

3 Earnings & Economic Security

Low wages and inconsistent expectations pose risks to the well-being and effectiveness of early educators and undermine our nation's ability to ensure equitable and high-quality services for all young children, according to the 2015 National Academies of Science study, *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation*. Current scientific understanding indicates that facilitating learning and development of infants, toddlers, and preschoolers requires knowledge and skills as complex as those needed in teaching older children, yet low qualification requirements for many early educators perpetuate the perception that less expertise is required to teach children under age five.¹³ Declaring the importance of consistent expectations for teachers across the birth-to-eight age span, the National Academies of Science recommends raising qualifications for lead early educators across all settings — in schools, centers, and homes — to be comparable to those for teachers in the elementary grades and likewise encourages strengthening qualifications for assistant teaching roles.

However, as documented in *Worthy Work, STILL Unlivable Wages*, persistent features of early childhood jobs stand in stark contrast to these National Academies of Science recommendations. The early care and education (ECE) workforce continues to be plagued by low wages and economic insecurity, the absence of a rational wage structure, and the low value accorded to educational attainment. What follows is a discussion of these features of early childhood jobs as well as state-by-state data on the status of ECE employment compared to other occupations.

Wages & Economic Security

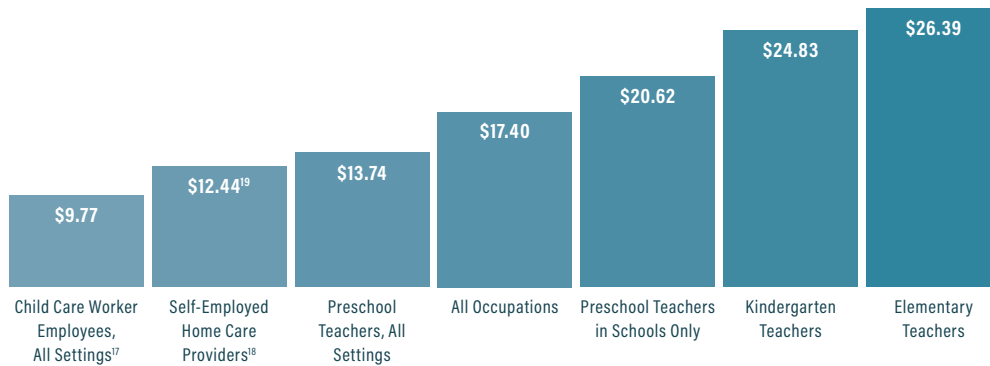
The most recent data compiled by the U.S. Bureau of Labor Statistics and the U.S. Census Bureau attest to the low wages of early educators and demonstrate the earnings gap across early childhood settings and in comparison to other teaching jobs (see Figure 3.1).



The 2012 National Survey of Early Care and Education²⁰ shows that, overall, three-quarters of center-based teaching staff earned less than \$15 an hour, with nearly one-quarter earning less than \$8.60 per hour.

Figure 3.1

Median Hourly Wages by Occupation, 2015



Source: Occupational Employment Statistics (OES) Survey, Bureau of Labor Statistics, Department of Labor. Retrieved from <http://stats.bls.gov/oes/>
 Note: Kindergarten and elementary school teacher earnings are reported as annual salaries. Hourly wages were calculated by dividing the annual salary by 40 hours per week, 52 weeks per year.

Data Sources for Earnings & Economic Security

Three major surveys inform this section of the *Index*: the [Occupational Employment Statistics](#)¹⁴ (OES) survey, the [Current Population Survey](#)¹⁵ (CPS), and the [National Survey of Early Care and Education](#)¹⁶ (NSECE). Each survey has its own strengths and limitations, necessitating use of one or another for specific purposes.

The Occupational Employment Statistics survey is an ongoing survey of business establishments that reports data for all states, but only provides basic earnings and employment information for employees in two early childhood occupations: “childcare workers” and “preschool teachers.”

The Current Population Survey is an ongoing household survey that can be used to estimate the number and earnings of self-employed early educators as well as additional characteristics of the U.S. population, such as the use of public income supports like the Earned Income Tax Credit. However, it is not possible to perform state-level analyses for all states.

The National Survey of Early Care and Education is a one-time (2012) national survey of early care and education settings across the U.S. It provides the most detailed information about the workforce by setting and role, but only for one year, and like the CPS, does not support state-level analyses for all states.

Qualifications and work responsibilities typically drive the wage structure in a given industry, yet wages in early childhood jobs are more likely to be determined by program funding source and ages of children served than by educator qualifications. Only some of these differences in earnings can be attributed to differences in educational attainment among early educators and teachers of older children (See *About the Early Childhood Workforce*, p. 5 for details on the educational background of early educators).

Irrational Wage Structure

Wages by Program Funding Source

The [2012 National Survey of Early Care and Education](#)²² provides the most recent data available for wages by program funding source. At every education level except high school or less, there is a wage gap linked to program sponsorship and funding.²³ For example, the median wage for teachers with bachelor's or higher degrees working with children from birth to age five, but not yet in kindergarten, varies considerably. The contrast between school-sponsored programs and others in the sector is particularly stark: about \$20 per hour compared with \$15 or less for all others (see Table 3.1).

Even small variations in wages drive turnover, as early educators understandably seek alternative employment opportunities that enable them to improve their financial situations, if only marginally. Even when teachers remain within the ECE field but leave one site for another, this churning poses challenges to providing the continuity of relationships so essential to young children's optimal development and to improving program quality.²⁴

Wages by Age of Children Served

Across all programs, center-based teaching staff who work with children younger than three years earn about 70 percent of the income earned by those who work with children age three to five

HOME-BASED PROVIDER EARNINGS

As with center-based providers, numerous factors influence the earnings of home-based providers. These include the number and ages of children served, as well as the income levels of their families. Additionally, the availability and reimbursement level of public subsidies for children from low-income families impact pay for providers serving subsidized children. Only two states include educational attainment in their requirements for home-based providers, and both set the bar at a high-school diploma or equivalent (see *Early Childhood Workforce Policies*, p. 27). Increasingly, however, home-based providers may be required or encouraged to participate in quality initiatives, such as [Quality Rating and Improvement Systems](#),²¹ which emphasize educational coursework or degrees, but as with center-based programs, earnings for home-based providers are not linked in a systematic or predictable fashion to educational attainment.

Detailed national and state-by-state wage data by educational level and funding source for home-based providers are not available. The National Survey of Early Care and Education, which provides this information for center-based teaching staff, reports only estimates of home-based provider annual household income (see *About the Early Childhood Workforce*, p. 5) and the portion of household income that derives from their work with children. Workforce surveys in some states, however, do collect data about home-based provider earnings (see *Early Childhood Workforce Policies*, p. 27).

Table 3.1**Hourly Wages of Center-Based Teachers & Caregivers Serving Children from Birth to Age Five by Sponsorship & Funding of Center-Based Program of Employment**

Highest Degree Received		High School or Less	Some College, No Degree	Associate of Arts Degree	Bachelor's Degree or Higher
School Sponsored	Median Wage	\$11.80	\$13.80	\$13.30	\$20.60
	Weighted Frequency	2,500*	10,100	8,800	33,200
Head Start (funded, not school sponsored)	Median Wage	\$10.00	\$10.20	\$12.20	\$14.80
	Weighted Frequency	17,600	31,000	39,600	43,200
Public Pre-K (funded, not school sponsored or Head Start funded)	Median Wage	\$8.50	\$9.40	\$9.80	\$15.00
	Weighted Frequency	36,800	55,500	32,900	69,300
All Other ECE	Median Wage	\$8.70	\$9.00	\$10.70	\$13.50
	Weighted Frequency	116,000	165,000	76,100	176,000

*Interpret data with caution due to small n.

Source: National Survey of Early Care and Education Project Team (2013). *Number and characteristics of early care and education (ECE) teachers and caregivers: Initial findings, National Survey of Early Care and Education (NSECE)*. OPRE Report #2013-38. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. Appendix Table 17, 20, 23, and 26.

Note: School-Sponsored Centers: A public school district had administrative oversight or reporting requirements or funds the program; about six percent of workers were employed in such center-based programs. Head Start: At least one child was funded by Head Start dollars, but the center-based program was not school-sponsored; these centers accounted for about 14 percent of workers. Public Pre-K: At least one child was funded by public pre-K dollars, but the center-based program was not school-sponsored, and no Head Start funding was reported; these employed about 21 percent of workers. Other Centers: All remaining programs offering ECE accounted for the majority (59 percent) of employed staff members.

years, not yet in kindergarten (see Table 3.2). Infant and toddler teachers have almost no opportunity to work in the best-paying center jobs in the field: 91 percent of jobs in school-sponsored programs are for early educators working with children age three and older. At every level of education, those working with infants and toddlers earn less than those working with preschool-age children.

Notably, teachers with a bachelor's degree working with infants and toddlers are paid at rates similar to teachers working with children age three and older with associate degrees. Only one-quarter of infant and toddler teachers with bachelor's or higher degrees earned \$15 or more per hour, while half of those working with older children earned at least \$15.50 per hour.

