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# Supporting The Early Care And Education Workforce

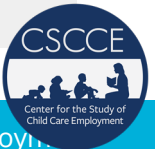
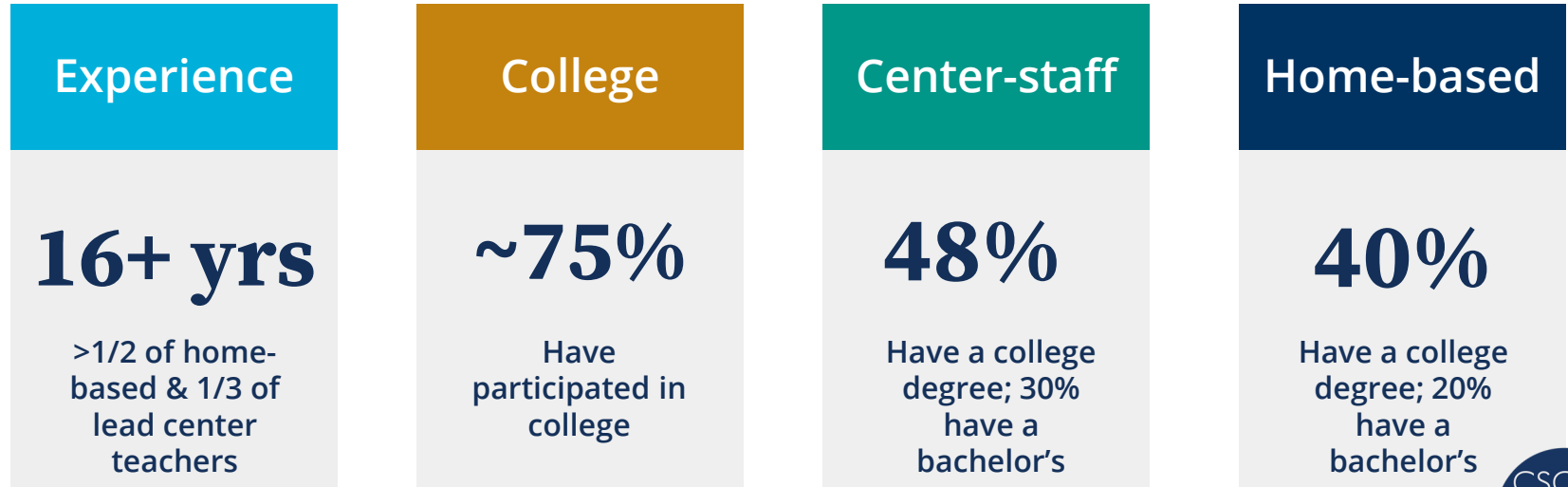
## Evidence And Opportunities

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October 18, 2023

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# Experienced, Educated Workforce

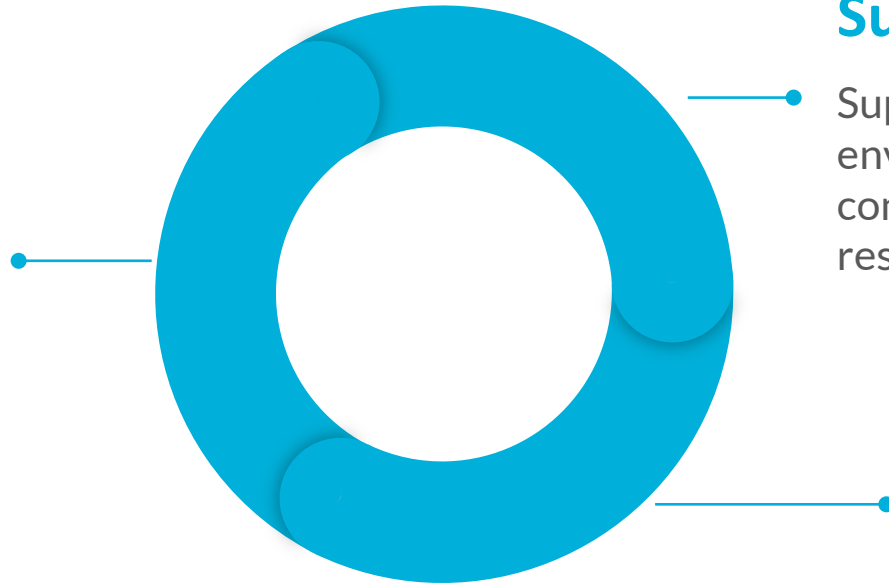


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# We Know Early Educators Need

