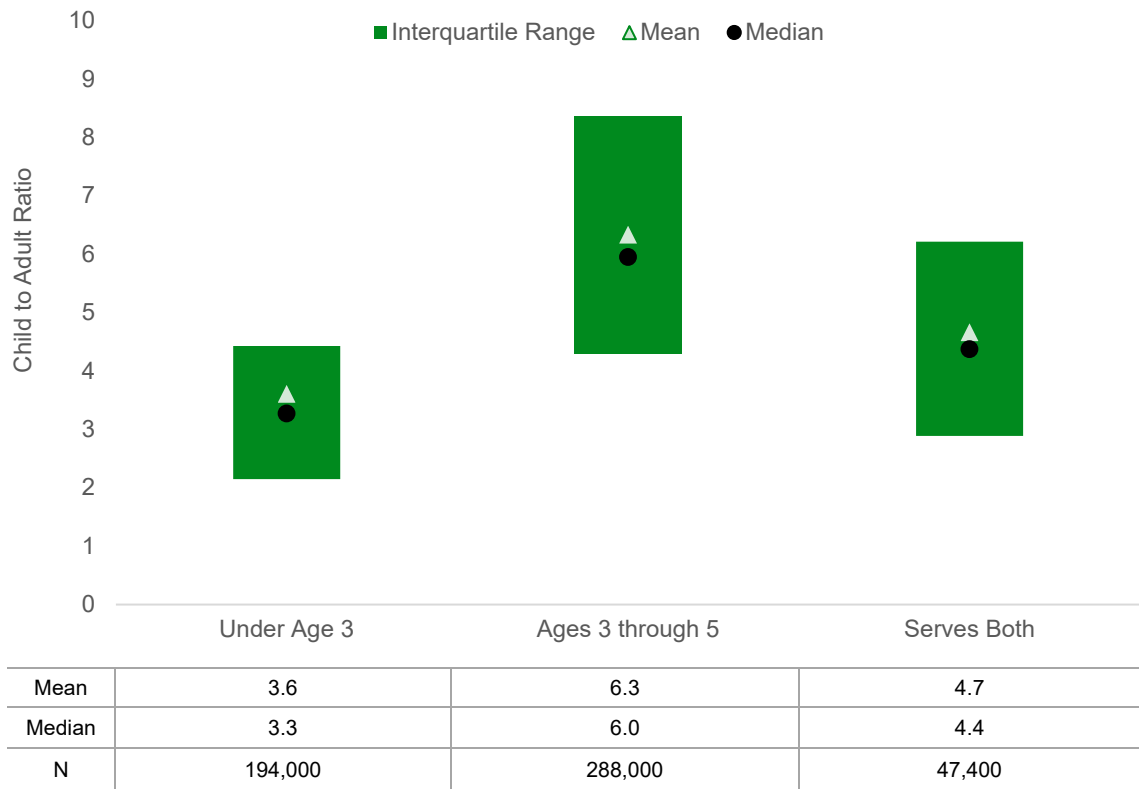
Citation: A R Datta, B David (2023). Characteristics of Classrooms in Center-based Child Care and Early Education Settings. OPRE Report No. 2023-100, Washington DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. Available at: <https://www.acf.hhs.gov/opre/project/national-survey-early-care-and-education-2019-2017-2022>

(See Appendix Table 1 and Appendix Table 8)

² For context, consider group size recommendations from the American Academy of Pediatrics, American Public Health Association, & National Resource Center for Health and Safety in Child Care and Early Education. (2019). *Caring for our children: National health and safety performance standards: Guidelines for early care and education programs (4th ed.)* cited by <https://childcare.gov/consumer-education/ratios-and-group-sizes>. Group sizes: children under 12 months (6 children), children 12 to 35 months (8 children), three-year-olds (14 children), four and five-year-olds (16 children).

In 2019, at the mean, there were between 3 and 4 children for each adult in classrooms with all children under age 3 (mean ratio 3.6)³. In classrooms with children ages 3 through 5, there were at the mean between 6 and 7 children for each adult (mean ratio 6.3), while in classrooms serving both age groups, there were at the mean between 4 and 5 children for each adult (mean ratio 4.7). The American Academy of Pediatrics general recommendations for staff:child ratios are 1:3 for children younger than 12 months, 1:4 for children 12-35 months, 1:7 for 3-year-olds, and 1:8 for 4 and 5-year-olds.

