The Massachusetts Early Education and Care Workforce Survey 2019

KEY FINDINGS

A Research Brief Prepared for the Massachusetts Department of Early Education and Care

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With a solid reputation for innovative research addressing complex issues, the University of Massachusetts Boston, Boston's only public university, is home to numerous centers and institutes that conduct policy-relevant research to support the social, political, and economic development of the community-at-large. The Massachusetts Early Care and Education Workforce Study is directed by scholars from three centers and institutes at UMass Boston: the Institute for Early Education Leadership and Innovation, the Center for Women in Politics and Public Policy, and the Center for Social Policy.

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The Institute for Early Education Leadership and Innovation

The Institute for Early Education Leadership and Innovation envisions a world in which all young children have access to high-quality early care and education. We do this by supporting child care business owners and early educators from every level of the field to lead change and innovation. They incorporate cutting edge research and new knowledge in their programs, and their businesses are vital contributors to their local economies. To achieve this vision, we drive systems change in four key ways. We cultivate racially and linguistically diverse leaders from within the field with entrepreneurial leadership training. We sustain these leaders and support their development and influence through our growing leadership and innovation network. We conduct research that contributes new knowledge about the impact of leadership in early care and education and its potential as a powerful lever for change. We are building the ecosystems required to sustain new and emerging leaders and scaling our entrepreneurial leadership model by partnering with governmental, philanthropic, and community-based organizations.

The Center for Women in Politics and Public Policy

works to advance women's public leadership and the public policies that make a difference in the lives of all women. Through its innovative educational programs, policy-relevant research, and public forums, it works to ensure that the voices, expertise, and experiences of all women are valued and included in civic discourse and the policymaking process. The center works across sectors to build a prosperous economy that increases access and opportunity for all, particularly low-wage workers and women of color. All center initiatives and research explore the intersection of gender, race/ethnicity, and class on policymaking and politics.

The Center for Social Policy (CSP) researches the root causes of economic hardship and examines the intersection of public policies and employment practices to boost well-being. Our expertise includes racial and gender equity, housing stability, public benefits, workforce development, and job quality. The center accomplishes this through active engagement with policymakers, researchers, service providers, and families facing economic hardship.

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Early Education and Care Professionals: A Vital Workforce

Overview

This research brief provides statewide representative data about the early care and education (ECE) workforce. It presents findings about the professional and financial status of family child care and center educators and program directors in order to understand how distinct segments of the early childhood workforce are faring both professionally and financially and to inform policy and programmatic reforms addressing workforce needs.

Background

The ECE workforce is recognized as critical to the development and education of young children. Moreover, it is vital to workers across all industries and sectors in the Commonwealth, necessary for the overall functioning of the economy, and key to family stability. Nonetheless, the ECE workforce has historically been somewhat invisible and very much undervalued. There is a long history of low compensation and inadequate benefits being provided to the ECE workforce. The dire consequences of this – on educators, their own families, and the children for whom they care – have been well-documented in both the scholarly literature and in policy-relevant reports.

What is new in the Commonwealth is an increasingly urgent conversation about the need to rectify this situation in order for the economy to recover from the pandemic. This conversation began before the COVID-19 pandemic hit, and now has become increasingly pressing. The essential role of early educators and the ECE sector has been more widely recognized. State and ECE leaders have made statements about the need for new public policies and proposals to improve the systems that support the ECE workforce.

The need for policy-relevant data led to the creation of the *Massachusetts Early Care and Education Workforce Study*. In order to strengthen and support the workforce both financially and educationally, a critical starting point is hearing directly from the workforce. Statewide representative data reported by early care and education professionals in the Commonwealth are not regularly collected; in fact, the last comprehensive workforce survey was conducted nearly two decades ago.

This study was designed to generate current workforce survey data to inform the development of new policies to improve early childhood educators' pay, benefits, and working conditions. This study included two key components. The first phase involved a [qualitative study of the ECE workforce](#) (Bookman, Crandall, Douglass, & Kelleher, 2018) and stakeholders to identify the key issues and themes to inform the focus of the survey. The second phase, which is the focus of this brief, was the statewide representative survey of the workforce that included family child care and center educators as well as center administrators. The survey was designed to document the characteristics, education, compensation, and extent of public benefits usage, the need for debt relief, and access to professional development opportunities. Now, in the context of the global pandemic, this study also provides a current, pre-pandemic baseline about the ECE workforce that can serve as a point of comparison in understanding the impact of the pandemic on the ECE workforce - the demographic characteristics, educational attainment and professional development aspirations, as well as compensation and financial well-being.

The survey findings reflect some similar key learnings from the 2018 Phase I Report about the workforce (Bookman, Crandall, Douglass, & Kelleher, 2018). Early educators bring tremendous talents and skills as well as a high level of commitment to their work and to the children and families they serve. Many are eager to advance professionally and want access to professional development opportunities that build on their experiences in the field and effectively address their education and training needs. Nevertheless, inadequate compensation and benefits contribute to overall concern about both short- and long-term financial security. As discussed in the brief, early care and education professionals express concern about their ability to pay their bills and cover essential expenses.

Methodology

Following the UMass Boston Phase I Report issued in October 2018, *The Massachusetts Early Care and Education Workforce Study: Final Report Relevant to Survey Design,* that included focus groups with early educators and stakeholders in the field, the Massachusetts Department of Early Education and Care (EEC) in 2019 commissioned UMass Boston to develop and administer a survey to three segments of the Commonwealth's early childhood workforce. A statewide representative sample of educators at early education and care centers, directors of centers, and family child care providers was generated. Surveys were completed by 1,356 respondents during the summer of 2019. Online and paper surveys were completed and returned to the research team by a total of 552 Center Directors and 377 Family Child Care Providers.[1] Paper surveys were administered in person to 427 Center Educators on-site at 35 centers that were randomly selected across the state. Given the sampling procedure, the resulting estimates are representative of all the ECE workforce (i.e., Center Directors, Family Child Care Providers, and Center Educators) in the Commonwealth of Massachusetts.
The survey consisted of 75 items. Most of the survey items were the same for each of the three workforce groups, and most of the results are presented by workforce group. Center Educators and Family Child Care Providers were provided surveys in Spanish as well as English. A more detailed methodology may be found in the Appendix C (Technical Appendix) and each survey instrument is provided in Appendix D.

This brief presents selected findings on the professional and financial status of educators and program directors in order to understand how distinct segments of the early childhood workforce are faring both professionally and financially and to inform policy and programmatic reforms addressing workforce needs. The first half of the brief addresses who is in the workforce, with a focus on demographic characteristics, educational attainment, and professional development. The second half of the brief addresses the employment, compensation, and financial status of the workforce. While a few selected tables are provided in the brief, a complete list of tables and figures may be found in Appendix A and all tables and figures are located in Appendix B. Appendix B provides a rich set of data about the ECE workforce in Massachusetts in 2019 that can be used widely to inform planning, policy, professional development, and further research efforts.

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[1] Due to the in-person data collection approach with Center Educators, the study sample of centers excluded small centers with fewer than five classrooms or fewer than 10 teachers, and therefore educators working in small centers were not included in the sample and are not reflected in the key findings presented in this brief.

Who Comprises the Early Education and Care Workforce?
A Demographic Profile

Who are the early childhood educators engaged in the important work of supporting the development of young children ages birth to five across the Commonwealth? The early education workforce in Massachusetts is largely comprised of women, with varying levels of racial and ethnic diversity across various segments of the workforce. For example, more than three out of ten Family Child Care (FCC) Providers are Latina. FCC Providers and Center Educators are more racially and ethnically diverse than Center Directors.

Key Takeaways
- There is considerable racial, ethnic, and linguistic diversity across the workforce, yet Center Directors are not as racially or ethnically diverse compared to FCC Providers and Center Educators
- Individuals identifying as men are under-represented in the field, particularly in terms of Center Directors and FCC Providers
- At least one out of five of each workforce group is a sole earner and almost half of each workforce group reported dependents living in their households, heightening the need to earn a sustainable wage

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Age
With an average age of 51 for both Center Directors and FCC Providers compared to 34 for Center Educators, workforce groups reflect the general career stage difference between administrators and owners compared to educators. The majority of Center Educators (62%) are between the ages of 18 and 35 and the majority of Center Directors (60%) are between 36 and 57. More than one-third of Family Child Care Providers are between 47 and 57. Compared to Center Educators, most Center Directors and FCC Providers are relatively older with 56% of Center Directors reporting their age as 47 years or higher and 66% of FCC Providers as 47 or older.

Gender Identity
Early educators in Massachusetts tend to be individuals who identify as women, with nearly 98% of all respondents answering the question identifying as women. Four percent of Center Educators, 1.3% of Center Directors, and 0.3% of Family Child Care Providers identify as men. Some Center Educators (0.5%) identified as transgender and 0.2% as unsure. Less than one percent of Center Directors identified as genderqueer/gender non-conforming and no Center Directors identified as transgender or unsure. No Family Child Care Providers identified as transgender, genderqueer/gender non-conforming, or unsure. The sample of Center Educators is more diverse in terms of their reported gender identity than the sample of Center Directors and Family Child Care Providers. It's important to note that nearly every FCC Provider surveyed identified as a woman.

Race and Ethnicity
Center Educators and Family Child Care Providers are more racially and ethnically diverse compared to Center Directors. Fourteen percent of Center Educators and 8% of Family Child Care Providers identified as Black or African American, compared to 4% of Center Directors. These findings may point to systemic factors in career advancement, both in terms of opening up entrepreneurial opportunities in the family child care sector and moving up the ladder in centers. The majority of each workforce group identified as White, at 66% of Center Educators, nine out of ten Center Directors, and 73% of FCC Providers.

Nearly one-third (32%) of FCC Providers identified as Hispanic/Latinx, compared to 14.7% of Center Educators and 5% of Center Directors. Nearly 7% of Center Educators identify as Asian compared to 2% of Family Child Care Providers and 1% of Center Directors. No Center Educators, .2% of Center Directors and .6% of FCC Providers identified as Native Hawaiian or Other Pacific Islander. Few individuals who identified as American Indian or Alaska Native were represented in the workforce groups: .3% of Center Educators and .3% of FCC Providers identified as such. Given that 25 respondents selected more than one racial category, it's important to understand that these respondents were included in the "Other" category for data analysis. These respondents combined with those who marked "Other" for racial background resulted in 5% of Center Directors, 13% of Center Educators, and 16% of FCC Providers with racial identity as "Other."

Language

For more than one in three (34.6%) Family Child Care Providers, English is not their primary language compared to only 4% of Center Directors. Seven percent of Center Directors who speak a language other than English indicated that a language other than English is their preferred learning language. More than one in ten (16%) FCC Providers who took the English version of the survey indicated that a language other than English is their preferred learning language. Of the 49 FCC Providers who completed the survey in Spanish, nearly 80% indicated that Spanish was their preferred learning language and another 6.1% responded that Spanish and another language reflected their preferred language for learning purposes.

Family

Key characteristics of family context for ECE workers provide a snapshot of educators' and administrators' family situation. About 26% of Center Directors are the sole earners in their families, compared to 21% of Center Educators and 28% of Family Child Care Providers. About half (52%) of FCC Providers reported having dependents in the household compared to 46% of Center Directors and 46% of Center Educators.

The next section provides an overview of educators' and administrators' educational backgrounds as well as their professional development needs and preferences.

Education, Credentials, and Professional Development

What educational backgrounds and experiences in the field do early educators and administrators bring to their jobs as they work with infants, toddlers, and preschoolers? To what extent do these professionals want to advance educationally and professionally and what supports would they find most helpful as they seek to move forward in their careers? The following analysis demonstrates that many early educators and administrators have considerable teaching experience, are interested in earning a higher degree, and feel that particular kinds of supports would help them achieve their educational goals and advance in the profession.

Key Takeaways
- Many educators in the field report a high school level of educational attainment; nearly one in three Asian and Latinx/Hispanic, and one in five Black ECE professionals reported holding a high school diploma or less, compared to one in ten White ECE professionals
- FCC Providers are the least likely to have attained a college degree, followed by Center Educators
- ECE professionals are highly motivated to engage in formal degree programs and take on educational advancement opportunities
- First language supports are critical for many interested in furthering educational and career goals
- Flexibility in work schedule, location, and options for delivery of professional development are critical for professional development across workforce groups
- Academic advising is a desired support for many FCC Providers and Center Educators
- Mentoring and coaching hold particular importance for Center Directors

Experience in the Field

Early educators – particularly those directing centers and family child care programs – draw on a wealth of experience in the field. Both Center Directors and FCC Providers reported extensive teaching experience in general, as 67% of Center Directors and 53% of FCC Providers had 16 or more years of experience as educators. Further, a substantial number of FCC Providers reported long-term experience in the field with nearly 30% indicating that they have more than 25 years of teaching experience. The majority of Center Educators (52%) reported having six or more years of teaching experience. A relatively younger segment of the workforce in general, nearly half (47%) of the Center Educators were newer to the field, reporting five or fewer years teaching experience.

Educational Background

Table 1. Highest Level of Education Attained, By Workforce Group

Educational Level	Center Directors	Center Educators	FCC Providers
Less than a High School Diploma	0%	1% (N=4)	3.7% (N=13)
High School Diploma or GED	0.6% (N=3)	16.8% (N=69)	22% (N=76)
Some College but No Degree	11% (N=58)	33% (N=135)	30% (N=105)
Associate's Degree	15% (N=78)	14% (N=57)	15% (N=54)
Bachelor's Degree	47% (N=248)	27.6% (N=114)	24% (N=82)
Master's Degree	25.8% (N=136)	7.6% (N=31)	5% (N=18)
Doctorate	0.6% (N=3)	0	0.3% (N=1)
Total	100% (N=526)	100% (N=410)	100% (N=349)
Missing	26	17	28
Total	552	427	377

As demonstrated in Table 1, Center Directors have high levels of formal education, with nearly three-quarters reporting a Bachelor's degree or higher. Just more than one-fourth have a Master's degree. The Bachelor's degree rate for Center Educators and for FCC Providers is lower than Center Directors, but similar between these two groups at 27.6% (Center Educators) and 24% (FCC Providers). The findings suggest that both workforce groups have similar formal education levels with 33% of Center Educators and 30% of FCC Providers reporting some college but no degree attained, and Associate's Degree levels of 14% (Center Educators) and 15% (FCC Providers).

Racial disparities exist when it comes to the educational level attained according to racial breakdowns in highest level of school completed for all workforce groups combined. Given that it was necessary to combine Center Directors, Center Educators, and FCC Providers to allow for such a comparison across racial categories, it must be noted that several racial groups are relatively small and percentages must be considered along with the reported number of respondents in each category. Some of the largest disparities include the percentage of all respondents who identify as Black or African American who have a Bachelor's degree (30%) compared to the White level of 38% for achieving a Bachelor's degree, and 7% rate for Master's for Black/African American respondents compared to the White rate of 16%.

When comparing high school diploma/GED or less (as highest level of school completed), the Asian rate of 31% and Black/African American rate of 19% is considerably higher than the White rate of 9.5%. When considering the differences between Hispanic/Latinx and non-Hispanic/Latinx respondents, there are notable disparities in terms of educational background. More Hispanic/Latinx respondents reported having a high school diploma/GED as highest education attained (27%) than non-Hispanic/Latinx (9%), and more Hispanic/Latinx indicated that they had some college/no degree (32%) compared to the non-Hispanic/Latinx rate of 21%. For those with a Bachelor's Degree, more non-Hispanic/Latinx (39%) than Hispanic/Latinx (14%) respondents reported attaining that educational level. This is similar to the finding that more respondents with a Master's Degree are non-Hispanic/Latinx (16%) compared to Hispanic/Latinx (5%).

Just more than one-third of Center Educators (35%) report having earned a college degree in early childhood education (ECE) or related field, such as child development. Of those with a college degree in ECE, 39% have an Associate's degree, 45% have a Bachelor's degree, and 7% have a Master's.

The rate of ECE degree attainment for Center Educators mirrors that of Family Child Care Providers of whom 34% have an ECE or related degree. Close to three-fourths (72%) of Center Directors have a degree in early childhood education or a related field.

Educational Aspirations

Educators, providers, and directors reported a high level of interest in earning a degree or attaining another degree demonstrating that all three segments of the workforce desire educational advancement. A majority of Center Educators (58%) and more than one-third of respondents in the other workforce groups responded that they would like a degree (or higher degree if they already had one) including 39% of FCC Providers and 36% of Center Directors.

In terms of who is currently enrolled in college, nine percent of Center Directors and 8% of FCC Providers are currently enrolled in college as opposed to 29% of Center Educators. Among Center Educators who had a high school diploma or Associate's degree, most expressed interest in earning another degree. Nearly one out of two (49%) Center Directors responded that they are interested in pursuing a Master's and nearly one in four (23%) indicated wanting a Doctorate. Forty-five percent of Center Educators are interested in obtaining a Master's degree and 30% would like to attain a Bachelor's. Family Child Care Providers are most interested in a Bachelor's (38%) or Associate's degree (30%) followed by a Master's degree (25%).

Child Development Associate (CDA)

In terms of who has attained the Child Development Associate CDA credential, approximately one in three (32.3%) FCC Providers have earned a CDA credential compared to 26.3% of Center Educators and 10.6% of Center Directors. For those without a CDA, somewhat similar rates of Center Educators (41%) and FCC Providers (31%) were interested in earning a CDA with a much lower rate for Center Directors (5.6%). There was generally more interest among all workforce groups for obtaining additional certifications than for the CDA specifically.

What do we know about specific needs and interests of educators, such as language, mode of professional development, timing, and other aspects that might make a difference for educators seeking to obtain a college or advanced degree? Or earn a certificate? How might professional development opportunities be structured or offered in alignment with the needs of educators and administrators of centers and family child care programs? The following provides an overview of what educators need in order to meet their own educational and training needs.

Educational Advancement and Professional Development

Professional Development Activities

In order to determine the types of professional development activities experienced by educators and administrators, respondents were asked about specific learning opportunities in the previous year. Nearly three-quarters of Center Educators (73.5%), 94% of Center Directors, and 87% of Family Child Care Providers engaged in professional development activities. Across all workforce groups, the most commonly cited activity was attending one of more trainings (87% for Center Directors, 75% for Center Educators, and 73% for FCC Providers). Close to half of all Center Directors (46%) attended a professional conference, compared to one-quarter of FCC Providers (25%) and Center Educators (24%). More than a quarter (27%) of Center Directors participated in a facilitated peer-learning form of training called a Professional Learning Community (PLC), compared to 16% of FCC Providers, and 9% of Center Educators.

Given the relatively robust interest among Center Educators and FCC Providers in pursuing a college degree, it's important to note that 31% of Center Educators and 14% of FCC Providers attended a college course and much smaller segments of both workforce groups enrolled in a college degree program in the past 12 months (7% of Center Educators and 3% of FCC Providers).

Professional Development Supports

One of the main aims of the survey was to document the kinds of supports, such as financial, academic, and employment, that would make the difference for early educators and program directors who want to advance in the profession and meet their educational and/or career goals.

For those respondents wanting to earn a college degree or another degree if they already have one, some of the most commonly desired supports across workforce groups include flexibility in work schedule, financial support for textbooks, and loan-forgiveness programs for educational loans. For those respondents with a high school background or GED who want an Associate's degree or higher, support with applying to college, enrolling in courses, and matriculating into a program was identified as useful. Additionally, academic advising, career counseling or job placement support; tutoring/coaching to support respondent in college courses; financial support for child care; and financial support for transportation were all cited as useful for respondents with an educational background of an Associate's degree or less. It's important to note that a considerable percentage of respondents indicated that none of the financial and related supports listed in the survey question would be useful - with the highest rate of this response from those who had a high school degree or GED as highest education attained.

Table 2. Useful Supports by Degree Attainment Desired, All Workforce Groups Combined

Support Type	Respondents with a High School Diploma or GED, who want an Associate's Degree or Higher	Respondents with Some College, who want an Associate's Degree or Higher	Respondents with an Associate's Degree, who want a Bachelor's Degree or Higher	Respondents with a Bachelor's Degree, who want a Master's Degree or Higher
Note: Responses below to question "Would any of the following supports be useful to you?" with "yes" responses reported.				
Support Applying to College, Enrolling in Courses, and Matriculating into a Program	39% (N=49)	37% (N=95)	33% (N=56)	15% (N=59)
Tutoring or Coaching	30% (N=36)	30% (N=76)	18% (N=29)	10.6% (N=41)
Academic Advising, Career Counseling, or Job Placement Support	32% (N=40)	35% (N=89)	24% (N=39)	22% (N=88)
N	120 (min.); 126 (max.)	251 (min.); 260 (max.)	163 (min.); 168 (max.)	388 (min.); 394 (max.)
Missing (not included in N)	22 (min.); 28 (max.)	38 (min.); 47 (max.)	21 (min.); 26 (max.)	46 (min.); 52 (max.)
Total	148	298	189	440
Note: Responses to question "Which of the following would support your professional development?"; respondents directed to "select all that apply."				
Financial Support for Transportation	26% (N=23)	25% (N=46)	14% (N=20)	17% (N=58)
Financial Support for Child Care	35% (N=30)	25% (N=43)	17% (N=24)	15% (N=48)
Loan Forgiveness Program for Educational Loans	30% (N=26)	42% (N=86)	34% (N=50)	39% (N=144)
Financial Support for Textbooks	38% (N=33)	55% (N=115)	41.5% (N=61)	33% (N=116)
Flexibility in Work Schedule	42% (N=39)	53% (N=114)	53% (N=81)	45% (N=163)
Support for Elder Caregiving	8% (N=6)	6% (N=9)	4.6% (N=6)	8% (N=24)
None of the Above	56% (N=47)	44% (N=79)	34% (N=48)	39% (N=131)
N	73 (min.); 92 (max.)	161 (min.); 216 (max.)	130 (min.); 153 (max.)	317 (min.); 366 (max.)
Missing (not included in N)	56 (min.); 75 (max.)	82 (min.); 137 (max.)	36 (min.); 59 (max.)	74 (min.); 123 (max.)
Total	148	298	189	440

Center Directors

Center Directors interested in earning a higher degree overwhelmingly reported that online training would be useful for them. The combination of online and in-person training was also identified by a majority of Center Director respondents, except for those who wanted to earn an Associate's Degree who were more likely to select in-person training as a useful support compared to the combination of online and in-person. Center Directors also indicated that more convenient locations and timing of trainings and courses – as well as flexibility in work schedules – would be helpful, demonstrating that flexibility is important to build into professional development options for this workforce group. Financial support for textbooks was also identified as a useful financial support for those Center Directors wanting to earn a Bachelor's or higher degree. Loan-forgiveness for educational loans was cited as a support at a rate commensurate with degree aspiration - the higher the degree level the higher rate of selection for this particular support type.

