

South Carolina Early Care & Education Workforce Study 2018



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South Carolina Early Care & Education Workforce Report 2018

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About the Child Care Research Team

The Child Care Research Team at CDRC is funded by SC DSS – Division of Early Care and Education (DECE) to conduct statistical and descriptive analyses on administrative child care data in the state and present current child care research to the Division of Early Care and Education (DECE) at DSS. The research team provides analyses, reports, and recommendations to the state policymakers to make evidence-based decisions.



SC Endeavors



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Dear Early Care and Education Stakeholder:

It is with great enthusiasm that I announce the publication of the South Carolina Early Childhood Workforce Survey 2018 funded by the Division of Early Care and Education, SCDSS.

This is the largest, most comprehensive survey of the state's early childhood workforce, representing feedback from over 4,000 practitioners across the state. The results of the study reports the voices from people in South Carolina working in a variety of child care, Head Start/ Early Head Start, and public 4-K programs, holding various positions, thus, providing valuable insights into South Carolina's ECE workforce.

Maintaining a current and accurate picture of the early childhood workforce provides valuable information to measure the status and progress of ECE initiatives in the state that lead to a lasting change. Therefore, this study can serve as a valuable planning tool for South Carolina communities and early childhood organizations as they develop policies and strategies to improve the quality of early care and education settings and learning outcomes for young children.

The South Carolina Early Childhood Workforce Survey 2018 reveals some areas of promise within the early care and education field but also points to some significant challenges facing the field of early care and education in our state. The issues facing the ECE workforce are complex, therefore efforts must be systemic, sustained and evidence-based leading to innovative and transformative approaches with lasting impact. Ultimately, the Division is confident that a sustained commitment to South Carolina's early childhood workforce offers tremendous promise in transforming the lives of young children.

Sincerely,

Michele Bowers, Director
Division of Early Care and Education

Acknowledgments

The SC ECE Workforce Study 2018 was funded and commissioned by the South Carolina Department of Social Services' (SC-DSS) Division of Early Care and Education (DECE). The project was managed by SC Endeavors, formerly South Carolina Center for Child Care Career Development (SC-CCCCD) with a core team who are listed below:

Catherine Haselden, Program Coordinator, DECE
Herman Knopf, Ph.D., University of Florida
Melissa McDonald*, Department Head, SC Endeavors
Millie McDonald, Director, SC Endeavors
Noelle McInerney, Policy Director, DECE
Debra Session, Program Manager DECE
Melissa Starker, Department Head, SC Endeavors

The following partners participated in an initial stakeholder planning meeting on August 16, 2016 to provide historical context and gather input on desired content and topics for the workforce study.

Michele Bowers, Program Manager*, SC Voucher
Heather Googe, PhD, Director, South Carolina Inclusion Collaborative
Beverly Hunter, Program Manager, ABC Quality
Cynthia Lara, Director, Child Care Licensing
Cathy Kovacs, Program Manager, ABC Quality
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Aisha Ray, EdD, Erikson Institute

**Note: The asterisk on a name indicates that the person's agency and position has changed since 8/16/2016 and an asterisk next to the position indicates that only their position within their agency has changed.*

This study would not be possible without the contribution of Dr. Herman Knopf, University of Florida, who provided his expertise as the early childhood consultant on the project. His insights and guidance, stemming from his vast experience in the field, his own research, and collaborations are invaluable.

We appreciate the contributions of research assistants at the Yvonne & Schuyler Moore Child Development Research Center (CDRC)—Fan Pan, Michael Hornsby, Megan Hinger, and Christian Alvarado.

Finally, we extend our gratitude to the thousands of South Carolina residents who work in early childhood education settings providing education and care for young children in their facilities.

The views presented in this report are those of the authors and may not reflect the views of those included in this acknowledgement for their contribution and expertise.

Conducted by Child Care
Research Team at USofC CDRC



Study led by SC-Endeavors



Study funded by DSS, DECE



Glossary

CHILD CARE TYPES

Child Care Centers (CCC)

Child care centers operate for more than four hours a day, caring for 13 or more children, are licensed, registered (churches), or approved (public programs), and meet health and safety regulations promulgated by the South Carolina legislature. They are inspected by child care licensing specialists annually and upon complaint.

Group Child Care Homes (GCCH)

Group home providers provide child care for between 7 and 12 children in their homes and are required to be licensed. Like centers, they must meet health and safety requirements and are inspected by child care licensing specialists annually and upon complaint.

Family Child Care Homes (FCCH)

Family child care providers provide child care for up to 6 children in their home. South Carolina statute allows them to choose whether to be licensed or registered. Licensed family child care homes must meet health and safety requirements. Family child care homes are inspected annually and upon complaint.

Non-regulated, exempt Providers (EXEMPT)

Providers who operate less than 4-hours a day, less than 2 days per week or in 3 week summer camps are not required to be regulated or inspected by Child Care Licensing per state statute.

CHILD CARE LICENSE STATUS

License

“Regular license” means a license issued by South Carolina Department of Social Services (SCDSS) Child Care Licensing for two years to an operator of a private childcare center or group childcare home or a family childcare home which elects to be licensed showing that the licensee is in compliance with the provisions of the South Carolina Code of Laws, Title 63 (Children’s Code), Chapter 13 Sections 63-13-10 through 63-13-1240 and related regulations.

Registration

“Registration” means the process whereby childcare centers and group childcare homes owned and operated by a church or a publicly recognized religious educational or religious charitable institution are regulated under this chapter and the process whereby all family childcare homes are regulated under the South Carolina Code of Laws, Title 63 (Children’s Code), Chapter 13 Sections 63-13-10 through 63-13-1240 and related regulations.

Approval

“Regular approval” means a written notice issued by SCDSS Child Care Licensing for a two-year period to a department, agency, or institution of the State, or a county, city, or other political subdivision, approving the operation of a public child care center or group child care home in accordance with the South Carolina Code of Laws, Title 63 (Children’s Code), Chapter 13 Sections 63-13-10 through 63-13-1240, and related regulations.

QUALITY

Quality Rating Improvement System (QRIS)

The QRIS Resource Guide defines quality rating and improvement systems as “a systematic approach to assess, improve, and communicate the level of quality in early and school-age care and education programs. QRIS are composed of five common elements are Program Standards, Supports for Programs and Practitioners, Financial Incentives, Quality Assurance and Monitoring, Consumer Education.

ABC Quality

ABC Quality is SC’s quality rating and improvement system for early care and education programs, administered by the Division of Early Care and Education of the SCDSS. ABC Quality is a voluntary program that provides assessment, improvement, promotion, and communication of quality of early learning and development. ABC Quality has developed a rating system that includes five levels of quality and promotes continuous quality improvement of early care and education programs through a variety of quality initiatives.

SC Voucher

The SC Voucher program is a child care subsidy program that provides financial assistance for child care to help low-income families pay for the care and education their children need while parents work and/or participate in education and training. SC Voucher supports child development by offering eligible families greater access to choice and high quality child care through a system of tiered reimbursements to child care providers meeting higher quality standards, as defined by ABC Quality.

Executive Summary

Introduction

Multi-disciplinary research attests to the important link between quality of early care and education and the role of the adults in these settings. Teachers and caregivers form meaningful bonds with the children in their care, and their interactions, behaviors, and teaching practices all influence children’s development, as well as their later school readiness (NRC, 2001; Peisner-Feinberg et al., 2001; Pianta and Stuhlman, 2004). Fittingly, South Carolina has established multiple initiatives which have sought to bolster the skills and knowledge of the workforce, to tie their educational attainment to higher pay, and to reduce teacher turnover. Yet, issues identified more than 20 years ago—inadequate training and education, low wages, and high turnover—are still problematic today (Herzenberg et al., 2005; Kagan et al., 2008; Whitebook, 2003; Whitebook et al., 2001, Marsh, 2001). To address these issues, policy makers need a complete picture of South Carolina teachers and caregivers—their professional preparation, working conditions, compensation, training, and qualifications.

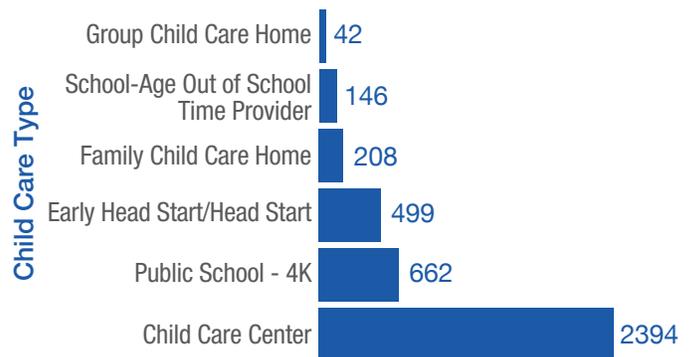
Knowledge of the SC ECE workforce is essential to understanding the impact of ECE initiatives, policies, and practices on children and child outcomes. Therefore, through funding from the Division of Early Care and Education (DECE) at South Carolina Department of Social Services (SCDSS), the administrator for the federal Child Care Development Fund (CCDF), SC Endeavors (formerly the South Carolina Center for Child Care Career Development) and Yvonne & Schuyler Moore Child Development Research Center (CDRC) at the University of South Carolina conducted a statewide survey of the early care and education workforce. This study is the first of its kind in South Carolina including responses from individuals who work directly in classrooms with young children across varied sectors. Building on the previous SC ECE workforce study (Marsh, 2001), the goal of this study was to learn more about characteristics of the ECE workforce, ECE facilities where they work, the working conditions of their employment and their attitudes and dispositions about their work.

Background

There is a consensus in the field of ECE that obtaining comprehensive data on the ECE workforce is challenging (Whitebook, et al, 2018). This workforce is defined and shaped by many contextual factors, such as, working conditions, compensation, professional development opportunities, incentives and systems

of recognition, and administrative support, as well as, policies at the federal, state, and local levels. Although the national datasets are a great resource, they do not capture the state-level complexities and nuances of the diverse ECE systems and CCDF administrations in the country. Therefore, it was important for South Carolina to conduct a statewide workforce study to supplement information from the national databases. This study was conducted using a single online survey deployed through SurveyMonkey.com. The survey captured the demographic information of the workforce, their employment conditions, job satisfaction, aspirations, and training needs in South Carolina. One survey design was used for all individuals, regardless of position. The total response used for this study was 4,002.

SC ECE Workforce Study 2018 Respondents by Child Care Type



Key Findings

Qualifications and Educational Supports

Adequate preparation and access to foundational knowledge is necessary for South Carolina teachers and administrators to develop the skills to provide high-quality learning experiences for children.

- 68% of respondents have some type of academic degree
- 34% have a degree in early childhood or a related field
- Respondents have an average of 14 years of experience in the field
- 64% report membership in a professional association
- 28% of respondents participated in the TEACH scholarship program

Work Environments

Workplace supports, such as paid planning time, paid time for professional development and, positive workplace climate are needed to ensure ongoing reflection, development, and educator well-being for South Carolina's early childhood workforce.

- 75% of respondents reported high satisfaction levels with their job.
- Over 50% of respondents reported paid sick and vacation leave.
- 48% reported having workplace sponsored medical insurance
- 18% reported paid breaks
- 16% reported paid planning time

Compensation

Improving work conditions, which includes higher compensation, leads to substantial and sustained improvements in the quality of South Carolina early childhood education services. (2014, Whitebook) Appropriate compensation and economic security are indispensable for attracting and retaining skilled educators.

- 94% of the workforce earn less than \$20.00 per hour with 50% earning \$10.00 per hour or less
- Median wage for Public school teachers exceeds wages reported from child care teachers by \$11.00 per hour
- Approximately 59% of the workforce reported earning less than \$40,000 annually

Diversity

Supporting the development and learning of each and every child in South Carolina means recruiting and maintaining a diverse, well-qualified and culturally competent workforce.

- 35% of respondents indicated having at least one student with a disability in their classroom
- 31% of respondents stated having at least one student whose home language is not English in their classroom
- 6% of respondents reported as bi/multi-lingual
- 39% of the respondents identified as African American; 3% identified as Latino

Using the SC ECE Workforce Study 2018

This study reports the voices from people in South Carolina working in a variety of child care, Head Start/ Early Head Start, and public 4-K programs, holding various positions, thus, providing valuable insights into South Carolina's ECE workforce. These respondents, from all corners of South Carolina, have taken the time to give policy makers insights into the characteristics of this workforce. DSS-DECE will use the data for evidence-based decisions, guidance in the development of ECE strategic plans in the state, including the state CCDF plan. Policy recommendations follow.

- The representative sample from all types of child care in both urban and rural geographic areas provides legislators and policymakers a better evaluation of the impact of their policies.
- The data from this study can be used by policy makers, researchers, grant writers and other stakeholders to identify areas of advocacy and policy development.
- The demographic data on the diverse children served (e.g. dual language children and children with special needs) highlight areas of needed supports for teachers and directors.
- Comparative analyses of the SC ECE Workforce study 2018 by child care type such as child care and public pre-K could generate actions on pay equity among the diverse segments of the field.
- Data on a lack of resource knowledge by the respondents presents an opportunity to launch a more robust marketing campaign on available yet underused resources in the state.
- Using data for better estimation in initiatives to incentivize employer practices that promote better work conditions resulting in better teacher stability and greater retention of teachers that lead to better child outcomes.

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Introduction

SC ECE Workforce Study 2018

Scientific inquiry spanning decades of research indicates that high-quality early childhood experiences have a significant impact on outcomes for children and it is generally acknowledged that teachers and caregivers are perhaps the most important contributing factor of an Early Care and Education (ECE) system. Understanding the South Carolina ECE workforce is essential to understanding the impact of ECE initiatives, policies, and practices on children and child outcomes. Therefore, through funding from the Division of Early Care and Education (DECE) at South Carolina Department of Social Services (SCDSS), the administrator for the federal Child Care Development Fund, the South Carolina Center for Child Care Career Development (SC-CCCCD) and Yvonne & Schuyler Moore Child Development Research Center (CDRC) at the University of South Carolina conducted a statewide survey of the ECE workforce. The primary goal of this study was to learn more about characteristics of the ECE workforce, ECE facilities wherein they work, and the working conditions of their employment.

Background

The first ECE workforce study in South Carolina (March, 2001) was completed through telephone interviews with directors of child care centers and child care family and group home providers about the child care setting, management, and caregivers. Since the landscape of ECE in South Carolina has changed considerably since 2000, SCDSS DECE commissioned this study to collect up-to-date information directly from the ECE workforce to inform ECE policy and practices.

Data Challenges

There is a general consensus in the field of ECE that obtaining comprehensive data on the ECE workforce is challenging (Whitebook, McLean, Austin, & Edwards (2018). Several studies use the national data sources from the Census Bureau and U.S. Bureau of Labor Statistics Occupational Employment Statistics (OES) to learn about state ECE workforces. These data sources provide state-specific employment and wage data of childcare workers under the broad category of Personal Care and Service Occupations and preschool teachers under the broad category of Education, Training and Library Occupations. In a later version of the Early Childhood Workforce Index 2018 (Whitebook et. al., 2018) the authors recommend states to conduct

state-based surveys or registries to provide a more comprehensive estimate of the ECE workforce due to the “limited data available across states in the OES.”

Another common source of data has been the National Survey of Early Care and Education (NSECE, 2010-2012). Unless the state contracted with the researchers from the NSECE to collect data that are representative of the state population, this data source is not generalizable at the state level and is intended only to provide a national perspective. Although the national datasets are a great resource, they do not capture the state-level complexities and nuances in the diverse ECE systems and CCDF administrations in the country.

Therefore, it was important for South Carolina to conduct a statewide workforce study to supplement information from the national databases. SC-CCCCD maintains a training registry to document mandated training information from individual ECE professionals working in licensed or registered child care programs and other ECE facilities.

While the registry contains some workforce information, it has significant limitations. All individuals working in regulated ECE facilities complete the basic information at initial enrollment in the registry, however, the employer and position fields are not required. Additionally, this information is not consistently updated. Given the lack of recent, comprehensive, state-level workforce data to inform a sampling strategy, the planning team and stakeholders requested the researchers solicit participation from the ECE workforce information in the training registry. This would comprise the entire workforce as all members are required to complete training per regulation or QRIS standard.

Survey Instrument

This study was conducted using a single online survey deployed through SurveyMonkey.com. The survey was sent to all individuals in the training registry with an email address and at least one documented ECE training in the previous 2 years. The questionnaire was created by the SC workforce study team using input from the stakeholder group listed in the Acknowledgements section of this document. In addition, ECE workforce studies in other states, as well as other disciplines, were used to develop questions most relevant to policy-makers (Child Care Services, 2014; McDonald, 2013; Roberts, Iruka, & Sarver, 2017; University of California, California Child Care, & Referral, 2006). The survey captured the demographic information of the ECE

workforce, their employment conditions, job satisfaction, aspirations, and training and technical needs. One survey design was used for all individuals, regardless of position.

Survey Distribution

Utilizing the SC Endeavors training registry which documents individuals who have received registered or certified training, 33,275 unique emails were extracted on 2/19/18. Individuals received an initial email notification to complete the survey in mid-March 2018 and reminder notifications through mid-October 2018. The project staff at the CDRC worked with the other members of the SC workforce project team to clarify the disconnected and incorrect email addresses for wider distribution. Taking into account the emails that bounced back, removing duplicates, and selecting a single email when an ECE workforce member clearly had more than one email in the system, we estimate that 22,184 email invitations were successfully deployed.