Exhibit 2 Child to Adult Ratio by Age Group Served



Source: 2019 NSECE Center-based Provider Survey

Notes: Child to adult ratio is calculated using the number of children and teachers, assistants and aides present during the most recent activity. The ratio is the number of children present during the most recent activity period divided by number of staff during the most recent activity period.

Citation: A R Datta, B David (2023). Characteristics of Classrooms in Center-based Child Care and Early Education Settings. OPRE Report No. 2023-100, Washington DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. Available at: <https://www.acf.hhs.gov/opre/project/national-survey-early-care-and-education-2019-2017-2022>

(See Appendix Table 2)

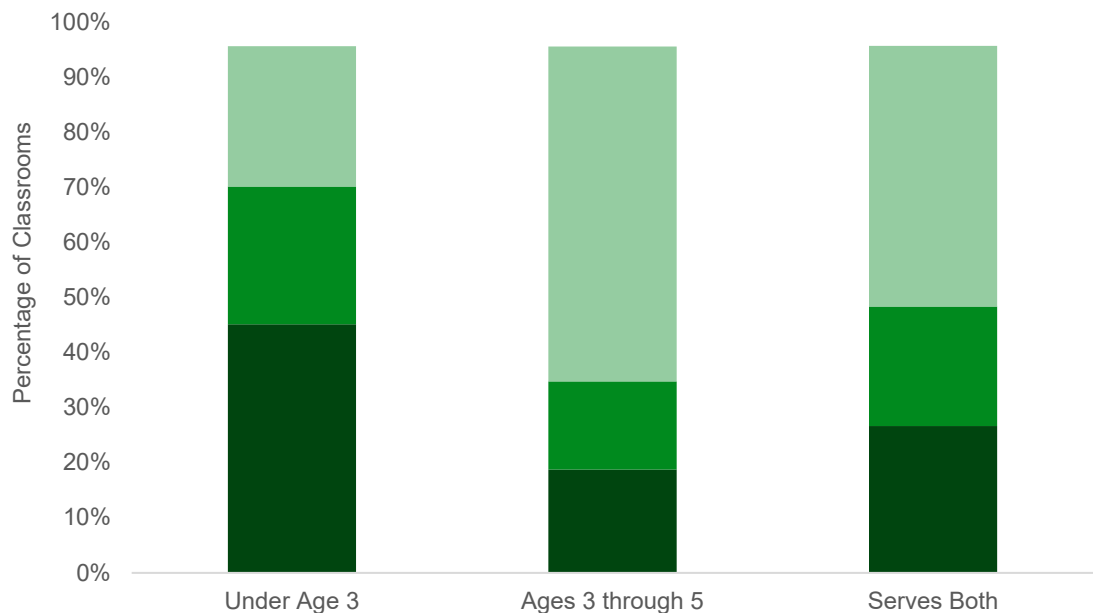
³ For context, consider child:staff ratio recommendations from the American Academy of Pediatrics, American Public Health Association, & National Resource Center for Health and Safety in Child Care and Early Education. (2019). *Caring for our children: National health and safety performance standards: Guidelines for early care and education programs (4th ed.)* cited by <https://childcare.gov/consumer-education/ratios-and-group-sizes>. Child: adult ratios: children younger than 12 months (3:1), children 12-35 months (4:1), 3-year-olds (7:1), and 4 and 5-year-olds (8:1).

In 2019, among classrooms for children under age 3, 25.4% of classrooms had at least one staff person with a 4-year college degree, while 45.1% of classrooms had no staff who had a 2- or 4-year college degree.

In classrooms for children ages 3 through 5, some 60.7% of classrooms had at least one staff person with a 4-year college degree, while 18.7% had no staff with a 2- or 4-year college degree.

In classrooms serving both age groups, some 47.3% had at least one staff person with a 4-year-degree, while 26.6% of classrooms had no staff with a 2- or 4-year college degree.