UNIONIZATION AMONG EARLY EDUCATORS

Nationwide, union membership across occupations is about 11 percent, nearly halved since the early 1980s.²⁵ Unionization is substantially higher among public-sector workers: more than one-third of those in the public sector are members of unions, compared to less than one in 10 in the private sector.²⁶ Among occupational groups, education, training, and library services had the second-highest unionization rates in 2015 (35.5 percent), barely trailing protective services, such as police officers and firefighters (36.3 percent). For elementary and middle school teachers specifically, the union membership rate was about 49 percent in 2015.²⁷

However, unionization is much lower among early educators than among K-12 teachers. As of 2012, the union membership rate was 10 percent for center-based teaching staff.²⁸ The median wage for teaching staff who reported being a member of a union was \$17.39 per hour compared to \$11.00 per hour for those who reported not being a union member. More than one-third of workers making \$20 or more per hour are unionized, compared to less than three percent of those making between \$7.25 and \$10.09.²⁹

Self-employed, home-based providers are not included in these figures. However, a 2013 analysis from the National Women's Law Center documented a rising number of states in which unions have secured the right to organize and negotiate on behalf of home-based providers. As of 2016, unions representing home-based providers in 10 states (Connecticut, Massachusetts, Maryland, Rhode Island, New Jersey, Oregon, Washington, Illinois, New York, and New Mexico) have authority to negotiate with the state about payment rates and other workplace rules on their behalf.³⁰ However, in five states (Kansas, Maine, Michigan, Ohio, and Iowa), unions representing home-based providers had obtained authority but have since lost it, and in Pennsylvania, the unions representing providers and the state are negotiating a contract. In California, legislation to allow for negotiation by the union on behalf of providers has been vetoed repeatedly by successive governors, and in Minnesota, an executive order allowing contract negotiations has been overturned.

Table 3.2**Hourly Wages of Center-Based Teachers & Caregivers Serving Children from Birth to Age Three Years & Three to Five Years by Educational Attainment**

Highest Degree Received		High School or Less	Some College, No Degree	Associate of Arts Degree	Bachelor's Degree or Higher	Total
Three to Five Years	75th	\$11.00	\$12.50	\$15.00	\$22.60	\$16.90
	50th	\$9.00	\$10.00	\$11.40	\$15.50	\$11.90
	25th	\$7.70	\$8.30	\$9.80	\$11.00	\$9.20
	Weighted Frequency	66,100	124,000	92,700	232,000	515,000
Birth to Three Years	75th	\$9.90	\$10.80	\$13.40	\$15.00	\$11.50
	50th	\$8.60	\$9.00	\$10.00	\$11.40	\$9.30
	25th	\$7.50	\$8.00	\$8.90	\$9.30	\$8.00
	Weighted Frequency	89,200	117,000	52,300	59,600	318,000

Source: National Survey of Early Care and Education Project Team (2013). Number and characteristics of early care and education (ECE) teachers and caregivers: Initial findings, National Survey of Early Care and Education (NSECE). OPRE Report #2013-38. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. Appendix Table 12 and 13.

Lack of Premium for Educational Attainment

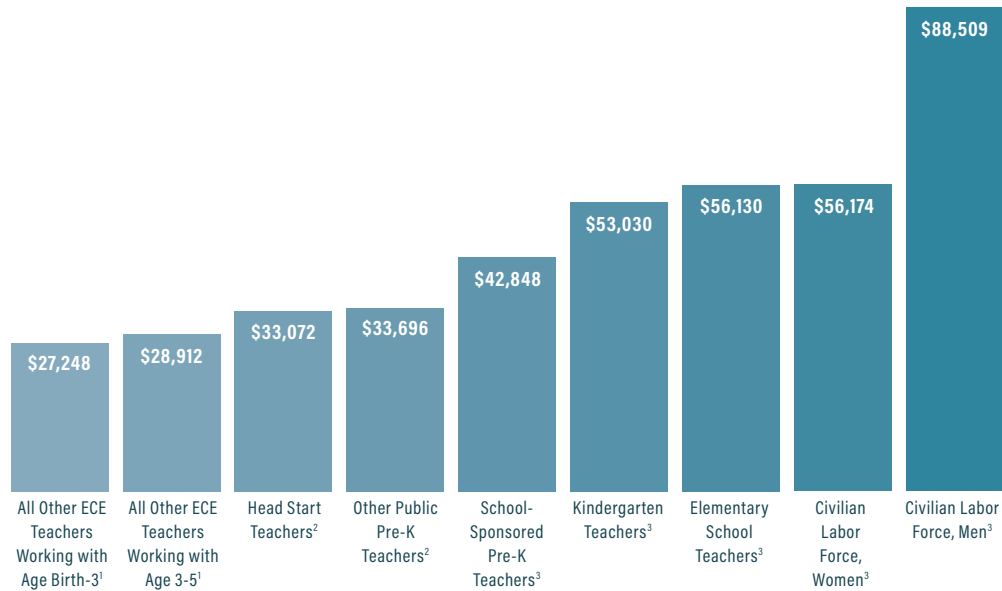
The striking disparities in the wages of early childhood teachers in comparison to teachers of older children and others in the civilian labor force with comparable education (see Figure 3.2.) reveal a pattern that has endured over the last 25 years, despite increases in earnings for some segments of the early childhood workforce.³¹

Conventional economic advice urges adults to advance their educational credentials, identifying a four-year college degree as the vehicle for accessing higher-than-average incomes and middle-class status. After all, [the educational premium for having a college degree has never been higher](#)³² across occupations in general.

Many early educators are attending school while working full time to meet rising educational expectations, undoubtedly with the hope of improving their economic status. For these early educators who have invested in their education, often at tremendous cost to themselves and their families, middle-class earnings remain out of reach. Currently, a

Figure 3.2

Mean Annual Salary of Teachers with a Bachelor's or Higher Degree by Occupation & for the Civilian Labor Force, 2012



¹ Current Population Survey (CPS), United States Census Bureau: www.census.gov/hhes/www/cpstables/032013/perinc/pinc03_000.htm. Civilian labor force information was only for males and females over 25 years old.

² Occupational Employment Statistics Survey, Bureau of Labor Statistics, Department of Labor: <http://bls.gov/news.release/ocwage.htm>.

³ National Survey of Early Care and Education Project Team. (2013). Number and characteristics of early care and education (ECE) teachers and caregivers: Initial findings, National Survey of Early Care and Education (NSECE). OPRE Report # 2013-38. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families. U.S. Department of Health and Human Services. Tables 12 and 19. Retrieved from www.acf.hhs.gov/sites/default/files/opre/nsece_wf_brief_102913_0.pdf. Annual wages calculated by multiplying the hourly mean wage by a year-round, full-time hours figure of 2,080 hours.

bachelor's degree in early childhood education occupies the dubious distinction of the college major with the [lowest projected lifetime earnings](#).³³ Combined with college debt, the current wage structure works against attracting recent college graduates and retaining those early educators with college degrees.

Nonetheless, quality improvement policies targeting the early childhood workforce, at both the federal and state level, continue to focus almost exclusively on professional preparation and development, with limited emphasis on increased compensation. At the federal level, teachers within one of the largest federally funded child care programs — Head Start — have seen sizeable increases in their educational levels, yet they have not been rewarded with significant salary increases. For example, between 1997 and 2014, the share of Head Start teachers with an associate or bachelor's degree increased by 61 percent, and the share of assistant teachers with a degree increased by 24 percent.³⁴ However, Head Start teacher salaries have not kept pace with inflation since 2007, when the Head Start Reauthorization called for at least half of Head Start teachers to obtain

degrees. While Head Start programs are permitted to improve compensation for degreed teachers, there is no explicit policy requiring alignment between higher educational attainment and compensation.³⁵

State policies, too, have generally emphasized educational attainment without corresponding increases in wages, although some states have implemented salary parity requirements for teaching staff in their state-funded pre-kindergarten programs. See *Early Childhood Workforce Policies*, p. 27 for further information on state policies focused on improving professional qualifications and salaries.

A notable exception to this pattern is the early education and care program for the military, subsidized by the Department of Defense (DoD). This program sets early childhood teachers' salaries at a rate of pay equivalent to those of other DoD employees with similar training, education, seniority, and experience. Over the first 25 years that this policy has been in place, the base pay of new hires among early childhood teaching staff in military child development centers has increased by 76 percent, and turnover has plummeted.³⁶

Utilization of Federal Income Supports

Employment in early care and education has largely failed to generate sufficient wages that would allow early educators to meet their basic needs. Poor compensation poses a risk to the well-being of early educators, with consequences extending to their own families and to the children whose parents have entrusted them to their care.³⁷

In the United States, economic distress is not restricted to those living below the poverty level, but affects many adults, including some who are employed full time. Early educators are disproportionately affected. Between 2009 and 2013, nearly one-half (46 percent) of child care workers, compared to about one-quarter (26 percent) of the U.S. workforce as a whole, were part of families enrolled in at least one of four public support programs: the Federal Earned Income Tax Credit (EITC); Medicaid and the Children's Health Insurance Program (CHIP); Supplemental Nutrition Assistance Program (SNAP), also known as food stamps; and Temporary Assistance for Needy Families (TANF).³⁸ Use of public income supports by child care workers and their families was also higher than for preschool and kindergarten teachers³⁹ (34 percent) and substantially higher than for elementary and middle school teachers (13 percent) (see Figure 3.3).

