

## Measuring Predictors of Quality in Early Care and Education Settings in the National Survey of Early Care and Education



**NSECE METHODOLOGICAL REPORT**  
OPRE Report #2015-93 | September 2015



National Survey of **Early Care & Education**

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U.S. Department of Health and Human Services

Contract Number: HHHSP23320095647WC

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**National Survey of Early Care and Education Project Team (2015).** Measuring Predictors of Quality in Early Care and Education Settings in the National Survey of Early Care and Education. OPRE Report #2015-93, Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.

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# Overview

This report, *Measuring Predictors of Quality in Early Care and Education Settings in the National Survey of Early Care and Education (NSECE)*, is intended as a methodological report on how selected predictors of quality can be measured using the NSECE data. It also provides descriptive data for each of the selected predictors of quality. Attributes of early care and education settings that contribute to quality are considered at the level of the individual teacher and caregiver, at the level of the classroom or home-based group, and at the level of the center- and home-based program at a single location. The data presented refer only to settings serving at least one child age five or under and not in kindergarten, though these settings may also serve older children.

The NSECE is a set of four integrated, nationally representative surveys conducted in 2012. These were surveys of: 1) households with children under 13, 2) home-based providers of ECE, 3) center-based providers of ECE, and 4) the center-based provider workforce. Together they characterize the supply of and demand for ECE in America and permit better understanding of how well families' needs and preferences coordinate with providers' offerings and constraints. The study is 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.

In this report, we first provide an overview of the approach used to address issues of quality in the NSECE. We underscore our adherence to the term "predictors of quality" as reflecting the survey nature of the data and our focus on measures that have been linked to observed measures of quality either in the research literature or based on professional consensus documents. We then provide an overview of the selected predictors of quality included in the NSECE for which we provide measurement approaches ("operationalizations") in this report. We are explicit about what the available measures of predictors of quality can and cannot tell us about quality in early care and education settings, while at the same time noting the unique contributions of these measures in the nationally representative NSECE data.

This methodological report has been developed in parallel with a review of selected studies and professional standards for each of the predictors of quality included here (Madill, Moodie, Zaslow & Tout, 2015). Rather than discussing the relevant research and/or professional standards for each predictor of quality separately within this report, we refer the reader to the overview of the selected studies and professional standards summarized by Madill and colleagues (2015).

Measures in this report are discussed and presented for three levels within ECE settings: program-level, classroom or group level, and at the level of the individual teacher and caregiver. Each level is addressed for two types of home-based providers as well as for center-based providers. An appendix technical note describes key differences in these measures by community poverty density.

# Introduction

This report, *Measuring Predictors of Quality in Early Care and Education Settings in the National Survey of Early Care and Education (NSECE)*, is intended as a methodological report on how selected predictors of quality can be measured using the NSECE data. It also provides descriptive data for each of the selected predictors of quality. Attributes of early care and education settings that contribute to quality are considered at the level of the individual teacher and caregiver, at the level of the classroom or home-based group, and at the level of the center- and home-based program at a single location. The data presented refer only to settings serving at least one child age five or under and not in kindergarten, though these settings may also serve older children.

In this report, we first provide an overview of the approach used to address issues of quality in the NSECE. We underscore our adherence to the term “predictors of quality” as reflecting the survey nature of the data and our focus on measures that have been linked to observed measures of quality either in the research literature or based on professional consensus documents. We then provide an overview of the selected predictors of quality included in the NSECE for which we provide measurement approaches (“operationalizations”) in this report. We are explicit about what the available measures of predictors of quality can and cannot tell us about quality in early care and education settings, while at the same time noting the unique contributions of these measures in the nationally representative NSECE data. We note how the same predictor of quality sometimes required a slightly different measurement approach for center-based and home-based settings. Before turning to the operationalization of each of the selected predictors of quality and to the presentation of descriptive data for each, we provide context by reviewing the relevant NSECE data, and summarizing the number and size of early care and education settings in the NSECE. Appendix I includes a Technical Note discussing key differences in the selected measures in terms of poverty density.

This methodological report has been developed in parallel with a review of selected studies and professional standards for each of the predictors of quality included here (Madill, Moodie, Zaslow & Tout, 2015). Rather than discussing the relevant research and/or professional standards for each predictor of quality separately within this report, we refer the reader to the overview of the selected studies and professional standards summarized by Madill and colleagues (2015).

The companion document is structured as an annotated bibliography profiling key studies and professional standards supporting the inclusion of each measure discussed here as a predictor of quality. It should be noted that research most often examines the associations between observed quality and those predictors of quality that are attributes of individual teachers and caregivers (such as their educational attainment) or attributes of classrooms or groups (such as group size). Studies less often examine the linkages between predictors of quality at the program level and observed quality. This is because each individual classroom may not reflect the program level attribute being considered. For example, if a program is experiencing a high departure rate of staff, with many staff members leaving a center in the course of a year, observations of quality in a particular classroom may not reflect this if the particular classroom observed is not one in which a teacher or caregiver has departed and been replaced in the course of the year. As a result, for program-level attributes, the annotated bibliography summarizes specific professional standards in which an attribute of a program is considered important to program quality. Where it was possible to identify studies linking observed quality

with predictors of quality at the program level (for example, zeroing in on a particular classroom that had experienced a change of staff and examining associations with observed quality), a summary of the research is provided along with the overview of related program standards.

## APPROACH TO ADDRESSING QUALITY IN THE NSECE

Quality is best measured through direct observation of children's immediate experiences in early care and education settings. It was not possible within the NSECE to include observed measures of children's immediate experiences (Guzman, Forry, Zaslow, Kinukawa, Rivers, Witte & Weber, 2009, p. 87). Observations are intensive to collect and would have been very difficult to conduct throughout the nationally representative sample the NSECE provides. However, measures of the predictors of quality can be based on survey data. The NSECE makes possible the description of a broad set of features that contribute to quality in a nationally representative sample of early childhood settings, and does so for both home- and center-based settings.

Measures of children's immediate experiences are often called measures of "process quality" because they focus on dynamic processes rather than the characteristics of the program, classroom, or teacher and caregivers. Specific measures of the attributes or characteristics of programs, classrooms or groups, and individual teachers or caregivers have been found in previous research to predict stronger process quality. These attributes do not assure that strong process quality will occur. But they provide a foundation on which more responsive and stimulating interactions between teachers/caregivers and children, hallmarks of stronger process quality, are possible (Guzman et al., 2009, p. 57; p. 77). To illustrate this relationship, if there are many children for each teacher or caregiver in a classroom or home-based group, it is more difficult to find the time for positive interactions with any individual child. Yet having a better ratio is not enough to assure that a teacher or caregiver will interact in responsive and stimulating ways with the children.

As noted in detail in the literature review completed in planning for the NSECE (Guzman, et al., 2009), the last nationally representative study focusing in depth on the characteristics of early care and education settings (the National Child Care Study in 1990) included multiple survey measures of predictors of quality at the levels of the program and classroom or group. However, the data from this earlier survey are now more than 20 years out of date. Subsequent studies involving survey data have provided a detailed portrayal of predictors of quality for specific geographical areas or specific types of early care and education. For example, we have data on structural features of quality from a study conducted in four Midwestern states and for Head Start programs through the Family and Child Experiences Survey. We also have nationally representative data through studies such as the Early Childhood Longitudinal Study-Birth Cohort that encompass multiple types of early care and education, but provide limited measures of predictors of quality, and these do not span the three levels focused upon here (program, classroom/group, individual teacher-caregiver). There are also many studies of the predictors of quality in small in-depth studies (Guzman et al., 2009, p 57). However we have been lacking an up-to-date descriptive picture of predictors of quality that is nationally representative, that encompasses both home- and center-based settings, and that measures characteristics at all three levels of interest. The survey data from the NSECE provide this much needed descriptive portrayal.



## PLANNING FOR THE INCLUSION OF MEASURES OF PREDICTORS OF QUALITY IN THE NSECE

The planning work for the NSECE included a literature review (Guzman et al., 2009) that identified key features of early care and education settings that were either important in setting a context for observed quality (that is, found in at least some research to predict observed quality) or that have been the focus of quality improvement efforts such as Quality Rating and Improvement Systems (Tout, Starr, Soli, Moodie, Kirby and Boller, 2010). The literature review from the planning phase of the NSECE (Guzman et al., 2009) identified the following predictors of quality as important to describe through the NSECE:

- *Professional qualifications.* Highest level of education completed and whether this focused on early care and education or related content (Guzman et al.); and completion of a credential such as a CDA or state early childhood certificate.
- *Current and recent participation in professional development.* Training related to early care and education completed outside a degree programs at institutions of higher education, whether such training was completed recently (Guzman et al., 2009), and whether it was intensive.
- *Resources to pursue professional development.* Whether a teacher/caregiver had access to financial supports or other forms of support to pursue education or training.
- *Group size and ratio.* Number of children in a classroom and ratio of teachers/caregivers to children.
- *Curriculum.* Whether a curriculum or prepared activity (for home-based providers) was used.
- *Mentoring, coaching and supervision.* Whether a teacher/caregiver had a source of mentoring or support; someone with whom to discuss progress; or was given the opportunity to be observed and given feedback on interactions with children.

In addition to the features listed above, the literature review indicated that the NSECE study presented an important opportunity for “an expansion in the measurement of quality through surveys beyond traditional dimension of structural quality such as group size or child to staff ratios.” The literature review noted, for example, the potential to describe differences in goals, purpose and philosophy among early care and education providers. It also noted an emerging concern with the degree to which early childhood settings are sensitive to family needs.

With this in mind, the planning phase for the NSECE included input from a group of consultants with expertise in quality in early childhood settings. Their input focused on additional predictors of quality, beyond the basic list identified in the literature review, that the NSECE could seek to capture through survey measures. This discussion led to the recommendation to collect measures of these additional categories (“constructs”) based on studies showing promising evidence of an association with process quality or national or state quality improvement efforts, such as Quality Rating and Improvement Systems (QRIS).

- *Teacher/caregiver attitudes.* Motivation for work in providing early care and education for young children; and attitudes about the extent to which children’s activities should be primarily determined by adults or reflect children’s choices.
- *Measures of continuity/stability of teachers/caregivers working with children.* For centers, the departure rate of teaching/caregiving staff (job turnover), and whether teachers/caregivers are frequently reassigned across classrooms or groups.
- *Work environment for teachers and caregivers in centers.* The extent to which teachers/caregivers report that they are treated with respect; teacher/caregiver

reporting of stress because of children frequently exhibiting behavioral problems or their families experiencing difficulties they could not help with.

- *Programs and providers assisting families in finding supportive services for themselves and their children.* Assistance for families in finding such services as developmental assessments for their children; access to specialists to work with children on developmental issues; access to mental health consultation, family support workers, or guidance counselors.

A major contribution of the NSECE is the inclusion of all types of early care and education, including the full range of home-based settings that are widely used by families but studied less often than centers. The literature review conducted in the planning phase of the NSECE noted that research does not always indicate that the same characteristics are associated with observed quality in home-based and center-based care. While in general, predictors of quality have been more extensively studied in center settings, important recent studies have broadened the understanding of features that contribute to stronger observed quality in home-based settings. As one example, the study of quality in center- and home-based settings in four Midwestern states noted above included both survey measures and observed process quality (Guzman et al., 2009, p. 88). This study found substantial overlap in the survey-based measures that predicted observed quality across types of settings (for example, teacher/caregiver education, recent training, intensive training, having a CDA credential, and use of a curriculum). However this study also found survey measures that were only predictive of observed quality in one type of setting or another. These findings suggest the need for careful consideration of which predictors of quality should be described for both center-based and home settings or only in one or the other. They also suggest that it may be necessary to address the same underlying construct using somewhat different measures according to the distinctive features of center-based and home-based early care and education.

The review completed by Madill and colleagues (2015) provides an extension of the work completed during the planning phase of the NSECE by providing an annotated bibliography of key research studies and professional standards supporting the inclusion of the constructs discussed here as predictors of quality. The annotated bibliography follows the overall organization of this methodological report so that readers can easily access and read summaries of selected research studies and professional standards related to each predictor of quality. Rather than cite the individual studies or professional standard documents for each predictor of quality, we refer the reader to the annotated bibliography throughout.

## **WHAT MEASURES OF PREDICTORS OF QUALITY CAN (AND CANNOT) TELL US ABOUT THE QUALITY OF EARLY CARE AND EDUCATION**

As noted in the literature review conducted during the planning phase for the NSECE, research indicates that specific attributes of programs, classrooms or groups and individual teachers and caregivers predict observed measures of process quality. However, as is the case with studies of the association between program characteristics and child outcomes, the relationships found are generally not large in magnitude. Further, any one of the measures described here as a predictor of quality itself has a complex literature in which not all findings show statistically significant prediction to observed quality. Just as one example, while a higher level of teacher and caregiver educational level has been found to predict observed quality in multiple studies, a carefully coordinated set of secondary analyses in multiple large early childhood datasets did not find such a relationship for attainment of a BA degree (Guzman et al., 2009, p. 79). The annotated bibliography by Madill and colleagues (2015) includes studies that support



consideration of each construct as a predictor of quality, but also reflects the complexity of the literature, where appropriate, including key studies that provide countervailing findings.

Although the measures of predictors of quality described here provide important information about early care and education, we caution that measures that can be collected through surveys should not be seen as proxies for observed process quality. It is important to underscore that stronger scores on the measures of predictors of quality are important to but not sufficient for assuring stronger process quality.

## **CONTRIBUTION OF NSECE FINDINGS ON PREDICTORS OF QUALITY**

The NSECE provides nationally representative findings on the predictors of quality of early care and education. As noted above, studies conducted since the 1990 National Child Care Study have provided an understanding of a more limited set of predictors of quality in nationally representative data, or an in-depth portrayal limited to geographical regions or specific types of early care and education.

Findings on the predictors of quality that are nationally representative can support efforts to improve quality. A descriptive portrayal of these important features of programs, classrooms or groups, and teachers and caregivers can help policy makers target quality improvement where efforts are most needed.

## **CONSTRUCTS AND MEASURES USED IN THE NSECE**

For each of the three levels (individual teachers and caregivers, classrooms or groups, programs) we present an overview of the constructs (broad categories) and specific measures used in the NSECE to describe the predictors of quality. We also present descriptive data for each of the predictors of quality. The measures that were included in the NSECE encompass both the more traditional measures identified in the literature review from the planning phase for the NSECE and the constructs identified by the expert panel to expand beyond traditional measures in seeking to describe predictors of quality. In some instances, there are multiple measures of a single construct. Further, sometimes somewhat different wording was seen as necessary to capture the same construct for different types of ECE settings. Differences in wording are shown clearly in the tables included below to summarize the way in which each predictor of quality was operationalized.

# Data

The NSECE is a set of four integrated, nationally representative surveys conducted in 2012. These were surveys of: 1) households with children under 13, 2) home-based providers of ECE, 3) center-based providers of ECE, and 4) the center-based provider workforce. Together they characterize the supply of and demand for ECE in America and permit better understanding of how well families' needs and preferences coordinate with providers' offerings and constraints. The study is 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.

The NSECE used a multistage probability design and two independent samples. Because the experiences of low-income families are of special interest in public policy addressing early care and education and school-age care (ECE/SA), the NSECE oversampled low-income areas. The study used a provider-cluster approach for sampling all four surveys from the same small geographic areas. This approach allows the survey to document the interaction of the supply of and demand for early care and education where it occurs—in local communities—while simultaneously capturing data that efficiently construct national estimates.<sup>1</sup>

This report draws from data collected in three of the four NSECE surveys:

The **Home-based Provider Survey** was conducted with individuals who regularly provide care in a home-based setting for children under age 13 who are not their own. The home-based provider survey included listed and unlisted providers. Listed home-based providers were sampled from state or national administrative lists of early care and education services. These were primarily licensed or regulated family child-care providers, but other listed home-based providers such as license-exempt providers and providers participating in Early Head Start were also included. The unlisted sample was drawn from an address-based sample of housing units screened for the presence of an adult in the household who regularly cared for children not his or her own at least five hours per week in a home-based setting. Providers appearing on the assembled state and national lists were excluded from the household sample portion of the Home-based Provider Survey. Unlisted providers are further segmented into the unpaid unlisted and the paid unlisted. Paid unlisted providers are paid for the care of at least one child under the age of 13 years.

Different survey items were collected depending on the nature of the relationship between the provider and the children cared for. A home-based teacher/caregiver was classified as 'prior relationship-based' if s/he had a prior personal relationship with all children currently being care for. S/he was classified as 'not prior-relationship-based' if at least one child in the care of the home-based provider had no prior relationship to the provider. Some questions were only asked of home-based providers who indicated that they cared for a child with whom they had no prior relationship since they were not considered appropriate for providers providing only prior relationship-based care. In this report we indicate where questions indicating certain predictors of quality were only asked of home-based providers providing care that was not prior-relationship based. Overall, 9 percent of listed home-based providers were classified as 'prior

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<sup>1</sup> A detailed discussion of NSECE methodology is reported in "[National Survey of Early Care and Education: Summary of Data Collection and Sampling Methodology](http://www.acf.hhs.gov/programs/opre/research/project/national-survey-of-early-care-and-education-nsece-2010-2014)." OPRE Report # 2013-46. Available online at <http://www.acf.hhs.gov/programs/opre/research/project/national-survey-of-early-care-and-education-nsece-2010-2014>.

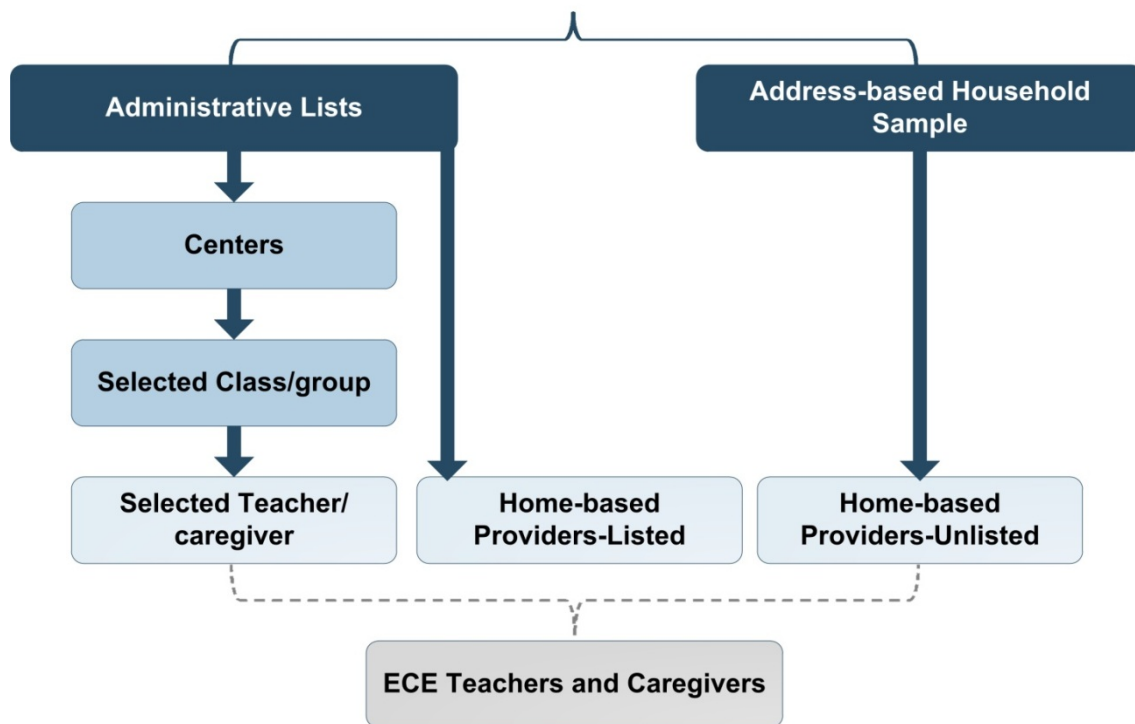
relationship-based.’ Among paid, unlisted home-based providers, the fraction classified as ‘prior relationship-based’ is 65 percent.

For this report, data are drawn from approximately 530 interviews representing 919,000 paid unlisted home-based providers, and more than 3,800 interviews representing 118,000 listed providers. The research on predictors of quality in unpaid unlisted settings is limited, so that group is not discussed in this report.

The **Center-based Provider Survey** was conducted with directors or other appropriate respondents of ECE programs serving children not yet in kindergarten that were identified from a provider sampling frame built from state and national administrative lists such as state licensing lists, Head Start program records, and pre-K rolls. These providers included regulated, licensed, and other private providers as well. In the NSECE, a center-based program is defined as the set of all ECE services to children birth through five years, not yet in kindergarten, provided by an organization at a single location. There may be multiple types of services offered by a single program (for example, an after-school program and a pre-school), and a center-based program may be free-standing or part of a larger entity, such as a school district, a community service organization, or a chain. Data from 7,770 center-based programs are reported here, representing 129,000 centers.

The ECE **Workforce Survey** sample comprised one classroom-assigned instructional staff person from each center-based provider completing a Center-based Provider Interview. Workforce respondents were selected out of the Center-based Provider Questionnaire 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. Data from more than 4,800 center-based workforce interviews are analyzed in this report, representing 1 million classroom-assigned teachers and caregivers in center-based programs.

The schematic in Exhibit 1 below depicts the relationships of the three types of providers analyzed in this reports, 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.

**Exhibit 1. Schematic for NSECE Data on ECE Teachers and Caregivers**

## Contextual Information

In this section we present contextual information that may be helpful to readers in understanding the descriptive findings on predictors of quality presented in this report.<sup>2</sup> First, we describe the distribution of the size of centers, considering the number of employees and number of children enrolled. Appendix I: Technical Note shows the distribution of settings by poverty density of the community in which they are located.

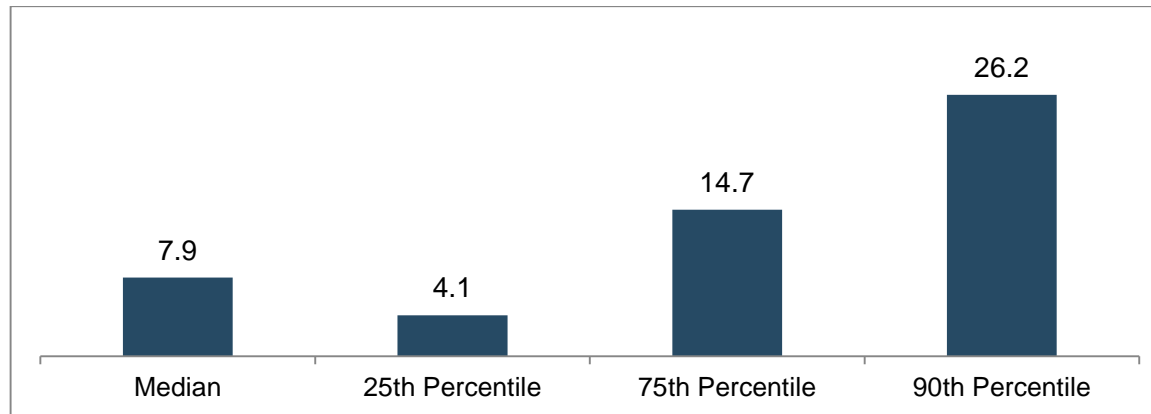
### CENTER SIZE: NUMBER OF EMPLOYEES AND CHILDREN ENROLLED

Most centers are “small” enterprises, as defined by the US Small Business Administration. The median number of teachers and caregivers per center-based program is 7.9 individuals, including both full-time and part-time staff. As shown in Exhibit 2, a quarter of center-based programs have four or fewer teachers and caregivers and only a quarter have more than 15.

The median center-based program enrollment is 50 children under age 13 years.<sup>3</sup> The number of enrolled children represents individuals, not ‘slots,’ and includes both full- and part-time attendees.

<sup>2</sup>A number of further characteristics of ECE settings that provide useful contextual information are reported in other NSECE publications. Please see the References Section of this report.

<sup>3</sup>*Characteristics of Center-Based Early Care and Education Programs: Initial Findings from the National Survey of Early Care and Education* (NSECE Project Team, 2014).

**Exhibit 2. Number of Teachers and Caregivers per Center-based Program**

### SIZE OF HOME-BASED SETTINGS: TOTAL ENROLLMENT

Home-based settings are also predominantly small enterprises, with a median enrollment of 6.9 children across a typical week for listed home-based providers and 2.3 children for paid unlisted. There is considerable variation in the number of enrolled children as shown in Exhibit 3 below. These children may not all be present at the same time or the same days of the week. Since many may be part time, enrollment does not equal full-time “slots.”