Exhibit 3 Highest Educational Degree of Staff in the Classroom by Age Group Served



	Under Age 3	Ages 3 through 5	Serves Both
4-year college degree	25.4%	60.7%	47.3%
2-year college degree	25.0%	16.0%	21.7%
No college degree	45.1%	18.7%	26.6%
N of classrooms	194,000	288,000	47,400

Source: 2019 NSECE Center-based Provider Survey

Notes: The Center-based Provider Survey collected the highest degree among the teachers, assistants and aides in the classroom. The highest degree of all the teacher, assistants and aides is reported for that classroom.

Citation: A R Datta, B David (2023). Characteristics of Classrooms in Center-based Child Care and Early Education Settings. OPRE Report No. 2023-100, Washington DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. Available at: <https://www.acf.hhs.gov/opre/project/national-survey-early-care-and-education-2019-2017-2022>

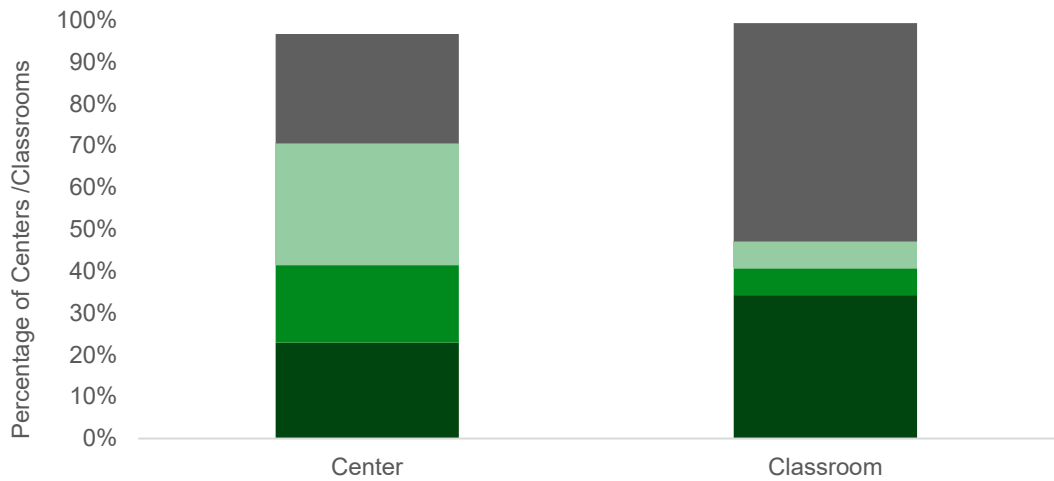
(See Appendix Table 3)

Both centers and classrooms can be classified in terms of the combination of public funding they received. In 2019, 22.9% of centers received funding from the Child Care and Development Fund (CCDF) subsidy program (but not Head Start or public pre-K), 18.5% of centers received funding from either Head Start or public pre-K (but not both, and not CCDF) and 29.1% received blended funding from at least 2 of the 3 funding sources CCDF, Head Start or public pre-K.

At the classroom level, 34.3% of classrooms received funding from CCDF only, 6.4% of classrooms received funding from either Head Start or public pre-K (but not both), and 6.4% of classrooms received blended funding from at least 2 of the 3 funding sources CCDF, Head Start or public pre-K.

Overall, while 26.2% of all centers received no funds from CCDF, Head Start or public pre-K, 52.2% of all individual classrooms received no funds from these three public sources.

Exhibit 4 Center and Classroom Percent of Combinations of Funding



■ None from these sources	26.2%	52.2%
■ At least two of public pre-K, Head Start or CCDF	29.1%	6.4%
■ Either public pre-K or Head Start	18.5%	6.4%
■ Only CCDF	22.9%	34.3%
N	121,000	592,000

Source: 2019 NSECE Center-based Provider Survey

Notes: Centers were asked about the combination of sources of government funding from which they receive funding. Specifically, centers could have received funding from state pre-K or local government (e.g., pre-K funding from local school board or other local agency, grants from city or county government) and Head Start (including Early Head Start), child care subsidy programs such as CCDF or TANF.

Alternatively, centers could have received no government funding.

