

Center for the Study of Child Care Employment

# Early Childhood Workforce Index 2020

CSCCE



Center for the Study of  
Child Care Employment



# Early Childhood Workforce Index 2020

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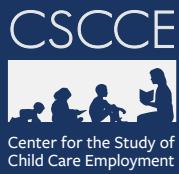
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## About the Center for the Study of Child Care Employment

Established in 1999, the Center for the Study of Child Care Employment (CSCCE) is focused on achieving comprehensive public investments that enable the early childhood workforce to deliver high-quality care and education for all children. To achieve this goal, CSCCE conducts research and policy analysis about the characteristics of those who care for and educate young children and examines policy solutions aimed at improving how our nation prepares, supports, and rewards these early educators to ensure young children’s optimal development. CSCCE provides research and expert analysis on topics that include compensation and economic insecurity among early educators, early childhood teacher preparation and access to educational opportunities, work environments, and early childhood workforce data sources and systems. CSCCE also works directly with policymakers and a range of national, state, and local organizations to assess policy proposals and provide technical assistance on implementing sound early care and education workforce policy.

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Institute for Research on Labor and Employment  
University of California, Berkeley**

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# Glossary of Abbreviations

<b>AA</b>	Associate of Arts
<b>ACA</b>	Affordable Care Act
<b>ACF</b>	Administration for Children and Families (U.S. Department of Health and Human Services)
<b>BLS</b>	U.S. Bureau of Labor Statistics
<b>CARES Act</b>	The Coronavirus Aid, Relief, and Economic Security Act
<b>CCDBG</b>	Child Care and Development Block Grant
<b>CCDF</b>	Child Care and Development Fund
<b>CDA</b>	Child Development Associate® Credential
<b>CDCTC</b>	Child and Dependent Care Tax Credit
<b>CHIP</b>	Children’s Health Insurance Program
<b>CLASP</b>	Center for Law and Social Policy
<b>CPI</b>	Consumer Price Index
<b>CPS</b>	Current Population Survey
<b>CSCCE</b>	Center for the Study of Child Care Employment
<b>COVID-19</b>	Coronavirus disease of 2019, also known as SARS-CoV-2
<b>DOL</b>	Department of Labor
<b>ECE</b>	Early care and education
<b>EITC</b>	Earned Income Tax Credit
<b>FMLA</b>	Family and Medical Leave Act
<b>K-3</b>	Kindergarten through 3rd grade

<b>K-12</b>	Kindergarten through 12th grade
<b>MOE</b>	Maintenance of Effort
<b>NIEER</b>	National Institute for Early Education Research
<b>NSECE</b>	National Survey of Early Care and Education
<b>OCC</b>	Office of Child Care (U.S. Department of Health and Human Services)
<b>OECD</b>	Organisation of Economic Cooperation and Development
<b>OES</b>	Occupational Employment Statistics
<b>OPRE</b>	Office of Planning, Research, and Evaluation (U.S. Department of Health and Human Services)
<b>PPE</b>	Personal protective equipment
<b>PPP</b>	Paycheck Protection Program
<b>Pre-K</b>	Pre-kindergarten
<b>QRIS</b>	Quality Rating and Improvement System or Systems
<b>SBA</b>	Small Business Association
<b>SEQUAL</b>	Supporting Environmental Quality Underlying Adult Learning
<b>SNAP</b>	Supplemental Nutrition Assistance Program
<b>TANF</b>	Temporary Assistance for Needy Families
<b>T.E.A.C.H.</b>	Teacher Education and Compensation Helps

Early Childhood Workforce Index 2020

# Introduction & Policy Recommendations



# Introduction & Policy Recommendations

The existing early care and education (ECE) system does a disservice to the educators — largely women and often women of color — who nurture and facilitate learning for millions of the nation’s youngest children every day. Despite their important, complex labor, early educators’ working conditions undermine their well-being and create devastating financial insecurity well into retirement age. These conditions also jeopardize their ability to work effectively with children.

