Experienced, Educated Workforce

**Experience**
- 16+ yrs
- >1/2 of home-based & 1/3 of lead center teachers

**College**
- ~75%
- Have participated in college

**Center-staff**
- 48%
- Have a college degree; 30% have a bachelor’s

**Home-based**
- 40%
- Have a college degree; 20% have a bachelor’s

Source: CSCCE Analysis of National Survey of Early Care and Education, 2019 © Center for the Study of Child Care Employment
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

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### Economic Insecurity & Disparities

<table>
<thead>
<tr>
<th>98%</th>
<th>of other occupations are paid more than child care teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>8x</td>
<td>is how much higher the rate of poverty is for early educators compared to K-8 teachers</td>
</tr>
<tr>
<td>$4,406</td>
<td>is the wage gap between Black center-based teachers and their peers; a wage gap persists across levels of education</td>
</tr>
<tr>
<td>$9,542</td>
<td>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</td>
</tr>
</tbody>
</table>

Sources: *Early Childhood Workforce Index - 2020; CSCCE analysis of NSECE 2019* | © Center for the Study of Child Care Employment
Jobs Crisis

-39,400
Child care jobs lost since February 2020

96.3%
Percentage of child care jobs today compared to February 2020

Source: CSCCE Analysis of U.S. Bureau of Labor Statistics

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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 >= $15/hr for at least ½ 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
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)
Follow us @CSCCEUCB

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Workforce Conditions: Implications

Anna J Markowitz
Implications for Educator Wellbeing

<table>
<thead>
<tr>
<th>Year</th>
<th>Depression</th>
<th>Food Insecurity</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019</td>
<td>19</td>
<td>46</td>
</tr>
<tr>
<td>2020</td>
<td>30</td>
<td>42</td>
</tr>
<tr>
<td>2021</td>
<td>29</td>
<td>46</td>
</tr>
<tr>
<td>2022</td>
<td>32</td>
<td>53</td>
</tr>
</tbody>
</table>
Implications for Teacher Stability

Teacher Retention

- Child Care
- School Based Pre-K
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
Supporting the Early Care and Education Workforce: Evidence and Opportunities

Laura Dresser
COWS and S. Rosenbaum School of Social Work, UW Madison
ldresser@wisc.edu
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.
“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](https://www.naeyc.org).
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