Center Educators

Center Educators seeking an Associate's or Bachelor's degree cited help applying to college, enrolling in courses, and matriculating into a program as useful followed by help applying for the CDA and also academic advising as other supports they would find useful. For Center Educators intending to earn additional certifications (such as an EEC professional certificate, Pre-K Teaching License, and Post-Master's Certificate), similar support types were selected by the majority of respondents. Help applying for the CDA as well as college application/course enrollment/matriculation assistance were most commonly selected followed by tutoring/coaching. For those Center Educators whose primary language was not English, instruction, textbooks, technology training, and advising/career counseling/job placement support in the respondent's first language was selected at a higher rate for those wanting an Associate's or Bachelor's degree compared to those indicating that their highest degree desired was a Master's or Doctorate. For Center Educators desiring a Master's or Doctorate, academic advising was regarded as a key professional development support as 59% of those interested in a Master's and 70% of those wanting to pursue a Doctorate selected this as a useful support.

Family Child Care Providers

While there is a high level of interest in online training for FCC Providers interested in attaining a Master's degree or Doctorate, FCC Providers wanting a Bachelor's were more likely to select combination of online and in-person training or in-person training as a useful support for them. Similar to Center Directors, flexibility both in terms of training timing and location was identified as a desired support type. In terms of financial supports, assistance to cover the cost of textbooks and, to a slightly lesser extent, a loan-forgiveness program for educational loans were cited by FCC Providers as useful. Again, flexibility to accommodate the professional development needs of the workforce emerged as a helpful support and flexibility in work schedule was selected by many FCC Providers. For those interested in Associate's and Bachelor's degrees, other supports identified as useful included tutoring/coaching, assistance with applying to college/course enrollment/program matriculation, as well as academic advising and to a slightly lesser extent help applying for the CDA.

Similar to Center Educators, FCC Providers indicated a high level of interest in supports in their first language, and for FCC Providers, this was important for all degree aspirations – from Associate's to Doctorate as well as CDA certificate attainment. Further, for those FCC Providers wanting a CDA certificate, close to half (45%) indicated that a higher salary or income for completion of the certificate would be a useful support. This is compared to 25% who answered that a bonus for completion would be helpful and 30% who chose "neither" as helpful.

The second half of the brief examines what the survey findings indicate about the working conditions, compensation levels, employer benefits, and overall financial status and well-being of the workforce.

Employment, Working Conditions, and Financial Status: Implications for the Economic Security of the Workforce

What would be most helpful to the ECE workforce in terms of entering, staying, thriving, and advancing in the field? Is pay the sole driving force or do employer-provided benefits, feeling valued and respected at work, supportive working conditions, or other factors seem to make a difference for retention and advancing the workforce?

This section explores the working conditions, financial status, and economic concerns of early educators and program administrators. It highlights compensation and employer-provided benefits, offers an overview of the extent to which government benefits are utilized, and examines some of the key reasons why educators' and administrators' may leave their current position.

Key Takeaways
- The limited paid planning time reported for a substantial number of Center Educators indicates an area for attention
- Two-thirds of educators reported covering other classrooms at least once in the previous four weeks, suggesting staffing shortages and the difficulty addressing such classroom needs
- More than three-quarters of center-based professionals expressed feeling supported by their supervisor and colleagues, and that their skills were utilized on the job
- Average hourly pay amounts ranging from $15.54 (Center Educators) to $25.93 (Center Directors) suggest relatively low levels of compensation across the workforce
- White FCC Providers earn more than Black/African American and other non-White FCC Providers according to estimates calculated for this brief
- More than half of all center-based workers reported being worried about being able to pay their bills
- 41% of Center Educators, 16% of Center Directors, and 25% of FCC Providers worry about having enough food
- Many ECE professionals rely on government assistance to make ends meet, including one-third of Center Educators and 36% of FCC providers, with MassHealth the most commonly accessed benefit
- Nearly half of Center Educators intend to leave their jobs within the next year, with low pay, lack of benefits, and career advancement cited as the most common reasons

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Employment Characteristics

Early educators are employed in a variety of early childhood education settings including various center types and family child care settings. The average length of time Center Educators had been in their current position was approximately five years. The majority of Center Educators (65%) in our sample were teachers or lead teachers, 28% are assistant teachers, and 7% reported "other." Six out of ten Center Educators were employed in centers that are not part of another larger agency and one-third (33%) were working in centers that are part of a larger agency. Five percent were employed by Head Start programs.

For Center Directors the average number of years in their current position was about ten years. Two-thirds of Center Directors were employed in centers that are not part of a larger agency and 26% were in settings that are part of a larger agency. Similar to Center Educators, five percent were employed in Head Start.

Working Conditions

Paid Planning Time
For early educators, having paid planning time when not overseeing children is important because it enables educators to plan curriculum, document child learning and development, and engage in quality improvement activities. Paid planning time is one key measure of a supportive, high-quality work environment for early childhood educators. Yet the survey results revealed that it's not afforded to many of those working directly with children. Center Educators surveyed reported limited or no paid planning time in their workweek when they are not responsible for supervising children. Nearly half (49%) reported no planning time while 47% have three hours a week or less. Only 3% have 4 to 6 hours a week, and 1% reported having seven or more hours of paid planning time each week. Assistant teachers were far more likely than teachers and lead teachers to report no paid planning time. For those in family child care, four out of five FCC Providers (81%) had no paid planning time.

Classroom Coverage
Another measure of working conditions is the extent to which classrooms/groupings of children are consistently staffed by a regular team of educators. However, in order to cover staffing shortages in the previous four weeks, two-thirds (67%) of Center Educators reported working in a different classroom or with a different group of children at least once during that timeframe. Seventeen percent of Center Educators reported that it happened more than five times and 18% stated that it happened 3 to 5 times over the last four weeks. One-third of Center Educators reported that it didn't happen at all during that time. Most Center Directors reported that at times they worked in classrooms to cover staff shortages, with only 26% of Center Directors responding that they "never" provided classroom teaching coverage.

Compensation

The survey asked respondents to report pay however it was most relevant for them – whether by hour, day, week, month or year. Therefore, the research team made a set of calculations to develop an average hourly pay amount which is used in the following analysis. As expected, Center Directors report the highest average hourly earnings at $25.93. Center Educators reported an average hourly wage of $15.54, while Family Child Care Providers reported average hourly wages of $22.35.

Table 3. Average Hourly Pay by Race, by Workforce Group

Race	Mean Hourly Pay M (SD*), n		
	Center Directors	**Center Educators**	**FCC Providers**
White	$25.94 (8.75) 387	$15.45 (4.73) 244	$22.78 (15.10) 212
Black/ African American	$26.12 (5.91) 18	$16.32 (4.14) 43	$19.46 (10.08) 17
Other	$25.66 (7.78) 29	$15.38 (4.39) 75	$21.80 (14.97) 74
Note: Due to a limited number of respondents selecting particular race categories provided as response options which prevented comparison across all races, Asian, Native Hawaiian or other Pacific Islander, American Indian or Alaska Native) were combined into an "Other" group to allow for some analysis across racial categories. *SD refers to standard deviation, a measure of the amount of variation of the mean value. A low standard deviation indicates that the values tend to be close to the mean, while a high standard deviation indicates that the values are spread out over a wider range. This is the number reported in parentheses below the average hourly pay amount.			

Further analyses by race and ethnicity reveal several disparities. Black Family Child Care Providers earn less than their White counterparts: $19.46 compared to $22.78. Hispanic/Latinx ECE professionals earn less than their White counterparts, with Center Directors showing the greatest disparity: $24.49 compared to $26.03. It's important to note that such disparities mirror disparities reported in the ECE literature (Austin, Edwards, Chávez, & Whitebook, 2019). Given the relatively small number of Black respondents, especially for FCC Providers, for whom pay data was available for this analysis, more data are needed to validate the findings.

Hours Worked
The number of hours worked vary greatly within and across ECE workforce groups. Almost one-fifth (19%) of Center Educators work fewer than 30 hours per week, whereas less than 10% of Center Directors and Family Childcare Providers reported working fewer than 30 hours per week. Substantial percentages of Center Directors and Family Child Care Providers reported working more than 40 hours per week based on responses to the question "about how many hours per week do you work at this center [in this program]?" One-third (33%) of Center Directors indicated that they work 41-50 hours weekly and 6.9% reported 51 hours or more. The majority of FCC Providers reported working between 41-50 hours per week with 20% responding that they worked 51 hours or more weekly.

The findings of part-time employment are consistent with reports of educators taking additional work for pay. When asked whether they engaged in any additional paid work outside of their current ECE position, Center Educators were most likely to respond affirmatively, which is not surprising given that they are more likely to be part-time than Center Directors. More than one-quarter (28%) of Center Educators reported taking on additional work outside of the ECE field compared to 18% of Center Directors and 13% of FCC Providers.

Pay by Educational Attainment

As demonstrated in Table 4, achieving additional levels of education appears to have a modest impact on pay. Center Directors earn about the same whether they hold below a Bachelor's ($21.33) or a Bachelor's degree ($22.03). They do see a bump in pay above the Bachelor's level (Master's or Doctorate), earning an average of $27.34. Center Educators earn $2.86 more on average with a Bachelor's degree ($17.15 compared to $14.29 without a Bachelor's degree), and an average of $20.48 for those who hold above a Bachelor's (Master's or Doctorate). FCC Providers see a slight gain with a Bachelor's degree ($23.53) compared to below a Bachelor's ($21.45), and earn on average $26.09 an hour with more than a Bachelor's degree. One caveat to note is that educational attainment is correlated with age and years of experience, so increases in pay may not be a direct result from educational attainment.

Table 4. Average Hourly Pay by Highest Educational Level Attained, by Workforce Group

	Mean Hourly Pay M (SD), n		
Educational Level	**Center Directors**	**Center Educators**	**FCC Providers**
Below Bachelor's	$21.33 (5.19) 50	$14.29 (4.10) 226	$21.45 (15.75) 194
Bachelor's Degree	$22.03 (5.33) 64	$17.15 (3.44) 97	$23.53 (12.65) 67
Above Bachelor's	$27.34 (8.81) 314	$20.48 (6.55) 30	$26.09 (12.62) 18
Note: Below Bachelor's includes: Less than a High School Diploma; High School Diploma or GED; Some College, No Degree; Associate's Degree. Above Bachelor's includes: Master's Degree; Doctorate			

Employment Benefits

Employer benefits are an important part of an overall compensation package. All workforce groups were surveyed on a full range of common benefits to gain an understanding of the overall quality of ECE jobs.

Overall, Center Directors reported receiving the most comprehensive benefits package. As shown in Table 5, sixty-three percent of Center Directors are offered health insurance by their employers, with 90% of employers contributing to the plan. A majority of Center Educators (61%) indicated that their employers offer health insurance, of which 48% indicated that their employers contribute to the health insurance. Just over half reported being offered wellness programs (such as dental, vision, or behavioral health). Center Educators reported more paid parental leave access (46%) compared to Center Directors (37%). More than 90% of Center Directors receive paid sick days, paid vacation, and paid holidays. Center Educators are offered paid sick days (83%), paid vacation (82%), and paid holidays (84%) slightly less frequently compared to Center Directors.

Few Center Educators (29%) are offered flexible spending accounts for dependent care and/or health expenses, assistance paying for child care (40%), or an employee assistance program (20%). Half of the Center Educators were offered a retirement program by their employers. Slightly more Center Directors (55%) than Center Educators were offered a retirement program by their employers.

Table 5. Employer Benefits, Center Directors and Center Educators

Benefit Type Offered*	Center Directors	Center Educators
Employer Offers Health Insurance	63% (N=336)	61% (N=242)
Employer Contributes to Health Insurance	90% (N=303)	48% (N=115)
Flexible Spending Account	30% (N=161)	29% (N=99)
Health and Wellness Programs	52% (N=277)	55% (N=194)
Employee Assistance Program	18% (N=97)	20% (N=64)
Paid Sick Days	96% (N=501)	83% (N=321)
Paid Vacation	92% (N=483)	82% (N=320)
Paid Holidays	96% (N=500)	84% (N=326)
Paid Parental Leave	37% (N=195)	46% (N=152)
Retirement Program	55% (N=290)	50% (N=187)
Assistance Paying for Childcare	47% (N=249)	40% (N=140)
N	552	427
N=Total respondents in each workforce group. The number of respondents varies for each item. *Several survey items on benefits offered by employers were combined to generate this table. Therefore, the N on each item differs as do the number of missing respondents for each item.		

In order to understand the employment context for respondents working in the family child care setting, Family Child Care Providers were asked whether they were part of an FCC system or whether they were independent and the majority (58%) of FCC Providers reported being independent. Of the 42% who were part of a system, most receive paid holidays (92%) and paid sick days (75%) but few other benefits are offered to them, as shown in Table 6. Less than one percent reported receiving health insurance from their system.

Table 6. Benefits from FCC Systems, Family Child Care Providers

Benefit Type Offered	FCC Providers
Paid Sick Days	75% (N=119)
Paid Vacation	11% (N=17)
Paid Holidays	92% (N=146)
Paid Parental Leave	2.5% (N=4)
Flexible Spending Account	0% (N=0)
Assistance Paying for Childcare	5.4% (N=8)
Health and Wellness Programs	0% (N=0)
Employer offers Health Insurance	0.6% (N=1)
N=159 FCC Providers who indicated that they were part of an FCC system; missing data not included.	

Financial Security

The low rates of pay and benefits result in many educators and program directors worried about their financial security. More than half of all center-based workers report that they are worried about being able to pay their bills: 67% of Center Educators and 51% of Center Directors expressed this concern. Just more than half (55%) of FCC Providers indicated this worry. Their concern extends to food security: 41% of Center Educators, 16% of Center Directors, and 25% of FCC Providers worry about having enough food.

Educators and administrators also reported concerns in regard to job security. Thirty-seven percent of Center Educators worry about having their hours reduced, compared to 29% of FCC Providers, and 11% of Center Directors. All workforce groups report some level of worry about being laid off: 17% of Center Directors, 37% of Center Educators, and 24% of FCC Providers. Many also worry that they will not get a raise: 42% of Center Directors, 67% of Center Educators, and 35% of Family Child Care Providers.

Utilization of Government Supports

Not surprisingly, given low rates of pay and limited employer benefits, many ECE workers need to rely on government benefits in order to make ends meet. About one-third of Center Educators reported receiving at least one government benefit, compared to 16% of Center Directors, and 36% of Family Child Care Providers. As a comparison, about 24.8% of workers in health, education, and social service occupations receive public benefits, and 36.4% of retail workers receive public benefits (Cooper, 2016).

Consistent with findings on benefits receipt in Massachusetts (Carey, 2018), MassHealth/Medicaid is most frequently accessed, both for respondents and for their children. Just less than a quarter (22%) of Center Educators access MassHealth for themselves, which is not surprising given that less than two-thirds receive employer-based health insurance. Nearly one in five (19%) Family Child Care Providers report accessing MassHealth (CHIP) for their children.

Table 7. Government Supports, by Workforce Group

Support Type	Center Directors	Center Educators	FCC Providers
MassHealth/Medicaid for Respondent	8% (N=44)	22% (N=93)	17% (N=65)
MassHealth/Medicaid for Respondent's Children*	10% (N=52)	12% (N=50)	19% (N=70)
SNAP/EBT (Supplemental Nutrition Assistance Program)	1% (N=8)	6% (N=27)	7% (N=26)
Housing Assistance	1% (N=6)	6% (N=25)	2% (N=8)
Childcare Assistance	3% (N=14)	4% (N=17)	2% (N=9)
SSDI (Social Security Disability)	0.6% (N=3)	2% (N=8)	0.5% (N=2)
SSI (Supplemental Security Income)	1% (N=6)	1% (N=5)	2% (N=8)
WIC (Women, Infants, and Children)	1% (N=6)	3% (N=14)	5% (N=18)
Fuel Assistance	2% (N=11)	5% (N=20)	4% (N=15)
Cash Assistance	0.2% (N=1)	0.9% (N=4)	0.5% (N=2)
Other Government Program	2% (N=10)	2% (N=9)	6% (N=21)
N	538	4 (min.); 93 (max.)	373
Missing (not included in N)	14	334 (min.); 423 (max.)	4
Total	552	427	377
N=Number of respondents who responded to this survey question. N on each item for CE varies, as the way in which this variable was coded is different from CD and FCC. The same applies for missing observations. *Reported for all respondents, whether they indicated dependents in household or not.			

Workplace Support and Retention

Feeling Valued and Supported in Workplace

Three separate measures were used to explore the extent to which center-based early childhood educators and administrators feel supported in their workplace. Nearly nine of ten respondents – 87% of Center Directors and 88% of Center Educators – reported high level of agreement with the statements of feeling "supported and encouraged" by colleagues. They also felt that their "unique skills [were] valued and utilized at work" (89% of Center Directors and 83% of Center Educators). Further, 82% of both Center Directors and Center Educators report having a "supervisor [who] values my work." Overall this suggests a high level of feeling supported and valued in the workplace.

Intention to Leave

Survey respondents were asked how likely they were to leave their current positions in the next 12 months and the majority of each workforce group indicated that it was "not likely at all" that they would leave their position in the coming year. This was the case for 53% of Center Educators, 73.5% of Center Directors, and 72% of FCC Providers. Thus, Center Educators are at highest risk of leaving their positions.

For those who indicated that they were very, somewhat, or a little likely to leave (combined responses totaling 47% of Center Educators, 26.5% of Center Directors, and 28% of Family Child Care Providers), several categories of reasons were commonly cited. Given that some respondents offered reasons that overlapped with more than one category, the percentages provided here and those in Table B63 total more than 100% for each workforce group. There was a notable difference between the types of reasons offered by center-based educators and administrators compared to those employed in the family child care setting, as explained below.

Low pay and/or lack of benefits was the most commonly reason provided by Center Educators (39%) and Center Directors (26.7%), along with career change and advancement (including better opportunities) which was cited as one of the most frequently cited reasons (39%) by Center Educators and the second most cited by Center Directors at 23.3%. Nearly one in five Center Directors noted that retirement was on the horizon for them.

Aside from compensation/benefits as discussed above, workplace factors related to the setting, colleagues, management, and/or stress related to the job and/or work/family balance came up for more than one out of five Center Educators and more than three out of ten Center Directors. Specifically, nearly sixteen percent of Center Educators and a similar percentage (15.8%) of Center Directors explained that work environment, including factors such as poor management, coworkers, and/or staff were factors making it likely that they would leave their current position. Burnout and/or stress (including family/work balance) was cited by fewer Center Educators (4.9%) than Center Directors (15%).

For FCC Providers, retirement and state EEC requirements/demands were each cited by more than one-fifth (21.8%) of respondents. These two reasons were followed by low pay and/or lack of employer benefits (16.7%), under-enrollment or concerns about vacancies or closures (11.5%), and career change/advancement (including better opportunities) at 10.3%.

The ECE Workforce in Massachusetts: At a Turning Point

This Research Brief highlights key findings about the demographic characteristics, educational credentials and professional development, as well as compensation and financial status of the ECE workforce in Massachusetts in 2019. This brief is also accompanied by an extensive appendix of tables and figures that provide detailed results from the survey. These tables offer valuable data that can be used to inform decisions and actions by stakeholders at many levels who want to understand and address the challenges, needs, and interests of the ECE workforce.

As noted at the beginning of this brief, the COVID-19 pandemic will influence the ways these survey results might be used. For example, these results offer a current, pre-pandemic baseline about the ECE workforce that can serve as a point of comparison in understanding the impact of the pandemic on the ECE workforce – the demographic characteristics, educational attainment and professional development aspirations, and compensation and financial well-being. The child care sector was shut down during the COVID-19 crisis for three months (with the exception of emergency child care programs), and it is not yet known how many educators and programs will return and how the pandemic will impact the sector in the short- and long-term. The benefit of the timing of this statewide representative survey is that it captured a recent pre-pandemic snapshot, enabling researchers to compare later workforce samples to these pre-pandemic data.

Considerations for Next Steps

The findings point to several actions that would go far to address some of the pressing needs identified in this brief.

Recognize, value, and retain the strengths and talents of the workforce

- Relatively high levels of feeling valued and supported in the workplace
- More racially and linguistically diverse than other education sectors
- Deep experience and tenure in the field among a majority of those surveyed
- High aspirations for professional development and degree acquisition

Increase access to professional and leadership development pathways and opportunities

The ECE field is facing a silver tsunami, with about 20% of Center Directors and Family Child Care Providers citing retirement on the horizon. Given COVID-19, the percentages of respondents considering retirement have likely increased, and retirement plans accelerated.

- Increase investment into leadership programs to train the next generation in the field; Conduct succession planning for centers and family child care programs to build pathways to better jobs
- Direct leadership development efforts in state systems to building career pathways for racially diverse leadership from those currently working as Center Educators; Ensure that educators of color have opportunities to participate in leadership development efforts
- Analyze barriers to inclusion and advancement for educators and administrators of color
- Increase access to college degree programs (at the Associate's, Bachelor's, and graduate levels) to meet the workforce's aspirations for higher education
- Consider strategies for providing classroom coverage to ensure educators have regular paid planning time and professional development
- Accelerate access to and supports for professional development, including for remote and hybrid (online and in-person) professional development opportunities

Identify and implement reforms to compensation and financing

Given their relatively low salaries coupled with the high cost of living in Massachusetts, most ECE workers are likely struggling to make ends meet. Yet, the average salary figures suggest that the majority of Center Directors, Center Educators, and FCC Providers would not be eligible for most government benefits. These workers would be caught in the hardship gap (Bingulac, Carey, and Crandall, 2017), unable to obtain assistance paying the bills.

The need for education and training to do the complex work of early education, combined with the relatively low pay off, exacerbates the dilemma for the ECE workforce. It creates both a barrier to entry and a doorway to exit and heightens the urgency for action on compensation and financing reform.

- Recognize the critical need for a range and sufficient levels of employer supports to help ensure financial security not only in terms of pay but employer-provided benefits
- Given that the economic, health, and well-being of ECE workers have almost certainly deteriorated since COVID-19 hit Massachusetts, especially for professionals of color in the field, accelerate action to address the most pressing needs of the workforce, including better understanding racial gaps in compensation and identify ways of addressing disparities by race and by ethnicity

Potential Directions for Additional Research

Explore racial pay gaps

The preliminary pay analysis by race and ethnicity indicates disparities deserving of more in-depth investigation and potential oversampling of non-White ECE professionals to understand more clearly such pay differences by workforce group and in different ECE settings.

Conduct additional analyses to determine which ECE workers are most vulnerable to the benefits cliff

This is especially important given the give the return of ECE workers as the child care system re-opens. This brief only provides a cursory, high-level analysis of financial indicators; more in-depth work is needed to understand context of ECE workers in terms of workforce group, family type (e.g, exploring single parents), wage level, and benefits accessed. The benefits cliff should be explored in the context of employer healthcare provision, educational aspirations, economic security, and turnover intentions. These analyses will reveal a more holistic picture of the ECE workforce, providing an opportunity to sharpen recommendations for increased effectiveness.

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Appendix A. Tables and Figures

Who Comprises the Early Education and Care Workforce? A Demographic Profile

Education, Credentials, and Professional Development

Employment, Working Conditions, and Financial Status: Implications for the Economic Security of the Workforce

Appendix B. Tables and Figures

Who Comprises the Early Education and Care Workforce? A Demographic Profile

Table B1. Age Breakdowns, by Workforce Group

Age range	Center Educators	Center Directors	FCC Providers
18-35	62% (N=249)	16% (N=81)	8% (N=29)
36-46	18% (N=73)	29% (N=151)	26% (N=93)
47-57	12% (N=48)	31% (N=159)	35% (N=128)
58-68	7% (N=30)	20% (N=104)	26% (N=94)
69+	1% (N=3)	5% (N=25)	5% (N=17)
Total	100% (N=403)	100% (N=520)	100% (N=321)
Missing data not included: 24 for Center Educators, 32 for Center Directors, 16 for Family Child Care Providers, and 74 for all Workforce Groups Combined.			