As we find ourselves in the middle of a global pandemic, child care has been hailed as essential, yet policy responses to COVID-19 have mostly ignored educators themselves, leaving most to choose between their livelihood and their health. Unlike public schools, when child care programs close, there’s no guarantee that early educators will continue to be paid. Even as many providers try to keep their doors open to ensure their financial security, the combination of higher costs to meet safety protocols and lower revenue from fewer children enrolled is leading to job losses and program closures. Many of these closures and lost jobs are expected to become permanent. Over the course of the first eight months of the pandemic, 166,000 jobs in the child care industry were lost. As of October 2020, the industry was only 83 percent as large as it was in February, before the pandemic began.<sup>1</sup>

**Why is the ECE workforce expected to shoulder so much of the care and education crisis in this country, with so little concern for their own safety and well-being?** It is no coincidence that this expectation falls on early educators, who are poorer, less organized as a workforce, and more likely to be women of color than teachers of older children.<sup>2</sup>



## Key Issue

### LACK OF EARLY EDUCATOR VOICE IN POLICY DECISIONS MASKS POOR WORKING CONDITIONS

Compared with early educators, teachers in the K-12 system can more readily expect their work environment to support their economic, physical, and emotional well-being. For example, K-12 teachers typically can rely on a salary schedule that accounts for experience and level of education, paid professional development activities, paid planning time each week, and access to benefits like paid personal/sick leave, health care, and retirement. Public school teacher unions and professional organizations help channel K-12 teachers' collective voice and represent their interests. As a result, their negotiated contracts tend to be explicit about teaching supports.<sup>3</sup>

Most early educators lack a formal or organized mechanism for voicing concerns and influencing decisions about their working conditions and about how their ECE programs are financed and structured. Overall, unionization among early educators is much lower than among K-12 teachers.<sup>4</sup> However, collective bargaining has been an effective strategy for improving supports for at least some home-based providers in recent years. In Massachusetts, a law establishing collective bargaining rights for home-based providers receiving child care subsidies has led to provisions for paid sick leave as well as paid family and medical leave.<sup>5</sup> Similarly, under contracts negotiated by the Service Employees International Union (SEIU), home-based providers accrue paid sick leave in Rhode Island.<sup>6</sup> In 2019, California joined at least 11 other states in granting collective bargaining rights to home-based providers, which may lead to additional supports.<sup>7</sup>

These efforts demonstrate the necessity of an organized voice and leadership structure composed of early educators themselves for effecting true and lasting change.

Even before the COVID-19 pandemic struck, the historical and pervasive undervaluing of labor performed by women and especially women of color had created one of the most underpaid workforces in the United States. Economic insecurity is widespread among the ECE workforce, regardless of years of tenure in the field or higher education degrees. And as difficult as it is for anyone to be an early educator in America, it's even worse for Black and Latina women, who face persistent wage gaps and belong to communities hardest hit by the pandemic.<sup>8</sup>

Continuing to pay early educators poverty-level wages out of an expectation that women, especially women of color, will continue to do this work for (almost) free — either out of love for children or because they have few other options — perpetuates sexism, racism, and classism in the United States. Disrupting historical notions of early education and care as unskilled and of little value requires social recognition of early educators' crucial contributions and a re-imagining of the entire early care and education system.

Early educators' poor working conditions are not inevitable, but a product of policy choices that have consistently let down the women who are doing this essential work. It's time for the system to change. Making early care and education an attractive field now and in the future means fundamentally reshaping early childhood jobs to provide fair compensation and reasonable working conditions, not least during a pandemic that continues to pose serious health and financial risks to early educators. Not only will this change make a meaningful difference to the financial lives of current and future early educators, but it will be a major step toward recognizing the value of historically feminine work and establishing a racially and gender-just society.

“

The burden of school closures and parents continuing to work falls on child care providers. We need to be properly recognized through appropriate funding, PPE, and support systems. The government is largely ignoring the particularly unique burden that is put on child care during this pandemic.”

**Child Care Center Director, California<sup>9</sup>**

## What's New

Since 2016, the biennial *Early Childhood Workforce Index* has tracked the status of the early care and education workforce and related state policies in order to identify promising practices for improving early educator jobs and changes over time. This third edition includes new analyses as well as updated policy indicators and recommendations. Highlights include:

- A comparison of child care worker wages and a living wage in every state;
- A comparison of pay and poverty rates between early educators with bachelor's degrees and K-8 teachers;
- Spotlights on state responses to the COVID-19 pandemic;
- Detailed tables on state workforce policies and initiatives, especially for Qualifications & Educational Supports, Compensation & Financial Relief, and Workforce Data; and
- Data on the U.S. territories.