**Exhibit 3. Enrollment Count of Children under Age 13 Years Served at Least Five Hours per Week**

	Listed	Unlisted Paid
Mean Enrollment	8.3	3.9
Median Enrollment	6.9	2.3

# Individual-level Predictors of Quality

## INDIVIDUAL-LEVEL PREDICTORS OF QUALITY: WHAT DID WE MEASURE AND HOW WERE MEASURES COMPUTED?

### *Attitudes and Beliefs*

At the level of the individual teacher or caregiver, two of the predictors of quality pertained to attitudes or beliefs: Main Reason for Working with Young Children and Child-centered Beliefs. The way in which each of these measures was computed is summarized in the table below. Madill and colleagues (2015) profile selected research studies examining the relationship between each of these and observed quality.

**Exhibit 4. How the Measures Were Computed: Attitudes and Beliefs**

Attributes of Teachers and Caregivers	Center-based Settings	Home-based Settings
Main reason for working with young children	Based on the work of Kontos and colleagues (1995), we asked about the main reason center-based teachers and caregivers were working with young children. More specifically, center-based teachers and caregivers were asked: “Which one of the following <u>best</u> describes the main reason that you work with young children?” Responses were summarized in three broad categories: As a personal calling or career; to help parents; and to help children. The share of respondents giving responses in each of these categories as the primary reason is reported.	Home-based teachers and caregivers were asked the same question as center-based.



Attributes of Teachers and Caregivers	Center-based Settings	Home-based Settings
<p><b>Child-centered Beliefs (Net Traditional Attitudes from Modernity Scale)</b></p>	<p>Teachers and caregivers responded to ten items on an abbreviated version of the Parental Modernity Scale (PMS). The PMS, developed by Schaefer &amp; Edgerton (1985), assesses the degree to which parents and other caregivers are relatively more child-centered or authoritarian in their beliefs about interactions with children. It has been used and validated in a variety of studies. The original scale consisted of 20 items. For the Early Head Start Research and Evaluation Study, Mathematica Policy Research Developed a 10-item version (Vogel et al, 2011), which was used in the NSECE. The scale is comprised of two subscales, one of which focuses on more child-centered attitudes, the other on more authoritarian attitudes. We report here on a “Net Traditional” or less child-centered score, combining the scores on the two subscales.</p> <p>There are five items for which a positive response is considered “child centered” and five for which a positive response is considered “authoritarian.” Following the approach of the original designers of the Parental Modernity Scale, the items for which a positive response is considered authoritarian were assigned higher positive values than those which were considered child centered, and all items were weighted equally. The result is that a higher value on the “Net Traditional” score combining all items reflects the overall degree of authoritarian values.</p> <p>The child-centered belief scales are primarily useful in comparing subgroups to one another on the relative emphasis they place on authoritarian vs. child-centered beliefs. Research using the scale has not to date established interpretations of specific values or identified thresholds that correspond to related constructs such as authoritarian or authoritative caregiving. The net traditional scale takes values from 10 to 50.</p>	<p>Home-based teachers-caregivers were asked the same questions as center-based.</p>

### ***Professional Development: Participation and Support***

We also measured participation in professional development and receipt of support for such participation as predictors of quality at the level of the individual teacher/caregiver. While predictors of quality at the program level include whether the *program offered* financial support for professional development, or *provided opportunities* to participate in mentoring and coaching, here the focus is on the individual teacher or caregiver, and the percent reporting participation and receipt of support. The table below indicates how each measure related to participation and support for professional development at the individual level was computed. Madill and colleagues (2015) profile selected research studies focusing on the relationships of these to observed quality.

**Exhibit 5. How the Measures Were Computed: Professional Development**

Attributes of Teachers and Caregivers	Center-based Settings	Home-based Settings
<b>Participation in Workshops for Professional Development (PD)</b>	<p>Teachers and caregivers in center settings were asked if they had participated in the past 12 months in any workshops (such as those offered by professional associations or resource and referral agencies) in order to improve their skills or gain new skills in working with children. We calculated the percentage who responded yes.</p> <p>In addition, among those who had participated in any such workshops, we asked whether this had been part of a series of several sessions or a single session. For those who had attended workshops, we calculated the percent who had participated in a series and in a single session.</p>	<p>Home-based providers were asked if they had participated in the past 12 months in a workshop sponsored by a community agency or family child care network in order to improve their skills or gain new skills in working with children. We calculated the percent who responded that they had participated in such a workshop.</p> <p>Among those who replied that they had participated in any such workshops, we asked whether that was part of a series or a single session in format. For those who had attended workshops, we calculated the percent who had participated in a series and in a single session.</p>
<b>Participation in College Courses for PD</b>	<p>Center-based teachers and caregivers were asked if, in the past 12 months, they had participated in a course at a community college or four-year college or university relevant to their work with children in order to improve their skills or gain new skills.</p> <p>We calculated the percent who responded yes.</p>	<p>Home-based teachers and caregivers were asked if in the past 12 months they had taken a course at a college or university that was offered for credit about caring for children in order to improve their skills or gain new skills in working with children.</p> <p>We calculated the percent who responded yes.</p>

Attributes of Teachers and Caregivers	Center-based Settings	Home-based Settings
<b>Receipt of Financial Support for PD</b>	<p>Teachers and caregivers in center-based settings were asked if they had received any of the following types of assistance with the costs of improving their skills in the past 12 months: assistance with direct costs such as tuition or registration fees, help with other costs of participation such as travel or child care for their own children, or release time to participate in the activity.</p> <p>Among those who had participated in professional development in the past 12 months, we calculated the percent who had received each of these types of financial assistance.</p>	<p>Home-based providers were asked if they had received any of the following types of assistance with the costs of participation in professional development: assistance with direct costs, assistance with other costs or a stipend to cover time.</p> <p>Among those who had participated in professional development in the past 12 months, we calculated the percent who had received any of these types of financial assistance.</p>
<b>Receipt of Coaching</b>	<p>Teachers and caregivers working in center-based settings were asked if, in the past 12 months, they had participated in coaching, mentoring or ongoing consultation with a specialist in order to improve their skills or gain new skills in working with children.</p> <p>We calculated the percent who replied yes.</p>	<p>Teachers and caregivers working in home-based settings were asked if, in the past 12 months, they had had help from a home visitor or coach in order to improve their skills or gain new skills in working with children.</p> <p>We calculated the percent who replied yes.</p>

### ***Educational Attainment, Major and Certification***

As individual level predictors of quality, we also measured teacher/caregiver's educational attainment, whether the teacher/caregivers' major focused on early care and education, and whether the teacher/caregiver had certification related to early care and education. The way each of these was computed is summarized in the table below. The reader is referred to Madill and colleagues (2015) for summaries of selected studies examining the relationship of each of these to observed quality.

**Exhibit 6. How the Measures Were Computed: Educational Attainment, Majors, Certification**

Attributes of Teachers and Caregivers	Center-based Settings	Home-based Settings
<b>Selected Levels of Educational Attainment</b> <ul style="list-style-type: none"> <li>Any college degree (associate's degree or higher)</li> <li>Less than a high school diploma</li> </ul>	<p>Center-based teachers and caregivers were asked to report the highest grade or level of schooling they had completed. Options included:</p> <ul style="list-style-type: none"> <li>8<sup>th</sup> grade or less</li> <li>9<sup>th</sup>-12<sup>th</sup> grade but no diploma</li> <li>GED or high school equivalency</li> <li>High school graduate</li> <li>Some college credit but no degree</li> <li>Associate's degree</li> <li>Bachelor's degree</li> <li>Graduate or professional degree.</li> </ul>	<p>Home-based teachers and caregivers were asked the same questions as center-based.</p>
<b>Postsecondary Education (PSE) Major Specific To or Related to Early Care and Education (ECE)</b>	<p>Teachers and caregivers in center-based programs who had pursued postsecondary education (PSE) were asked to identify their major.</p> <p>Among those who had pursued PSE, a categorization system was developed <i>post hoc</i> to identify majors as focused on early care and education (ECE), related to ECE, education-related, and not related to either ECE or education.</p> <p>Since we are interested in the share of all teachers and caregivers with the combined qualification of a degree in ECE or a related field, the denominator for this variable is all teachers and caregivers, not just those who reported PSE.</p>	<p>Home-based teachers and caregivers were asked the same questions as center-based.</p>
<b>Certification (State or Child Development Associate)</b>	<p>Individual center-based teachers and caregivers were asked if they had a Child Development Associate (CDA) credential or state certification to teach young children, special education or elementary school. Response options included:</p> <ul style="list-style-type: none"> <li>Neither state certification nor CDA</li> <li>State certification only</li> <li>Child Development Associate (CDA) credential only</li> <li>Both CDA and state certification.</li> </ul>	<p>Home-based teachers and caregivers who cared for at least one child with whom they did not have a prior relationship were asked for similar information, but in two questions. They were first asked if they had a state certification or endorsement for early care and education/school-age care such as a certificate from the state or a Child Development Associate (CDA) credential. They were then asked if they had some form of certification as a special education teacher or elementary school teacher. They could respond yes or no to each of these questions.</p>

## DESCRIPTIVE FINDINGS FOR INDIVIDUAL-LEVEL PREDICTORS OF QUALITY

### *Center-based Settings*

Exhibit 7 summarizes the descriptive findings for the individual-level predictors of quality for center-based settings.

**Exhibit 7. Descriptive Data on Individual-level Predictors of Quality for Center-based Settings**

	Center-based Teachers and Caregivers
<b>Attitudes and Beliefs</b>	
Main reason for working with young children:	
Career, personal calling	71.3 %
To help children	20.8%
To help parents	1.1% !
Child-centered beliefs (Net Traditional Attitudes score, mean)	26.4
<b>Professional Development (PD): Participation and Support</b>	
Professional Development Participation	
Participation in workshops for PD	84.3 %
Participation in college courses for PD	31.9 %
Receipt of coaching	29.2 %
Receipt of financial support for PD	49.6 %
<b>Education and ECE Major; Certification</b>	
Educational Attainment:	
Any college degree (associate's or higher)	52.5 %
Less than a high school diploma	1.3 %
Share of teachers and caregivers with PSE with ECE-specific major	38.2 %
Share of teachers and caregivers with PSE with ECE-related major	17.8 %
Certification (State or CDA)	
CDA only	17.8%
State only	22.2%
State <i>and</i> CDA	5.9%

Source: NSECE center workforce questionnaire. ! Interpret data with caution due to small n.

### *Home-based Settings*

Exhibit 8 summarizes the descriptive findings on the individual-level predictors of quality for home-based settings. Findings are summarized separately for listed home-based providers and for paid unlisted home-based providers.

**Exhibit 8. Descriptive Data on Individual-level Predictors of Quality for Home-based Settings**

	Listed Home-based Providers	Paid Unlisted Home-based Providers
<b>Attitudes and Beliefs</b>		
Main reason for working with young children		
Career, personal calling	48.4 %	18.4 %
To help children	9.4%	14.9%
To help parents	7.9%	44.5%
Child-centered beliefs (Net Traditional Attitudes score, mean)	27.1	29.2
<b>Professional Development: Participation and Support</b>		
Professional Development Participation:		
Participation in workshops for PD	75.5 %	22.8 %
Participation in college courses for PD	29.9 %	11.7 %
Receipt of coaching	34.4 %	12.3 %
Receipt of financial support for PD (among those receiving PD)	15.1 %	18.2 %!
<b>Education and ECE Major; Certification</b>		
Educational Attainment:		
Any college degree (associate's or higher)	30.3 %	23.6 %
Less than a high school diploma	5.4 %	24.6 %
Certification (State or CDA)	37.8 %	NA
Share of PSE with ECE-specific major	29.0 %	NA
Share of PSE with ECE-related major	8.0 %	NA

Source: NSECE home-based provider questionnaire. NA = Question not asked for a relevant group.

! Interpret data with caution due to small n.



# Classroom/Group-Level Predictors of Quality

## CLASSROOM/GROUP-LEVEL PREDICTORS OF QUALITY: WHAT DID WE MEASURE AND HOW WERE MEASURES COMPUTED

Three predictors of quality were measured at the level of the classroom or home-based group: Use of a Curriculum or Prepared Set of Learning and Play Activities, Group Size, and Child-Adult Ratio. As can be seen in the table summarizing how each of these was operationalized, only use of a Curriculum or Prepared Set of Learning Activities was computed for home-based settings. Madill and colleagues (2015) profile selected key research studies supporting the inclusion of each of these as predictors of quality.

**Exhibit 9. How Measures Were Computed: Classroom/Group-level Predictors of Quality**

Attributes of Classrooms or Groups	Center-based Settings	Home-based Settings
<b>Use of a Curriculum/ Use of a Curriculum or Prepared Set of Learning and Play Activities</b>	<p>The NSECE center-based provider questionnaire collected information on whether or not a specific curriculum was used for the particular classroom or group which was randomly selected for collection of more detailed information. Selection encompassed classrooms/groups of ages birth through five years, not yet in kindergarten. We calculated the percent of these randomly selected classrooms/groups for which the center-based program respondent indicated the use of a specific curriculum. It should be noted that the response about this randomly selected classroom does not necessarily suggest that a curriculum was used in every classroom/group in the center-based program.</p>	<p>Non-prior-relationship-based home-based providers<sup>4</sup> were asked a somewhat broader question: “Do you use a curriculum or prepared set of learning and play activities?” We report the percent who indicated that they used a curriculum or such a prepared set of activities.</p>

<sup>4</sup> See Data section regarding which home-based providers are considered ‘prior relationship-based’ or ‘non-prior-relationship-based.’

Attributes of Classrooms or Groups	Center-based Settings	Home-based Settings
<b>Group Size</b>	<p>Given that group size changes over the course of a day, the NSECE collected data on the number of children present at a specific time. Center-based program respondents were asked for the randomly selected classroom: “During the most recent activity period, how many children were there in this group?” This question was intended to avoid the relatively low group size and child-adult ratios often experienced during the early morning and late afternoon “drop-off” and “pickup” times. Desirable levels of group size and ratio vary by the age of children. We therefore report these data for three age groups defined by the youngest child in the classroom/group: infants (any child younger than 12 months); toddlers (any child 12 months to less than 36 months); and preschoolers (any child 36 through 72 months old).</p>	<p>Home-based providers were not asked questions related to group size or ratio because substantial variation across both the day and the week would threaten the validity of a measure derived from a single response, and collecting multiple measures would burden respondents.</p>
<b>Child-Adult Ratio</b>	<p>In alignment with the question about group size, center-based respondents were also asked to report the number of adults present in the randomly-selected classroom at the same point in time: “During the most recent activity period, how many lead teachers or teachers were there with this group?” and “During the most recent activity period, how many assistant teachers, aides, or helpers were there with the group?” The number of children was divided by the number of adults in the group (teachers of all kinds, aides, or helpers) at the time of the most recent activity. As with group size, ratios are reported by age group.</p>	<p>Child-adult ratio was not computed for home-based providers, reflecting the same concerns as noted above for group size.</p>

## DESCRIPTIVE FINDINGS: CLASSROOM/ GROUP-LEVEL PREDICTORS OF QUALITY

### *Center-based settings*

Descriptive findings for center-based settings for the classroom/group-level predictors of quality are presented in Exhibit 10.

**Exhibit 10. Descriptive Data on Classroom/Group-Level Predictors of Quality for Center-based Settings**

	Center-based Classrooms or Groups
<b>Attributes of Classrooms or Groups</b>	
Use of curriculum	74.1 %
<b>Group Size and Child:adult Ratio – by age of youngest child</b>	
Group size <i>Median</i>	
Infants (<12 months)	5.8
Toddlers (12-<36 months)	9.0
Preschoolers (36-72 months)	14.9
Child:adult ratio <i>Median</i>	
Infants (<12 months)	2.6
Toddlers (12-<36 months)	4.0
Preschoolers (36-72 months)	6.9

Source: NSECE center-based provider questionnaires.

***Home-based settings***

Descriptive findings for home-based settings for the predictors of quality at the level of the classroom or home-based group are presented in Exhibit 11.

**Exhibit 11. Descriptive Data on Classroom/Group-Level Predictors of Quality for Home-based Settings**

	Listed Home-based Providers	Paid Unlisted Home-based Providers
<b>Attributes of Classrooms or Groups</b>		
Use of curriculum or prepared set of learning and play activities (Non-prior-relationship-based providers only)	54.9 %	28.0 %

Source: NSECE home-based provider questionnaire.

## Program-Level Predictors of Quality

We turn now to predictors of quality that are attributes of programs. In separate subsections, we discuss measures related to continuity of care, to program provision of ancillary services to children and families, to program access to specialists, supports programs provide for professional development and to the supportiveness of the work environment.

### PROGRAM-LEVEL PREDICTORS OF QUALITY: WHAT DID WE MEASURE AND HOW WERE MEASURES COMPUTED?

#### *Predictors of Quality Related to Continuity of Care*

We have operationalized two measures as predictors of quality related to the continuity of care: Teacher and Caregiver Departure Rate, and Frequent Teacher and Caregiver Moves across Classrooms or Groups. The way in which we have measured each of these predictors of quality is summarized in the table below. The annotated bibliography by Madill and colleagues (2015) provides summaries of selected research studies and professional standards underlying our inclusion of each of these as predictors of quality.

**Exhibit 12. How Measures Were Computed: Continuity of Care**

Attributes of Programs	Center-based Settings	Home-based Settings
<b>Departure Rate</b>	<p>This measure was reported by the center program respondent. It is constructed from two sets of items:</p> <p>The numerator is the total number of classroom-assigned staff (teachers/caregivers) who left the center in the calendar year prior to the survey. The denominator is the total number of classroom-assigned staff (teachers/caregivers) currently employed.</p> <p>There is no clear threshold for a harmful level of departures. We chose more than one in five (20%) of staff leaving in a year as our threshold for high departure rate. Note that this measure is a proxy for job turnover, since the dates for the numerator and denominator are different. It does not reflect occupational turnover, since it is not known whether departing employees stayed in ECE. Three categories of departure rate are reported: zero; &gt;zero up to 20%; greater than 20%.</p>	This measure was not collected for home-based settings.
<b>Changes in Assignment to Classrooms or Groups</b>	<p>Teacher/caregivers were asked whether they had been moved across classrooms or groups in the prior week, and if so, whether they were moved once or more than once. Adding together those reporting that they were moved once or more than once, we report the percent of teachers/caregivers who were moved across classrooms/groups at least once in the prior week.</p>	This measure was not collected for home-based settings.

### ***Provision of Ancillary Services***

We have operationalized two measures at the program level related to the provision of services to families: Providing, Arranging or Assisting with Ancillary Services (provision of any of a set of such services), and Providing, Arranging or Assisting with Developmental Assessments (provision of one specific type from among the set of possible services). The way in which each of these has been measured is summarized in the table below. The annotated bibliography by Madill and colleagues (2015) identifies key studies and professional standards supporting the inclusion of the provision of these services as predictors of quality.

**Exhibit 13. How Measures Were Computed: Ancillary Services**

Attributes of Programs	Center-based Settings	Home-based Settings
<b>Providing, Arranging or Assisting with Ancillary Services</b>	Center program respondents were asked: "Children and their families sometimes need other services in addition to basic early care and education. Do you help children and their families get any of these services, either by providing it on-site or by providing referrals?" The five services listed included: 1) health screening; 2) developmental assessments; 3) therapeutic services such as speech therapy, occupational therapy, or services for children with special needs; 4) counseling services for children or parents; and 5) social services for parents. This measure is the percentage of programs that provided at least one service.	Home-based teachers and caregivers were asked: "In the past 12 months, have you helped find any of the following kinds of help for children that you look after?" The five services listed included: 1) health screening; 2) developmental assessments; 3) services such as speech therapy, occupational therapy, or services for children with special needs; 4) counseling services for children or parents; and 5) social services for parents. This measure is the percentage of programs that provided at least one service.
<b>Providing, Arranging or Assisting with Developmental Assessments (included in prior item)</b>	Center program respondents were asked: "Children and their families sometimes need other services in addition to basic early care and education. Do you help children and their families get any of these services, either by providing it on-site or by providing referrals?" One of the services listed was "developmental assessments (checking whether the child is on-track with regard to their physical, emotional or social conditions)?" This measure is the percentage of all center-based programs that responded yes to this item.	Developmental assessments was an option for home-based providers answering the question, "In the past 12 months, have you helped find any of the following kinds of help for children that you look after?" This measure is the percentage responding yes for developmental assessments.

### ***Access to Specialists***

Center-based and home-based ECE settings vary in the degree to which they can access specialists to provide services to children and families in their programs or to support teachers and caregivers in meeting the needs of children and families. The table below indicates how we measured Access to Specialists in the NSECE. As can be seen, the approach to measurement differed somewhat for center- and home-based settings because of differences in whether such specialists might work within the program itself. The reader is referred to the annotated bibliography by Madill and colleagues (2015) for profiles of selected studies and professional standards supporting access to specialists as a predictor of quality.

**Exhibit 14. How Measures Were Computed: Access to Specialists**

Attributes of Programs	Center-based Settings	Home-based Settings
<b>Access to Specialists</b>	Center program respondents were asked, “How many specialists work in your program, including language specialists, or those who take care of children with special needs, or those who teach English as a second language?” Respondents reported a number. The percent of centers with at least one specialist is reported.	Home-based providers were asked: “Do you have access to a family support resource/mental health consultant/guidance counselor to help you with issues that parents raise?” The percent that reported yes is reported.

### ***Program Support for Professional Development***

The table below indicates how we measured two aspects of program support for professional development: whether Financial Support for Professional Development was Offered, and whether Coaching or Mentoring was Offered. As can be seen in the table below, these were measured only within center-based settings in the NSECE. Madill and colleagues (2015) profile selected research studies and professional consensus documents supporting these forms of support for professional development as predictors of quality.

**Exhibit 15. How Measures Were Computed: Support of Teachers and Caregivers for Professional Development**

Attributes of Programs	Center-based Settings	Home-based Settings
<b>Financial Support for Professional Development Offered by Program</b>	Center program respondents were asked “Do you provide any of the following for your teachers, assistant teachers, or aides?” Respondents could respond yes or no to this specific possibility: “Funding to participate in college courses or off-site training.” The percent of center-based respondents who responded yes is reported. It should be noted that the rate of offering financial support does not necessarily reflect the rate at which teachers and caregivers actually receive such support. Teacher and caregiver responses on receipt of financial support are included as individual-level predictors of quality.	This measure of financial support offered by the program for PD was not collected for home-based settings.



Attributes of Programs	Center-based Settings	Home-based Settings
<b>Coaching or Mentoring Offered by Program</b>	Center program respondents were asked “Do you provide any of the following for your teachers, assistant teachers, or aides?” Respondents could respond yes or no to: “Mentors, coaches or consultants who visit and work with staff in their classrooms?” The percent of centers replying yes is reported. It should be noted that the percent of programs offering coaching or mentoring does not necessarily reflect the rate at which teachers and caregivers actually receive such support. Teacher and caregiver responses on receipt of coaching or mentoring are included as individual-level predictors of quality.	This measure of coaching or mentoring offered by the program was not collected for home-based settings.

### ***Measuring Respect and Stress in the Work Environment as Predictors of Quality***

We measured two aspects of the work environment as predictors of quality at the program level within center-based settings: Teacher and Caregiver Report of Being Treated with Respect, and Stress Related to Children’s Behavior Problems. Operationalizations for each of these is provided in the table below. Summaries of key research studies and professional consensus documents supporting the conceptualization of each of these as predictors of quality is provided by Madill and colleagues (2015).

#### **Exhibit 16. How Measures Were Computed: Work Environment**

Attributes of Programs	Center-based Settings	Home-based Settings
<b>Teachers and Caregivers Report Being Treated with Respect</b>	Teachers and caregivers were asked whether they agreed/disagreed with the statement: “My co-workers and I are treated with respect on a day-to-day basis.” Separate percentages are reported for the percent agreeing and agreeing strongly.	This question was not asked for home-based settings.
<b>Stress Related to Child Behavior Problems</b>	Measures of teacher and caregiver stress in the NSECE were taken from the job demand section of Curbow and colleagues’ (2001) <i>Child Care Worker Job Stress Inventory</i> . Teachers and caregivers were asked “Would you say never, once, or more than once” to the question, “There were children with behavior problems that were hard to deal with”. The percentage of those who replied more than once is reported.	This question was not asked for home-based settings.

## DESCRIPTIVE FINDINGS: PROGRAM-LEVEL PREDICTORS OF QUALITY

### *Center-based Settings*

Exhibit 17 presents descriptive data for center-based settings for each of the predictors of quality at the program level noted above.