## Preparation

Teacher preparation to work with young children in group settings



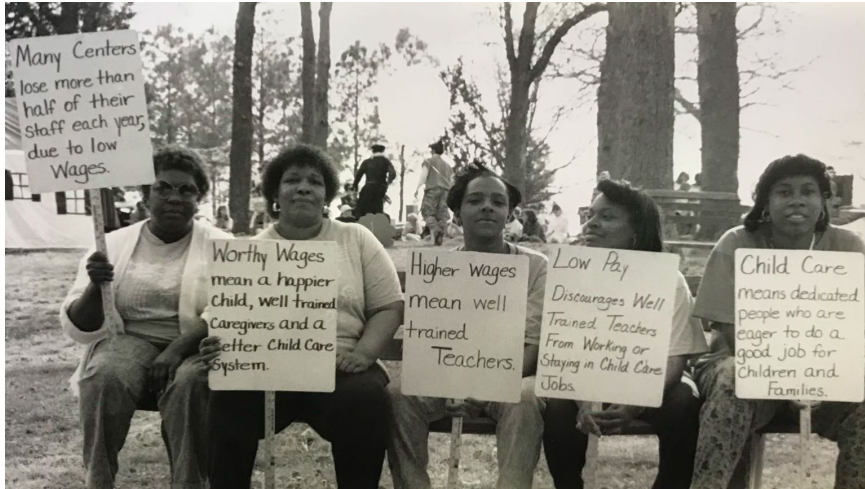
## Support

Supportive working environments with non-child contact time for professional responsibilities

## Compensation

Appropriate compensation, with dependable increases in pay and benefits

# Enduring Inequities from the Start



Poor Pay and  
Conditions

Insufficient and  
Unstable Funding

Racial Disparities

Education  
Prioritized over  
Care



SCAN ME!

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# Economic Insecurity & Disparities

98%

of other occupations are paid more than child care teachers

8x

is how much higher the rate of poverty is for early educators compared to K-8 teachers

\$4,406

is the wage gap between Black center-based teachers and their peers; a wage gap persists across levels of education

\$9,542

is the wage gap between infant and toddler teachers with a bachelor's degree and their peers working with preschool age children; Black educators are more likely to work with infants and toddlers



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# Jobs Crisis

**-39,400**

Child care jobs lost  
since February 2020

**96.3%**

Percentage of child  
care jobs today  
compared to  
February 2020



# A Path Forward



# States Use Pandemic Relief for Compensation

**Pay via employers**  
(employer decides \$ for educators)

**MN:** 70% of stabilization grant \$ required for compensation

**CT, SC:** Stabilization grant opt in to 25% extra \$ for compensation

**Pay via employers**  
(required \$ for educators)

**NM:** grants to raise wages by \$3/hr

**UT:** Extra grant \$ if program pays  $\geq$  \$15/hr for at least  $\frac{1}{2}$  of staff

**KY:** 10-20% extra grant \$ to increase pay rates to \$10 or \$13/hr

**Pay educators directly**

**AL, NM & many other states:** Bonuses to child care teachers

**Provide benefits**

**WA:** Paid premiums via health exchange

**KY:** Made child care employment an eligibility category for child care subsidy



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# CSCCE Resources on workforce policies

- [Bold on Early Educator Compensation Learning Community](#)
- [Learning Community 2022 Brief: Lessons from State Actions](#)
- [How Are States Tackling the Early Educator Compensation Crisis?](#)
- [ECE Workforce Compensation Strategies Tracker](#)
- [My Advocacy Journey: The Power of Early Educators to Change Policy](#)
- [Early Childhood Workforce Index](#)
- [Early Childhood History, Organizing, Ethos, and Strategy Project \(ECHOES\)](#)