To view state assessments in previous editions of the *Early Childhood Workforce Index*, see:

- [Early Childhood Workforce Index - 2018](#) ↗
- [Early Childhood Workforce Index - 2016](#) ↗

# Key Findings: The Early Childhood Educator Workforce

Across almost all settings in the country, early educators are in economic distress, and this reality falls disproportionately on women of color and on those working with the youngest children (infants and toddlers).<sup>10</sup> Early care and education fails to generate sufficient wages that would allow early educators to meet their basic needs. Even before the COVID-19 pandemic severely disrupted the child care industry, progress toward better compensation has been limited and uneven across states and among different classifications of early educators.

## Who Are Early Educators?

In this report, when we speak to policies, programs, and financing for the early childhood workforce, we align our boundaries of the workforce with those articulated by the International Labour Organization (ILO) and the United Nations Educational, Scientific and Cultural Organization (UNESCO) in the International Standard Classification of Education (ISCED). The ISCED defines early educators as those who are “responsible for learning, education, and care activities of young children” and working in programs that are “usually school-based or otherwise institutionalized for a group of children (for example, center-, community-, or home-based), excluding purely private family-based arrangements that may be purposeful but are not organized in a program (for example, care and informal learning provided by parents, relatives, friends, or domestic workers).”<sup>11</sup>

We focus primarily on those who work in teaching and administrative roles in early care and education settings serving children prior to kindergarten. We also compare the status of early educators to those teaching older children in order to highlight disparities in working conditions for educators across the birth-to-age-eight spectrum of early childhood development.<sup>12</sup>