Citation: A R Datta, B David (2023). Characteristics of Classrooms in Center-based Child Care and Early Education Settings. OPRE Report No. 2023-100, Washington DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. Available at: <https://www.acf.hhs.gov/opre/project/national-survey-early-care-and-education-2019-2017-2022>

(See Appendix Table 4)

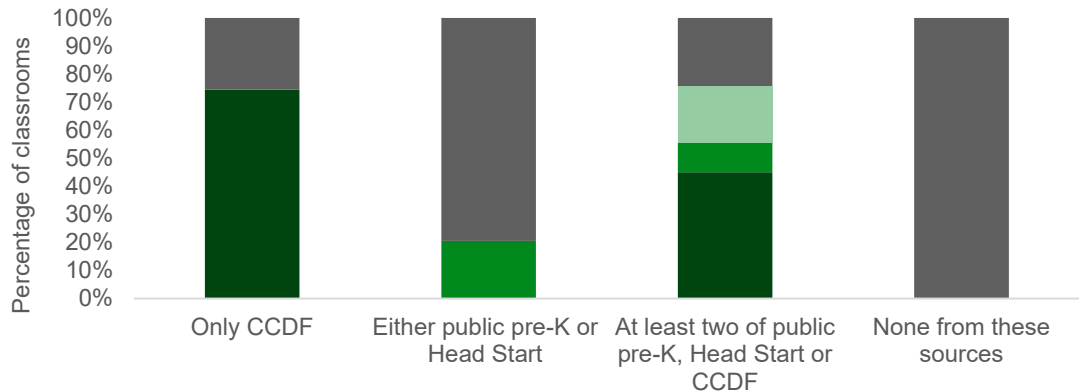
Since centers and classrooms do not receive the same combinations of public funding, it can be informative to examine classrooms' combinations of public funding within the context of their own center's combination of public funding.

In 2019, in centers that received CCDF funds (but not Head Start or public pre-K), 74.4 % of classrooms also received CCDF funds. In these centers, 25.6% of classrooms reported no children funded by CCDF.

In 2019, in centers that received either Head Start or public pre-K funds (but not both and not CCDF), 20.6% of classrooms received the same combination of public funds (either Head Start or public pre-K), while 79.4% of classrooms had no children whose enrollment was supported by Head Start or public pre-K.

CCDF funds are distributed throughout classrooms in a center, while Head Start and public pre-K funds are concentrated in a smaller number of classrooms within centers. The smaller number of classrooms receiving Head Start or public pre-K funds could be partially due to these programs funding primarily 3–5-year-olds, whereas CCDF funds all ages under 13.

Exhibit 5 Classroom Combination of Public Funding by Center Combination of Public Funding



■ None from these sources	25.6%	79.4%	24.2%	100.0%
■ At least two of public pre-K, Head Start or CCDF	-	-	20.2%	-
■ Either public pre-K or Head Start	-	20.6%	10.6%	-
■ Only CCDF	74.4%	-	45.0%	-
N	159,000	87,200	188,400	153,000

Source: 2019 NSECE Center-based Provider Survey

Notes: Centers and classrooms were classified as receiving funding from a given source if they reported that at least one child in any age group was funded by this source. Specifically, a single child within a classroom could be receiving funding from state or local public pre-K dollars, Head Start (including Early Head Start), private dollars (including parent payments or community organizations), and child care subsidy programs such as CCDF or TANF. Alternatively, classrooms can contain children who receive funding from none of these sources.

Citation: A R Datta, B David (2023). Characteristics of Classrooms in Center-based Child Care and Early Education Settings. OPRE Report No. 2023-100, Washington DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. Available at: <https://www.acf.hhs.gov/opre/project/national-survey-early-care-and-education-2019-2017-2022>

(See Appendix Table 5)

