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Demographic Characteristics of the Early Care and Education Workforce: Comparisons with Child and Community Characteristics

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Reports in this Series

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Overview

Cultural competencies and the capacity to provide culturally responsive and relevant experiences in early care and education (ECE) settings are emerging as critically important aspects of provider quality. At the same time, the education field has noted a misalignment between the demographic characteristics of children and those of teachers and caregivers (Boser, 2011). Growing evidence suggests that children benefit when they learn from a demographically similar teacher (Dee, 2005). Teachers and caregivers who reflect children's race and ethnicity or who speak the language the child hears at home can be beneficial for multiple reasons. First, evidence from elementary and high school settings suggests that demographically similar teachers have more appropriate expectations for children's development (Dee, 2007), higher perceptions of children's performance, and lower rates of inattentiveness and discipline (Dee, 2005; Dee, 2007; Gershenson, Holt, & Papageorge, 2016). Second, when providers and parents speak the same language, parent engagement and communication increases (Hill & Torres, 2010; Mundt, Gregory, Melzi, & McWayne, 2015). Indeed, racial/ethnic correspondence between teachers and children in Head Start has been found to be associated with greater family engagement and reductions in child absences, especially among Hispanic families (Markovitz, Bassok, & Grissom, 2020). Importantly, disparities in discipline rates and family engagement can be seen during early childhood (Mundt et al., 2015; Skiba, Arrendondo, & Williams, 2014). Given mounting evidence for the importance of demographic similarities between teachers and caregivers and young children in ECE settings, it is important to understand the characteristics of the ECE workforce, broadly, and examine whether ECE professionals are demographically similar to the populations of children who use care in each setting.

Child care teachers and caregivers differ in their access to training, education, and professional development by characteristics that include their race and ethnicity or cultural background (Paschall, Madill, & Halle, 2020). These differences in professional training and preparation, in turn, may contribute to the caregivers' role (e.g., as lead teacher or assistant), and the type of setting in which they provide care (e.g., school-sponsored center or in their own home). In a companion report, we examined the professional characteristics of the ECE workforce by race and ethnicity, languages spoken, and nativity status (Paschall, Madill, & Halle, 2020). Findings indicated that teachers and caregivers who were non-Hispanic White and teachers and caregivers who spoke only English were more likely to have bachelor's degrees than Hispanic, non-Hispanic Black, or Spanish-speaking teachers and caregivers; however, proportionally more Hispanic, non-Hispanic Black, and Spanish-speaking teachers participated in professional development compared to their non-Hispanic White and English-only-speaking colleagues. Furthermore, findings illuminated differences in demographic characteristics by setting and center program sponsor. Specifically, one in five home-based teachers and caregivers spoke a language other than English when working with children, and one in six were born outside the United States; meanwhile, one in ten center-based teachers and caregivers spoke a language other than English or were born outside the United States. In addition, Head Start centers—compared with centers funded by schools, public pre-K, or private centers—had the lowest proportions of non-Hispanic White teachers and caregivers and the highest proportions of non-Hispanic Black teachers and caregivers. These findings illustrate that teachers and caregivers of different racial and ethnic backgrounds and those who speak various languages are not equally distributed across education levels or care settings.

Even if teachers and caregivers of different racial and ethnic, linguistic, and nativity backgrounds were equally available across child care settings, not all families have equal access to high-quality child care arrangements, and families differ in their needs and preferences for care (Friese, Lin, Forry, & Tout, 2017). Furthermore, there is growing recognition in the field that children benefit when their teachers and caregivers share similar demographic characteristics (Dee, 2005; Dee, 2007; Gershenson, Holt, & Papageorge, 2016). Therefore, it is important to understand how the demographic characteristics of children in different care types, both home-based and center-based, compare to the demographic characteristics of the teachers and caregivers employed in each setting type.

This analysis uses the National Survey of Early Care and Education (NSECE), a nationally representative set of integrated surveys of ECE providers and households with young children, to understand, at a national level, the demographic diversity of the ECE workforce in relation to the children

and communities they serve. Findings compare populations of ECE providers to populations of young children, as well as populations of ECE providers across communities with varying levels of demographic diversity.

Data and Populations

We used the NSECE 2012, a set of four nationally representative surveys of ECE providers, the ECE workforce, and families with young children. The NSECE 2012 provides a unique view of the supply of and demand for child care in the United States. In this report, we used:

- The center-based workforce survey to characterize the center-based workforce and the communities in which they served
- The home-based workforce survey to characterize the paid, listed non-relationship-based home-based workforce and the communities in which they served
- The household survey to characterize children and the types of child care and early education they regularly used

Table 1. Descriptions of the populations studied in this report

Population	Survey	Inclusion Criteria	National Total
Center-based workforce	Center-based workforce survey	• Served at least one child under the age of 6 (not yet in Kindergarten) • Could be lead teacher, assistant teacher or aide	999,610
Home-based workforce	Home-based provider survey	• Listed on a state or federal registry of ECE providers • Served at least one child under the age of 6 (not yet in kindergarten) • Did not exclusively serve children with whom they had a prior relationship (non-relationship-based) • Includes small providers, who regularly cared for fewer than four children, and large providers, who regularly care for four or more children	107,220
Young children	Household survey	• Child under the age of 6 (not yet in kindergarten; could be multiple children per household)	23,300,680

Note. Totals rounded to the nearest 10.

Measurement and Analyses

Demographic characteristics

Table 2 displays the measures used to describe the racial and ethnic, linguistic, and nativity characteristics of the center-based and non-relationship-based home-based workforces and young children.

Table 2. Measures of racial and ethnic, linguistic, and nativity characteristics

	Center-based workforce	Home-based workforce	Young children
Race and Ethnicity	• Non-Hispanic White • Non-Hispanic Black • Non-Hispanic Asian, AIAN, NHPI, Other or Multi-Race* • Hispanic	• Non-Hispanic White • Non-Hispanic Black • Non-Hispanic Asian, AIAN, NHPI, Other or Multi-Race* • Hispanic	• Non-Hispanic White • Non-Hispanic Black • Non-Hispanic Asian, AIAN, NHPI, Other or Multi-Race* • Hispanic
Language**	Spoken when working with children: • English only • A non-English language (in addition to, or other than, English)	Spoken when working with children***: • English only • Spanish, alone or in addition to English • Other language, alone or in addition to English	Spoken in the home: • English only • Spanish, alone or in addition to English • Other language, alone or in addition to English
Nativity status	• Teacher or caregiver was born outside of the United States • Teacher or caregiver was born in the United States	• Teacher or caregiver was born outside of the United States • Teacher or caregiver was born in the United States	• Child lives in household where at least one member immigrated to the United States (Immigrant household) • Child lives in households where no members immigrated to the United States (Non-immigrant household)

*This category of non-Hispanic race included the following self-identification categories: Asian, American Indian or Alaska Native, Native Hawaiian or other Pacific Islander, Other, Multi-Race. Although there is great diversity within and among these racial groups, they were combined due to small sample size and to avoid disclosure in the public use dataset. In tables and figures throughout the report, we use "Non-Hispanic Asian, AIAN, NHPI, Other or Multi-Race" to denote this combined category.
**Detailed information about how languages spoken by providers and children was asked of respondents in the various surveys, as well as how that information was recoded for analysis in this report, is provided in the appendix to this report.
***This item was only asked of home-based providers who cared for four or more children (i.e., large non-relationship-based home-based providers).

Children's care arrangements

Parents reported children's regular child care arrangements. Children could be in more than one of the following arrangements:

- Center-based care
- Paid non-relationship-based home-based care (care provided by someone who did not previously know the child)
- Paid relationship-based home-based care (care provided by someone who previously knew the child)
- Unpaid home-based care
- No regular nonparental care arrangement

Community characteristics

Table 3 displays the measures used to describe communities based on racial and ethnic and immigrant composition.

Table 3. Community diversity characteristics derived from American Community Survey data.

Non-Hispanic Black Population Density		Hispanic Population Density		Immigrant Population Density	
Low Density	**High Density**	**Low Density**	**High Density**	**Low Density**	**High Density**
<=12% of the community population	**13%+** of the community population	**<=21%** of the community population	**22%+** of the community population	**<=5%** of the community population	**6%+** of the community population

Analyses were conducted by estimating weighted proportions of each characteristic within each subpopulation. We report statistically significant differences between subgroups within setting type (e.g., differences among center-based teachers and caregivers of different races and ethnicities) for differences of seven percentage points or more. We chose this value because when we conducted analyses, we found seven percentage points to be the smallest percentage point difference threshold that constituted statistically significant differences between groups. The center-based and home-based workforces were examined separately, and given differences in their sampling designs, it is not appropriate to calculate statistical significance of differences between these two setting types.