Nearly two-thirds of child care workers whose families participated in public support programs worked full time, and one in 10 held a bachelor's degree. More than a quarter of these families were single parents with children, while nearly one-third were married couples with children.

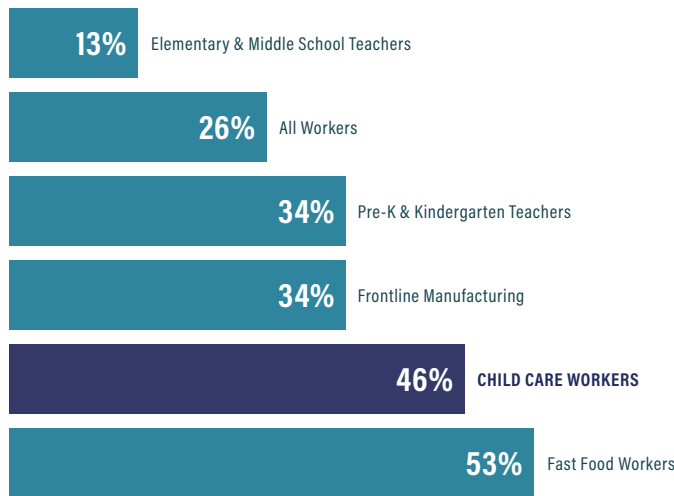
The estimated national cost of reliance on public benefits by child care workers and their families is approximately \$1.5 billion per year.⁴⁰ For information about participation rates at the state level, where available, see Appendix Table 3.1.



Currently, a bachelor's degree in early childhood education occupies the dubious distinction of the college major with the lowest projected lifetime earnings.

Figure 3.3

Participation Rates in Public Support Programs by Selected Occupations & for All Workers & Their Family Members (Annual Averages, 2009-2013)



Source: UC-Berkeley Labor Center calculations from 2009-2013. March Current Population Survey (CPS), 2009-2013 American Community Survey (ACS), program administrative data.

Economic Worry

From late 2012 to early 2013, the Center for the Study of Child Care Employment examined economic insecurity among approximately 600 childhood teaching staff in one state as part of a larger effort to examine workplace supports and adult well-being among early childhood teaching staff.⁴³ Nearly three-quarters of teaching staff expressed worry about having enough money to pay monthly bills, while nearly one-half of teaching staff expressed worry about having enough food for their families. Those who were parents, those with lower levels of education, and those with lower wages all expressed higher levels of worry, but expressions of economic worry were not restricted to early childhood teachers with only these characteristics. In contrast, staff expressing significantly *less* worry worked in programs assessed to be higher in quality and that were publicly funded, such as Head Start or state-funded pre-K. Although we cannot generalize to all early childhood

EARLY CHILDHOOD TEACHER USE OF PUBLIC INCOME SUPPORTS IN NORTH CAROLINA

A 2015 study⁴¹ conducted in North Carolina reported that seven out of 10 teachers and assistant teachers, in a range of public, for-profit, and nonprofit early care and education settings, lived in families with incomes below the state median, and nearly four in 10 reported accessing some form of public assistance (e.g., Medicaid, SNAP/food stamps, TANF, child care assistance) during the past three years.⁴²

teachers from this one exploration, the findings signal the need for further research to deepen our understanding about such issues as the levels of food and housing insecurity experienced by members of the early childhood workforce. According to the National Academies of Science, adversity and stress may affect educators' capacity to support the learning and behavioral growth of young children, especially those who are in greatest need of sensitive and responsive care.

High levels of economic insecurity for so many in the early childhood workforce — as evidenced by the utilization of public supports and economic worry — must be understood against the backdrop of the expectations we now hold for those who teach and care for young children. Based on what we know about the importance of the first years of life, early childhood teachers must understand typical and atypical child development, how children develop mathematical understanding and literacy, and how to promote learning across multiple domains. Teachers must be skilled in helping children develop important lifelong personal dispositions, such as task persistence, conflict negotiation, and impulse regulation. These skills must be applied in the context of working with children from a variety of cultures and economic backgrounds, children of varied immigration status, and increasingly, children who are dual-language learners or who have other complex needs. While the jobs remain low paying, the work of teaching young children is highly skilled.

Earnings & Occupational Rank by State

There are few sources of state-level wage data for the early childhood workforce. Most states do not regularly capture and report workforce-level data (see *Early Childhood Workforce Policies*, p. 27), nor is such data harmonized and comparable across states. Accordingly, we use Occupational Employment Statistics from the U.S. Bureau of Labor Statistics⁴⁴ to report the median hourly wage and occupational rank for the ECE workforce across states for the most recent year available (2015). This data source includes two main categories for the ECE workforce: “childcare workers” and “preschool teachers.”⁴⁵

For each state, we report the median wage per ECE occupation and the median wage as a percentage of the overall state median wage in order to understand the position of ECE wages in relation to worker earnings in the state, given differences in state economies and the cost of living. To further demonstrate relative wage differences among occupations within each state, we report the Bureau of Labor Statistics ranking of occupations by median annual salary.

We also compare changes within each state over time (2010-2015) to ascertain the following:

- Have the wages of ECE occupations (child care worker and preschool teacher) increased?
- Has the percentile ranking of ECE occupations (child care worker and preschool teacher) increased?

Due to the nature of the data, we cannot account for regional differences, program-level differences by setting or funding stream, or individual-level differences, such as educational level.

2015 Median Wages

Table 3.3 shows the median wage for early childhood occupations (child care workers and preschool teachers) for each state. For a comparison to elementary school teacher pay, see Appendix Table 3.2. In 2015, median hourly wages for child care workers ranged from \$8.72 in Mississippi to \$12.24 in New York. Preschool teachers fared somewhat better: wages ranged from \$10.54 in Idaho to \$19.21 in Louisiana. Wages for both groups of early educators were lower than for kindergarten teachers, which ranged from \$18.54 in South Dakota to \$34.16 in Connecticut.

Rather than rank states based on median wage — given differences in state economies and the cost of living — we also report a relative measure of how the wage levels of early education occupations compared to the overall median wage in each state. When comparing across states, it should be kept in mind that lower percentages could be the result of a high overall median wage, as in the District of Columbia; similarly, high percentages could be a result of low overall median wages, such as in Mississippi (see Table 3.3).

Across all states, child care workers made less than two-thirds of the median wage for all occupations in the state. In a few states, the median wage for preschool teachers approached or exceeded the state median wage for all occupations, but in nearly half of the states, preschool teacher wages ranged from about 60 to 75 percent of the overall median wage.

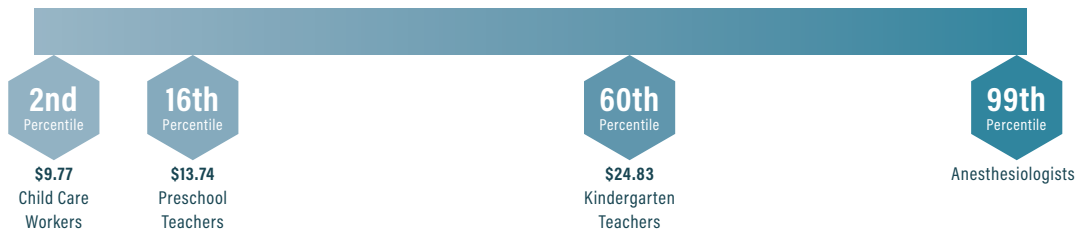
2015 Occupational Percentile Ranking by Earnings

Nationally, child care workers are nearly in the bottom percentile (second) when all occupations are ranked by annual earnings. Preschool teachers fare only somewhat better (16th) compared to kindergarten teachers, who rank 60th (see Figure 3.4).

Across states, child care workers are nearly in the bottom percentile of occupational rankings by annual earnings (see Table 3.4) At the highest, child care workers reach the seventh and eighth percentiles in California and New York, respectively. For preschool teachers, the eighth and ninth percentiles represent the low end of the range. At the high end, preschool teachers rank in the 50th percentile in Louisiana. However, in about two-thirds of the states, preschool teachers fall within or below the 20th percentile.

Figure 3.4

Selected Occupations Ranked by Earnings, 2015



Change Over Time: 2010-2015

Thirteen states saw only small real increases in the wages of child care workers between 2010 and 2015.⁴⁶ Oregon had the largest increase, at nearly five percent, but this was still less than a \$0.50 difference, from \$10.20 to \$10.69. However, there was a decrease in the majority of states, and in some cases, this decrease was substantial: Rhode Island child care worker wages decreased by about 12 percent, while wages in Ohio and Michigan also decreased roughly by about 10 percent (see Figure 3.5).

In contrast, the wages of preschool teachers increased across a majority of states, and some of these increases were considerable (see Figure 3.6). Preschool teacher wages in Louisiana jumped nearly 90 percent, from \$10.13 to \$19.21, and rose by about 47 percent in Kentucky, from \$12.28 to \$18.10.⁴⁷ A further five states (Nebraska, Texas, Oklahoma, North Dakota, and Mississippi) and the District of Columbia saw increases in the 20 to 30 percent range, while seven states (West Virginia, Virginia, North Carolina, Arkansas, Oregon, Rhode Island, and Alaska) saw increases of between 10 and 20 percent.