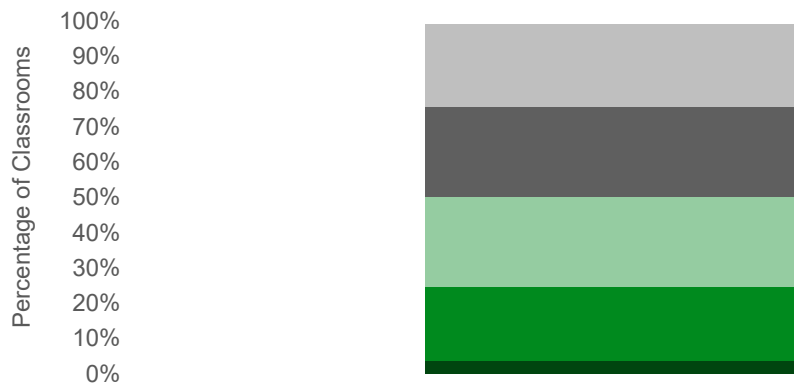
Culturally responsive care can include classrooms where children and staff share racial or ethnic backgrounds. Exhibit 6 presents illustrative analyses for Hispanic/Latino children and staff. Similar analyses can be done for other races/ethnicities.

A randomly selected teacher, assistant or aide in each classroom reported on the races and ethnicities of children and staff in the classroom. Based on these reports, in 2019, 25.4% of classrooms had at least one Hispanic/Latino child and at least one Hispanic/Latino teacher, assistant, or aide in the classroom. In these classrooms, there were 2.5 million enrolled children, 758,000 who were Hispanic/Latino.

In 21.2% of classrooms there was at least one Hispanic/Latino child but no Hispanic/Latino teacher, assistant, or aide in the classroom. In these classrooms, there were 2 million enrolled children, 220,000 who were Hispanic/Latino.

For 23.3% of classrooms, not enough information is available for either children or staff in the classroom to be able to categorize the classroom. There were 1.8 million enrolled children in classrooms with not enough information on the children or staff.

Exhibit 6 Percent of Classrooms with Presence of Hispanic/Latino Staff and Enrolled Children



■ Not enough information to categorize	23.3%
■ Has no Hispanic/Latino child or Hispanic/Latino staff	25.6%
■ Has Hispanic/Latino children and staff	25.4%
■ Has Hispanic/Latino children but no Hispanic/Latino staff	21.2%
■ Has no Hispanic/Latino children but has Hispanic/Latino staff	3.6%
N	592,000

Source: 2019 NSECE Workforce Survey

Notes: Child and staff ethnicities were reported by the 2019 NSECE Workforce Survey respondent, who was a randomly selected teacher, aide or assistant in a randomly selected classroom at the center-based provider participating in the 2019 NSECE Center-based Provider Survey. The analysis above reports on ethnicity; Hispanic/Latino staff and children may or may not speak Spanish.

Citation: A R Datta, B David (2023). Characteristics of Classrooms in Center-based Child Care and Early Education Settings. OPRE Report No. 2023-100, Washington DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. Available at: <https://www.acf.hhs.gov/opre/project/national-survey-early-care-and-education-2019-2017-2022>

(See Appendix Tables 6 and 7)

References

National Survey of Early Care and Education Project Team (2022). 2019 NSECE Data Collection and Sampling Methodology Report. OPRE Report #2021-118, Washington DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. Available at: <https://www.acf.hhs.gov/opre/project/national-survey-early-care-and-education-2019-2017-2022>

A R Datta, Z Gebhardt, C Zapata-Gietl (2021). Center-based Early Care and Education Providers in 2012 and 2019: Counts and Characteristics. OPRE Report No. 2021-222, Washington DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. Available at: <https://www.acf.hhs.gov/opre/project/national-survey-early-care-and-education-2019-2017-2022>

Useful Links

For more information

NSECE Resources page

<https://www.researchconnections.org/childcare/resources/19778>

Questionnaires

2019 Workforce Questionnaire

<https://www.acf.hhs.gov/opre/report/national-survey-early-care-and-education-2019-classroom-staff-workforce-questionnaire>

2019 Center-based Questionnaire

<https://www.acf.hhs.gov/opre/report/national-survey-early-care-and-education-2019-center-based-provider-questionnaire>

2019/2012 NSECE Quick Tabulation Data File and Documentation for Workforce

<https://www.childandfamilydataarchive.org/cfda/archives/CFDA/studies/37941>

2019 NSECE Public Use User's Guide for Workforce

<https://www.acf.hhs.gov/opre/report/2019-national-survey-early-care-and-education-nsece-users-guide-workforce>