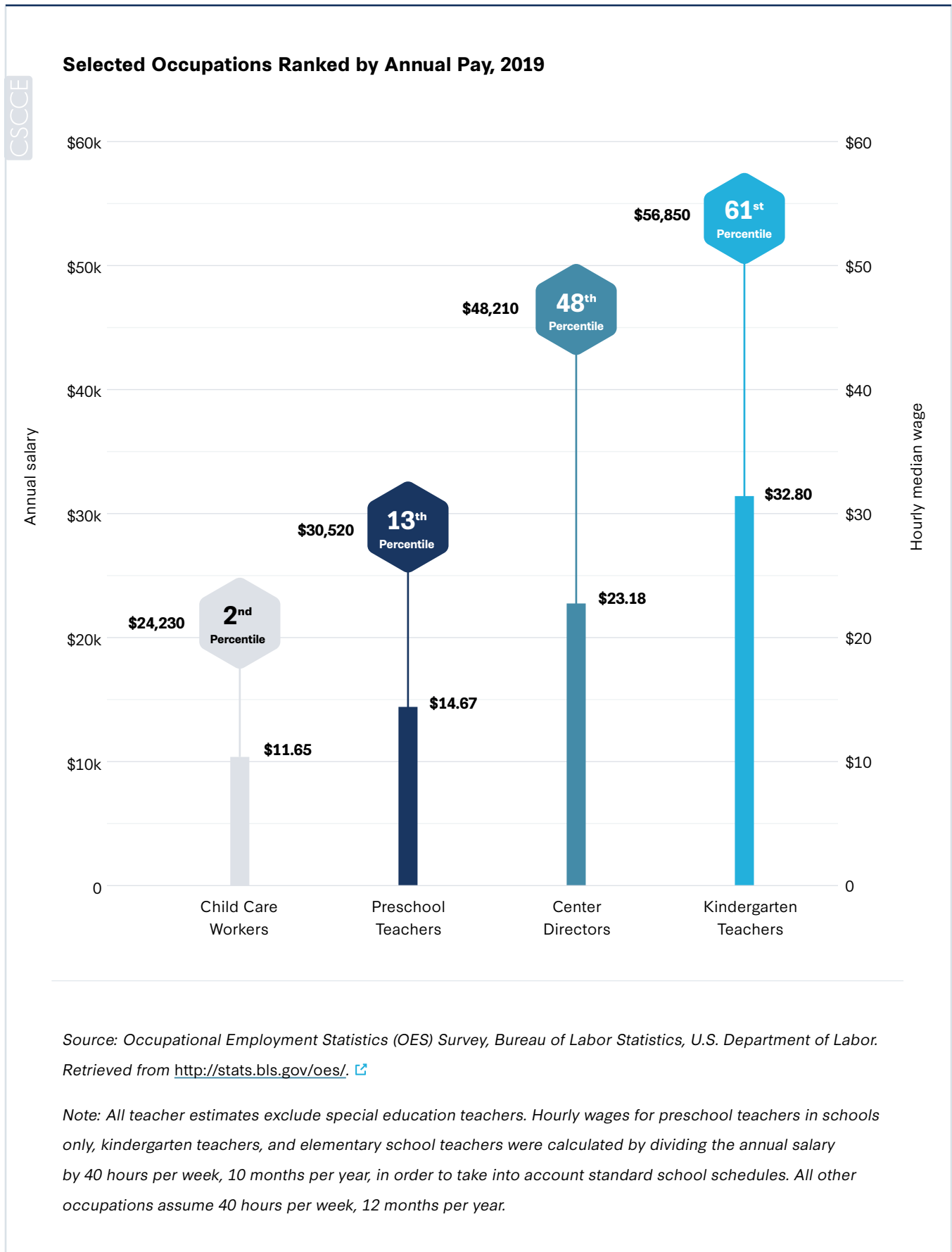


A wide variety of terms are used to refer to the early care and education sector and its workforce depending on the age of children served (e.g., infants and toddlers, preschool-age children), the location of the service (centers, schools, or homes), auspice and funding streams, job roles, and data sources. We use “early childhood workforce” or “early educators” to encompass all those who work directly with young children for pay in early care and education settings in roles focused on teaching and caregiving. We use more specific labels, such as “Head Start teacher” or “home-based provider” when we are referring to a particular type of setting. In some cases, we are limited by the labels used in a particular data source. For example, in some instances, we refer to “childcare workers” and “preschool teachers” because we