**Exhibit 17. Descriptive Data on Program-level Predictors of Quality for Centers**

Attributes of Programs	Center Programs
<b>Continuity of Care</b>	
Share of center-based programs with specified departure rates:	
Greater than 20%	25.4%
Greater than 0, up to 20%	23.8%
Zero	46.2%
Classroom assignment of teacher/caregiver changed:	
Once last week	8.5 %
More than once last week	10.6 %
<b>Ancillary services</b>	
Program helps families find at least one service	88.7 %
Program helps find developmental assessments (included in prior item)	80.8 %
<b>Specialists working in program</b> (e.g., for English-language-learners or children with special needs)	26.3 %
<b>Support for Professional Development</b>	
Financial support offered by program to participate in a college course or offsite training	68.3 %
Coaching/mentoring offered by program	51.0 %
<b>Work Environment</b>	
Teachers/caregivers report being treated with respect:	
Agree	41.9 %
Strongly agree	40.8 %
Stress related to children's behavior problems, at least once in last week	
Once in last week	24.9%
More than once last week	46.8%
None in last week	25.5%

Source: NSECE center-based provider and Center Workforce questionnaires.

### *Home-based Settings*

Descriptive findings for the program-level predictors of quality for home-based settings are presented in Exhibit 18. Findings are reported separately for listed home-based providers and for paid unlisted home-based providers.

**Exhibit 18. Descriptive Data on Program-level Predictors of Quality for Home-based Settings**

Attributes of Programs	Listed Home-based Providers	Paid Unlisted Home-based Providers
Ancillary services:		
Helped at least one family find one or more services in the prior 12 months	44.0 %	24.4 %
Helped to find developmental assessments in prior 12 months (included in prior item)	29.5 %	15.9 %
Access to family support, mental health, or guidance counselor	49.4 %	27.7 %

Source: NSECE home-based provider questionnaire.

# Summary of Selected Descriptive Findings

The first goal of this methodological report is to describe approaches to measuring selected predictors of quality included in the surveys of the NSECE. Predictors of quality and approaches to measuring them have been identified at the levels of attributes of individuals, classrooms/groups, and programs. We have also summarized some key contextual information.

The second goal of this is to provide descriptive information for these selected predictors of quality in both center settings and listed and paid unlisted home-based settings.

What can we learn from the measurement approaches suggested here? We conclude with a brief summary of the descriptive findings from the predictors of quality in the NSECE as reported in this report.

## PREDICTORS OF QUALITY AT THE LEVEL OF THE INDIVIDUAL TEACHER/CAREGIVER

### *Center-based Settings*

- *Attitudes and beliefs*
  - Considering early care and education (ECE) to be a career or calling was the dominant reason cited by 71 percent of center-based teachers and caregivers. Another 21 percent indicated that helping children was their primary motivation.
- *Participation in professional development*
  - Participation in a workshop in the last 12 months for professional development (PD) was reported by most center-based teachers and caregivers (84 percent). Substantial shares also participated in college courses (32 percent), or coaching (29 percent).
- *Financial assistance for professional development*
  - Of center-based teachers and caregivers who reported participating in a workshop or being enrolled in a college course in the last 12 months, half (49.6 percent) reported receiving some form of *financial assistance for PD*, and 40.8 percent reported receiving *release time*.
- *Educational attainment*
  - More than half of center-based teachers and caregivers (53 percent) reported some college degree (associate's or higher); only 1 percent reported having less than a high school diploma.
- *Postsecondary education relevant to ECE*
  - More than half of center-based teachers and caregivers had postsecondary education (PSE) with a major in either early care and education (38.2 percent) or a related field (17.8 percent).
- *Certification in ECE*
  - Certification in ECE was held by almost half (45.9 percent) of center-based teachers and caregivers (considering both state certifications and CDA).

## Home-based Settings

- *Attitudes and beliefs*
  - Considering early care and education to be a career or calling was the dominant reason cited by almost half (48.6 percent) of *listed* home-based teachers and caregivers, and by a smaller share (17.8 percent) of *paid unlisted* home-based teachers and caregivers. Helping children (14.9 percent) or parents (44.5 percent) were the primary motivations cited by *paid unlisted* home-based teachers and caregivers.
- *Participation in professional development*
  - Participation in a workshop in the last 12 months for professional development (PD) was reported by most *listed* home-based teachers and caregivers (75 percent). Less than a quarter (23 percent) of *paid unlisted* home-based teachers and caregivers participated in such workshops.
  - Taking college courses was reported by 30 percent of *listed* and 12 percent of *paid unlisted* home-based teachers and caregivers.
  - The shares reporting receiving *coaching* was 34 percent for *listed* and 12 percent for *paid unlisted* home-based providers.
- *Educational attainment*
  - Almost a third (30 percent) of *listed* and almost a quarter (24 percent) of *paid, unlisted* home-based teachers and caregivers reported some college degree (associate's degree or higher); having less than a high school diploma was reported by 5 percent of *listed* and 25 percent of *paid, unlisted* home-based settings.
- *Postsecondary education relevant to ECE*
  - Over a third of *listed* non-relationship-based home-based teachers and caregivers had postsecondary education (PSE) in ECE or a related field (29.0 percent ECE-specific 8.0 percent ECE-related).
- *Certification in ECE*
  - Certification in ECE was held by 38 percent of *listed* home-based teachers and caregivers, including both state certifications and the CDA. Note that having a CDA does not require a postsecondary degree.
- *Receipt of financial support for professional development*
  - Less than one-fifth of home-based teachers and caregivers who reported having participated in or received professional development in the last 12 months reported receiving *financial support* for professional development. Any form of financial support was reported by 15 percent of *listed* home-based providers and 18.2 percent of *paid unlisted* home-based providers.

## PREDICTORS OF QUALITY AT THE LEVEL OF THE CLASSROOM OR GROUP

### *Center-based Settings*

- *Use of a curriculum*
  - Nearly three quarters (74.1 percent) of center-based teachers and caregivers reported using a curriculum in their classrooms.
- *Group size and child:adult ratio*
  - In center-based programs, group sizes and ratios had the expected relationship of increasing with child age. The median number of children per adult was 2.6 for infants, 4.0 for toddlers and 6.9 for preschoolers

### *Home-based Settings*

- *Curriculum or prepared activities*
  - More than half (54.9 percent) of *listed* home-based providers reported use of a curriculum or prepared set of learning and play activities. Use of a curriculum or prepared set of such activities was reported by 28.0 percent of *paid unlisted* home-based providers.

## PREDICTORS OF QUALITY AT THE PROGRAM LEVEL

### *Center-based Settings*

- *Continuity of care*
  - High annual teacher and caregiver departure rates at center-based programs were concentrated in a minority of programs, with approximately 25 percent of centers showing a departure rate higher than 20 percent. Further, 46.2 percent of programs had zero departures.
  - Almost 20 percent of teachers and caregivers reported being moved among classrooms or groups in the past week: 8.5 percent reported being moved once and an additional 10.6 percent reported being moved more than once in the past week.
- *Assisting families with ancillary services*
  - Assisting families with ancillary services was quite common at center-based programs. 88.7 percent reported helping families find at least one service, including 80.8 percent of center-based programs that helped families find *developmental assessments*. Note that this is center-level data and does not reflect the percent of children or families offered services.
- *Employment of specialists to work with children.*
  - A quarter (26.3 percent) of center-based programs reported employing specialists working on such issues as the development of English language learners or meeting children's special physical or emotional needs.
- *Program support for professional development*
  - About half of center-based programs (51 percent) offered *on-site coaching or mentoring*, and two-thirds (68.3 percent) reported offering staff *financial assistance for off-site training or college courses* in the last 12 months.



- **Work Environment**
  - *Respect.* Most center-based teachers and caregivers reported that they and their coworkers were treated with respect: 41.9 percent agreed and an additional 40.8 percent strongly agreed that they were treated with respect.
  - *Stress.* Almost half (46.8 percent) of center-based teachers and caregivers reported experiencing stress related to children's behavior problems more than once in the past week.

### Home-based Settings

- **Assisting families with ancillary services**
  - A substantial portion of *listed* home-based providers (44 percent) had helped at least one family find one or more service in the prior 12 months, including 29.5 percent who had helped to find developmental assessments in the past 12 months. About a quarter (24.4 percent) of *paid unlisted* home-based providers reported helping at least one family find one or more of the services considered, and less than a sixth (15.9 percent) helped arrange a developmental assessment in the prior 12 months.
  - About half (49 percent) of *listed* home-based providers reported having access to family support, mental health services or a guidance counselor. More than a quarter (28 percent) of *paid unlisted* home-based settings had access to those resources.

**Exhibit 19. Summary Table for Key Predictors of Quality and Other Attributes, by Level of Analysis: Center-based**

	Center-based Programs
<b>Attributes of Individuals</b>	
<b>Attitudes and Beliefs</b>	
Main reason for working with children:	
Career, personal calling	71 %
To help children	21%
To help parents	1.1% !
Child-centered beliefs (Net Authoritarian Attitudes score)	26.4%
<b>Professional Development (PD): Participation and Support</b>	
Participation in workshop for PD	84 %
Participation in college courses for PD	32 %
Financial support for PD received	50 %
Receipt of coaching or mentoring	29 %
<b>Educational and ECE Major, Certification:</b>	
Any college degree (associates or higher)	53 %
Less than a high school diploma	1 %
Certification (State or CDA)	45.9%
Share of teachers and caregivers with PSE with ECE-specific major	38.2 %
Share of teachers and caregivers with PSE with ECE-related major	17.8 %
<b>Attributes of Classrooms</b>	

	Center-based Programs
<b>Use of curriculum</b>	74.1 %
<b>Group Size, Ratio</b>	
Group size (Infants / Toddlers / Preschoolers) <i>Median</i>	5.6 / 9 / 15.2
Child:adult ratio (Infants / Toddlers / Preschoolers) <i>Median</i>	2.7 / 4.0/ 6.9
<b>Attributes of Programs</b>	
<b>Continuity of Care</b>	
Center-based programs with a departure rate greater than 20 percent	25.4 %
Classroom assignment of teacher/caregiver changed:	
once last week	8.5 %
more than once last week	10.6 %
<b>Ancillary services:</b>	
Program helps families find at least one service	88.7 %
Program helps find developmental assessments (included in prior item)	80.8 %
<b>Specialists</b> working in program (e.g. for English-language-learners or children with special needs)	26.3 %
<b>Support for Professional Development</b>	
Financial support for PD offered by program to participate in a college course or offsite training	68.3 %
Coaching/mentoring offered	51.0 %
<b>Work Environment</b>	
Teachers/caregivers report being treated w/ respect:	
Agree	41.9 %
Strongly agree	40.8 %
Stress related to children's behavior problems, more than once last week	46.8 %
Number of staff per center-based program – <i>Median</i>	7.9

Source: NSECE Center-based Provider and Workforce Questionnaires. ! Interpret data with caution due to small n.

**Exhibit 20. Summary Table for Key Predictors of Quality and Other Attributes, by Level of Analysis: Home-based**

	Listed Home-based Providers	Paid Unlisted Home-based Providers
<b>Attributes of Individuals</b>		
<b>Attitudes and Beliefs</b>		
Main reason for working with children		
Career, personal calling	48.6 %	17.8%
To help children	9.4%	14.9%
To Help parents	7.9%	44.5%
Child-centered beliefs (Net Traditional Attitudes score)	27.1%	29.2%
<b>Professional Development:</b>		
Participation in workshops for PD	75.5 %	22.8 %
Participation in college courses for PD	29.9 %	11.7 %
Receipt of coaching	34.4 %	12.3 %

	Listed Home-based Providers	Paid Unlisted Home-based Providers
Receipt of financial support for PD	15.1%	18.2% !
<b>Educational Attainment and Majors; Certification</b>		
Any college degree (associates or higher)	30.3 %	23.6 %
Less than a high school diploma	5.4 %	24.6 %
Certification (State or CDA): (measure for non-prior-relationship-based home-based providers only)	37.8 %	NA
Share of PSE with ECE-specific major (for non-prior-relationship-based providers only)	29.0 %	NA
Share of PSE with ECE-related major (for non-prior-relationship-based providers only)	8.0 %	NA
<b>Attributes of Classrooms</b>		
Use of curriculum or prepared set of learning and play activities (for non-prior-relationship-based providers only)	54.9 %	28.0 %
<b>Attributes of Programs</b>		
<b>Ancillary services:</b>		
Helped at least one family find one or more services in the prior 12 months	44.0 %	24.4 %
Helped to find developmental assessments in prior 12 months (included in prior item)	29.5 %	15.9 %
Access to family support, mental health, or guidance counselor	49.4 %	27.7 %

Source: NSECE home-based provider questionnaire. NA = Question not asked for a relevant group.

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## Appendix I: Technical Notes

### DIFFERENTIATING AMONG CENTER-BASED PROGRAMS AND HOME-BASED PROVIDERS BY COMMUNITY POVERTY DENSITY

A major policy concern is whether children from low-income households or communities have access to the same level of ECE quality available to more affluent children. In this report, we present comparisons of predictors of quality by the level of “poverty density” of the community in which the center-based program or the home-based provider is located.

American Community Survey data were used to characterize the poverty density of the community in which each provider was located. The relevant density of poverty was calculated by weighting the poverty rate of census tracts surrounding the provider by the relative size of the child population in each tract and by the distance of the tract from the provider’s tract. Our density of poverty measures are for clusters of census tracts, but it may be helpful to readers to know that the U.S. Census Bureau (Bishaw, 2011) reports that for 2006-2010, 26.2 percent of the U.S. population lived in census tracts with poverty rates of at least 20 percent, 16 percent lived in tracts with poverty rates between 13.9 and 20 percent, and 61.4 percent lived in tracts with poverty rates below 13.9 percent. These thresholds correspond to our definitions for high-poverty, moderate-poverty, and low-poverty clusters, respectively.

According to the Census report defining poverty density by census tract of residence, less than a third of all children living in a high-poverty-density community are poor, and only half of poor children live in high-poverty-density areas.

It is useful to have a sense of the share of teachers and caregivers located in high-, moderate- and low-poverty-density communities before describing their characteristics. The shares and weighted estimates of the number of workers are shown in Exhibit TA1. It should be noted that the data presented are for the number of teachers and caregivers, not adjusted for the number of children served, so this cannot be taken as a measure of the availability of ECE in areas of differing poverty concentration.

There was considerable variation in the shares of different categories of ECE teachers and caregivers serving communities of different poverty density. Among home-based teachers and caregivers, the share in high-poverty-density communities ranged from 17.7 percent of listed home-based providers to 27.8 percent of home-based providers who were paid and unlisted. The majority (62.4 percent) of listed home-based providers resided and provided care in low-poverty-density areas. When examining high-poverty-density communities, we observe that the percent of home-based listed providers (17.7 percent) is lower than the percent of unlisted, paid home-based providers (27.8 percent). Approximately equal proportions of center-based teachers and caregivers are in high-poverty-density (21.6 percent) or moderate-poverty-density (21.7 percent) communities; in contrast, substantially more people live in high- rather than moderate-poverty census tracts (67 million vs. 47 million).

Exhibit TA1 also documents the relative numbers of teachers and caregivers of the four types discussed in this report. We estimate that there are one million center-based teachers and caregivers and almost as many (919,000) paid, unlisted home-based teachers and caregivers serving children age five and under, not yet in kindergarten. The number of listed home-based providers is much lower, about 118,000. The group that we have set aside for separate

discussion, unpaid unlisted home-based teachers and caregivers, are more numerous than all three of the earlier groups, amounting to 2.7 million individuals.

**Exhibit TA1. Number and Share of Total Population by Tract-Level Poverty; ECE Teachers and Caregivers serving Children Age 5 Years and Under by Poverty Density of Location**

	Total		Low (Less than 13.8%)		Moderate (13.8-19.9%)		High <sup>1</sup> (20% or higher)	
Tract-level Poverty	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Total US population (2010)	296,000,000	100	182,000,00	61	47,000,000	16	67,000,000	23
Poverty population (2010)	41,000,000	100	13,000,000	31	8,000,000	19	21,000,000	50
	Total		Low (Less than 13.8%)		Moderate (13.8-19.9%)		High <sup>1</sup> (20% or higher)	
Community Poverty Density (Clusters of census tracts)	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Center-based teachers and caregivers	1,000,000	100.0	566,000	56.6	217,000	21.7	216,000	21.6
Home-based providers, listed	118,000	100.0	73,700	62.4	24,000	19.9	21,000	17.7
Home-based providers, unlisted, paid	919,000	100.0	395,000	43.0	268,000	29.2	256,000	27.8
Home-based providers, unlisted, unpaid	2,730,000	100.0	1,440,000	52.7	621,000	22.8	668,000	24.5

<sup>1</sup> We combined the two highest poverty density categories specified in the Census report, since their highest poverty density category contains only 3.5 percent of the US population.

## KEY DIFFERENCES BY COMMUNITY POVERTY DENSITY: CENTER-BASED TEACHERS AND CAREGIVERS

Child-centered belief scores were somewhat lower (that is, Net Traditional Belief scores were higher) among center-based teachers and caregivers in high-poverty-density areas than moderate- or low-poverty-density areas.<sup>5</sup>

The overall rate of any certification (either state certification or CDA) was higher in high-poverty (50.8 percent) than low-poverty communities (43.4 percent). While in low-poverty communities,

<sup>5</sup>*Significance Testing.* Some of the descriptive data presented in this methodological report compares values across ECE settings located in communities with different levels of poverty density. Acknowledging that statistical comparisons of measures presented in this document can be tested using several approaches, this document adopted a consistent framework to verify such comparisons. The approach adopted relates to the most typical form of t-test that compares two means obtained from independent random samples. Special methods were applied when necessary in order to account for unequal variances associated with two given means. Statistical comparisons utilized information generated as part of the process of point and variance estimation; namely, unweighted sample sizes, weighted point estimates and design-adjusted standard errors. A p-value of .05 was used as the threshold for achieving statistical significance.



state certification was more common than a CDA (22.6 percent vs. 15.8 percent), CDA was more common than state certification in high-poverty areas (25.0 percent vs. 19.2 percent).

A somewhat higher share of teachers and caregivers in high-poverty areas (87.1 percent) participated in workshops for professional development than those in low-poverty communities (82.2 percent). Among those participating in workshops, teachers and caregivers located in high-poverty areas were less likely to attend a single workshop (47.0 percent) than those in low-poverty areas (54.9 percent).

One program-level predictor of quality in center-based settings for which we observe statistically different values by poverty density of the community in which ECE settings were located was the frequency of being moved to different classrooms or groups.

While 13.9 percent of teachers and caregivers in high-poverty-density areas reported being moved among classrooms or groups more than once in the last week, 9.2 percent of teachers and caregivers in low-poverty-density areas reported being moved with the same frequency in the past week. Adding up teachers and caregivers who moved 'once' and 'more than once' in the last week, it can be seen that almost one in four teachers and caregivers in high-poverty-density areas experienced a move among classrooms/groups at least once in the previous week compared to about one in six in low-poverty-density communities.

## **KEY DIFFERENCES BY COMMUNITY POVERTY DENSITY: HOME-BASED TEACHERS-CAREGIVERS**

The share of listed home-based teachers and caregivers indicating that caring for children was a career or calling was similar across different community poverty densities. However, the share indicating that they were motivated by helping children or parents was considerably higher (24.9 percent) in high-density-poverty than low- (15.9 percent) or moderate- density-poverty (14.7 percent) communities. Among listed providers in high-poverty communities, the percentage motivated by helping parents was higher than the percentage motivated by helping children; the share motivated by helping children was similar across poverty density of communities.

Home-based teachers and caregivers in high-poverty-density communities held less child-centered beliefs (higher scores on the authoritarian subscale) than those in low- or moderate-poverty communities.

## Appendix II: Detailed Tables Supporting Text and Technical Note

Appendix II contains detailed tables for the measures discussed in this methodological report, including comparisons by poverty density discussed in Appendix I: Technical Note. This report does not discuss predictors of quality for unlisted unpaid home-based providers, for whom the research literature on quality is very limited. For completeness of data description and as a reference for researchers using the NSECE home-based provider data in the future, the tables in Appendix II do include this third group of home-based providers in addition to the two groups – listed and unlisted, paid – that are discussed in the report. The relevance of the selected measures to the unlisted unpaid group is not established.

**Table A1. Use of a Specific Curriculum in Randomly Selected Classroom: Number and Share of Classrooms in Center-based Programs Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, by Community Poverty Density**

	All communities	All communities	All communities	Low poverty density communities	Low poverty density communities	Low poverty density communities	Moderate poverty density communities	Moderate poverty density communities	Moderate poverty density communities	High poverty density communities	High poverty density communities	High poverty density communities
	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent
Using a specific curriculum	380,000	71.4	1.56	227,000	70.9	2.07	73,500	71.0	2.55	80,100	73.3	2.74
Not using a specific curriculum	138,000	25.8	1.51	83,000	26.0	2.05	28,400	27.5	2.39	26,100	23.9	2.63
DK/REF/Missing	14,600	2.7	0.56	9,900	3.1	0.77	1,600!	1.5!	0.58!	3,100!	2.8!	1.32!
Total	533,000	100.0	†	320,000	100.0	†	104,000	100.0	†	109,000	100.0	†

Source: NSECE center-based provider questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A2. The Program Assists Children/families to Get Developmental Assessments Either by Providing Them On-site or by Providing Referrals: Number and Share of Center-based Programs Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, by Community Poverty Density**

	All communities	All communities	All communities	Low poverty density communities	Low poverty density communities	Low poverty density communities	Moderate poverty density communities	Moderate poverty density communities	Moderate poverty density communities	High poverty density communities	High poverty density communities	High poverty density communities
	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent
Assists with developmental assessments	104,000	80.8	1.17	61,700	81.6	1.70	22,200	79.3	1.83	20,500	80.1	1.77
Does not assist with developmental assessments	22,100	17.1	0.90	12,200	16.1	1.24	5,100	18.2	1.80	4,800	18.6	1.79
DK/REF/Missing	2,800	2.1	0.61	1,700	2.3	0.97	700!	2.5!	0.86!	300!	1.3!	0.27!
Total	129,000	100.0	†	75,700	100.0	†	28,000	100.0	†	25,600	100.0	†

Source: NSECE center-based provider questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A3. The Program Assists Children/families to obtain any One of the Following Ancillary Services, On-site or by Referral: Health Screening, Developmental Assessment, Therapeutic Services, Counseling Services, or Social Services: Number and Share of Center-based Programs Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, by Community Poverty Density**

	All communities	All communities	All communities	Low poverty density communities	Low poverty density communities	Low poverty density communities	Moderate poverty density communities	Moderate poverty density communities	Moderate poverty density communities	High poverty density communities	High poverty density communities	High poverty density communities
	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent
Provides assistance to obtain ancillary services	115,000	88.7	0.98	67,100	88.7	1.39	24,700	88.2	1.36	22,800	89.0	1.80
Does not provide assistance to obtain ancillary services	13,000	10.1	0.80	7,500	9.9	1.13	2,800	10.1	1.21	2,700	10.7	1.80
DK/REF/Missing	1,600	1.3	0.58	1,100!	1.4!	0.93!	500!	1.7!	0.82!	‡	‡	‡
Total	129,000	100.0	†	75,700	100.0	†	28,000	100.0	0.00	25,600	100.0	†

Source: NSECE Center-based Provider Questionnaire. Note: The analysis sample is limited to workers at centers serving children between age 0 and 5, not in Kindergarten. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A4. At Least One Specialist Works in the Program, Including Language Specialists, or Those Who Take Care of Children with Special Needs, or Those Who Teach English as a Second Language: Number and Share of Center-based Programs Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, by Community Poverty Density**

	All communities	All communities	All communities	Low poverty density communities	Low poverty density communities	Low poverty density communities	Moderate poverty density communities	Moderate poverty density communities	Moderate poverty density communities	High poverty density communities	High poverty density communities	High poverty density communities
	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent
A specialist works in the program	34,100	26.3	1.23	19,600	25.8	1.77	7,100	25.5	2.06	7,400	28.8	2.00
No specialist works in the program	90,300	69.8	1.28	53,300	70.4	1.86	19,500	69.5	2.12	17,500	68.4	2.04
DK/REF/Missing	4,900	3.8	0.70	2,800	3.7	1.05	1,400	5.0	1.08	700	2.8	0.61
Total	129,000	100.0	†	75,700	100.0	†	28,000	100.0	†	25,600	100.0	†

Source: NSECE center-based provider questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A5. The Program Provides Financial Support for Professional Development (Funding to Participate in College Courses or Off-site Training or Paid Time off to Participate in College Courses or Off-site Training): Number and Share of Center-based Programs Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, by Community Poverty Density**

	All communities	All communities	All communities	Low poverty density communities	Low poverty density communities	Low poverty density communities	Moderate poverty density communities	Moderate poverty density communities	Moderate poverty density communities	High poverty density communities	High poverty density communities	High poverty density communities
	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent
Provides financial support for professional development	88,400	68.3	1.29	52,800	69.7	1.74	18,700	66.6	2.40	16,900	66.2	2.08
No financial support	38,600	29.9	1.32	21,600	28.5	1.77	8,600	30.8	2.21	8,400	32.7	2.05
DK/REF/Missing	2,300	1.8	0.61	1,300!	1.8!	0.93!	700!	2.6!	1.03!	300!	1.1!	0.48!
Total	129,000	100.0	†	75,700	100.0	†	28,000	100.0	†	25,600	100.0	†

Source: NSECE center-based provider questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A6. The Program Provides Teachers, Assistant Teachers, or Aides with Mentors, Coaches or Consultants who Visit and Work with Staff in Their Classrooms: Number and Share of Center-based Programs Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, by Community Poverty Density**

	All communities	All communities	All communities	Low poverty density communities	Low poverty density communities	Low poverty density communities	Moderate poverty density communities	Moderate poverty density communities	Moderate poverty density communities	High poverty density communities	High poverty density communities	High poverty density communities
	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent
Provides mentors/coaches to teachers and caregivers	65,900	51.0	1.53	36,400	48.0	2.03	14,300	51.1	2.31	15,200	59.6	2.78
Does not provide mentors/coaches to teachers and caregivers	59,700	46.2	1.49	37,300	49.2	2.07	12,700	45.3	2.14	9,700	38.1	2.64
DK/REF/Missing	3,700	2.8	0.69	2,100	2.7	0.98	1,000	3.7	1.17	600	2.3	0.81
Total	129,000	100.0	†	75,700	100.0	†	28,000	100.0	†	25,600	100.0	†

Source: NSECE center-based provider questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.