Describing the ECE Workforce by Setting and Funding Source

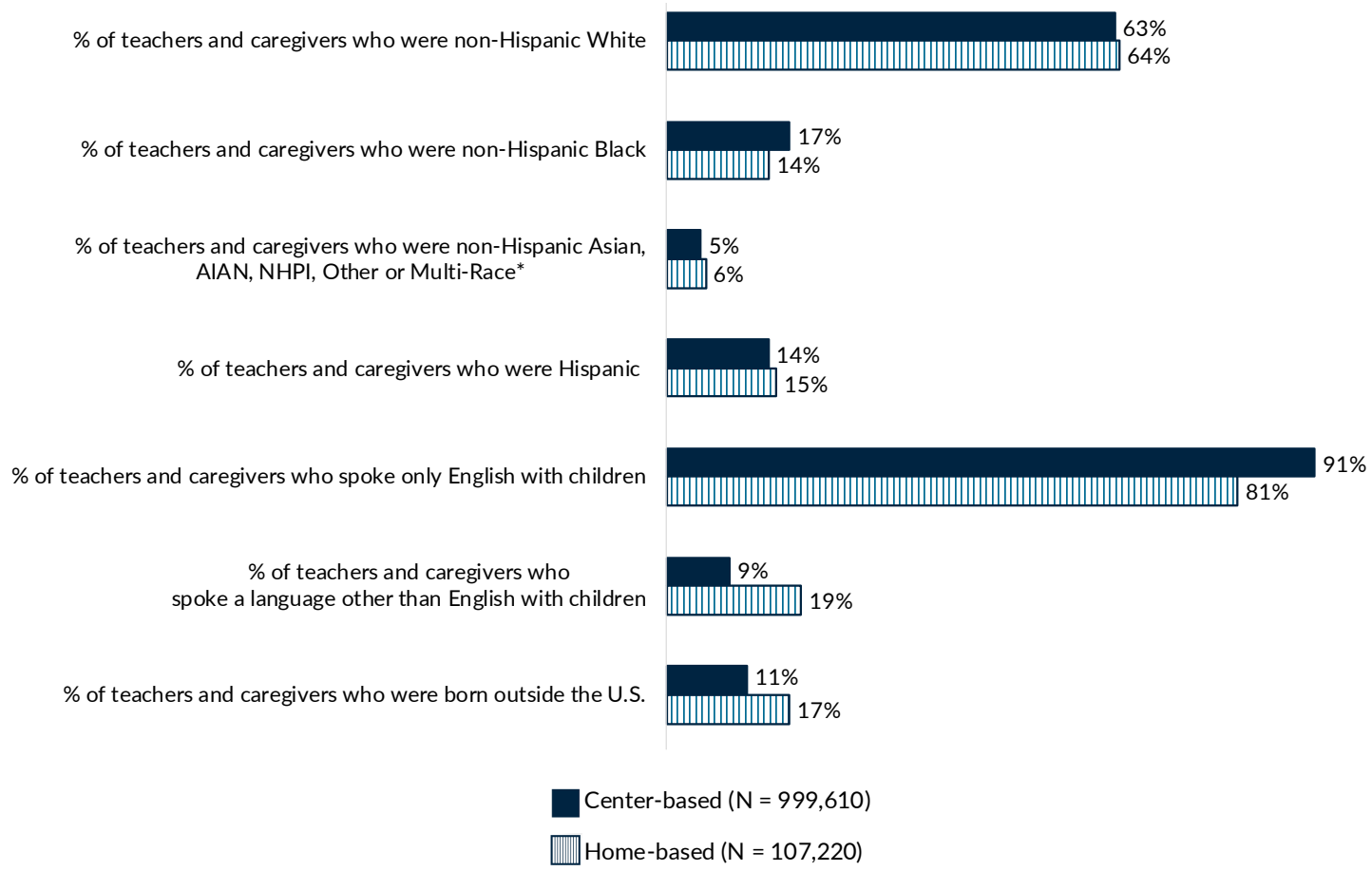
Findings about the demographic characteristics of the ECE workforce are discussed in detail in the companion report (Paschall, Madill, & Halle, 2020). They are presented here as context for interpreting findings regarding the demographic characteristics of children in each care type and community. Figure 1 displays characteristics of the ECE workforce by setting type (center and home).

The ECE workforce in each setting (centers and homes) were similar in terms of their race and ethnicity, but evidence suggests differences in languages spoken and nativity status.

- Ninety percent of center-based providers spoke only English when working with children, compared to 80 percent of (large) home-based providers.

- Seventeen percent of teachers and caregivers in home-based settings were born outside the United States. Only 10 percent of center-based teachers and caregivers were born outside the United States.

Figure 1. Racial and ethnic, linguistic, and nativity status characteristics of the ECE workforce by setting



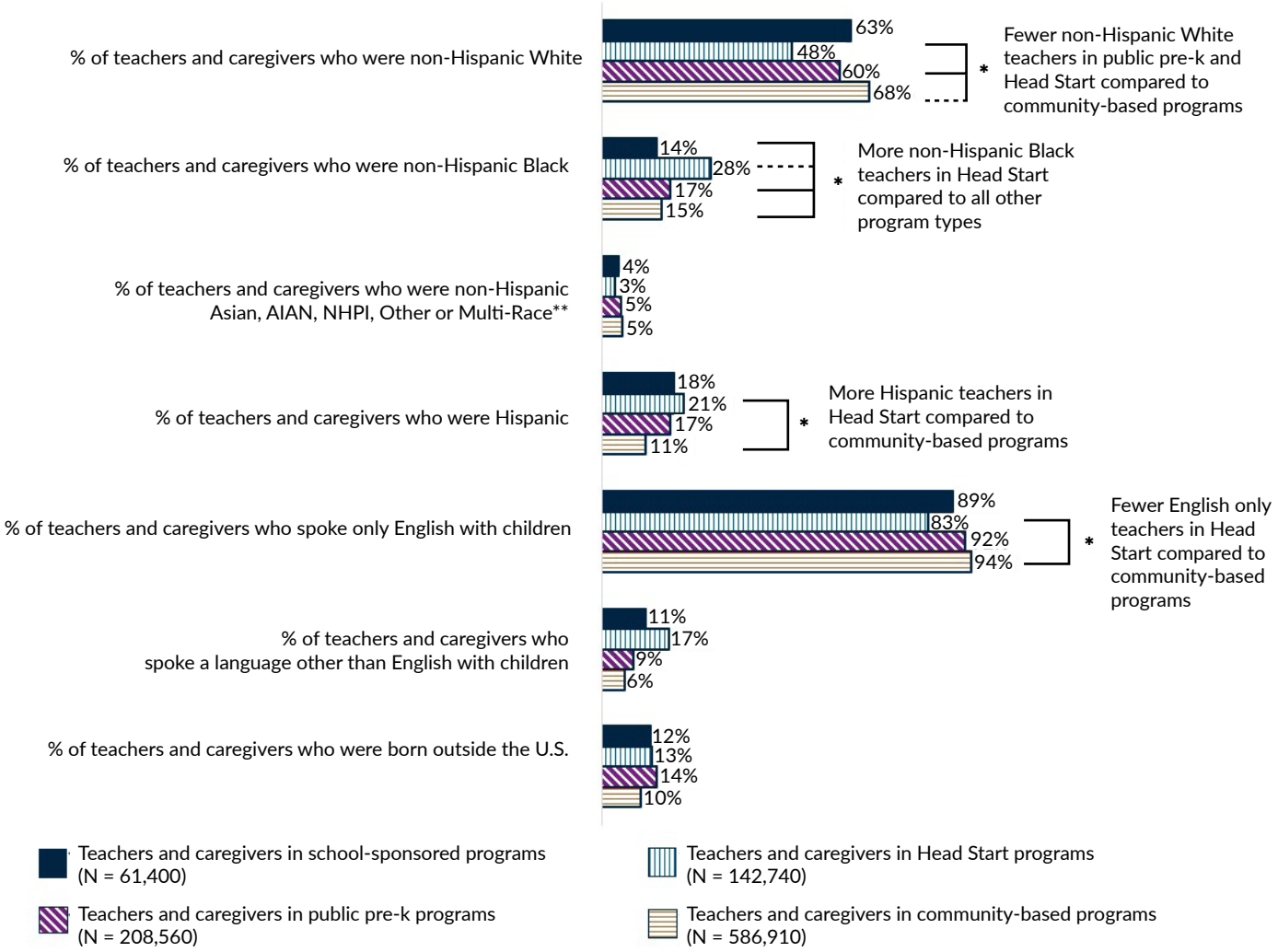
Source: Authors' analysis of the 2012 NSECE center-based workforce survey public use data and the 2012 NSECE home-based provider survey public use data.
Note. Totals reflect population of teachers and caregivers in each setting. Totals rounded to the nearest 10.
* This category of non-Hispanic race includes anyone self-identifying as Asian, American Indian or Alaska Native, Native Hawaiian or other Pacific Islander, Other, Multi-Race.

Figure 2 displays characteristics of the center-based workforce by program sponsor.

The workforce in Head Start sponsored programs is more racially diverse and has proportionally fewer English only speakers compared with teachers and caregivers in community-based and public pre-K programs.

- Compared with teachers and caregivers in other community-based programs, a smaller percentage of Head Start teachers and caregivers were non-Hispanic White (68% versus 48%), and a higher percentage of Head Start teachers and caregivers were non-Hispanic Black (28%) or Hispanic (21%).
- In terms of language, a higher percentage of public pre-K and community-based teachers and caregivers spoke only English (92% and 94%, respectively) compared to Head Start teachers and caregivers (83%).
- In terms of nativity status, similar proportions of center-based teachers and caregivers across program funding source were born outside the United States.