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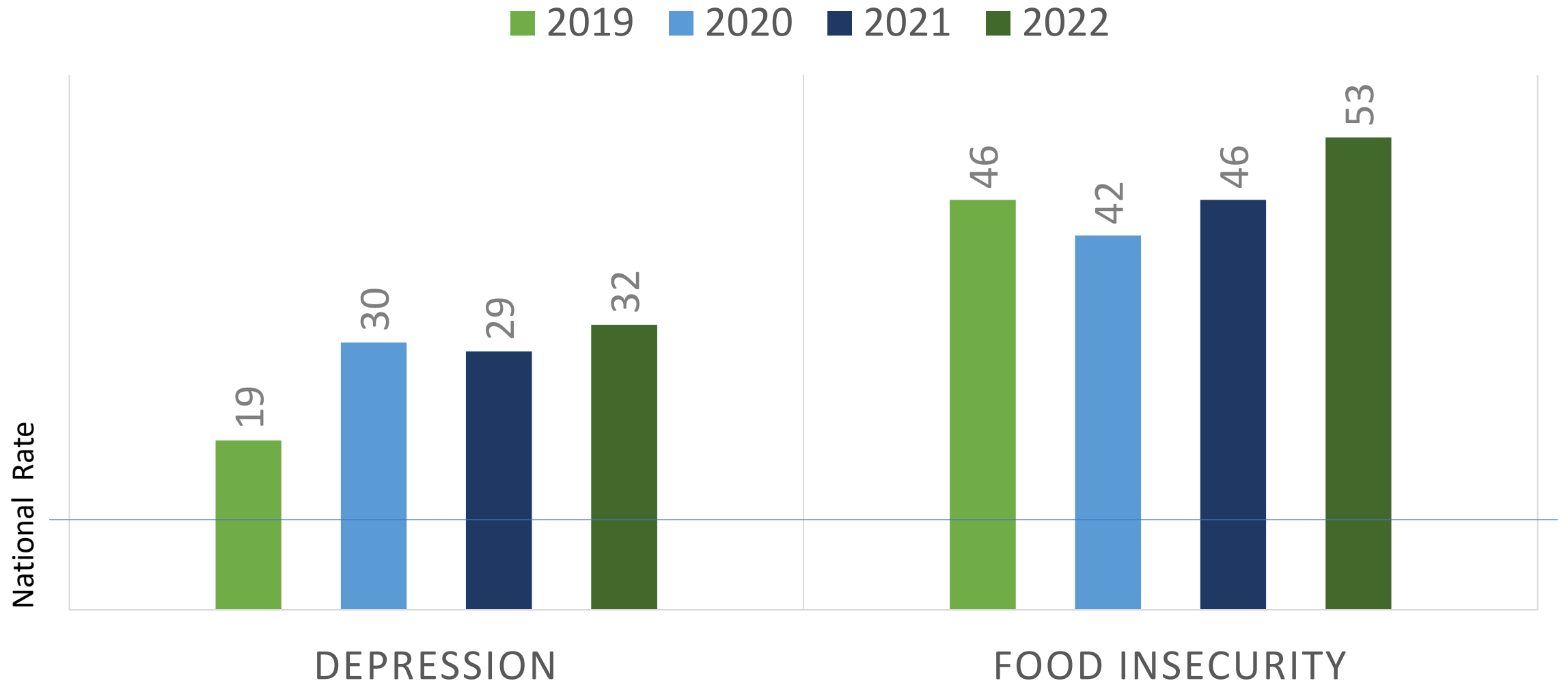


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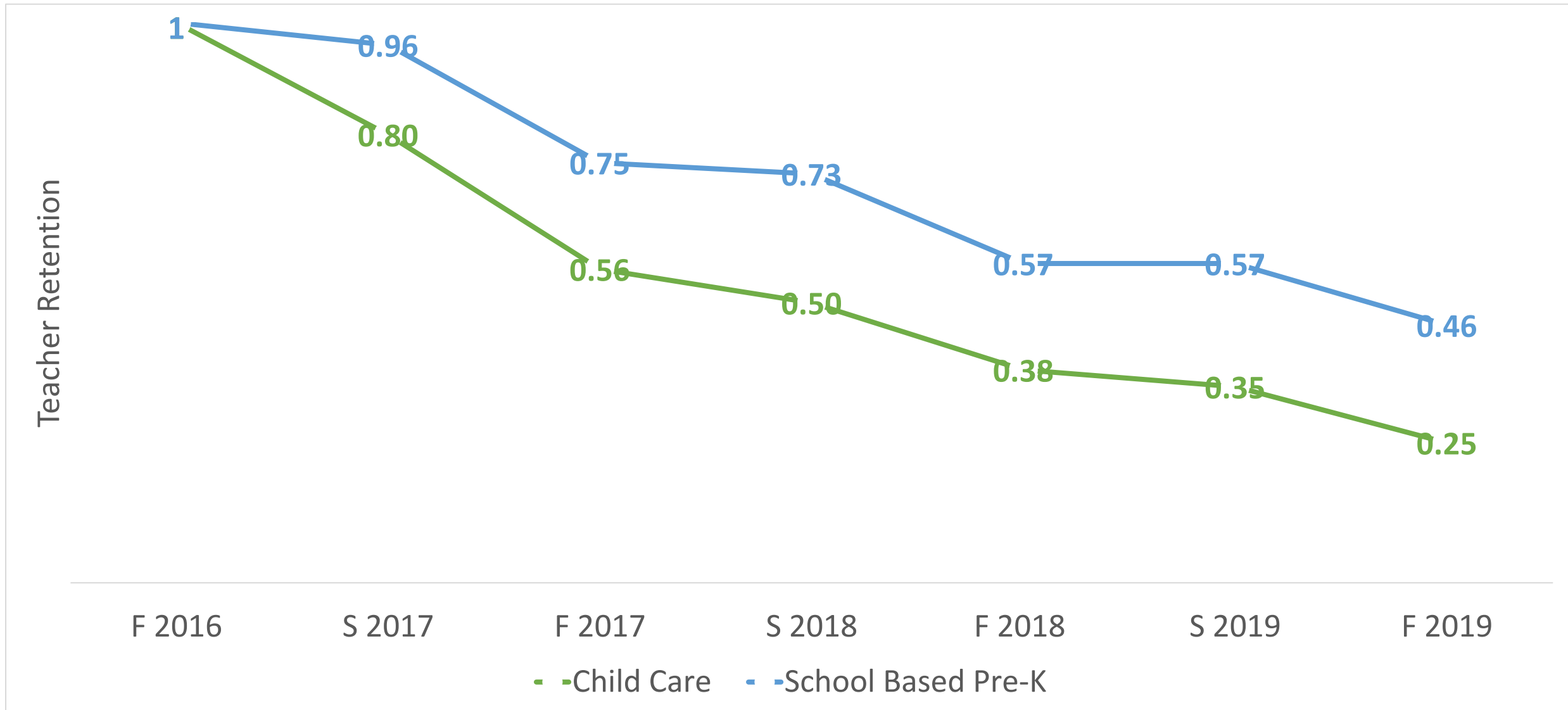
# Workforce Conditions: Implications