The total response from these members was 4,203. Of the 4,203 responses, surveys with less than 10 answered questions were deleted and a final dataset with 4,002 responses was used for the SC ECE Workforce Study 2018 report.

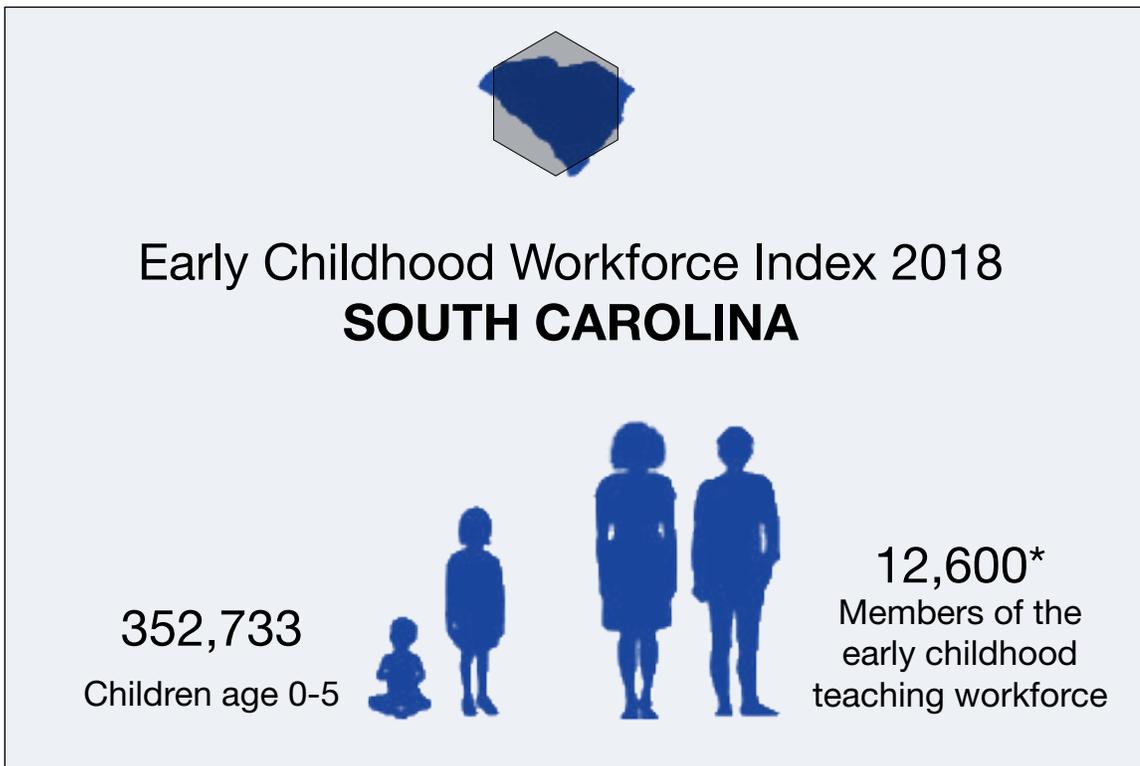
Note: The number of emails was not used as a denominator in computing the response rate to the survey. The emails in the SC Endeavors database were associated with a training taken in the last two years that was recorded at SC Endeavors. There is not enough information to allow us to equate the number of emails to the number of individuals in the SC Endeavors system. An individual could have had multiple emails in the past two years and therefore, more than one email could be associated with one individual. Similarly, many individuals may be linked to one child care center email maintained by the director.

Representative Respondents

Child Care Facilities Distribution

Data collection and estimation in ECE settings are challenging because there is no true reliable count of South Carolina's ECE workforce. There are several estimates of the ECE workforce such as the estimate from Early Childhood Workforce Index and its state-level reports (Whitebook et. al., 2018). This index estimates South Carolina's 2018 workforce (teachers and caregivers) to be 12,600* (Figure 1). Based on this estimate, response rate for the SC ECE Workforce Study 2018, with 4002 respondents, was 32%. Other estimates include the Bureau of Labor Statistics May 2017 State Occupational Employment and Wage Estimates for South Carolina which reflects 6,860 child care workers, 5,040 preschool teachers except special education, 180 special education teachers-preschool, the combined total of which is 12,080 excluding Head Start/Early Head Start.

Figure 1
Early Childhood Workforce Index 2016 - South Carolina State Profile



**Total includes the following occupations as defined by the U.S. Bureau of Labor Statistics Occupational Employment Statistics (OES): "child care workers," "preschool teachers, excluding special education," "preschool teachers, special education", "education administrators: preschool/child care center programs". These data do not include the self-employed, although home-based child care assistants, who are employees, are likely included in the "child care worker" category. Due to the limited data available across states in the OES, state-based surveys or registries may provide more comprehensive estimates of the ECE workforce.*

The ECE landscape is made up of several diverse types of child care including child care centers, home-based child care, preschools at public schools, Early Head Start, Head Start, and afterschool programs. Nearly 74% of the respondents indicated that they worked in either a child care center, Early Head Start, or Head Start program. Public school 4K was the second largest category with 17%. Home-based child care facilities, including both Family Child Care Homes and Group Child Care Homes, made up 6%. The researchers compared the percentages of the child care types indicated in the survey with the percentages of child care types of all the regulated child care listed on scchildcare.org (Data extracted on 12/16/2018) to gauge adequacy of representation from the different types of child care facilities in South Carolina. Although the categories in the survey are different from the categories of child care type listed on the website, Table 1 and Table 2 below provides a reasonable comparison of the two.

Table 1
Type of Child Care facilities listed in the SC ECE Workforce Study 2018

Facility Type	Facility Type	Number of Respondents	Percentage of Respondents (N=3,949)
Child Care Centers	Child Care Center	2393	61%
	Early Head Start/Head Start	498	13%
	Public School- 4K	662	17%
Family Child Care	Family Child Care Home	208	5%
Group Child Care	Group Child Care Home	42	1%
School-Age Out of School Time	School-Age Out of School Time Provider	146	4%

Table 2
Type of Regulated Child Care facilities listed on scchildcare.org on 12.16.2018

Facility Type	Number of Facilities	Percentage of Facilities
Child Care Center	1665	67%
Family Child Care Home	756	30%
Group Child Care Home	83	3%

If Family Child Care Homes consist of one employee, we can roughly estimate that 208 respondents who work in Family Child Care Homes represent nearly 28% of the workforce in this area. Similarly, if Group Child Care Homes employ two people, the 42 respondents represent 25% of the GCCH workforce. Currently, there are no estimates for after-school/out of school time providers because they operate for less than the number of hours required for licensure. Therefore, they are not regulated and or listed for a true count. As of March 31st, 2019, there were 144 Head Start and 84 Early Head Start programs in South Carolina.

Note: These figures are rough estimates to ensure that the voices of the ECE workforce from all types of child care facilities are represented in the survey. It is not a claim of equal or proportional representation from all types of child care facilities.

Level of ECE Positions Distribution

The survey responses in this study represented responses from various positions within child care facilities. Although most of the figures in the results section of the report are listed in percentages, these first few tables display the frequencies to show the breadth of input received from the respondents. Table 3 shows the survey participation levels by program and position type.

Table 3
Number of respondents by Respondent Position and Child Care Facility Type
in SC ECE Workforce Study 2018

Respondent Position	Child Care Center	Early Head Start/Head Start	Family Child Care Home	Group Child Care Home	Public School—4K	School-Age/Out of School Time
Teacher	849	177	6	4	306	24
Director - Child Care Center	385	33	1	2	35	17
Assistant Teacher	213	80	1	3	123	5
Other	91	53	5	2	50	20
Program Support Staff	72	36	4	1	16	23
Assistant/Associate Director Child Care Center	108	4	1	3	10	9
Owner- Family Child Care Home	1	1	126			
Floater	89	11	4		9	3
Owner- Child Care Center	90	4	1		1	3
Owner/Director - Child Care Center	61	3	1			4
Owner - Group Child Care Home			4	19		

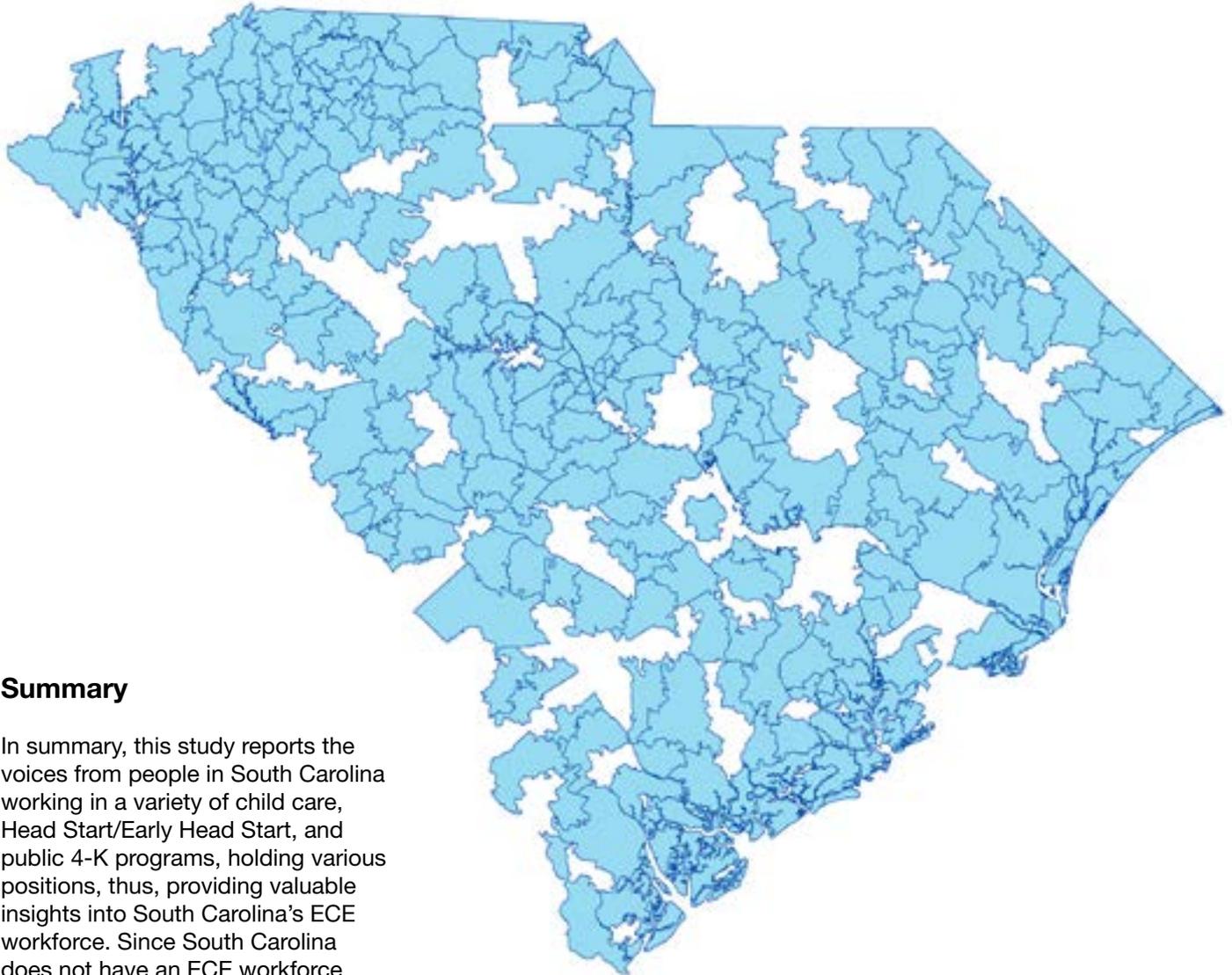
**Note: In this table, as well as other tables in this report, when reporting responses to more than one question, the total will be less than the total number of respondents to the survey. The table only contains the number of respondents who answered both questions – child care facility type and position.*

Geographic Distribution

Survey responses came from 372 different zip codes, demonstrating a wide representation by the ECE workforce from all parts of the state. As another indication of the breadth of responses, in the regulatory data acquired from Child Care Licensing on 12/16/2018, there are 331 zip codes with regulated facilities and the respondents entered a total of 372 zip codes. The map in Figure 2 shows the zip codes listed by the respondents for the location of their child care facility.

Figure 2

A map of all the zip codes of the respondents in SC ECE Workforce Study 2018



Summary

In summary, this study reports the voices from people in South Carolina working in a variety of child care, Head Start/Early Head Start, and public 4-K programs, holding various positions, thus, providing valuable insights into South Carolina's ECE workforce. Since South Carolina does not have an ECE workforce registry, it is difficult to truly estimate the size of the workforce and the characteristics of their employment. However, 4,002 respondents from a variety of child care, Head Start/Early Head Start, and public 4-K programs and positions, from all corners of South Carolina have taken the time to give policy makers insights into the characteristics of this workforce.

Results

This report presents an overview of the results the SC ECE Workforce Study 2018. We caution the use of the results from individual questions without the context provided by other responses in the survey. The aim of this report is to provide a broad picture and understanding of the broad ECE workforce in South Carolina representing child care, Head Start/Early Head Start and pre-kindergarten (pre-K or 4-k) programs. Additional in-depth analysis of the data follows with subgroup analyses and comparisons. The tables below may or may not include a total column/row depending upon the type of item in the Workforce Study survey instrument.

Characteristics of South Carolina Early Care and Education Settings

Early care and education services occur in a variety of formal and informal settings. The environments surveyed in this study were legally operating, formalized settings for children ages 6 weeks through school age. The survey captured information regarding the multiple characteristics of these settings, including facility type, regulatory status, facility size, the Internal Revenue Service (IRS) status of the facility and Quality Rating and Improvement System (ABC Quality) participation and rating.

Facility Type

Table 4 represents the respondents' knowledge of the regulatory status of their employer. A majority of the respondents (63%) worked in a licensed center, while 16% did not know the type of facility where they worked. Overall, 75% of the respondents reported working in a center-based program while 7% stated they work in a home-based program regardless of regulatory status.

Table 4
Regulatory status of the child care facilities in SC ECE Workforce Study 2018

Licensing Status	Percentage of Respondents
Licensed/Approved Child Care Center	63%
I Don't Know	16%
Licensed, Faith-Based Provider	9%
Registered, Family Child Care Home Provider	4%
Registered, Faith-Based Provider	3%
Exempt Provider	2%
Licensed Group Child Care Provider	2%
Licensed, Family Child Care Home Child Care Provider	1%

Number of children	Percentage of responses (N=2,751)
0-6	5%
7-15	2%
16-25	5%
26-50	13%
51-75	13%
76-100	13%
101-150	17%
151-200	10%
201-250	8%
251-300	4%
301-350	2%
351-400	1%
401-450	1%
451-500	4%

Table 5
Capacity of child care facilities in SC ECE Workforce Study 2018

Capacity

The capacity of the facilities is an indicator of the size of the facilities. When respondents were asked to report the “enrollment capacity” of their child care program, the responses ranged from 0 to 500. A majority of the respondents listed a number between 26 and 200 as the “enrollment capacity” of their facility (Table 5). The structural capacity of a child care program is determined during the process of obtaining a child care license and depends upon various factors such as square footage, number of toilets, etc. The capacity of a child care program is also defined by the type of child care program. FCCH can serve a maximum of 6 children and GCCH can serve a maximum of 15 children. Child care centers can serve more, depending on their license. The term “enrollment capacity” was used in the survey to understand the true capacity of a program that accounts for additional factors such as the number of staff and management.

Child age	Percentage of Respondents (N= 3,177)
Infants (Birth-12 months)	13%
Young Toddlers (13-24 months)	16%
Older Toddlers (25-36 months)	16%
Preschool (3-5 years)	39%
Kindergarten (5 years)	6%
School Age (6 and older)	9%
Program Administrator - I do not work directly with young children for most of my job	16%

Table 6
Age groups served by respondents in SC ECE Workforce Study 2018

Ages Served

Later in the survey, the respondents also identified the age group of children in their care and 39% of the respondents worked with children between the ages of 3 and 5 years (Table 6). Program administrators who do not work directly with children accounted for 16% of the total sample size.

Note: Totals sum greater than 100 percent age category due to multiple selections.

Sometimes policymakers may consider an initiative that involves a tax deduction or other tax-related benefits to owners of child care facilities or their workforce. Therefore, the respondents were enquired about the IRS status of the child care facility. Table 7 indicates that 38% of the respondents reported working at a non-profit organization, 35% did not know the IRS status of their organization, and 27% reported working at a for-profit organization.

IRS Status	Percentage of Respondents (N= 4,002)
Non-Profit Provider	38%
For-Profit Provider	27%
I do not know	35%

Table 7
IRS status of the facilities in the SC ECE Workforce Study 2018

Quality

ABC Quality is the state's Quality Rating and Improvement System (QRIS). Based on quality indicators, this voluntary program allows child care facilities to apply and be awarded a Level A, B, or C. Enrolled providers may earn additional ratings of A+ or B+ by meeting additional performance measures. At the time of this study, ABC Quality had five quality levels as listed in Table 8. A lack of knowledge regarding the participation and level of ABC Quality was reported by 28% of the respondents.