**Table A7. Age of Youngest Child in Randomly Selected Classroom during Most Recent Activity Period: Number and Share of Classrooms in Center-based Programs Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, by Community Poverty Density**

	All communities	All communities	All communities	Low poverty density communities	Low poverty density communities	Low poverty density communities	Moderate poverty density communities	Moderate poverty density communities	Moderate poverty density communities	High poverty density communities	High poverty density communities	High poverty density communities
	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent
Youngest child in the classroom is younger than 12 months (infants)	70,900	13.3	0.88	45,700	14.3	1.39	11,400	11.0	1.36	13,800	12.6	1.68
Youngest child in the classroom is 12 months or older but younger than 36 months (toddlers)	126,000	23.7	1.30	71,900	22.5	1.69	28,800	27.8	2.44	25,800	23.6	2.00
Youngest child in the classroom is 36 months or older but younger than 72 months (preschoolers)	285,000	53.5	1.45	174,000	54.3	2.01	53,600	51.8	2.45	57,600	52.7	3.08
DK/REF/Missing	50,400	9.5	0.88	28,600	8.9	1.19	9,700	9.4	1.74	12,200	11.1	2.13
Total	533,000	100.0	†	320,000	100.0	†	104,000	100.0	†	109,000	100.0	†

Source: NSECE center-based provider questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A8. Means and Quartiles of Number of Children Present in the Randomly Selected Classroom during the Most Recent Activity Period: Number of Classrooms in Center-based Programs Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, by Age of Youngest Child in Classroom**

	All age groups 0-5 years	All age groups 0-5 years	All age groups 0-5 years	Classrooms with youngest child < 12 months	Classrooms with youngest child < 12 months	Classrooms with youngest child < 12 months	Classrooms with youngest child >=12 months and < 36 months	Classrooms with youngest child >=12 months and < 36 months	Classrooms with youngest child >=12 months and < 36 months	Classrooms with youngest child >=36 months and < 72 months	Classrooms with youngest child >=36 months and < 72 months	Classrooms with youngest child >=36 months and < 72 months
	Mean/ Quartiles	Standard Error		Mean/ Quartiles	Standard Error		Mean/ Quartiles	Standard Error		Mean/ Quartiles	Standard Error	
Mean group size:	14.1	0.32		7.1	0.35		11.3	0.76		17.0	0.41	
Quartiles												
25 percentile	7.2	0.23		3.4	0.30		6.0	0.24		9.8	0.34	
50 percentile/Median	11.5	0.30		5.8	0.43		9.0	0.29		14.9	0.34	
75 percentile	17.2	0.33		8.0	0.33		12.3	0.48		19.5	0.40	
	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent
DK/REF/Missing weighted frequency	12,500	2.6	0.39	3,500	4.9	1.20	4,700!	3.7!	1.13!	4,400	1.5	0.34
Total weighted frequency, including DK/REF/Missing	482,000	100.0	†	70,900	100.0	†	126,000	100.0	†	285,000	100.0	†

Source: NSECE center-based provider questionnaire. Note: This table includes classrooms in which the youngest child's age is known. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A9. Means and Quartiles of Child to Adult Ratio in Randomly Selected Classroom during Most Recent Activity Period: Number of Classrooms in Center-based Programs Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, by Age of Youngest Child in Classroom**

	All classrooms	All classrooms	All classrooms	Classrooms with youngest child < 12 months	Classrooms with youngest child < 12 months	Classrooms with youngest child < 12 months	Classrooms with youngest child >=12 months and < 36 months	Classrooms with youngest child >=12 months and < 36 months	Classrooms with youngest child >=12 months and < 36 months	Classrooms with youngest child >=36 months and < 72 months	Classrooms with youngest child >=36 months and < 72 months	Classrooms with youngest child >=36 months and < 72 months
	Mean/ Quartiles	Standard Error		Mean/ Quartiles	Standard Error		Mean/ Quartiles	Standard Error		Mean/ Quartiles	Standard Error	
Mean child to adult ratio	5.8	0.15		2.9	0.19		4.4	0.11		7.2	0.21	
Quartiles												
25 percentile	3.0	0.11		1.6	0.16		2.9	0.12		4.6	0.17	
50 percentile/ Median	5.0	0.12		2.6	0.10		4.0	0.13		6.9	0.17	
75 percentile	7.9	0.12		3.3	0.15		5.3	0.22		9.0	0.16	
	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent
DK/REF/Missing weighted frequency	18,700	3.9	0.44	5,600	7.9	1.37	7,100	5.6	1.30	5,900	2.1	0.41
Total weighted frequency, including DK/REF/Missing	482,000	100.0	†	70,900	100.0	†	126,000	100.0	†	285,000	100.0	†

Source: NSECE center-based provider questionnaire. Note: This table includes classrooms in which the youngest child's age is known. The child-adult ratio is defined as the ratio of children in the selected classroom to the total number of lead teachers, assistant teachers, aides, and helpers. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A10. Means and Quartiles of Staff Departure Rate in the Last 12 Months: Number of Center-based Programs Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, by Community Poverty Density**

	All communities	All communities	All communities	Low poverty density communities	Low poverty density communities	Low poverty density communities	Moderate poverty density communities	Moderate poverty density communities	Moderate poverty density communities	High poverty density communities	High poverty density communities	High poverty density communities
	Mean/ Quartiles	Standard Error		Mean/ Quartiles	Standard Error		Mean/ Quartiles	Standard Error		Mean/ Quartiles	Standard Error	
Mean departure rate	0.1	0.01		0.1	0.01		0.1	0.01		0.1	0.01	
Quartiles												
25 percentile	0.0	NE		0.0	NE		0.0	NE		0.0	NE	
50 percentile/ Median	0.0	NE		0.1	NE		0.0	NE		0.0	NE	
75 percentile	0.2	0.01		0.2	0.01		0.2	0.02		0.2	0.03	
	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent
DK/REF/Missing weighted frequency	5,900	4.6	0.75	3,200	4.3	1.08	1,500	5.2	1.22	1,200	4.8	1.52
Total weighted frequency, including DK/REF/Missing	129,000	100.0	†	75,700	100.0	†	28,000	100.0	†	25,600	100.0	†

Source: NSECE center-based provider questionnaire. Note: The staff departure rate is defined as the ratio of the number of staff who worked with children and left the program in the last 12 months to the total number of staff working with children at the time of survey. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n. NE not estimated.

**Table A11. Staff Departure Rate in the Last 12 Months: Number and Share of Center-based Programs Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, by Community Poverty Density**

	All communities	All communities	All communities	Low poverty density communities	Low poverty density communities	Low poverty density communities	Moderate poverty density communities	Moderate poverty density communities	Moderate poverty density communities	High poverty density communities	High poverty density communities	High poverty density communities
Percent departure rate:	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent
0%	59,700	46.2	1.48	33,800	44.7	2.15	13,700	48.8	2.79	12,300	48.0	3.07
10% or less	12,600	9.8	0.92	7,500	10.0	1.39	2,600	9.1	1.10	2,500	9.9	1.53
>10% to 20%	18,000	14.0	0.86	11,000	14.6	1.25	3,500	12.5	1.44	3,500	13.7	1.54
>20% to 30%	13,800	10.6	0.79	8,100	10.7	1.10	2,600	9.2	1.01	3,000	11.9	1.99
over 30%	19,200	14.8	0.93	12,000	15.8	1.16	4,200	15.1	1.75	3,000	11.7	1.85
DK/REF/Missing	5,900	4.6	0.75	3,200	4.3	1.08	1,500	5.2	1.22	1,200	4.8	1.52
Total	129,000	100.0	†	75,700	100.0	†	28,000	100.0	†	25,600	100.0	†

Source: NSECE center-based provider questionnaire. The departure rate is defined as the ratio of the number of staff who worked with children and left the program in the last 12 months to the total number of staff working with children at the time of survey. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A12. Means and Quartiles of Total Number of Teachers and Caregivers Employed in the Program (Work Directly with Children Under Age 13): Number of Center-based Programs Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, by Community Poverty Density**

	All communities	All communities	All communities	Low poverty density communities	Low poverty density communities	Low poverty density communities	Moderate poverty density communities	Moderate poverty density communities	Moderate poverty density communities	High poverty density communities	High poverty density communities	High poverty density communities
	Mean/ Quartiles	Standard Error		Mean/ Quartiles	Standard Error		Mean/ Quartiles	Standard Error		Mean/ Quartiles	Standard Error	
Mean number of teachers and caregivers	12.9	0.54		13.1	0.73		12.3	0.85		13.2	1.15	
Quartiles of teachers/caregivers												
25 percentile	4.1	0.17		4.2	0.26		3.8	0.22		4.4	0.30	
50 percentile/ Median	7.9	0.35		8.1	0.59		7.4	0.48		7.9	0.39	
75 percentile	14.7	0.58		14.9	0.77		14.3	0.86		14.6	1.20	
90 percentile	26.2	1.35		27.1	1.80		23.3	2.39		27.1	3.36	
	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent
DK/REF/Missing weighted frequency	900!	0.7!	0.30!	‡	‡	‡	‡	‡	‡	‡	‡	‡
Total weighted frequency, including DK/REF/Missing	129,000	100.0	†	75,700	100.0	†	28,000	100.0	†	25,600	100.0	†

Source: NSECE center-based provider questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n

**Table A13. Main Reason for Working with Young Children: Number and Share of Center-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, by Community Poverty Density**

	All communities	All communities	All communities	Low poverty density communities	Low poverty density communities	Low poverty density communities	Moderate poverty density communities	Moderate poverty density communities	Moderate poverty density communities	High poverty density communities	High poverty density communities	High poverty density communities
	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent
Career-related	713,000	71.3	1.20	408,000	72.0	1.60	155,000	71.3	1.92	150,000	69.5	2.42
Help children/parents	218,000	21.8	1.05	118,000	20.8	1.43	45,900	21.1	1.84	54,800	25.4	2.11
Earn money	12,600	1.3	0.27	3,900!	0.7!	0.25!	‡	‡	‡	‡	‡	‡
Convenient work arrangement	33,800	3.4	0.49	23,000	4.1	0.76	7,000!	3.2!	0.84!	‡	‡	‡
Other	20,000	2.0	0.37	13,700!	2.4!	0.58!	4,000!	1.8!	0.55!	2,400!	1.1!	0.34!
DK/REF/Missing	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Total	1,000,000	100.0	†	566,000	100.0	†	217,000	100.0	†	216,000	100.0	†

Source: NSECE center-based workforce questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A14. Main Reason for Working with Young Children, Detailed: Number and Share of Center-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, by Community Poverty Density**

	All communities	All communities	All communities	Low poverty density communities	Low poverty density communities	Low poverty density communities	Moderate poverty density communities	Moderate poverty density communities	Moderate poverty density communities	High poverty density communities	High poverty density communities	High poverty density communities
	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent
It is my career or profession	207,000	20.7	1.12	116,000	20.6	1.59	44,800	20.6	2.08	45,500	21.2	1.99
It is a step towards a related career	63,600	6.4	0.69	36,600	6.5	1.00	13,700	6.3	1.13	13,300	6.2	0.96
It is my personal calling	443,000	44.4	1.45	255,000	45.0	1.98	96,500	44.5	2.58	91,400	42.5	2.73
It is a job with a paycheck	12,600	1.3	0.27	3,900!	0.7!	0.25!	‡	‡	‡	‡	‡	‡
It is work I can do while my own children are young	33,800	3.4	0.49	23,000	4.1	0.76	7,000!	3.2!	0.84!	‡	‡	‡
It is a way to help children	207,000	20.8	1.02	112,000	19.9	1.41	43,500	20.1	1.78	51,400	23.9	1.97
It is a way to help parents	10,900!	1.1!	0.31!	‡	‡	‡	‡	‡	‡	3,500!	1.6!	0.79!
None of these reasons apply	20,000	2.0	0.37	13,700!	2.4!	0.58!	4,000!	1.8!	0.55!	2,400!	1.1!	0.34!
DK/REF/Missing	‡	‡	‡	—	—	—	‡	‡	‡	‡	‡	‡
Total	1,000,000	100.0	†	566,000	100.0	†	217,000	100.0	†	216,000	100.0	†

Source: NSECE center-based workforce questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.



**Table A15. Means and Quartiles of Parental Modernity Scale, Traditional Belief Subscale: Number of Center-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, by Community Poverty Density**

	All communities	All communities	All communities	Low poverty density communities	Low poverty density communities	Low poverty density communities	Moderate poverty density communities	Moderate poverty density communities	Moderate poverty density communities	High poverty density communities	High poverty density communities	High poverty density communities
	Mean/ Quintiles	Standard Error		Mean/ Quintiles	Standard Error		Mean/ Quintiles	Standard Error		Mean/ Quintiles	Standard Error	
Mean traditional belief subscale	15.3	0.10		15.2	0.13		15.2	0.15		15.7	0.21	
Quartiles												
25 percentile	12.8	0.18		12.8	0.24		12.7	0.23		12.8	0.28	
50 percentile/ Median	14.7	0.08		14.6	0.11		14.7	0.11		15.0	0.26	
75 percentile	17.1	0.18		17.0	0.28		16.9	0.27		17.9	0.27	
	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent
DK/REF/Missing weighted frequency	3,300!	0.3!	0.11!	‡	‡	‡	‡	‡	‡	‡	‡	‡
Total weighted frequency, including DK/REF/Missing	1,000,000	100.0	†	566,000	100.0	†	217,000	100.0	†	216,000	100.0	†

Source: NSECE center-based workforce questionnaire. Note: Traditional belief subscore is computed by adding up scores across traditional belief item scores. The subscore can range from 5 to 25. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A16. Means and Quartiles of Parental Modernity Scale, Progressive Belief Subscale: Number of Center-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, by Community Poverty Density**

	All communities	All communities	All communities	Low poverty density communities	Low poverty density communities	Low poverty density communities	Moderate poverty density communities	Moderate poverty density communities	Moderate poverty density communities	High poverty density communities	High poverty density communities	High poverty density communities
	Mean/ Quintiles	Standard Error		Mean/ Quintiles	Standard Error		Mean/ Quintiles	Standard Error		Mean/ Quintiles	Standard Error	
Mean progressive belief subscale	18.9	0.06		19.0	0.09		18.9	0.10		18.8	0.11	
Quartiles												
25 percentile	17.0	0.24		17.5	0.18		17.0	0.32		16.8	0.22	
50 percentile/ Median	18.9	0.22		18.9	0.23		18.9	0.23		18.9	0.25	
75 percentile	19.9	0.04		19.9	0.06		20.0	0.08		19.8	0.09	
	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent
DK/REF/Missing weighted frequency	5,700!	0.6!	0.18!	‡	‡	‡	‡	‡	‡	‡	‡	‡
Total weighted frequency, including DK/REF/Missing	1,000,000	100.0	†	566,000	100.0	†	217,000	100.0	†	216,000	100.0	†

Source: NSECE center-based workforce questionnaire. Note: Progressive belief subscore is computed by adding up scores across progressive belief item scores. The subscore can range from 5 to 25. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A17. Means and Quartiles of Parental Modernity Scale, Net Traditional Belief Scale: Number of Center-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, by Community Poverty Density**

	All communities	All communities	All communities	Low poverty density communities	Low poverty density communities	Low poverty density communities	Moderate poverty density communities	Moderate poverty density communities	Moderate poverty density communities	High poverty density communities	High poverty density communities	High poverty density communities
	Mean/ Quintiles	Standard Error		Mean/ Quintiles	Standard Error		Mean/ Quintiles	Standard Error		Mean/ Quintiles	Standard Error	
Mean net traditional belief scale	26.4	0.13		26.2	0.17		26.3	0.20		26.9	0.22	
Quartiles												
25 percentile	23.0	0.26		23.0	0.34		22.9	0.24		23.4	0.19	
50 percentile/ Median	25.9	0.23		25.8	0.26		25.9	0.29		26.8	0.28	
75 percentile	29.0	0.25		29.0	0.26		29.0	0.27		29.6	0.18	
	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent
DK/REF/Missing weighted frequency	3,200!	0.3!	0.11!	‡	‡	‡	‡	‡	‡	‡	‡	‡
Total weighted frequency, including DK/REF/Missing	1,000,000	100.0	†	566,000	100.0	†	217,000	100.0	†	216,000	100.0	†

Source: NSECE center-based workforce questionnaire. Note: Net traditional belief score is computed by summing up the traditional item scores and the reverse scores of progressive items. The net traditional score can range from 10 to 50. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A18. Participation in Workshops in the Last 12 months: Number and Share of Center-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, by Community Poverty Density**

	All communities	All communities	All communities	Low poverty density communities	Low poverty density communities	Low poverty density communities	Moderate poverty density communities	Moderate poverty density communities	Moderate poverty density communities	High poverty density communities	High poverty density communities	High poverty density communities
	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent
Participated in workshop	842,000	84.3	0.97	465,000	82.2	1.61	189,000	86.9	1.70	188,000	87.1	1.62
Did not participate in workshop	143,000	14.3	0.89	90,100	15.9	1.48	26,700	12.3	1.65	26,400	12.2	1.61
DK/REF/Missing	14,000	1.4	0.34	10,700!	1.9!	0.56!	‡	‡	‡	‡	‡	‡
Total	1,000,000	100.0	†	566,000	100.0	†	217,000	100.0	†	216,000	100.0	†

Source: NSECE center-based workforce questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A19. If Attended a Workshop in the Last 12 Months, Was It a Single Session or a Series?: Number and Share of Center-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, by Community Poverty Density**

	All communities	All communities	All communities	Low poverty density communities	Low poverty density communities	Low poverty density communities	Moderate poverty density communities	Moderate poverty density communities	Moderate poverty density communities	High poverty density communities	High poverty density communities	High poverty density communities
	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent
Single workshop	446,000	53.0	1.36	256,000	54.9	2.03	102,000	54.3	2.47	88,400	47.0	2.93
Workshop series	386,000	45.9	1.40	206,000	44.4	2.05	84,300	44.6	2.54	95,600	50.8	3.02
DK/REF/Missing	9,500!	1.1!	0.30!	‡	‡	‡	‡	‡	‡	‡	‡	‡
Total	842,000	100.0	†	465,000	100.0	†	189,000	100.0	†	188,000	100.0	†

Source: NSECE center-based workforce questionnaire. Note: The tabulation is based on respondents who had participated in workshops in the last 12 months. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A20. Enrolled in a Course at a Community College or Four-year College or University Relevant to Your Work with Children under Age 13 in the Past 12 months: Number and Share of Center-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, by Community Poverty Density**

	All communities	All communities	All communities	Low poverty density communities	Low poverty density communities	Low poverty density communities	Moderate poverty density communities	Moderate poverty density communities	Moderate poverty density communities	High poverty density communities	High poverty density communities	High poverty density communities
	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent
Enrolled in a college course	319,000	31.9	1.19	168,000	29.7	1.79	69,000	31.8	2.46	81,900	37.9	1.76
Did not enroll in a course	642,000	64.2	1.24	373,000	65.8	1.87	143,000	65.7	2.42	127,000	58.6	1.89
DK/REF/Missing	38,300	3.8	0.47	25,200	4.4	0.74	5,500!	2.5!	0.77!	7,600	3.5	0.71
Total	1,000,000	100.0	†	566,000	100.0	†	217,000	100.0	†	216,000	100.0	†

Source: NSECE center-based workforce questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A21. Participated in Coaching, Mentoring or Ongoing Consultation with a Specialist in the Past 12 Months: Number and Share of Center-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, by Community Poverty Density**

	All communities	All communities	All communities	Low poverty density communities	Low poverty density communities	Low poverty density communities	Moderate poverty density communities	Moderate poverty density communities	Moderate poverty density communities	High poverty density communities	High poverty density communities	High poverty density communities
	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent
Participated in coaching, mentoring, and consultation with a specialist	291,000	29.2	1.25	159,000	28.1	1.50	63,400	29.2	2.55	69,200	32.0	2.82
Did not participate	652,000	65.3	1.37	371,000	65.6	1.68	144,000	66.3	2.84	137,000	63.3	2.91
DK/REF/Missing	55,800	5.6	0.61	35,800	6.3	0.93	9,900	4.5	1.03	10,100	4.7	0.89
Total	1,000,000	100.0	†	566,000	100.0	†	217,000	100.0	†	216,000	100.0	†

Source: NSECE center-based workforce questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A22. Receipt of Financial Assistance from Employers or Other Organization with Costs Associated with Participating in Activities for Improving Skills, including Assistance with Direct Costs such as Tuition and Fees or Other Costs such as Travel and Child Care for Own Children, among those Who Participated in Workshop or Enrolled in a College Course in the Past 12 Months: Number and Share of Center-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, by Community Poverty Density**

	All communities	All communities	All communities	Low poverty density communities	Low poverty density communities	Low poverty density communities	Moderate poverty density communities	Moderate poverty density communities	Moderate poverty density communities	High poverty density communities	High poverty density communities	High poverty density communities
	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent
Received financial assistance with costs associated with professional development	441,000	49.6	1.54	252,000	50.8	2.22	94,300	48.6	3.30	94,100	47.7	2.23
Did not receive financial assistance	440,000	49.6	1.56	241,000	48.5	2.27	98,400	50.7	3.30	101,000	51.1	2.28
DK/REF/Missing	7,300!	0.8!	0.23!	‡	‡	‡	‡	‡	‡	‡	‡	‡
Total	888,000	100.0	†	496,000	100.0	†	194,000	100.0	†	197,000	100.0	†

Source: NSECE center-based workforce questionnaire. Note: The tabulation is based on respondents who reported to have participated in a workshop or been enrolled in a college course in the past 12 months. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A23. Receipt of Release Time to Participate in Activities for Improving Skills, among Those Who Participated in Workshop or Enrolled in a College Course in the Past 12 Months: Number and Share of Center-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, by Community Poverty Density**

	All communities	All communities	All communities	Low poverty density communities	Low poverty density communities	Low poverty density communities	Moderate poverty density communities	Moderate poverty density communities	Moderate poverty density communities	High poverty density communities	High poverty density communities	High poverty density communities
	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent
Received release time	362,000	40.8	1.55	202,000	40.7	2.13	77,500	39.9	2.77	82,500	41.8	2.87
Did not receive release time	500,000	56.3	1.53	281,000	56.5	2.09	111,000	57.2	2.84	108,000	54.9	2.84
DK/REF/Missing	25,800	2.9	0.41	13,700!	2.8!	0.56!	5,600!	2.9!	0.88!	6,500!	3.3!	0.89!
Total	888,000	100.0	†	496,000	100.0	†	194,000	100.0	†	197,000	100.0	†

Source: NSECE center-based workforce questionnaire. Note: The tabulation is based on respondents who reported to have participated in a workshop or been enrolled in a college course in the past 12 months. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.