relied on data specific to subcategories of the workforce as defined and labeled by the Standard Occupational Classification of the U.S. Department of Labor.

The most recent (2019) state-level wage data attest to the persistent low wages of early educators, as well as earnings disparities across early childhood settings and in comparison to other teaching jobs and occupations. Child care workers in particular continue to be one of the lowest-paid occupations nationwide. When all occupations are ranked by annual pay, child care workers remain nearly at the bottom percentile, unchanged since the inaugural 2016 *Index* (see **Figure 1.1**).

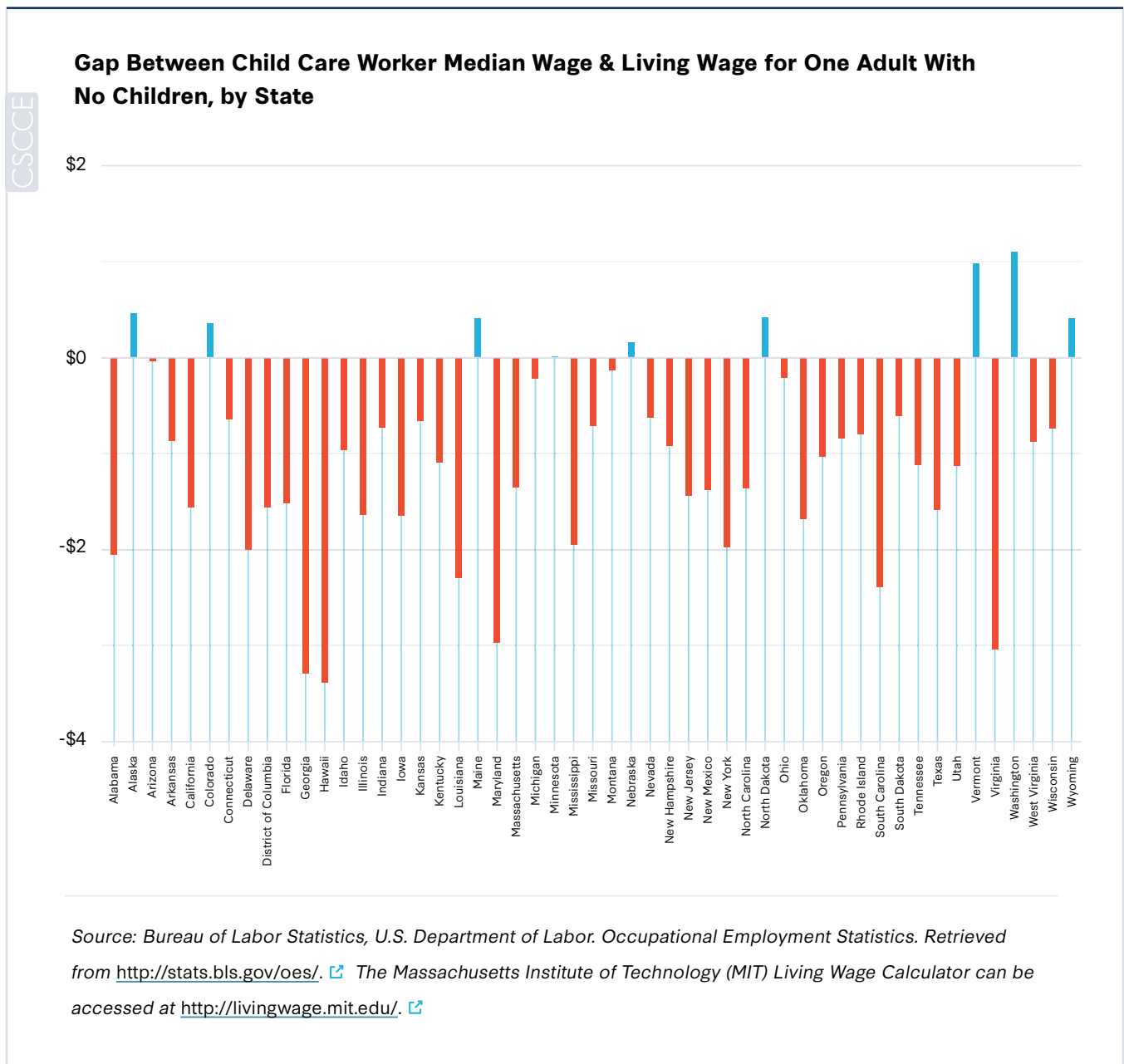
For a single adult with one child, median child care worker wages do not meet a living wage in any state, yet many early educators are themselves also parents, with children at home.