Figure 2. Characteristics of center-based ECE teachers and caregivers by type of sponsorship/funding



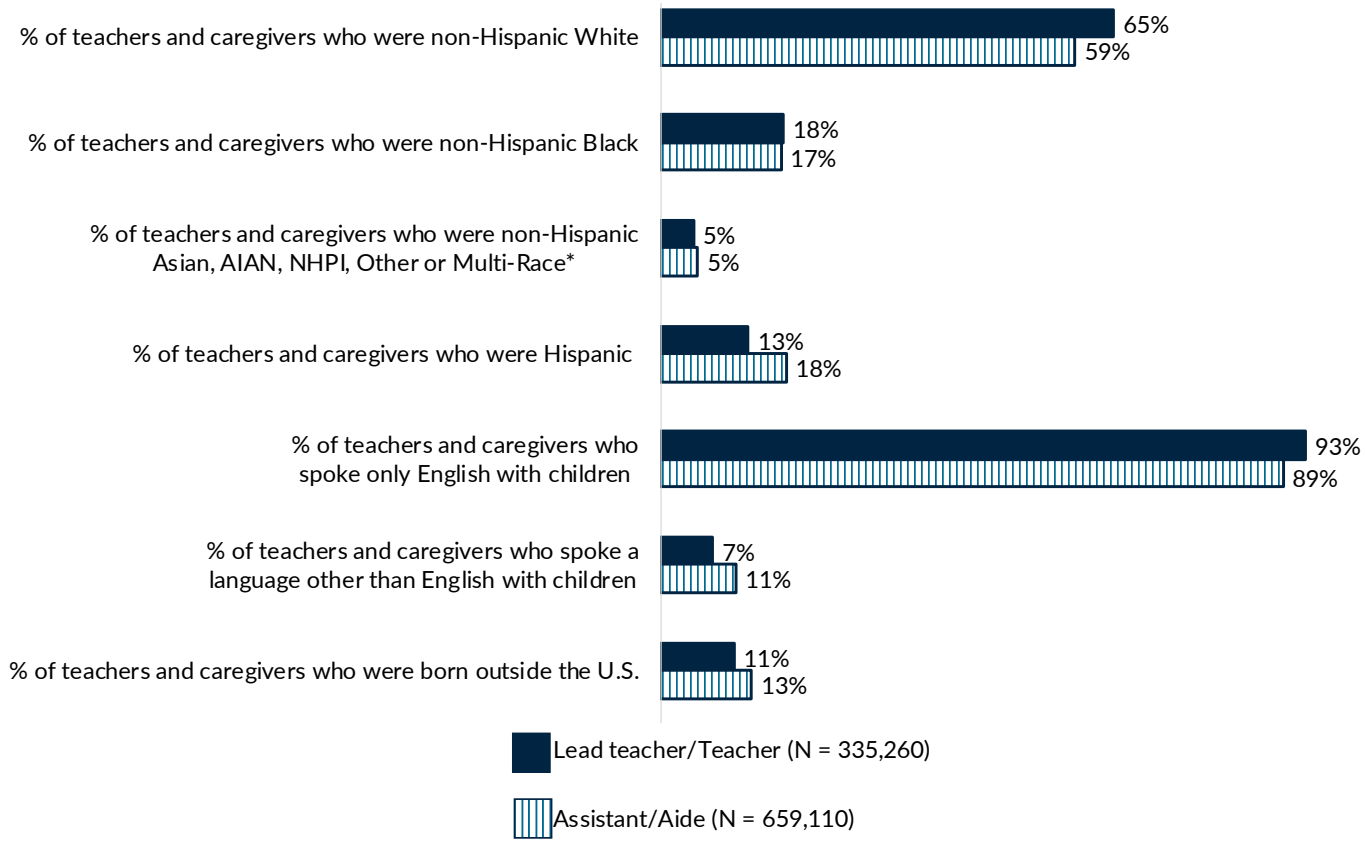
Source: Authors' analysis of the 2012 NSECE center-based provider survey public use data and the 2012 NSECE center-based workforce survey public use data.
Note. Totals reflect population of teachers and caregivers in each sponsorship/funding group. Totals rounded to the nearest 10. Where more than two groups are compared, the comparison group that significantly differs from the rest is indicated with a dashed line.
*Statistically significant differences, $p<.05$.
** This category of non-Hispanic race includes anyone self-identifying as Asian, American Indian or Alaska Native, Native Hawaiian or other Pacific Islander, Other, Multi-Race.

Figure 3 displays the characteristics of the center-based workforce by teacher role.

- Lead teachers and teachers were similar to assistants and aides in terms of the variability in their race and ethnicity, languages spoken when working with children, and nativity status.

For more information regarding the racial and ethnic, linguistic, and nativity status diversity of the ECE workforce, please review the companion report (Paschall, Madill, & Halle, 2020).

Figure 3. Characteristics of the center-based ECE workforce by classroom role



Source: Authors' analysis of the 2012 NSECE center-based workforce survey public use data.
Note. Totals reflect population of teachers and caregivers in each role. Totals rounded to the nearest 10.
* This category of non-Hispanic race includes anyone self-identifying as Asian, American Indian or Alaska Native, Native Hawaiian or other Pacific Islander, Other, Multi-Race.

Describing Young Children's Race and Ethnicity, Languages Spoken, and Nativity Status

Table 4 displays the number of young children ages birth to five who regularly use each type of child care arrangement, including center-based care, three types of home-based child care, and irregular or no use of nonparental child care.

Table 4. Number of young children who regularly use each type of child care arrangement

Care Arrangement (non-exclusive categories)	Total population
Center-based care	6,703,250
Non-relationship-based home-based care	1,721,080
Relationship-based home-based care	1,996,050
Unpaid home-based care	5,680,750
No regular nonparental care arrangement	11,736,700

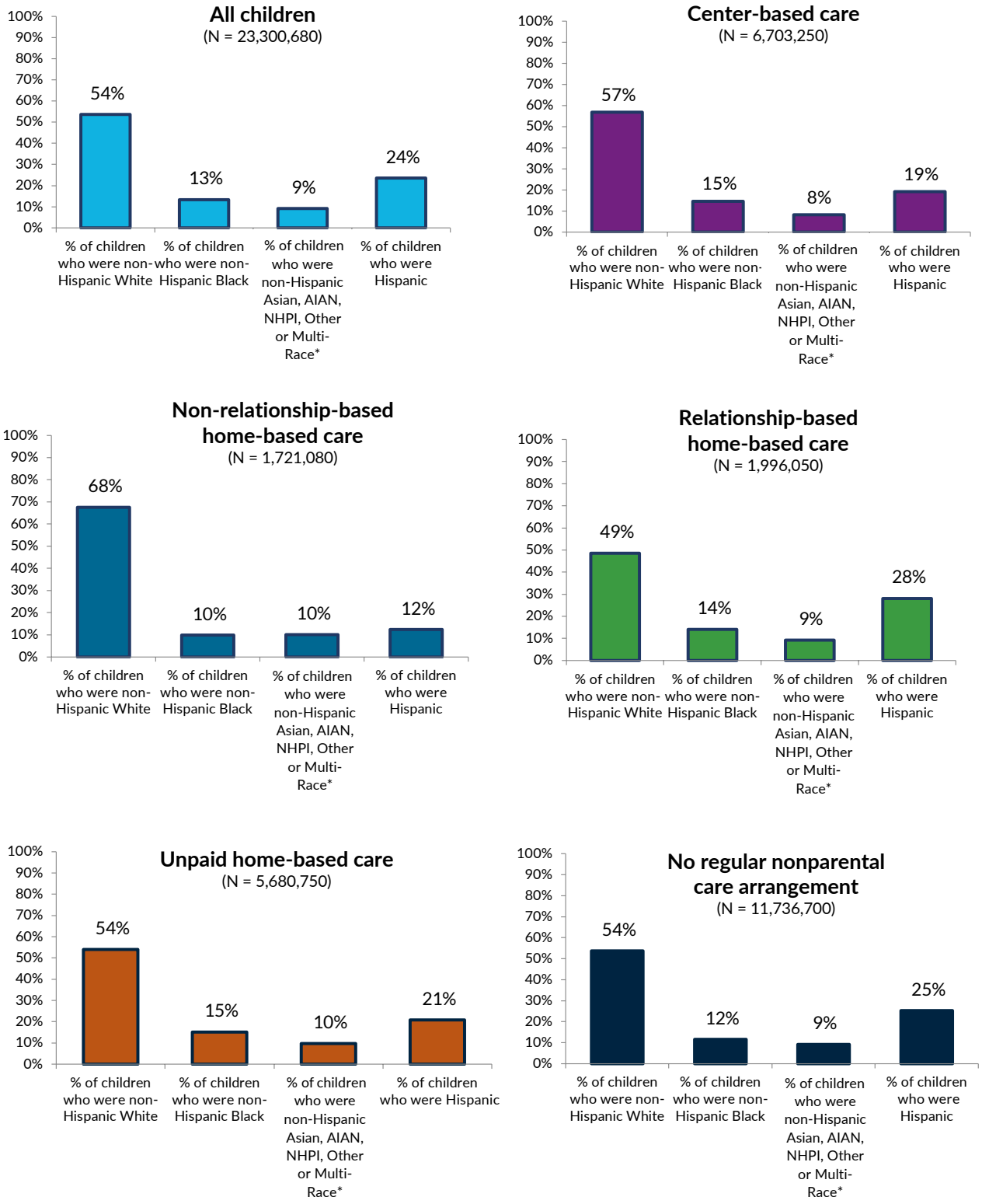
Note. Totals rounded to the nearest 10.
Source: Authors' analysis of the 2012 NSECE household survey public use data.

Figures 4, 5, and 6 display the racial and ethnic, linguistic, and nativity status characteristics of children among all care types, including center-based, three types of home-based, and irregular care/parental care only.

Two thirds of children in non-relationship-based home-based care were non-Hispanic White, making it the setting with the highest proportion of non-Hispanic White children. The settings with the highest proportions of English only speaking children were center-based care and non-relationship-based home-based care. However, approximately one-fifth of children in center-based care lived in households in which at least one member immigrated to the United States.