**Table A24. Highest Education Level Attained: Number and Share of Center-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, by Community Poverty Density**

	All communities	All communities	All communities	Low poverty density communities	Low poverty density communities	Low poverty density communities	Moderate poverty density communities	Moderate poverty density communities	Moderate poverty density communities	High poverty density communities	High poverty density communities	High poverty density communities
	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent
No HS diploma/GED	13,100	1.3	0.27	6,700!	1.2!	0.41!	‡	‡	‡	4,700!	2.2!	0.54!
HS diploma/GED	176,000	17.6	1.15	94,900	16.8	1.57	44,600	20.5	2.23	36,600	16.9	2.06
College credit, no degree	283,000	28.3	1.28	161,000	28.4	1.88	55,100	25.3	2.14	67,100	31.1	2.32
College degree (AA +)	525,000	52.5	1.52	303,000	53.5	1.99	116,000	53.3	2.33	106,000	49.2	2.78
DK/REF/Missing	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Total	1,000,000	100.0	†	566,000	100.0	†	217,000	100.0	†	216,000	100.0	†

Source: NSECE center-based workforce questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A25. Highest Education Level Attained, Detailed: Number and Share of Center-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, by Community Poverty Density**

	All communities	All communities	All communities	Low poverty density communities	Low poverty density communities	Low poverty density communities	Moderate poverty density communities	Moderate poverty density communities	Moderate poverty density communities	High poverty density communities	High poverty density communities	High poverty density communities
	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent
8th grade or less	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
9th-12th grade, no diploma	12,600	1.3	0.27	6,600!	1.2!	0.41!	‡	‡	‡	4,500!	2.1!	0.53!
GED or high school equivalency	29,500	2.9	0.52	13,300!	2.3!	0.70!	6,900!	3.2!	0.94!	9,200!	4.3!	0.96!
High school graduate	147,000	14.7	0.97	81,600	14.4	1.34	37,700	17.3	1.99	27,300	12.6	1.72
Some college credit, no degree	283,000	28.3	1.28	161,000	28.4	1.88	55,100	25.3	2.14	67,100	31.1	2.32
Associate degree -- AA, AS	171,000	17.1	1.04	88,300	15.6	1.34	45,300	20.9	2.10	37,000	17.1	2.40
Bachelor's degree -- BA, BS, AB	264,000	26.4	1.33	160,000	28.2	1.81	54,300	25.0	2.66	49,400	22.9	2.21
Graduate or professional degree	91,000	9.1	0.77	54,800	9.7	1.10	16,200	7.5	1.31	20,000	9.2	1.46
DK/REF/Missing	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Total	1,000,000	100.0	†	566,000	100.0	†	217,000	100.0	†	216,000	100.0	†

Source: NSECE center-based workforce questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A26. Do You Have a Child Development Associate (CDA) Certificate or State Certification to Teach Young Children, Special Education or Elementary School?: Number and Share of Center-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, by Community Poverty Density**

	All communities	All communities	All communities	Low poverty density communities	Low poverty density communities	Low poverty density communities	Moderate poverty density communities	Moderate poverty density communities	Moderate poverty density communities	High poverty density communities	High poverty density communities	High poverty density communities
	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent
Yes, have a CDA and/or state certification	460,000	46.0	1.49	246,000	43.4	2.03	104,000	48.0	2.53	110,000	50.8	2.63
No, don't have a certification	495,000	49.5	1.54	295,000	52.0	2.11	102,000	46.9	2.57	98,400	45.5	2.49
DK/REF/Missing	45,000	4.5	0.54	26,000	4.6	0.77	11,100	5.1	1.24	7,900	3.7	1.02
Total	1,000,000	100.0	†	566,000	100.0	†	217,000	100.0	†	216,000	100.0	†

Source: NSECE center-based workforce questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A27. Do You Have a Child Development Associate (CDA) Certificate or State Certification to Teach Young Children, Special Education or Elementary School?: Number and Share of Center-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, by Community Poverty Density**

	All communities	All communities	All communities	Low poverty density communities	Low poverty density communities	Low poverty density communities	Moderate poverty density communities	Moderate poverty density communities	Moderate poverty density communities	High poverty density communities	High poverty density communities	High poverty density communities
	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent
Neither state certification nor CDA	495,000	49.5	1.54	295,000	52.0	2.11	102,000	46.9	2.57	98,400	45.5	2.49
State certification only	222,000	22.2	1.16	128,000	22.6	1.61	52,800	24.3	2.14	41,400	19.2	1.75
Child development associate (CDA) certificate only	178,000	17.8	1.05	89,400	15.8	1.49	35,000	16.1	1.78	53,900	25.0	2.06
Both CDA and state certification	59,100	5.9	0.60	28,100	5.0	0.81	16,600	7.6	1.20	14,400	6.7	1.49
DK/REF/Missing	45,000	4.5	0.54	26,000	4.6	0.77	11,100	5.1	1.24	7,900	3.7	1.02
Total	1,000,000	100.0	†	566,000	100.0	†	217,000	100.0	†	216,000	100.0	†

Source: NSECE center-based workforce questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A28. Major for the Highest Degree Obtained or Studied for: Number and Share of Center-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, by Community Poverty Density**

	All communities	All communities	All communities	Low poverty density communities	Low poverty density communities	Low poverty density communities	Moderate poverty density communities	Moderate poverty density communities	Moderate poverty density communities	High poverty density communities	High poverty density communities	High poverty density communities
	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent
PSE and ECE majors	382,000	38.2	1.35	205,000	36.1	1.83	89,200	41.0	2.71	88,000	40.7	2.37
PSE and ECE-related majors	178,000	17.8	0.98	111,000	19.5	1.38	32,400	14.9	2.06	35,100	16.2	1.88
PSE and other majors	232,000	23.2	1.26	143,000	25.3	1.89	44,900	20.6	2.01	43,300	20.0	1.99
PSE and major unknown	15,300	1.5	0.31	‡	‡	‡	3,100!	1.4!	0.64!	7,000!	3.2!	0.86!
No college credit/degree (no-PSE)	189,000	18.9	1.19	102,000	17.9	1.68	46,300	21.3	2.21	41,300	19.1	1.99
DK/REF/Missing	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Total	1,000,000	100.0	†	566,000	100.0	†	217,000	100.0	†	216,000	100.0	†

Source: NSECE center-based workforce questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A29. Major for the Highest Degree Obtained or Studied for among Teachers and Caregivers with Postsecondary Education: Number and Share of Center-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, by Community Poverty Density**

	All communities	All communities	All communities	Low poverty density communities	Low poverty density communities	Low poverty density communities	Moderate poverty density communities	Moderate poverty density communities	Moderate poverty density communities	High poverty density communities	High poverty density communities	High poverty density communities
Major among respondents with PSE	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent
Major in ECE	382,000	47.3	1.61	205,000	44.1	2.16	89,200	52.6	3.22	88,000	50.7	2.79
Major related to ECE	178,000	22.1	1.18	111,000	23.9	1.65	32,400	19.1	2.61	35,100	20.3	2.27
Major related to education	30,600	3.8	0.54	23,100!	5.0!	0.90!	3,300!	2.0!	0.63!	4,100!	2.4!	0.65!
Major not related to either ECE or education	201,000	24.9	1.36	120,000	25.9	1.93	41,500	24.5	2.31	39,200	22.6	2.35
DK/REF/Missing	15,300	1.9	0.38	‡	‡	‡	3,100!	1.8!	0.82!	7,000!	4.0!	1.06!
Total	807,000	100.0	†	464,000	100.0	†	169,000	100.0	†	173,000	100.0	†

Source: NSECE center-based workforce questionnaire. Note: The tabulation is based on center-based teachers and providers who had postsecondary education. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A30. How Often Were There Children with Behavior Problems that Were Hard to Deal with in the Last week?: Number and Share of Center-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, by Community Poverty Density**

	All communities	All communities	All communities	Low poverty density communities	Low poverty density communities	Low poverty density communities	Moderate poverty density communities	Moderate poverty density communities	Moderate poverty density communities	High poverty density communities	High poverty density communities	High poverty density communities
	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent
Never in last week	255,000	25.5	1.20	138,000	24.3	1.58	46,600	21.5	2.78	70,700	32.7	2.79
Once in last week	249,000	24.9	1.17	154,000	27.3	1.83	51,900	23.9	2.33	43,000	19.9	1.83
More than once in last week	468,000	46.8	1.31	263,000	46.4	1.96	112,000	51.4	2.93	93,600	43.3	2.56
DK/REF/Missing	27,300	2.7	0.41	11,500!	2.0!	0.48!	7,000!	3.2!	0.98!	8,800!	4.1!	1.08!
Total	1,000,000	100.0	†	566,000	100.0	†	217,000	100.0	†	216,000	100.0	†

Source: NSECE center-based workforce questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A31. How Often Were You Moved to a Different Classroom or Group of Children in the Last Week?: Number and Share of Center-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, by Community Poverty Density**

	All communities	All communities	All communities	Low poverty density communities	Low poverty density communities	Low poverty density communities	Moderate poverty density communities	Moderate poverty density communities	Moderate poverty density communities	High poverty density communities	High poverty density communities	High poverty density communities
	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent
Never in the last week	788,000	78.8	1.10	456,000	80.6	1.42	174,000	80.3	2.06	157,000	72.7	2.49
Once in the last week	84,900	8.5	0.72	45,300	8.0	0.97	16,000	7.4	1.13	23,600	10.9	1.75
More than once in the last week	106,000	10.6	0.85	52,300	9.2	1.13	23,700	10.9	1.70	30,100	13.9	1.89
DK/REF/Missing	20,600	2.1	0.41	12,200!	2.2!	0.65!	3,200!	1.5!	0.41!	5,200!	2.4!	0.84!
Total	1,000,000	100.0	†	566,000	100.0	†	217,000	100.0	†	216,000	100.0	†

Source: NSECE center-based workforce questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.



**Table A32. Level of Agreement with the Statement that “My Co-workers and I Are Treated with Respect on a Day-to-day Basis”: Number and Share of Center-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, by Community Poverty Density**

	All communities	All communities	All communities	Low poverty density communities	Low poverty density communities	Low poverty density communities	Moderate poverty density communities	Moderate poverty density communities	Moderate poverty density communities	High poverty density communities	High poverty density communities	High poverty density communities
	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent
Strongly agree	408,000	40.8	1.28	240,000	42.3	1.80	82,100	37.8	2.31	86,100	39.9	2.19
Agree	419,000	41.9	1.23	231,000	40.8	1.74	90,600	41.7	2.55	96,900	44.9	2.22
Neither agree or disagree	76,100	7.6	0.77	38,600	6.8	0.93	23,500	10.8	1.79	14,100	6.5	1.38
Disagree	55,800	5.6	0.65	31,400	5.5	0.94	12,200	5.6	1.23	12,200	5.7	1.23
Strongly disagree	29,700	3.0	0.45	18,500	3.3	0.63	6,300!	2.9!	0.98!	4,900!	2.3!	0.72!
DK/REF/Missing	11,600	1.2	0.24	7,200!	1.3!	0.38!	‡	‡	‡	‡	‡	‡
Total	1,000,000	100.0	†	566,000	100.0	†	217,000	100.0	†	216,000	100.0	†

Source: NSECE center-based workforce questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A33. Enrollment Count of Children Cared for by Home-based Providers for 5 or More Hours per Week: Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, All Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Mean/ Quintiles	Standard Error		Mean/ Quintiles	Standard Error		Mean/ Quintiles	Standard Error	
Mean	8.3	0.30		3.9	0.23		2.1	0.08	
Quartiles									
25 percentile	4.6	0.19		1.1	0.13		0.5	.b	
50 percentile/ Median	6.9	0.24		2.3	0.21		1.2	0.06	
75 percentile	9.8	0.29		4.9	0.49		2.0	0.06	
	Frequency	Percent	Standard Error of Percent	Frequency	Percent	Standard Error of Percent	Frequency	Percent	Standard Error of Percent
DK/REF/Missing Frequency	‡	‡	‡	‡	‡	‡	75,000!	2.8!	0.72!
Total frequency, including DK/REF/Missing	118,000	100.0	0.00	919,000	100.0	0.00	2,730,000	100.0	0.00

Source: NSECE center-based workforce questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n. .b Standard error cannot be estimated.

**Table A34. Primary Reason for Looking after Children: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, All Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Career-related	57,200	48.4	1.82	169,000	18.4	2.72	246,000	9.0	1.17
Help children/parents	20,400	17.3	1.37	546,000	59.4	3.57	2,380,000	87.2	1.53
Earn money	9,600	8.2	1.28	114,000	12.4	2.26	—	—	—
Convenient work arrangement	23,800	20.1	1.74	83,700!	9.1!	1.80!	‡	‡	‡
Other	‡	‡	‡	‡	‡	‡	‡	‡	‡
DK/REF/Missing	6,600	5.6	0.61	‡	‡	‡	‡	‡	‡
Total	118,000	100.0	†	919,000	100.0	†	2,730,000	100.0	†

Source: NSECE home-based provider questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A35. Primary Reason for Looking after Children: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, Low Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Career-related	36,200	49.2	2.41	65,300!	16.5!	4.84!	124,000!	8.6!	1.69!
Help children/parents	11,800	15.9	1.61	243,000	61.5	6.06	1,250,000	86.7	2.27
Earn money	5,900	8.0	1.41	56,400!	14.3!	3.62!	—	—	—
Convenient work arrangement	16,100	21.8	2.51	‡	‡	‡	‡	‡	‡
Other	‡	‡	‡	—	—	—	‡	‡	‡
DK/REF/Missing	3,500	4.7	0.79	‡	‡	‡	‡	‡	‡
Total	73,700	100.0	†	395,000	100.0	†	1,440,000	100.0	†

Source: NSECE home-based provider questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A36. Primary Reason for Looking after Children: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, Moderate Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Career-related	10,900	46.1	3.29	66,000!	24.6!	4.79!	64,200!	10.3!	3.02!
Help children/parents	3,500	14.7	3.00	143,000	53.4	6.66	551,000	88.7	3.11
Earn money	2,900	12.3	4.26	‡	‡	‡	—	—	—
Convenient work arrangement	5,000	21.3	2.44	‡	‡	‡	—	—	—
Other	‡	‡	‡	‡	‡	‡	‡	‡	‡
DK/REF/Missing	1,100	4.7	0.81	—	—	—	‡	‡	‡
Total	23,500	100.0	†	268,000	100.0	†	621,000	100.0	†

Source: NSECE home-based provider questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A37. Primary Reason for Looking after Children: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, High Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Career-related	10,100	48.2	3.90	38,200!	14.9!	3.27!	57,800!	8.7!	1.55!
Help children/parents	5,200	24.9	2.78	160,000	62.5	5.21	580,000	86.8	1.88
Earn money	800	4.0	1.01	40,500!	15.8!	5.36!	—	—	—
Convenient work arrangement	2,600	12.6	3.10	‡	‡	‡	‡	‡	‡
Other	‡	‡	‡	‡	‡	‡	‡	‡	‡
DK/REF/Missing	2,000	9.7	1.76	‡	‡	‡	‡	‡	‡
Total	20,900	100.0	†	256,000	100.0	†	668,000	100.0	†

Source: NSECE home-based provider questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A38. Primary Reason for Looking after Children, Detailed Categories: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, All Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
It is my personal calling or career	56,100	47.4	1.80	164,000	17.8	2.71	232,000	8.5	1.13
It is a step toward a related career	1,100!	0.9!	0.34!	‡	‡	‡	‡	‡	‡
To earn money	9,600	8.2	1.28	114,000	12.4	2.26	—	—	—
To have a job that lets me work from home	5,400	4.6	0.80	68,600!	7.5!	1.60!	‡	‡	‡
To help children	11,100	9.4	1.01	137,000	14.9	2.75	288,000	10.6	1.46
To help children's parents	9,300	7.9	1.11	409,000	44.5	3.59	2,090,000	76.6	1.90
Other	15,400	13.1	1.27	‡	‡	‡	‡	‡	‡
Other: to have a job that lets me care for own children	2,900	2.4	0.90	—	—	—	—	—	—
Other: to own my own business	‡	‡	‡	‡	‡	‡	‡	‡	‡
DK/REF/Missing	6,600	5.6	0.61	‡	‡	‡	‡	‡	‡
Total	118,000	100.0	†	919,000	100.0	†	2,730,000	100.0	†

Source: NSECE home-based provider questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A39. Primary Reason for Looking after Children, Detailed Categories: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, Low Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
It is my personal calling or career	35,700	48.4	2.29	65,300!	16.5!	4.84!	115,000!	8.0!	1.64!
It is a step toward a related career	‡	‡	‡	—	—	—	‡	‡	‡
To earn money	5,900	8.0	1.41	56,400!	14.3!	3.62!	—	—	—
To have a job that lets me work from home	4,200	5.6	1.17	‡	‡	‡	‡	‡	‡
To help children	7,000	9.5	1.27	71,900!	18.2!	5.03!	108,000!	7.5!	1.62!
To help children's parents	4,800	6.5	1.17	171,000	43.3	6.24	1,140,000	79.2	2.76
Other	10,200	13.9	1.64	‡	‡	‡	‡	‡	‡
Other: to have a job that lets me care for own children	1,700!	2.3!	1.16!	—	—	—	—	—	—
Other: to own my own business	‡	‡	‡	—	—	—	‡	‡	‡
DK/REF/Missing	3,500	4.7	0.79	‡	‡	‡	‡	‡	‡
Total	73,700	100.0	†	395,000	100.0	†	1,440,000	100.0	†

Source: NSECE home-based provider questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A40. Primary Reason for Looking after Children, Detailed Categories: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, Moderate Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
It is my personal calling or career	10,500	44.6	3.03	63,200!	23.5!	4.75!	59,100!	9.5!	2.92!
It is a step toward a related career	‡	‡	‡	‡	‡	‡	‡	‡	‡
To earn money	2,900	12.3	4.26	‡	‡	‡	—	—	—
To have a job that lets me work from home	900!	4.0!	1.35!	‡	‡	‡	—	—	—
To help children	2,300	9.9	2.14	‡	‡	‡	78,300!	12.6!	2.49!
To help children's parents	1,100!	4.8!	1.64!	106,000	39.4	6.68	473,000	76.1	2.93
Other	3,900	16.4	2.74	‡	‡	‡	—	—	—
Other: to have a job that lets me care for own children	‡	‡	‡	—	—	—	—	—	—
Other: to own my own business	‡	‡	‡	‡	‡	‡	‡	‡	‡
DK/REF/Missing	1,100	4.7	0.81	—	—	—	‡	‡	‡
Total	23,500	100.0	†	268,000	100.0	†	621,000	100.0	†

Source: NSECE home-based provider questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A41. Primary Reason for Looking after Children, Detailed Categories: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, High Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
It is my personal calling or career	9,900	47.2	3.89	35,500!	13.9!	3.15!	57,800!	8.7!	1.55!
It is a step toward a related career	‡	‡	‡	‡	‡	‡	—	—	—
To earn money	800	4.0	1.01	40,500!	15.8!	5.36!	—	—	—
To have a job that lets me work from home	400!	1.7!	0.46!	‡	‡	‡	—	—	—
To help children	1,800	8.5	1.54	‡	‡	‡	102,000	15.3	3.42
To help children's parents	3,400	16.4	2.79	132,000	51.7	5.72	477,000	71.5	3.18
Other	1,400	6.5	1.66	—	—	—	‡	‡	‡
Other: to have a job that lets me care for own children	‡	‡	‡	—	—	—	—	—	—
Other: to own my own business	‡	‡	‡	‡	‡	‡	‡	‡	‡
DK/REF/Missing	2,000	9.7	1.76	‡	‡	‡	‡	‡	‡
Total	20,900	100.0	†	256,000	100.0	†	668,000	100.0	†

Source: NSECE home-based provider questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.



**Table A42. Parental Modernity Scale, Traditional Belief Subscale: Mean and Quartiles for Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, All Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Mean/ Quintiles	Standard Error		Mean/ Quintiles	Standard Error		Mean/ Quintiles	Standard Error	
Mean traditional beliefs subscale	15.6	0.15		17.4	0.27		16.8	0.18	
Quartiles									
25 percentile	12.8	0.22		14.4	0.24		13.9	0.28	
50 percentile/Median	14.9	0.10		17.5	0.36		16.7	0.31	
75 percentile	17.7	0.23		19.7	0.22		19.0	0.27	
	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent
DK/REF/Missing weighted frequency	1,800	1.5	0.33	‡	‡	‡	‡	‡	‡
Total weighted frequency, including DK/REF/Missing	118,000	100.0	†	919,000	100.0	†	2,730,000	100.0	†

Source: NSECE home-based provider questionnaire. Note: Traditional belief subscore is computed by adding up scores across traditional belief item scores. The subscore can range from 5 to 25. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A43. Parental Modernity Scale, Traditional Belief Subscale: Mean and Quartiles for Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, Low Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Mean/ Quintiles	Standard Error		Mean/ Quintiles	Standard Error		Mean/ Quintiles	Standard Error	
Mean traditional beliefs subscale	15.1	0.18		17.6	0.51		15.8	0.24	
Quartiles									
25 percentile	12.5	0.25		14.4	0.65		13.0	0.22	
50 percentile/Median	14.5	0.12		17.5	0.64		15.1	0.41	
75 percentile	17.0	0.32		19.9	0.78		17.8	0.24	
	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent
DK/REF/Missing weighted frequency	1,000!	1.4!	0.38!	‡	‡	‡	—	—	—
Total weighted frequency, including DK/REF/Missing	73,700	100.0	†	395,000	100.0	†	1,440,000	100.0	†

Source: NSECE home-based provider questionnaire. Note: Traditional belief subscore is computed by adding up scores across traditional belief item scores. The subscore can range from 5 to 25. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A44. Parental Modernity Scale, Traditional Belief Subscale: Mean and Quartiles for Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, Moderate Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Mean/ Quintiles	Standard Error		Mean/ Quintiles	Standard Error		Mean/ Quintiles	Standard Error	
Mean traditional beliefs subscale	16.0	0.23		16.9	0.46		17.3	0.33	
Quartiles									
25 percentile	13.9	0.36		14.2	0.94		14.2	0.33	
50 percentile/Median	15.3	0.31		16.7	0.55		16.9	0.40	
75 percentile	17.8	0.31		19.4	0.69		19.5	0.33	
	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent
DK/REF/Missing weighted frequency	‡	‡	‡	—	—	—	‡	‡	‡
Total weighted frequency, including DK/REF/Missing	23,500	100.0	†	268,000	100.0	†	621,000	100.0	†

Source: NSECE home-based provider questionnaire. Note: Traditional belief subscore is computed by adding up scores across traditional belief item scores. The subscore can range from 5 to 25. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A45. Parental Modernity Scale, Traditional Belief Subscale: Mean and Quartiles for Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, High Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Mean/ Quintiles	Standard Error		Mean/ Quintiles	Standard Error		Mean/ Quintiles	Standard Error	
Mean traditional beliefs subscale	16.7	0.25		17.8	0.36		18.2	0.33	
Quartiles									
25 percentile	13.9	0.38		14.7	0.74		14.9	0.32	
50 percentile/Median	16.7	0.60		17.9	0.81		17.9	0.52	
75 percentile	18.9	0.33		19.8	0.43		20.5	0.48	
	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent
DK/REF/Missing weighted frequency	600!	2.7!	1.30!	‡	‡	‡	—	—	—
Total weighted frequency, including DK/REF/Missing	20,900	100.0	†	256,000	100.0	†	668,000	100.0	†

Source: NSECE home-based provider questionnaire. Note: Traditional belief subscore is computed by adding up scores across traditional belief item scores. The subscore can range from 5 to 25. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A46. Parental Modernity Scale, Progressive Belief Subscale: Mean and Quartiles for Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, All Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Mean/ Quintiles	Standard Error		Mean/ Quintiles	Standard Error		Mean/ Quintiles	Standard Error	
Mean progressive beliefs subscale	18.4	0.11		18.3	0.23		18.7	0.13	
Quartiles									
25 percentile	16.8	0.24		15.9	0.33		16.9	0.32	
50 percentile/Median	18.8	0.24		17.9	0.31		18.9	0.25	
75 percentile	19.6	0.08		19.7	0.16		19.9	0.07	
	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent
DK/REF/Missing weighted frequency	2,000	1.7	0.34	‡	‡	‡	‡	‡	‡
Total weighted frequency, including DK/REF/Missing	118,000	100.0	†	919,000	100.0	†	2,730,000	100.0	†

Source: NSECE home-based provider questionnaire. Note: Progressive belief subscore is computed by adding up scores across progressive belief item scores. The subscore can range from 5 to 25. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A47. Parental Modernity Scale, Progressive Belief Subscale: Mean and Quartiles for Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, Low Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Mean/ Quintiles	Standard Error		Mean/ Quintiles	Standard Error		Mean/ Quintiles	Standard Error	
Mean progressive beliefs subscale	18.7	0.15		18.5	0.37		18.9	0.20	
Quartiles									
25 percentile	16.9	0.33		15.9	0.44		17.5	0.24	
50 percentile/Median	18.9	0.26		17.9	0.70		19.0	0.28	
75 percentile	19.8	0.09		19.9	0.51		20.1	0.19	
	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent
DK/REF/Missing weighted frequency	1,000!	1.4!	0.38!	‡	‡	‡	—	—	—
Total weighted frequency, including DK/REF/Missing	73,700	100.0	†	395,000	100.0	†	1,440,000	100.0	†

Source: NSECE home-based provider questionnaire. Note: Progressive belief subscore is computed by adding up scores across progressive belief item scores. The subscore can range from 5 to 25. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A48. Parental Modernity Scale, Progressive Belief Subscale: Mean and Quartiles for Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, Moderate Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Mean/ Quintiles	Standard Error		Mean/ Quintiles	Standard Error		Mean/ Quintiles	Standard Error	
Mean progressive beliefs subscale	18.1	0.14		18.5	0.37		18.7	0.19	
Quartiles									
25 percentile	16.7	0.23		16.4	0.63		17.0	0.40	
50 percentile/Median	17.8	0.22		18.2	0.47		18.8	0.29	
75 percentile	19.1	0.14		19.7	0.43		19.7	0.12	
	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent
DK/REF/Missing weighted frequency	‡	‡	‡	—	—	—	‡	‡	‡
Total weighted frequency, including DK/REF/Missing	23,500	100.0	†	268,000	100.0	†	621,000	100.0	†

Source: NSECE home-based provider questionnaire. Note: Progressive belief subscore is computed by adding up scores across progressive belief item scores. The subscore can range from 5 to 25. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A49. Parental Modernity Scale, Progressive Belief Subscale: Mean and Quartiles for Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, High Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Mean/ Quintiles	Standard Error		Mean/ Quintiles	Standard Error		Mean/ Quintiles	Standard Error	
Mean progressive beliefs subscale	17.8	0.11		17.7	0.33		18.1	0.27	
Quartiles									
25 percentile	15.6	0.25		15.1	0.70		15.8	0.44	
50 percentile/Median	17.6	0.19		17.7	0.49		18.8	0.32	
75 percentile	19.3	0.09		19.2	0.48		19.5	0.14	
	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent
DK/REF/Missing weighted frequency	700!	3.2!	1.37!	‡	‡	‡	—	—	—
Total weighted frequency, including DK/REF/Missing	20,900	100.0	†	256,000	100.0	†	668,000	100.0	†

Source: NSECE home-based provider questionnaire. Note: Progressive belief subscore is computed by adding up scores across progressive belief item scores. The subscore can range from 5 to 25. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.