Table 8
ABC Quality Levels of facilities in the SC ECE Workforce Study 2018

ABC Quality Level	Percentage of Respondents (N= 4,002)
A+	8.6%
A	4.8%
B+	10.9%
B	7.7%
C	6.6%
My program doesn't participate in the ABC Quality Program	33.5%
I am not sure	27.9%

Characteristics of South Carolina Early Care and Education Workforce

Age

The ECE workforce in SC was predominantly female (97%) with a distribution of the workforce in the age range of 30-39 years (23%), 40-49 years (24%), and 50-59 years (22%). Younger respondents between 20-29 years accounted for 17% of the workforce and 12% of the workforce reported their age to be over 60. Teenagers, employees under 20 years of age, accounted for 2% of the ECE workforce in SC primarily working in child care centers. Accounting for nearly 60% of the employment in ECE, child care centers had the most respondents in all age categories compared to other center types (Table 9). Finally, most of the respondents in Family Child Care Homes, reported age ranges of 40-49 (2%) and 50-59 (2%).

Table 9
Age demographics of SC ECE Workforce 2018 by Facility Type

Type of Child Care Program	Under 20 years	20-29 years	30-39 years	40-49 years	50-59 years	60+ years	Total (N=4,002)
Child Care Center	2%	12%	15%	13%	12%	7%	61%
Public School- 4K	0%	2%	3%	5%	4%	2%	17%
Early Head Start/ Head Start	0%	2%	3%	3%	3%	1%	13%
Family Child Care Home	0%	0%	1%	2%	2%	1%	5%
Group Child Care Home	0%	0%	0%	0%	0%	0%	1%
School-Age Out of School Time Provider	0%	1%	1%	1%	1%	0%	4%
Grand Total	2%	17%	23%	24%	22%	11%	100%

Note: Totals may not sum up to 100 percent due to rounding.

Race/Ethnicity

The survey included two questions on race and ethnicity. The survey asked the respondents if they identified as Hispanic/Latino and to “select all” the races that applied to them. Only one race was selected by 95% of the respondents who answered this question and 2% picked two races and less than half percent of respondents picked three. The majority of the respondents were White (57%) or African American, Black (39%). The other categories selected were American Indian/Alaskan Native (2%), Asian (1%), and Hawaiian/Pacific-Islander (0.32%) (Table 10). In the “Other category”, 2% of respondents indicated various types of races and ethnicities, listed in order of frequency, such as Hispanic, Latino, Puerto Rican, multi-racial, and German, as well as a combination of races that were already listed in the categories. These questions were about a respondent’s identity but the ambiguity in commonly held definitions of race and ethnicity was evident when the majority of the respondents in the “Other” category identified with a language or country. Table 10 below shows the percentage of respondents and the categories of race they selected. The diagonal percentages refer to respondents who identified with a single race while the rest selected more than one race category.

Table 10
Race composition of SC ECE Workforce Study 2018 (N=3,974)

	White	African-American or Black	Asian	Native Hawaiian /Pacific Islander	American Indian/ Alaskan Native	Other
White	55.3%	0.9%	0.1%		0.9%	0.2%
African-American or Black	0.9%	39.4%		0.1%	0.6%	0.2%
Asian	0.1%		0.4%	0.2%		
Native Hawaiian/ Pacific Islander						
American Indian/ Alaskan Native	0.9%				0.1%	0.1%
Other	0.2%					
Total	57.4%	40.3%	0.5%	0.3%	1.6%	0.5%

Note: Totals sum greater than 100 percent due to multiple selections.

Language

The two questions in the survey regarding spoken language enquired about the respondents' own language skills as well as the number of children in the classroom whose home language was not English. Table 11 illustrates that 94% of the respondents reported as mono-lingual English speakers. Additionally, 0.3% reported as mono-lingual speakers of Gullah/Geechee, Spanish and Other languages. While 6% reported as bi/multi-lingual including English with 3% speaking Spanish, 1% speaking Gullah/Geechee, 0.2% speaking Portuguese and 1.7% Other languages. The diagonal percentages in Table 11 refer to respondents who only speak one language.

Table 11
Languages spoken by the SC ECE Workforce 2018 (N=4,002)

Language	English	Gullah/Geechee	Portuguese	Spanish	Other
English	93.8%	1.2%	0.2%	2.9%	1.6%
Gullah/Geechee		0.1%			
Portuguese					
Spanish				0.1%	
Other					0.1%
Total	93.8%	1.3%	0.2%	3.0%	1.7%

Note: Totals sum greater than 100 percent due to multiple selections.

Some respondents listed languages they spoke using the “Other” category which has been presented in Figure 3 in the form of a Word Cloud. A Word Cloud provides a brief overview of the qualitative data on the languages listed in the open-ended response in the “Other” category. Larger words in the figure indicate greater frequencies.

Figure 3
“Other” languages spoken by respondents in SC ECE Workforce Study 2018 (N=85)



About 31% of respondents reported having at least one child with a home language other than English in their classroom. Of that 31%, a majority of the respondents (87%) indicated that they had 1-5 children in their classroom who were dual language learners (Table 12).

Table 12
Teachers who reported having at least one child whose home language is not English

Number of Dual Language Learners	Percentage of responses (N=1,261)
1-5	87%
6-10	8%
11-20	4%
21-30	1%

Job/Position

The operation of early care and education programs require a variety of employees who may serve in multiple types of positions. The employment positions in the survey included Owner (4 types), Director (2 types), Teacher (2 types), Program Support Staff, Floater, and “Other”. Given the diversity in positions and lack of clear definition for these position titles throughout the field of ECE, the questionnaire provided a definition for each of the personnel categories listed below.

- **Teacher - A teacher is defined as an adult with primary responsibility for a group of children.**
- **Assistant Teacher - An assistant teacher is defined as an adult who works under the direct supervision of a teacher. While an assistant teacher may work independently in the teacher’s absence, the vast majority of the time the assistant teacher works directly with the teacher in the same space and with the same group of children.**
- **Program Support Staff (e.g. Program Coordinator, Office Administrative Staff, Food Preparation Staff, Transportation Staff)**
- **Floater - This category is for a teacher that is not assigned to a particular classroom but works directly with children.**

Teachers and Assistant Teachers constituted over 50% of the respondents, followed by Directors and Assistant Directors (19%). Ten percent were Owners and Owners/Directors, while the remaining respondents identified themselves as Program Staff or as a Floater. This question also had a high percentage of missing data (19%) and, as expected, responses in the “Other” category (7%).

The “Other” category was selected by 7% of the respondents. This question forced the respondents to select only one of the options, instructing respondents who held multiple positions to select the position during which they spend most of their time. The open-ended responses in the “Other” category indicated multiple jobs held by the respondents such as Floater/Teacher or Teacher/Director. The responses also included several “Part-Time” positions such as Part-Time Cook, Part-Time Teacher, etc. Positions listed under this category included assistants to other positions listed under the options, Principals, Counselors, Special Education Coordinators, and family-level positions, including Family Advocates and Family Counselor.

Table 13 below indicates the percentage of respondents and their placement in South Carolina's Early Childhood System. Most of the ECE respondents work in Child Care Centers (61%) followed by Public 4K programs (17%), and Head Start/Early Head Start programs (13%). Family Child Care (5%), After-School Programs (3%), and Group Child Care Homes (1%) had the least number of respondents in the sample.

Table 13

Job/Positions in Child Care Facility Types of SC ECE Workforce, 2018

Job/Position	Child Care Center	Early Head Start/Head Start	Family Child Care Home	Group Child Care Home	Public School-4K	School-Age Out of School Time Provider	Total Percentage (N=3,207)
Teacher	26.5%	5.5%	0.2%	0.1%	9.5%	0.7%	42.5%
Assistant Teacher	6.6%	2.5%		0.1%	3.8%	0.2%	13.2%
Director - Child Care Center	12.0%	1.0%		0.1%	1.1%	0.5%	14.7%
Assistant/Associate Director - Child Care Center	3.4%	0.1%		0.1%	0.3%	0.3%	4.2%
Owner - Family Child Care Home			3.9%				3.9%
Owner - Child Care Center	2.8%	0.1%				0.1%	3.0%
Owner/Director Child Care Center	1.9%	0.1%				0.1%	2.1%
Owner - Group Child Care Home			0.1%	0.6%			0.7%
Program Support Staff	2.2%	1.1%	0.1%		0.5%	0.7%	4.6%
Floater	2.8%	0.3%	0.1%		0.3%	0.1%	3.6%
Other	2.8%	1.7%	0.2%	0.1%	1.6%	0.6%	7.0%
Total	61%	12.4%	4.6%	1.1%	17.1%	3.3%	100%

Educational Qualifications

The educational qualifications of the ECE workforce who responded to the survey are listed in Figure 4. More than 50% of the respondents indicated having some formal coursework in early childhood education. While 32% reported having a degree in Early Childhood Education, an additional 16% held a degree in a related field. About 10% of the respondents used the “Other” category that was used to list an educational area other than the major categories provided in the list (Table 14). The responses were grouped into 76 different categories including (in the order of frequency) Administration/Business Management, Education, Leadership, Psychology, Religion, Computers, nursing, Counseling, Science, Communications and English. More than half the respondents indicated “Early Childhood” or “Elementary Education” in the “Other” category sometimes in combination with other areas of education.

Figure 4
Highest Education reported in
SC ECE Workforce Study 2018

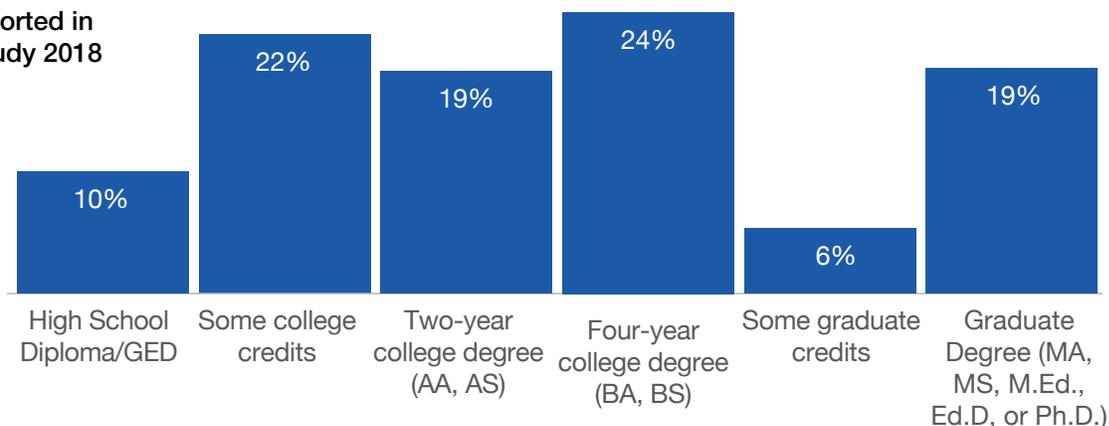


Table 14
Educational Qualifications and subject areas of post High school education amongst ECE respondents in SC 2018

	Some college credits	Two-year college degree (AA, AS)	Four-year college degree (BA, BS)	Some graduate credits	Graduate Degree (MA, MS, M.Ed., Ed.D., or Ph.D.)	Grand Total
Business Administration	2%	2%	2%	0%	1%	8%
Early Childhood Education/Child Development	15%	16%	9%	3%	9%	52%
Elementary or Secondary Education	1%	0.5%	4%	1%	4%	11%
Social Work	0.3%	1%	1%	0.3%	1%	3%
Special Education	0.1%	0.1%	1%	0.3%	1%	2%
Other	3%	3%	10%	1%	6%	23%
Grand Total	23%	22%	27%	6%	22%	100%

Experience

The survey included two questions regarding an employee's experience of workforce stability. The first question was about the respondent's overall experience in the field of early childhood and the second one was about experience with a single/current employer. Respondents indicated an average of 14.5 years of experience in the field of ECE. The years of experience ranged from 0 to 50 with the largest number of the respondents reporting less than five years (27%) of experience and a cumulative count of more than 50% of the respondents (Table 15) with less than 10 years of experience in the field. The average length of experience of the ECE workforce in most facility types is 14 years, except for Group Child Care Homes (21 years) and Family Child Care Homes (an average of 16 years). Similarly, in assessing group averages, Group Child Care Home Owners, Family Child Care Home Owners, and Directors indicated that they had more than 20 years of experience, while Floaters had the least amount of experience, an average for this group is 8.6 years.

The respondents were also asked how many years they had worked with their current employer. The average number of years differed by child care facilities. As seen in Table 16 above, home-based child care programs that generally fall into the category of self-employment have child care providers with the longest record of service in the child care industry (GCCH =16 years and FCCH=12 years). The average number of years in current employment was 7 years ranging from 0 to 50 years.

Table 15
Range of ECE experience of the workforce in SC ECE Workforce Study 2018

Years of experience	Percentage of Respondents (N=3,127)
≤5	27%
6-10	17%
11-15	15%
16-20	15%
21-25	11%
26-30	8%
31-35	4%
36-40	2%
41-45	1%
46-50	0.4%

Table 16
Years of experience in ECE field and the current positions of the ECE Workforce in SC, 2018

Child Care Type	Average number of years in Early Care and Education Field (N=3,128)	Average number of years in the current employment (N=3,046)
Group Child Care Home	21.4	16.3
Family Child Care Home	16.0	12.0
Public School- 4K	14.7	11.3
Child Care Center	14.4	7.3
Early Head Start/Head Start	14.2	8.6
School-Age Out of School Time Provider	11.4	6.6
All ECE facilities	14.5	8.4

Wages

The respondents were asked to list their wages in two common categories of compensation— yearly salary or hourly wages. More than 60% of the respondents stated an income in hourly wages and 28% reported a salary (Table 17). The distribution of the hourly wages is represented in two tables – a frequency distribution table (Table 17) and median hourly wages table (Table 18). More than 93% of the “hourly wage” respondents reported earning less than or equal to \$20.00 per hour with nearly 50% of the respondents reporting a wage of less than or equal to \$10.00 an hour. The median income at \$10.00/hour is the lowest in FCCH and the highest at \$16.00/hour in Public School – 4K.

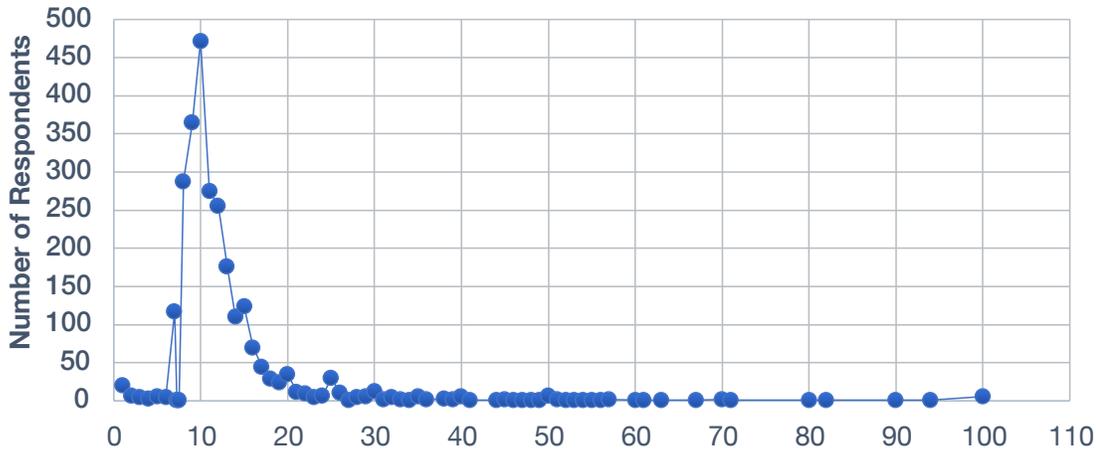
Table 17
Hourly wages reported by SC ECE Workforce Study 2018

Hourly Wages Range	Percentage of respondents earning in this wage range	Cumulative Percentage (N=2,608)
\$0 - \$10	49.5%	49.5%
\$11 - \$20	43.9%	93.5%
\$21 - \$30	3.8%	97.3%
\$31 - \$40	1.1%	98.4%
\$41 - \$50	0.6%	99.0%
\$51 - 60	0.4%	99.4%
\$61 - \$70	0.2%	99.6%
\$71 - \$80	0.1%	99.7%
\$81 - \$90	0.1%	99.7%
\$91 - \$100	0.3%	100.0%

Table 18
Median Hourly Wages reported in SC ECE Workforce Study 2018

Early Care & Education Type	Median Wages (N= 2,068)
Child Care Center	10.0
Family Child Care Home	12.0
Early Head Start/Head Start	13.0
Group Child Care Home	11.0
Public School- 4K	13.0
School-Age Out of School Time Provider	11.0

Figure 5
Distribution of hourly wages of SC ECE Workforce Study 2018



Approximately 65% of the “salary” respondents reported earning less than or equal to \$40,000 per year with nearly 26% in the \$30,000–\$40,000 range, followed by 19% in the \$20,000–\$30,000 range and 18% in the \$40,000–\$50,000 range. Six percent of the respondents earn less than or equal to \$10,000 per year.

Table 19
Salaries reported by SC ECE Workforce Study 2018

Salary Range	Frequency	Cumulative % (N=1,094)
≤ \$10,000	66	6%
\$10,001-\$20,000	145	19%
\$20,001-\$30,000	206	38%
\$30,001-\$40,000	285	64%
\$40,001-\$50,000	197	82%
\$50,001-\$60,000	99	91%
\$60,001-\$70,000	39	95%
\$70,001-\$80,000	28	97%
\$80,001-\$90,000	15	99%
\$90,001-\$100,000	7	99%
\$100,001-\$110,000	1	99%
More than \$110,000	6	100%

Characteristics of ECE Workforce on Professional Development

T.E.A.C.H. Early Childhood® SOUTH CAROLINA Utilization

T.E.A.C.H. Early Childhood® SOUTH CAROLINA is a program at SC Endeavors that provides scholarships for Teachers, Directors, Owners, and Family/Group Providers working in child care to complete coursework in early childhood education. With 3,459 responses, 72% of respondents never participated in the program, 22% are past scholarship recipients, and 6% are current recipients.