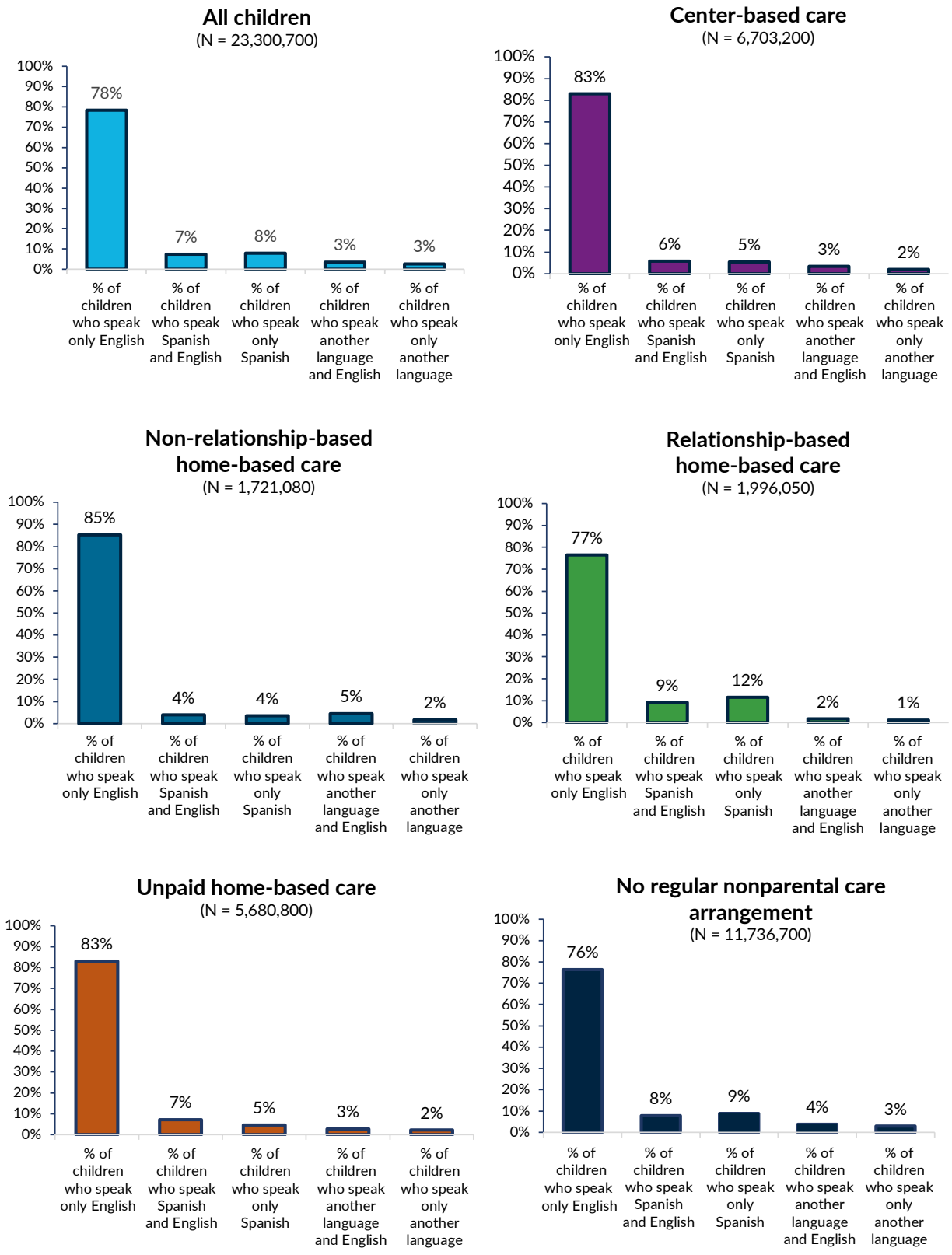
- With regard to race and ethnicity, there was a significantly smaller percentage of non-Hispanic White children in relationship-based home-based care (49%) compared with non-relationship-based home-based (68%) and center-based care (57%). The setting with the highest proportion of Hispanic children was relationship-based home-based care (28%), which was significantly higher than center-based care (19%), non-relationship-based home-based care (12%), and unpaid home-based care (21%).
- With regard to languages spoken, a higher percentage of children in relationship-based home-based care spoke only Spanish (12%), compared to children using center-based care (5%), non-relationship-based home-based care (4%), and unpaid home-based care (5%).
- With regard to household nativity status, a higher percentage of children using center-based care, relationship-based home-based care, and no regular nonparental care arrangement lived in immigrant households (20%, 21%, and 25%, respectively) compared to non-relationship-based home-based care (12%). Additionally, a higher proportion of children without regular nonparental care arrangements lived in immigrant households compared to children using unpaid home-based care (25% and 16%, respectively).

Figure 4. Child Race and Ethnicity by Provider Type



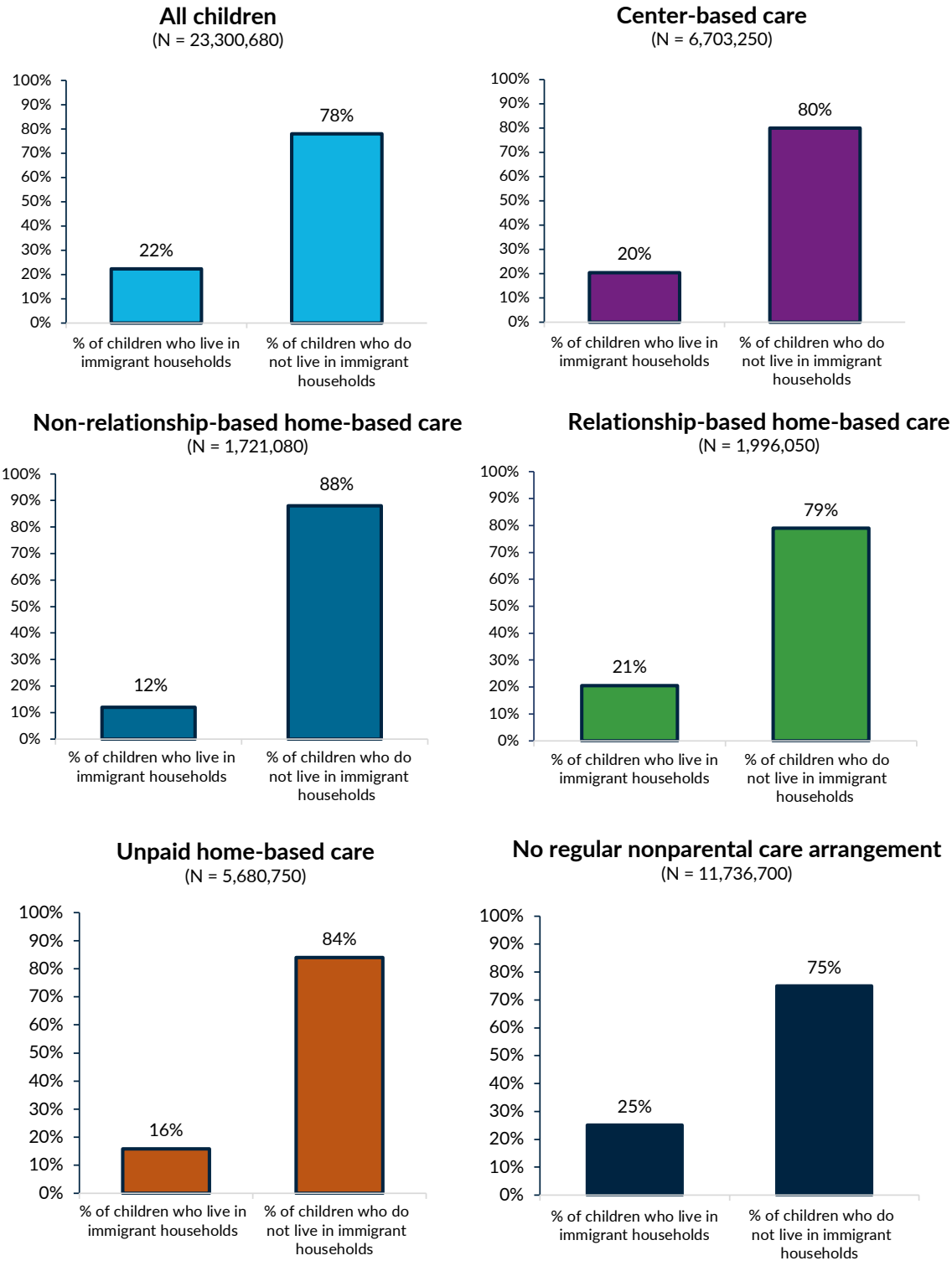
Source: Authors' analysis of the 2012 NSECE household survey public use data.
Note. Totals reflect population of children in each setting. Totals rounded to the nearest 10.
*This category of non-Hispanic race includes anyone self-identifying as Asian, American Indian or Alaska Native, Native Hawaiian or other Pacific Islander, Other, Multi-Race.

Figure 5. Child Home Language by Provider Type



Source: Authors' analysis of the 2012 NSECE household survey public use data.
Note. Totals reflect population of children in each setting. Totals rounded to the nearest 10.

Figure 6. Children in Immigrant Households by Provider Type



Source: Authors' analysis of the 2012 NSECE household survey public use data.
Note. Totals reflect population of children in each setting. Totals rounded to the nearest 10.