**Table A50. Parental Modernity Scale, Net Traditional Belief Subscale: Mean and Quartiles for Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, All Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Mean/ Quintiles	Standard Error		Mean/ Quintiles	Standard Error		Mean/ Quintiles	Standard Error	
Mean net traditional beliefs	27.1	0.19		29.2	0.38		28.1	0.21	
Quartiles									
25 percentile	24.0	0.28		25.3	0.53		24.5	0.26	
50 percentile/Median	26.8	0.25		29.1	0.59		27.9	0.29	
75 percentile	29.6	0.15		32.8	0.63		31.4	0.36	
	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent
DK/REF/Missing weighted frequency	1,700	1.4	0.33	‡	‡	‡	‡	‡	‡
Total weighted frequency, including DK/REF/Missing	118,000	100.0	†	919,000	100.0	†	2,730,000	100.0	†

Source: NSECE home-based provider questionnaire. Note: Net traditional belief score is computed by summing up the traditional item scores and the reverse scores of progressive items. The net traditional score can range from 10 to 50. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A51. Parental Modernity Scale, Net Traditional Belief Subscale: Mean and Quartiles for Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, Low Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Mean/ Quintiles	Standard Error		Mean/ Quintiles	Standard Error		Mean/ Quintiles	Standard Error	
Mean net traditional beliefs	26.4	0.22		29.1	0.70		26.9	0.30	
Quartiles									
25 percentile	23.0	0.27		25.0	1.06		23.6	0.56	
50 percentile/Median	25.9	0.29		29.1	1.07		26.7	0.50	
75 percentile	29.0	0.27		32.7	0.88		29.6	0.41	
	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent
DK/REF/Missing weighted frequency	1,000!	1.3!	0.38!	‡	‡	‡	—	—	—
Total weighted frequency, including DK/REF/Missing	73,700	100.0	†	395,000	100.0	†	1,440,000	100.0	†

Source: NSECE home-based provider questionnaire. Note: Net traditional belief score is computed by summing up the traditional item scores and the reverse scores of progressive items. The net traditional score can range from 10 to 50. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A52. Parental Modernity Scale, Net Traditional Belief Subscale: Mean and Quartiles for Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, Moderate Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Mean/ Quintiles	Standard Error		Mean/ Quintiles	Standard Error		Mean/ Quintiles	Standard Error	
Mean net traditional beliefs	27.9	0.26		28.4	0.60		28.6	0.39	
Quartiles									
25 percentile	24.8	0.16		24.7	1.19		25.1	0.48	
50 percentile/Median	27.8	0.52		27.9	0.84		28.0	0.52	
75 percentile	29.9	0.21		32.4	0.99		31.5	0.68	
	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent
DK/REF/Missing weighted frequency	‡	‡	‡	—	—	—	‡	‡	‡
Total weighted frequency, including DK/REF/Missing	23,500	100.0	†	268,000	100.0	†	621,000	100.0	†

Source: NSECE home-based provider questionnaire. Note: Net traditional belief score is computed by summing up the traditional item scores and the reverse scores of progressive items. The net traditional score can range from 10 to 50. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A53. Parental Modernity Scale, Net Traditional Belief Subscale: Mean and Quartiles for Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, High Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Mean/ Quintiles	Standard Error		Mean/ Quintiles	Standard Error		Mean/ Quintiles	Standard Error	
Mean net traditional beliefs	29.0	0.30		30.0	0.56		30.3	0.41	
Quartiles									
25 percentile	25.8	0.45		26.7	0.91		25.6	0.54	
50 percentile/Median	29.0	0.62		30.2	0.72		29.9	0.59	
75 percentile	31.9	0.52		33.8	0.94		33.6	0.63	
	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent
DK/REF/Missing weighted frequency	600!	2.6!	1.30!	‡	‡	‡	—	—	—
Total weighted frequency, including DK/REF/Missing	20,900	100.0	†	256,000	100.0	†	668,000	100.0	†

Source: NSECE home-based provider questionnaire. Note: Net traditional belief score is computed by summing up the traditional item scores and the reverse scores of progressive items. The net traditional score can range from 10 to 50. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A54. “Do You Use a Curriculum or Prepared Set of Learning & Play Activities?” Distribution of Responses Excluding Non-responses: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, All Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Yes	57,700	54.9	2.33	90,800	28.0	4.48	‡	‡	‡
No	47,300	45.1	2.33	233,000	72.0	4.48	56,000!	77.1!	8.81!
Total	105,000	100.0	†	324,000	100.0	†	72,600!	100.0!	†!

Source: NSECE home-based provider questionnaire. Note: The tabulation excludes non-responses to the question. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A55. “Do You Use a Curriculum or Prepared Set of Learning & Play Activities?” Distribution of Responses Excluding Non-responses: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, Low Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Yes	39,600	57.7	3.16	34,800!	21.0!	5.96!	‡	‡	‡
No	29,000	42.3	3.16	131,000!	79.0!	5.96!	‡	‡	‡
Total	68,600	100.0	†	165,000	100.0	†	‡	‡	‡

Source: NSECE home-based provider questionnaire. Note: The tabulation excludes non-responses to the question. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A56. “Do You Use a Curriculum or Prepared Set of Learning & Play Activities?” Distribution of Responses Excluding Non-responses: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, Moderate Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Yes	8,800	42.3	2.98	‡	‡	‡	‡	‡	‡
No	12,000	57.7	2.98	50,100!	60.1!	8.13!	‡	‡	‡
Total	20,700	100.0	†	83,500	100.0	†	‡	‡	‡

Source: NSECE home-based provider questionnaire. Note: The tabulation excludes non-responses to the question. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A57. “Do You Use a Curriculum or Prepared Set of Learning & Play Activities?” Distribution of Responses Excluding Non-responses: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, High Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Yes	9,300	59.3	4.14	‡	‡	‡	‡	‡	‡
No	6,400	40.7	4.14	52,500!	69.8!	10.23!	‡	‡	‡
Total	15,700	100.0	†	75,200!	100.0!	†!	‡	‡	‡

Source: NSECE home-based provider questionnaire. Note: The tabulation excludes non-responses to the question. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A58. In the Last 12 Months, Helped to Find for Children in Care Any of the Following Services: Health Screening, Development Assessments, Therapies and Special Needs services, Counseling Services, and Social Services: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, All Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Yes	52,000	44.0	1.70	224,000	24.4	3.18	751,000	27.6	2.73
No	63,900	54.1	1.69	693,000	75.4	3.19	1,970,000	72.4	2.73
DK/REF/Missing	2,300	1.9	0.67	‡	‡	‡	‡	‡	‡
Total	118,000	100.0	†	919,000	100.0	†	2,730,000	100.0	†

Source: NSECE home-based provider questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A59. In the Last 12 Months, Helped to Find for Children in Care Any of the Following Services: Health Screening, Development Assessments, Therapies and Special Needs services, Counseling Services, and Social Services: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, Low Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Yes	32,300	43.9	2.28	112,000!	28.2!	5.79!	343,000	23.9	3.13
No	40,000	54.3	2.14	283,000	71.7	5.79	1,090,000	76.1	3.13
DK/REF/Missing	1,400!	1.9!	1.00!	‡	‡	‡	—	—	—
Total	73,700	100.0	†	395,000	100.0	†	1,440,000	100.0	†

Source: NSECE home-based provider questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A60. In the Last 12 Months, Helped to Find for Children in Care Any of the Following Services: Health Screening, Development Assessments, Therapies and Special Needs services, Counseling Services, and Social Services: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, Moderate Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Yes	9,600	41.0	3.71	44,000!	16.4!	4.34!	152,000	24.6	4.35
No	13,500	57.5	3.69	224,000	83.5	4.34	468,000	75.4	4.35
DK/REF/Missing	‡	‡	‡	‡	‡	‡	‡	‡	‡
Total	23,500	100.0	†	268,000	100.0	†	621,000	100.0	†

Source: NSECE home-based provider questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A61. In the Last 12 Months, Helped to Find for Children in Care Any of the Following Services: Health Screening, Development Assessments, Therapies and Special Needs services, Counseling Services, and Social Services: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, High Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Yes	10,000	48.0	2.62	68,400!	26.8!	4.25!	256,000	38.2	4.67
No	10,300	49.4	2.64	186,000	72.7	4.32	412,000	61.8	4.67
DK/REF/Missing	600!	2.7!	1.19!	‡	‡	‡	—	—	—
Total	20,900	100.0	†	256,000	100.0	†	668,000	100.0	†

Source: NSECE home-based provider questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A62. In the Last 12 Months, Helped to Find Development Assessment Services for Children in Care: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, All Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Yes	34,800	29.5	1.62	146,000	15.9	2.94	367,000	13.5	2.16
No	79,800	67.6	1.60	764,000	83.1	2.97	2,350,000	86.4	2.17
DK/REF/Missing	3,500	3.0	0.77	‡	‡	‡	‡	‡	‡
Total	118,000	100.0	†	919,000	100.0	†	2,730,000	100.0	†

Source: NSECE home-based provider questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.



**Table A63. In the Last 12 Months, Helped to Find Development Assessment Services for Children in Care: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, Low Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Yes	21,800	29.5	2.19	76,700!	19.4!	5.49!	140,000!	9.7!	2.13!
No	50,200	68.0	2.05	311,000	78.8	5.55	1,300,000	90.3	2.13
DK/REF/Missing	1,800!	2.4!	1.03!	‡	‡	‡	—	—	—
Total	73,700	100.0	†	395,000	100.0	†	1,440,000	100.0	†

Source: NSECE home-based provider questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A64. In the Last 12 Months, Helped to Find Development Assessment Services for Children in Care: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, Moderate Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Yes	6,200	26.3	2.38	‡	‡	‡	66,200!	10.7!	2.49!
No	16,600	70.6	2.66	239,000	89.0	3.76	552,000	88.9	2.50
DK/REF/Missing	700!	3.1!	0.93!	‡	‡	‡	‡	‡	‡
Total	23,500	100.0	†	268,000	100.0	†	621,000	100.0	†

Source: NSECE home-based provider questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A65. In the Last 12 Months, Helped to Find Development Assessment Services for Children in Care: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, High Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Yes	6,800	32.7	3.01	40,200!	15.7!	3.32!	161,000	24.1	4.75
No	13,000	62.3	3.22	214,000	83.7	3.44	505,000	75.6	4.72
DK/REF/Missing	1,000!	5.0!	1.84!	‡	‡	‡	‡	‡	‡
Total	20,900	100.0	†	256,000	100.0	†	668,000	100.0	†

Source: NSECE home-based provider questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A66. Provider has Access to Family Support, Mental Health Consultant, or Guidance Counselor: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, All Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Yes	58,400	49.4	2.05	255,000	27.7	3.02	823,000	30.2	1.91
No	56,300	47.7	2.12	644,000	70.1	3.45	1,870,000	68.6	1.85
DK/REF/Missing	3,400	2.9	0.59	‡	‡	‡	‡	‡	‡
Total	118,000	100.0	†	919,000	100.0	†	2,730,000	100.0	†

Source: NSECE home-based provider questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A67. Provider has Access to Family Support, Mental Health Consultant, or Guidance Counselor: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, Low Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Yes	38,400	52.1	3.24	125,000	31.5	5.40	423,000	29.4	3.04
No	33,800	45.8	3.27	255,000	64.6	5.87	993,000	69.1	3.01
DK/REF/Missing	1,600!	2.1!	0.61!	‡	‡	‡	‡	‡	‡
Total	73,700	100.0	†	395,000	100.0	†	1,440,000	100.0	†

Source: NSECE home-based provider questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A68. Provider has Access to Family Support, Mental Health Consultant, or Guidance Counselor: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, Moderate Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Yes	12,200	51.7	3.38	57,000!	21.2!	5.10!	191,000	30.8	2.84
No	10,700	45.5	3.47	208,000	77.6	5.26	422,000	68.0	2.84
DK/REF/Missing	700!	2.8!	0.71!	‡	‡	‡	‡	‡	‡
Total	23,500	100.0	†	268,000	100.0	†	621,000	100.0	†

Source: NSECE home-based provider questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A69. Provider has Access to Family Support, Mental Health Consultant, or Guidance Counselor: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, High Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Yes	7,900	37.5	3.57	73,100!	28.6!	4.50!	209,000	31.3	4.02
No	11,900	56.7	4.62	180,000	70.6	4.56	454,000	68.0	4.04
DK/REF/Missing	1,200!	5.8!	2.40!	‡	‡	‡	‡	‡	‡
Total	20,900	100.0	†	256,000	100.0	†	668,000	100.0	†

Source: NSECE home-based provider questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A70. Had Help from a Home-visitor or Coach in the Past 12 Months: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, All Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Yes	40,700	34.4	2.25	113,000	12.3	2.44	126,000!	4.6!	0.96!
No	75,000	63.5	2.28	798,000	86.8	2.53	2,590,000	94.8	1.01
DK/REF/Missing	2,500	2.1	0.37	‡	‡	‡	‡	‡	‡
Total	118,000	100.0	†	919,000	100.0	†	2,730,000	100.0	†

Source: NSECE home-based provider questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A71. Had Help from a Home-visitor or Coach in the Past 12 Months: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, Low Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Yes	24,800	33.6	2.77	52,700!	13.3!	4.48!	‡	‡	‡
No	47,600	64.5	2.76	336,000	85.0	4.68	1,360,000	94.8	1.38
DK/REF/Missing	1,300!	1.8!	0.41!	‡	‡	‡	‡	‡	‡
Total	73,700	100.0	†	395,000	100.0	†	1,440,000	100.0	†

Source: NSECE home-based provider questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A72. Had Help from a Home-visitor or Coach in the Past 12 Months: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, Moderate Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Yes	8,900	38.0	4.76	‡	‡	‡	‡	‡	‡
No	14,200	60.2	4.70	244,000	90.9	3.66	587,000	94.6	1.84
DK/REF/Missing	400!	1.8!	0.58!	—	—	—	‡	‡	‡
Total	23,500	100.0	†	268,000	100.0	†	621,000	100.0	†

Source: NSECE home-based provider questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A73. Had Help from a Home-visitor or Coach in the Past 12 Months: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, High Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Yes	7,000	33.2	4.33	36,000!	14.1!	3.12!	‡	‡	‡
No	13,200	63.3	4.96	218,000	85.4	3.25	637,000	95.3	2.24
DK/REF/Missing	700!	3.5!	1.40!	‡	‡	‡	—	—	—
Total	20,900	100.0	†	256,000	100.0	†	668,000	100.0	†

Source: NSECE home-based provider questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A74. Went to a Workshop Sponsored by a Community Agency or Family Child-care Network in the Past 12 Months: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, All Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Yes	88,800	75.2	1.93	209,000	22.8	2.71	268,000	9.8	1.51
No	26,200	22.2	2.05	708,000	77.0	2.72	2,450,000	89.8	1.52
DK/REF/Missing	3,100	2.6	0.44	‡	‡	‡	‡	‡	‡
Total	118,000	100.0	†	919,000	100.0	†	2,730,000	100.0	†

Source: NSECE home-based provider questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A75. Went to a Workshop Sponsored by a Community Agency or Family Child-care Network in the Past 12 Months: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, Low Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Yes	55,700	75.5	2.52	92,400!	23.4!	4.92!	166,000!	11.5!	2.61!
No	16,200	22.0	2.63	303,000	76.6	4.92	1,270,000	88.4	2.62
DK/REF/Missing	1,800	2.5	0.55	‡	‡	‡	‡	‡	‡
Total	73,700	100.0	†	395,000	100.0	†	1,440,000	100.0	†

Source: NSECE home-based provider questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A76. Went to a Workshop Sponsored by a Community Agency or Family Child-care Network in the Past 12 Months: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, Moderate Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Yes	18,300	77.7	2.72	62,900!	23.4!	4.72!	‡	‡	‡
No	4,800	20.5	2.69	206,000	76.6	4.72	585,000	94.2	1.59
DK/REF/Missing	400!	1.8!	0.58!	—	—	—	‡	‡	‡
Total	23,500	100.0	†	268,000	100.0	†	621,000	100.0	†

Source: NSECE home-based provider questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A77. Went to a Workshop Sponsored by a Community Agency or Family Child-care Network in the Past 12 Months: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, High Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Yes	14,900	71.0	3.28	54,100!	21.2!	3.89!	76,000!	11.4!	2.15!
No	5,200	24.7	3.90	200,000	78.3	3.99	592,000	88.6	2.15
DK/REF/Missing	900!	4.3!	1.48!	‡	‡	‡	—	—	—
Total	20,900	100.0	†	256,000	100.0	†	668,000	100.0	†

Source: NSECE home-based provider questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A78. The Type of Workshop (a Single or Series Workshop) Attended in the Past 12 Months: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, All Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Single workshop	59,500	67.0	1.95	120,000	57.2	6.71	158,000!	59.1!	8.15!
Workshop series	29,100	32.8	1.95	89,600	42.8	6.71	109,000!	40.8!	8.13!
DK/REF/Missing	‡	‡	‡	—	—	—	‡	‡	‡
Total	88,800	100.0	†	209,000	100.0	†	268,000	100.0	†

Source: NSECE home-based provider questionnaire. Note: The table shows the type of workshop respondent participated in if participated in a workshop in the Last 12 Months. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.



**Table A79. The Type of Workshop (a Single or Series Workshop) Attended in the Past 12 Months: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, Low Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Single workshop	37,500	67.4	2.78	‡	‡	‡	‡	‡	‡
Workshop series	18,100	32.5	2.78	36,900!	39.9!	11.84!	‡	‡	‡
DK/REF/Missing	‡	‡	‡	—	—	—	—	—	—
Total	55,700	100.0	†	92,400!	100.0!	†!	166,000!	100.0!	†!

Source: NSECE home-based provider questionnaire. Note: The table shows the type of workshop respondent participated in if participated in a workshop in the Last 12 Months. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A80. The Type of Workshop (a Single or Series Workshop) Attended in the Past 12 Months: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, Moderate Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Single workshop	13,100	71.8	2.90	‡	‡	‡	‡	‡	‡
Workshop series	5,100	28.0	2.87	‡	‡	‡	‡	‡	‡
DK/REF/Missing	‡	‡	‡	—	—	—	‡	‡	‡
Total	18,300	100.0	†	62,900!	100.0!	†!	‡	‡	‡

Source: NSECE home-based provider questionnaire. Note: The table shows the type of workshop respondent participated in if participated in a workshop in the Last 12 Months. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A81. The Type of Workshop (a Single or Series Workshop) Attended in the Past 12 Months: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, High Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Single workshop	8,900	59.8	4.77	30,600!	56.6!	8.88!	40,100!	52.7!	8.97!
Workshop series	5,900	39.9	4.75	‡	‡	‡	‡	‡	‡
DK/REF/Missing	‡	‡	‡	—	—	—	—	—	—
Total	14,900	100.0	†	54,100!	100.0!	†!	76,000!	100.0!	†!