Professional affiliation

Membership in a professional association is one potential indicator of the ECE workforce holding themselves to professional standards. More than half of the respondents answered this question listing their membership in state and national professional organizations listed in Table 20 below.

Table 20
SC ECE Workforce membership in ECE professional associations

Professional Association Membership	Percentage of Respondents (N=2,340)
National Association for the Education of Young Children (NAEYC)	31%
South Carolina Early Childhood Association (SCECA)	25%
Other	15%
South Carolina Association for the Education of Young Children (SCAEYC)	13%
Southern Early Childhood Association (SECA)	8%
South Carolina Association for Early Care and Education (SCAECE)	6%
National Association for Family Child Care (NAFCC)	2%

The third most popular category for this question was “Other” with open-ended responses showing categories that were not listed in the options. These respondents (12%) listed other organizations such as Head Start, Montessori Association, and First Steps as their professional organizations. Two-hundred and seventy nine responses were used to create the Word cloud in Figure 6.

Perceived Barriers to Professional Development

Professionals working in ECE settings have demanding classroom and program responsibilities throughout the day that restrict their ability to participate in activities occurring outside of the classroom. This limitation requires professional development opportunities to be conducted outside of business hours, during evenings and weekends. Table 21 demonstrates the top perceived barriers to acquiring professional development as “lack of time” and “competing demands with family obligations”.

Within the open-ended response question, respondents indicated their age as a barrier, stating that they were close to retirement while others stated that they were already pursuing a master’s degree. Finances and lack of time were also reiterated in the open-ended responses.

Table 21
Barriers to Professional Development reported by SC ECE Workforce Study 2018

Preferred method of training	% of ranked responses (N=3,150)
On-line training/course	45%
On-site (at the place of employment)	25%
Hybrid (online and classroom)	11%
Conference	12%
College classroom	10%
Off-site training (at community agencies)	7%

Characteristics of Early Care and Education Workforce - Workload

Classroom/Group Size

The number of children in a classroom, used to compute teacher-child ratio, is a key measure of health and safety standards and an important indicator of quality. The number of children in a classroom was a question that was grouped with other questions related to learning more about the children in the classroom. Questions 22 and 23 were matched to provide information regarding the age and number of the children in a classroom or group supervised by the respondents who work directly with children. Therefore, Table 23 displays the average group size per classroom/group with age as reported by respondents who only selected one age group. The number of children in groups/classrooms was reported by the ECE workforce in all roles (including administrators and program supports) that varied widely based on the type of child care. Table 24 displays the average number of children in groups/classroom for the overall data. Using an open-ended response, the majority of respondents were in classrooms with 2 teachers often with a lead teacher and an assistant.

Age Group	Average	Median
Infant (Birth-12 months)	9	8
Young Toddlers (13-24 months)	11	10
Older Toddlers (25-36 months)	13	12
Preschool (3-5 years)	18	18
Kindergarten (5 years)	18	18
School Age (6 and older)	21	20
Mixed Age Group	14	12

Table 23
Age of Children in a Group/ classroom per program type reported in SC ECE workforce Study 2018 (N=3,177)

Child Care Type	Average	Median
School-Age Out of School Time Provider	25	22
Public School- 4K	20	20
Early Head Start/Head Start	17	17
Child Care Center	15	13
Group Child Care Home	10	10
Family Child Care Home	5	5

Table 24
Numbers of Children in a Group/ classroom per program type reported in SC ECE workforce Study 2018 (N=2,751)

Children with special needs or developmental delay

The survey also enquired about the number of children in the respondent's group/classroom who had an identified special need or developmental delay. Identified special need or developmental delay implies an IEP or intervention plan for a child. The results of 1,394 responses who reported to having one or more children in the classroom with a developmental delay or an identified special need equates to an average of 3.7 children per classroom/group for the whole survey. The details of an average number of children with an identified disability/developmental delay by child care type are shown in Table 25 below.

Table 25
Number of children in Classrooms/Groups who have an identified special need or developmental delay

Percentage of respondents who had at least one child with special needs or developmental delay	Child Care Type	Average number of children with special needs/developmental delay (N=1,394)
35%	School-Age Out of School Time Provider	5.7
	Public School- 4K	4.6
	Early Head Start/Head Start	4.1
	Child Care Center	3.2
	Family Child Care Home	2.0
	Group Child Care Home	1.8
	Grand Total	3.7

Characteristics of Early Care and Education Workforce – Work Environment

National studies have found that the early care and education workforce receives lower wages and fewer benefits than their counterparts in other professions (NSECE) (Goerge et al., 2010). The context of this type of work involves demanding and sometimes stressful experiences with children and families on a daily basis which can affect the workplace climate. Respondents in this survey reported their attitudes, opinions, and feelings regarding their workplace in their responses to a series of statements using a Likert-scale. The results are presented in percentages to equalize responses across workplace questions (Table 26).

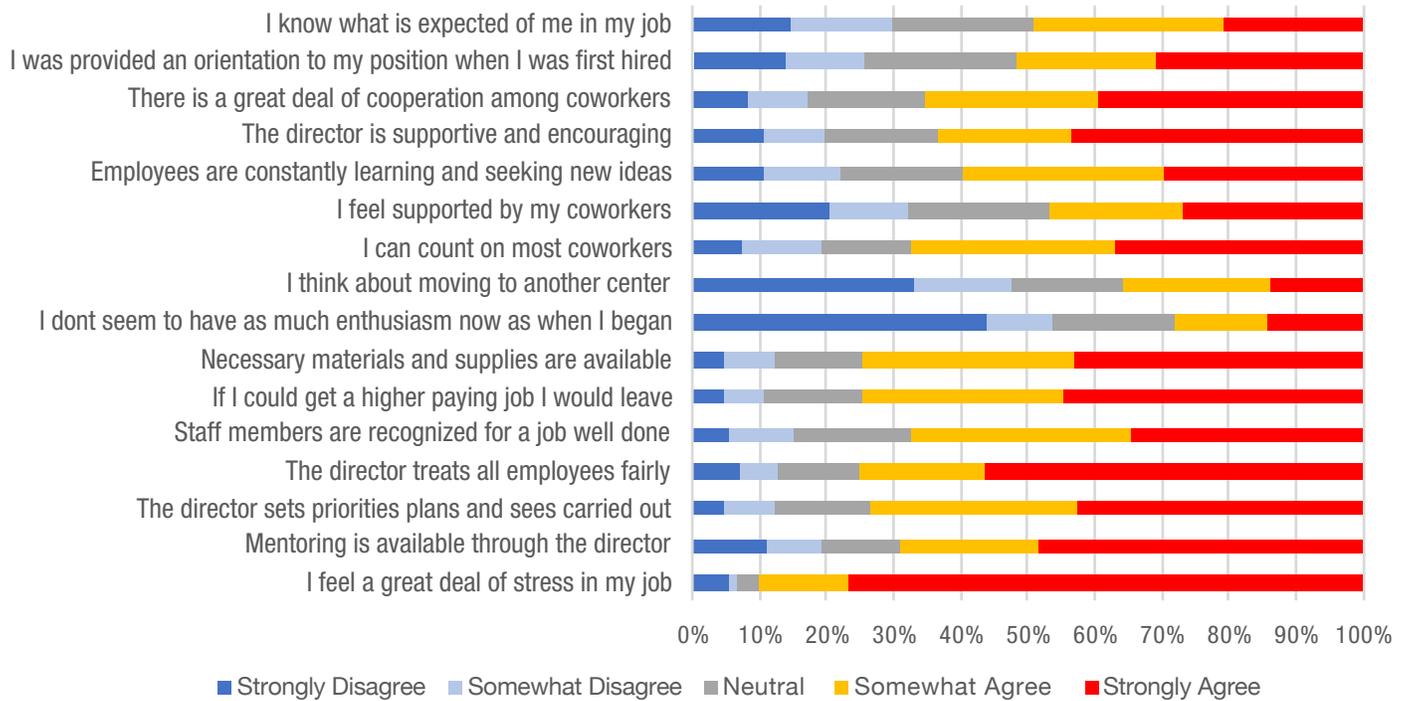
The question contained a mixture of positive and negative statements about their workplace (Figure 7). Consistently, the respondents strongly agreed with positive statements such as support from coworkers (45%) and directors (56%) and knowing the expectations of their job (77%) and strongly disagreed with negative statements such as thoughts about moving to another center (44%). Based on the results from the 16 statements in this question, although SC ECE workforce acknowledges stress in the workplace and desires higher paying jobs, they feel supported by their coworkers and directors and have enthusiasm in their current jobs.

Table 26
Workplace elements for SC ECE Workforce in 2018

Workplace Questions	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree
I know what is expected of me in my job	5.3%	1.5%	2.9%	13.5%	76.8%
I was provided an orientation to my position when I was first hired	11.2%	8.2%	11.8%	20.7%	48.1%
Employees are constantly learning and seeking new ideas	5.4%	9.7%	17.6%	32.7%	34.7%
Necessary materials and supplies are available	7.5%	11.6%	13.6%	30.4%	36.9%
There is a great deal of cooperation among coworkers	4.6%	7.8%	14.0%	30.9%	42.7%
I feel supported by my coworkers	4.8%	6.1%	14.4%	30.2%	44.5%
I can count on most coworkers to help out even though it may not be part of their job	4.8%	7.5%	13.0%	31.6%	43.2%
Staff members are recognized for a job well done	10.5%	11.7%	17.9%	30.4%	29.5%
The director is supportive and encouraging	7.0%	5.7%	12.0%	19.0%	56.3%
The director treats all employees fairly	10.7%	9.1%	16.8%	20.0%	43.5%
The director sets priorities plans and sees carried out	8.2%	9.1%	17.3%	25.9%	39.5%
Mentoring is available through the director	13.8%	12.2%	22.5%	20.8%	30.8%
I think about moving to another center	44.0%	9.6%	18.5%	13.8%	14.1%
I don't seem to have as much enthusiasm now as when I began	33.0%	14.7%	16.5%	22.2%	13.6%
If I could get a higher paying job I would leave	20.4%	11.7%	21.2%	19.9%	26.7%
I feel a great deal of stress in my job	14.6%	15.2%	21.0%	28.6%	20.6%

Figure 7

Workplace climate in ECE settings as reported in SC ECE Workforce Study 2018



Overall job satisfaction was measured on a single Likert item on a 5-point scale that indicated that overall satisfaction is high with nearly 75% of the respondents indicating that they were either Very Satisfied or Somewhat Satisfied in their jobs (Table 27).

Table 27
SC ECE Workforce’s overall satisfaction with their job in SC ECE Workforce Study 2018

Response Options	Percentage of Respondents (N=3,211)
Very satisfied	38.9%
Somewhat satisfied	35.3%
Neutral	11.5%
Somewhat dissatisfied	8.9%
Very dissatisfied	5.1%

ECE workforce satisfaction on other aspects of their employment was gauged on a 4-point Likert scale item with an option for respondents to select N/A when the item was not applicable. The results (Table 28) below indicate that the ECE Workforce has great satisfaction in working with children, their families, and coworkers. The highest category of dissatisfaction was regarding their wages, followed by their health insurance benefits.

Table 28
Satisfaction rating with elements of their employment reported in SC ECE Workforce Study of 2018

	NA*	Satisfied	Somewhat Dissatisfied	Very Dissatisfied	Very Satisfied
Wages	3%	30%	32%	25%	10%
Health insurance benefits	30%	21%	13%	25%	12%
Training Opportunities	4%	46%	18%	8%	24%
Work Hours	2%	49%	13%	6%	30%
Employer's reputation in the community	9%	36%	9%	3%	43%
Program Leadership	8%	38%	14%	8%	32%
Relationship with coworkers	5%	41%	8%	3%	43%
Relationship with the director	12%	34%	9%	5%	40%
Children that I work with	7%	30%	4%	1%	58%
Families that I work with	5%	38%	6%	1%	49%
Working close to where I live	6%	29%	8%	6%	52%
My own child can be at the center/program with me during the day	58%	13%	2%	5%	22%

**Note: The option NA was included in case some of the items were not applicable to the respondents. We realize that the respondents may have selected this option to indicate that the item was "not available".*

Second employment

Understanding the financial impact of being employed in ECE setting led to the enquiry about possible second employment in the survey. Factors that may be unique to the child care industry is the hours of operation and days of operation. Although the survey did not include questions regarding hours of operation at the child care facility, it is well known that the hours of operation of child care facilities can be diverse. Regular business hours can be from 6 a.m. to 6 p.m., year-round or mirror the public school days and hours of operation which is from 7 a.m. to 3 p.m. and closed during summer. Afterschool programs may offer its own employment or may be in conjunction with other employment during the day. As shown in Table 29, 73% of the respondents reported their ECE setting as their

only job, while 22% of the respondents held multiple jobs when working in child care. Additionally, 4% of the respondents selected the "Other" category. Many of the open-ended responses alluded to the low income and the need for another job and actively searching for another job. The next category of responses mentioned summer employment and providing child care training. Several respondents mentioned receiving additional supplemental income from retirement or supports received through their family members. Some of the respondents worked in afterschool programs at the same location and indicated that position as their second job. Finally, a few respondents reported that they were attending college in addition to their employment at a child care setting.

Table 29
SC ECE workforce working more than one job

Working another job	Percentage of Respondents (N=3,220)
No	73%
Yes, 1-10 hours per week	12%
Yes, 11-20 hours per week	7%
Yes, 21-30 hours per week	3%
Yes, 31 hours or more per week	2%
Other	4%

Job Benefits

Employers can offer a wide variety of tangible and intangible benefits to help build a positive work climate for their employees. The survey provided a variety of selection choices regarding workplace benefits in which respondents selected all of the elements that their employer offered them. Question 34 enquired about general benefits, while question 35 related to compensation benefits, and question 36 related to insurance benefits. The result for question 34 is presented as a percentage on overall respondents since there is no option for “none.” Therefore, a missed response has been interpreted as non-availability (Table 30). The results for question 35 and 36 have been shown as the percentage of those who responded to this item on benefits.

Results presented in Table 30 indicate employers often offered non-monetary benefits that included good relationships, flexible work schedules and recognition and appreciation opportunities. Since the question on additional benefits did not have an option for respondents to state that “none of the above” were available to them, it is assumed that respondents who did not answer to this question (38%) do not receive any of these benefits. The percentages presented in the table below are calculated based on the full sample and therefore reflect lower numbers. Several responses in the “Other” option have also indicated that they do not receive any of these benefits. The “Other” option includes Christmas bonus, variable benefits to employees, paid annual leave and annual cost of living increase in wages.

Specific employee benefits that are generally related to compensation and generally offered for full-time employees are also not standard in the ECE field as can be seen in Table 31. Even employment related activities such as conference attendance for training and paid planning time was offered by only 32% and 18% of the employers, respectively.

Table 30
Indicators of ECE Employment Climate as reported in SC ECE Workforce 2018

Benefits	Percentage of Respondents (N=4,002)
Emphasis on good working relationships/ teamwork	28%
Flexible work schedules	27%
Regular opportunities for recognition and appreciation	18%
Periodic increase in wages based on performance evaluations	15%
Competitive salary	14%
Regular cost-of-living increases	12%
Opportunities for promotion	9%
Other	7%
Longevity pay or ongoing bonuses	5%
Signing bonus	1%

Table 31
Specific compensation-related benefits received by SC ECE Workforce in 2018

Specific Compensation-Related Benefits	Percentage (N=3,033)
Paid Holidays	62.6%
Paid Vacation Time	53.8%
Paid Sick Time	52.2%
Medical insurance	48.5%
Dental insurance	46.2%
Retirement plan	43.1%
Life insurance	41.6%
Free or reduced price child care	37.7%
Paid Time for Early Childhood Conference attendance or training	36.0%
Disability insurance	32.3%
Paid Planning Time	18.6%
Paid Breaks	16.67%
None of these	9.6%
Other	4.5%

Summary

From the results of this SC ECE Workforce Study 2018, we may conclude that the ECE workforce in South Carolina has a strong educational background with a substantial number of the workforce with ECE education. They find the work with children satisfying but indicate low wages, compensation and lack of benefits as a problem. The work climate in these places of employment appears to be positive with support from co-workers and the director. The workload in terms of the number of children in their classrooms/groups appear to be within the limits of Child Care Licensing regulations. The diversity in this field is similar to the diversity in the state and the workforce appears to be staying within the field and with their employer.