Table B2. Gender Identity, by Workforce Group

Gender Identity	Center Educators	Center Directors	FCC Providers
Woman	95.2% (N=396)	98.5% (N=527)	99.7% (N=367)
Man	4.1% (N=17)	1.3% (N=7)	0.3% (N=1)
Transgender	0.5% (N=2)	0%	0%
Genderqueer/Gender non-conforming	0%	0.2% (N=1)	0%
Unsure	0.2% (N=1)	0%	0%
Total	100%	100%	100%
N	416	535	368
Missing data not included: 11 for Center Educators, 17 for Center Directors, 9 for Family Child Care Providers, and 37 for all Workforce Groups Combined.			

Table B3. Racial Background, by Workforce Group

Racial Background	Center Educators	Center Directors	FCC Providers
White	66% (N=264)	90% (N=469)	73% (N=258)
Black or African American	14% (N=56)	4% (N=20)	8% (N=27)
Asian	7% (N=30)	1% (N=7)	2% (N=7)
Native Hawaiian or Other Pacific Islander	0%	0.2% (N=1)	0.6% (N=2)
American Indian or Alaska Native	0.3% (N=1)	0%	0.3% (N=1)
Other	13% (N=51)	5% (N=24)	16% (N=57)
N	402	521	352
Missing data not included: 25 for Center Educators, 31 for Center Directors, 25 for Family Child Care Providers. Respondents were asked to "select all that apply." Participants who selected more than 1 race: 11 for CE, 8 for CD, and 6 for FCC. Three CE respondents selected more than 2 race categories.			

Table B4. Hispanic/Latino Background, by Workforce Group

Hispanic or Latino Origin/Descent	Center Educators	Center Directors	FCC Providers
Hispanic/Latino	14.7% (N=60)	5% (N=27)	32% (N=117)
Not Hispanic/Latino	85.3% (N=348)	95% (N=499)	68% (N=251)
N	408	526	368
Missing data not included: 19 for Center Educators, 26 for Center Directors, 9 for Family Child Care Providers.			

Table B5. English as Primary Language, by Workforce Group

English as Primary Language	Center Directors	FCC Providers	CE Providers
Yes	95.5% (N=511)	65.4% (N=244)	86% (N=347)
No	4.5% (N=24)	34.6% (N=129)	14% (N=57)
N	100% (N=535)	100% (N=373)	100% (N=404)
Missing	17	4	23
Total	552	377	427

Table B6. Preferred Learning Language, by Workforce Group

	Center Directors	FCC Providers *(English Survey Respondents)*	CE Providers *(English Survey Respondents)*		FCC Providers *(Spanish Survey Respondents)*	CE Providers *(Spanish Survey Respondents)*
English	93% (N=78)	81.3% (N=61) English and Other 2.7% (N=2)	86% (N=112)	**Spanish**	79.6% (N=39) Spanish and Other 6.1% (N=3)	90% (N=9)
Other	7% (N=6)	16% (N=12)	14% (N=18)	**Other**	14.3% (N=7)	10% (N=1)
Total	100% (N=84)	100% (N=75)	100% (N=130)	**Total**	100% (N=49)	100% (N=10)
Missing	13	4	14	**Missing**	0	2

For Center Director respondents, there were 13 missing responses and 455 good skips as only Center Directors who indicated speaking a language other than English responded. For FCC Providers (English survey respondents), there were missing 4 missing responses and 298 good skips. For FCC Providers (Spanish survey respondents), there were no missing responses and 328 good skips.

Table B7. Sole Earners, by Workforce Group

Earner Type	Center Directors	Center Educators	FCC Providers
Sole Earners	26% (N=139)	21% (N=87)	28% (N=101)
Not Sole Earners	74% (N=404)	79% (N=335)	72% (N=262)
N	543	422	363
Missing (not included in N)	9	5	14
Total	552	427	377

N=Number of respondents who responded to this survey question.

Table B8. Dependents, by Workforce Group

Dependents	Center Educators	Center Directors	FCC Providers
Dependents in Household	46% (N=185)	46% (N=245)	52% (N=182)
No Dependents in Household	54% (N=215)	54% (N=289)	48% (N=165)
N	400	534	340

Missing data not included: 27 for Center Educators, 18 for Center Directors, 30 for Family Child Care Providers.

Education, Credentials, and Professional Development

Table B9. Years of Teaching Experience, by Workforce Group

	Center Directors	**Center Educators**	**FCC Providers**
Never Taught	1% (N=6)	NA	NA
5 Years or Less	5% (N=26)	47% (N=202)	15% (N=55)
6 to 15 Years	28% (N=152)	28% (N=121)	32% (N=118)
16 Years or More	67% (N=367)	24% (N=103)	53% (N=198)
Total	100% (N=551)	100% (N=426)	100% (N=371)
N	551	426	371
Missing data not included: 1 for Center Directors, 1 for Center Educators, 6 for Family Child Care Providers. Note: NA (Not Applicable) indicates that this was not a survey response option for the workforce group.			

Figure B1. Years of Administrator and Teaching Experience, Center Directors
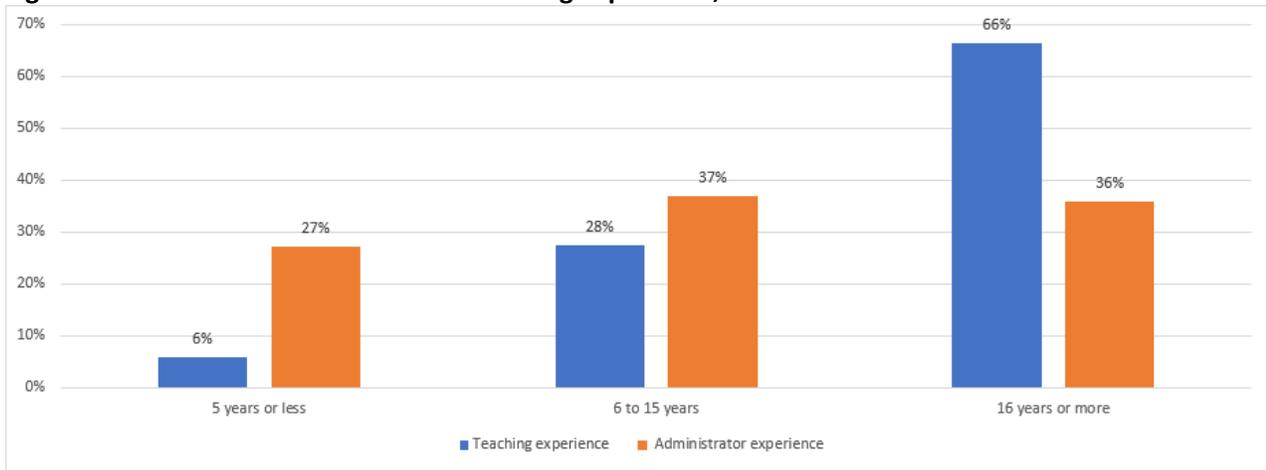
N=540 Center Directors/Program administrators with teaching experience; 1 missing response not included; never taught included in 5 years or less teaching experience; N=536 Center Directors/Program Administrators with administrator experience; 5 missing responses not included.

Figure B2. Years of Teaching Experience for Lead and Assistant Teachers, Center Educators
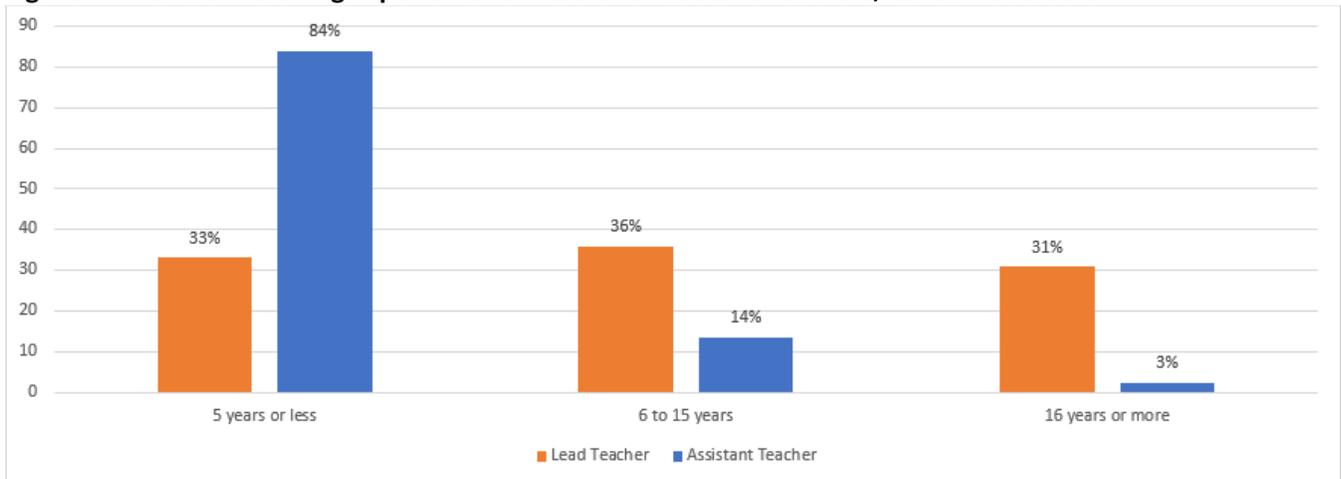
N=275 Lead Teachers and 118 Assistant Teachers

Table B10. Highest Level of Education Attained, By Workforce Group

Educational Level	Center Directors	Center Educators	FCC Providers
Less than a High School Diploma	0%	1% (N=4)	3.7% (N=13)
High School Diploma or GED	0.6% (N=3)	16.8% (N=69)	22% (N=76)
Some college but No Degree	11% (N=58)	33% (N=135)	30% (N=105)
Associate's Degree	15% (N=78)	14% (N=57)	15% (N=54)
Bachelor's Degree	47% (N=248)	27.6% (N=114)	24% (N=82)
Master's Degree	25.8% (N=136)	7.6% (N=31)	5% (N=18)
Doctorate	0.6% (N=3)	0	0.3% (N=1)
Total	100% (N=526)	100% (N=410)	100% (N=349)
Missing	26	17	28
Total	552	427	377

Figure B3. Highest Level of Education Attained, Center Directors
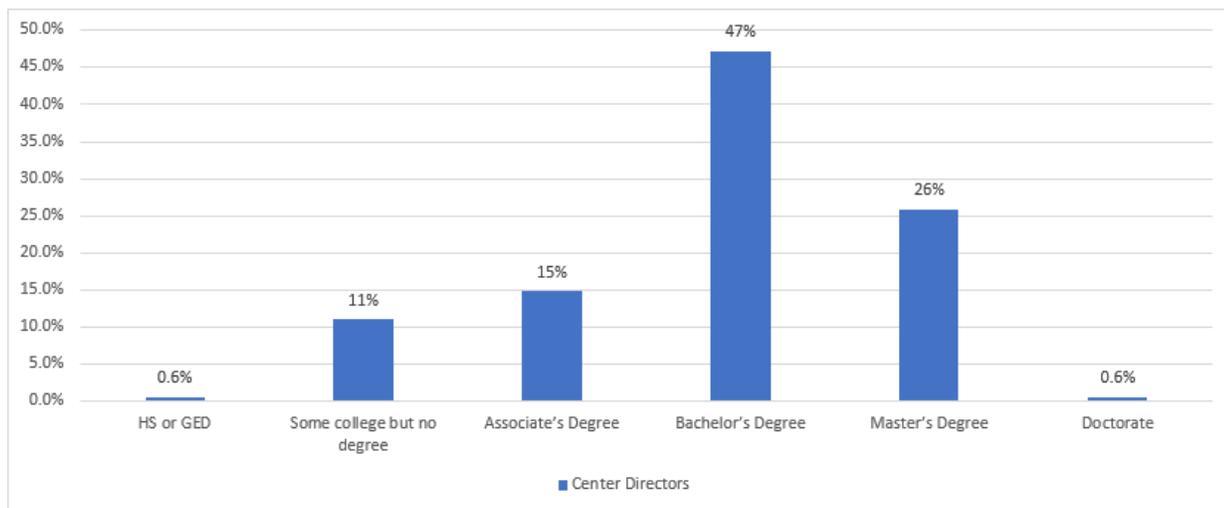
N=526; 26 respondents didn't answer

Figure B4. Highest Level of Education Attained, Center Educators
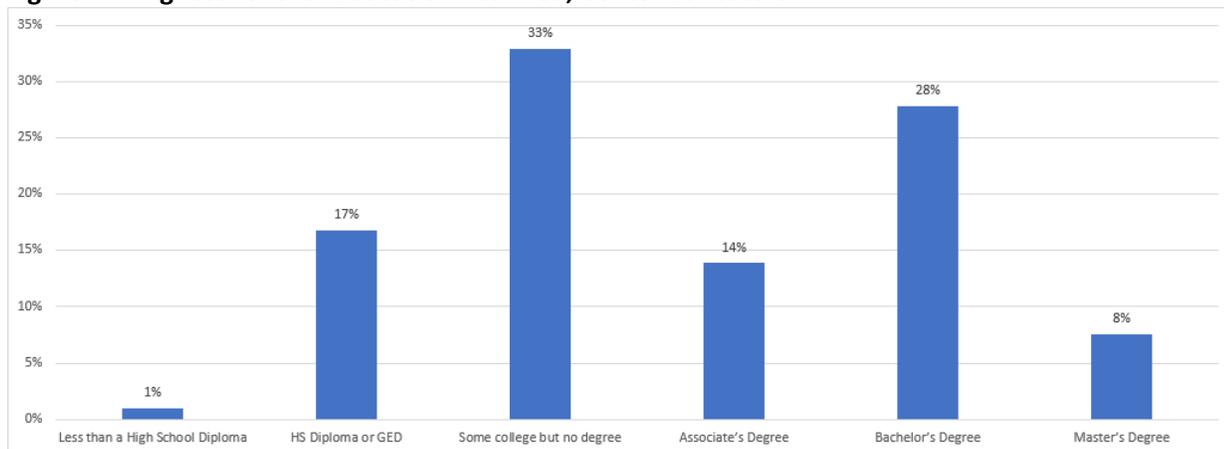
N=410; 17 respondents didn't answer

Figure B5. Highest Level of Education Attained, Family Child Care Providers
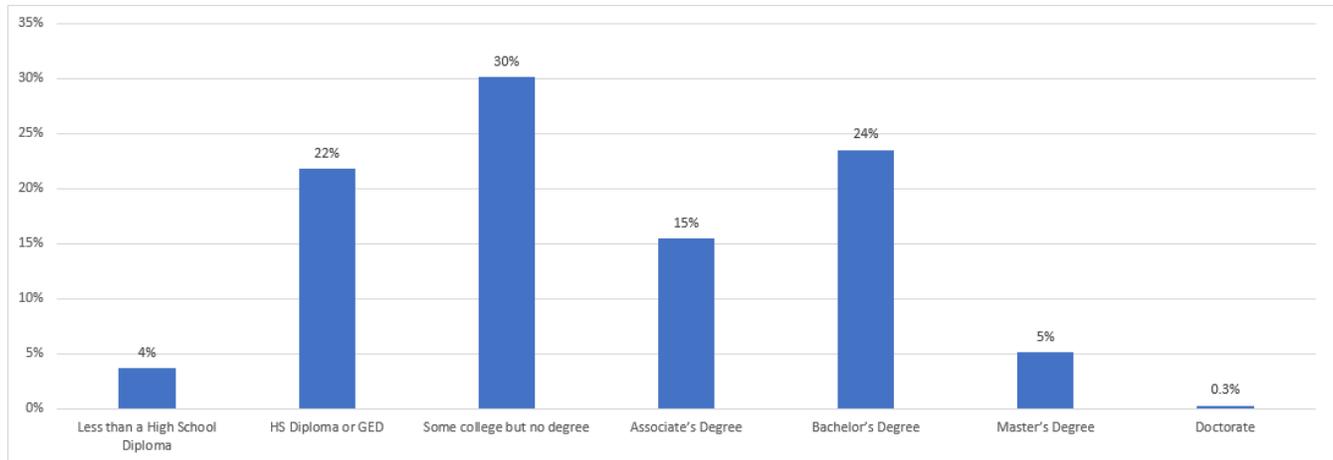
N=348; 28 respondents didn't answer

Table B11. Highest Educational Level Attained, by Race, by All Workforce Groups Combined

Educational Level	White	Black or African American	Asian	Native Hawaiian or Other Pacific Islander	American Indian or Alaska Native	Other
Less than a High School Diploma	0.5% (N=4)	1% (N=1)	7% (N=3)	0%	0%	4% (N=5)
High School Diploma or GED	9% (N=85)	18% (N=18)	24% (N=10)	0%	50% (N=1)	19% (N=23)
Some College but no Degree	22% (N=204)	29% (N=29)	15% (N=6)	33.3% (N=1)	0%	33% (N=40)
Associate's Degree	15% (N=137)	15% (N=15)	10% (N=4)	33.3% (N=1)	0%	16% (N=19)
Bachelor's Degree	38% (N=362)	30% (N=30)	32% (N=13)	0%	0%	15% (N=18)
Master's Degree	16% (N=146)	7% (N=7)	12% (N=5)	33.3% (N=1)	50% (N=1)	12% (N=15)
Doctorate	0.3% (N=3)	0%	0%	0%	0%	0.8% (N=1)
N	942	100	41	3	2	121
Missing (not included in N)	49	3	3	0	0	11
Total	991	103	44	3	2	132

Table B12. Highest Educational Level Attained, by Ethnicity, by All Workforce Groups Combined

Educational Level	Hispanic/Latino	Not Hispanic/Latino
Less than a High School Diploma	4% (N=8)	0.9% (N=9)
High School Diploma or GED	27% (N=53)	9% (N=93)
Some College but no Degree	32% (N=62)	21% (N=223)
Associate's Degree	18% (N=34)	14% (N=144)
Bachelor's Degree	14% (N=27)	39% (N=405)
Master's Degree	5% (N=9)	16% (N=167)
Doctorate	0.5% (N=1)	0.2% (N=2)
N	194	1043
Missing (not included in N)	10	55
Total	204	1098

Table B13. College Degree in Early Childhood Education or Related Field, by Workforce Group

	Center Directors	Center Educators	FCC Providers
Has an ECE Degree	72% (N=399)	35% (N=142)	34% (N=128)
Does Not Have ECE Degree	28% (N=153)	65% (N=269)	66% (N=247)
N	552	411	375
Missing (not included in N)	0	16	2
Total	552	427	377
Question asked: "Do you have a college degree in early childhood education (ECE) or a related field such as child development?"			

Table B14. Highest ECE Degree Attained, by Workforce Group

	Center Directors	Center Educators	FCC Providers	All Workforce Groups Combined
Associate's Degree	27% (N=101)	39% (N=47)	41% (N=44)	32% (N=192)
Bachelor's Degree	43% (N=162)	45% (N=55)	44% (N=47)	44% (N=264)
Master's Degree	19% (N=73)	7% (N=9)	7% (N=7)	15% (N=89)
Doctorate	0%	0.8% (N=1)	0%	0.2% (N=1)
Combination of 2 or More Degrees	11% (N=41)	7% (N=9)	8% (N=9)	10% (N=59)
N	377	121	107	605
Missing (not included in N)	22	21	21	64
Total respondents	399	142	128	669
N=Number of respondents who responded to this survey question who indicated having a college degree in ECE or a related field.				

Table B15. Degree Attainment Interest, by Workforce Group

Workforce Group	Interest in Degree
Center Educators	58% (N=162)
Center Directors	36% (N=179)
Family Child Care Providers	39% (N=134)
N= 500 Center Directors excludes 50 good skips; 2 missing responses not included in N; 278 Center Educators excludes 119 good skips; 30 missing responses not included; N= 344 FCC Providers with 31 good skips not included and 2 missing responses not included. Responses to question "Are you interested in earning a degree or another degree if you already have one?"	

Figure B6. Highest Degree Desired, by Workforce Group
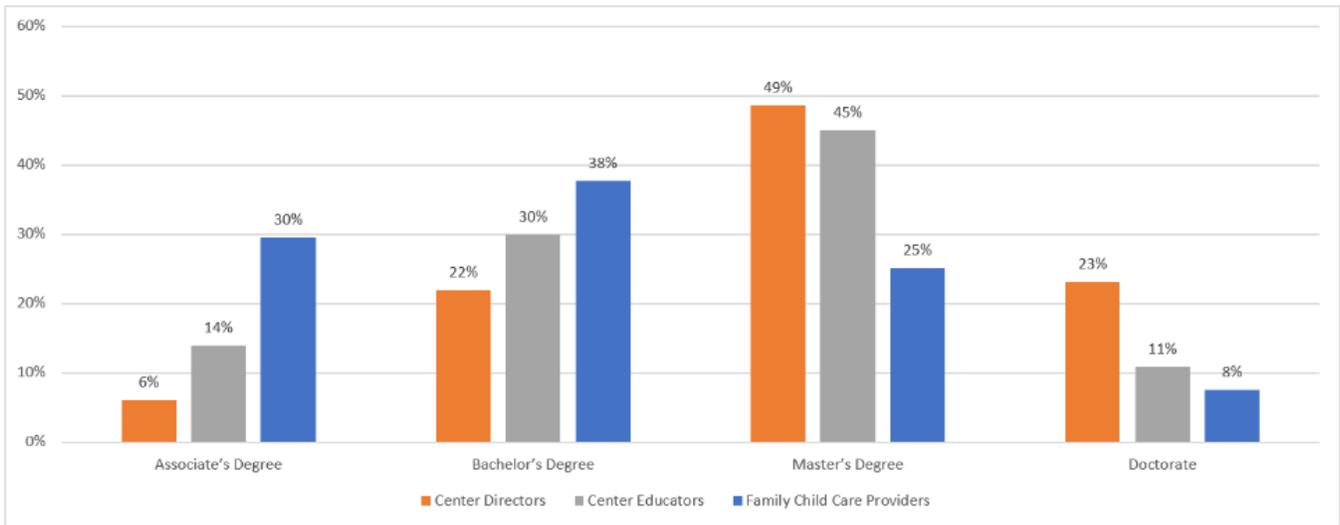
Center Directors N=228 excluding 321 good skips; 3 missing responses not included in N; Center Educators N=275 excludes 116 good skips; 36 missing responses not included in N; FCC Providers N=159 excluding 210 good skips; 8 missing responses not included in N.