Anna J Markowitz

# Implications for Educator Wellbeing



# Implications for Teacher Stability





# Implications for Children

- Educator wellbeing has been linked to classroom quality, teacher responsiveness, and children's outcomes
- Teacher turnover has been negatively linked to children's outcomes
- Teachers' ability to create high-quality learning environments improves over time – lost teachers are lost investments in early learning environments



# Implications for Equity

- Early educators of color earn less than their white counterparts, across and within sectors, within regions, etc.
  - Educators of color less likely to be able to rely on generational wealth
  - Educators of color provide key strengths in their work, particularly as US children and families grow more diverse
- Centers pay less and are less stable if they allow parents to use child care subsidies – children from families with low incomes or from historically marginalized groups therefore more impacted by these conditions

Thank you!

[www.see-partnerships.com](http://www.see-partnerships.com)



# Supporting the Early Care and Education Workforce: Evidence and Opportunities

Laura Dresser

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# Economic Context

## **ECE Supports Labor Supply of Parents**

- ECE is foundation for work
- Weaker ECE means fewer workers
- Strong macroeconomic case for ECE especially in tight labor markets
- (for more on macro and ECE see K. Edwards [testimony](#))

## **ECE Challenged by Low Unemployment**

- ECE has low wages – already documented
- Low unemployment leaves ECE struggling to secure/retain workers
- Strongest wage increases in low wage sectors -- retail, restaurants, hotels etc.

## Economic Context

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“We can barely hire people with the increased wage we offered. **We are losing teachers going to better paying jobs – ones with much less stress and shorter work weeks.**”

Professional development coach,  
Massachusetts. [NAEYC](#).



# Different Perspectives, Same Problem

- High costs for parents
- Low wages for workers
- Low margins centers and home based provides

# ECE Requires Public Investment

- Public good generated by ECE infrastructure underinvested
- Inadequate supply of quality care
- No easy market-based solution to [fix](#)
  - Routes to efficiency -- technology, process, scale – not available in ECE.
- Workers often last in line in policy solutions

## **Substantial public investment required**

focused simultaneously on workers, parents, and kids

# Federal Pandemic Investment

- According to [ACF](#), ARPA funds reached 80% of providers and 9.6 million children.
- Loss of that funding (9/30) will necessarily decrease ECE availability and/or increase ECE costs.
- NAEYC [survey](#) shows providers likely strategies in raising costs and limiting service without investments.

**“The federal government intervened in a failing market during an acute crisis. The crisis is over, the failure is not.”**

Kathryn Edwards on Twitter

# Toward Sustained and Substantial Public Investment

- Pandemic ECE investment builds the case for more
- Tight labor markets continue to focus policy makers and employers
- ECE increasingly understood and framed as infrastructure
- States stepping in, stepping up
  - MN \$316M program invested in improving jobs of ECE workers