FIGURE 1.1



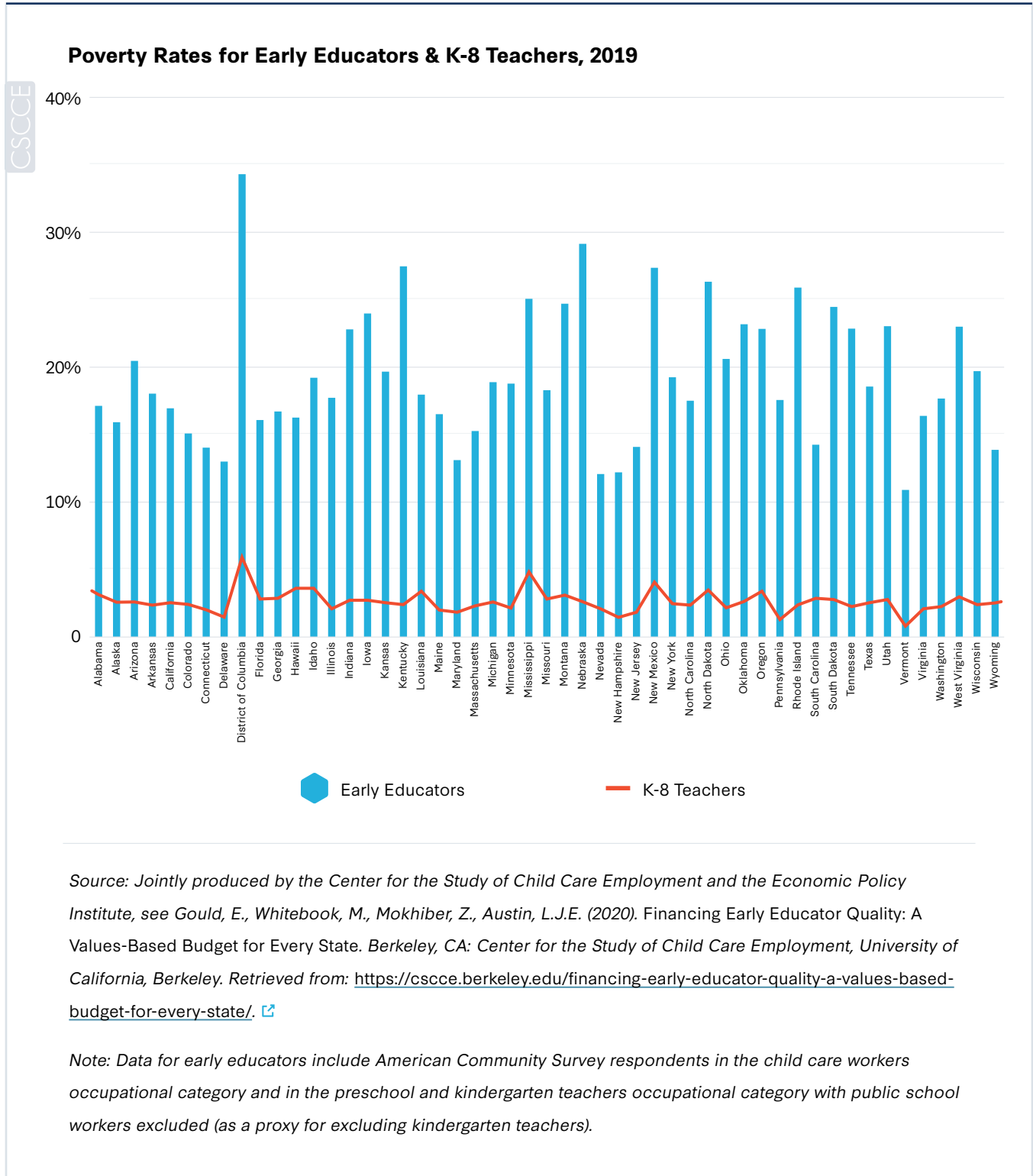
For a *single adult with no children*, median child care worker wages in only 10 states (Alaska, Arizona, Colorado, Maine, Minnesota, Nebraska, North Dakota, Vermont, Washington, and Wyoming) are equivalent to or more than the living wage for that state. In the majority of states, wages fall short of the living wage for a single adult, from just under the living wage in Montana (short by \$0.13), to as much as \$3.39 less per hour in Hawaii (see **Figure 1.2**). The median gap between the child care wage and livable wage threshold across all states is  $-\$0.96$ , meaning around one-half of the states are at least \$1.00 per hour short of the threshold for a living wage for a single adult. For a *single adult with one child*, median child care worker wages do not meet a living wage in any state, yet many early educators are themselves also parents, with children at home.