Table B16. Professional Development Activities, Last 12 Months, By Workforce Group

Educational Level	Center Directors	Center Educators	FCC Providers
Attended College Course	16% (N=80)	31% (N=93)	14% (N=45)
Enrolled College Degree Program	3% (N=16)	7% (N=20)	3% (N=10)
Attended CDA Training	2% (N=10)	8% (N=23)	11% (N=34)
Attended One or More Trainings	87% (N=437)	75% (N=225)	73% (N=235)
Received Coaching or Mentoring	19% (N=96)	11% (N=33)	8% (N=25)
Participated in a Professional Learning Community	27% (N=134)	9% (N=27)	16% (N=51)
Attended a Professional Conference	46% (N=233)	24% (N=73)	25% (N=80)
Other	7% (N=34)	5% (N=16)	13% (N=43)
N	502	301	320
Missing (not included in N)	50	126	57
Total	552	427	377
N= Number of respondents who participated in any professional development activity in ECE; respondents were asked to "select all that apply." N on each item for CE varies, as the way in which this variable was coded is different from CD and FCC. The same applies for missing observations.			

Table B17. Useful Supports by Degree Attainment Desired, All Workforce Groups Combined

Support Type	Respondents with HS Diploma or GED, who want an Associate's Degree or Higher	Respondents with Some College, who want an Associate's Degree or Higher	Respondents with Associate's Degree, who want Bachelor's Degree or Higher	Respondents with a Bachelor's Degree, who want a Master's Degree or Higher
Note: Responses below to "Would any of the following supports be useful to you?"; "yes" responses reported.				
Support Applying to College, Enrolling in Courses, and Matriculating into a Program	39% (N=49)	37% (N=95)	33% (N=56)	15% (N=59)
Tutoring or Coaching	30% (N=36)	30% (N=76)	18% (N=29)	10.6% (N=41)
Academic Advising, Career Counseling, or Job Placement Support	32% (N=40)	35% (N=89)	24% (N=39)	22% (N=88)
N	120 (min.); 126 (max.)	251 (min.); 260 (max.)	163 (min.); 168 (max.)	388 (min.); 394 (max.)
Missing (not included in N)	22 (min.); 28 (max.)	38 (min.); 47 (max.)	21 (min.); 26 (max.)	46 (min.); 52 (max.)
Total	148	298	189	440
Note: Responses below to "Which of the following would support your professional development?"; respondents directed to "select all that apply."				
Financial Support for Transportation	26% (N=23)	25% (N=46)	14% (N=20)	17% (N=58)
Financial Support for Child Care	35% (N=30)	25% (N=43)	17% (N=24)	15% (N=48)
Loan Forgiveness Program for Educational Loans	30% (N=26)	42% (N=86)	34% (N=50)	39% (N=144)
Financial Support for Textbooks	38% (N=33)	55% (N=115)	41.5% (N=61)	33% (N=116)
Flexibility in Work Schedule	42% (N=39)	53% (N=114)	53% (N=81)	45% (N=163)
Support for Elder Caregiving	8% (N=6)	6% (N=9)	4.6% (N=6)	8% (N=24)
None of the Above	56% (N=47)	44% (N=79)	34% (N=48)	39% (N=131)
N	73 (min.); 92 (max.)	161 (min.); 216 (max.)	130 (min.); 153 (max.)	317 (min.); 366 (max.)
Missing (not included in N)	56 (min.); 75 (max.)	82 (min.); 137 (max.)	36 (min.); 59 (max.)	74 (min.); 123 (max.)
Total	148	298	189	440

Table B18. Professional Development Supports by Highest Degree Desired, Center Directors

Support Type	Associate's Degree	Bachelor's Degree	Master's Degree	Doctorate
Help Applying for CDA	21% (N=3)	11% (N=5)	5% (N=5)	2% (N=1)
HS-GED Preparation	7% (N=1)	0%	2% (N=2)	2% (N=1)
Support Applying to College, Enrolling in Courses, and Matriculating into a Program	21% (N=3)	29% (N=13)	17% (N=17)	12% (N=6)
Tutoring or Coaching	7% (N=1)	13% (N=6)	8% (N=8)	12% (N=6)
Academic Advising, Career Counseling, or Job Placement Support	14% (N=2)	27% (N=12)	27% (N=26)	22% (N=11)
N	14	45	99	50
Missing (not included in N)	0	5	12	3
Total	14	50	111	53
Note: Responses are to question "Would any of the following supports be useful to you?" Respondents were asked to "select all that apply."				

Table B19. Useful Training Supports by Highest Degree Desired, Center Directors

Support Type	Associate's Degree	Bachelor's Degree	Master's Degree	Doctorate
Online Training	86% (N=12)	77% (N=36)	74% (N=78)	69% (N=36)
In-person Training	43% (N=6)	53% (N=25)	50% (N=53)	33% (N=17)
Combination of Online & In-Person Training	14% (N=2)	62% (N=29)	54% (N=57)	52% (N=27)
Offered at Convenient Times	29% (N=4)	64% (N=30)	47% (N=50)	46% (N=24)
Closer locations	29% (N=4)	68% (N=32)	59% (N=63)	54% (N=28)
Training in Use of Technology	7% (N=1)	19% (N=9)	20% (N=21)	25% (N= 13)
Access to PLC Opportunities	7% (N=1)	17% (N=8)	20% (N=21)	37% (N=19)
Coaching or Mentoring	7% (N=1)	19% (N=9)	22% (N=23)	35% (N=18)
N	14	47	106	52
Missing (not included in N)	0	3	5	1
Total	14	50	111	53
Note: Responses are to question "Which of the following training opportunities would be useful to you?" Respondents were asked to "select all that apply."				

Table B20. Financial Supports by Highest Degree Desired, Center Directors

Support Type	Associate's Degree	Bachelor's Degree	Master's Degree	Doctorate
Financial Support for Transportation	14% (N=2)	6% (N=3)	9% (N=10)	17% (N=9)
Financial Support for Child Care	14% (N=2)	11% (N=5)	15% (N=16)	13% (N=7)
Loan-forgiveness Program for Educational Loans	14% (N=2)	43% (N=20)	51% (N=54)	54% (N=28)
Financial Support for Textbooks	14% (N=2)	51% (N=24)	41% (N=43)	48% (N=25)
Flexibility in Work Schedule	21% (N=3)	53% (N=25)	52% (N=55)	33% (N=17)
Support for Elder Caregiving	7% (N=1)	2% (N=1)	2% (N=2)	6% (N=3)
N	14	47	106	52
Missing (not included in N)	0	3	5	1
Total	14	50	111	53
Note: Responses are to question "Which of the following would support your professional development?" Respondents were asked to "select all that apply."				

Table B21. Professional Development Supports by Highest Degree Desired, Center Educators

Support Type	Associate's Degree	Bachelor's Degree	Master's Degree	Doctorate
Help Applying for CDA	57% (N=17)	54% (N=38)	44% (N=42)	36% (N=8)
HS-GED Preparation	16% (N=4)	15% (N=9)	6% (N=5)	10% (N=2)
Support Applying to College, Enrolling in courses, and Matriculating into a Program	67% (N=20)	57% (N=43)	51% (N=49)	68% (N=17)
Tutoring or Coaching	46% (N=13)	39% (N=26)	41% (N=37)	55% (N=12)
Academic Advising, Career Counseling, or Job Placement Support	50% (N=13)	50% (N=36)	59% (N=59)	70% (N=16)
N	25 (min.); 30 (max.)	60 (min.); 75 (max.)	82 (min.); 100 (max.)	20 (min.); 25 (max.)
Missing (not included in N)	8 (min.); 13 (max.)	7 (min.); 22 (max.)	24 (min.); 42 (max.)	6 (min.); 11 (max.)
Total	38	82	124	31
Note: Responses are to question: "Which of the following would support your professional development?" Respondents were asked to "select all that apply." N= Respondents who have an interest in earning a higher educational degree and would find the following supports useful.				

Table B22. Language Supports by Highest Degree Desired, Center Educators

Support Type	Associate's Degree	Bachelor's Degree	Master's Degree	Doctorate
Instruction in First Language	60% (N=3)	70% (N=7)	17% (N=1)	33% (N=1)
Textbooks in First Language	67% (N=4)	64% (N=7)	17% (N=1)	50% (N=2)
Training in Use of Technology in First Language	67% (N=4)	55% (N=6)	29% (N=2)	50% (N=2)
Advising, Career Counseling, and Job Placement Support in First Language	71% (N=5)	63% (N=5)	17% (N=1)	33% (N=1)
N	5 (min.); 7 (max.)	8 (min.); 11 (max.)	6 (min.); 7 (max.)	3 (min.); 4 (max.)
Missing (not included in N)	1 (min.); 3 (max.)	3 (min.); 6 (max.)	4 (min.); 5 (max.)	1 (min.); 2 (max.)
Total Respondents	8	14	11	5

Note: N=Number of respondents who responded to this survey question. Respondents' primary language was not English.

Table B23. Interest in Degree Attainment, By Preferred Learning Language, Center Educators

Degree of Interest	Preference for Language Other than English
Associate's Degree	25% (N=4)
Bachelor's Degree	19% (N=3)
Master's Degree	25% (N=4)
Doctorate	31% (N=5)
N	16
Missing	12
Total	28

N=28 respondents who would like to learn in a language other than English.

Table B24. Professional Development Supports by Highest Degree Desired, Family Child Care Providers

Support Type	Associate's Degree	Bachelor's Degree	Master's Degree	Doctorate
Help Applying for CDA	37% (N=16)	34% (N=19)	37% (N=14)	36% (N=4)
HS-GED Preparation	19% (N=8)	9% (N=5)	0%	18% (N=2)
Support Applying to College, Enrolling in Courses, and Matriculating into a Program	42% (N=18)	50% (N=28)	32% (N=12)	36% (N=4)
Tutoring or Coaching	49% (N=21)	48% (N=27)	29% (N=11)	18% (N=2)
Academic Advising, Career Counseling, or Job Placement Support	42% (N=18)	48% (N=27)	37% (N=14)	55% (N=6)
N	43	56	38	11
Missing (not included in N)	4	4	2	1
Total	47	60	40	12

Table B25. Useful Training Supports by Highest Degree Desired, Family Child Care Providers

Support Type	Associate's Degree	Bachelor's Degree	Master's Degree	Doctorate
Online Training	59% (N=26)	36% (N=36)	73% (N=27)	73% (N=8)
In-person Training	45% (N=20)	50% (N=21)	43% (N=16)	36% (N=4)
Combination of Online & In-person Training	39% (N=17)	66% (N=29)	46% (N=17)	64% (N=7)
Offered at More Convenient Times	64% (N=28)	78% (N=38)	76% (N=28)	91% (N=10)
Closer Locations	61% (N=27)	78% (N=45)	76% (N=28)	91% (N=10)
Training in Use of Technology	32% (N=14)	28% (N=16)	32% (N=12)	18% (N=2)
Access to PLC Opportunities	18% (N=8)	16% (N=9)	19% (N=7)	45% (N=5)
Coaching or Mentoring	25% (N=11)	24% (N=14)	19% (N=7)	0% (N=0)
N	44	58	37	11
Missing (not included in N)	3	2	3	1
Total	47	60	40	12

Table B26. Financial Supports by Highest Degree Desired, Family Child Care Providers

| Support Type	Associate's Degree	Bachelor's Degree	Master's Degree	Doctorate
Financial Support for Transportation	20% (N=9)	10% (N=6)	16% (N=6)	36% (N=4)
Financial Support for Child Care	27% (N=12)	34% (N=20)	16% (N=6)	18% (N=2)
Loan-forgiveness	31% (N=14)	37% (N=22)	38% (N=14)	27% (N=3)
Financial Support for Textbooks	51% (N=23)	53% (N=31)	54% (N=20)	36% (N=4)
Flexibility in Work Schedule	47% (N=21)	36% (N=21)	43% (N=16)	55% (N=6)
Support for Elder Caregiving	4% (N=2)	3% (N=2)	5% (N=2)	9% (N=1)
N	45	59	37	11
Missing (not included in N)	2	1	3	1
Total Respondents	47	60	40	12

Table B27. Language Supports by Highest Degree Desired, Family Child Care Providers

Support Type	Associate's Degree	Bachelor's Degree	Master's Degree	Doctorate
Instruction in First Language	76% (N=26)	81% (N=22)	86% (N=12)	100% (N=4)
Textbooks in First Language	74% (N=25)	74% (N=20)	71% (N=10)	100% (N=4)
Training in the Use of Technology in First Language	65% (N=22)	63% (N=17)	79% (N=11)	100% (N=4)
Advising, Career Counseling, and Job Placement Support in First Language	62% (N=21)	70% (N=19)	86% (N=12)	100% (N=4)
N	34	27	14	4
Missing (not included in N)	13	33	26	8
Total respondents	47	60	40	12

Table B28. Massachusetts EEC Certifications Attained, by Workforce Group

Certification Level	Center Directors	Center Educators	FCC Providers
Infant-toddler Teacher	48% (N=261)	59% (N=250)	23% (N=87)
Infant-toddler Lead Teacher	56% (N=310)	29% (N=124)	23% (N=85)
Preschool Teacher	56% (N=310)	52% (N=221)	20% (N=76)
Preschool Lead Teacher	90% (N=495)	36% (N=155)	20% (N=76)
Director I	70% (N=387)	13% (N=55)	7% (N=26)
Director II	81% (N=447)	12% (N=51)	5% (N=20)
FCC Provider/Licensee	1.5% (N=8)	1% (N=5)	88% (N=329)
Regular FCC Assistant	0.4% (N=2)	2.5% (N=11)	2% (N=8)
Certified FCC Assistant	0.4% (N=2)	2.5% (N=11)	3% (N=11)
N	549	5 (min.); 250 (max.)	373
Missing (not included in N)	3	117 (min.); 422 (max.)	4
Total	552	427	377

Figure B7. CDA Certificate and Additional Certifications Desired, by Workforce Group
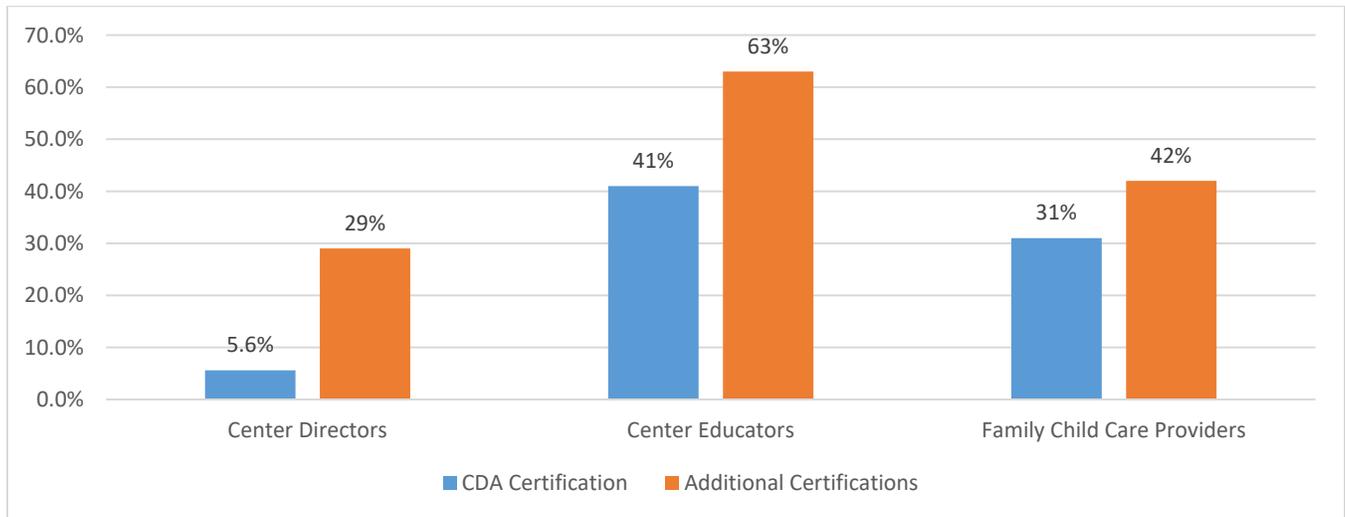
N for Center Directors=467 CDA; 58 good skips and 22 missing not included in N; N=550 for Add. Certification; 2 missing not included in N

N for Center Educators=279 CDA; 108 good skips; 23 missing not included; N=411 for Add. Certification; 16 missing not included in N

N for Family Child Care Providers=240 CDA; 120 good skips; 12 missing not included; N=374 for Add. Certification; 3 missing not included in N

Figure B8. Additional Certifications Desired, Center Directors
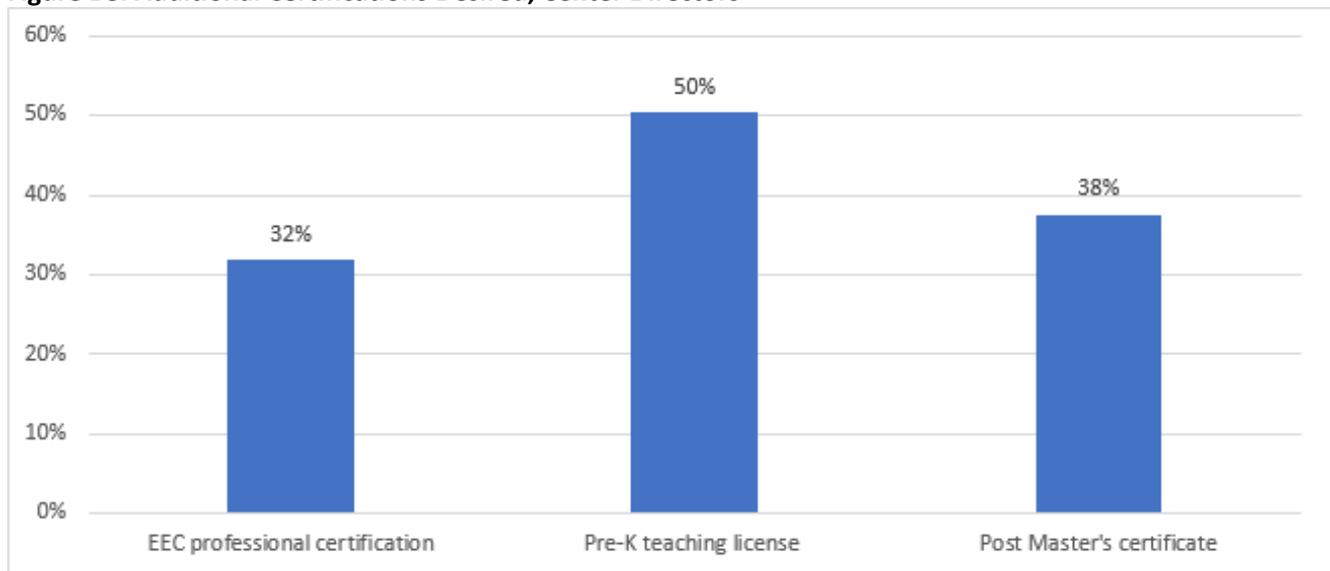
N=157 Center Directors

Table B29. Professional Development Supports for Additional Certification Attainment, Center Educators

Support Type	EEC Professional Certificate	Pre-K Teaching License	Post Master's Certificate
Help Applying for CDA	62% (N=92)	53% (N=42)	63% (N=22)
HS-GED Preparation	13% (N=16)	11% (N=7)	18% (N=5)
Support applying to college, Enrolling in Courses, and Matriculating into a Program	59% (N=85)	63% (N=55)	62% (N=24)
Tutoring or Coaching	45% (N=59)	55% (N=42)	56% (N=18)
Academic Advising, Career Counseling, or Job Placement Support	53% (N=73)	69% (N=57)	78% (N=29)
Total	175	108	52

Table B30. Training Supports, Center Educators

Support Type	Center Educators
Online Training	59% (N=251)
In-person Training	47% (N=201)
Combination of Online & In-person Training	39% (N=168)
Offered at More Convenient Times	41% (N=175)
Closer Locations	40% (N=172)
Training in Use of Technology	15% (N=66)
Access to PLC Opportunities	8% (N=35)
Coaching or Mentoring	16% (N=70)
N	25 (min.); 251 (max.)
Missing (not included in N)	176 (min.); 402 (max.)
Total	427

Table B31. Training Supports Family Child Care Providers

Support Type	FCC Providers
Online training	68% (N=100)
In-person Training	43% (N=63)
Combination of Online & In-person Training	49% (N=72)
Offered at More Convenient Times	68% (N=101)
Closer Locations	73% (N=108)
Training in Use of Technology	31% (N=46)
Access to PLC Opportunities	23% (N=34)
Coaching or Mentoring	21% (N=31)
N	148
Missing (not included in N)	8
Total	156
N=Respondents indicated interest in attaining additional certification. Question: "Which of the following training opportunities would be helpful to you? Please check all that apply."	

Table B32. Financial Supports for Additional Certification, Family Child Care Providers

Support Type	FCC Provider
Financial Support for Transportation	16% (N=23)
Financial Support for Child Care	28% (N=42)
Loan-forgiveness	36% (N=53)
Financial Support for Textbooks	47% (N=70)
Flexibility in Work Schedule	45% (N=66)
Support for Elder Caregiving	7% (N=10)
N	148
Missing (not included in N)	8
Total	156
N=Respondents indicated interest in attaining additional certification. Question: "Which of the following would support your professional development? Please check all that apply."	

Table B33. Useful Supports for CDA Certificate Attainment, Family Child Care Providers

Support Type	FCC Providers
Higher Salary for Completion	45% (N=30)
Bonus for Completion	25% (N=17)
Neither	30% (N=20)
Total	100% (N=67)
N=92 respondents who indicated interest in earning a CDA; of the 92, 25 didn't respond to the question (missing responses not included in table).	

Table B34. Language Supports by CDA Certificate and Degree Desired, Family Child Care Providers

Support Type	CDA Certificate	Degree Interest
Instruction in First Language	82% (N=23)	81% (N=51)
Textbooks in First Language	75% (N=21)	79% (N=50)
Training in the Use of Technology in First Language	68% (N=19)	70% (N=44)
Advising, Career Counseling, and Job Placement Support in First Language	68% (N=19)	76% (N=48)
N	28	63
Missing (not included in N)	47	71
Total	75	134
N=Respondents whose primary language is not English.		

Table B35. Language Supports for Additional Certification Desired, Family Child Care Providers

Support Type	FCC Providers
Instruction in First Language	79% (N=58)
Textbooks in First Language	71% (N=52)
Training in Use of Technology in First Language	63% (N=46)
Advising, Career Counseling, and Job Placement Support in First Language	68% (N=50)
N	73
Missing (not included in N)	83
Total	156
Note: Respondents' primary language is not English	

Table B36. Preferred Learning Language for Respondents with Degree Interest, Center Educators and Family Child Care Providers

Preferred Language	Center Educators
Italian	11% (N=1)
Mandarin	22% (N=2)
Spanish	67% (N=6)
N	9
Missing (not included in N)	153
Total	162
N=Number of respondents who responded to this survey question. Respondents' primary language is not English.	

Preferred Language	Family Child Care Providers
Chinese	10% (N=1)
English	20% (N=2)
Portuguese	50% (N=5)
Spanish	20% (N=2)
N	10
Missing (not included in N)	124
Total	134
N=Number of respondents who responded to this survey question. Respondents' primary language is not English.	

Employment, Working Conditions, and Financial Status: Implications for the Economic Security of the Workforce

Table B37. Age Groups Served, Center Educators and Family Child Care Providers

Age Groups	Center Educators	FCC Providers
Infants	45% (N=194)	87% (N=327)
Toddlers	59% (N=250)	97% (N=366)
Preschoolers	61% (N=260)	90% (N=339)
N	427	377
Note: Percentages do not total 100 as respondents were asked to select *all* age groups with which they worked.		