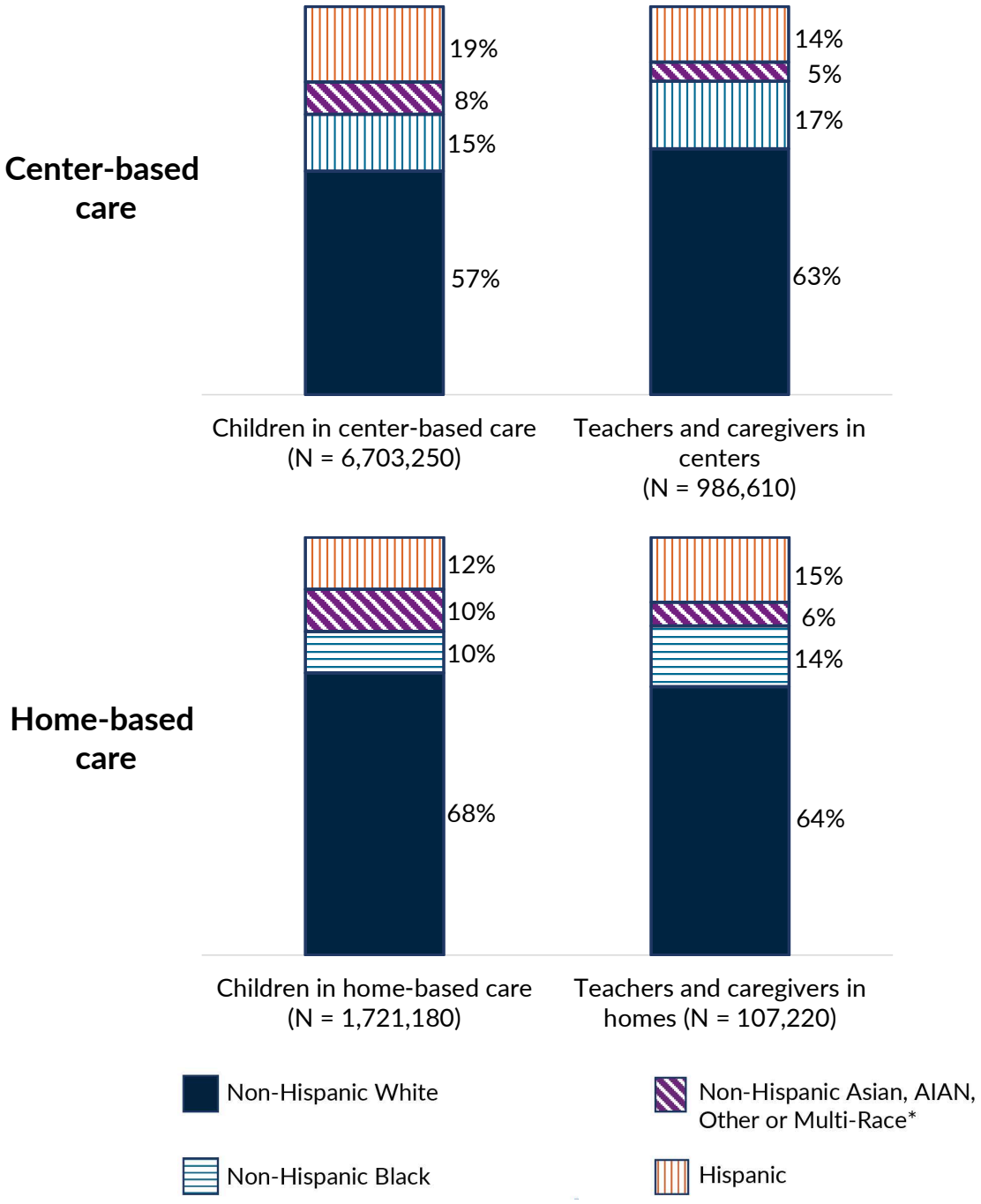
Comparing the Racial and Ethnic, Linguistic, and Nativity Status Characteristics of the ECE Workforce to that of Children who Use Each Type of Care

Figures 7, 8, and 9 display the racial and ethnic, linguistic, and nativity status characteristics of the center-based and non-relationship-based home-based workforces, relative to the populations of children that use each type of care.

In non-relationship-based home-based care, there were proportionally more teachers and caregivers who spoke Spanish when working with children than children who spoke Spanish at home. In centers, there were proportionally more children who spoke a language other than English at home and who lived in an immigrant household than there were teachers and caregivers who spoke a non-English language when working with children or who were born outside the United States, respectively.

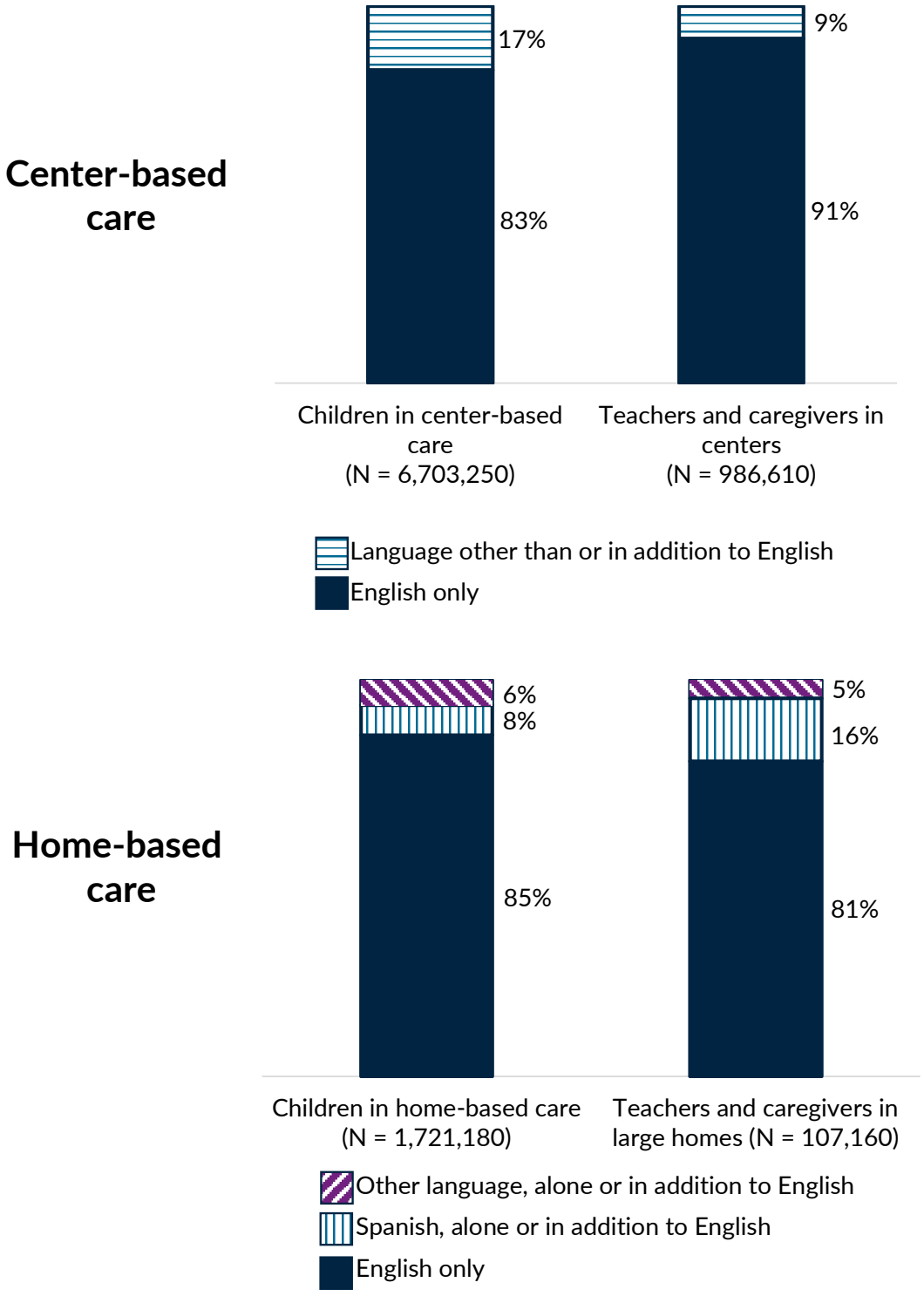
- Center-based teachers and caregivers had similar distributions of racial and ethnic characteristics compared to children who used center-based care (see Figure 7). Likewise, the distribution of racial and ethnic characteristics of teachers and caregivers in non-relationship-based home-based settings were similar to that of children in non-relationship-based home-based care settings (see Figure 7).
- As shown in Figure 8, in center-based care settings the percentage of children who spoke a language other than English at home was higher than the percentage of the workforce who spoke a language other than English when working with children (17% versus 9%). Conversely, a higher percentage of the workforce spoke only English compared to the percentage of children whose home language was exclusively English (91% versus 83%).
- A higher percentage of the non-relationship-based home-based workforce spoke Spanish when working with children (16%) compared to the percentage of Spanish-speaking children who regularly used non-relationship-based home-based care (8%). Of note, only the workforce in large non-relationship-based home-based settings (i.e., caring for four or more children) were asked about languages spoken when working with children.
- As shown in Figure 9, in center-based care the percentage of children who lived in immigrant households was higher than the percentage of teachers and caregivers who were born outside the United States (22% versus 11%).
- In home-based care, the percentage of children who lived in immigrant households was not statistically significantly different from the percentage of teachers and caregivers who were born outside the United States (12% versus 17%).