**FIGURE 1.2**



These low wages translate into high levels of poverty among educators, ranging, from 10.9 percent in Virginia to 34.4 percent in Florida. Meanwhile, poverty rates for K-8 teachers range from 0.8 percent in Virginia to 5.9 percent in Florida (see **Figure 1.3**).

**FIGURE 1.3**





# Key Findings: State Policies to Improve Early Childhood Educator Jobs

State decision makers can play a powerful role in reshaping early childhood jobs for the current and future ECE workforce. Across seven policy areas, the *Early Childhood Workforce Index* examines state-level policies that can spur progress on the status and well-being of early childhood educators. These seven policy areas are organized into two categories:

## Early Childhood Educator Workforce Policies

This legislation, regulation, and other public rule-making is created and implemented with the intention of shaping and governing the early care and education workforce and system in five essential areas:

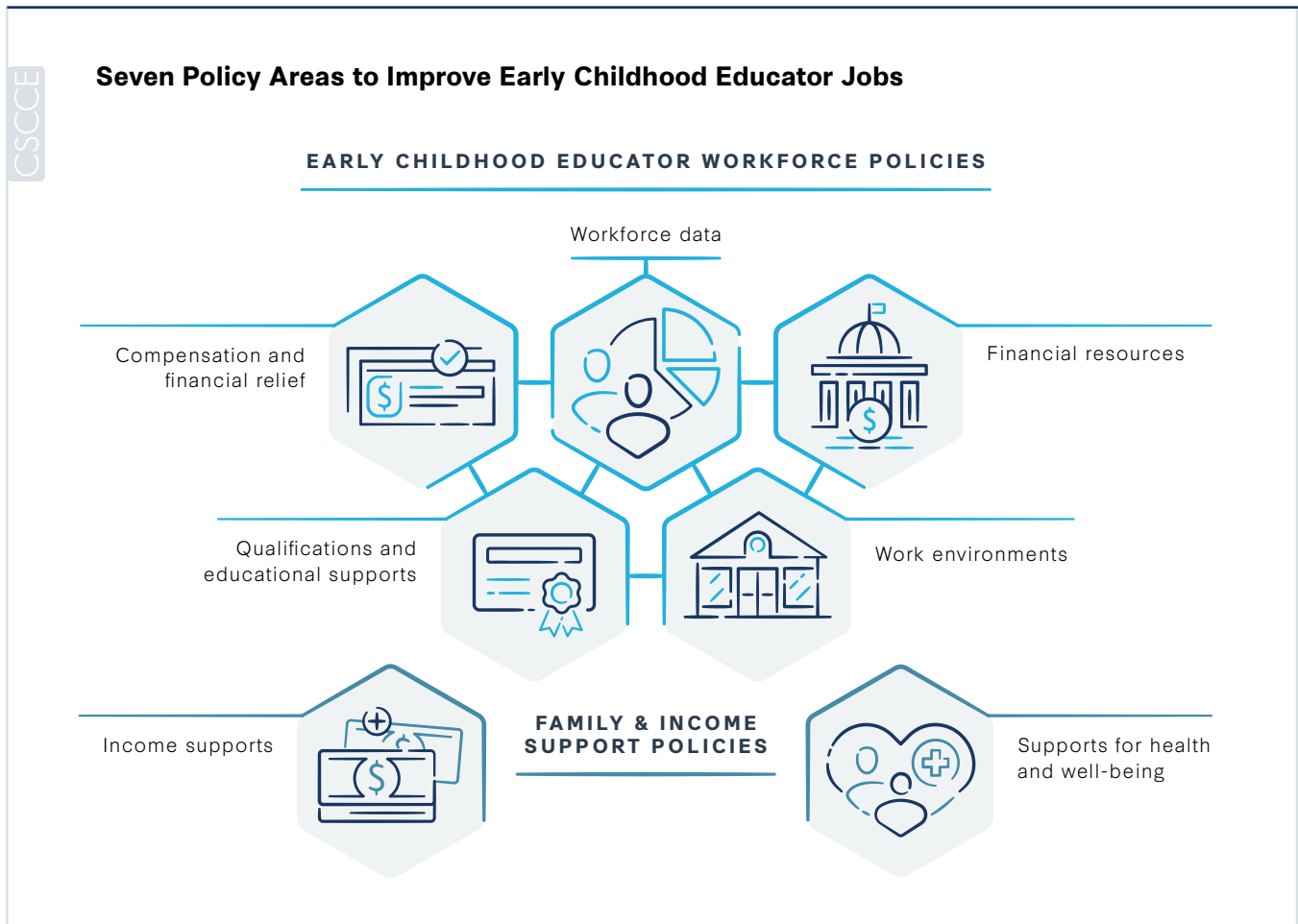
- 1 Qualifications and educational supports:** Policies and pathways that provide consistent standards and support for educators to achieve higher education.
- 2 Work environment standards:** Standards to hold ECE programs accountable for providing safe and supportive work environments for early educators.
- 3 Compensation and financial relief strategies:** Initiatives and investments to ensure compensation equal to the value of early educators' work.
- 4 Workforce data:** State-level collection of important data on the size, characteristics, and working conditions of the ECE workforce.
- 5 Financial resources:** Public investment in the ECE workforce and broader ECE system.

## Family & Income Support Policies

Broader social and labor legislation, regulation, and initiatives are designed to benefit workers and their families across occupations, not only those who work in early care and education, in two essential areas:

- 6 Income supports** and child care assistance for low-income workers and parents, including income tax credits, minimum wage legislation, and child care tax credits.
- 7 Supports for health and well-being**, which include paid sick leave, paid family leave, and access to health insurance.

FIGURE 1.4



In each of the seven policy areas, the *Early Childhood Workforce Index* assesses states based on measurable policy indicators that represent state-level opportunities to enhance the lives of the many children and adults affected by ECE employment conditions. To summarize overall state action in each policy area, states are assigned to one of three tiers, based on their performance on the indicators:

- **Stalled:** The state is making limited or no progress;
- **Edging Forward:** The state is making partial progress; or
- **Making Headway:** The state is taking action and advancing promising policies.

In light of the persistent low wages and economic insecurity for early educators, the systemic inequities that exist, and the increased risk and uncertainty of working in early care and education as a result of the COVID-19 pandemic, the appraisal of state policies presented in this edition of the *Index* continues to reveal a troubling state of affairs. As in 2018, the majority of states were appraised as **stalled** or **edging forward** across early childhood educator workforce policy categories related to qualifications, work environments, compensation, and financial resources (see **Figure 1.5**). Workforce data remains the strongest area of progress, with most states

implementing workforce registries and/or workforce surveys, though there is still much room for improvement in the comprehensiveness and usability of the data collected.

Overall, efforts to prepare, support, and compensate early educators are persistently sidelined and underfunded. Often, the ECE workforce must settle for even less than they have asked for. As a result, while some work has been done on state ECE policies between 2018 and 2020, not nearly enough progress has been made.