Table B38. Position Types, Center Educators

Current Position	Center Educators
Teacher/Lead Teacher	65% (N=275)
Assistant Teacher	28% (N=118)
Other	7% (N=31)
N	424
Most respondents selecting "Other" did not specify other position as a text response but among responses listed were: Consulting Teacher, Office Manager/Assistant Teacher, Pre-school Social Worker."	

Table B39. Center Types, Center Educators and Center Directors

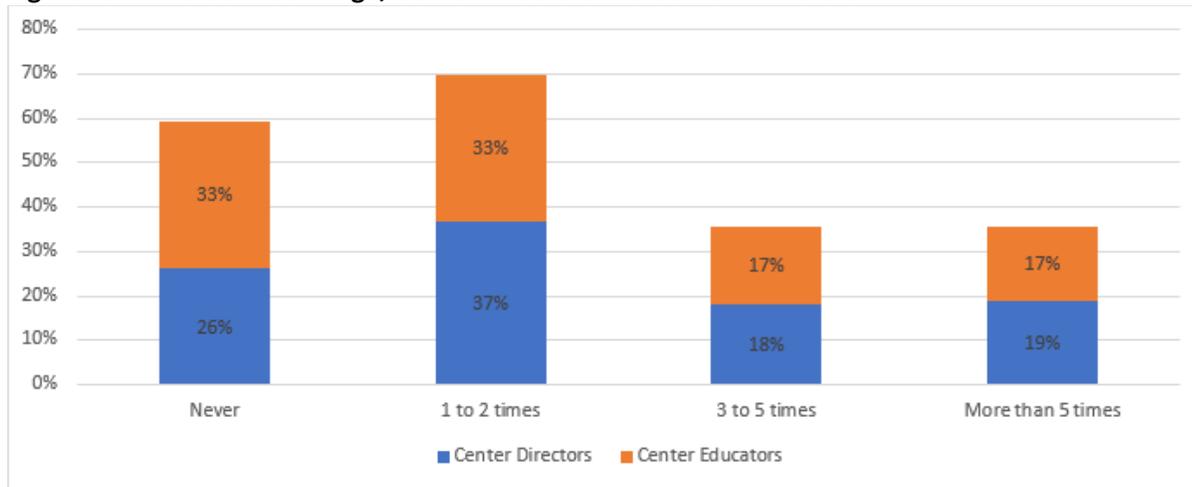| Center Type	Center Educators	Center Directors
Part of Head Start	5% (N=17)	5% (N=27)
Part of Another Larger Agency	33% (N=116)	26% (N=140)
Not Part of Another Larger Agency	60% (N=209)	67% (N=364)
Family Child Care Program	NA	1% (N=8)
Other	2% (N=8)	1% (N=8)
N	350	547
N=350 Center Educator responses, not including 77 missing; 547 Center Director responses, not including 5 missing NA=Not applicable as survey responses was not an option.		

Table B40. Paid Planning Time, FCC Providers and Center Educators

Paid Planning Time Amount	FCC Providers	Center Educators
None	81% (N=293)	49% (N=196)
Less than 1 hr/wk	5% (N=17)	22% (N=88)
1-3 hrs/wk	10% (N=36)	25% (N=100)
4-6 hrs/wk	4% (N=15)	3% (N=10)
7+ hrs/wk	1% (N=3)	1% (N=3)
Total	100% (N=364)	100% (N=397)
N=364 FCC Providers, 397 Center Educators; N doesn't include missing responses. FCC question: How much paid planning time do you have each week? CE question: How much paid planning time do you have each week when you are not responsible for supervising children?		

Figure B9. Classroom Coverage, Center Directors and Center Educators

N=523 Center Directors who responded to: "In the past 4 weeks, how many times did you need to fill in as a classroom teacher to cover staffing shortages?" and 406 Center Educators answered the question, "In the past 4 weeks, how many times did you work in another classroom or with a different group of children to cover staffing shortages?"

Table B41. Average Number of Weekly Hours Worked, by Workforce Group

Average Number of Hours Worked Per Week	Center Educators	Center Directors	FCC Providers
None	0%	0.2% (N=1)	0%
1-8 hours	2% (N=9)	0.4% (N=2)	0.8% (N=3)
9-20 hours	5% (N=21)	2% (N=13)	8% (N=29)
21-30 hours	12% (N=51)	7% (N=35)	1% (N=4)
31-40 hours	73% (N=307)	51% (N=275)	13% (N=47)
41-50 hours	8% (N=32)	33% (N=176)	58% (N=211)
51-60 hours	0	6% (N=34)	19% (N=68)
61-70 hours	0	0.9% (N=5)	1% (N=4)
Total	100% (N=420); 7 missing not included in N	100% (N=541); 11 missing not included in N	100% (N=366); 11 missing not included in N
N= 552 Center Directors; 427 Center Educators; 377 Family Child Care Providers			

Table B42. Typical Pay Units, by Workforce Group

Pay Unit	Center Directors	Center Educators	FCC Providers
Per Hour	33.1% (N=161)	78.5% (N=288)	11.5% (N=36)
Per Day	0.2% (N=1)	1.1% (N=4)	13.8% (N=43)
Per Week	20.2% (N=98)	12.3% (N=45)	40.4% (N=126)
Per Year	46.5% (N=226)	8.2% (N=30)	34.3% (N=107)
Total N	486	367	312
Center Directors: 66 missing responses not included; Center Educators: 60 missing responses not included; FCC Providers 65 missing responses not included. Question posed was "Before Taxes and Deductions, How Much are you Paid in Your Current Position [in employment setting]. *Your best estimate will do*." Space for amount was given along with check-off boxes for selection of unit.			

Table B43. Average Hourly Pay, by Workforce Group

Mean Hourly Pay M (SD), n		
Center Directors	**Center Educators**	**FCC Providers**
$25.93 (8.56)	$15.54 (4.60)	$22.35 (14.82)
452	362	303

Table B44. Average Hourly Pay by Race, by Workforce Group

Race	Mean Hourly Pay M (SD*), n		
	Center Directors	**Center Educators**	**FCC Providers**
White	$25.94 (8.75) 387	$15.45 (4.73) 244	$22.78 (15.10) 212
Black /African American	$26.12 (5.91) 18	$16.32 (4.14) 43	$19.46 (10.08) 17
Other	$25.66 (7.78) 29	$15.38 (4.39) 75	$21.80 (14.97) 74
Note: Due to a limited number of respondents selecting particular race categories provided as response options which prevented comparison across all races, Asian, Native Hawaiian or other Pacific Islander, American Indian or Alaska Native) were combined into an "Other" group to allow for some analysis across racial categories. *SD refers to standard deviation, a measure of the amount of variation of the mean value. A low standard deviation indicates that the values tend to be close to the mean, while a high standard deviation indicates that the values are spread out over a wider range. This is the number reported in parentheses below the average hourly pay amount.			

Table B45. Average Hourly Pay by Ethnicity, by Workforce Group

Hispanic or Latino Origin/Descent	Mean Hourly Pay M (SD), n		
	Center Directors	Center Educators	FCC Providers
Hispanic or Latino	$24.49 (8.46) 27	$15.13 (3.87) 50	$21.56 (11.35) 93
Not Hispanic or Latino	$26.03 (8.59) 408	$15.60 (4.70) 302	$22.69 (15.73) 205

Table B46. Average Hourly Pay by Highest Educational Level Attained, by Workforce Group

Education Level	Mean Hourly Pay M (SD), n		
	Center Directors	Center Educators	FCC Providers
Below Bachelor's	$21.33 (5.19) 50	$14.29 (4.10) 226	$21.45 (15.75) 194
Bachelor's Degree	$22.03 (5.33) 64	$17.15 (3.44) 97	$23.53 (12.65) 67
Above Bachelor's	$27.34 (8.81) 314	$20.48 (6.55) 30	$26.09 (12.62) 18
Note: Below Bachelor's includes: Less than a High School Diploma; High School Diploma or GED; Some College, No Degree; Associate's Degree. Above Bachelor's includes: Master's Degree; Doctorate			

Table B47. Average Hourly Pay by Center Type, Center Directors and Center Educators

Center Type	Mean Hourly Pay M (SD), n	
	Center Educators	Center Directors
A center that is part of Head Start	$16.04 (4.11) 11	$27.58 (5.70) 21
A center that is part of another larger agency	$14.93 (4.10) 97	$27.41 (8.09) 126
A center that is not part of another larger agency	$15.82 (4.90) 182	$25.16 (8.90) 289

Table B48. Average Hourly Pay by Earner Status, by Workforce Group

Earner Status	Mean Hourly Pay M (SD), n		
	Center Directors	Center Educators	FCC Providers
Only Person Earning Income in Household	$26.37 (8.99) 113	$16.81 (6.43) 73	$21.51 (12.44) 75
Not Only Person Earning Income in Household	$25.82 (8.40) 335	$15.18 (3.95) 286	$22.98 (15.57) 220

Table B49. Average Hourly Pay by Receipt of Any Government Benefits, by Workforce Group

Government Benefits Receipt	Mean Hourly Pay M (SD), n		
	Center Directors	Center Educators	FCC Providers
No	$26.69 (8.75) 374	$16.02 (4.62) 242	$23.59 (15.79) 191
Yes	$22.31 (6.56) 78	$14.56 (4.40) 120	$20.25 (12.78) 112
Total	$25.93 (8.57) 452	$15.54 (4.59) 362	$22.35 (14.82) 303

Table B50. Average Hourly Pay by Worry Level, by Workforce Group

Worry Level	Mean Hourly Pay M (SD), n		
	Center Directors	Center Educators	FCC Providers
High	$23.95 (6.98) 152	$15.46 (4.74) 198	$20.53 (11.96) 123
Low	$27.39 (9.58) 224	$15.61 (4.42) 164	$26.30 (18.65) 85
Note: Worry level is determined by the mean score (range from 1-5) of the 17 items related to financial concern; higher scores reflect more worry about their financial situation. Levels were determined using High as 1-3 whereas low is considered 3.1-5 based on a rule of thumb; further study may use psychometric analysis for further investigation of the differences in pay as related to worry levels.			

Table B51. Employer Benefits, Center Directors and Center Educators

Benefit Type Offered*	Center Directors	Center Educators
Employer offers Health Insurance	63% (N=336)	61% (N=242)
Employer Contributes to Health Insurance	90% (N=303)	48% (N=115)
Flexible Spending Account	30% (N=161)	29% (N=99)
Health and Wellness Programs	52% (N=277)	55% (N=194)
Employee Assistance Program	18% (N=97)	20% (N=64)
Paid Sick Days	96% (N=501)	83% (N=321)
Paid Vacation	92% (N=483)	82% (N=320)
Paid Holidays	96% (N=500)	84% (N=326)
Paid Parental Leave	37% (N=195)	46% (N=152)
Retirement Program	55% (N=290)	50% (N=187)
Assistance Paying for Childcare	47% (N=249)	40% (N=140)
N	552	427

N=Total respondents in each workforce group. The number of respondents varies for each item.

*Several survey items on benefits offered by employers were combined to generate this table. Therefore, the N on each item differs as do the number of missing respondents for each item.

Table B52. Benefits from FCC Systems, Family Child Care Providers

Benefit Type Offered	FCC Providers
Paid Sick Days	75% (N=119)
Paid Vacation	11% (N=17)
Paid Holidays	92% (N=146)
Paid Parental Leave	2.5% (N=4)
Flexible Spending Account	0% (N=0)
Assistance Paying for Childcare	5.4% (N=8)
Health and Wellness Programs	0% (N=0)
Employer offers Health Insurance	0.6% (N=1)

N=159 FCC Providers who indicated that they were part of an FCC system; missing data not included.

Table B53. Worry Items, Center Directors

Worry Item	Strongly Agree	Somewhat Agree	Neither Agree Nor Disagree	Somewhat Disagree	Strongly Disagree
Having enough money to pay bills	23% (N=126)	28% (N=152)	11% (N=62)	8% (N=45)	29% (N=156)
Having enough food	7% (N=37)	9% (N=48)	16% (N=88)	12% (N=63)	56% (N=300)
Paying for health care	24% (N=131)	23% (N=124)	12% (N=67)	8% (N=43)	32% (N=173)
Paying for transportation	3% (N=16)	11% (N=55)	15% (N=74)	11% (N=56)	60% (N=298)
Having enough for emergency	29% (N=143)	23% (N=115)	8% (N=42)	9% (N=43)	31% (N=154)
Having enough savings for retirement	58% (N=290)	21% (N=104)	5% (N=23)	4% (N=19)	13% (N=63)
Personal debt load	36% (N=195)	24% (N=128)	11% (N=57)	5% (N=28)	24% (N=128)
Being contacted by debt collectors	12% (N=62)	12% (N=65)	17% (N=89)	12% (N=63)	48% (N=257)
Credit score being too low	21% (N=110)	17% (N=88)	15% (N=79)	8% (N=45)	40% (N=211)
Having enough money for training	19% (N=101)	16% (N=88)	20% (N=106)	7% (N=40)	37% (N=200)
Having my hours reduced	4% (N=20)	7% (N=36)	16% (N=83)	6% (N=32)	66% (N=334)
Having my benefits reduced	4% (N=21)	13% (N=63)	19% (N=95)	8% (N=42)	56% (N=280)
Not getting a raise	17% (N=84)	25% (N=124)	15% (N=76)	7% (N=36)	37% (N=184)
Being laid off	7% (N=35)	10% (N=51)	17% (N=85)	9% (N=44)	57% (N=284)
Being sent home without pay if child attendance is low or the program has an unexpected closure	6% (N=30)	9% (N=46)	16% (N=82)	6% (N=33)	64% (N=338)
Losing pay due to illness	13% (N=66)	17% (N=92)	16% (N=86)	6% (N=30)	48% (N=252)
Being unable to take time off for family issues	15% (N=79)	20% (N=106)	14% (N=75)	7% (N=35)	44% (N=234)
Total number of respondents=552					

Table B54. Worry Items, Center Educators

Worry Item	Strongly Agree	Somewhat Agree	Neither Agree Nor Disagree	Somewhat Disagree	Strongly Disagree
Having enough money to pay bills	37% (N=155)	30% (N=126)	15% (N=64)	7% (N=28)	10% (N=43)
Having enough food	20% (N=80)	21% (N=86)	22% (N=89)	14% (N=56)	24% (N=97)
Paying for health care	31% (N=126)	22% (N=87)	18% (N=71)	10% (N=40)	20% (N=79)
Paying for transportation	15% (N=60)	17% (N=67)	22% (N=88)	14% (N=55)	33% (N=131)
Having enough for emergency	47% (N=192)	22% (N=91)	11% (N=46)	8% (N=34)	12% (N=49)
Having enough savings for retirement	54% (N=221)	19% (N=78)	14% (N=57)	4% (N=18)	8% (N=33)
Personal debt load	49% (N=204)	24% (N=100)	12% (N=49)	6% (N=23)	9% (N=37)
Being contacted by debt collectors	26% (N=107)	14% (N=56)	24% (N=97)	9% (N=39)	27% (N=112)
Credit score being too low	30% (N=123)	21% (N=86)	17% (N=69)	11% (N=43)	22% (N=88)
Having enough money for training	29% (N=119)	22% (N=92)	26% (N=106)	7% (N=30)	16% (N=64)
Having my hours reduced	19% (N=79)	18% (N=76)	25% (N=103)	11% (N=47)	27% (N=112)
Having my benefits reduced	19% (N=76)	18% (N=72)	31% (N=126)	9% (N=36)	24% (N=99)
Not getting a raise	40% (N=165)	27% (N=111)	16% (N=66)	6% (N=23)	11% (N=47)
Being laid off	22% (N=88)	15% (N=59)	23% (N=93)	10% (N=38)	31% (N=122)
Being sent home without pay if child attendance is low or the program has an unexpected closure	22% (N=93)	19% (N=80)	22% (N=91)	8% (N=33)	28% (N=118)
Losing pay due to illness	32% (N=132)	24% (N=100)	18% (N=75)	6% (N=25)	19% (N=78)
Being unable to take time off for family issues	31% (N=127)	24% (N=101)	18% (N=74)	8% (N=34)	19% (N=78)
Total number of respondents=427					

Table B55. Worry Items, Family Child Care Providers

Worry Item	Strongly Agree	Somewhat Agree	Neither Agree Nor Disagree	Somewhat Disagree	Strongly Disagree
Having enough money to pay bills	23% (N=83)	32% (N=114)	18% (N=63)	7% (N=26)	20% (N=73)
Having enough food	7% (N=25)	18% (N=63)	26% (N=92)	12% (N=43)	37% (N=133)
Paying for health care	25% (N=88)	23% (N=82)	17% (N=61)	10% (N=36)	24% (N=83)
Paying for transportation	4% (N=12)	4% (N=13)	23% (N=75)	8% (N=27)	62% (N=206)
Having enough for emergency	29% (N=101)	23% (N=80)	15% (N=52)	9% (N=32)	23% (N=79)
Having enough savings for retirement	59% (N=202)	18% (N=61)	8% (N=27)	4% (N=15)	11% (N=39)
Personal debt load	35% (N=124)	20% (N=73)	18% (N=64)	10% (N=36)	17% (N=62)
Being contacted by debt collectors	12% (N=42)	11% (N=37)	23% (N=81)	15% (N=53)	39% (N=136)
Credit score being too low	16% (N=56)	15% (N=53)	22% (N=76)	14% (N=50)	33% (N=114)
Having enough money for training	19% (N=66)	20% (N=71)	23% (N=81)	10% (N=35)	29% (N=103)
Having my hours reduced	16% (N=57)	13% (N=45)	25% (N=86)	8% (N=28)	38% (N=130)
Having my benefits reduced	14% (N=45)	11% (N=37)	33% (N=110)	5% (N=15)	37% (N=124)
Not getting a raise	21% (N=69)	14% (N=45)	27% (N=89)	6% (N=20)	33% (N=110)
Being laid off	15% (N=50)	9% (N=30)	31% (N=102)	5% (N=17)	40% (N=113)
Being sent home without pay if child attendance is low or the program has an unexpected closure	NA	NA	NA	NA	NA
Losing pay due to illness	38% (N=130)	27% (N=94)	13% (N=44)	4% (N=13)	19% (N=64)
Being unable to take time off for family issues	41% (N=142)	26% (N=91)	11% (N=38)	7% (N=26)	15% (N=51)
Total number of respondents=337; NA=Not applicable.					

Table B56. Government Supports, by Workforce Group

Support Type	Center Directors	Center Educators	FCC Providers
MassHealth/Medicaid for Respondent	8% (N=44)	22% (N=93)	17% (N=65)
MassHealth/Medicaid for Respondent's Children*	10% (N=52)	12% (N=50)	19% (N=70)
SNAP/EBT (Supplemental Nutrition Assistance Program)	1% (N=8)	6% (N=27)	7% (N=26)
Housing Assistance	1% (N=6)	6% (N=25)	2% (N=8)
Childcare Assistance	3% (N=14)	4% (N=17)	2% (N=9)
SSDI (Social Security Disability)	0.6% (N=3)	2% (N=8)	0.5% (N=2)
SSI (Supplemental Security Income)	1% (N=6)	1% (N=5)	2% (N=8)
WIC (Women, Infants, and Children)	1% (N=6)	3% (N=14)	5% (N=18)
Fuel Assistance	2% (N=11)	5% (N=20)	4% (N=15)
Cash Assistance	0.2% (N=1)	0.9% (N=4)	0.5% (N=2)
Other Government Program	2% (N=10)	2% (N=9)	6% (N=21)
N	538	4 (min.); 93 (max.)	373
Missing (not included in N)	14	334 (min.); 423 (max.)	4
Total	552	427	377
N=Number of respondents who responded to this survey question. N on each item for CE varies, as the way in which this variable was coded is different from CD and FCC. The same applies for missing observations. *Reported for all respondents, whether they indicated dependents in household or not.			

Table B57. Additional Paid Work, by Workforce Group

Additional Paid Work Status	Center Directors	Center Educators	FCC Providers
Additional Paid Work*	29.4 % (N=162)	39.3% (N=162)	16.4% (N=61)
No Additional Paid Work	67.6% (N=373)	60.7% (N=250)	83.6% (N=312)
N	535	412	373
Missing (not included in N)	17	15	4
Total	552	427	377
N=Number of respondents who responded to this survey question. *This indicates any paid work whether in or outside of the ECE field.			

Table B58. Additional Paid Work in ECE Field, by Workforce Group

Additional Paid Work in ECE Field	Center Directors	Center Educators	FCC Providers
Yes	15% (N=82)	20% (N=82)	6% (N=21)
No	86% (N=452)	80% (N=326)	94% (N=347)
Total	100%	100%	100%
N=368 FCC respondents, not including missing; 408 Center Educators, not including missing; 534 Center Directors, not including missing			

Table B59. Additional Paid Work Not in ECE Field, by Workforce Group

Additional Paid Work Outside of ECE Field	Center Directors	Center Educators	FCC Providers
Yes	18% (N=96)	28% (N=112)	13% (N=47)
No	82% (N=436)	72% (N=294)	87% (N=321)
Total	100%	100%	100%
N=368 FCC respondents, not including missing; 406 Center Educators, not including missing; 532 Center Directors, not including missing			

Table B60. Feeling Valued and Supported, Center Directors

Agreement Scale Response Options	Encouraged/Supported by Colleagues	Skills and Talents Valued/Utilized	Supervisor Values Work
Strongly Agree	56% (N=301)	60% (N=323)	61% (N=300)
Somewhat Agree	31% (N=168)	29% (N=154)	21% (N=104)
Neither Agree nor Disagree	7% (N=40)	6% (N=34)	11% (N=56)
Somewhat Disagree	4% (N=20)	3% (N=18)	2% (N=12)
Strongly Disagree	2% (N=8)	1% (N=7)	4% (N=18)
N	537	536	490
Missing (not included in N)	15	16	62
Total	552	552	552

Table B61. Feeling Valued and Supported, Center Educators

Agreement Scale Response Options	Encouraged/Supported by Colleagues	Skills and Talents Valued/Utilized	Supervisor Values Work
Strongly Agree	53% (N=220)	47% (N=193)	58% (N=239)
Somewhat Agree	35% (N=145)	36% (N=145)	24% (N=99)
Neither Agree nor Disagree	5% (N=21)	9% (N=35)	7% (N=28)
Somewhat Disagree	4% (N=18)	5% (N=22)	6% (N=26)
Strongly Disagree	2% (N=8)	3% (N=13)	4% (N=18)
N	412	408	410
Missing (not included in N)	15	19	17
Total	427	427	427

Table B62. Likelihood of Leaving Position, Next 12 Months, by Workforce Group

Likelihood of Leaving in Next 12 Months	Center Educators	Center Directors	FCC Providers
Very or somewhat likely	30% (N=122)	16.5% (N=89)	15% (N=54)
A little likely	17% (N=68)	10% (N=53)	13% (N=49)
Not likely at all	53% (N=213)	73.5% (N=395)	72% (N=265)
Total	100% (N=403)	100% (N=537)	100% (N=368)
"Very or somewhat likely" is a combined category of the responses of "very likely" and "somewhat likely." Center Educators and Center Directors were asked: "In the next 12 months, how likely is it that you will leave your job at this center?" FCC Providers were asked: "In the next 12 months, how likely is it that you will leave your current position or close your family child care program?" Missing responses not included in calculations.			