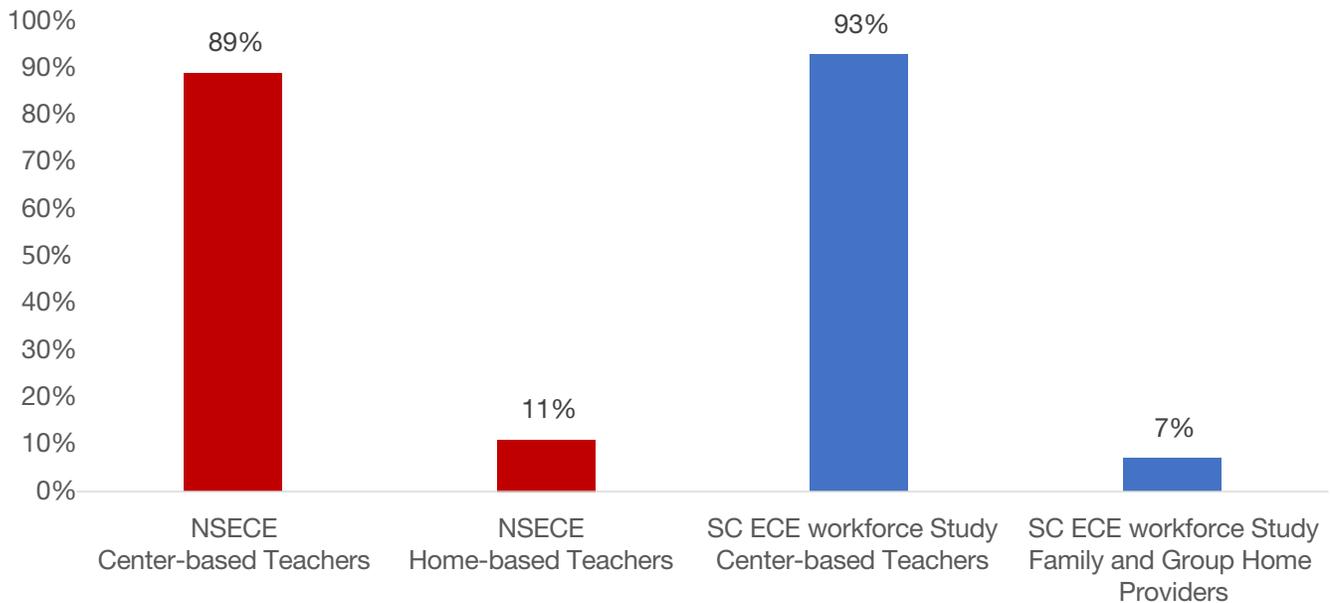
National-State Comparisons: NSECE and SC ECE Workforce Study 2018

The 2012 National Survey of Early Care and Education (NSECE) is a nationally representative survey consisting of three surveys: Household Survey, Home-Based Provider Survey, and a Workforce Provider Survey. The NSECE provides a snapshot of the providers employed in ECE and the characteristics of the field's workforce. Although the straight forward comparisons are challenging due to the differences in terminology, surveying populations and methodology, this chapter attempts to place the results of the SC ECE Workforce Study of 2018 in a national context. The findings from the NSECE Workforce Provider Survey are compared to the findings of the SC ECE Workforce Study 2018 in the following section which presents data on the center-based programs.

Characteristics of Center-Based Teachers and Caregivers

Figure 8 shows the proportion of center-based teachers and home-based caregivers based on types of roles from NSECE report and SC ECE workforce survey. The center-based teachers include lead teachers, aides, assistant teachers and teacher/instructor. The home-based teachers include all FCCH and GCCH personnel listed as teachers and owners.

Figure 6
Comparison of the proportion center-based teachers to home-based teachers



Age of Children Served

Figure 9 shows the percentage of center-based teachers and caregivers by the age of children served in the following age groups: age birth to three years and age three to five years. The SC Workforce served a higher percentage serving age three to five years when compared to NSECE.

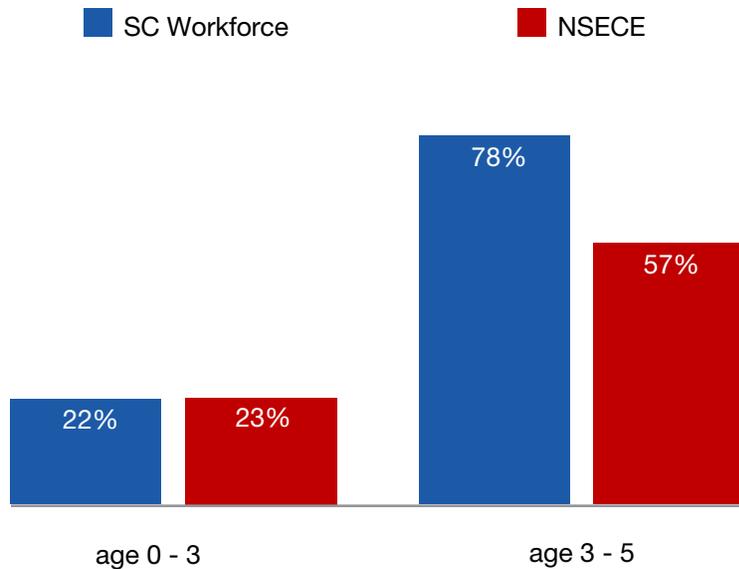
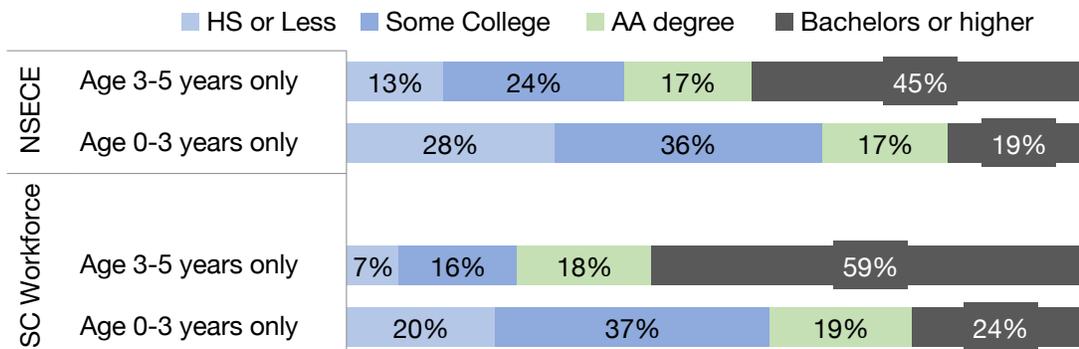


Figure 9
Comparison of age group of children served as reported in SC ECE Workforce Study 2018 and NSECE 2012

Educational Attainment of Center-Based Teachers and Caregivers by Age of Children Served

Figure 10 shows the educational attainment of center-based teachers and caregivers by age of children served. Both studies found that educational attainment was higher for teachers and caregivers who served children aged 3 through 5 years. Respondents with a bachelor's degree or higher made up 59% of the 3-5 years age group in the SC ECE Workforce Study 2018 when compared to 45% of those surveyed in the same category nationally.

Figure 10
Comparison of educational qualifications of center-based teachers in SC ECE Workforce and NSECE



Wages of Center-Based Teacher and Caregivers

The median hourly wages in the NSECE report shows a 28% difference between teachers and caregivers who served age 0 to 3 years only and age 3 through 5 years only. Wages earned by teachers and caregivers serving age 3 through 5 years only were higher than those serving the younger age group. The wages distribution from SC teachers and caregivers share a similar pattern, but the median hourly wages are higher than the national level (\$10 vs. \$9.3 for age 0-3 and \$12 vs. \$11.9 for age 3-5). Figure 11 displays the comparison analysis of median hourly wages for the SC Workforce and the NSECE study.

Below in Figure 12 is a side-by-side comparison of median hourly wages of center-based teachers and caregivers by educational attainment between NSECE and the SC ECE Workforce Study 2018. The patterns of SC Workforce wages among different levels of education are almost identical to NSECE results with four-year college degree holders earning highest levels of hourly wages.

Figure 11
Median Hourly Wages of center-based teachers by age of served children in SC ECE Workforce and NSECE

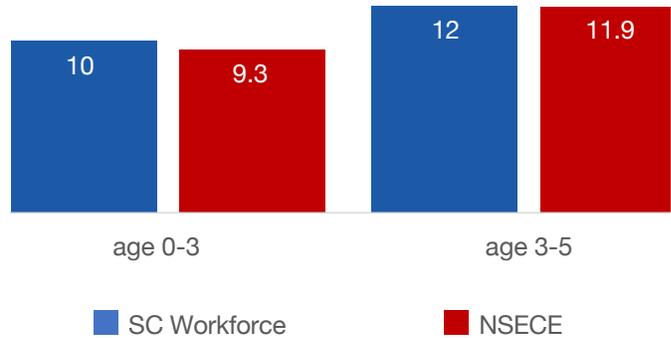
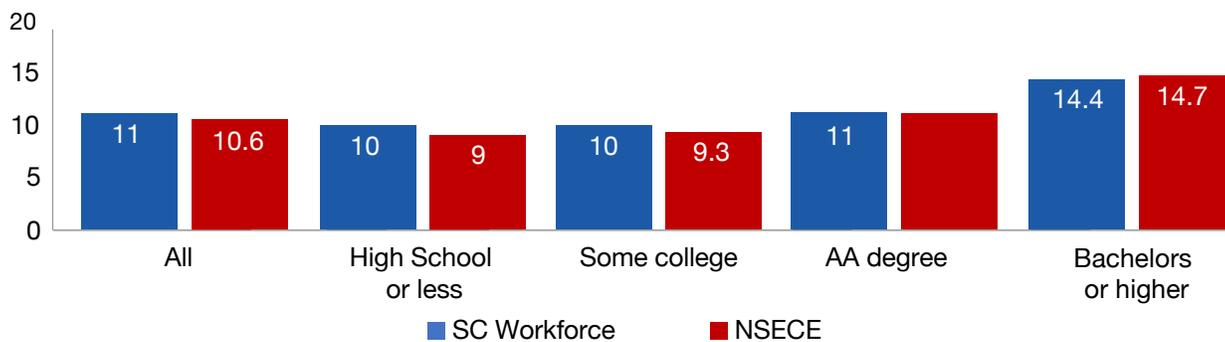


Figure 12
Comparison of median hourly wages and educational qualifications reported in SC ECE Workforce Study 2018 and NSECE



Summary

The 2012 NSECE workforce brief illustrates the nationally representative portrait of the ECE workforce serving children directly. The SC ECE Workforce Study 2018 is a first attempt to understand the nature of the current SC ECE workforce. By conducting comparison analysis, we feel confident that the SC ECE Workforce Study 2018 captures the overall picture of characteristics of national ECE teachers and caregivers.

APPENDIX A

APPENDIX A – Survey Methodology

Survey Methods and Response Rate

Survey Instrument

An online questionnaire was used to collect information from licensed child care directors, registered child care directors, child care teachers in licensed and registered child care centers, licensed family and group child care, teachers in Head Start/Early Head Start and pre-kindergarten (pre-k or 4-k) programs. The questionnaire was created by the SC ECE Workforce Study 2018 team and captured the demographic information of the ECE workforce, their employment conditions, job satisfaction, aspirations, and training and technical needs. A pool of questions from other ECE workforce studies in other states, as well as other disciplines, were used to identify questions most relevant to policymakers. The team decided to use only one survey for all types of the ECE workforce, including, but not limited to, licensed and registered child care, Head Start/Early Head Start, and pre-k directors and teachers.

Data Collection

The data collection for this study was through a popular online survey deployment system— surveymonkey.com. The primary mode of deploying the survey was via email. The main source of email addresses was the training registry at SC-CCCD (currently SC Endeavors). SC Training Registry captures information on professional development received by ECE workforce in the state. SC Endeavors also approves trainings as certified or registered that may be offered as face-to-face trainings, conference trainings or web-based. Licensing regulations in SC require a mandated number of training hours for child care providers annually. Evidence of compliance with this regulation is recorded in one of the SC Endeavors databases – the Training Registry, thereby, making these databases a singular source of contact information on the ECE workforce in SC.

The data was limited to individuals who have documented at least one training in the previous 2 years. This data was extracted on 2/19/2018 and contained 22,643 unique ID numbers.

Survey Deployment

The initial email deployment began the 3rd week of March and was completed by the 2nd week of October 2018. After the initial emailing, 2 repeated email deployments were initiated to remind those who had not yet responded to the survey within 3 weeks of the

initial email deployment. The final reminder postcard deployed via email on May 30, 2018. The data collection phase culminated the 3rd week of October 2018. During the data deployments, the project staff at the Yvonne & Schuyler Moore Child Development Research Center worked with the other members of the SC ECE workforce project team to clarify the disconnected and incorrect email addresses.

Survey Response Rate

This report provides data from a statewide sample of the ECE Workforce in SC. The response rate is one part of survey quality measure of the representativeness of the population. At the time of this study, the statewide eligible teaching workforce was not known with complete precision. The emails obtained from SC-CCCD (currently, SC Endeavors) had some limitations, especially for emails obtained from the training database. The contact information fields were filled out the first time one became a child care provider and signed into the system with little systematic required updates. Of a total 22,184 delivered invitations, 4,002 responded to this survey. However, since the researchers did not have a reasonable estimate of the number of individuals who remained in the workforce at the time of data collection, it was not feasible to calculate a reasonably accurate response rate. For purposes of external validity, given the constraints in recruiting the ECE workforce in a non-biased manner, “participation rate” and not “response rate” is a more appropriate measure. The participation rate for this survey is the 4,002. Since there is no probability sample frame applied, no weight is constructed to account for the different program variations.

Reporting Data

Median values have been used to report the measure of central tendency in most instances throughout this report, as that measure is least affected by outliers. In instances where a different measure of central tendency is used, the authors have made an explicit note. Additionally, percentages have been rounded, which may cause the columns in the tables to equal less than or more than 100%. The analyses excluded 201 respondents because they responded to less than 10 questions. The final sample for analysis consisted of 4,002 respondents.

Discussion

Quality early childhood experiences for children leading to significant outcomes primarily rests on the teachers, administrators, and program staff who interact with children daily. This workforce study, therefore, is an important step to have an in-depth understanding of the education, educational supports, work environments, and compensation from all levels of the child care workforce. This section will highlight key findings from the study with potential implications for policies and practice to advance the field of early childhood.

Education

Meeting the developmental and educational needs of children requires a knowledgeable and skilled staff who use intentional teaching practices to have high quality interactions with children. The study indicates that 54% of the respondents had some education from Early Childhood Education/Child Development studies. Continuing education of the ECE workforce on the best practices, latest research and innovation is maintained through professional development (PD) training opportunities in SC advertised through SC Endeavors. Currently, these PD opportunities are primarily offered by several agencies such as SC CCR&R in community locations during weekends or after hours. However, many respondents reported off-site and off-hour trainings as major barriers to their accessing these professional development opportunities. The workforce ranked online training as their first preference followed by on-site training as a second choice.

A valuable resource in South Carolina, the TEACH scholarship program offers a series of Smart Money Bonuses as incentives for academic course completion. Results from the SC ECE Workforce Study 2018 survey indicating a 28% participation in this program call for greater promotional efforts from all ECE agencies in the state for better utilization of this valuable resource.

Wages

Higher educational qualifications in any field are generally equated to higher compensation. In South Carolina a high school diploma or General Educational Development Certificate (GED) plus six months experience is the minimum licensing qualification for a caregiver (SC Child Care Regulations). Setting the standard for high quality in child care, ABC Quality has set educational benchmarks within its assessment. When compensation was reported in hourly wages, survey results show that 56% of the respondents earn

\$10.00 or less per hour. Several teachers (22%) also reported working on another job. The results from the open-ended questions reveal that about 25% of the teachers look for summer employment. These low wages, paid hourly that may include employment changes in summer because some programs are closed during the summer, is not likely to attract highly qualified and financially healthy workers to the field. For the field to grow professionally, policies, incentives, and early childhood advocacy agencies should advance strategies and incentives such as TEACH, to increase professionalism and adequate compensation and benefits for the field.

The ECE workforce has reported a high degree of satisfaction with their job and their workplace climate. They have also stated their dissatisfaction with their wages. Teachers in the classrooms earn low-wages and the resulting stress from poor financial health in the classroom teachers is likely to negatively impact children in their care.

Diversity

The ECE workforce in South Carolina is diverse in age, race, and ethnicity. Thirty-nine percent of the respondents are African American/Black, which is slightly higher than their representation in the population in SC which is 28%. Although the number of Hispanics in SC is not the highest, SC leads the nation in the highest growth in Hispanic population with a 138% growth between the Census 2000 and Census 2010. In this survey, only 3% of the respondents reported being of Hispanic/Latino descent.

This disproportionality regarding the ethnic and linguistic diversity of the workforce is reinforced with only 6% of the workforce reporting as bi/multi-lingual while 31% of the respondents reported having at least 1 dual language learner in their class or group. The data identified gaps in diversity of race, ethnicity, and language between teachers and the children and families they serve. This gap is addressed by the Dual Language Learner (DLL) Voucher and SC CCR&R's Bilingualism support for parents and providers who are bilingual. The results of the survey indicate the need for additional training to serve DLL children, foster multi-culturalism and offer trainings and awareness to foster culturally relevant teaching practices and environments in child care programs.

Additionally, 35% of respondents in this survey reported having at least one child with a disability in their class/program. Currently, South Carolina Child Care Inclusion

Collaborative (SCIC) provides training and technical assistance to early care and education staff in programs to support inclusive practices. In addition, SCIC provides training and technical assistance to child care programs to conduct developmental screening and make referrals as indicated. There are other initiatives in South Carolina that provide developmental screening and referral services to families of children who may have disabilities or developmental delays such as Help Me Grow SC and Family Connection of South Carolina. For children who have been identified as having a disability or developmental delay, BabyNet (Part C of IDEA) at South Carolina Department of Health and Human Services (SCDHHS), Part B of IDEA at the SC Department of Education provide services and supports based on the child's individual needs. A further in-depth needs assessment study of parents, early childhood staff and agencies serving this specialized population will ensure greater access to child care programs that are adequately equipped to serve this diverse population.