Figure 7. Race and Ethnicity of Children and Teachers by Provider Type



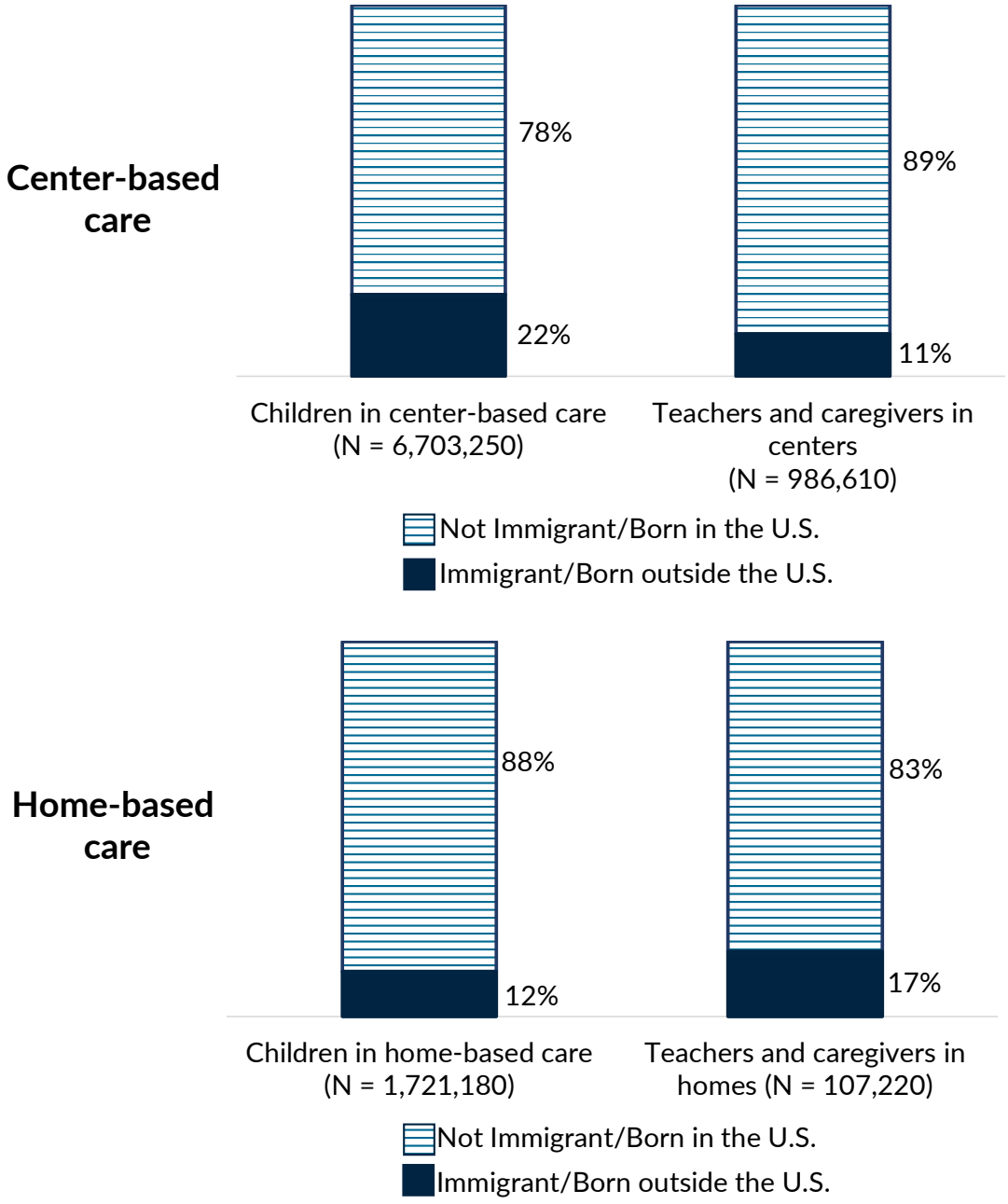
Source: Authors' analysis of the 2012 NSECE center-based workforce, home-based workforce, and household survey public use data.
Note. Totals reflect population of children or teachers and caregivers in each setting. Totals rounded to the nearest 10.
All home-based care represented in the figure is non-relationship-based.
*This category of non-Hispanic race includes anyone self-identifying as Asian, American Indian or Alaska Native, Native Hawaiian or other Pacific Islander, Other, Multi-Race.

Figure 8. Languages of Children and Teachers by Provider Type



Source: Authors' analysis of the 2012 NSECE center-based workforce, home-based workforce, and household survey public use data.
Note. Totals reflect population of children or teachers and caregivers in each setting. Totals rounded to the nearest 10. All home-based care represented in the figure is non-relationship-based. Small home-based providers were not asked which language(s) they spoke when working with children.

Figure 9. Nativity Status of Children's Household and Teachers by Provider Type



Source: Authors' analysis of the 2012 NSECE center-based workforce, home-based workforce, and household survey public use data.
Note. Totals reflect population of children or teachers and caregivers in each setting. Totals rounded to the nearest 10. All home-based care represented in the figure is non-relationship-based.

Comparing the Racial and Ethnic, Linguistic, and Nativity Status Characteristics of the ECE Workforce to the Communities in Which They Serve

Figure 10 displays the racial and ethnic, linguistic, and nativity status characteristics of the center-based and non-relationship-based home-based workforces in low- and high-density non-Hispanic Black communities.

There were proportionally more non-Hispanic Black teachers and caregivers in high density non-Hispanic Black communities compared to low density non-Hispanic Black communities.

- Within high density Black communities, 41 percent of the center-based teachers and caregivers identified as non-Hispanic Black, and over half (51%) of non-relationship-based home-based providers identified as non-Hispanic Black.
- In low density Black communities, 6 percent of center-based teachers and caregivers identified as non-Hispanic Black, and 4 percent of non-relationship-based home-based teachers and caregivers identified as non-Hispanic Black.
- In high density non-Hispanic Black communities, four in ten center-based teachers and caregivers (40%) identified as non-Hispanic White, which is comparable to the percentage who identified as non-Hispanic Black. In home-based settings, 29 percent of teachers and caregivers in high density non-Hispanic Black communities identified as non-Hispanic White, while 51 percent identified as non-Hispanic Black.

Within low-density Hispanic communities, most teachers and caregivers identified as non-Hispanic White and spoke only English when working with children. There were proportionally more Hispanic and Spanish-speaking teachers and caregivers in high-density Hispanic communities compared to low-density Hispanic communities. However, within high-density Hispanic communities, the non-relationship-based home-based workforce appeared to reflect the characteristics of the community more closely in terms of race and ethnicity, languages spoken, and nativity status compared to the center-based workforce.

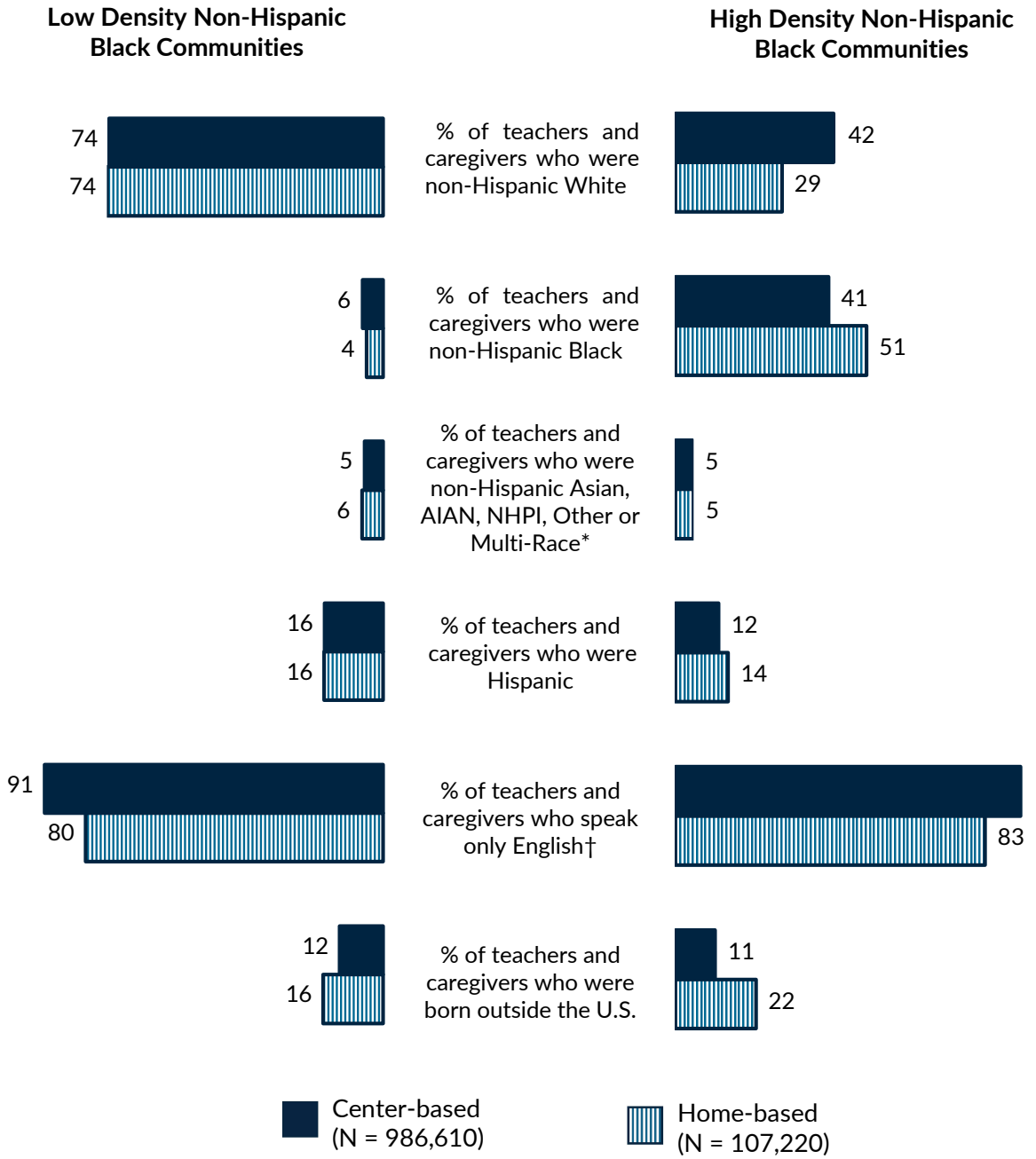
- Within low-density Hispanic communities, teachers and caregivers in both center-based and home-based settings primarily were non-Hispanic White (between 70% to 73%), spoke only English when working with children (between 88% to 96%), and were born in the United States (between 90% to 92%).
- Within high-density Hispanic communities, more than half of non-relationship-based home-based teachers and caregivers identified as Hispanic (56%), spoke a language in addition to or other than English (54%), and were born outside the United States (52%). Fewer than half of center-based teachers and caregivers within high-density Hispanic communities identified as Hispanic (44%) or non-Hispanic White (38%); three quarters (76%) spoke only English when working with children; and one in four (24%) were born outside the United States.