Table B63. Reasons Likely to Leave Position, by Workforce Group

Reason Category	Center Educators	Center Directors	FCC Providers
Low pay and/or lack of benefits	39% (N=64)	26.7% (N=32)	16.7% (N=13)
Career change/advancement/better opportunities elsewhere	39% (N=64)	23.3% (N=28)	10.3% (N=8)
Poor management/work environment/co-workers/staff	15.9% (N=26)	15.8% (N=19)	3.8% (N=3)
Undervalued/underappreciated	6.7% (N=11)	2.5% (N=3)	1.3% (N=1)
Location/relocation/commute-distance	6.1% (N=10)	10.0% (N=12)	6.4% (N=5)
Burnout/stress (including work/life balance)	4.9% (N=8)	15.0% (N=18)	9.0% (N=7)
Maternity leave/children/own family needs	4.3% (N=7)	1.7% (N=2)	2.6% (N=2)
Retirement	1.2% (N=2)	20.8% (N=25)	21.8% (N=17)
Health issues: personal and/or family	1.2% (N=2)	0.8% (N=1)	1.3% (N=1)
EEC regulations/requirements/demands	0	0	21.8% (N=17)
Under-enrollment/concern about vacancies or closures	0	1.7% (N=2)	11.5% (N=9)
Demands/challenges of working with children or parents	0	2.5% (N=3)	2.6% (N=2)
Staff: hiring/understaffing challenges	0	7.5% (N=9)	1.3% (N=1)
Other reasons (not included in calculations)	7	9	9
Total N (totals more than respondent number provided here since some respondents offered reasons that covered more than one category)	171	120	78

Note: Totals do not calculate to 100% as some respondents provided reasons that covered more than one category.
171 Center Educators responded and 164 respondent reasons were coded into categories; 129 Center Directors responded and 120 respondent reasons were coded; 87 FCC Providers responded and 78 respondent reasons were coded.

Appendix C. Technical Appendix

Methods

Data Collection

In collaboration with the Massachusetts Department of Early Education and Care (EEC), the UMass Boston research team developed and administered surveys to generate a profile of three subgroups of the early childhood workforce in the Commonwealth: 1) educators at early education and care centers; 2) directors of centers, and 3) family child care providers. Data on the characteristics, qualifications and credentials, professional development, and financial status of early childhood educators were collected and, as detailed below, a statewide representative sample was achieved for all workforce groups.

Survey Instrument
The Center Educator survey, Center Director survey, and Family Child Care Provider survey can be found in Appendix D. Spanish versions of the survey were provided to Center Educators and Family Child Care providers.

Institutional Review Board
The study's Principal Investigator submitted an IRB application for the study outlining all protocols and UMass Boston's Institutional Review Board approved the study under an exempt status.

Sampling
A statewide representative sampling approach was taken in order to have 95% confidence limits of +/- 5 percentage points around an estimated proportion from the workforce subgroups of 50%. This level of statistical precision was attainable with statewide representation and preferred over regional sampling that would not be possible with the three subgroups. Random sampling was conducted by UMass Boston's Center for Survey Research for each of the three subgroups based on data provided by the Massachusetts Department of Early Education and Care (EEC). It was determined that, given estimates of the number of individuals in each workforce subgroup across the state, 384 completed surveys were needed from each of the three subgroups to create a valid sample. The following elaborates on the technical aspects of the sampling approach deployed.

Center Educators
Given well-documented logistical challenges associated with surveying early childhood teachers, it was determined that the most effective and feasible way to survey educators was an in-person research design through scheduled visits to centers with relatively larger educator staffs. Therefore, the random sampling design took into account the size of centers in order to maximize the potential of obtaining completed surveys from at least 6-8 teachers at one visit, making it more feasible to do in-person data collection to ensure an adequate response rate. In order to generate a sample that ensured the inclusion of early educators (rather than educators serving school-age children), an excel file of 100 Large Group facilities was randomly generated in the following manner: of the total of 2,165 Large Group EEC licensed facilities that service children ages 0-5, 940 of them were expected to have at least five classes or 10 teachers. It was from these 940 that the educator sample facilities were primarily drawn and additional centers not in the initial list of 100 were contacted during a second round of solicitation to centers to

ensure that an adequate sample of educators was achieved before survey administration came to a close. Overall, a total of 108 centers were contacted. None of the centers in this sample was the same as a center selected for the administrator/director sample. Both samples were unique. Thus, the probability of selection for a center in this initial educator sample was 108/940 = 0.11489. The inverse of this is the original sample weight which was 8.704.

Center Directors
In order to generate the sample of center directors, a list of 1,000 Large Group facilities that serve under school-age children (ages 0-5) was generated. There were originally 4,044 Large Group records in the EEC file. Of these, 939 were deleted since they served only school-age children and were considered ineligible for this study. This left 3,105 eligible records for facilities serving under school-age children (ages 0-5). Of these 3,105 records, 940 were duplicates and deleted. This left 2,165 remaining unique eligible Large Group facilities. Therefore, the probability of selection on any center was 1000/2165 = 0.46189. The inverse of this is the original sample weight and was 2.165. When the file was being cleaned, several directors were listed at more than one center. There were 22 individuals listed as the director at two of the selected sites and three individuals listed at three different centers. Therefore, 28 "duplicates" were removed and replaced them with a sample from the "remainder" list. Of the 29 cases where two individuals were listed, one person was randomly kept and the other eliminated. This ensured that there were 1,000 unique directors left in the final sample file.

Family Child Care Providers
For the generation of a Family Child Care (FCC) provider sample, there were 5,614 original FCC and Small Group records in the EEC file. A decision was made to include Small Group designated records as FCC and to keep records marked as "expired" and "regional freeze." After deleting 259 duplicate records, that left 5,355 eligible records for sampling. This implies the probability of selection of any record was 1000/5355 = 0.0186741. The inverse of this is the original sampling weight which was 5.355.

Survey Administration

Center Educators
Starting in late May 2019, an introductory letter was sent electronically to Center Directors introducing the study and to request permission for researchers to visit the center to administer paper surveys (both in English and Spanish) to infant, toddler, and preschool (and mixed-group) educators at a convenient time, such as the early afternoon period typically dedicated as nap time. Center Directors who were mailed an introductory letter were contacted via phone by a member of the research team. In this follow-up call, the researcher briefly explained the survey, asked if the director had any questions and confirmed that only adults were eligible to be surveyed.

In order to meet sampling requirements, researchers continued with follow-up via email and/or phone through July 2019. Center Directors not interested in having the survey administered to educators at the center were taken off the list and did not receive any further follow-up. One hundred eight centers in total were contacted and 35 were visited. Of the 73 not visited, 13 refused directly (with one of these indicating "too busy" and one "on vacation") and 32 did not respond after letter, email, and phone outreach. Three were in the process of obtaining permission from the owner or regional manager, and the other centers not visited were for various reasons including parental leave, vacation, and incorrect address.

Once a Center Director agreed to have researchers visit the center for survey administration, a study announcement was sent electronically to the Center Directors to share with educators at the site in advance of the scheduled survey administration date. Follow-up confirmation of the date was completed in advance. Interaction with educators took place in several different ways once a team of two to three research assistants arrived at the center for the scheduled visit. In some cases, center administrators took research assistants to each individual classroom allowing them to recruit educators inside the classrooms while the teachers worked. Other Center Directors allowed research assistants to walk about the center to meet with educators in classrooms on their own. Finally, some center administrators assigned a specific room or area within the center where educators rotated to meet the research assistants in the room and complete the survey. Before administering the survey to those educators interested in completing it, researchers obtained consent from each educator who agreed to complete the survey. Educators were provided with $5 cash stipends for completing the survey that was expected to take about 15 minutes to complete. Four hundred twenty-seven surveys were completed in total, exceeding the sampling target.

Center Directors
Starting in June 2019, Center Directors listed in the sample were mailed a packet including a survey introductory letter, a survey, two dollars as an incentive to complete the survey, and a postage-paid return envelope. The letter offered the option to complete the survey online through Qualtrics. There was a second mailing to non-responders, including a replacement survey, letter, and return envelope. Reminder emails were sent to those non-responders with email addresses. Standard informed consent information was included in the invitation letter.

More than half of the Center Directors in the sample (N=552 or 55%) completed the survey (362 completed the paper survey and 190 completed the online survey) – significantly exceeding the sampling target. A breakdown of reasons for nonresponse includes the following: 23 with bad address, eight refusals, three centers closed down or closed for summer, and 11 incomplete surveys were returned (of which a respondent answered less than 50% of the substantive questions). The survey administration process continued through September 2019.

Family Child Care Owners
Beginning in June 2019, Family Child Care Providers were both mailed and emailed a survey introductory letter, consent form, and survey. Surveys were available in English and Spanish and expected to take approximately 15 minutes to complete. FCC Providers received two dollars in the first mailing of the paper survey as an incentive to complete the survey. There was a second mailing to non-responders, both via U.S. postal and electronically. The electronic survey was available through Qualtrics. Standard informed consent information was included in the invitation letter.

More than one-third of FCC Providers sampled (N=377 or 37%) completed the survey (307 completed the paper version and 70 completed the online survey; 12 had bad addresses, 17 refused, 18 were not eligible as they were no longer engaged in family child care, and six submitted incomplete surveys (of which a respondent answered less than 50% of the substantive questions)). Survey administration was completed in September 2019. Approximately 22% (N=84) of the surveys were completed in Spanish. With 377 surveys completed for this workforce group, the sampling target was met even with 7 fewer surveys completed than expected – partly due to a request for an abbreviated follow-up process for this respondent group. Since the target was 384 of the 1000 to be interviewed or 38.4% and from the sample list, 12 were lost to bad addresses and 18 were no longer in business, surveys were completed from 377 out of 970 or 38.9% so the sampling target was met given the statistically negligible difference between 384 and 377.

Data Analysis

Once completed paper surveys were entered into Qualtrics, SPSS was used for descriptive analysis. Several quality assurance measures were implemented to ensure data accuracy including having research assistants check every analytical output against the initial SPSS data file for each workforce group. No tests of statistical significance were conducted for any outputs generated. Percentages are reported as whole numbers or to the tenth percent in order to achieve a total of 100%. While most percentages and numbers provided in the brief are listed in tables and figures found in Appendix B, a few are not included. The following details address several data issues important to document in regard to the data analysis conducted.

Workforce Groups

In terms of workforce groups, it's important to note that among Center Directors who completed the survey, ten respondents did not select "Program Director or Administrator" and it is unclear why this was the case; they may have been serving in an interim role as Center Director. Some who selected "teacher/lead teacher" cited administrative experience in another survey question. Of 551 Center Directors reporting their current position, 98% (N=541) responded "program director or administrator" and 2% (N=10) reported their current position as "teacher/lead teacher."

For Center Educators, survey response options included "lead teacher/teacher" and "assistant teacher" with the vast majority of respondents selecting "lead teacher/teacher." "Other" was an additional response option and most respondents selecting "Other" did not specify by writing in a response but among responses listed were: "Consulting Teacher," "Office Manager/Assistant Teacher," "Pre-school Social Worker."

For FCC Providers indicating their current position (N=374), nearly all (97.6%) noted that they are FCC Providers (N=365) with some reporting that they are FCC Assistants. Seven respondents (1.9%) indicated that they were "Other."

Missing Data

Most data outputs (tables and figures) denote missing data that are not counted in descriptive frequencies. Responses from Center Director and Family Child Care Providers were considered "missing values" if several survey pages went unmarked or a string of questions went unanswered. This procedure was applied in the recoding process for these workforce groups but not for Center Educators given a modified recoding process for that group.

For the survey item asking about receipt of government benefits, there was not a response option of "none of these apply" if the respondent did not receive any government benefit. If a Center Educator respondent did not select any government benefit type, their response was coded as "missing value" given that they left the item unmarked. Thus, the missing values reported for this item have different meanings for Center Directors and FCC Providers compared to Center Educators.

Professional Learning Community (PLC)

While not always spelled out in tables, PLC refers to a facilitated peer-learning form of training called a Professional Learning Community.

Race/Ethnicity

In each workforce group, there were a number of written responses for the "Other" option for race that included Hispanic or Latino; therefore, some respondents identified as Hispanic/Latino when responding to the survey item for race.

It's important to recognize that the racial and ethnic breakdowns provided for educational attainment and average hourly pay must be considered carefully given the considerable number of respondents who were incorporated into the "Other" category for race, which included biracial identities and also given that there were some small N sizes in some of the analyses conducted by race.

Skip Questions

For those survey items that involved a "skip to [subsequent] question," observations were not included when respondents answered questions that they were meant to skip. For instance, for professional development activities over the past 12 months, 299 center educators responded positively to the survey item asking about whether they had participated in such activities. Yet there were a few Center Educators who skipped this survey question but responded to the follow-up question about what activities in which they participated, when they were meant to skip this question. For such respondents, we did not include their responses in the calculation for the follow-up question.

One exception to this general rule on skip questions related to the reasons for "likely to leave current position" analyses. All written responses provided on why respondents might leave their position in the next 12 months were analyzed regardless of their response to the previous question on likelihood of leaving which was a scale item.

Pay Analyses

The hourly pay is based on participants' self-reporting and might not accurately reflect their real income level. The average hourly pay was calculated by subtracting the reported rate (hourly, daily, weekly, monthly, yearly) by the total amount of hours they work. Since respondents didn't report on total hours worked in the survey given that it wasn't a survey item, assumptions used in the calculation of pay provided include 8 hours per day, 40 hours per week, and 52 weeks per year. It should be noted that there were high rates of missing data for the question about pay for all three workforce groups, including missing data related to amount or unit. Also please note that there was a wide range of reported hourly pay amounts and there were likely some outliers in the raw data; however, no outliers were excluded from the analysis as the appropriate cut-off score wasn't clear.

The standard deviation for several FCC Providers' hourly average pay amounts are relatively large and further in-depth analysis of pay data may help determine the appropriate cut-off value for the outliers and thus improve estimate precision. If possible, it might also be important to collect administrative data (e.g., enrollment, fee collection, tax record) to triangulate the accuracy of self-reported data.

Because there was not oversampling of racial groups in the statewide representative sample (e.g., Asian, Native Hawaiian or Other Pacific Islander, American Indian or Alaska Native) and there were too few cases for comparison of all racial groups, respondents identifying these racial categories were combined into an "other" group to allow for some comparative analysis across race. In addition, if a respondent selected more than one racial category, they were included in the "Other" category as well.

The education background was recoded into "less than Bachelor's Degree," "Bachelor's Degree," and "above Bachelor's Degree," as some of the original categories (e.g., doctoral degree) had too few cases.

The worry level used for the pay analysis is based on a Likert-scale (range from 1-5), where 1 is strongly agree, 2 is somewhat agree, 3 is neither agree nor disagree, 4 is somewhat disagree, and 5 is strongly disagree, for 17 questions. A calculation was made to create two levels of worry - a low level and high level – to provide a simpler measure of worry about one's financial situation. A higher score is equated with less worry about one's financial situation. The average score for each participant was calculated (Mean=3.43, Std. Dev.=1.03) and then divided by two groups so that an average score higher than three indicated a low level of worry and average score lower than three indicated a higher worry level. Please note that the intention was to provide a snapshot and the cut scores of the "worry scale" should be validated based on further psychometric analysis.

ECE College Degree

Given discrepancies between rates of highest degree attained overall (any field) shown in Table 1 in the brief and the reported rates of ECE college degrees, it is possible that some respondents understood college degree in ECE (or related field) as referring to a Bachelor's degree and not an Associate's degree. It also may be that there are a number of respondents with an Associate's degree in a non-ECE field.

Highest Level of Education Desired

In some cases, respondents indicated that they wanted a degree for a degree level they already attained. Such responses were coded as missing. For instance, for someone with an Associate's who indicated wanting another Associate's and a Bachelor's then this case was coded as missing for Associate's desired but Bachelor's retained in the analysis.

Data Limitations

As indicated above, small centers were not included in the sampling of centers for the Center Educator survey administration; therefore, the findings represent Center Educators employed in larger settings only.

Given that frequencies are not accompanied by statistical tests, it is not possible to report on the significance or strength of reported differences in the descriptive breakdowns.
It is important to note data quality challenges indicated from the administration of in-person surveys to Center Educators and also revealed from missing data trends uncovered in the data cleaning process for Center Directors and FCC Providers. In particular, there were several survey items that may have been confusing to respondents, such as the question about pay and employment benefit items.

For instance, not all respondents knew how much they were paid before tax deductions or whether their employer offered a retirement plan. Further, some respondents were not clear about what counted as income – such as a senior's pension – when answering the question about being the only income earner in a household. Further, respondents sometimes do not want to report government assistance due to stigma, and they also do not always know the names of programs they access. From in-person administration of Center Educator surveys, it was noted that a considerable number of respondents didn't know about their program's current QRIS level.

In terms of the question about having a college degree in ECE or a related field, it's clear that there may have been some confusion about what counted as a related field and what counted as a college degree.

Appendix D. Survey Instruments [English]

- **Center Educators**

- **Center Directors**

- **Family Child Care Providers**

**INSTITUTE FOR EARLY EDUCATION
LEADERSHIP AND INNOVATION**

UMASS BOSTON

The Massachusetts Early Care and Education Workforce Survey

- Please fill out this survey and return it in the postage-paid envelope.
- Your participation in this study is voluntary. If you come across a question you would rather not answer, feel free to skip it and go on to the next question. Your answers are confidential. No information will be presented or published in any way that would permit identification of any individual. Your name and answers will not be shared with anyone other than the researchers.
- You are sometimes told to skip over some questions in this survey. When this happens you will see an arrow with a note that tells you what question to answer next, like this: ☒Yes ➔ **If Yes, go to #1**
- Thank you for taking the time to help with this very important project.

The first few questions ask about your employment situation.

1. **How many years of teaching experience do you have in early care and education settings?**
   - ☐ Never taught
   - ☐ Less than 1 year
   - ☐ 1 to 2 years
   - ☐ 3 to 5 years
   - ☐ 6 to 10 years
   - ☐ 11 to 15 years
   - ☐ 16 to 25 years
   - ☐ More than 25 years

2. **How many years of administrator experience do you have in early care and education settings?**
   - ☐ Less than 1 year
   - ☐ 1 to 2 years
   - ☐ 3 to 5 years
   - ☐ 6 to 10 years
   - ☐ 11 to 15 years
   - ☐ 16 to 25 years
   - ☐ More than 25 years

3. **What is your current position? Select one.**
   - ☐ Family Child Care Provider
   - ☐ Family Child Care Assistant
   - ☐ Program Director or Administrator
   - ☐ Teacher/Lead Teacher
   - ☐ Assistant Teacher
   - ☐ Other ➔ *Please describe:* _____

4. **How long have you been in this position in this center?**

   _____ Write in number of years

   - ☐ Less than one year

5. **What age group(s) does your program serve? Please select all that apply.**
   - ☐ Infants
   - ☐ Toddlers
   - ☐ Preschoolers
   - ☐ School-Agers

6. **Which of the following best describes your place of employment?**
   - ☐ A center that is part of Head Start
   - ☐ A center that is part of another larger agency
   - ☐ A center that is <u>not</u> part of another larger agency
   - ☐ A family child care program
   - ☐ Other ➔ *Please describe:* _____

7. **What is the zip code of your center?**

   _____ Write in zip code

8. **About how many hours per week do you usually work at this center?**

   _____ Write in number of hours per week

9. **In the past 4 weeks, what is the <u>most</u> number of paid hours you worked at this center in a week?**

   _____ Write in number of hours

10. **In the past 4 weeks, what is the <u>least</u> number of paid hours you worked at this center in a week?**

    _____ Write in number of hours

11. **How much time do you spend each week teaching in a classroom as part of your regular schedule?**
    - ☐ No time
    - ☐ 1 to 3 hours a week
    - ☐ 4 to 6 hours a week
    - ☐ 7 or more hours a week

12. In the past 4 weeks, how many times did you need to fill in as a classroom teacher to cover staffing shortages?
- ☐ Never
- ☐ 1 to 2 times
- ☐ 3 to 5 times
- ☐ More than 5 times

13. Please rate the level to which you agree with each of the following:

I feel encouraged and supported by my colleagues.
- ☐ Strongly agree
- ☐ Somewhat agree
- ☐ Neither agree nor disagree
- ☐ Somewhat disagree
- ☐ Strongly disagree

My unique skills and talents are valued and utilized at work.
- ☐ Strongly agree
- ☐ Somewhat agree
- ☐ Neither agree nor disagree
- ☐ Somewhat disagree
- ☐ Strongly disagree

My supervisor values my work.
- ☐ Strongly agree
- ☐ Somewhat agree
- ☐ Neither agree nor disagree
- ☐ Somewhat disagree
- ☐ Strongly disagree

14. Are you a member of a union as an early childhood teacher?
For example: UAW *(International Union, United Automobile, Aerospace and Agricultural Implement Workers of America)*, AFSCME *(American Federation of State, County and Municipal Employees)*, SEIU Local 509 *(Service Employees International Union)*, or another union)?
- ☐ Yes
- ☐ No
- ☐ Don't Know

15. In the next 12 months, how likely is it that you will leave your job at this center?
- ☐ Very likely
- ☐ Somewhat likely
- ☐ A little likely
- ☐ Not likely at all → **If Not likely at all, go to #17**

16. Please describe why it is likely you will leave your job in the next 12 months.

_____

_____

_____

We'd like to learn about your pay, benefits provided by your employer, and your financial needs.

17. Before taxes and deductions, how much are you paid in your current position at this center? *Your best estimate will do.*

Select only **one** unit.

$ _____ per
- ☐ hour
- ☐ day
- ☐ week
- ☐ year

For the following questions, please think only about your current position at this center.

18. In the last 12 months, have you received a raise?
- ☐ Yes
- ☐ No

19. In the last 12 months, did you turn down a raise?
- ☐ Yes
- ☐ No

20. In the last 12 months, did you turn down an opportunity to increase the number of hours you worked at this center?
- ☐ Yes
- ☐ No

21. Does your employer offer you the following benefits?

Paid sick days	☐ Yes	☐ No
Paid vacation	☐ Yes	☐ No
Paid holidays	☐ Yes	☐ No
Paid parental leave, including paid maternity leave	☐ Yes	☐ No

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22. Does your employer offer you the following?