Further details on changes in wages for early educators as well as kindergarten and elementary school teachers are available in Appendix Table 3.2. Changes in ECE wages are reflected to some degree in the changes in the wage percentile rank across occupations

Figure 3.5

State Map of Percent Change in Child Care Worker Median Wage, 2010-2015

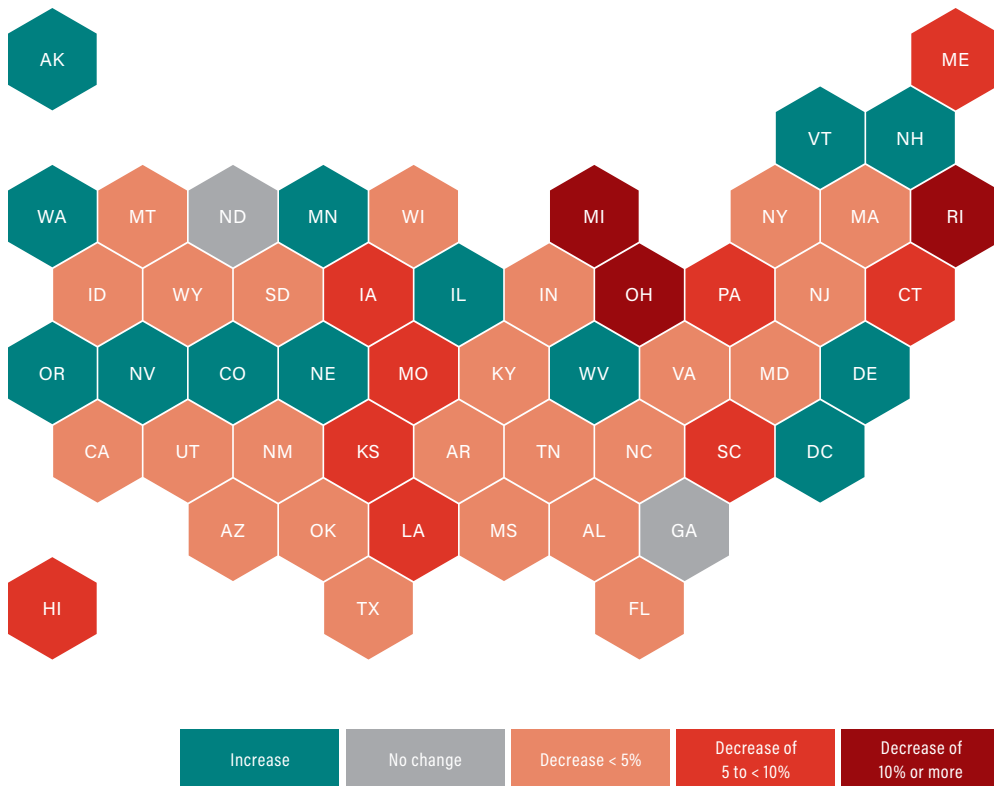
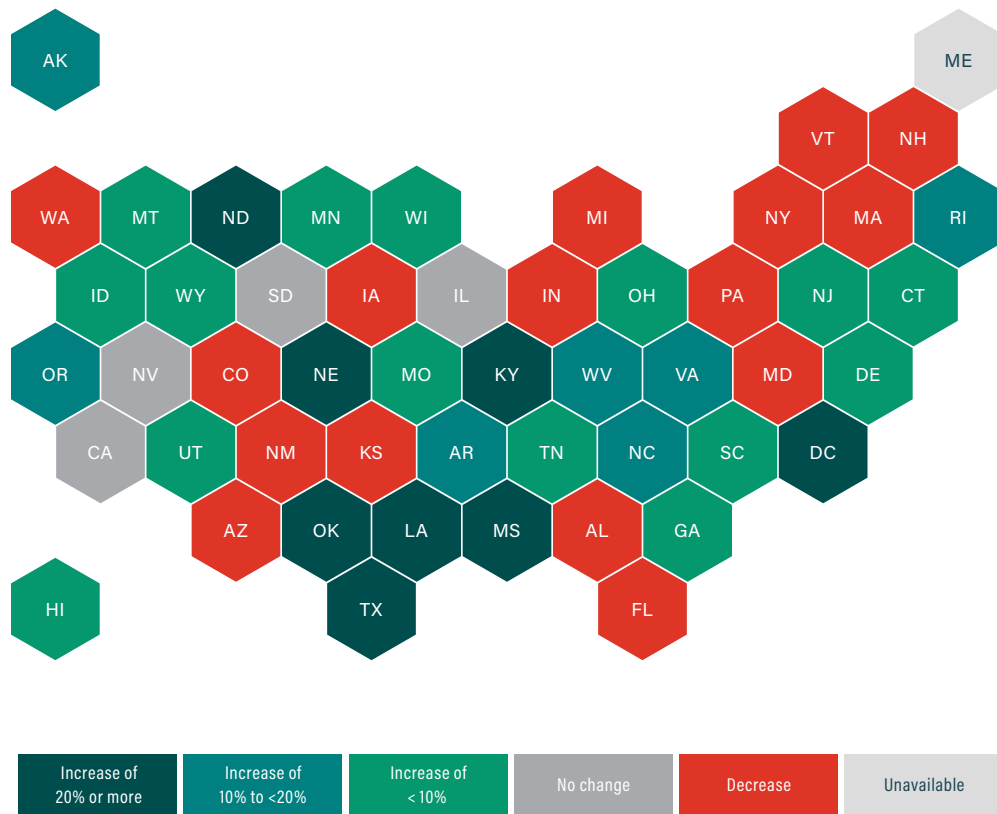


Figure 3.6

State Map of Percent Change in Preschool Teacher Median Wage, 2010-2015



(for occupational rankings in 2010 compared to 2015, see Appendix Table 3.3).⁴⁸ Across states, there was little difference in the percentile rank of child care workers between 2010 and 2015, with most states staying the same or shifting up or down by a percentile point or two. Preschool teacher rankings demonstrated greater variability, with some states, such as Louisiana and Kentucky, showing substantial gains in the relative wages of preschool teachers.

Earnings & Economic Security Summary

The status of early educators, as reflected in the national and state data on earnings and economic insecurity presented above, informs our call for a well-defined strategy for financing early care and education services — one that addresses the need for equitable teacher wages aligned with educational levels across ECE settings for children from birth to five years, while also relieving the tremendous cost burden that so many working families face.

Currently inadequate levels of public financing and heavy reliance on families to cover the costs render comparable pay for early educators — those with equivalent qualifications to one another and to educators of older children — unattainable. This **inequitable** system has repercussions for children whose experiences are influenced by the well-being and competencies of their teachers as well as for the teachers themselves and their own families.

Low wages endemic to early childhood jobs fuel **inefficiency** throughout the early care and education field. As in any business, there are hidden costs associated with turnover, to which poor compensation is a major contributor, and they include lost opportunities to improve and sustain higher quality; disruptions to classroom teams that can beget more departures; and costs of recruiting, hiring, and training replacement staff. Furthermore, the costs for early childhood teachers' low pay accrues to the country as a whole when the estimated cost associated with utilization of public supports by child care worker families is considered.

Policies and programs designed to improve teacher practice are rendered **ineffective** when participants leave their jobs or the occupation altogether. Absent a new wage structure, critically important and challenging careers educating our youngest children are viewed as a pathway to poverty. Efforts to attract recent college graduates to the early education field in order to expand the supply of skilled educators are rejected in favor of jobs with older children, which offer the promise of a sustainable livelihood. These conditions militate against the return on investment of philanthropic and public dollars in quality improvement.

Increasingly, advocates, policymakers, and stakeholders in communities across the country recognize the urgency of upgrading early childhood jobs. In some states, this recognition has turned to action with the development of policies to improve the preparation, support, and reward of the early childhood workforce. We now turn to an appraisal of current state policies in this area for all 50 states and the District of Columbia.

LOW WAGES FOR TEACHERS, HIGH COSTS FOR PARENTS

High-quality early care and education is expensive. Child care costs make up a substantial proportion of household budgets in the United States, higher in many regions than the cost of other large expenses, such as housing and college tuition.⁴⁹ If early educators earn so little, why do early care and education services cost so much?

Educating young children is very labor intensive: one adult can only take care of and facilitate learning for a few infants and toddlers or a small group of preschool-aged children at once. High care and learning needs mean that the younger the children, the higher the costs of good-quality services.

Yet our system is structured so that parents' direct share of these costs is highest during the most expensive period of their children's lives. As children grow older, they have the option to enter the K-12, or perhaps pre-K-12, taxpayer-financed education system, in which costs are shared among the broader community.