Figure 12 displays the racial and ethnic, linguistic, and nativity status characteristics of the center-based and non-relationship-based home-based workforces in low- and high-density immigrant communities.

Within low-density immigrant communities, most teachers and caregivers were non-Hispanic White, spoke only English when working with children, and were born in the United States. There were proportionally more teachers and caregivers who were born outside the United States and who spoke a language other than English in high- compared to low-density immigrant communities. However, within high-density immigrant communities, proportionally more non-relationship-based home-based teachers and caregivers were born outside the United States compared to center-based teachers and caregivers.

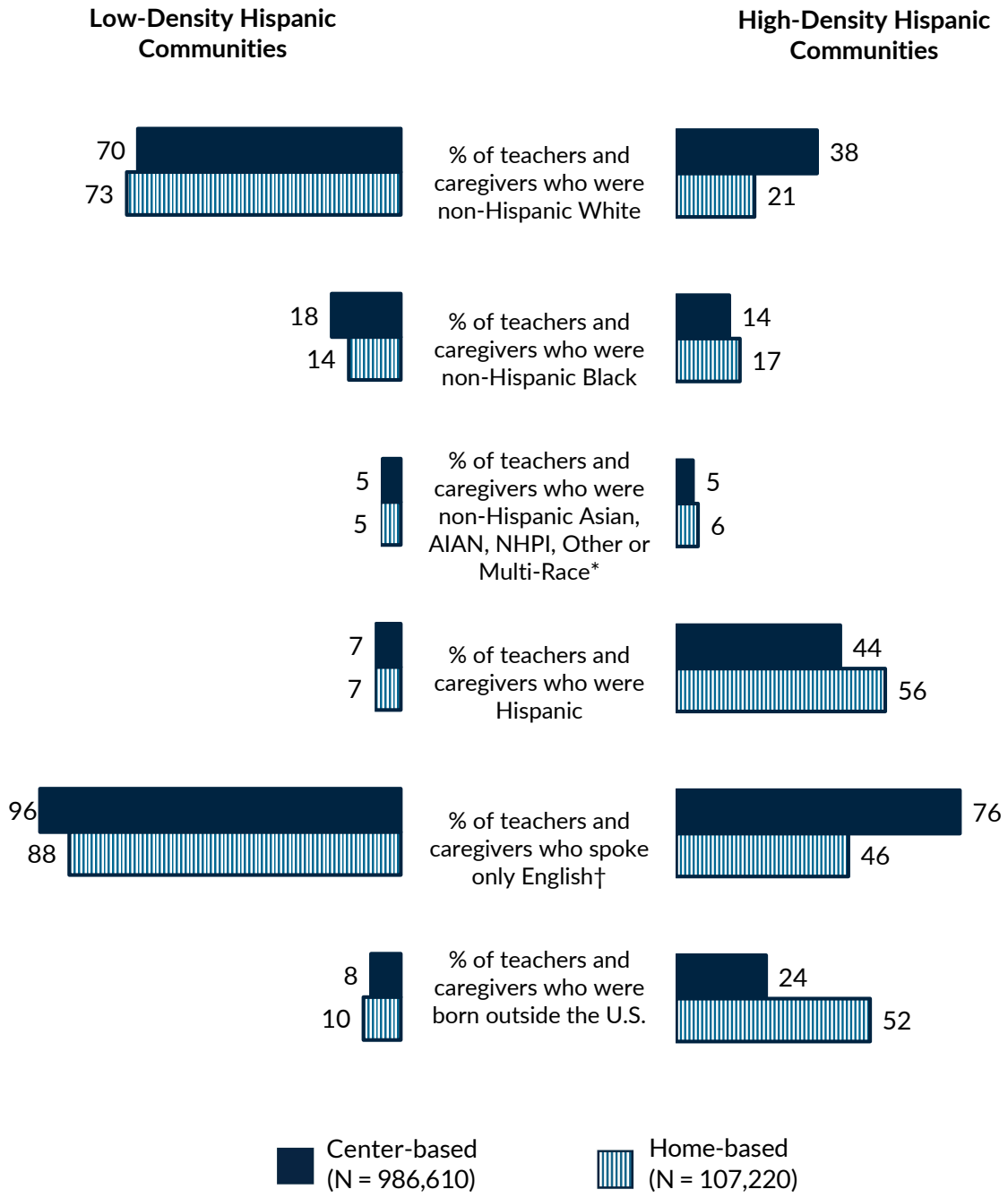
- Within low-density immigrant communities, teachers and caregivers in both center-based and home-based settings were primarily non-Hispanic White (each at 71%), spoke only English (84% and 96% respectively), and were born in the United States (89% and 93% respectively).
- Within high-density immigrant communities, nearly one in two of non-relationship-based home-based providers were born outside the United States, compared to only one in four center-based teachers and caregivers.
- Within high-density immigrant communities there was more variability in the racial and ethnic and linguistic characteristics of the ECE workforce than found in low-density immigrant communities. Specifically, 29 percent of non-relationship-based home-based teachers and caregivers in high-density immigrant communities were non-Hispanic White, 24 percent were non-Hispanic Black, 35 percent were Hispanic, and 11 percent were a non-Hispanic Asian, AIAN, NHPI, Other or Multi-Race (see Figure 12). Among center-based teachers and caregivers and providers in high-density immigrant communities, 41 percent were non-Hispanic White, only 18 percent were non-Hispanic Black, 31 percent were Hispanic, and only 9 percent were a non-Hispanic Asian, AIAN, NHPI, Other or Multi-Race.
- Finally, within high-density immigrant communities, 20 percent of teachers and caregivers in center-based settings spoke a language other than or in addition to English when working with children compared with 39 percent of teachers and caregivers in non-relationship-based home-based settings.

Figure 10. Provider Characteristics in Low- and High-Density Non-Hispanic Black Communities



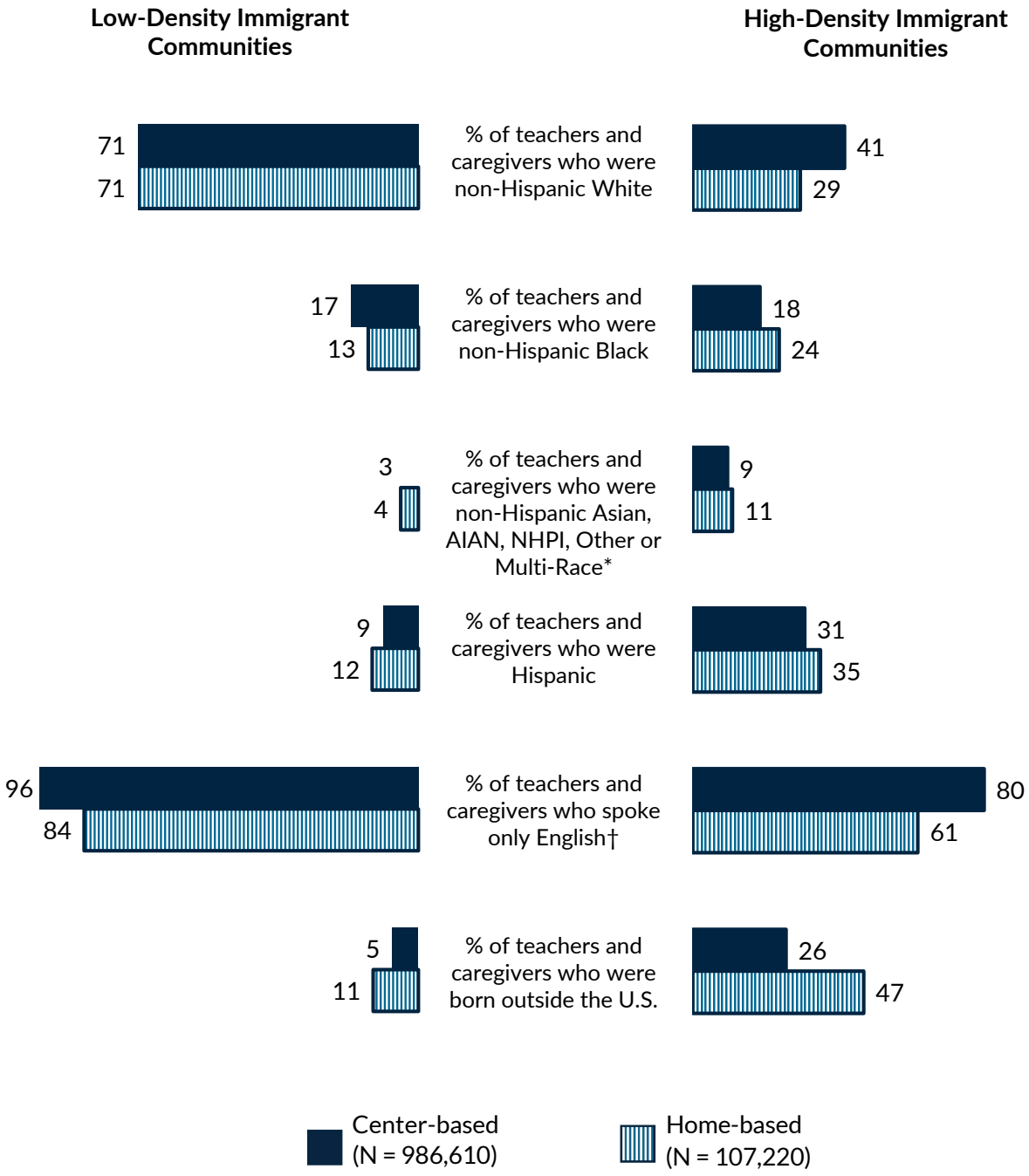
Source: Authors' analysis of the 2012 NSECE center-based workforce and home-based workforce survey public use data.
Note. Totals reflect population of teachers and caregivers in each setting. Totals rounded to the nearest 10.
† Only large home-based providers reported language data (N = 107,160).
* This category of non-Hispanic race includes anyone self-identifying as Asian, American Indian or Alaska Native, Native Hawaiian or other Pacific Islander, Other, Multi-Race.