Pay raise for obtaining a new credential or degree in early childhood education	☐ Yes ☐ No
Employer-provided tuition assistance or scholarships	☐ Yes ☐ No
Sign-on bonuses	☐ Yes ☐ No
Stipends, such as extra pay, bonus program, or profit-sharing program	☐ Yes ☐ No
A refer-a-friend bonus	☐ Yes ☐ No

23. Does your employer offer you a retirement program, such as 401K or 403B?
☐ Yes
☐ No → **If No, go to #25**

24. Does this include employee pay-in, employer contribution, or some combination of employee pay-in and employer contribution?
☐ Employee pay-in
☐ Employer contribution
☐ Some combination of employee pay-in and employer contribution

25. Does your employer offer you the following?

Flexible spending account for dependent care and/or health expenses	☐ Yes ☐ No
Assistance paying for childcare	☐ Yes ☐ No
Employee assistance program	☐ Yes ☐ No
Health and wellness programs - such as dental, vision, or behavioral health	☐ Yes ☐ No

26. Does your employer offer you health insurance?
☐ Yes
☐ No → **If No, go to #28**
☐ Don't know → **If Don't know, go to #28**

27. Does your employer contribute to your health insurance?
☐ Yes
☐ No
☐ Don't know

28. Other than directing this center, do you do any work for pay in the field of early childhood education, including teaching adults, consulting, or training?
☐ Yes
☐ No

29. Do you do <u>any</u> work for pay that is unrelated to early childhood education?
☐ Yes
☐ No

30. In the last 12 months, have you received financial or in-kind assistance from any government programs listed below? *Please check all that apply.*
☐ MassHealth/Medicaid for yourself
☐ MassHealth/Medicaid for your children
☐ Supplemental Nutrition Assistance Program (SNAP/EBT)
☐ Housing assistance (rental voucher, including Section 8, public housing, or other types of support)
☐ Child care assistance (such as a voucher or subsidy)
☐ Social Security Disability (SSDI)
☐ Supplemental Security Income (SSI)
☐ WIC (Women, Infants, and Children)
☐ Fuel assistance (such as Low Income Home Energy Assistance Program-LIHEAP)
☐ Cash assistance (such as TAFDC/TANF)
☐ Other government assistance not mentioned above

31. In the last 12 months, have you had a benefit <u>reduced</u> from any government programs?
☐ Yes
☐ No
☐ Don't know

☐ Did not receive assistance from any government programs in the past 12 months

32. In the last 12 months, have you <u>lost</u> any assistance from any government programs?
☐ Yes
☐ No
☐ Don't know

☐ Did not receive assistance from any government programs in the past 12 months

33. **In the last 12 months, was there a time when you were not able to pay rent or mortgage on time?**

☐ Yes

☐ No

☐ Did not pay rent or mortgage in the past 12 months

34. **In the last 12 months, did you do any of the following?**

Move 2 or more times	☐ Yes	☐ No
Move in with others so your family could make ends meet	☐ Yes	☐ No
Live in a temporary or transitional home or shelter	☐ Yes	☐ No

35. **How much do you agree or disagree with the following statements?**

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
a. *I worry about…* having enough money to pay my family's monthly bills	☐	☐	☐	☐	☐
b. *I worry about…* having enough food for my family	☐	☐	☐	☐	☐
c. *I worry about…* paying for health care costs for myself and family	☐	☐	☐	☐	☐
d. *I worry about…* getting to and from work due to the cost of transportation	☐	☐	☐	☐	☐
e. *I worry about…* having enough savings to pay for a $400 emergency expense (such as a car repair or medical bill)	☐	☐	☐	☐	☐
f. *I worry about…* having enough savings for retirement	☐	☐	☐	☐	☐
g. *I worry about…* my personal debt load (for example, educational loans, car payments, or credit card debt)	☐	☐	☐	☐	☐
h. *I worry about…* being contacted by debt collectors because I'm behind on my bills	☐	☐	☐	☐	☐
i. *I worry about…* my credit score being too low	☐	☐	☐	☐	☐
j. *I worry about…* having enough money to enroll in training and education opportunities	☐	☐	☐	☐	☐

36. **How much do you agree or disagree with the following statements?**

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
a. *I worry about…* having my work hours reduced	☐	☐	☐	☐	☐
b. *I worry about…* having my job benefits reduced	☐	☐	☐	☐	☐
c. *I worry about…* not getting a raise	☐	☐	☐	☐	☐
d. *I worry about…* being laid off	☐	☐	☐	☐	☐
e. *I worry about…* being sent home without pay if child attendance is low or the program has an unexpected closure	☐	☐	☐	☐	☐
f. *I worry about…* losing pay due to personal or family illness	☐	☐	☐	☐	☐
g. *I worry about…* being unable to take time off for family issues	☐	☐	☐	☐	☐

37. What is the highest level of school you have completed?
- ☐ Less than a High School Diploma
- ☐ High School Diploma or GED
- ☐ Some college but no degree
- ☐ Associate's Degree (for example: AA, AS)
- ☐ Bachelor's Degree (for example: BA, BS)
- ☐ Master's Degree (for example: MA, MS, MEd)
- ☐ Doctorate (for example: PhD, EdD)

38. Do you have a college degree in early childhood education (ECE) or a related field such as child development?
- ☐ Yes   ☐ No → **If No, go to #40**

39. What ECE degree(s) do you have? *Please check all that apply.*
- ☐ Associate's Degree in ECE
- ☐ Bachelor's Degree in ECE
- ☐ Master's Degree in ECE
- ☐ Doctorate in ECE

40. Are you currently enrolled in a college or university degree program?
- ☐ Yes→ **If Yes, go to #42**
- ☐ No

41. Are you interested in earning a degree or another degree if you already have one?
- ☐ Yes
- ☐ No → **If No, go to #44**

42. What is the highest degree you would like to earn?
- ☐ Associate's Degree
- ☐ Bachelor's Degree
- ☐ Master's Degree
- ☐ Doctorate

43. Which of the following would <u>most</u> help you earn a degree? *Please select only one option.*
- ☐ Higher salary level in your current position
- ☐ Higher starting salary in a new employment position
- ☐ Higher salary for degree completion
- ☐ Bonus for degree completion
- ☐ None of these would help me earn my degree

44. Do you have a Child Development Associate (CDA) certificate?
- ☐ Yes→ **If Yes, go to #47**
- ☐ No

45. Are you interested in earning a Child Development Associate (CDA) certificate?
- ☐ Yes
- ☐ No → **If No, go to #47**

46. Which of the following would <u>most</u> help you earn a certificate? *Please select only one option.*
- ☐ Higher salary for CDA credential completion
- ☐ Bonus for CDA credential completion
- ☐ Neither of these would help me earn my CDA

47. Which of the following credentials and certifications do you have? *Please check all that apply.*
- ☐ Infant-toddler Teacher
- ☐ Infant-toddler Lead Teacher
- ☐ Preschool Teacher
- ☐ Preschool Lead Teacher
- ☐ Director I
- ☐ Director II
- ☐ Family Child Care Provider/Licensee
- ☐ Regular Family Child Care Assistant
- ☐ Certified Family Child Care Assistant

48. Are you interested in getting additional licenses or certifications?
- ☐ Yes
- ☐ No → **If No, go to #50**

49. Would you like to get any of the following? *Please check all that apply.*
- ☐ EEC professional certification (for example, teacher, lead teacher, director)
- ☐ PreK-2 teaching license
- ☐ Post Master's certificate

50. Is your program participating in the state's Quality Rating and Improvement System (QRIS)?
- ☐ Yes
- ☐ No → **If No, go to #52**
- ☐ Don't know → **If Don't know, go to #52**

51. What is your current QRIS level?
- ☐ Level 1
- ☐ Level 2
- ☐ Level 3
- ☐ Level 4
- ☐ Don't know

The next set of questions ask about professional development opportunities.

52. What professional development topics are you interested in? *Please check all that apply.*
- ☐ Child development and learning
- ☐ Child behavior
- ☐ Supporting children's social and emotional learning
- ☐ Observing children's learning and development
- ☐ Supporting play-based learning
- ☐ Supporting play and children's relationships
- ☐ Children's needs regarding trauma and resilience
- ☐ Inclusion and children with special needs
- ☐ Supporting English language learners
- ☐ Classroom management
- ☐ Lesson and unit planning
- ☐ Family and community engagement
- ☐ Leadership and supervision
- ☐ Business management and finance
- ☐ Self-care and reflection
- ☐ Other → *Please describe:* _____

53. In the last 12 months, have you participated in <u>any</u> professional development in early childhood education (ECE)?
- ☐ Yes
- ☐ No → **If No, go to #58**

54. In the last 12 months, what professional development activities in early childhood education (ECE) did you participate in?
Please check all that apply.
- ☐ Attended college course
- ☐ Enrolled in a college degree program
- ☐ Attended Child Development Associate (CDA) training
- ☐ Attended one or more trainings
- ☐ Received coaching or mentoring
- ☐ Participated in a professional learning community
- ☐ Attended a professional conference
- ☐ Other → *Please describe:* _____

55. In the last 12 months, did you pay for any of these professional development activities yourself?
- ☐ Yes
- ☐ No → **If No, go to #57**

56. In the last 12 months, about how much did you spend on these professional development activities?
- ☐ Less than $100
- ☐ $100 to $300
- ☐ $301 to $500
- ☐ More than $500
- ☐ Don't know

57. In the last 12 months, did you participate in any professional development activities <u>at work</u> during your workday?
- ☐ Yes
- ☐ No → **If No, go to #59**

58. In the last 12 months, what professional development activities did you participate in <u>at work</u> during your workday? *Please check all that apply.*
- ☐ Coaching or Mentoring
- ☐ Training
- ☐ Meeting with co-workers to discuss teaching practices or working with individual children
- ☐ Meeting with supervisors to discuss teaching practices or working with individual children
- ☐ Other → *Please describe:* _____

59. Would any of the following supports be useful to you?

Help applying for a Child Development Associate (CDA) credential	☐ Yes	☐ No
HiSET or GED equivalency preparation	☐ Yes	☐ No
Support for applying to college, enrolling in courses, and matriculating into a program	☐ Yes	☐ No
Tutoring or coaching to support you in college courses	☐ Yes	☐ No
Academic advising, career counseling, or job placement support	☐ Yes	☐ No

60. Which of the following training opportunities would be useful to you? *Please check all that apply.*
- ☐ Online training
- ☐ In-person training
- ☐ Combination of in-person and online training
- ☐ Training and courses offered at more convenient times
- ☐ Training and courses at locations closer to you
- ☐ Training on the use of technology
- ☐ Access to Professional Learning Community (PLC) opportunities
- ☐ Coaching or mentoring
- ☐ None of the above would be useful for me

61. Which of the following would support your professional development? *Please check all that apply.*
- ☐ Financial support for transportation
- ☐ Financial support for child care
- ☐ Loan-forgiveness program for educational loans
- ☐ Financial support for textbooks and other related academic materials
- ☐ Flexibility in your work schedule
- ☐ Support for elder caregiving for which you are responsible
- ☐ None of the above would be useful for me

62. Is English your primary language?
- ☐ Yes → **If Yes, go to #64**
- ☐ No

63. Would any of the following be useful to support your professional development?

Instruction in your first language	☐ Yes	☐ No
Textbooks and other related academic materials in your first language	☐ Yes	☐ No
Training on the use of technology in your first language	☐ Yes	☐ No
Advising, career counseling, and job placement support in your first language	☐ Yes	☐ No

Finally, we'd like to learn a bit about your background.

64. What is your current age?

_____ Write in your age

65. Are you of Hispanic or Latino origin or descent?
- ☐ Yes, Hispanic or Latino
- ☐ No, not Hispanic or Latino

66. What is your race? *Please check all that apply.*
- ☐ White
- ☐ Black or African American
- ☐ Asian
- ☐ Native Hawaiian or other Pacific Islander
- ☐ American Indian or Alaska Native
- ☐ Other → *Please describe: _____*

67. Which of the following best describes your gender identity?
- ☐ Woman
- ☐ Man
- ☐ Transgender
- ☐ Genderqueer/Gender non-conforming
- ☐ Unsure

68. What is your marital status?
- ☐ Married
- ☐ Divorced
- ☐ Separated
- ☐ Widowed
- ☐ Never Married

69. Do you live with a partner or spouse?
- ☐ Yes
- ☐ No

70. Including yourself, how many people are in your household?

_____ Write in number of people

71. How many people in your household are under 18 year of age?

_____ Write in number of people under 18

72. Are you the only person who earns an income in your household?
- ☐ Yes
- ☐ No

73. What is your home zip code?

_____ Write in zip code

74. In what country were you born?

_____ Write in country

75. Do you speak a language other than English?
- ☐ Yes
- ☐ No → **If No, go to #78**

76. What other language(s) do you speak?

_____

_____

77. What language do you prefer to learn in?
- ☐ English
- ☐ Other → Write in language: _____

78. THANK YOU!

Please return the completed survey in the postage-paid envelope to:

The Center for Survey Research
University of Massachusetts Boston
100 Morrissey Boulevard
Boston, MA 02125

**INSTITUTE FOR EARLY EDUCATION
LEADERSHIP AND INNOVATION**

UMASS BOSTON

The Massachusetts Early Care and Education Workforce Survey

- Please fill out this survey and return it in the postage-paid envelope.
- Your participation in this study is voluntary. If you come across a question you would rather not answer, feel free to skip it and go on to the next question. Your answers are confidential. No information will be presented or published in any way that would permit identification of any individual. Your name and answers will not be shared with anyone other than the researchers.
- You are sometimes told to skip over some questions in this survey. When this happens you will see an arrow with a note that tells you what question to answer next, like this: ☒Yes ➔ **If Yes, go to #1**
- Thank you for taking the time to help with this very important project.

The first few questions ask about your employment situation.

1. How many years of teaching experience do you have in early care and education settings?
- ☐ Less than 1 year
- ☐ 1 to 2 years
- ☐ 3 to 5 years
- ☐ 6 to 10 years
- ☐ 11 to 15 years
- ☐ 16 to 25 years
- ☐ More than 25 years

2. What is your current position? Select one.
- ☐ Family Child Care Provider
- ☐ Family Child Care Assistant
- ☐ Program Director or Administrator
- ☐ Teacher/Lead Teacher
- ☐ Assistant Teacher
- ☐ Other ➔ *Please describe:* _____

3. How long have you been in this position in this center?

_____ Write in number of years

- ☐ Less than one year

4. What age group(s) do you work with? Please select all that apply.
- ☐ Infants
- ☐ Toddlers
- ☐ Preschoolers
- ☐ School-Agers

5. What type of center do you work in?
- ☐ A center that is part of Head Start
- ☐ A center that is part of another larger agency
- ☐ A center that is <u>not</u> part of another larger agency
- ☐ Other ➔ *Please describe:* _____

6. What is the zip code of your center?

_____ Write in zip code

7. About how many hours per week do you usually work at this center?

_____ Write in number of hours per week

8. In the past 4 weeks, what is the <u>most</u> number of paid hours you worked at this center in a week?

_____ Write in number of hours

9. In the past 4 weeks, what is the <u>least</u> number of paid hours you worked at this center in a week?

_____ Write in number of hours

10. How much paid planning time do you have each week when you are not responsible for supervising children?
- ☐ No paid planning time
- ☐ Less than 1 hour a week
- ☐ 1 to 3 hours a week
- ☐ 4 to 6 hours a week
- ☐ 7 or more hours a week

11. In the past 4 weeks, how many times did you work in another classroom or with a different group of children to cover staffing shortages?

☐ Never

☐ 1 to 2 times

☐ 3 to 5 times

☐ More than 5 times

12. Please rate the level to which you agree with each of the following:

I feel encouraged and supported by my colleagues.

☐ Strongly agree ☐ Somewhat disagree

☐ Somewhat agree ☐ Strongly disagree

☐ Neither agree nor disagree

My unique skills and talents are valued and utilized at work.

☐ Strongly agree ☐ Somewhat disagree

☐ Somewhat agree ☐ Strongly disagree

☐ Neither agree nor disagree

My supervisor values my work.

☐ Strongly agree ☐ Somewhat disagree

☐ Somewhat agree ☐ Strongly disagree

☐ Neither agree nor disagree

13. Are you a member of a union as an early childhood teacher?

For example: UAW *(International Union, United Automobile, Aerospace and Agricultural Implement Workers of America)*, AFSCME *(American Federation of State, County and Municipal Employees),* SEIU Local 509 *(Service Employees International Union)*, or another union)?

☐ Yes

☐ No

☐ Don't Know

14. In the next 12 months, how likely is it that you will leave your job at this center?

☐ Very likely

☐ Somewhat likely

☐ A little likely

☐ Not likely at all → **If Not likely at all, go to #16**

15. Please describe why it is likely you will leave your job in the next 12 months.

_____

_____

_____

We'd like to learn about your pay, benefits provided by your employer, and your financial needs.

16. Before taxes and deductions, how much are you paid in your current position at this center? *Your best estimate will do.*

Select only **one** unit.

$ _____ per

☐ hour

☐ day

☐ week

☐ year

For the following questions, please think only about your current position at this center.

17. In the last 12 months, have you received a raise?

☐ Yes

☐ No

18. In the last 12 months, did you turn down a raise?

☐ Yes

☐ No

19. In the last 12 months, did you turn down an opportunity to increase the number of hours you worked at this center?

☐ Yes

☐ No

20. Does your employer offer you the following benefits?

Paid sick days	☐ Yes	☐ No
Paid vacation	☐ Yes	☐ No
Paid holidays	☐ Yes	☐ No
Paid parental leave, including paid maternity leave	☐ Yes	☐ No

21. Does your employer offer you the following?

Pay raise for obtaining a new credential or degree in early childhood education	☐ Yes	☐ No
Employer-provided tuition assistance or scholarships	☐ Yes	☐ No
Sign-on bonuses	☐ Yes	☐ No
Stipends, such as extra pay, bonus program, or profit-sharing program	☐ Yes	☐ No
A refer-a-friend bonus	☐ Yes	☐ No

22. Does your employer offer you a retirement program, such as 401K or 403B?
☐ Yes
☐ No → **If No, go to #24**

23. Does this include employee pay-in, employer contribution, or some combination of employee pay-in and employer contribution?
☐ Employee pay-in
☐ Employer contribution
☐ Some combination of employee pay-in and employer contribution

24. Does your employer offer you the following?

Flexible spending account for dependent care and/or health expenses	☐ Yes	☐ No
Assistance paying for childcare	☐ Yes	☐ No
Employee assistance program	☐ Yes	☐ No
Health and wellness programs - such as dental, vision, or behavioral health	☐ Yes	☐ No

25. Does your employer offer you health insurance?
☐ Yes
☐ No → **If No, go to #27**
☐ Don't know → **If Don't know, go to #27**

26. Does your employer contribute to your health insurance?
☐ Yes
☐ No
☐ Don't know

27. Do you do any additional work for pay in the field of early childhood education, including teaching adults, consulting, or training?
☐ Yes
☐ No

28. Do you do <u>any</u> work for pay that is unrelated to early childhood education?
☐ Yes
☐ No

29. In the last 12 months, have you received financial or in-kind assistance from any government programs listed below? *Please check all that apply.*
☐ MassHealth/Medicaid for yourself
☐ MassHealth/Medicaid for your children
☐ Supplemental Nutrition Assistance Program (SNAP/EBT)
☐ Housing assistance (rental voucher, including Section 8, public housing, or other types of support)
☐ Child care assistance (such as a voucher or subsidy)
☐ Social Security Disability (SSDI)
☐ Supplemental Security Income (SSI)
☐ WIC (Women, Infants, and Children)
☐ Fuel assistance (such as Low Income Home Energy Assistance Program-LIHEAP)
☐ Cash assistance (such as TAFDC/TANF)
☐ Other government assistance not mentioned above

30. In the last 12 months, have you had a benefit <u>reduced</u> from any government programs?
☐ Yes
☐ No
☐ Don't know

☐ Did not receive assistance from any government programs in the past 12 months

31. In the last 12 months, have you <u>lost</u> any assistance from any government programs?
☐ Yes
☐ No
☐ Don't know

☐ Did not receive assistance from any government programs in the past 12 months

32. In the last 12 months, was there a time when you were not able to pay rent or mortgage on time?

☐ Yes

☐ No

☐ Did not pay rent or mortgage in the past 12 months

33. In the last 12 months, did you do any of the following?

Move 2 or more times	☐ Yes	☐ No
Move in with others so your family could make ends meet	☐ Yes	☐ No
Live in a temporary or transitional home or shelter	☐ Yes	☐ No

34. How much do you agree or disagree with the following statements?

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
a. *I worry about…* having enough money to pay my family's monthly bills	☐	☐	☐	☐	☐
b. *I worry about…* having enough food for my family	☐	☐	☐	☐	☐
c. *I worry about…* paying for health care costs for myself and family	☐	☐	☐	☐	☐
d. *I worry about…* getting to and from work due to the cost of transportation	☐	☐	☐	☐	☐
e. *I worry about…* having enough savings to pay for a $400 emergency expense (such as a car repair or medical bill)	☐	☐	☐	☐	☐
f. *I worry about…* having enough savings for retirement	☐	☐	☐	☐	☐
g. *I worry about…* my personal debt load (for example, educational loans, car payments, or credit card debt)	☐	☐	☐	☐	☐
h. *I worry about…* being contacted by debt collectors because I'm behind on my bills	☐	☐	☐	☐	☐
i. *I worry about…* my credit score being too low	☐	☐	☐	☐	☐
j. *I worry about…* having enough money to enroll in training and education opportunities	☐	☐	☐	☐	☐

35. How much do you agree or disagree with the following statements?

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
a. *I worry about…* having my work hours reduced	☐	☐	☐	☐	☐
b. *I worry about…* having my job benefits reduced	☐	☐	☐	☐	☐
c. *I worry about…* not getting a raise	☐	☐	☐	☐	☐
d. *I worry about…* being laid off	☐	☐	☐	☐	☐
e. *I worry about…* being sent home without pay if child attendance is low or the program has an unexpected closure	☐	☐	☐	☐	☐
f. *I worry about…* losing pay due to personal or family illness	☐	☐	☐	☐	☐
g. *I worry about…* being unable to take time off for family issues	☐	☐	☐	☐	☐

The next set of questions asks about your educational background and future educational plans.

36. What is the highest level of school you have completed?
☐ Less than a High School Diploma
☐ High School Diploma or GED
☐ Some college but no degree
☐ Associate's Degree (for example: AA, AS)
☐ Bachelor's Degree (for example: BA, BS)
☐ Master's Degree (for example: MA, MS, MEd)
☐ Doctorate (for example: PhD, EdD)

37. Do you have a college degree in early childhood education (ECE) or a related field such as child development?
☐ Yes ☐ No → **If No, go to #39**

38. What ECE degree(s) do you have? *Please check all that apply.*
☐ Associate's Degree in ECE
☐ Bachelor's Degree in ECE
☐ Master's Degree in ECE
☐ Doctorate in ECE

39. Are you currently enrolled in a college or university degree program?
☐ Yes→ **If Yes, go to #41**
☐ No

40. Are you interested in earning a degree or another degree if you already have one?
☐ Yes ☐ No → **If No, go to #43**

41. What is the highest degree you would like to earn?
☐ Associate's Degree
☐ Bachelor's Degree
☐ Master's Degree
☐ Doctorate

42. Which of the following would <u>most</u> help you earn a degree? *Please select only one option.*
☐ Higher salary level in your current position
☐ Higher starting salary in a new employment position
☐ Higher salary for degree completion
☐ Bonus for degree completion
☐ None of these would help me earn my degree

43. Do you have a Child Development Associate (CDA) certificate?
☐ Yes→ **If Yes, go to #46**
☐ No

44. Are you interested in earning a Child Development Associate (CDA) certificate?
☐ Yes
☐ No → **If No, go to #46**

45. Which of the following would <u>most</u> help you earn a certificate? *Please select only one option.*
☐ Higher salary for CDA credential completion
☐ Bonus for CDA credential completion
☐ Neither of these would help me earn my CDA

46. Which of the following credentials and certifications do you have? *Please check all that apply.*
☐ Infant-toddler Teacher
☐ Infant-toddler Lead Teacher
☐ Preschool Teacher
☐ Preschool Lead Teacher
☐ Director I
☐ Director II
☐ Family Child Care Provider/Licensee
☐ Regular Family Child Care Assistant
☐ Certified Family Child Care Assistant

47. Are you interested in getting additional licenses or certifications?
☐ Yes
☐ No → **If No, go to #49**

48. Would you like to get any of the following? *Please check all that apply.*
☐ EEC professional certification (for example, teacher, lead teacher, director)
☐ PreK-2 teaching license
☐ Post Master's certificate

49. Is your program participating in the state's Quality Rating and Improvement System (QRIS)?
- ☐ Yes
- ☐ No → **If No, go to #51**
- ☐ Don't know → **If Don't know, go to #51**

50. What is your current QRIS level?
- ☐ Level 1
- ☐ Level 2
- ☐ Level 3
- ☐ Level 4
- ☐ Don't know

The next set of questions ask about professional development opportunities.