Table 3.3						
Median Wages by Occupation and State, 2015						
State	Median Hourly Wage				Child Care Worker Median Wage as % of State Median	Preschool Teacher Median Wage as % of State Median
	Child Care Worker	Preschool Teacher	Kindergarten	All Occupations		
Alabama	\$8.75	\$12.78	\$22.99	\$15.17	58%	79%
Alaska	\$11.80	\$17.51	\$32.13	\$22.32	53%	84%
Arizona	\$9.65	\$11.33	\$19.34	\$16.67	58%	78%
Arkansas	\$8.80	\$13.55	\$21.82	\$14.14	62%	68%
California	\$11.61	\$15.25	\$30.74	\$19.15	61%	96%
Colorado	\$11.47	\$13.11	\$22.21	\$18.66	61%	80%
Connecticut	\$10.77	\$15.20	\$34.16	\$21.07	51%	70%
Delaware	\$9.95	\$12.24	\$28.14	\$18.15	55%	72%
District of Columbia	\$11.06	\$19.20	\$25.00	\$31.75	35%	67%
Florida	\$9.53	\$11.65	\$21.95	\$15.29	62%	60%
Georgia	\$9.16	\$13.56	\$25.88	\$16.07	57%	76%
Hawaii	\$9.07	\$16.20	\$21.32	\$18.63	49%	84%
Idaho	\$8.79	\$10.54	\$21.19	\$15.32	57%	87%
Illinois	\$10.50	\$13.79	\$23.42	\$17.94	59%	69%
Indiana	\$9.36	\$11.79	\$21.62	\$15.82	59%	77%
Iowa	\$8.89	\$11.56	\$24.05	\$16.18	55%	75%
Kansas	\$9.09	\$11.81	\$21.58	\$16.20	56%	71%
Kentucky	\$9.09	\$18.10	\$25.18	\$15.55	58%	73%
Louisiana	\$8.82	\$19.21	\$22.76	\$15.38	57%	116%
Maine	\$10.37	\$14.24	\$24.02	\$16.69	62%	125%
Maryland	\$10.64	\$13.45	\$26.88	\$20.13	53%	85%
Massachusetts	\$12.01	\$15.18	\$32.29	\$21.91	55%	67%
Michigan	\$9.43	\$13.34	\$25.22	\$17.02	55%	69%
Minnesota	\$10.81	\$15.45	\$25.53	\$18.69	58%	78%
Mississippi	\$8.72	\$12.01	\$19.13	\$13.94	63%	83%
Missouri	\$9.06	\$12.05	\$21.67	\$16.05	56%	86%

Table 3.3	Median Wages by Occupation and State, 2015					
State	Median Hourly Wage				Child Care Worker Median Wage as % of State Median	Preschool Teacher Median Wage as % of State Median
	Child Care Worker	Preschool Teacher	Kindergarten	All Occupations		
Montana	\$9.18	\$12.45	\$21.26	\$15.37	60%	75%
Nebraska	\$9.43	\$15.31	\$23.03	\$16.27	58%	81%
Nevada	\$10.15	\$11.85	\$23.41	\$16.20	63%	94%
New Hampshire	\$10.47	\$13.23	\$24.65	\$17.92	58%	73%
New Jersey	\$10.61	\$16.90	\$29.50	\$19.86	53%	74%
New Mexico	\$9.10	\$12.82	\$25.42	\$15.54	59%	85%
New York	\$12.24	\$14.95	\$28.90	\$20.00	61%	82%
North Carolina	\$9.45	\$12.48	\$19.20	\$15.91	59%	75%
North Dakota	\$9.23	\$17.02	\$21.33	\$18.35	50%	78%
Ohio	\$9.55	\$11.39	\$25.23	\$16.84	57%	93%
Oklahoma	\$8.90	\$15.40	\$18.63	\$15.59	57%	68%
Oregon	\$10.69	\$13.31	\$27.36	\$17.83	60%	99%
Pennsylvania	\$9.42	\$12.49	\$24.54	\$17.38	54%	75%
Rhode Island	\$9.48	\$15.82	\$33.59	\$18.77	51%	72%
South Carolina	\$8.83	\$11.84	\$24.59	\$15.04	59%	84%
South Dakota	\$9.30	\$13.80	\$18.54	\$14.80	63%	79%
Tennessee	\$8.93	\$11.46	\$23.05	\$15.30	58%	93%
Texas	\$9.12	\$14.90	\$24.48	\$16.61	55%	75%
Utah	\$9.47	\$11.07	\$20.83	\$16.34	58%	90%
Vermont	\$11.25	\$14.13	\$25.52	\$17.81	63%	68%
Virginia	\$9.38	\$15.62	\$27.45	\$18.36	51%	79%
Washington	\$11.31	\$13.37	\$26.45	\$20.28	56%	85%
West Virginia	\$9.08	\$14.73	\$23.02	\$14.54	62%	66%
Wisconsin	\$9.81	\$11.48	\$23.41	\$16.88	58%	101%
Wyoming	\$10.02	\$12.56	\$27.01	\$18.41	54%	68%

Source: Occupational Employment Statistics (OES) Survey, Bureau of Labor Statistics, Department of Labor. Retrieved from <http://stats.bls.gov/oes/>

Table 3.4	Occupational Percentile by Earnings and State, 2015		
State	Child Care worker	Preschool Teacher	Kindergarten Teacher
Alabama	2nd	20th	61st
Alaska	5th	19th	63rd
Arizona	4th	9th	47th
Arkansas	4th	25th	64th
California	7th	21st	64th
Colorado	6th	11th	51st
Connecticut	4th	17th	74th
Delaware	4th	12th	67th
District of Columbia	3rd	21st	36th
Florida	4th	13th	59th
Georgia	3rd	20th	67th
Hawaii	1st	22nd	42nd
Idaho	2nd	9th	58th
Illinois	4th	16th	52nd
Indiana	4th	13th	57th
Iowa	2nd	10th	65th
Kansas	3rd	11th	58th
Kentucky	2nd	45th	69th
Louisiana	2nd	50th	63rd
Maine	5th	22nd	64th
Maryland	5th	13th	60th
Massachusetts	6th	15th	70th
Michigan	3rd	17th	64th
Minnesota	4th	19th	58th
Mississippi	2nd	20th	56th
Missouri	3rd	13th	56th

Table 3.4			
Occupational Percentile by Earnings and State, 2015			
State	Child Care worker	Preschool Teacher	Kindergarten Teacher
Montana	2nd	16th	59th
Nebraska	3rd	29th	61st
Nevada	2nd	9th	54th
New Hampshire	4th	13th	58th
New Jersey	3rd	25th	61st
New Mexico	3rd	20th	66th
New York	8th	18th	61st
North Carolina	5th	14th	48th
North Dakota	2nd	33rd	51st
Ohio	4th	10th	64th
Oklahoma	2nd	32nd	49th
Oregon	4th	14th	67th
Pennsylvania	2nd	10th	60th
Rhode Island	2nd	23rd	75th
South Carolina	2nd	15th	70th
South Dakota	2nd	24th	51st
Tennessee	2nd	12th	64th
Texas	3rd	26th	60th
Utah	4th	8th	53rd
Vermont	5th	17th	67th
Virginia	2nd	25th	68th
Washington	3rd	9th	59th
West Virginia	4th	33rd	67th
Wisconsin	4th	9th	59th
Wyoming	4th	11th	66th

Source: Occupational Employment Statistics (OES) Survey, Bureau of Labor Statistics, Department of Labor. Retrieved from <http://stats.bls.gov/oes/>

Appendix Tables

3. Earnings & Economic Security

Appendix Table 3.1	Family Participation Rates in Public Support Programs for Child Care Workers by State					
State	EITC Participation	Medicaid/ CHIP Participation	Food Stamp Participation	TANF Participation	Total Participation	Total Costs (in millions)
National	42%	21%	23%	2%	46%	\$1,475
California	44%	26%	17%	5%	47%	\$166.4
Florida	51%	16%	31%	1%	52%	\$57.2
Georgia	49%	17%	27%	1%	52%	\$41.5
Illinois	42%	25%	28%	1%	46%	\$71.4
Maryland	39%	15%	20%	1%	40%	\$31.3
Massachusetts	30%	23%	16%	2%	39%	\$35.6
Michigan	39%	22%	32%	2%	47%	\$44.5
Minnesota	27%	18%	12%	1%	32%	\$42.8
Missouri	37%	19%	22%	2%	42%	\$28.2
New Jersey	42%	17%	19%	1%	39%	\$39.2
New York	56%	29%	31%	2%	59%	\$192.1
North Carolina	45%	21%	24%	0%	48%	\$37.4
Ohio	35%	15%	17%	3%	37%	\$40.1
Pennsylvania	35%	21%	19%	1%	43%	\$48.3
Texas	48%	22%	25%	1%	54%	\$117.4
Virginia	39%	14%	16%	1%	39%	\$25.8
Washington	30%	24%	31%	3%	39%	\$34.7

Source: UC-Berkeley Labor Center calculations from 2009-2013 March Current Population Survey (CPS), program administrative data.