Figure 11. Provider Characteristics in Low- and High-Density Hispanic Communities



Source: Authors' analysis of the 2012 NSECE center-based workforce and home-based workforce survey public use data.
Note. Totals reflect population of teachers and caregivers in each setting. Totals rounded to the nearest 10.
† Only large home-based providers reported language data (N = 107,160).
* This category of non-Hispanic race includes anyone self-identifying as Asian, American Indian or Alaska Native, Native Hawaiian or other Pacific Islander, Other, Multi-Race.

Figure 12. Provider Characteristics in Low-and High-Density Immigrant Communities



Source: Authors' analysis of the 2012 NSECE center-based workforce and home-based workforce survey public use data.
Note. Totals reflect population of teachers and caregivers in each setting. Totals rounded to the nearest 10.
† Only large home-based providers reported language data (N = 107,160).
* This category of non-Hispanic race includes anyone self-identifying as Asian, American Indian or Alaska Native, Native Hawaiian or other Pacific Islander, Other, Multi-Race.

Conclusions and Considerations

This report examined the demographic characteristics of ECE teachers and caregivers and compared them to the characteristics of children who use care and the communities providers serve. Findings suggested that the non-relationship-based home-based workforce was more closely reflective of the racial and ethnic, linguistic, and nativity characteristics of the children in non-relationship-based home-based care and the communities in which they work, relative to the center-based workforce.[1] These findings represent the first national comparison of ECE teachers to the children who use ECE and the communities in which providers serve. While we found differences between the populations of providers and the populations of children who use those providers' care, there are important reasons for the differences, each of which carry different implications for future teacher professional development.

First, proportionally more children from immigrant households were in center-based care (20%) compared to teachers and caregivers in center-based care settings who were born outside the United States (11%). However, the total proportion of children who lived in immigrant households in the United States in 2012 (20%) was higher than the total proportion of adults who were born outside the United States in 2012 (16%).[2] Thus, some of the mismatch between providers and children can be attributed to shifting population dynamics. However, while the proportion of children in center-based care who lived in immigrant households (20%) mirrored the total proportion of children who lived in immigrant households in the United States in 2012 (22%), the proportion of center-based teachers and caregivers who were born outside the United States (11%) is smaller than the total proportion of adults who were born outside the United States in 2012 (16%). More work is needed to fully understand the dissimilarities between center-based teachers and caregivers and children in center-based care, which is not entirely explained by population estimates. Furthermore, the data did not allow us to explicitly compare similarities in culture. Shared culture, heritage, and language between teachers and children is important for children's development in the classroom or care environment (Markowitz et al., 2020). Even when shared characteristics are absent, experts recommend that teachers be sensitive to families' cultures and provide children with culturally relevant experiences that are similar to their home environments (Shivers, Sanders, Westbrook, & Najafi, 2011). Future work should more closely examine the cultural similarities and distinctions between children and ECE providers.

Second, findings indicated dissimilarities between non-relationship-based home-based teachers and caregivers and children who use this type of care. Only 8 percent of children in this type of care spoke Spanish at home (alone, or in addition to English), whereas 16 percent of large non-relationship-based home-based providers spoke Spanish when working with children. However, compared with participation in other care types, children from Spanish-speaking households were not likely to be in non-relationship-based home-based care. In fact, only 9 percent of children from Spanish-speaking households participated in this type of care regularly. Thus, the dissimilarity is partly explained by the differences in children's care use, as the care type with the highest proportion of children from Spanish-speaking homes was relationship-based home-based care (21%). It is possible that some non-relationship-based Spanish-speaking home-based providers are also providing care for children with whom they have a prior relationship. We are unable to determine how many providers cared for a combination of children they knew and did not know. Furthermore, we do not know the languages spoken by non-relationship-based home-based providers caring for fewer than four children, so the degree of similarity in languages spoken between the non-relationship-based home-based workforce and children who use non-relationship-based home-based care is less clear.

Third, in communities with high densities of non-Hispanic Black or Hispanic residents and in communities with high densities of immigrants, there was greater demographic variability in the ECE workforce than in low-density communities. The demographic variability of the workforce in

[1] Statistical comparisons between the center-based and home-based workforces was not possible, so comparisons are based on descriptive findings.

[2] U.S. Census Bureau. 2008-2012 American Community Survey 5-Year Estimates, table DP02. Table generated by Katherine Paschall. Retrieved July 17, 2019. Available from: http://data.census.gov.

high-density communities of all types (non-Hispanic Black, Hispanic, and immigrant) aligned with the demographic characteristics of the community. For instance, a greater proportion of teachers and caregivers: identified as non-Hispanic Black in high-density non-Hispanic Black communities, identified as Hispanic and spoke a language other than or in addition to English in high-density Hispanic communities, and were born outside the United States in high-density immigrant communities, compared to those in low-density non-Hispanic Black, Hispanic, and immigrant communities, respectively. However, center-based teachers and caregivers appeared less reflective of the communities in which they served when compared with the non-relationship-based home-based workforce. That is, within high-density communities (of all types), non-relationship-based home-based settings tend to have a workforce that shared characteristics more in alignment with the communities they serve compared to the center-based workforce. The findings reflect differences in setting and residency. Non-relationship-based home-based teachers and caregivers provide care in their homes, and thus, they are residents of the communities in which they live and are more likely to reflect their neighbors. Center-based teachers and caregivers, however, do not necessarily reside in the areas in which they provide care. While findings indicate slight concordance between teacher demographics and community demographics, there are proportionally more non-Hispanic Black non-relationship-based home-based teachers and caregivers in high-density non-Hispanic Black areas, proportionally more Hispanic and non-U.S.-born non-relationship-based home-based teachers and caregivers in high-density Hispanic areas, and proportionally more non-U.S.-born teachers and caregivers in high-density immigrant areas compared to center-based teachers and caregivers. The findings suggest that the child care centers in Hispanic and Black communities and with high densities of immigrants may diversify their workforce by hiring teachers and caregivers who live in the neighborhoods in which they work.

A key next step to understanding the demographic correspondence between young children and their child care providers is to examine the demographic similarities within programs. Our findings in this report reflect population demographics, but do not compare child care teachers and caregivers to the children in their direct care. A program-level perspective will provide valuable information regarding how individual programs reflect population characteristics and contribute to our understanding of the extent of demographic similarities between teachers and caregivers and young children. Furthermore, our categorization of the workforce and children into various subgroups by demographic characteristics does not account for two important factors: First, there is significant overlap in race/ethnicity, language, and nativity status, such that many Hispanic teachers and caregivers spoke Spanish, and many non-U.S.-born teachers and caregivers were of persons of color. The intersection of these characteristics yields unique identities and cultural heritage which should be considered more directly in future work. Second, teachers and caregivers who reported being born outside the United States, who identified as a person of color and/or Hispanic, and those who spoke a language other than English with children are each a diverse group in their own right, representing a multitude of racial and ethnic, linguistic, geographic, and cultural backgrounds. The need to combine groups into a single category for nativity, race, or language, respectively, due to sample size likely masks important variability within and across these different cultural and linguistic groups. Consequently, it is difficult to determine whether specific subgroups may have distinct ECE professional characteristics and/or may require specific supports to promote their professional development. In addition, it is important to recognize that there is heterogeneity within all categories of demographic groupings, not just those that collapse across smaller, distinct categories. Future studies should replicate this analysis with larger sample sizes and disaggregate racial, linguistic, and nativity groups as possible.

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Appendix A

Coding of Language Categories

Questions about languages spoken by providers and children varied across the different surveys in the NSECE. Here, we describe how the various response categories were collapsed for analysis and comparisons in this research report.

Center-based providers were asked, "What languages are spoken by your staff when working directly with children?" Home-based providers with a total enrollment greater than four children were asked, "What languages do you speak when working directly with children?" Household respondents were asked, "What language is usually spoken in this household?" In all cases, the surveys allowed respondents to select multiple responses. If "Other" was selected, the respondent was prompted to specify (up to 7 other languages for the center-based survey, up to 3 other languages for the home-based survey, and an open-ended response in the household survey). Though respondents could provide this further detail, and respondents did offer over 30 languages, the variables available in the public-use dataset collapsed responses into broad categories to protect against disclosure. In the center-based provider survey, the public use response variables for languages spoken with children were: 1. English only, 2. English and Spanish, 3. Spanish only, 4. Other. However, for the purpose of analyses in the current report, the authors further collapsed responses into the two categories noted in Table 2: English only, and a non-English language (in addition to, or other than, English).

In the home-based provider survey, the public use response variables for languages spoken with children were non-exclusive and included: 1. Provider usually speaks Spanish with children, 2. Provider usually speaks English with children, 3. Provider speaks language other than English or Spanish with children. For analyses of home-based providers only (see Figure 8), these three language categories were used.

In the household survey, the public use response variables for languages spoken in the home included: 1. English only, 2. English and Spanish/Spanish Creole, 3. Spanish/Spanish Creole only, 4. English and Other, 5. Other only. For analyses of home language only (see Figure 5), all five language categories were used in this report. However, in order to have comparable response categories across home-based providers and households in this report, the authors collapsed responses into the three categories noted in Table 2: English only; Spanish, alone or in addition to English; and Other language, alone or in addition to English.