Data

Data challenges faced in conducting the SC ECE Workforce Study 2018 to get a true estimate of SC ECE Workforce highlights the importance of a centralized data system for the workforce i.e. a Workforce Registry. With a workforce registry in the state, information from several questions on the SC ECE Workforce Study 2018 survey could be obtained on a regular basis

through analyses of administrative data. This would allow policymakers in the state to make more informed data-driven decisions and allow accurate estimates for cost-benefit analyses of pilot programs and initiatives incentivizing the workforce. SC Endeavors is building a workforce registry that is anticipated to be completed in 2020. This registry will also provide data for a better sampling framework for future workforce study endeavors.

Conclusion

Finally, the SC ECE Workforce Study 2018 revealed some rich qualitative poignant insights into the professional identities of the ECE workforce in SC. These qualitative responses addressing their identity, professionalism, financial hardships, and their job satisfaction will be analyzed in future reports and white papers. The qualitative responses will also guide the questions in surveys in future workforce studies to understand the professional identities of the ECE workforce in South Carolina. In economic terms, children are an important asset of a country; therefore, investing in ECE is an investment in our future that yields a high rate of return with intergenerational effects impacting a better quality of life for the original participants of the iconic early childhood program and their children (Heckman, J., Karapakula, G., 2019). Therefore, supporting the ECE workforce entrusted with this great asset will ensure rich returns to build a better society.

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Insights from SC ECE Workforce Study 2018

Insights from SC ECE Workforce Study 2018

EDUCATION

Introduction

Effective instruction in ECE settings go beyond subject-area content knowledge and require understanding that includes *“a sophisticated understanding of the child’s cognitive and socioemotional development; knowledge of a broad range of subject matter content areas; and skills for developing high-quality interactions and relationships with children, their families, and other professionals.”* (Institute of Medicine and National Research Council, 2015).

Each of the 50 states and the District of Columbia set their own teacher qualification standards for early educators. These standard requirements vary widely across and within states by program type and source of funds, such as center-based child care, home-based programs, and public preschool programs. Qualifications are set by the federal government for military child care, Early Head Start, and Head Start programs.

National ECE Education

Regulatory requirements beginning in 2007 required Head Start teachers to pursue and obtain degrees. Between 1997 and 2014, the share of Head Start teachers with an associate or bachelor’s degree increased by 61%, and the share of assistant teachers with a degree increased by 24% (NSECE, 2013). Nationally, center-based programs for 3-5-year-old children had 45% of teachers with a bachelor’s degree, 17% with an associate degree, and 13% with completed high school (HS) or less (NSECE, 2013). Among infant/toddler teachers in the nation, 19% had earned a bachelor’s degree, 17% an associate degree, and 28% had a high school education as their highest qualification (NSECE, 2013).

State ECE Education

SC ECE Workforce Study 2018 asked the ECE workforce about the highest level of education they had achieved and the subject area of this education. The highest level of education was categorized in 6 levels starting with high school education/GED, some college credits indicating a level between high school and college, a 2-year degree Associate degree, a 4-year bachelor’s degree (BA), some graduate credits, or a graduate degree (MA, MS, M.Ed., Ed.D., or Ph.D.) The areas of study listed in the survey were Business Administration, Early Childhood Education/Child Development, Elementary or Secondary Education, Social Work, Special Education and an “Other” category. Descriptive analyses were used to disaggregate the data by child care setting, child care worker position, education levels, and race to reveal underlying patterns and insights.

Education Levels

Survey respondents (n=3,539) reported the highest education level they earned and the follow-up question on the area of their education (n=3,278). Ten percent of SC ECE workforce earned a HS diploma or GED as their highest level of education and 22% have some college credits but do not have a college degree. Most of the respondents indicated that they have a bachelor's degree (24%) or higher education that includes some graduate credit hours or a completed graduate degree (25%, see Figure 1). In SC, the minimal educational requirement for regulated child care facilities in South Carolina is a high school diploma/GED, with additional requirements placed by the state and federal agencies funding preschool programs. Results from the workforce reveals that 90% of SC ECE workforce exceed this minimal licensing requirement (see Table 1).

Figure 1. Highest education earned by SC ECE Workforce 2018

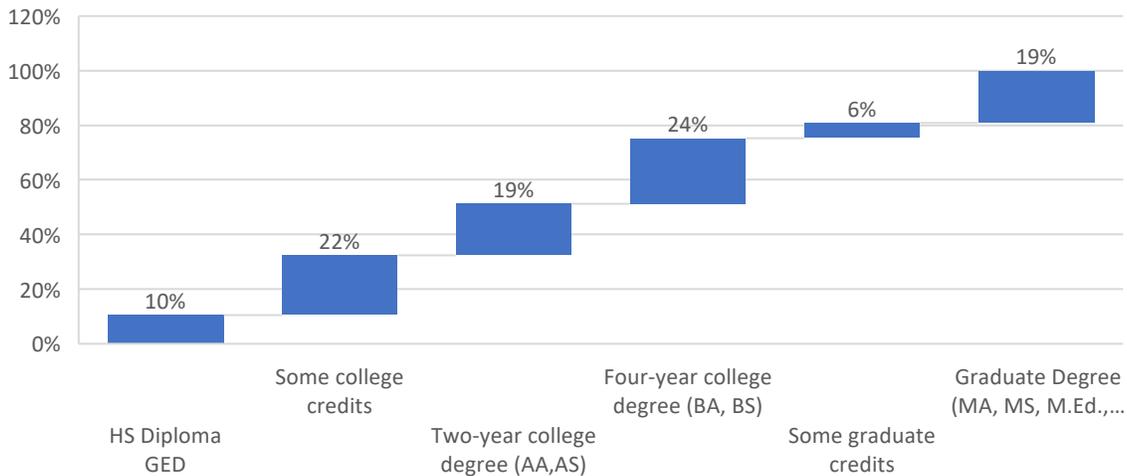


Table 1. Distribution of level of highest education reported by SC ECE Workforce 2018

Highest Level of Education Earned	Frequency	Percent
HS Diploma/GED	367	10%
Some college credits	781	22%
Two-year college degree (AA, AS)	669	19%
Four-year college degree (BA, BS)	848	24%
Some graduate credits	196	6%
Graduate Degree (MA, MS, M.Ed., Ed.D., or Ph.D.)	678	19%

68% of SC ECE workforce have an Associate degree or higher education

Area of specialization

A follow-up question on education asked about the subject area of the education. Although 73% of the respondents with a high school/GED indicated that their area of specialization was “early childhood education/child development”, all high school/GED respondents (n=216) were excluded from this analysis with the understanding that although there have been some specialized vocational classes, a high school education is designed to be a broader education. Of the respondents who reported “some college credits” or higher, 53% indicated that their education was in Early Childhood/Child Development which challenges a common assumption that this is a fallback career. Several respondents (23%) described their area of education in the Other category that included related fields such as psychology.

Table 2. Distribution of the area of specialization reported by SC ECE workforce 2018

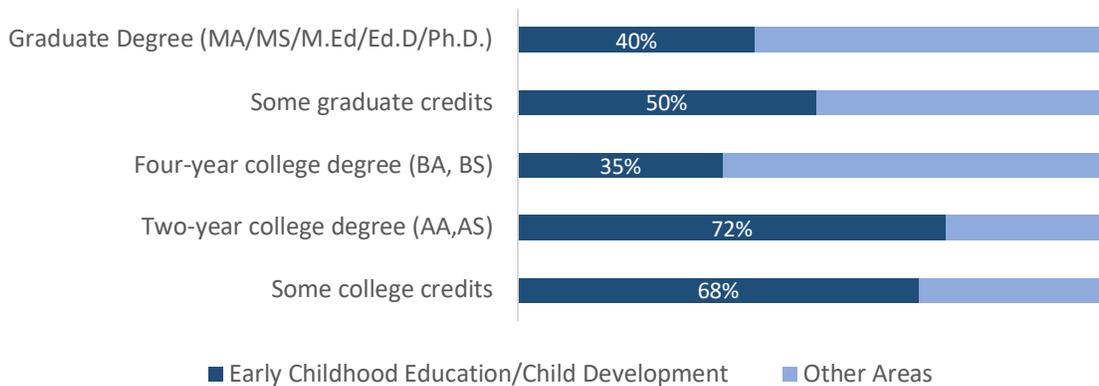
Area of Specialization	Frequency	Percent
Business Administration	231	8%
Early Childhood Education/Child Development	1,608	53%
Elementary or Secondary Education	335	11%
Social Work	104	3%
Special Education	69	2%
Other	715	23%

53%* of SC ECE workforce earned a degree in Early Childhood Education/CD

**Note: This percentage does not include HS graduates (n=216).*

With the exception of four-year degree holders, the majority of the SC ECE workforce received their education in ECE/Child Development. Workforce with four-year degrees had a somewhat even distribution among all the areas of specialization with the highest percentage in social work (42%).

Figure 2. Area of specialization reported in the SC ECE Workforce Study 2018



**Note: Percentages do not include HS graduates (n=216)*

Program Type

The entry-level qualification in the ECE field is set based on the type of child care program and the ECE position. Disaggregating the results on the education levels of the workforce allows us to identify ECE workforce who have higher levels of education than the required qualification. Public school 4K programs workers were more likely to have a graduate degree (40%), while group child care homes had the lowest percentage of workforce with a graduate degree. In contrast, family child care homes had the highest percentage of high school graduates (see Table 3 and Figure 3).

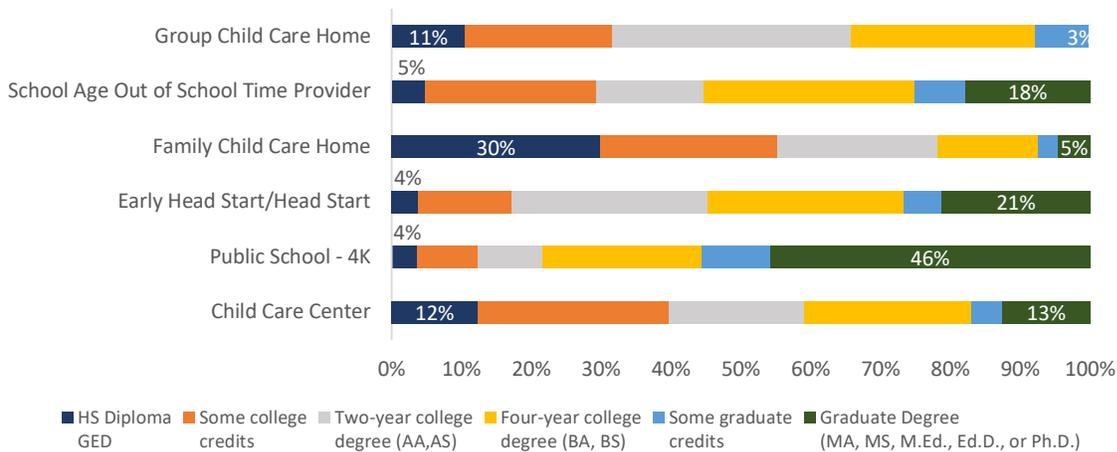
Table 3. Distribution of education levels of SC ECE workforce within program type (2018)

	Child Care Center	Public School - 4K	Early Head Start/Head Start	Family Child Care Home	School Age Out of School Time Provider	Group Child Care Home
HS Diploma GED	12%	3%	4%	30%	5%	11%
Some college credits	27%	8%	13%	25%	24%	21%
Two-year college degree (AA, AS)	20%	9%	28%	23%	16%	34%
Four-year college degree (BA, BS)	24%	23%	28%	14%	30%	26%
Some graduate credits	4%	10%	6%	3%	7%	5%
Graduate Degree (MA, MS, M.Ed., Ed.D., or Ph.D.)	13%	46%	21%	5%	18%	3%
Total	100%	100%	100%	100%	100%	100%

30% of school-age workforce have a four-year degree

Note: Percentages indicate percent of respondents from each program type by their highest level of education. For example, 12% of respondents from Child Care Centers indicated their highest level of education was a HS Diploma or GED.

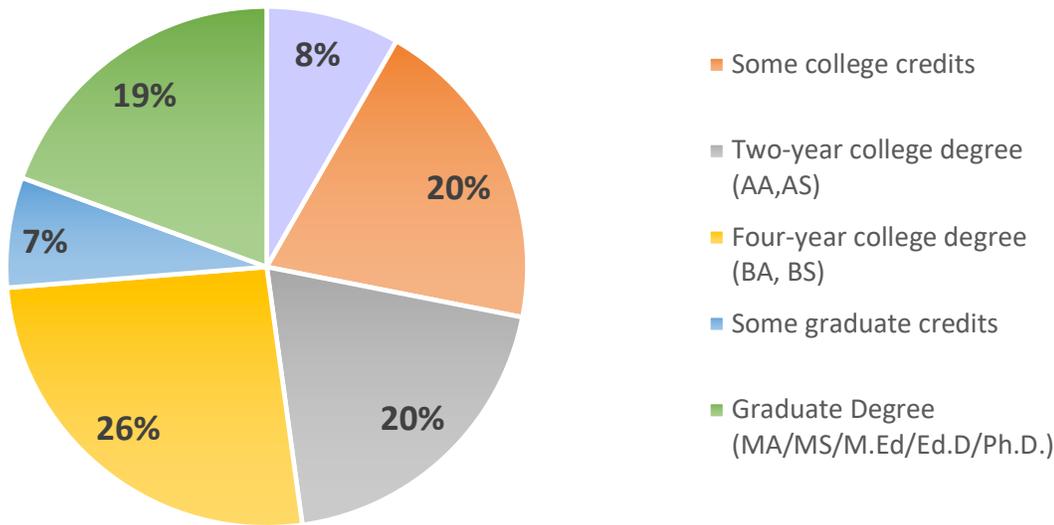
Figure 3. Distribution of education levels of SC ECE workforce within program type (2018)



Teacher Education Levels

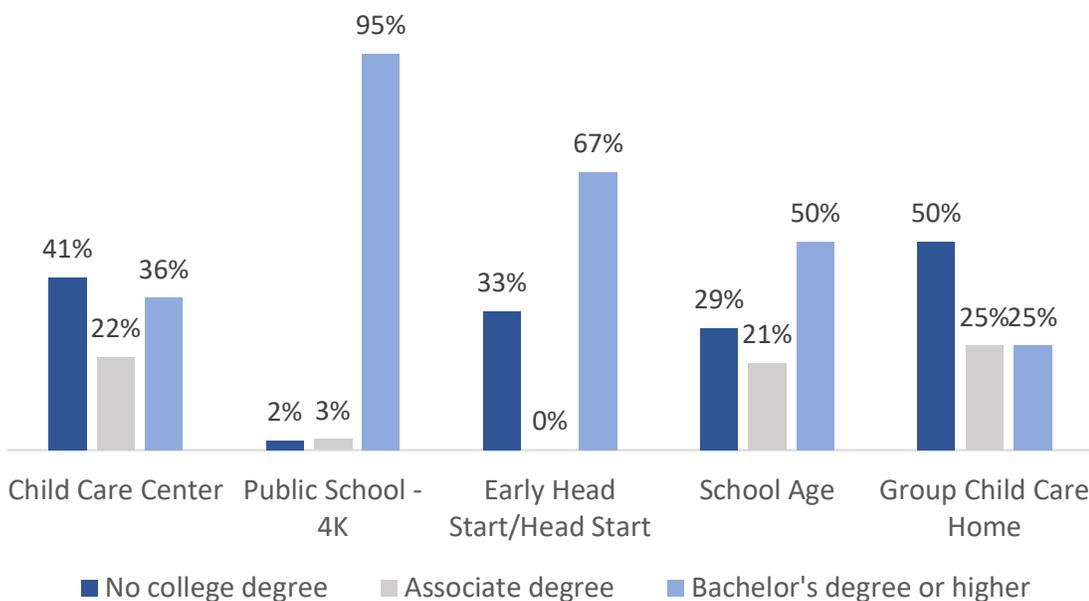
For the first time in SC, teachers, assistant teachers, and ECE workforce who held other positions within a child care facility were surveyed. Most of the teachers in the SC ECE workforce have a four-year college degree. As seen in Figure 4, there was a somewhat equal distribution of the teachers who had earned an associate degree (20%), some college credits (20%) and graduate level education (19%). The distribution of teachers with a bachelor's degree in public school was 95%.

Figure 4. Level of degree of SC ECE Workforce teachers in 2018



Note: The ECE position of teachers in this graph does not include assistant teachers.