2019 NSECE Public Use User's Guide for Center-based

https://www.icpsr.umich.edu/files/cfda/nsece-resources/documentation/2019/UsersGuides/37941-0006-User_guide.pdf

Questions about the NSECE data

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<https://www.acf.hhs.gov/opre/project/national-survey-early-care-and-education-2019-2017-2022>

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Appendix I. Detailed Tables

Table A1. Classroom Group Size by Age Group Served, 2019

	Mean	SE of Mean	25 th Pctile	Median	75 th Pctile
Centers with only administrative data	3.8	2.37	0.0	0.0	0.0
Under Age 3	9.5	0.21	6.0	8.0	11.2
Ages 3 through 5	16.6	0.35	10.9	15.2	19.3
Serves Both	15.1	0.97	7.9	13.1	17.6
School Age	20.5	1.99	10.7	14.6	23.0
Don't Know/Refuse/Missing	14.2	1.67	0.0	11.2	19.1

Source: 2019 NSECE Center-based Provider Survey

Table A2. Child to Adult Ratio by Age Group Served, 2019

	Mean Ratio	SE of Mean	25 th Pctile	Median Ratio	75 th Pctile
Centers with only administrative data	0.0	0.00	0.0	0.0	0.0
Under Age 3	3.6	0.09	2.1	3.3	4.4
Ages 3 through 5	6.3	0.11	4.3	6.0	8.4
Serves Both	4.7	0.24	2.9	4.4	6.2
School Age	7.5	0.64	3.9	5.9	9.4
Don't Know/Refuse/Missing	4.5	0.42	0.9	3.8	6.5

Source: 2019 NSECE Center-based Provider Survey

Table A3. Highest Degree among Staff in the Classroom by Age Group Served, 2019

	Centers with only administrative data				Under Age 3				Ages 3 through 5			
	Count of Classrooms	SE of Count	Percent of Classrooms	SE of Percent	Count of Classrooms	SE of Count	Percent of Classrooms	SE of Percent	Count of Classrooms	SE of Count	Percent of Classrooms	SE of Percent
Centers with only administrative data	4,020	1,010	100.0%	0.00%	-	-	-	-	-	-	-	-
No college degree	-	-	-	-	87,600	6,830	45.1%	2.25%	54,000	5,170	18.7%	1.62%
2-year college degree	-	-	-	-	48,500	5,070	25.0%	2.08%	46,100	4,500	16.0%	1.28%
4-year college degree	-	-	-	-	49,400	5,140	25.4%	2.00%	175,000	11,000	60.7%	1.99%
Don't Know/Refuse	-	-	-	-	8,610	1,310	4.4%	0.64%	13,000	2,720	4.5%	0.90%
	Serves Both				School Age				Don't Know/Refuse/Missing			
	Count of Classrooms	SE of Count	Percent of Classrooms	SE of Percent	Count of Classrooms	SE of Count	Percent of Classrooms	SE of Percent	Count of Classrooms	SE of Count	Percent of Classrooms	SE of Percent
Centers with only administrative data	-	-	-	-	-	-	-	-	-	-	-	-
No college degree	12,600	2,450	26.6%	4.35%	2,770	825	16.6%	5.18%	11,400	2,480	27.7%	4.94%
2-year college degree	10,300	1,820	21.7%	3.58%	2,760	1,190	16.5%	6.62%	6,950	1,690	16.8%	3.86%
4-year college degree	22,400	3,370	47.3%	4.72%	10,700	2,860	64.0%	8.19%	14,100	2,640	34.0%	5.11%
Don't Know/Refuse	2,070	622	4.4%	1.28%	488	292	2.9%	1.80%	8,930	2,420	21.6%	5.11%

Source: 2019 NSECE Center-based Provider Survey

Table A4. Center and Classroom Combinations of Public Funding, 2019

	Centers				Classrooms			
	Center Count	SE of Count	Col %	SE of %	Classroom Count	SE of Count	Col %	SE of %
Centers with only administrative data	3,990	991	3.3%	0.79%	4,020	1,010	0.7%	0.17%
Only CCDF	27,800	1,660	22.9%	1.12%	203,000	12,200	34.3%	1.47%
Either public pre-K or Head Start	22,500	1,570	18.5%	1.15%	37,800	4,970	6.4%	0.80%
At least two of public pre-K, Head Start or CCDF	35,300	2,280	29.1%	1.39%	38,000	4,230	6.4%	0.65%
None from these sources	31,700	2,330	26.2%	1.38%	309,000	18,600	52.2%	1.75%