Appendix Table 3.2		Median Hourly Wages by Occupation and State, 2010 & 2015														
STATE	CHILD CARE WORKER				PRESCHOOL TEACHER				KINDERGARTEN TEACHER				ELEMENTARY SCHOOL TEACHER			
	2010 Actual Median Hourly Wage	2010 Real Median Wage in 2015 Dollars	2015 Actual Median Hourly Wage	Percent Change	2010 Actual Median Hourly Wage	2010 Real Median Wage in 2015 Dollars	2015 Actual Median Hourly Wage	Percent Change	2010 Actual Median Hourly Wage	2010 Real Median Wage in 2015 Dollars	2015 Actual Median Hourly Wage	Percent Change	2010 Actual Median Hourly Wage	2010 Real Median Wage in 2015 Dollars	2015 Actual Median Hourly Wage	Percent Change
National	\$9.28	\$10.09	\$9.77	-3%	\$12.35	\$13.42	\$13.74	2%	\$23.46	\$25.50	\$24.83	-3%	\$24.84	\$27.00	\$26.39	-2%
Alabama	\$8.40	\$9.13	\$8.75	-4%	\$12.25	\$13.32	\$12.78	-4%	\$22.92	\$24.91	\$22.99	-8%	\$22.89	\$24.88	\$24.23	-3%
Alaska	\$10.65	\$11.58	\$11.80	2%	\$14.60	\$15.87	\$17.51	10%	\$30.95	\$33.64	\$32.13	-5%	\$31.87	\$34.64	\$34.37	-1%
Arizona	\$9.30	\$10.11	\$9.65	-5%	\$10.96	\$11.91	\$11.33	-5%	\$18.92	\$20.56	\$19.34	-6%	\$18.75	\$20.39	\$18.89	-7%
Arkansas	\$8.21	\$8.92	\$8.80	-1%	\$10.96	\$11.91	\$13.55	14%	\$20.58	\$22.37	\$21.82	-2%	\$20.49	\$22.27	\$21.43	-4%
California	\$10.77	\$11.71	\$11.61	-1%	\$14.03	\$15.25	\$15.25	0%	\$27.77	\$30.19	\$30.74	2%	\$29.96	\$32.57	\$35.05	8%
Colorado	\$10.21	\$11.10	\$11.47	3%	\$13.37	\$14.53	\$13.11	-10%	\$21.86	\$23.76	\$22.21	-7%	\$22.63	\$24.60	\$23.14	-6%
Connecticut	\$10.69	\$11.62	\$10.77	-7%	\$13.02	\$14.15	\$15.20	7%	\$30.32	\$32.96	\$34.16	4%	\$32.02	\$34.80	\$36.50	5%
Delaware	\$8.95	\$9.73	\$9.95	2%	\$11.13	\$12.10	\$12.24	1%	\$23.79	\$25.86	\$28.14	9%	\$25.50	\$27.72	\$28.30	2%
District of Columbia	\$10.04	\$10.91	\$11.06	1%	\$13.74	\$14.94	\$19.20	29%	\$20.42	\$22.19	\$25.00	13%	\$31.01	\$33.71	\$32.25	-4%
Florida	\$9.09	\$9.88	\$9.53	-4%	\$11.11	\$12.08	\$11.65	-4%	\$21.98	\$23.89	\$21.95	-8%	\$22.03	\$23.95	\$22.14	-8%
Georgia	\$8.46	\$9.20	\$9.16	0%	\$11.53	\$12.53	\$13.56	8%	\$24.58	\$26.72	\$25.88	-3%	\$25.37	\$27.57	\$25.86	-6%
Hawaii	\$9.00	\$9.78	\$9.07	-7%	\$14.46	\$15.72	\$16.20	3%	\$17.68	\$19.22	\$21.32	11%	\$23.27	\$25.29	\$26.93	6%
Idaho	\$8.24	\$8.96	\$8.79	-2%	\$9.00	\$9.78	\$10.54	8%	\$17.75	\$19.29	\$21.19	10%	\$24.89	\$27.05	\$21.61	-20%
Illinois	\$9.60	\$10.44	\$10.50	1%	\$12.63	\$13.73	\$13.79	0%	\$21.00	\$22.83	\$23.42	3%	\$26.84	\$29.18	\$26.60	-9%
Indiana	\$8.70	\$9.46	\$9.36	-1%	\$11.15	\$12.12	\$11.79	-3%	\$21.88	\$23.78	\$21.62	-9%	\$23.34	\$25.37	\$23.42	-8%
Iowa	\$8.69	\$9.45	\$8.89	-6%	\$11.16	\$12.13	\$11.56	-5%	\$19.76	\$21.48	\$24.05	12%	\$20.73	\$22.53	\$24.59	9%
Kansas	\$8.87	\$9.64	\$9.09	-6%	\$13.38	\$14.54	\$11.81	-19%	\$21.28	\$23.14	\$21.58	-7%	\$20.59	\$22.38	\$21.69	-3%
Kentucky	\$8.68	\$9.44	\$9.09	-4%	\$11.30	\$12.28	\$18.10	47%	\$23.98	\$26.07	\$25.18	-3%	\$23.34	\$25.37	\$24.93	-2%
Louisiana	\$8.60	\$9.35	\$8.82	-6%	\$9.32	\$10.13	\$19.21	90%	\$22.19	\$24.12	\$22.76	-6%	\$22.27	\$24.21	\$22.82	-6%
Maine	\$10.24	\$11.13	\$10.37	-7%	N/A	N/A	\$14.24	N/A	\$21.66	\$23.55	\$24.02	2%	\$21.93	\$23.84	\$24.60	3%
Maryland	\$10.33	\$11.23	\$10.64	-5%	\$12.53	\$13.62	\$13.45	-1%	\$20.73	\$22.53	\$26.88	19%	\$27.95	\$30.38	\$29.63	-2%
Massachusetts	\$11.26	\$12.24	\$12.01	-2%	\$14.64	\$15.91	\$15.18	-5%	\$27.98	\$30.42	\$32.29	6%	\$30.39	\$33.03	\$34.25	4%
Michigan	\$9.62	\$10.46	\$9.43	-10%	\$13.43	\$14.60	\$13.34	-9%	\$25.81	\$28.06	\$25.22	-10%	\$27.79	\$30.21	\$30.54	1%
Minnesota	\$9.82	\$10.67	\$10.81	1%	\$13.74	\$14.94	\$15.45	3%	\$24.01	\$26.10	\$25.53	-2%	\$25.10	\$27.28	\$27.67	1%
Mississippi	\$8.39	\$9.12	\$8.72	-4%	\$9.17	\$9.97	\$12.01	20%	\$19.44	\$21.13	\$19.13	-9%	\$19.48	\$21.18	\$19.62	-7%
Missouri	\$8.89	\$9.66	\$9.06	-6%	\$10.80	\$11.74	\$12.05	3%	\$19.35	\$21.03	\$21.67	3%	\$19.46	\$21.15	\$23.09	9%
Montana	\$8.51	\$9.25	\$9.18	-1%	\$11.19	\$12.16	\$12.45	2%	\$17.77	\$19.32	\$21.26	10%	\$19.75	\$21.46	\$23.34	9%