The distribution of teachers with a bachelor's degree in public school was 95%

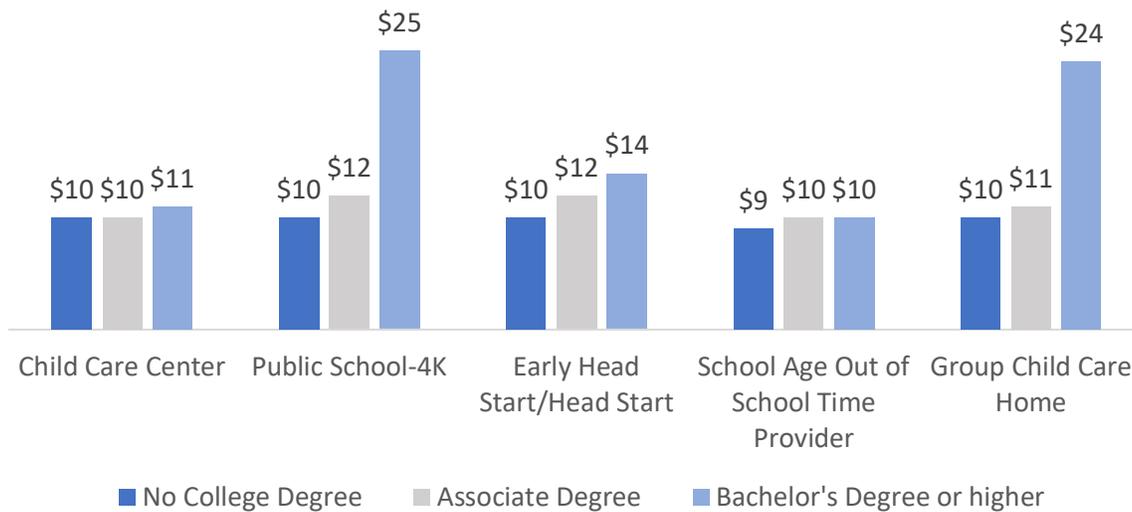


Note: Family child care was removed from this analysis because very few FCCH respondents identified themselves as teachers.

Wages

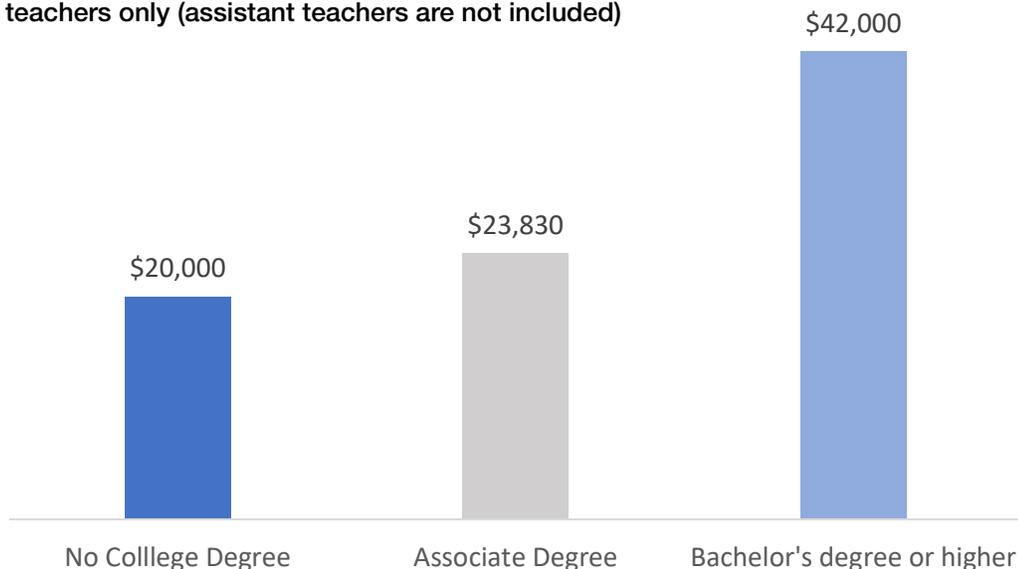
In early care and education programs, typical entry-level education for child care workers is a high school education, an associate's degree for preschool teachers, and a bachelor's degree for kindergarten and elementary school teachers (BLS, 2019). Education levels in ECE are closely tied to the type of program where the workforce is employed. However, a closer examination of teacher wages and their education levels indicate that some child care program types place a higher premium on more education that is reflected in the wages. For example, in child care centers where the minimal educational qualification is a high school degree, teachers earn very similar wages regardless of their education whereas in public school-4K programs, teachers with a bachelor's degree earn more than twice their counterparts who do not have one (see Figure 5 and Figure 6).

Figure 5. Median wages by education level for teachers only (assistant teachers are not included)



Note: Family child care was removed from this analysis because very few FCCH respondents identified themselves as teachers.

Figure 6. Median salary by education level for teachers only (assistant teachers are not included)

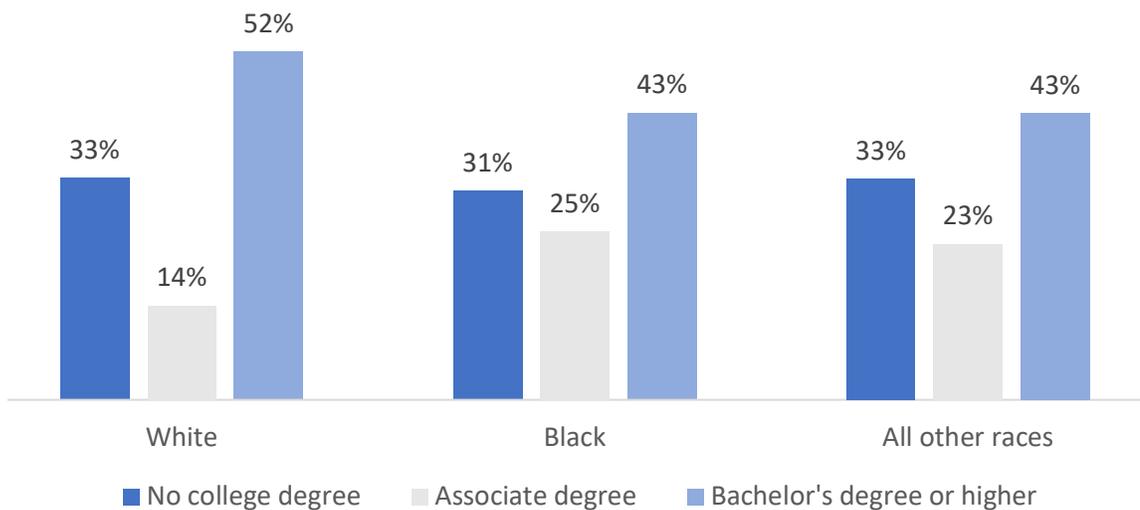


Race

Respondents who identified as Black/African American are over-represented in the ECE workforce, encompassing 39% of survey participants, while people who identify as Black/African American comprise 27% of the population in SC (US Census, 2019). The race identified by respondents was categorized into three levels – White, Black/African American, and Other, which includes workforce who identified themselves as Asian, Native Hawaiian or Other Pacific Islander, American Indian or Alaskan Native.

Educational achievement disaggregated by race revealed a slightly greater percentage of White and Other races (33%) workforce do not get a college degree compared with Black/African American workforce. A higher percentage of Black/African Americans reported their highest education as a 2-year college degree (25%) in comparison to White ECE workforce (14%), indicating a 11 percentage point difference (Figure 7). The reverse is true for ECE workforce in the bachelor's or higher category; a 11 percentage point difference indicated that White respondents were more likely to attend 4-year college than their peers who are Black/African American or other races.

Figure 7. Educational levels of SC ECE workforce in 2018



Discussion

Public investment in quality initiatives have largely focused on human capital development through subsidized college course offerings and professional development. Research indicates that better child outcome requires a combination of an improvement in work conditions and development of human capital (Whitebook, 2014). The data shows a diversity in educational levels that matches the diversity in child care with its wide array of setting, positions, educational requirements and population served. Programs and initiatives targeting ECE workforce, especially in professional development should address this diversity with a tailored approach. Data from the SC ECE Workforce Study 2018 presents several opportunities to address equity among the workforce in supporting a life-long learning path that will enhance the complex knowledge set and competencies required to care for and educate young children.

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Insights from SC ECE Workforce Study 2018

WAGES, SALARIES, AND BENEFITS

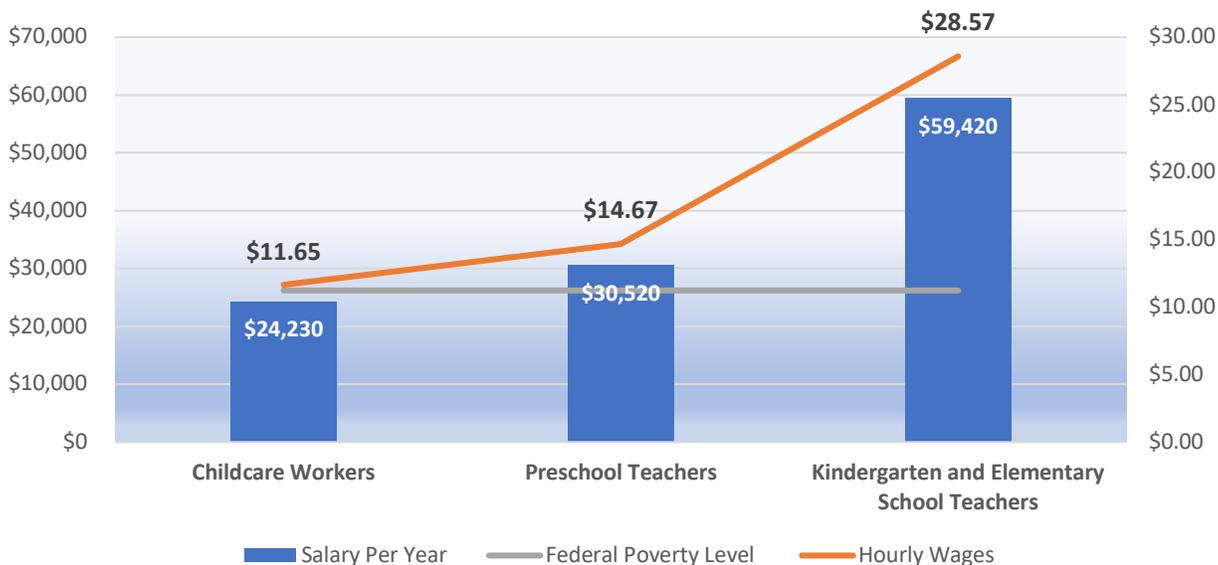
Introduction

Public and private investment in early care and education (ECE) has been expanding over the last 25 years as an acknowledgment of research showing the positive impact of high-quality early learning on children’s school and future success. However, this increased investment in ECE has not trickled down to improve the wages of child care teachers, who are the most significant element of high-quality child care. The average hourly wage across all occupations for workers with a bachelor’s degree was \$36.27 and workers with an associate degree were \$26.41 (BLS,2019). In comparison, data from SC ECE Workforce study 2018 and other national studies show low compensation rates for the child care workforce.

National Wages

Findings from the 2012 National Survey of Early Care and Education show the median hourly wage for center-based teachers and caregivers responsible for children aged zero through five years was \$10.60 per hour, or about \$22,000 per year for full-time work (Goerge, Witte, Gennetian, & Brandon, 2010). The Bureau of Labor Statistics (BLS) collects annual data on salaries by occupation. Two occupational classifications, childcare workers, and preschool teachers in the early childhood workforce and their close counterparts, kindergarten teacher’s wages are more than double child care worker’s wages (see Figure 1).

Figure 1. Median Annual Salary of teachers, by Student Age/Grade, 2019



SOURCES: Occupational Employment Statistics Survey, Bureau of Labor Statistics, Department of Labor: <https://www.bls.gov/ooh/>. Note: Hourly wages calculated by dividing the annual mean wage by 40 hours per week, 52 weeks per year. Federal Poverty Guidelines for a family of 4 is \$26,200. The Federal Register notice for the 2020 Poverty Guidelines was published January 17, 2020

State Wages

SC ECE Workforce Study 2018 collected data on salaries and wages. These data combined with benefits provided by employers provide a more complete picture of compensation received by the ECE workforce. Descriptive analyses were used to disaggregate the data by child care setting, ECE position (teachers only) and, race to reveal underlying patterns and insights. The survey did not use the Census classification of ECE positions as child care workers, preschool teachers, and kindergarten teachers. Instead, the analysis used a combination of ECE positions, specifically teachers, and child care settings for comparisons.

Overall Wages

Respondents reported receiving compensation in salaries or hourly wages. An hourly wage was reported as the form of compensation for the majority of respondents (N=2,554), with 5% reporting that they are paid at or below the minimum wage of \$7.25 in the state of South Carolina. An annual salary was reported by 905 respondents. The frequency and distribution of wages can be found in Tables 1 and 2.

Hourly Wages

Table 1. Distribution of wages reported as an hourly rate in SC ECE Workforces Study 2018 (n=2544)

Hourly Wages	Frequency	Percentage
\$7.00-\$7.25	118	5%
\$8.00	287	11%
\$9.00	363	14%
\$10.00	472	18%
\$11.00	275	11%
\$12.00	256	10%
\$13.00	177	7%
\$14.00	113	4%
\$15.00	124	5%
\$16.00-20	203	8%
\$21.00-\$25.00	63	2%
\$26.00-\$31.00	34	1%
≥\$31.00	69	3%

48%* of SC ECE workforce earn an hourly wage of \$10 or less

**Note: This percentage is calculated only on respondents who reported their wages as an hourly rate*

Note: This percentage is calculated only on respondents who

Salaries

Table 2. Distribution of salaries reported as an hourly rate in SC ECE Workforces Study 2018 (n=905)

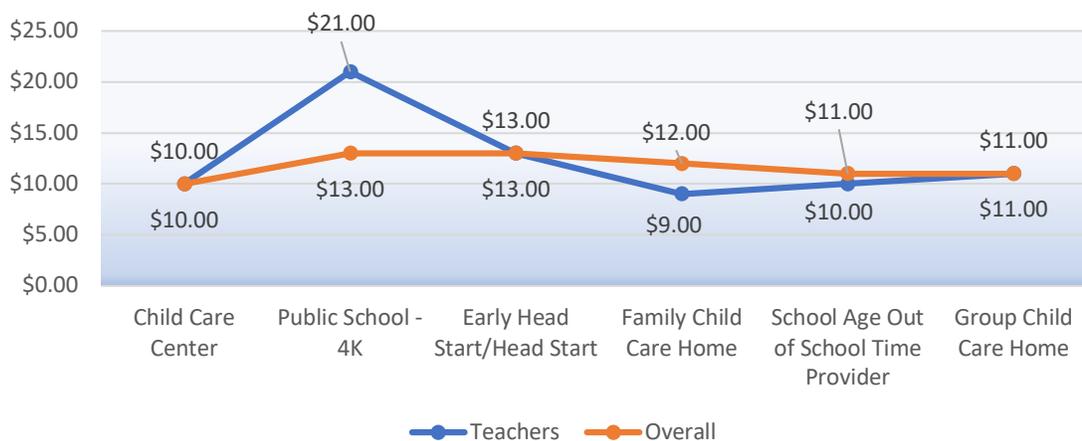
Annual Salary	Frequency	Percentage
\$15,000-\$25,000	162	18%
\$25,001-\$30,000	100	11%
\$30,001-\$35,000	139	15%
\$35,001-\$40,000	131	14%
\$40,001-\$45,000	95	11%
\$45,001-\$50,000	94	10%
\$50,001-\$55,000	47	5%
\$55,001-\$60,000	47	5%
\$60,001-\$65,000	21	2%
≥\$65,001	69	8%

Teachers were 3.5 times more likely to receive an hourly wage than a salary for their compensation.

ECE Position and Program Type

For the first time in SC, teachers, assistant teachers, and ECE workforce who held other positions in a child care facility were surveyed. Disaggregation of the results on wages by ECE position revealed some stark differences in teachers' wages who worked in child care centers and public school – 4k that was otherwise masked when looking at the overall differences among the entire workforce (see Figure 2). For example, the difference between median hourly wages for the overall workforce in child care centers and public school-4K is \$3.00 but the difference between median teacher wages (assistant teachers are not included) is \$11.00.

Figure 2: Overall ECE workers vs. ECE teachers median pay (in hourly wages)



Differences in hourly wages and salaries of the ECE workforce by the ECE position held and the child care facility type are shown in Figures 3 and 4.