Source: 2019 NSECE Center-based Provider Survey

Table A5. Combinations of Classroom Public Funding by Center Combination of Public Funding, 2019

	Centers with only administrative data				Only CCDF				Only public pre-K or Head Start			
	Classroom Count	SE of Count	Classroom %	SE of %	Classroom Count	SE of Count	Classroom %	SE of %	Classroom Count	SE of Count	Classroom %	SE of %
Centers with only administrative data	4,020	1,010	100.0%	0.00%	-	-	-	-	-	-	-	-
Only CCDF	-	-	-	-	118,000	8,440	74.4%	2.55%	-	-	-	-
Either public pre-K or Head Start	-	-	-	-	-	-	-	-	17,900	3,540	20.6%	3.34%
At least two of public pre-K, Head Start or CCDF	-	-	-	-	-	-	-	-	-	-	-	-
None from these sources	-	-	-	-	40,500	4,950	25.6%	2.55%	69,300	5,400	79.4%	3.34%
	Blended funding				None from these sources							
	Classroom Count	SE of Count	Classroom %	SE of %	Classroom Count	SE of Count	Classroom %	SE of %				
Centers with only administrative data	-	-	-	-	-	-	-	-				
Only CCDF	84,800	7,410	45.0%	2.51%	-	-	-	-				
Either public pre-K or Head Start	19,900	3,550	10.6%	1.75%	-	-	-	-				
At least two of public pre-K, Head Start or CCDF	38,000	4,230	20.2%	1.82%	-	-	-	-				
None from these sources	45,700	4,990	24.2%	2.12%	153,000	13,500	100.0%	0.00%				

Source: 2019 NSECE Center-based Provider Survey

Table A6. Percent of Classrooms with Presence of Hispanic/Latino Staff and Enrolled Children, 2019

	Classroom Count	SE of Count	Classroom %	SE of %
Workforce spawned from center with only administrative data	5,250	1,320	0.9%	0.22%
Not enough information to categorize	138,000	9,560	23.3%	1.40%
Has no Hispanic/Latino child or Hispanic/Latino staff	151,000	13,600	25.6%	1.71%
Has Hispanic/Latino child and staff	150,000	11,500	25.4%	1.59%
Has Hispanic/Latino child but no Hispanic/Latino staff	126,000	9,300	21.2%	1.24%
Has no Hispanic/Latino child but has Hispanic/Latino staff	21,500	3,630	3.6%	0.58%

Source: 2019 NSECE Workforce Survey

Table A7. Classroom Enrollment of Children, and Hispanic/Latino Children by Classroom Presence of Hispanic/Latino Staff and Enrolled Children, 2019

	Number of Hispanic/Latino children enrolled		Number of children enrolled	
	Count	Col %	Count	Col %
WF spawned from center with only administrative data	-	-	-	-
Has no Hispanic/Latino child or Hispanic/Latino staff	-	-	1,830,000	21.9%
Has Hispanic/Latino child and staff	758,000	68.2%	2,470,000	29.6%
Has Hispanic/Latino child but no Hispanic/Latino staff	220,000	19.8%	1,960,000	23.4%
Has no Hispanic/Latino child but has Hispanic/Latino staff	-	-	261,000	3.1%
Don't Know/Refuse/Missing	132,000	11.9%	1,830,000	21.9%

Source: 2019 NSECE Workforce Survey

Table A8. Number and Percent of Classrooms, 2019

	Classroom Count	SE of Count	Classroom %	SE of %
Centers with only administrative data	4,020	1,010	0.7%	0.17%
Under Age 3	194,000	12,100	32.8%	1.32%
Ages 3 through 5	288,000	15,100	48.7%	1.43%
Serves Both	47,400	4,720	8.0%	0.66%
School Age	16,700	3,220	2.8%	0.53%
Don't Know/Refuse/Missing	41,400	4,770	7.0%	0.73%

Source: 2019 NSECE Center-based Provider Survey