Appendix Table 3.2		Median Hourly Wages by Occupation and State, 2010 & 2015														
STATE	CHILD CARE WORKER				PRESCHOOL TEACHER				KINDERGARTEN TEACHER				ELEMENTARY SCHOOL TEACHER			
	2010 Actual Median Hourly Wage	2010 Real Median Wage in 2015 Dollars	2015 Actual Median Hourly Wage	Percent Change	2010 Actual Median Hourly Wage	2010 Real Median Wage in 2015 Dollars	2015 Actual Median Hourly Wage	Percent Change	2010 Actual Median Hourly Wage	2010 Real Median Wage in 2015 Dollars	2015 Actual Median Hourly Wage	Percent Change	2010 Actual Median Hourly Wage	2010 Real Median Wage in 2015 Dollars	2015 Actual Median Hourly Wage	Percent Change
Nebraska	\$8.52	\$9.26	\$9.43	2%	\$10.94	\$11.89	\$15.31	29%	\$21.21	\$23.05	\$23.03	0%	\$22.28	\$24.22	\$24.33	0%
Nevada	\$9.10	\$9.89	\$10.15	3%	\$10.92	\$11.87	\$11.85	0%	\$19.59	\$21.29	\$23.41	10%	\$23.31	\$25.34	\$25.49	1%
New Hampshire	\$9.37	\$10.19	\$10.47	3%	\$12.48	\$13.57	\$13.23	-2%	\$20.19	\$21.94	\$24.65	12%	\$24.54	\$26.67	\$26.77	0%
New Jersey	\$9.84	\$10.70	\$11.00	-1%	\$15.17	\$16.49	\$16.90	2%	\$26.88	\$29.22	\$29.50	1%	\$28.18	\$30.63	\$30.75	0%
New Mexico	\$8.70	\$9.46	\$9.10	-4%	\$13.14	\$14.28	\$12.82	-10%	\$24.99	\$27.16	\$25.42	-6%	\$23.67	\$25.73	\$27.28	6%
New York	\$11.57	\$12.58	\$12.24	-3%	\$15.61	\$16.97	\$14.95	-12%	\$33.10	\$35.98	\$28.90	-20%	\$31.17	\$33.88	\$32.95	-3%
North Carolina	\$8.86	\$9.63	\$9.45	-2%	\$10.09	\$10.97	\$12.48	14%	\$19.32	\$21.00	\$19.20	-9%	\$20.37	\$22.14	\$20.27	-8%
North Dakota	\$8.52	\$9.26	\$9.23	0%	\$12.80	\$13.91	\$17.02	22%	\$18.07	\$19.64	\$21.33	9%	\$20.29	\$22.06	\$22.20	1%
Ohio	\$9.82	\$10.67	\$9.55	-11%	\$10.41	\$11.32	\$11.39	1%	\$23.73	\$25.80	\$25.23	-2%	\$26.29	\$28.58	\$28.66	0%
Oklahoma	\$8.51	\$9.25	\$8.90	-4%	\$11.50	\$12.50	\$15.40	23%	\$18.15	\$19.73	\$18.63	-6%	\$19.38	\$21.06	\$18.88	-10%
Oregon	\$9.38	\$10.20	\$10.69	5%	\$10.79	\$11.73	\$13.31	13%	\$22.40	\$24.35	\$27.36	12%	\$24.90	\$27.07	\$27.80	3%
Pennsylvania	\$9.32	\$10.13	\$9.42	-7%	\$11.66	\$12.67	\$12.49	-1%	\$25.05	\$27.23	\$24.54	-10%	\$25.07	\$27.25	\$28.74	5%
Rhode Island	\$9.95	\$10.82	\$9.48	-12%	\$13.19	\$14.34	\$15.82	10%	\$33.50	\$36.41	\$33.59	-8%	\$32.98	\$35.84	\$34.24	-4%
South Carolina	\$8.61	\$9.36	\$8.83	-6%	\$10.56	\$11.48	\$11.84	3%	\$23.51	\$25.56	\$24.59	-4%	\$22.19	\$24.12	\$23.39	-3%
South Dakota	\$8.74	\$9.50	\$9.30	-2%	\$12.73	\$13.84	\$13.80	0%	\$17.40	\$18.92	\$18.54	-2%	\$18.15	\$19.73	\$19.56	-1%
Tennessee	\$8.44	\$9.17	\$8.93	-3%	\$10.10	\$10.98	\$11.46	4%	\$21.06	\$22.89	\$23.05	1%	\$21.69	\$23.58	\$23.07	-2%
Texas	\$8.54	\$9.28	\$9.12	-2%	\$10.89	\$11.84	\$14.90	26%	\$23.13	\$25.15	\$24.48	-3%	\$24.38	\$26.50	\$25.20	-5%
Utah	\$8.99	\$9.77	\$9.47	-3%	\$9.96	\$10.83	\$11.07	2%	\$19.20	\$20.87	\$20.83	0%	\$21.76	\$23.65	\$24.95	5%
Vermont	\$10.21	\$11.10	\$11.25	1%	\$13.96	\$15.17	\$14.13	-7%	\$22.82	\$24.80	\$25.52	3%	\$24.50	\$26.63	\$25.65	-4%
Virginia	\$9.13	\$9.92	\$9.38	-5%	\$12.46	\$13.54	\$15.62	15%	\$25.28	\$27.48	\$27.45	0%	\$26.87	\$29.20	\$28.46	-3%
Washington	\$10.20	\$11.09	\$11.31	2%	\$12.98	\$14.11	\$13.37	-5%	\$24.11	\$26.21	\$26.45	1%	\$28.18	\$30.63	\$29.86	-3%
West Virginia	\$8.19	\$8.90	\$9.08	2%	\$11.50	\$12.50	\$14.73	18%	\$21.69	\$23.57	\$23.02	-2%	\$21.04	\$22.87	\$21.99	-4%
Wisconsin	\$9.14	\$9.94	\$9.81	-1%	\$10.35	\$11.25	\$11.48	2%	\$22.39	\$24.34	\$23.41	-4%	\$24.77	\$26.93	\$26.02	-3%
Wyoming	\$9.72	\$10.57	\$10.02	-5%	\$11.43	\$12.42	\$12.56	1%	\$25.79	\$28.03	\$27.01	-4%	\$26.84	\$29.18	\$27.67	-5%

Source: Occupational Employment Statistics (OES) Survey, Bureau of Labor Statistics, Department of Labor. Retrieved from <http://stats.bls.gov/oes/>
Notes: Figures for 2010 were adjusted for inflation using the Bureau of Labor Statistics CPI Inflation Calculator.

Appendix Table 3.3	Occupational Percentile Rankings by Occupation and State, 2010 & 2015					
	2010	2015	Change	2010	2015	Change
	Percentile: Child Care Workers	Percentile: Child Care Workers		Percentile: Preschool Teachers	Percentile: Preschool Teachers	
National	3rd	2nd	-1	14th	16th	2
Alabama	3rd	2nd	-1	23rd	20th	-3
Alaska	4th	5th	1	16th	19th	3
Arizona	5th	4th	-1	11th	9th	-2
Arkansas	1st	4th	3	14th	25th	11
California	7th	7th	0	20th	21st	1
Colorado	6th	6th	0	16th	11th	-5
Connecticut	5th	4th	-1	13th	17th	4
Delaware	2nd	4th	2	10th	12th	2
District of Columbia	4th	3rd	-1	11th	21st	10
Florida	4th	4th	0	12th	13th	1
Georgia	2nd	3rd	1	16th	20th	4
Hawaii	1st	1st	0	20th	22nd	2
Idaho	1st	2nd	1	5th	9th	4
Illinois	4th	4th	0	15th	16th	1
Indiana	2nd	4th	2	12th	13th	1
Iowa	3rd	2nd	-1	13th	10th	-3
Kansas	4th	3rd	-1	24th	11th	-13
Kentucky	3rd	2nd	-1	15th	45th	30
Louisiana	3rd	2nd	-1	8th	50th	42
Maine	7th	5th	-2	N/A	22nd	N/A
Maryland	5th	5th	0	13th	13th	0
Massachusetts	5th	6th	1	18th	15th	-3
Michigan	6th	3rd	-3	19th	17th	-2
Minnesota	4th	4th	0	17th	19th	2
Mississippi	3rd	2nd	-1	8th	20th	12

Appendix Table 3.3	Occupational Percentile Rankings by Occupation and State, 2010 & 2015					
State	2010	2015	Change	2010	2015	Change
	Percentile: Child Care Workers	Percentile: Child Care Workers		Percentile: Preschool Teachers	Percentile: Preschool Teachers	
Missouri	3rd	3rd	0	11th	13th	2
Montana	2nd	2nd	0	16th	16th	0
Nebraska	2nd	3rd	1	13th	29th	16
Nevada	2nd	2nd	0	7th	9th	2
New Hampshire	3rd	4th	1	13th	13th	0
New Jersey	4th	3rd	-1	23rd	25th	2
New Mexico	3rd	3rd	0	27th	20th	-7
New York	7th	8	1	25th	18th	-7
North Carolina	4th	5th	1	8th	14th	6
North Dakota	2nd	2nd	0	24th	33rd	9
Ohio	7th	4th	-3	9th	10th	1
Oklahoma	3rd	2nd	-1	20th	32nd	12
Oregon	3rd	4th	1	8th	14th	6
Pennsylvania	2nd	2nd	0	11th	10th	-1
Rhode Island	5th	2nd	-3	19th	23rd	4
South Carolina	3rd	2nd	-1	12th	15th	3
South Dakota	3rd	2nd	-1	26th	24th	-2
Tennessee	2nd	2nd	0	10th	12th	2
Texas	2nd	3rd	1	13th	26th	13
Utah	3rd	4th	1	6th	8th	2
Vermont	5th	5th	0	23rd	17th	-6
Virginia	3rd	2nd	-1	16th	25th	9
Washington	2nd	3rd	1	12th	9th	-3
West Virginia	2nd	4th	2	22nd	33rd	11
Wisconsin	4th	4th	0	7th	9th	2
Wyoming	6th	4th	-2	13th	11th	-2

Source: Occupational Employment Statistics (OES) Survey, Bureau of Labor Statistics, Department of Labor. Retrieved from <http://stats.bls.gov/oes/>