Source: NSECE home-based provider questionnaire. Note: The table shows the type of workshop respondent participated in if participated in a workshop in the last 12 months. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A82. Took College Coursework Related to Caring for Children in the Past 12 Months: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, All Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Yes	35,300	29.9	1.77	107,000	11.7	2.07	126,000!	4.6!	1.08!
No	80,900	68.5	1.84	808,000	87.9	2.09	2,590,000	95.1	1.08
DK/REF/Missing	2,000	1.7	0.34	‡	‡	‡	‡	‡	‡
Total	118,000	100.0	†	919,000	100.0	†	2,730,000	100.0	†

Source: NSECE home-based provider questionnaire. Note: For non-relationship-based providers with college credits or degree as the highest education level, the indicator in this table utilizes an additional information about their current college enrollment information to determine if they obtained credit for college coursework in the last 12 months. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A83. Took College Coursework Related to Caring for Children in the Past 12 Months: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, Low Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Yes	22,800	30.9	2.72	40,200!	10.2!	3.54!	‡	‡	‡
No	50,000	67.8	2.76	355,000	89.8	3.54	1,360,000	94.7	1.80
DK/REF/Missing	1,000!	1.3!	0.40!	‡	‡	‡	‡	‡	‡
Total	73,700	100.0	†	395,000	100.0	†	1,440,000	100.0	†

Source: NSECE home-based provider questionnaire. Note: For non-relationship-based providers with college credits or degree as the highest education level, the indicator in this table utilize an additional information about their current college enrollment information to determine if they obtained credit for a college coursework in the last 12 months. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A84. Took College Coursework Related to Caring for Children in the Past 12 Months: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, Moderate Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Yes	5,900	25.0	2.47	‡	‡	‡	‡	‡	‡
No	17,200	72.9	2.50	233,000	86.9	3.79	591,000	95.1	1.67
DK/REF/Missing	500!	2.1!	0.66!	—	—	—	‡	‡	‡
Total	23,500	100.0	†	268,000	100.0	†	621,000	100.0	†

Source: NSECE home-based provider questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A85. Took College Coursework Related to Caring for Children in the Past 12 Months: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, High Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Yes	6,600	31.7	3.61	32,000!	12.5!	2.95!	‡	‡	‡
No	13,800	65.8	4.06	220,000	86.0	3.11	642,000	96.1	1.23
DK/REF/Missing	500!	2.5!	1.11!	‡	‡	‡	‡	‡	‡
Total	20,900	100.0	†	256,000	100.0	†	668,000	100.0	†

Source: NSECE home-based provider questionnaire. Note: For non-relationship-based providers with college credits or degree as the highest education level, the indicator in this table utilize an additional information about their current college enrollment information to determine if they obtained credit for college coursework in the last 12 months. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A86. Participated in Professional Development, Received Assistance with Direct Costs, or Support with Other Costs, or a Stipend to Cover Time in the Past 12 Months: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, All Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Yes	15,600	15.1	1.60	63,700!	18.2!	3.81!	107,000!	18.6!	4.60!
No	82,700	79.9	1.69	285,000	81.2	3.83	466,000	81.0	4.60
DK/REF/Missing	5,100	4.9	0.88	‡	‡	‡	‡	‡	‡
Total	103,000	100.0	†	351,000	100.0	†	576,000	100.0	†

Source: NSECE home-based provider questionnaire. Note: The tabulation includes respondents who reported to have participated in or received professional development in the Last 12 Months (responded yes to any of G15A, B, C and D). † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A87. Participated in Professional Development, Received Assistance with Direct Costs, or Support with Other Costs, or a Stipend to Cover Time in the Past 12 Months: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, Low Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Yes	9,300	14.3	2.16	‡	‡	‡	‡	‡	‡
No	52,600	80.9	2.20	114,000!	80.0!	6.60!	243,000	79.2	7.78
DK/REF/Missing	3,100	4.8	1.11	—	—	—	—	—	—
Total	65,000	100.0	†	143,000	100.0	†	307,000	100.0	†

Source: NSECE home-based provider questionnaire. Note: The tabulation includes respondents who reported to have participated in or received professional development in the last 12 months (responded yes to any of G15A, B, C and D). † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A88. Participated in Professional Development, Received Assistance with Direct Costs, or Support with Other Costs, or a Stipend to Cover Time in the Past 12 Months: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, Moderate Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Yes	3,700	17.4	4.63	‡	‡	‡	‡	‡	‡
No	16,700	78.5	4.57	82,000!	76.4!	7.92!	94,700	77.9	7.54
DK/REF/Missing	900!	4.0!	0.87!	—	—	—	‡	‡	‡
Total	21,300	100.0	†	107,000	100.0	†	121,000	100.0	†

Source: NSECE home-based provider questionnaire. Note: The tabulation includes respondents who reported to have participated in or received professional development in the last 12 months (responded yes to any of G15A, B, C and D). † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A89. Participated in Professional Development, Received Assistance with Direct Costs, or Support with Other Costs, or a Stipend to Cover Time in the Past 12 Months: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, High Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Yes	2,600	15.3	2.23	‡	‡	‡	‡	‡	‡
No	13,300	78.2	2.86	88,500	88.0	3.91	129,000	87.1	4.65
DK/REF/Missing	1,100!	6.5!	1.87!	‡	‡	‡	‡	‡	‡
Total	17,100	100.0	†	101,000	100.0	†	147,000	100.0	†

Source: NSECE home-based provider questionnaire. Note: The tabulation includes respondents who reported to have participated in or received professional development in the Last 12 Months (responded yes to any of G15A, B, C and D). † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A90. Participated in Professional Development, Received Assistance with Direct Costs Such as Tuition or Registration Fee: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, All Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Yes	13,300	12.9	1.66	52,500!	15.0!	3.47!	82,100!	14.3!	4.47!
No	86,500	83.6	1.73	297,000	84.7	3.48	493,000	85.7	4.47
DK/REF/Missing	3,600	3.5	0.73	‡	‡	‡	‡	‡	‡
Total	103,000	100.0	†	351,000	100.0	†	576,000	100.0	†

Source: NSECE home-based provider questionnaire. Note: The tabulation includes respondents who reported to have participated in or received professional development in the Last 12 Months (responded yes to any of G15A, B, C and D). † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A91. Participated in Professional Development, Received Assistance with Direct Costs Such as Tuition or Registration Fee: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, Low Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Yes	8,300	12.8	2.31	‡	‡	‡	‡	‡	‡
No	54,400	83.6	2.39	114,000!	80.0!	6.60!	247,000	80.7	7.74
DK/REF/Missing	2,400!	3.6!	0.98!	—	—	—	—	—	—
Total	65,000	100.0	†	143,000	100.0	†	307,000	100.0	†

Source: NSECE home-based provider questionnaire. Note: The tabulation includes respondents who reported to have participated in or received professional development in the Last 12 Months (responded yes to any of G15A, B, C and D). † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A92. Participated in Professional Development, Received Assistance with Direct Costs Such as Tuition or Registration Fee: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, Moderate Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Yes	2,700	12.6	4.29	‡	‡	‡	‡	‡	‡
No	18,200	85.2	4.38	90,000!	83.7!	6.27!	106,000	87.5	6.52
DK/REF/Missing	500!	2.2!	0.79!	—	—	—	‡	‡	‡
Total	21,300	100.0	†	107,000	100.0	†	121,000	100.0	†

Source: NSECE home-based provider questionnaire. Note: The tabulation includes respondents who reported to have participated in or received professional development in the Last 12 Months (responded yes to any of G15A, B, C and D). † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A93. Participated in Professional Development, Received Assistance with Direct Costs Such as Tuition or Registration Fee: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, High Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Yes	2,300	13.5	2.14	‡	‡	‡	‡	‡	‡
No	14,000	81.8	2.59	93,000	92.4	3.35	140,000	94.7	2.75
DK/REF/Missing	800!	4.7!	1.44!	‡	‡	‡	—	—	—
Total	17,100	100.0	†	101,000	100.0	†	147,000	100.0	†

Source: NSECE home-based provider questionnaire. Note: The tabulation includes respondents who reported to have participated in or received professional development in the Last 12 Months (responded yes to any of G15A, B, C and D). † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A94. Participated in Professional Development, Received Support with Other (Non-direct) Costs of Participation Such as Travel or Child Care for Own Children: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, All Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Yes	2,500	2.4	0.44	‡	‡	‡	‡	‡	‡
No	96,700	93.5	0.86	342,000	97.4	1.39	536,000	93.0	2.80
DK/REF/Missing	4,300	4.1	0.79	—	—	—	‡	‡	‡
Total	103,000	100.0	†	351,000	100.0	†	576,000	100.0	†

Source: NSECE home-based provider questionnaire. Note: The tabulation includes respondents who reported to have participated in or received professional development in the Last 12 Months (responded yes to any of G15A, B, C and D). † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.



**Table A95. Participated in Professional Development, Received Support with Other (Non-direct) Costs of Participation Such as Travel or Child Care for Own Children: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, Low Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Yes	1,100!	1.7!	0.37!	‡	‡	‡	‡	‡	‡
No	61,300	94.3	1.00	138,000	96.9	2.99	283,000	92.1	4.79
DK/REF/Missing	2,600	4.0	1.00	—	—	—	—	—	—
Total	65,000	100.0	†	143,000	100.0	†	307,000	100.0	†

Source: NSECE home-based provider questionnaire. Note: The tabulation includes respondents who reported to have participated in or received professional development in the Last 12 Months (responded yes to any of G15A, B, C and D). † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A96. Participated in Professional Development, Received Support with Other (Non-direct) Costs of Participation Such as Travel or Child Care for Own Children: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, Moderate Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Yes	900!	4.2!	1.70!	‡	‡	‡	‡	‡	‡
No	19,700	92.3	1.81	105,000	97.8	1.52	115,000	95.0	2.52
DK/REF/Missing	700!	3.5!	1.09!	—	—	—	‡	‡	‡
Total	21,300	100.0	†	107,000	100.0	†	121,000	100.0	†

Source: NSECE home-based provider questionnaire. Note: The tabulation includes respondents who reported to have participated in or received professional development in the Last 12 Months (responded yes to any of G15A, B, C and D). † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A97. Participated in Professional Development, Received Support with Other (Non-direct) Costs of Participation Such as Travel or Child Care for Own Children: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, High Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Yes	500!	2.7!	0.66!	‡	‡	‡	‡	‡	‡
No	15,700	91.8	1.58	98,200	97.6	1.46	138,000	93.4	3.65
DK/REF/Missing	1,000!	5.6!	1.44!	—	—	—	‡	‡	‡
Total	17,100	100.0	†	101,000	100.0	†	147,000	100.0	†

Source: NSECE home-based provider questionnaire. Note: The tabulation includes respondents who reported to have participated in or received professional development In the Last 12 Months (responded yes to any of G15A, B, C and D). † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A98. Participated in Professional Development, Received a Stipend to Cover Time While Participating in the Activity: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, All Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Yes	3,700	3.5	0.54	‡	‡	‡	‡	‡	‡
No	95,900	92.7	0.92	327,000	93.1	2.64	559,000	97.1	1.22
DK/REF/Missing	3,900	3.7	0.79	‡	‡	‡	‡	‡	‡
Total	103,000	100.0	†	351,000	100.0	†	576,000	100.0	†

Source: NSECE home-based provider questionnaire. Note: The tabulation includes respondents who reported to have participated in or received professional development In the Last 12 Months (responded yes to any of G15A, B, C and D). † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A99. Participated in Professional Development, Received a Stipend to Cover Time While Participating in the Activity: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, Low Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Yes	2,200	3.4	0.79	‡	‡	‡	‡	‡	‡
No	60,400	92.9	1.22	133,000	93.2	4.57	303,000	98.8	1.12
DK/REF/Missing	2,400	3.6	0.93	—	—	—	—	—	—
Total	65,000	100.0	†	143,000	100.0	†	307,000	100.0	†

Source: NSECE home-based provider questionnaire. Note: The tabulation includes respondents who reported to have participated in or received professional development in the Last 12 Months (responded yes to any of G15A, B, C and D). † Not applicable. ‡ Value suppressed due to small n. Interpret data with caution due to small n.

**Table A100. Participated in Professional Development, Received a Stipend to Cover Time While Participating in the Activity: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, Moderate Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Yes	600!	2.9!	0.93!	‡	‡	‡	‡	‡	‡
No	20,100	94.4	1.42	97,000!	90.2!	5.61!	111,000	91.2	4.61
DK/REF/Missing	600!	2.7!	0.99!	—	—	—	‡	‡	‡
Total	21,300	100.0	†	107,000	100.0	†	121,000	100.0	†

Source: NSECE home-based provider questionnaire. Note: The tabulation includes respondents who reported to have participated in or received professional development in the Last 12 Months (responded yes to any of G15A, B, C and D). † Not applicable. ‡ Value suppressed due to small n. Interpret data with caution due to small n.

**Table A101. Participated in Professional Development, Received a Stipend to Cover Time While Participating in the Activity: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, High Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Yes	800	4.9	1.06	‡	‡	‡	‡	‡	‡
No	15,300	89.8	2.14	96,500	95.9	2.09	145,000	98.5	1.47
DK/REF/Missing	900!	5.3!	1.93!	‡	‡	‡	—	—	—
Total	17,100	100.0	†	101,000	100.0	†	147,000	100.0	†

Source: NSECE home-based provider questionnaire. Note: The tabulation includes respondents who reported to have participated in or received professional development in the Last 12 Months (responded yes to any of G15A, B, C and D). † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A102. Highest Level of Education Attained: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, All Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
No HS diploma/GED	6,400	5.4	1.17	226,000	24.6	3.33	442,000	16.2	1.62
HS diploma/GED	32,700	27.7	1.66	245,000	26.6	3.08	791,000	29.0	2.14
College credit - no degree	39,100	33.0	1.78	222,000	24.1	3.06	622,000	22.8	1.71
College (AA+) degree	35,800	30.3	1.77	217,000	23.6	3.06	863,000	31.6	1.89
DK/REF/Missing	4,300	3.6	0.73	‡	‡	‡	‡	‡	‡
Total	118,000	100.0	†	919,000	100.0	†	2,730,000	100.0	†

Source: NSECE home-based provider questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A103. Highest Level of Education Attained: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, Low Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
No HS diploma/GED	2,300	3.2	0.84	69,800!	17.6!	4.91!	149,000	10.3	2.14
HS diploma/GED	17,400	23.5	2.46	89,500	22.7	5.46	400,000	27.9	2.99
College credit - no degree	25,900	35.2	2.52	94,700!	24.0!	4.80!	349,000	24.3	2.89
College (AA+) degree	25,500	34.6	2.44	137,000!	34.6!	5.80!	539,000	37.5	3.18
DK/REF/Missing	2,600	3.5	1.10	‡	‡	‡	‡	‡	‡
Total	73,700	100.0	†	395,000	100.0	†	1,440,000	100.0	†

Source: NSECE home-based provider questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A104. Highest Level of Education Attained: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, Moderate Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
No HS diploma/GED	1,100	4.5	0.92	88,200!	32.9!	7.38!	121,000	19.6	3.79
HS diploma/GED	8,600	36.5	3.10	76,600!	28.5!	5.87!	231,000	37.2	4.68
College credit - no degree	8,300	35.3	2.71	55,700!	20.7!	5.48!	107,000	17.3	2.08
College (AA+) degree	5,000	21.1	2.29	45,700!	17.0!	4.19!	159,000	25.6	3.21
DK/REF/Missing	600!	2.5!	0.65!	‡	‡	‡	‡	‡	‡
Total	23,500	100.0	†	268,000	100.0	†	621,000	100.0	†

Source: NSECE home-based provider questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A105. Highest Level of Education Attained: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, High Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
No HS diploma/GED	3,000	14.2	5.05	68,200!	26.7!	5.32!	172,000	25.7	2.58
HS diploma/GED	6,800	32.3	3.16	78,700!	30.8!	5.02!	160,000	23.9	3.11
College credit - no degree	4,800	23.0	3.23	71,300!	27.9!	5.45!	166,000	24.8	2.36
College (AA+) degree	5,300	25.5	2.95	‡	‡	‡	164,000	24.6	4.34
DK/REF/Missing	1,100!	5.1!	1.56!	‡	‡	‡	‡	‡	‡
Total	20,900	100.0	†	256,000	100.0	†	668,000	100.0	†

Source: NSECE home-based provider questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A106. Highest Education Level Obtained, Detailed: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, All Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
8th grade or less	1,600	1.4	0.66	74,100!	8.1!	2.16!	75,300	2.8	0.53
9th-12th grade no diploma	4,800	4.0	0.72	152,000	16.5	3.11	366,000	13.4	1.69
High school graduate or GED completed	32,700	27.7	1.66	245,000	26.6	3.08	791,000	29.0	2.14
Some college credit but no degree	39,100	33.0	1.78	222,000	24.1	3.06	622,000	22.8	1.71
Associate degree--AA, AS	17,900	15.2	1.48	80,900!	8.8!	2.21!	322,000	11.8	1.38
Bachelor's degree--BA, BS, AB	12,800	10.9	1.05	108,000!	11.7!	2.48!	290,000	10.6	1.32
Graduate or professional degree	5,000	4.3	0.74	‡	‡	‡	251,000	9.2	1.45
DK/REF/Missing	4,300	3.6	0.73	‡	‡	‡	‡	‡	‡
Total	118,000	100.0	†	919,000	100.0	†	2,730,000	100.0	†

Source: NSECE home-based provider questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A107. Highest Education Level Obtained, Detailed: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, Low Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
8th grade or less	400!	0.5!	0.17!	‡	‡	‡	‡	‡	‡
9th-12th grade no diploma	1,900	2.6	0.80	‡	‡	‡	131,000!	9.1!	2.09!
High school graduate or GED completed	17,400	23.5	2.46	89,500	22.7	5.46	400,000	27.9	2.99
Some college credit but no degree	25,900	35.2	2.52	94,700!	24.0!	4.80!	349,000	24.3	2.89
Associate degree--AA, AS	12,600	17.1	1.85	‡	‡	‡	213,000!	14.8!	2.50!
Bachelor's degree--BA, BS, AB	9,400	12.7	1.54	‡	‡	‡	176,000	12.2	2.19
Graduate or professional degree	3,500	4.7	1.00	‡	‡	‡	150,000!	10.4!	2.27!
DK/REF/Missing	2,600	3.5	1.10	‡	‡	‡	‡	‡	‡
Total	73,700	100.0	†	395,000	100.0	†	1,440,000	100.0	†

Source: NSECE home-based provider questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A108. Highest Education Level Obtained, Detailed: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, Moderate Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
8th grade or less	‡	‡	‡	‡	‡	‡	23,100!	3.7!	1.22!
9th-12th grade no diploma	900	3.8	0.89	67,800!	25.3!	7.41!	98,400!	15.8!	4.34!
High school graduate or GED completed	8,600	36.5	3.10	76,600!	28.5!	5.87!	231,000	37.2	4.68
Some college credit but no degree	8,300	35.3	2.71	55,700!	20.7!	5.48!	107,000	17.3	2.08
Associate degree--AA, AS	2,300	9.9	1.44	‡	‡	‡	64,100!	10.3!	2.04!
Bachelor's degree--BA, BS, AB	1,500	6.6	1.38	‡	‡	‡	‡	‡	‡
Graduate or professional degree	1,100!	4.6!	1.83!	‡	‡	‡	‡	‡	‡
DK/REF/Missing	600!	2.5!	0.65!	‡	‡	‡	‡	‡	‡
Total	23,500	100.0	†	268,000	100.0	†	621,000	100.0	†

Source: NSECE home-based provider questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A109. Highest Education Level Obtained, Detailed: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, High Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
8th grade or less	1,100!	5.1!	3.49!	‡	‡	‡	35,100!	5.3!	1.54!
9th-12th grade no diploma	1,900	9.1	2.10	44,700!	17.5!	5.00!	136,000	20.4	2.47
High school graduate or GED completed	6,800	32.3	3.16	78,700!	30.8!	5.02!	160,000	23.9	3.11
Some college credit but no degree	4,800	23.0	3.23	71,300!	27.9!	5.45!	166,000	24.8	2.36
Associate degree--AA, AS	3,000	14.4	3.22	‡	‡	‡	44,200!	6.6!	1.46!
Bachelor's degree--BA, BS, AB	1,900	9.0	1.44	‡	‡	‡	72,500!	10.9!	3.09!
Graduate or professional degree	400!	2.1!	0.54!	‡	‡	‡	‡	‡	‡
DK/REF/Missing	1,100!	5.1!	1.56!	‡	‡	‡	‡	‡	‡
Total	20,900	100.0	†	256,000	100.0	†	668,000	100.0	†

Source: NSECE home-based provider questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A110. Have a State Certification or Endorsement for ECE/school-age Care, Such as a Certificate from the State or a CDA Certificate: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, All Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Yes	44,700	37.8	1.78	63,600!	6.9!	1.33!	‡	‡	‡
No	57,900	49.0	2.14	258,000	28.0	3.55	68,800!	2.5!	0.58!
Not asked <sup>1</sup> /DK/REF/Missing	15,500	13.2	1.48	598,000	65.1	3.63	2,650,000	97.3	0.59
Total	118,000	100.0	†	919,000	100.0	†	2,730,000	100.0	†

Source: NSECE home-based provider questionnaire. <sup>1</sup>This question was not asked for relationship-based providers. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.



**Table A111. Have a State Certification or Endorsement for ECE/school-age Care, Such as a Certificate from the State or a CDA Certificate: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, Low Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Yes	27,900	37.8	2.72	‡	‡	‡	‡	‡	‡
No	39,100	53.0	2.92	140,000	35.4	5.80	‡	‡	‡
Not asked <sup>1</sup> /DK/REF/Missing	6,700	9.1	1.49	233,000	59.0	6.01	1,410,000	98.3	0.71
Total	73,700	100.0	†	395,000	100.0	†	1,440,000	100.0	†

Source: NSECE home-based provider questionnaire. <sup>1</sup>This question was not asked for relationship-based providers. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A112. Have a State Certification or Endorsement for ECE/school-age Care, Such as a Certificate from the State or a CDA Certificate: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, Moderate Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Yes	7,900	33.4	3.40	‡	‡	‡	—	—	—
No	12,500	53.0	5.31	63,100!	23.5!	5.12!	‡	‡	‡
Not asked <sup>1</sup> /DK/REF/Missing	3,200	13.5	3.34	185,000	68.8	5.59	592,000	95.4	1.82
Total	23,500	100.0	†	268,000	100.0	†	621,000	100.0	†

Source: NSECE home-based provider questionnaire. <sup>1</sup>This question was not asked for relationship-based providers. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A113. Have a State Certification or Endorsement for ECE/school-age Care, Such as a Certificate from the State or a CDA Certificate: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, High Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Yes	8,900	42.7	4.04	‡	‡	‡	—	—	—
No	6,400	30.4	2.58	54,600!	21.4!	6.77!	‡	‡	‡
Not asked <sup>1</sup> /DK/REF/Missing	5,600	26.9	2.48	180,000	70.6	6.57	649,000	97.1	1.01
Total	20,900	100.0	†	256,000	100.0	†	668,000	100.0	†

Source: NSECE home-based provider questionnaire. <sup>1</sup>This question was not asked for relationship-based providers. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A114. Share of Non-prior-relationship-based Home-based Providers with Some Postsecondary Education (PSE) and Major Topic: Number and Share of Non-prior-relationship-based Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, All Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
PSE and ECE majors	31,100	29.0	1.86	67,300!	20.7!	5.13!	—	—	—
PSE and ECE-related majors	8,500	8.0	1.07	‡	‡	‡	‡	‡	‡
PSE and other majors	26,700	24.9	1.77	89,100!	27.4!	5.11!	‡	‡	‡
PSE and major unknown	3,500	3.3	0.91	‡	‡	‡	—	—	—
No college credit/degree (no-PSE)	33,200	31.0	1.94	127,000	39.2	5.99	‡	‡	‡
DK/REF/Missing	4,100	3.9	0.82	‡	‡	‡	—	—	—
Total	107,000	100.0	†	325,000	100.0	†	72,600!	100.0!	†!

Source: NSECE home-based provider questionnaire. Note: The tabulation is based on non-prior-relationship based home-based providers (i.e., providers caring at least one child with no prior relationship). † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A115. Share of Non-prior-relationship-based Home-based Providers with Some Postsecondary Education (PSE) and Major Topic: Number and Share of Non-prior-relationship-based Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, Low Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
PSE and ECE majors	21,400	30.7	2.62	‡	‡	‡	—	—	—
PSE and ECE-related majors	6,500	9.3	1.59	‡	‡	‡	—	—	—
PSE and other majors	18,000	25.8	2.03	46,100!	27.8!	6.86!	‡	‡	‡
PSE and major unknown	2,900	4.1	1.35	‡	‡	‡	—	—	—
No college credit/degree (no-PSE)	18,500	26.5	2.60	50,600!	30.6!	8.73!	‡	‡	‡
DK/REF/Missing	2,600	3.7	1.17	‡	‡	‡	—	—	—
Total	69,800	100.0	†	166,000	100.0	†	‡	‡	‡

Source: NSECE home-based provider questionnaire. Note: The tabulation is based on non-prior-relationship based home-based providers (i.e., providers caring at least one child with no prior relationship). † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A116. Share of Non-prior-relationship-based Home-based Providers with Some Postsecondary Education (PSE) and Major Topic: Number and Share of Non-prior-relationship-based Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, Moderate Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
PSE and ECE majors	6,100	28.9	3.72	‡	‡	‡	—	—	—
PSE and ECE-related majors	1,000	4.8	1.24	‡	‡	‡	‡	‡	‡
PSE and other majors	4,600	22.0	2.99	‡	‡	‡	‡	‡	‡
PSE and major unknown	500!	2.2!	0.74!	‡	‡	‡	—	—	—
No college credit/degree (no-PSE)	8,200	39.3	3.64	44,900!	53.6!	9.01!	‡	‡	‡
DK/REF/Missing	600!	2.8!	0.75!	‡	‡	‡	—	—	—
Total	21,000	100.0	†	83,800	100.0	†	‡	‡	‡

Source: NSECE home-based provider questionnaire. Note: The tabulation is based on non-prior-relationship based home-based providers (i.e., providers caring at least one child with no prior relationship). † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A117. Share of Non-prior-relationship-based Home-based Providers with Some Postsecondary Education (PSE) and Major Topic: Number and Share of Non-prior-relationship-based Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, High Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
PSE and ECE majors	3,600	22.1	2.78	‡	‡	‡	—	—	—
PSE and ECE-related majors	1,000	6.1	1.35	‡	‡	‡	—	—	—
PSE and other majors	4,100	25.1	4.01	‡	‡	‡	‡	‡	‡
PSE and major unknown	‡	‡	‡	‡	‡	‡	—	—	—
No college credit/degree (no-PSE)	6,500	39.5	4.30	‡	‡	‡	‡	‡	‡
DK/REF/Missing	1,000!	6.1!	1.84!	—	—	—	—	—	—
Total	16,400	100.0	†	75,200!	100.0!	†!	‡	‡	‡

Source: NSECE home-based provider questionnaire. Note: The tabulation is based on non-prior-relationship based home-based providers (i.e., providers caring at least one child with no prior relationship). † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A118. Prior Relationship-based Providers by Provider Type: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, All Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Not prior relationship-based	107,000	90.7	1.38	325,000	35.3	3.66	72,600!	2.7!	0.59!
Prior Relationship-based	11,000	9.3	1.38	595,000	64.7	3.66	2,650,000	97.3	0.59
Total	118,000	100.0	†	919,000	100.0	†	2,730,000	100.0	†

Source: NSECE home-based provider questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A119. Prior Relationship-based Providers by Provider Type: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, Low Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Not prior relationship-based	69,800	94.7	1.15	166,000	41.9	6.12	‡	‡	‡
Prior relationship-based	3,900	5.3	1.15	230,000	58.1	6.12	1,410,000	98.3	0.71
Total	73,700	100.0	†	395,000	100.0	†	1,440,000	100.0	†

Source: NSECE home-based provider questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A120. Prior Relationship-based Providers by Provider Type: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, Moderate Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Not prior relationship-based	21,000	89.2	3.22	83,800	31.2	5.59	‡	‡	‡
Prior relationship-based	2,500	10.8	3.22	185,000	68.8	5.59	592,000	95.4	1.82
Total	23,500	100.0	†	268,000	100.0	†	621,000	100.0	†

Source: NSECE home-based provider questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table A121. Prior Relationship-based Providers by Provider Type: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, High Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Not prior relationship-based	16,400	78.3	2.96	75,200!	29.4!	6.57!	‡	‡	‡
Prior relationship-based	4,500	21.7	2.96	180,000	70.6	6.57	649,000	97.1	1.01
Total	20,900	100.0	†	256,000	100.0	†	668,000	100.0	†

Source: NSECE home-based provider questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

## Appendix III: Supplementary Tables Related to ECE Settings

Appendix III includes tabulations for selected measures that describe ECE settings but may not be measures predicting quality. They are included here as reference and as further description of ECE settings. Please see the NSECE Center-based Provider and Home-based Provider questionnaires for further information about these measures.