51. What professional development topics are you interested in? *Please check all that apply.*
- ☐ Child development and learning
- ☐ Child behavior
- ☐ Supporting children's social and emotional learning
- ☐ Observing children's learning and development
- ☐ Supporting play-based learning
- ☐ Supporting play and children's relationships
- ☐ Children's needs regarding trauma and resilience
- ☐ Inclusion and children with special needs
- ☐ Supporting English language learners
- ☐ Classroom management
- ☐ Lesson and unit planning
- ☐ Family and community engagement
- ☐ Leadership and supervision
- ☐ Business management and finance
- ☐ Self-care and reflection
- ☐ Other → *Please describe:* _____

52. In the last 12 months, have you participated in any professional development in early childhood education (ECE)?
- ☐ Yes
- ☐ No → **If No, go to #56**

53. In the last 12 months, what professional development activities in early childhood education (ECE) did you participate in? *Please check all that apply.*
- ☐ Attended college course
- ☐ Enrolled in a college degree program
- ☐ Attended Child Development Associate (CDA) training
- ☐ Attended one or more trainings
- ☐ Received coaching or mentoring
- ☐ Participated in a professional learning community
- ☐ Attended a professional conference
- ☐ Other → *Please describe:* _____

54. In the last 12 months, did you pay for any of these professional development activities yourself?
- ☐ Yes
- ☐ No → **If No, go to #56**

55. In the last 12 months, about how much did you spend on these professional development activities?
- ☐ Less than $100
- ☐ $100 to $300
- ☐ $301 to $500
- ☐ More than $500
- ☐ Don't know

56. In the last 12 months, did you participate in any professional development activities <u>at work</u> during your workday?
- ☐ Yes
- ☐ No → **If No, go to #58**

57. In the last 12 months, what professional development activities did you participate in <u>at work</u> during your workday? *Please check all that apply.*
- ☐ Coaching or Mentoring
- ☐ Training
- ☐ Meeting with co-workers to discuss teaching practices or working with individual children
- ☐ Meeting with supervisors to discuss teaching practices or working with individual children
- ☐ Other → *Please describe:* _____

58. Would any of the following supports be useful to you?

Help applying for a Child Development Associate (CDA) credential	☐ Yes	☐ No
HiSET or GED equivalency preparation	☐ Yes	☐ No
Support for applying to college, enrolling in courses, and matriculating into a program	☐ Yes	☐ No
Tutoring or coaching to support you in college courses	☐ Yes	☐ No
Academic advising, career counseling, or job placement support	☐ Yes	☐ No

59. Which of the following training opportunities would be useful to you? *Please check all that apply.*
☐ Online training
☐ In-person training
☐ Combination of in-person and online training
☐ Training and courses offered at more convenient times
☐ Training and courses at locations closer to you
☐ Training on the use of technology
☐ Access to Professional Learning Community (PLC) opportunities
☐ Coaching or mentoring
☐ None of the above would be useful for me

60. Which of the following would support your professional development? *Please check all that apply.*
☐ Financial support for transportation
☐ Financial support for child care
☐ Loan-forgiveness program for educational loans
☐ Financial support for textbooks and other related academic materials
☐ Flexibility in your work schedule
☐ Support for elder caregiving for which you are responsible
☐ None of the above would be useful for me

61. Is English your primary language?
☐ Yes → **If Yes, go to #63**
☐ No

62. Would any of the following be useful to support your professional development?

Instruction in your first language	☐ Yes	☐ No
Textbooks and other related academic materials in your first language	☐ Yes	☐ No
Training on the use of technology in your first language	☐ Yes	☐ No
Advising, career counseling, and job placement support in your first language	☐ Yes	☐ No

Finally, we'd like to learn a bit about your background.

63. What is your current age?

_____ Write in your age

64. Are you of Hispanic or Latino origin or descent?
☐ Yes, Hispanic or Latino
☐ No, not Hispanic or Latino

65. What is your race? *Please check all that apply.*
☐ White
☐ Black or African American
☐ Asian
☐ Native Hawaiian or other Pacific Islander
☐ American Indian or Alaska Native
☐ Other → *Please describe: _____*

66. Which of the following best describes your gender identity?
☐ Woman
☐ Man
☐ Transgender
☐ Genderqueer/Gender non-conforming
☐ Unsure

67. What is your marital status?
- ☐ Married
- ☐ Divorced
- ☐ Separated
- ☐ Widowed
- ☐ Never Married

68. Do you live with a partner or spouse?
- ☐ Yes
- ☐ No

69. Including yourself, how many people are in your household?

_____ Write in number of people

70. How many people in your household are under 18 year of age?

_____ Write in number of people under 18

71. Are you the only person who earns an income in your household?
- ☐ Yes
- ☐ No

72. What is your home zip code?

_____ Write in zip code

73. In what country were you born?

_____ Write in country

74. Do you speak a language other than English?
- ☐ Yes
- ☐ No → **If No, go to #77**

75. What other language(s) do you speak?

_____

_____

76. What language do you prefer to learn in?
- ☐ English
- ☐ Other → Write in language: _____

77. THANK YOU!

Please return the completed survey in the postage-paid envelope to:

The Center for Survey Research
University of Massachusetts Boston
100 Morrissey Boulevard
Boston, MA 02125

INSTITUTE FOR EARLY EDUCATION LEADERSHIP AND INNOVATION

UMASS BOSTON

The Massachusetts Early Care and Education Workforce Survey

- Please fill out this survey and return it in the postage-paid envelope.
- Your participation in this study is voluntary. If you come across a question you would rather not answer, feel free to skip it and go on to the next question. Your answers are confidential. No information will be presented or published in any way that would permit identification of any individual. Your name and answers will not be shared with anyone other than the researchers.
- You are sometimes told to skip over some questions in this survey. When this happens you will see an arrow with a note that tells you what question to answer next, like this: ☒Yes ➔ **If Yes, go to #1**
- Thank you for taking the time to help with this very important project.

The first few questions ask about your employment situation.

1. Are you currently running a licensed family child care (FCC) program?
- ☐ Yes
- ☐ No ➔ **Thank you for your help. Please return this survey in the postage-paid envelope.**

2. How many years of teaching experience do you have in early care and education settings?
- ☐ Less than 1 year
- ☐ 1 to 2 years
- ☐ 3 to 5 years
- ☐ 6 to 10 years
- ☐ 11 to 15 years
- ☐ 16 to 25 years
- ☐ More than 25 years

3. What is your current position? *Select one.*
- ☐ Family Child Care Provider
- ☐ Family Child Care Assistant
- ☐ Other ➔ *Please describe:* _____

4. How long have you been in this position?

_____ Write in number of years
- ☐ Less than one year

5. What age group(s) do you work with? *Please check all that apply.*
- ☐ Infants
- ☐ Toddlers
- ☐ Preschoolers
- ☐ School-agers

6. What is the zip code of your workplace?

_____ Write in zip code

7. About how many hours per week do you usually work in this program?

_____ Write in number of hours per week

8. In the past 4 weeks, what is the <u>most</u> number of paid hours you worked in this program in a week?

_____ Write in number of hours

9. In the past 4 weeks, what is the least number of paid hours you worked in this program in a week?

_____ Write in number of hours

10. How much paid planning time do you have each week when you are away from children and you are not responsible for supervision?
- ☐ No paid planning time
- ☐ Less than 1 hour a week
- ☐ 1 to 3 hours a week
- ☐ 4 to 6 hours a week
- ☐ 7 or more hours a week

11. In the past 4 weeks, how many times did you work with a different group of children to cover staffing shortages?
- ☐ Never
- ☐ 1 to 2 times
- ☐ 3 to 5 times
- ☐ More than 5 times

12. Are you a member of a professional association, such as a state or national family child care association?
- ☐ Yes
- ☐ No

13. Are you a member of a union as an early childhood teacher?
For example: UAW *(International Union, United Automobile, Aerospace and Agricultural Implement Workers of America*), AFSCME *(American Federation of State, County and Municipal Employees),* SEIU Local 509 *(Service Employees International Union)*, or another union)?
- ☐ Yes
- ☐ No
- ☐ Don't Know

14. In the next 12 months, how likely is it that you will leave your current position or close your family child care program?
- ☐ Very likely
- ☐ Somewhat likely
- ☐ A little likely
- ☐ Not likely at all → **If Not likely at all, go to #16**

15. Please describe why it is likely you will leave your current position or close your family child care program.

_____

_____

_____

16. Before taxes and deductions, how much do you earn as a family child care provider? *Your best estimate will do.*

Select only **one** unit.

$ _____ per
- ☐ hour
- ☐ day
- ☐ week
- ☐ year

17. Are you part of a Family Child Care (FCC) system or are you an independent FCC provider?
- ☐ Part of a FCC System
- ☐ Independent provider → Go to #25

18. Does your FCC System offer you the following benefits?

Paid sick days	☐ Yes	☐ No
Paid vacation	☐ Yes	☐ No
Paid holidays	☐ Yes	☐ No
Paid parental leave, including paid maternity leave	☐ Yes	☐ No

19. Does your FCC System offer you the following?

Pay raise for obtaining a new credential or degree in early childhood education	☐ Yes	☐ No
Employer-provided tuition assistance or scholarships	☐ Yes	☐ No
Sign-on bonuses	☐ Yes	☐ No
Stipends, such as extra pay, bonus program, or profit-sharing program	☐ Yes	☐ No
A refer-a-friend bonus	☐ Yes	☐ No

20. Does your FCC System offer you a retirement program, such as 401K or 403B?
- ☐ Yes
- ☐ No → **If No, go to #22**

21. Does this include FCC provider pay-in, FCC System contribution, or some combination of FCC provider pay-in and FCC System contribution?
- ☐ FCC provider pay-in
- ☐ FCC System contribution
- ☐ Some combination of FCC provider pay-in and FCC System contribution

22. Does your FCC System offer you the following?

Flexible spending account for dependent care and/or health expenses	☐ Yes	☐ No
Assistance paying for childcare	☐ Yes	☐ No
Health and wellness programs - such as dental, vision, or behavioral health	☐ Yes	☐ No

23. Does your FCC System offer you health insurance?
- ☐ Yes
- ☐ No → **If No, go to #25**
- ☐ Don't know → **If Don't know, go to #25**

24. Does your FCC System contribute to your health insurance?
- ☐ Yes
- ☐ No
- ☐ Don't know

25. Other than your family child care position, do you do any additional work for pay in the field of early childhood education, including teaching adults, consulting, or training?
- ☐ Yes
- ☐ No

26. In addition to your family child care job, do you do any work for pay that is unrelated to early childhood education?
- ☐ Yes
- ☐ No

27. In the last 12 months, have you received financial or in-kind assistance from any government programs listed below? *Please check all that apply.*
- ☐ MassHealth/Medicaid for yourself
- ☐ MassHealth/Medicaid for your children
- ☐ Supplemental Nutrition Assistance Program (SNAP/EBT)
- ☐ Housing assistance (rental voucher, including Section 8, public housing, or other types of support)
- ☐ Child care assistance (such as a voucher or subsidy)
- ☐ Social Security Disability (SSDI)
- ☐ Supplemental Security Income (SSI)
- ☐ WIC (Women, Infants, and Children)
- ☐ Fuel assistance (such as Low Income Home Energy Assistance Program-LIHEAP)
- ☐ Cash assistance (such as TAFDC/TANF)
- ☐ Other government assistance not mentioned above

28. In the last 12 months, have you had a benefit <u>reduced</u> from any government programs?
- ☐ Yes
- ☐ No
- ☐ Don't know

- ☐ Did not receive assistance from any government programs in the past 12 months

29. In the last 12 months, have you <u>lost</u> any assistance from any government programs?
- ☐ Yes
- ☐ No
- ☐ Don't know

- ☐ Did not receive assistance from any government programs in the past 12 months

30. In the last 12 months, was there a time when you were not able to pay rent or mortgage on time?
- ☐ Yes
- ☐ No

- ☐ Did not pay rent or mortgage in the past 12 months

31. In the last 12 months, did you do any of the following?

Move 2 or more times	☐ Yes ☐ No
Move in with others so your family could make ends meet	☐ Yes ☐ No
Live in a temporary or transitional home or shelter	☐ Yes ☐ No

32. How much do you agree or disagree with the following statements?

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
a. *I worry about…* having enough money to pay my family's monthly bills	☐	☐	☐	☐	☐
b. *I worry about…* having enough food for my family	☐	☐	☐	☐	☐
c. *I worry about…* paying for health care costs for myself and family	☐	☐	☐	☐	☐
d. *I worry about…* getting to and from work due to the cost of transportation	☐	☐	☐	☐	☐
e. *I worry about…* having enough savings to pay for a $400 emergency expense (such as a car repair or medical bill)	☐	☐	☐	☐	☐
f. *I worry about…* having enough savings for retirement	☐	☐	☐	☐	☐
g. *I worry about…* my personal debt load (for example, educational loans, car payments, or credit card debt)	☐	☐	☐	☐	☐
h. *I worry about…* being contacted by debt collectors because I'm behind on my bills	☐	☐	☐	☐	☐
i. *I worry about…* my credit score being too low	☐	☐	☐	☐	☐
j. *I worry about…* having enough money to enroll in training and education opportunities	☐	☐	☐	☐	☐

33. How much do you agree or disagree with the following statements?

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
a. *I worry about…* having my work hours reduced	☐	☐	☐	☐	☐
b. *I worry about…* having my job benefits reduced	☐	☐	☐	☐	☐
c. *I worry about…* not getting a raise	☐	☐	☐	☐	☐
d. *I worry about…* being laid off	☐	☐	☐	☐	☐
e. *I worry about…* losing pay due to personal or family illness	☐	☐	☐	☐	☐
f. *I worry about…* being unable to take time off for family issues	☐	☐	☐	☐	☐

34. What is the highest level of school you have completed?
- ☐ Less than a High School Diploma
- ☐ High School Diploma or GED
- ☐ Some college but no degree
- ☐ Associate's Degree (for example: AA, AS)
- ☐ Bachelor's Degree (for example: BA, BS)
- ☐ Master's Degree (for example: MA, MS, MEd)
- ☐ Doctorate (for example: PhD, EdD)

35. Do you have a college degree in early childhood education (ECE) or a related field such as child development?
- ☐ Yes   ☐ No → **If No, go to #37**

36. What ECE degree(s) do you have? *Please check all that apply.*
- ☐ Associate's Degree in ECE
- ☐ Bachelor's Degree in ECE
- ☐ Master's Degree in ECE
- ☐ Doctorate in ECE

37. Are you currently enrolled in a college or university degree program?
- ☐ Yes → **If Yes, go to #39**
- ☐ No

38. Are you interested in earning a degree or another degree if you already have one?
- ☐ Yes   ☐ No → **If No, go to #41**

39. What is the highest degree you would like to earn?
- ☐ Associate's Degree
- ☐ Bachelor's Degree
- ☐ Master's Degree
- ☐ Doctorate

40. Which of the following would <u>most</u> help you earn a degree? *Please select only one option.*
- ☐ Higher rates/salary in your current position
- ☐ Higher starting rates/salary in a new employment position
- ☐ Higher rates/salary for degree completion
- ☐ Bonus for degree completion
- ☐ None of these would help me earn my degree

41. Do you have a Child Development Associate (CDA) certificate?
- ☐ Yes → **If Yes, go to #44**
- ☐ No

42. Are you interested in earning a Child Development Associate (CDA) certificate?
- ☐ Yes
- ☐ No → **If No, go to #44**

43. Which of the following would <u>most</u> help you earn a certificate? *Please select only one option.*
- ☐ Higher rate/salary for CDA credential completion
- ☐ Bonus for CDA credential completion
- ☐ Neither of these would help me earn my CDA

44. Which of the following credentials and certifications do you have? *Please check all that apply.*
- ☐ Infant-toddler Teacher
- ☐ Infant-toddler Lead Teacher
- ☐ Preschool Teacher
- ☐ Preschool Lead Teacher
- ☐ Director I
- ☐ Director II
- ☐ Family Child Care Provider/Licensee
- ☐ Regular Family Child Care Assistant
- ☐ Certified Family Child Care Assistant

45. Are you interested in getting additional licenses or certifications?
- ☐ Yes
- ☐ No → **If No, go to #47**

46. Would you like to get any of the following? *Please check all that apply.*
- ☐ EEC professional certification (for example, teacher, lead teacher, director)
- ☐ PreK-2 teaching license
- ☐ Post Master's certificate

47. Is your program participating in the state's Quality Rating and Improvement System (QRIS)?
- ☐ Yes
- ☐ No → **If No, go to #49**
- ☐ Don't know → **If Don't know, go to #49**

48. What is your current QRIS level?
- ☐ Level 1
- ☐ Level 2
- ☐ Level 3
- ☐ Level 4
- ☐ Don't know

The next set of questions ask about professional development opportunities.

49. What professional development topics are you interested in? *Please check all that apply.*
- ☐ Child development and learning
- ☐ Child behavior
- ☐ Supporting children's social and emotional learning
- ☐ Observing children's learning and development
- ☐ Supporting play-based learning
- ☐ Supporting play and children's relationships
- ☐ Children's needs regarding trauma and resilience
- ☐ Inclusion and children with special needs
- ☐ Supporting English language learners
- ☐ Classroom management
- ☐ Lesson and unit planning
- ☐ Family and community engagement
- ☐ Leadership and supervision
- ☐ Business management and finance
- ☐ Self-care and reflection
- ☐ Other → *Please describe:* _____

50. In the last 12 months, have you participated in any professional development in early childhood education (ECE)?
- ☐ Yes
- ☐ No → **If No, go to #54**

51. In the last 12 months, what professional development activities in early childhood education (ECE) did you participate in? *Please check all that apply.*
- ☐ Attended college course
- ☐ Enrolled in a college degree program
- ☐ Attended Child Development Associate (CDA) training
- ☐ Attended one or more trainings
- ☐ Received coaching or mentoring
- ☐ Participated in a professional learning community
- ☐ Attended a professional conference
- ☐ Other → *Please describe:* _____

52. In the last 12 months, did you pay for any of these professional development activities yourself?
- ☐ Yes
- ☐ No → **If No, go to #54**

53. In the last 12 months, about how much did you spend on these professional development activities?
- ☐ Less than $100
- ☐ $100 to $300
- ☐ $301 to $500
- ☐ More than $500
- ☐ Don't know

54. In the last 12 months, did you participate in any professional development activities at work during your workday?
- ☐ Yes
- ☐ No → **If No, go to #56**

55. In the last 12 months, what professional development activities did you participate in at work during your workday? *Please check all that apply.*
- ☐ Coaching or Mentoring
- ☐ Training
- ☐ Meeting with a supervisor to discuss working with individual children
- ☐ Meeting with FCC System staff person to discuss working with individual children
- ☐ Other → *Please describe:* _____

56. Would any of the following supports be useful to you?

Help applying for a Child Development Associate (CDA) credential	☐ Yes	☐ No
HiSET or GED equivalency preparation	☐ Yes	☐ No
Support for applying to college, enrolling in courses, and matriculating into a program	☐ Yes	☐ No
Tutoring or coaching to support you in college courses	☐ Yes	☐ No
Academic advising, career counseling, or job placement support	☐ Yes	☐ No

57. Which of the following training opportunities would be useful to you? *Please check all that apply.*
- ☐ Online training
- ☐ In-person training
- ☐ Combination of in-person and online training
- ☐ Training and courses offered at more convenient times
- ☐ Training and courses at locations closer to you
- ☐ Training on the use of technology
- ☐ Access to Professional Learning Community (PLC) opportunities
- ☐ Coaching or mentoring
- ☐ None of the above would be useful for me

58. Which of the following would support your professional development? *Please check all that apply.*
- ☐ Financial support for transportation
- ☐ Financial support for child care
- ☐ Loan-forgiveness program for educational loans
- ☐ Financial support for textbooks and other related academic materials
- ☐ Flexibility in your work schedule
- ☐ Support for elder caregiving for which you are responsible
- ☐ None of the above would be useful for me

59. Is English your primary language?
- ☐ Yes → **If Yes, go to #61**
- ☐ No

60. Would any of the following be useful to support your professional development?

Instruction in your first language	☐ Yes	☐ No
Textbooks and other related academic materials in your first language	☐ Yes	☐ No
Training on the use of technology in your first language	☐ Yes	☐ No
Advising, career counseling, and job placement support in your first language	☐ Yes	☐ No

Finally, we'd like to learn a bit about your background.

61. What is your current age?

_____ Write in your age

62. Are you of Hispanic or Latino origin or descent?
- ☐ Yes, Hispanic or Latino
- ☐ No, not Hispanic or Latino

63. What is your race? *Please check all that apply.*
- ☐ White
- ☐ Black or African American
- ☐ Asian
- ☐ Native Hawaiian or other Pacific Islander
- ☐ American Indian or Alaska Native
- ☐ Other → *Please describe:* _____

64. Which of the following best describes your gender identity?
- ☐ Woman
- ☐ Man
- ☐ Transgender
- ☐ Genderqueer/Gender non-conforming
- ☐ Unsure

65. What is your marital status?
- ☐ Married
- ☐ Divorced
- ☐ Separated
- ☐ Widowed
- ☐ Never Married

66. Do you live with a partner or spouse?
- ☐ Yes
- ☐ No

67. Including yourself, how many people are in your household?

_____ Write in number of people

68. How many people in your household are under 18 year of age?

_____ Write in number of people under 18

69. Are you the only person who earns an income in your household?
- ☐ Yes
- ☐ No

70. What is your home zip code?

_____ Write in zip code

71. In what country were you born?

_____ Write in country

72. Do you speak a language other than English?
- ☐ Yes
- ☐ No → **If No, go to #75**

73. What other language(s) do you speak?

_____

_____

74. What language do you prefer to learn in?
- ☐ English
- ☐ Other → Write in language: _____

75. THANK YOU!

Please return the completed survey in the postage-paid envelope to:

The Center for Survey Research
University of Massachusetts Boston
100 Morrissey Boulevard
Boston, MA 02125