Endnotes

- 13 Institute of Medicine (IOM) and National Research Council (NRC). (2015). *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation*. Washington, DC: The National Academies Press. Retrieved from <http://www.nationalacademies.org/hmd/Reports/2015/Birth-To-Eight.aspx>
- 14 See Bureau of Labor Statistics, U.S. Department of Labor. (2015). *Occupational Employment Statistics*. Retrieved from www.bls.gov/oes/
- 15 See U.S. Census Bureau and U.S. Bureau of Labor Statistics. *Current Population Survey*. Retrieved from <http://www.census.gov/programs-surveys/cps.html>
- 16 See National Early Care and Education Survey Project Team (2015). *National Survey of Early Care and Education (NSECE), 2010-2015*. Retrieved from <http://www.acf.hhs.gov/programs/opre/research/project/national-survey-of-early-care-and-education-nsece-2010-2014>
- 17 Earnings for assistants employed in home-based settings are included in these overall child care numbers.
- 18 The Occupational Employment Statistics data does not include self-employed. This estimate was derived from the March 2013-2015 Current Population Survey Annual Social and Economic Supplement (CPS ASEC).
- 19 The Census Bureau distinguishes between two types of self-employed home child care providers: those who are unincorporated and those who are incorporated. The overwhelming majority (93 percent) of home-based providers are unincorporated, with average hourly earnings of \$12.44. Incorporated providers report higher earnings (\$29.65 per hour), but comprise only seven percent of all self-employed home child care providers.
- 20 National Survey of Early Care and Education Project Team. (2013). *Number and Characteristics of Early Care and Education (ECE) Teachers and Caregivers: Initial Findings, National Survey of Early Care and Education (NSECE)*. OPRE Report #2013-38. Washington, DC: Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.
- 21 See QRIS Resource Guide. <https://qrisguide.acf.hhs.gov/index.cfm?do=qrisabout>
- 22 National Survey of Early Care and Education Project Team Survey. (2015).
- 23 An examination of variation in wages by program auspice further underscores the inequities in earnings among those with comparable education. In CSCCE's 2014 report *Worthy Work, STILL Unlivable Wages*, mean hourly wages for lead teachers and teachers with associate and bachelor's degrees (but not assistant teachers, aides, or teaching staff without college degrees) were reported for programs classified as for-profit, chain, and independent; independent and sponsored not for profit or run by a government agency; religious-sponsored not for profit; public school sponsored; and Head Start (funded). The mean hourly wage across auspices was \$15.70, ranging from \$11.90 in programs classified as for-profit independent programs to a high of \$26.20 to those sponsored by public schools. See Table 3.4 of *Worthy Work, STILL Unlivable Wages*.
- 24 Cassidy, D. J., Lower, J. K., Kintner-Duffy, V. L., Hegde, A. V., & Shim, J. (2011). The day-to-day reality of teacher turnover in preschool classrooms: An analysis of classroom context and teacher, director, and parent perspectives. *Journal of Research in Childhood Education*, 25(1), 1-23; Whitebook, M., & Sakai, L. (2003). Turnover begets turnover: An examination of job and occupational instability among child care center staff. *Early Childhood Research Quarterly*, 18(3), 271-395; Whitebook, M., & Sakai, L. (2004). *By a Thread: How Child Care Centers Hold On to Teachers, How Teachers Build Lasting Careers*. Kalamazoo, MI: Upjohn Institute for Employment Research.
- 25 Bureau of Labor Statistics, U.S. Department of Labor. (2015a). *Union Members - 2015* [News Release]. Retrieved from <http://www.bls.gov/news.release/pdf/union2.pdf>
- 26 Bureau of Labor Statistics, U.S. Department of Labor. (2015a).
- 27 Hirsch, B. & Macpherson, D. (2016). Union Membership and Coverage Database from the CPS (*Unionstats.com*). Table V: Occupation: Union Membership, Coverage, Density, and Employment by Occupation, 1983-2015.
- 28 The Bureau of Labor Statistics occupational data does not permit disaggregating preschool and kindergarten teachers. We rely on the 2012 National Survey of Early Care and Education for information about union members. Although less recent, the NSECE more accurately captures characteristics of those working in center-based child care and preschool programs. NSECE estimates also demonstrate that about a quarter (26 percent) of center-based teaching staff are members of a professional organization related to providing services for children, but there is no information available about whether these organizations also represent early educators with regard to pay and working conditions.
- 29 CSCCE analysis of the 2012 National Survey of Early Care and Education; see NSECE Project Team (National Opinion Research Center). National Survey of Early Care and Education (NSECE), 2012. ICPSR35519-v2. Ann Arbor, MI: Inter-university Consortium for Political and Social Research [distributor], 2015-04-06. <http://doi.org/10.3886/ICPSR35519.v2>
- 30 Personal communication with Helen Blank, National Women's Law Center; Becky Levin, American Federation of State, County, and Municipal Employees; Cathy Sarri, Service Employees International Union.
- 31 Whitebook, M., Phillips, D., & Howes, C. (2014). *Worthy Work, STILL Unlivable Wages: The Early Childhood Workforce 25 Years after the National Child Care Staffing Study*. Berkeley, CA: Center for the Study of Child Care Employment, University of California, Berkeley.
- 32 See Pew Research Center. (2014). *The Rising Cost of Not Going to College*. Retrieved from <http://www.pewsocial-trends.org/2014/02/11/the-rising-cost-of-not-going-to-college/>
- 33 See Hershbein, B., & Kearney, M.S. (2014). *Major Decisions: What Graduates Earn Over Their Lifetimes*. Retrieved from http://www.hamiltonproject.org/papers/major_decisions_what_graduates_earn_over_their_lifetimes/
- 34 Whitebook, M., Phillips, D., & Howes, C. (2014).
- 35 Public Law 110-134, Improving Head Start for School Readiness Act of 2007, 42 USC 9801 et seq. (Dec. 12, 2007). Retrieved from https://eclkc.ohs.acf.hhs.gov/hslc/standards/law/hs_act_2007.pdf
- 36 Whitebook, M., Phillips, D., & Howes, C. (2014).
- 37 Jeon, L., Buettner, C. K. & Snyder, A. R. (2014). Pathways from teacher depression and child-care quality to child

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- 38 This analysis was performed by the UC-Berkeley Labor Center using the Current Population Survey. The sample was composed of child care workers, as defined by the U.S. Bureau of the Census and the U.S. Bureau of Labor Statistics, and any members of their immediate families (i.e., spouses and children). The sample was restricted to child care workers in four industries — schools, child day care services, religious organizations, and private households — to arrive at an estimated population of 875,000 child care workers. Nearly 31 percent of these workers reported that they were self-employed. As a final restriction, workers only marginally attached to the labor force were excluded; the analysis included only those child care workers who worked “year round,” defined as working at least 10 hours per week and at least 27 weeks per year. Slightly more than 61 percent — 535,000 of these 875,000 U.S. child care workers — met these criteria each year between 2009 and 2013.
- 39 It is not possible to disaggregate the occupational category “preschool and kindergarten teachers” using data from the Current Population Survey.
- 40 Previous cost estimates reported in *Worthy Work, STILL Unlivable Wages* were much higher. Much of this difference can be attributed to a lower number of workers who met criteria for inclusion in the analysis (see endnote 38) and to an improved method for calculating health expenditures.
- 41 Useable surveys were obtained from a random sample (n=761) of all directors of licensed child care programs in North Carolina. Participating directors distributed surveys to their teaching staff, and useable surveys were returned by 3,078 teaching staff out of an estimated 5,957. An additional 300 surveys were returned from teachers and assistants whose directors did not return surveys.
- 42 Child Care Services Association. (2015). *Working in Early Care and Education in North Carolina: 2015 Workforce Study*. Chapel Hill, NC: Child Care Services Association. <http://www.childcareservices.org/wp-content/uploads/2016/01/2015-Workforce-Report-FNL.pdf>
- 43 Economic insecurity was measured using a subscale of a longer questionnaire examining staff perceptions about workplace policies that affect their teaching practice: Supporting Environmental Quality Underlying Adult Learning (SEQUAL) measure (Unpublished document, Whitebook, M., & Ryan, S. [2013]. *Supporting Environmental Quality Underlying Adult Learning [SEQUAL]*. Berkeley, CA: Center for the Study of Child Care Employment, University of California, Berkeley). For more information about the methodology, see Sakai, L. (2014). “Economic Insecurity Among Early Childhood Teachers”. In M. Whitebook, D. Phillips, & C. Howes. *Worthy Work, STILL Unlivable Wages: The Early Childhood Workforce 25 Years 25 years after the National Child Care Staffing Study* (pp. 41-54). Berkeley, CA: Center for the Study of Child Care Employment, University of California, Berkeley.
- 44 Bureau of Labor Statistics, U.S. Department of Labor (2015).
- 45 The U.S. Bureau of Labor Statistics defines “Childcare Workers” (code 39-9011) as those who “attend to children at schools, businesses, private households, and childcare institutions. Perform a variety of tasks, such as dressing, feeding bathing, and overseeing play.” It likewise defines “Preschool Teachers, Except Special Education” (code 25-2011) as those who “instruct preschool children in activities designed to promote social, physical, and intellectual growth needed for primary school in preschool, day care center, or other child development facility.” Proposed revisions to these categories to more adequately describe the early care and education field are: (1) Early Childhood Lead/Full Teacher/Caregiver (2) Early Childhood Assistant/Aide to Teacher/Caregiver (3) Early Childhood Director/Owner/Home-Based Education and Care Operator. For more information, see Workgroup on the Early Childhood Workforce and Professional Development (2014). *Proposed Revisions to the Definitions for the Early Childhood Workforce in the Standard Occupational Classification*. White Paper Commissioned by the Administration for Children and Families, U.S. Department of Health and Human Services. Retrieved from https://www.acf.hhs.gov/sites/default/files/occ/soc_acf_submittal.pdf
- 46 Figures for 2010 were adjusted for inflation using the Bureau of Labor Statistics CPI Inflation Calculator. See Appendix Table 1.2 for actual and adjusted amounts for 2010. Median wages across all occupations increased by almost nine percent over the same time period nationwide.
- 47 More research is needed to determine drivers of these substantial wage increases.
- 48 As this is a relative rather than an absolute measure of change over time, it is affected by changes in other occupations as well.
- 49 Child Care Aware® of America (2015). *Parents and the High Cost of Child Care*. Arlington, VA: Child Care Aware® of America. Retrieved from <http://usa.childcareaware.org/wp-content/uploads/2016/03/Parents-and-the-High-Cost-of-Child-Care-2015-FINAL.pdf>