**Table S1. Level of Agreement that “Preschool Children Are Too Young to Benefit from Activities that Teach Them How to Read them”: Number and Share of Center-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, by Community Poverty Density**

	All communities	All communities	All communities	Low poverty density communities	Low poverty density communities	Low poverty density communities	Moderate poverty density communities	Moderate poverty density communities	Moderate poverty density communities	High poverty density communities	High poverty density communities	High poverty density communities
	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent
Strongly disagree	511,000	51.1	1.30	283,000	50.0	1.84	118,000	54.4	2.65	109,000	50.6	2.39
Disagree	426,000	42.6	1.26	248,000	43.8	1.80	90,300	41.6	2.52	87,800	40.6	1.91
Neither agree or disagree	22,500	2.3	0.33	14,300	2.5	0.52	3,800!	1.7!	0.43!	4,400!	2.0!	0.46!
Agree	19,700	2.0	0.33	10,300!	1.8!	0.48!	3,600!	1.7!	0.59!	5,800!	2.7!	0.68!
Strongly agree	11,400!	1.1!	0.29!	‡	‡	‡	‡	‡	‡	5,300!	2.4!	0.76!
DK/REF/Missing	9,400	0.9	0.23	5,100!	0.9!	0.29!	‡	‡	‡	3,500!	1.6!	0.67!
Total	1,000,000	100.0	†	566,000	100.0	†	217,000	100.0	†	216,000	100.0	†

Source: NSECE center-based workforce questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n

**Table S2. Level of Agreement that “Young Children Do Best When Teachers Are Actively Involved in Organizing Their Play and Activities, Rather than Letting Them Decide Their Own Activities”: Number and Share of Center-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, by Community Poverty Density**

	All communities	All communities	All communities	Low poverty density communities	Low poverty density communities	Low poverty density communities	Moderate poverty density communities	Moderate poverty density communities	Moderate poverty density communities	High poverty density communities	High poverty density communities	High poverty density communities
	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent
Strongly disagree	45,500	4.5	0.60	25,800	4.6	0.79	8,900	4.1	0.97	10,800	5.0	1.23
Disagree	301,000	30.1	1.24	174,000	30.6	1.83	58,300	26.8	2.25	69,300	32.1	2.30
Neither agree or disagree	237,000	23.7	1.15	134,000	23.6	1.74	58,700	27.0	2.18	44,300	20.5	1.71
Agree	288,000	28.8	1.11	171,000	30.1	1.56	59,700	27.5	2.32	58,000	26.8	1.98
Strongly agree	115,000	11.5	0.89	54,900	9.7	1.17	29,800	13.7	1.87	30,200	14.0	1.70
DK/REF/Missing	13,000	1.3	0.26	7,600!	1.3!	0.39!	‡	‡	‡	3,400!	1.6!	0.65!
Total	1,000,000	100.0	†	566,000	100.0	†	217,000	100.0	†	216,000	100.0	†

Source: NSECE center-based workforce questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.



**Table S3. Level of Agreement that “Children Gain the Most from After-school Activities That Focus on Recreation and Social Interaction”:  
Number and Share of Center-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, by  
Community Poverty Density**

	All communities	All communities	All communities	Low poverty density communities	Low poverty density communities	Low poverty density communities	Moderate poverty density communities	Moderate poverty density communities	Moderate poverty density communities	High poverty density communities	High poverty density communities	High poverty density communities
	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent
Strongly disagree	6,900!	0.7!	0.22!	‡	‡	‡	‡	‡	‡	‡	‡	‡
Disagree	125,000	12.5	0.86	61,300	10.8	1.17	31,100	14.3	2.04	32,400	15.0	1.81
Neither agree or disagree	325,000	32.5	1.30	190,000	33.5	1.88	73,000	33.6	2.67	62,600	29.0	2.27
Agree	463,000	46.4	1.37	273,000	48.2	2.01	92,200	42.4	2.90	98,300	45.5	2.10
Strongly agree	43,200	4.3	0.56	18,300	3.2	0.67	12,000	5.5	1.16	12,900	6.0	1.37
DK/REF/Missing	36,000	3.6	0.48	20,300	3.6	0.70	7,900!	3.6!	1.08!	7,900	3.6	0.94
Total	1,000,000	100.0	†	566,000	100.0	†	217,000	100.0	†	216,000	100.0	†

Source: NSECE center-based provider questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table S4. Participated in any Visits to Classrooms in Other Programs in the Past 12 Months: Number and Share of Center-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, by Community Poverty Density**

	All communities	All communities	All communities	Low poverty density communities	Low poverty density communities	Low poverty density communities	Moderate poverty density communities	Moderate poverty density communities	Moderate poverty density communities	High poverty density communities	High poverty density communities	High poverty density communities
	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent
Participated in visits	409,000	40.9	1.27	230,000	40.7	1.91	87,400	40.2	2.60	91,000	42.1	2.73
Did not participate	505,000	50.5	1.31	288,000	50.9	1.90	114,000	52.4	2.81	103,000	47.6	2.82
DK/REF/Missing	85,800	8.6	0.76	47,500	8.4	1.06	15,900	7.3	1.25	22,300	10.3	1.43
Total	1,000,000	100.0	†	566,000	100.0	†	217,000	100.0	†	216,000	100.0	†

Source: NSECE center-based workforce questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table S5. Main Topic of the Most Recent Activity to Improve or Gain Skills in Working with Children Among Those Who Participated in Workshop or Enrolled in a College Course in the Past 12 Months: Number and Share of Center-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, by Community Poverty Density**

	All communities	All communities	All communities	Low poverty density communities	Low poverty density communities	Low poverty density communities	Moderate poverty density communities	Moderate poverty density communities	Moderate poverty density communities	High poverty density communities	High poverty density communities	High poverty density communities
	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent
Health and safety	172,000	19.4	1.14	84,000	16.9	1.44	38,200	19.7	2.16	49,600	25.1	2.85
Cognitive development	84,600	9.5	0.82	55,800	11.2	1.23	15,200	7.8	1.53	13,700	6.9	0.97
Doing well in school	58,700	6.6	0.71	35,500	7.1	1.06	11,300	5.8	1.32	11,900	6.0	1.03
Helping child's social/emotional growth	183,000	20.6	1.13	111,000	22.3	1.72	35,200	18.1	1.93	37,400	18.9	2.13
Physical development/health	30,800	3.5	0.52	19,200	3.9	0.81	7,500!	3.9!	1.13!	4,100!	2.1!	0.57!
How to work with families	46,800	5.3	0.60	23,600	4.8	0.83	10,900	5.6	1.36	12,300	6.2	1.32
Special physical/emotional needs	59,100	6.7	0.73	35,400	7.1	1.07	11,700	6.1	1.19	12,000	6.1	1.02
Planning activities	42,700	4.8	0.56	25,500	5.1	0.91	8,300	4.3	0.97	8,900	4.5	0.90
Certification, accreditation/QRIS	12,100	1.4	0.37	6,700!	1.4!	0.59!	2,300!	1.2!	0.47!	3,100!	1.6!	0.50!
General skills	19,000	2.1	0.41	11,000!	2.2!	0.61!	5,900!	3.1!	1.00!	2,000!	1.0!	0.27!
Specific curriculum/methods/technology	93,000	10.5	0.86	48,800	9.8	1.18	27,300	14.1	2.24	16,900	8.5	1.39
Child/classroom monitoring/assessment	16,700	1.9	0.45	6,000!	1.2!	0.43!	5,500!	2.8!	0.91!	5,200!	2.6!	1.12!
Other	38,400	4.3	0.53	19,400	3.9	0.74	8,000	4.1	0.92	11,000	5.6	1.12
DK/REF/Missing	31,000	3.5	0.55	15,000!	3.0!	0.72!	6,700!	3.4!	1.38!	9,300	4.7	1.10
Total	888,000	100.0	†	496,000	100.0	†	194,000	100.0	†	197,000	100.0	†

Source: NSECE center-based workforce questionnaire. Note: The tabulation is based on respondents who reported to have participated in a workshop or been enrolled in a college course in the past 12 months. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table S6. Main Topic of the Most Recent Activity to Improve or Gain Skills in Working with Children among Those Who Participated in Workshop or Enrolled in a College Course in the Past 12 Months, Detailed: Number and Share of Center-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, by Community Poverty Density**

	All communities	All communities	All communities	Low poverty density communities	Low poverty density communities	Low poverty density communities	Moderate poverty density communities	Moderate poverty density communities	Moderate poverty density communities	High poverty density communities	High poverty density communities	High poverty density communities
	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent
Health and safety	172,000	19.4	1.14	84,000	16.9	1.44	38,200	19.7	2.16	49,600	25.1	2.85
Cognitive development	84,600	9.5	0.82	55,800	11.2	1.23	15,200	7.8	1.53	13,700	6.9	0.97
Doing well in school	58,700	6.6	0.71	35,500	7.1	1.06	11,300	5.8	1.32	11,900	6.0	1.03
Helping child's social/emotional growth	183,000	20.6	1.13	111,000	22.3	1.72	35,200	18.1	1.93	37,400	18.9	2.13
Physical development/health	30,800	3.5	0.52	19,200	3.9	0.81	7,500!	3.9!	1.13!	4,100!	2.1!	0.57!
How to work with families	46,800	5.3	0.60	23,600	4.8	0.83	10,900	5.6	1.36	12,300	6.2	1.32
Special physical/emotional needs	59,100	6.7	0.73	35,400	7.1	1.07	11,700	6.1	1.19	12,000	6.1	1.02
Working with children who speak more than one language	8,300!	0.9!	0.26!	‡	‡	‡	‡	‡	‡	‡	‡	‡
Planning activities	34,400	3.9	0.52	21,300	4.3	0.87	6,000!	3.1!	0.80!	7,100	3.6	0.86
Other	6,900!	0.8!	0.21!	‡	‡	‡	‡	‡	‡	‡	‡	‡
Other: multi-topic geared to certification	12,100	1.4	0.37	6,700!	1.4!	0.59!	2,300!	1.2!	0.47!	3,100!	1.6!	0.50!
Other: multi-topic geared to general skills	19,000	2.1	0.41	11,000!	2.2!	0.61!	5,900!	3.1!	1.00!	2,000!	1.0!	0.27!
Other: degree preparation	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Other: child protection	8,500!	1.0!	0.23!	‡	‡	‡	‡	‡	‡	‡	‡	‡

	All communities	All communities	All communities	Low poverty density communities	Low poverty density communities	Low poverty density communities	Moderate poverty density communities	Moderate poverty density communities	Moderate poverty density communities	High poverty density communities	High poverty density communities	High poverty density communities
	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent
Other: program management and leadership	5,800!	0.7!	0.22!	‡	‡	‡	‡	‡	‡	‡	‡	‡
Other: specific curriculum or teaching methods	93,000	10.5	0.86	48,800	9.8	1.18	27,300	14.1	2.24	16,900	8.5	1.39
Other: child/classroom monitoring and assessment	16,700	1.9	0.45	6,000!	1.2!	0.43!	5,500!	2.8!	0.91!	5,200!	2.6!	1.12!
Other: diversity skills	5,100!	0.6!	0.23!	‡	‡	‡	‡	‡	‡	‡	‡	‡
Other: art, music, dance, expression	7,100!	0.8!	0.23!	‡	‡	‡	‡	‡	‡	‡	‡	‡
Other: N/A: responded about type of training, sponsorship or source of support, rather than content	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
DK/REF/Missing	31,000	3.5	0.55	15,000!	3.0!	0.72!	6,700!	3.4!	1.38!	9,300	4.7	1.10
Total	888,000	100.0	‡	496,000	100.0	‡	194,000	100.0	‡	197,000	100.0	‡

Source: NSECE center-based workforce questionnaire. Note: The tabulation is based on respondents who reported to have participated in a workshop or been enrolled in a college course in the past 12 months. ‡ Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table S7. Receipt of Substantive Supervision: Number and Share of Center-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, by Community Poverty Density**

	All communities	All communities	All communities	Low poverty density communities	Low poverty density communities	Low poverty density communities	Moderate poverty density communities	Moderate poverty density communities	Moderate poverty density communities	High poverty density communities	High poverty density communities	High poverty density communities
	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent
Received review/feedback	891,000	89.1	0.84	506,000	89.3	1.08	188,000	86.4	1.75	198,000	91.5	1.62
Did not receive review/feedback	101,000	10.1	0.81	56,600	10.0	1.06	27,800	12.8	1.69	16,600	7.7	1.43
DK/REF/Missing	7,500!	0.7!	0.23!	‡	‡	‡	‡	‡	‡	‡	‡	‡
Total	1,000,000	100.0	†	566,000	100.0	†	217,000	100.0	†	216,000	100.0	†

Source: NSECE center-based workforce questionnaire. Note: A respondent is considered to have received substantive supervision if the respondent reported having a formal review and feedback on your performance at least once a year, or having discussed with the supervisor about how to improve skills to help children learn in the last 12 months, or having discussed with the supervisor about how to improve skills working with children's behavior in the past 12 months. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table S8. How Often Were There Major Sources of Stress in the Children's Lives that I Couldn't Do Anything about in the Last Week?: Number and Share of Center-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, by Community Poverty Density**

	All communities	All communities	All communities	Low poverty density communities	Low poverty density communities	Low poverty density communities	Moderate poverty density communities	Moderate poverty density communities	Moderate poverty density communities	High poverty density communities	High poverty density communities	High poverty density communities
	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent
Never in the last week	496,000	49.6	1.34	284,000	50.2	1.95	105,000	48.2	2.65	107,000	49.4	2.51
Once in the last week	232,000	23.2	1.06	138,000	24.4	1.50	45,100	20.7	1.92	48,800	22.6	2.20
More than once in the last week	236,000	23.6	1.07	124,000	22.0	1.62	60,200	27.7	2.40	51,500	23.9	2.02
DK/REF/Missing	35,500	3.6	0.55	19,300	3.4	0.77	7,300!	3.4!	0.84!	8,900	4.1	1.01
Total	1,000,000	100.0	†	566,000	100.0	†	217,000	100.0	†	216,000	100.0	†

Source: NSECE center-based workforce questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table S9. Level of Agreement with the Statement that “Team Work is Encouraged”: Number and Share of Center-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, by Community Poverty Density**

	All communities	All communities	All communities	Low poverty density communities	Low poverty density communities	Low poverty density communities	Moderate poverty density communities	Moderate poverty density communities	Moderate poverty density communities	High poverty density communities	High poverty density communities	High poverty density communities
	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent	Weighted Frequency	Percent	Standard Error of Percent
Strongly agree	535,000	53.5	1.29	315,000	55.6	1.94	109,000	50.1	2.58	111,000	51.4	2.09
Agree	358,000	35.8	1.23	191,000	33.7	1.90	83,000	38.2	2.32	83,700	38.8	1.95
Neither agree or disagree	42,500	4.2	0.51	22,200	3.9	0.75	11,800	5.4	1.20	8,400		0.80
Disagree	30,400	3.0	0.51	17,600	3.1	0.70	6,700!	3.1!	0.99!	6,100!	2.8!	0.89!
Strongly disagree	27,300	2.7	0.43	15,800!	2.8!	0.60!	5,600!	2.6!	0.81!	5,900!	2.7!	0.91!
DK/REF/Missing	7,400!	0.7!	0.20!	‡	‡	‡	‡	‡	‡	‡	‡	‡
Total	1,000,000	100.0	†	566,000	100.0	†	217,000	100.0	†	216,000	100.0	†

Source: NSECE center-based workforce questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.



**Table S10. Teacher and Caregiver's Perceived Main Responsibility When Looking after Children: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, All Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Help their development	5,800	4.9	0.76	78,700!	8.6!	1.88!	120,000!	4.4!	0.95!
Keep them safe/out of trouble	32,100	27.2	2.18	555,000	60.4	3.44	1,460,000	53.4	2.49
Provide nurturing and love	17,400	14.8	1.62	178,000	19.4	2.59	668,000	24.5	2.48
Teach them values	2,300	1.9	0.43	‡	‡	‡	122,000!	4.5!	0.93!
Help them learn	3,400	2.9	0.46	‡	‡	‡	65,600!	2.4!	0.61!
Other	500!	0.5!	0.12!	‡	‡	‡	‡	‡	‡
Other: provide children's basic needs	35,700	30.2	1.80	40,500!	4.4!	1.29!	152,000	5.6	0.95
Other: provide a good environment	16,200	13.7	1.52	‡	‡	‡	90,900!	3.3!	0.87!
Other: all of above / everything	700!	0.6!	0.30!	‡	‡	‡	‡	‡	‡
DK/REF/Missing	3,900	3.3	0.54	—	—	—	‡	‡	‡
Total	118,000	100.0	†	919,000	100.0	†	2,730,000	100.0	†

Source: NSECE home-based provider questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table S11. Teacher and Caregiver's Perceived Main Responsibility When Looking after Children: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, Low Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Help their development	3,900	5.2	1.00	‡	‡	‡	‡	‡	‡
Keep them safe/out of trouble	22,100	30.0	3.23	234,000	59.3	5.92	709,000	49.3	3.95
Provide nurturing and love	9,300	12.6	1.84	82,600!	20.9!	4.83!	417,000	29.0	4.17
Teach them values	1,600!	2.2!	0.65!	‡	‡	‡	‡	‡	‡
Help them learn	2,000	2.7	0.66	‡	‡	‡	‡	‡	‡
Other	‡	‡	‡	—	—	—	‡	‡	‡
Other: provide children's basic needs	21,900	29.7	2.26	‡	‡	‡	70,300!	4.9!	1.23!
Other: provide a good environment	10,300	13.9	2.03	‡	‡	‡	‡	‡	‡
Other: all of above / everything	‡	‡	‡	‡	‡	‡	‡	‡	‡
DK/REF/Missing	1,900	2.5	0.65	—	—	—	‡	‡	‡
Total	73,700	100.0	†	395,000	100.0	†	1,440,000	100.0	†

Source: NSECE home-based provider questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table S12. Teacher and Caregiver's Perceived Main Responsibility When Looking after Children: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, Moderate Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Help their development	1,400	5.8	1.82	‡	‡	‡	‡	‡	‡
Keep them safe/out of trouble	5,400	22.8	2.90	157,000	58.6	6.31	368,000	59.2	4.40
Provide nurturing and love	4,500	19.0	4.73	57,500!	21.4!	4.55!	110,000	17.8	3.93
Teach them values	‡	‡	‡	‡	‡	‡	‡	‡	‡
Help them learn	600	2.6	0.60	‡	‡	‡	‡	‡	‡
Other	‡	‡	‡	‡	‡	‡	‡	‡	‡
Other: provide children's basic needs	6,800	28.9	3.06	‡	‡	‡	31,900!	5.1!	1.69!
Other: provide a good environment	3,900	16.4	3.33	‡	‡	‡	‡	‡	‡
Other: all of above / everything	‡	‡	‡	‡	‡	‡	‡	‡	‡
DK/REF/Missing	600!	2.5!	0.50!	—	—	—	‡	‡	‡
Total	23,500	100.0	†	268,000	100.0	†	621,000	100.0	†

Source: NSECE home-based provider questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n

**Table S13. Teacher and Caregiver's Perceived Main Responsibility When Looking after Children: Number and Share of Home-based Teachers and Caregivers Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, High Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Help their development	600!	2.9!	0.89!	‡	‡	‡	‡	‡	‡
Keep them safe/out of trouble	4,600	22.1	2.74	163,000	63.8	4.91	380,000	57.0	2.38
Provide nurturing and love	3,700	17.5	2.44	38,000!	14.9!	3.60!	141,000	21.0	2.74
Teach them values	400!	2.0!	0.60!	‡	‡	‡	‡	‡	‡
Help them learn	900	4.1	0.89	‡	‡	‡	‡	‡	‡
Other	‡	‡	‡	—	—	—	—	—	—
Other: provide children's basic needs	7,100	33.7	5.03	‡	‡	‡	‡	‡	‡
Other: provide a good environment	2,100	10.1	1.71	‡	‡	‡	‡	‡	‡
Other: all of above / everything	‡	‡	‡	‡	‡	‡	‡	‡	‡
DK/REF/Missing	1,400!	6.7!	1.65!	—	—	—	‡	‡	‡
Total	20,900	100.0	†	256,000	100.0	†	668,000	100.0	†

Source: NSECE home-based provider questionnaire. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n

**Table S14. Currently Enrolled in a Degree Program among Non-prior-relationship-based Providers with Postsecondary Education: Number and Share of Non-prior-relationship-based Home-based Teachers and Caregivers with Postsecondary Education Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, All Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Yes	8,600	11.6	1.66	‡	‡	‡	‡	‡	‡
No	62,000	83.8	1.94	146,000	73.7	7.50	‡	‡	‡
DK/REF/Missing	3,400	4.6	0.97	‡	‡	‡	—	—	—
Total	74,000	100.0	†	197,000	100.0	†	‡	‡	‡

Source: NSECE home-based provider questionnaire. Note: The tabulation is based on non-prior-relationship based providers (i.e., providers caring for at least one child with whom the provider did not have a prior relationship) who had postsecondary education. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table S15. Currently Enrolled in a Degree Program among Non-prior-relationship-based Providers with Postsecondary Education: Number and Share of Non-prior-relationship-based Home-based Teachers and Caregivers with Postsecondary Education Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, Low Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Yes	5,700	11.1	2.78	‡	‡	‡	‡	‡	‡
No	43,600	84.9	2.98	97,000!	84.3!	7.27!	‡	‡	‡
DK/REF/Missing	2,000!	4.0!	1.31!	‡	‡	‡	—	—	—
Total	51,400	100.0	†	115,000!	100.0!	†!	‡	‡	‡

Source: NSECE home-based provider questionnaire. Note: The tabulation is based on non-prior-relationship based providers (i.e., providers caring for at least one child with whom the provider did not have a prior relationship) who had postsecondary education. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table S16. Currently Enrolled in a Degree Program among Non-prior-relationship-based Providers with Postsecondary Education: Number and Share of Non-prior-relationship-based Home-based Teachers and Caregivers with Postsecondary Education Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, Moderate Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Yes	1,700	13.2	3.57	‡	‡	‡	‡	‡	‡
No	10,700	83.5	3.53	26,000!	66.8!	12.90!	‡	‡	‡
DK/REF/Missing	400!	3.4!	1.12!	—	—	—	—	—	—
Total	12,800	100.0	†	38,900!	100.0!	†!	‡	‡	‡

Source: NSECE home-based provider questionnaire. Note: The tabulation is based on non-prior-relationship based providers (i.e., providers caring for at least one child with whom the provider did not have a prior relationship) who had postsecondary education. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.

**Table S17. Currently Enrolled in a Degree Program among Non-prior-relationship-based Providers with Postsecondary Education: Number and Share of Non-prior-relationship-based Home-based Teachers and Caregivers with Postsecondary Education Serving Children Age Birth through 5 Years, Not Yet in Kindergarten, High Poverty Density Communities**

	Listed	Listed	Listed	Unlisted Paid	Unlisted Paid	Unlisted Paid	Unlisted Unpaid	Unlisted Unpaid	Unlisted Unpaid
	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)	Weighted Frequency	Percent	S.E. (%)
Yes	1,200	12.2	2.16	‡	‡	‡	—	—	—
No	7,800	78.5	3.34	‡	‡	‡	‡	‡	‡
DK/REF/Missing	900!	9.3!	2.66!	—	—	—	—	—	—
Total	9,900	100.0	†	43,400!	100.0!	†!	‡	‡	‡

Source: NSECE home-based provider questionnaire. Note: The tabulation is based on non-prior-relationship based providers (i.e., providers caring for at least one child with whom the provider did not have a prior relationship) who had postsecondary education. † Not applicable. ‡ Value suppressed due to small n. ! Interpret data with caution due to small n.