Figure 3. Median Hourly Wages by Position and Program Type

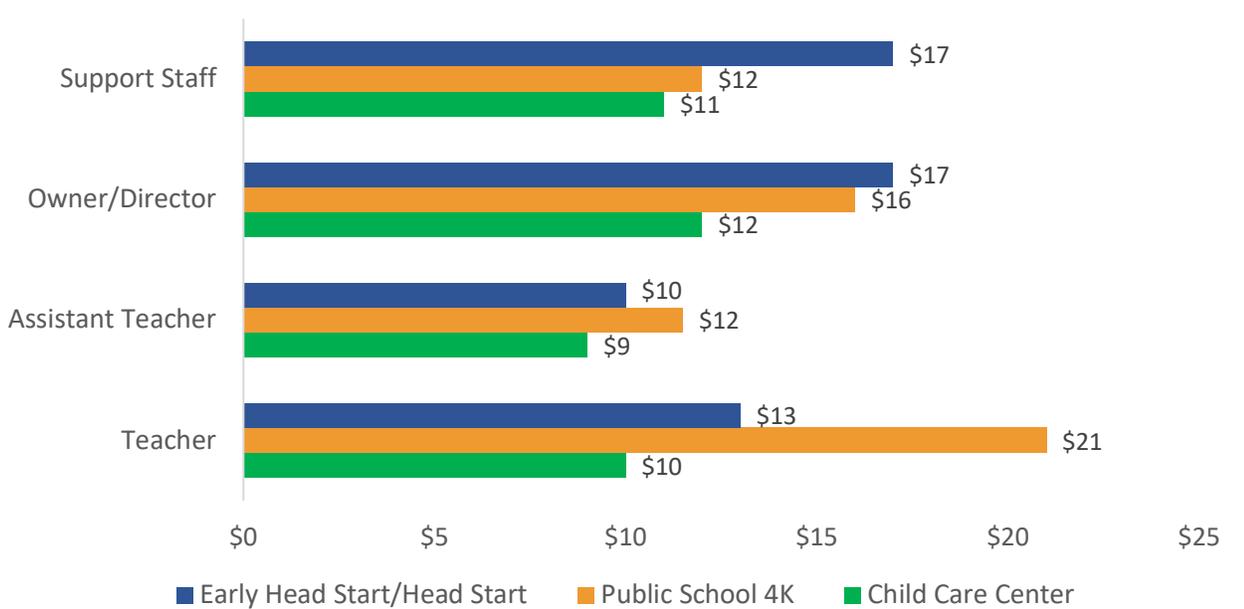
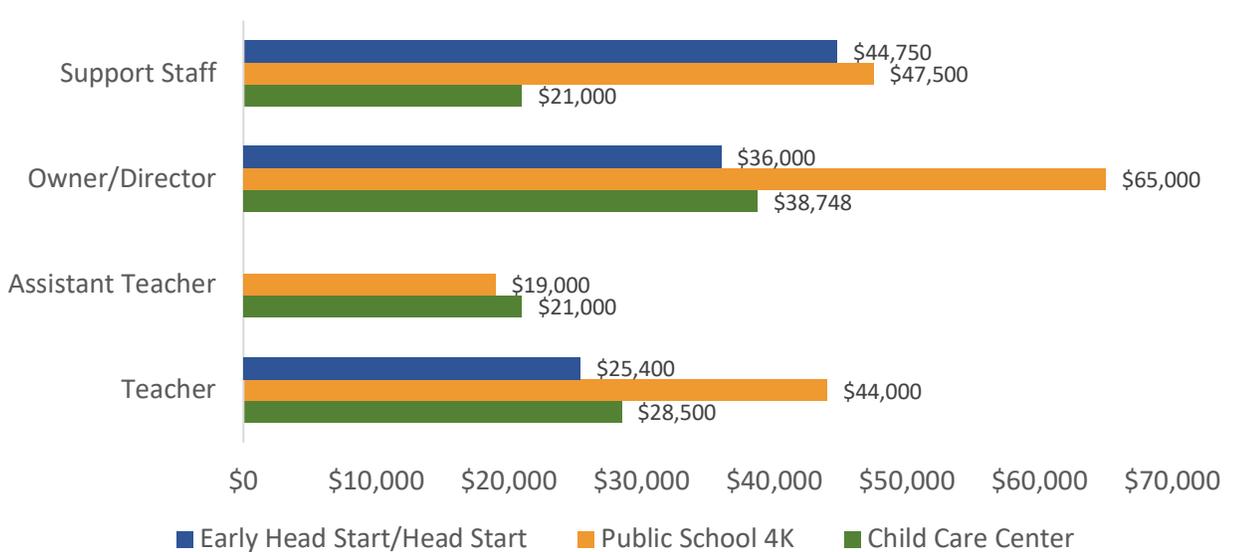


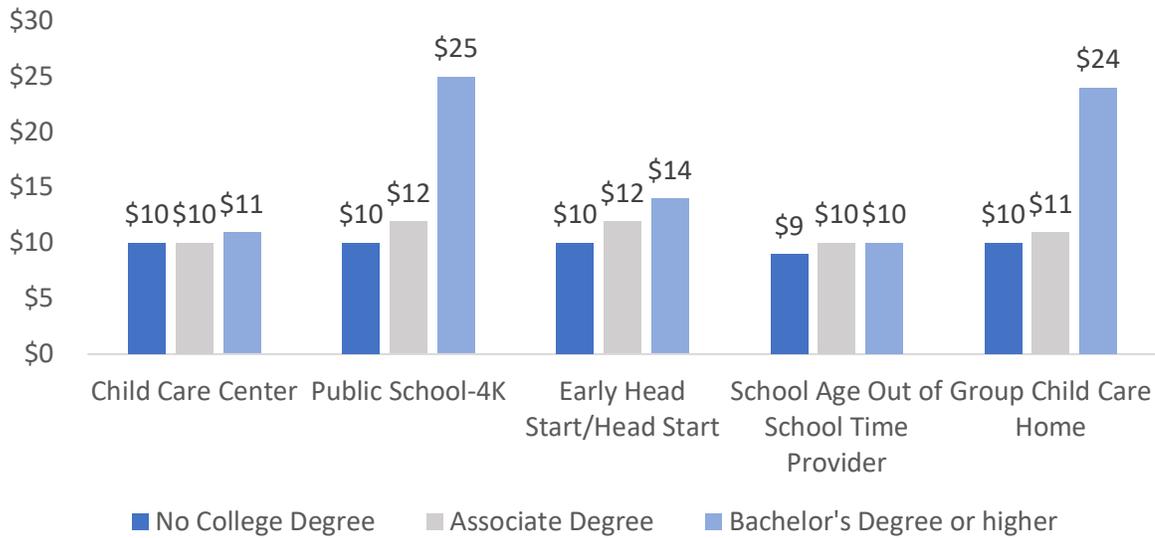
Figure 4. ECE Workforce Salary by Position and Program Type



Education

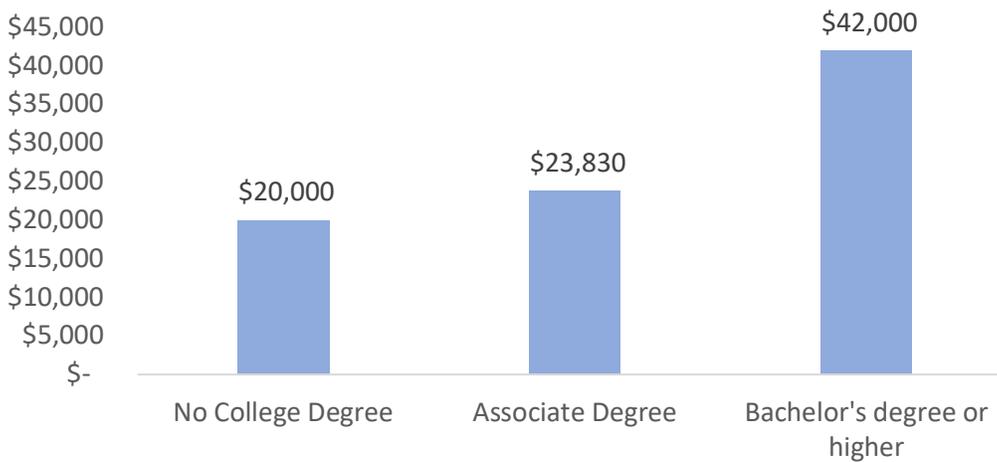
Typical entry-level education in early care and education programs varies by setting. While workers in child care settings are expected to have a high school education, preschool teachers can have an associate degree and kindergarten and elementary school teachers have bachelor's degrees (BLS, 2019). An examination of teacher wages and their education levels could be indicative of the value placed on education by the various settings (see Figure 5 and Figure 6).

Figure 5. Median Hourly Wages of Teachers by Facility Type and Level of Education (assistant teachers are not included)



Note: Family child care was removed from this analysis because very few FCCH respondents identified themselves as teachers.

Figure 6. Median salary by education level for teachers only (assistant teachers are not included)

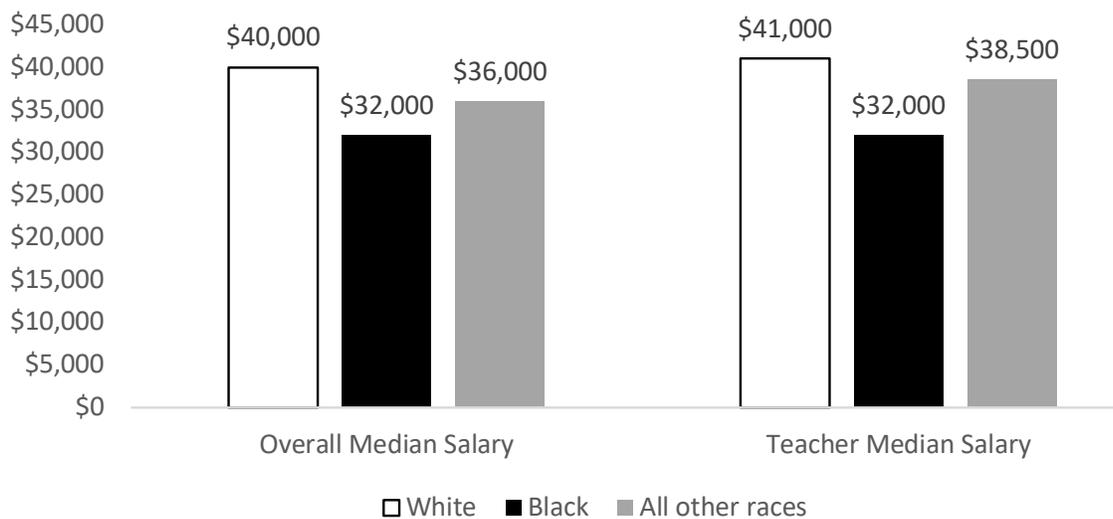


Race

Respondents who identified as Black/African Americans are over-represented in the ECE workforce, encompassing 39% of survey participants, as the Black/African Americans comprised 27% of the population in SC (US Census, 2019).

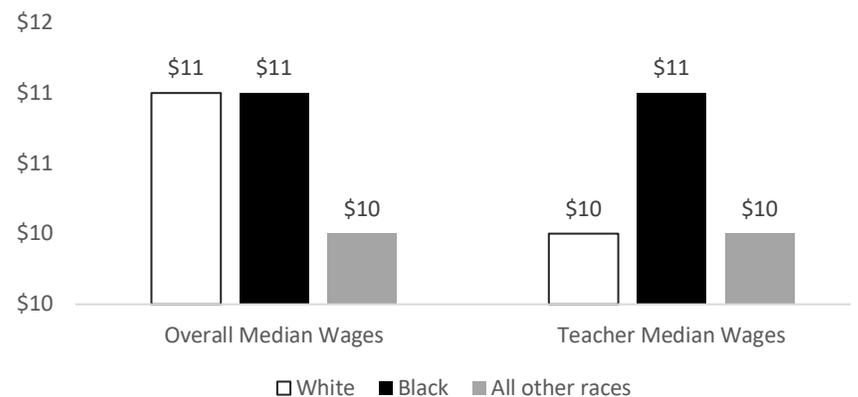
Only 23% of SC ECE Workforce reported getting paid in salaries. Examining differences in the median ECE workforce salaries by race indicated that Black/African American workforce members earned 20% less than White/Caucasian workforce. Specifically surveying teacher salaries, there was a 22% difference in the median salaries earned by Black/African American teachers when compared to their White/Caucasian counterparts, with Black/African American teachers earning less. Salaries of the workforce who identified themselves as Asian, Native Hawaiian or Other Pacific Islander, American Indian or Alaska Native and respondents who identified with more than one race were grouped to form an “Other races” category. In comparison to the White ECE workforce, they earned 10% less, and teachers of other races as a group earned 6% less than White teachers in ECE.

Figure 7. ECE salaries of the overall workforce and teachers only, by race



Most of SC ECE Workforce (63%) reported their compensation in hourly wages. Analysis of the hourly wage data showed no difference in median wages of White and Black/African American ECE workforce members and a \$1.00 lower median hourly wage reported by the workforce identified as “Other” race. Since the overall workforce is a diverse group holding various positions, a comparison of the median hourly wages reported by teachers was examined. Results showed that Black/African American teachers earn a median wage of \$1.00 more than their White/Caucasian counterparts and other races.

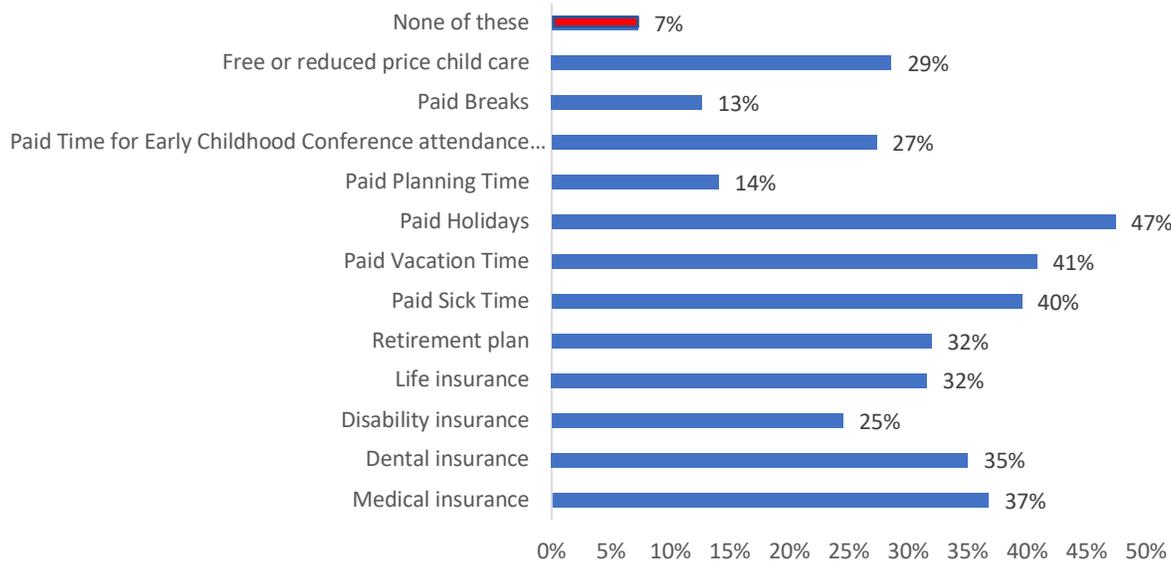
Figure 8. ECE hourly wage of overall workforce and teachers only, by race



Benefits

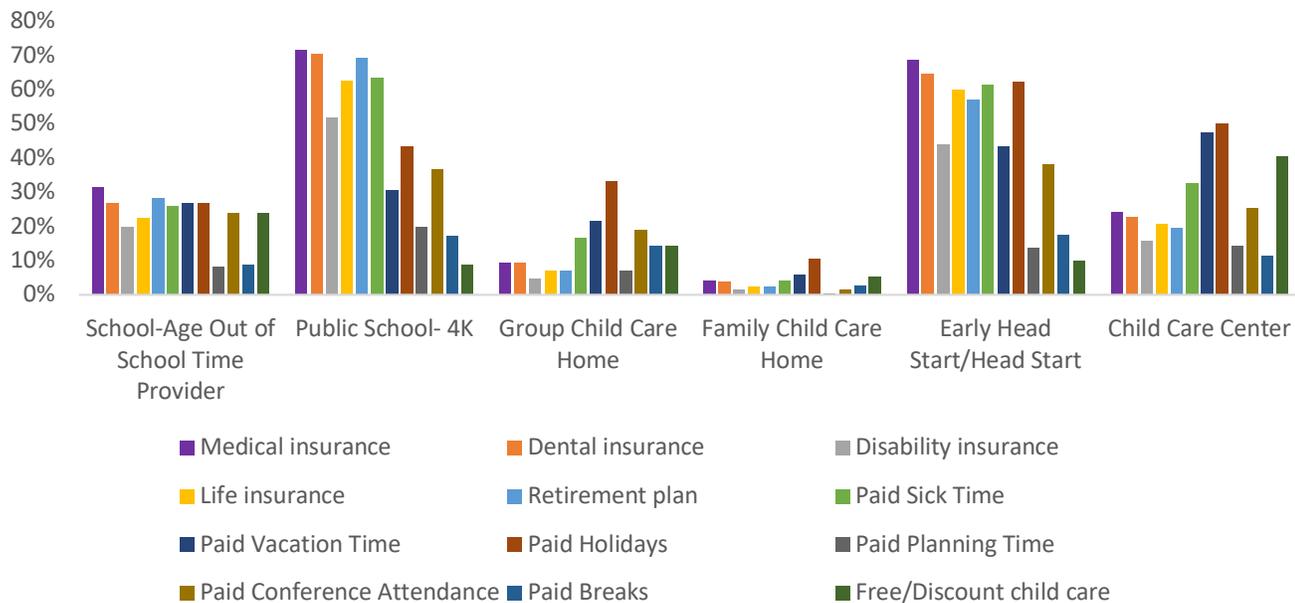
Some ECE employers offered benefits to their employees. The overall percentage of respondents who reported receiving benefits ranged from 47% reporting receiving paid holidays to 13% receiving paid breaks. Several respondents selected the Other category to include membership in a local association (see Figures 9 and 10).

Figure 9. Benefits provided by the employer



Note: This percentage is calculated on all respondents of the survey (n=4,002).

Figure 10. Percentage of SC ECE workforce reporting benefits, by provider type (2018)



Discussion

Over nearly four decades of workforce data collection efforts have supported advocacy efforts to increase wages for the ECE workforce (Whitebook, Phillips & Howes, 2014). As seen in this report, there has been some progress within some areas of the ECE field such as wages for the kindergarten workforce while others such as child care, have remained stagnant. The data in this report could be used for evaluation studies by setting a baseline for the state of South Carolina to measure progress on investments and initiatives addressing the issue. Some comparisons, such as teacher wages in child care and public school-4K, highlight disparities and the need for equity of pay. We hope that the data in this report will be used to address such advocacy efforts and research.

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