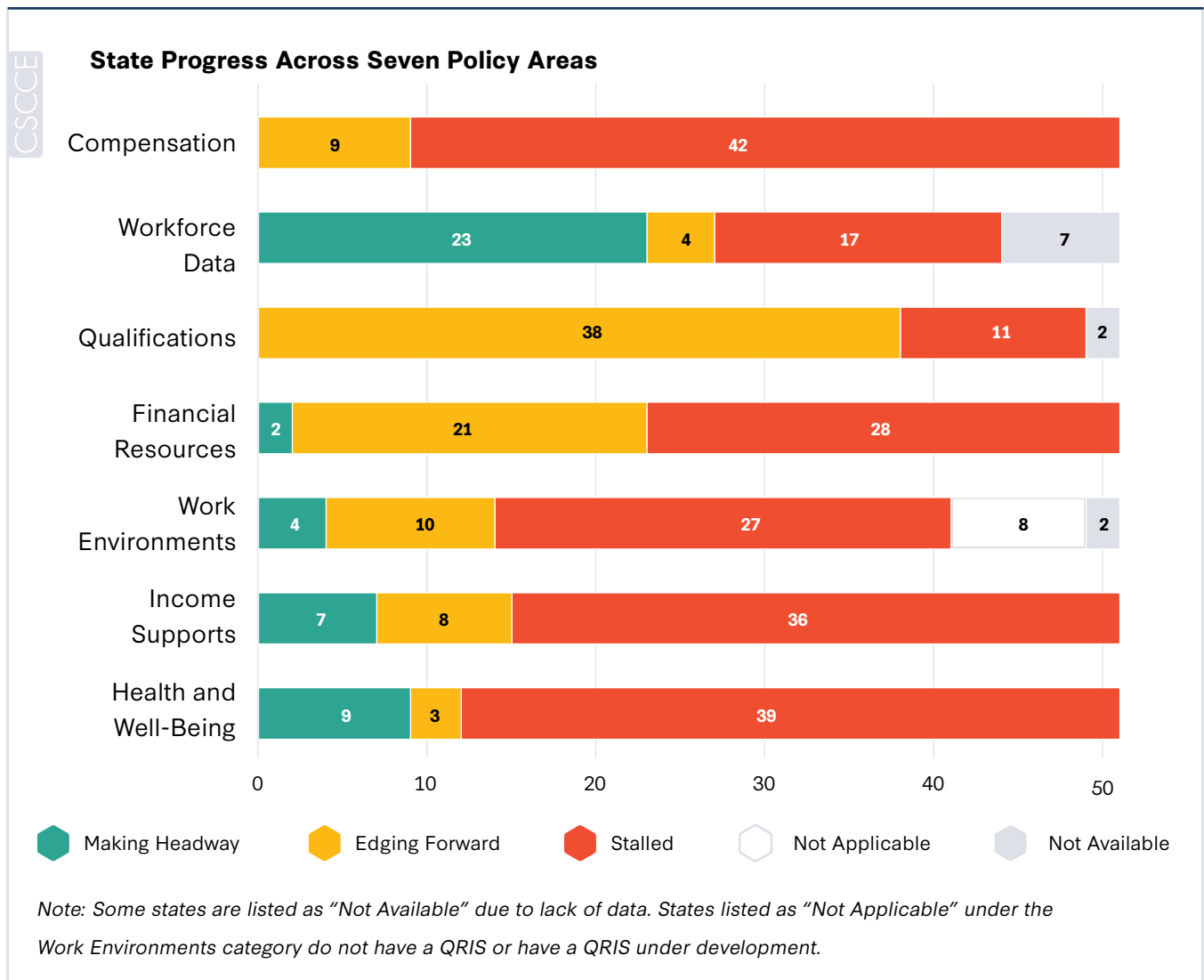
Bright spots include:

- Several states improved their standing with regard to salary parity for publicly funded pre-K teachers (Hawaii, Nevada, New Jersey, and Rhode Island). Though city efforts are not assessed in the *Index*, it is notable that New York City established agreements in 2019 to fund starting salary parity for all certified teachers in community-based ECE settings and to provide raises for unionized, non-certified teachers and other staff by 2021. This positive step could provide a model for the rest of the country.<sup>13</sup>
- The District of Columbia, Illinois, North Carolina, Oregon, Rhode Island, Vermont, and Washington have articulated compensation standards or guidelines for early educators that are not limited to pre-K. Thirteen additional states have convened advisory groups or task forces, or they have made other plans to address this issue.
- As crisis measures during the pandemic only, a few states offered additional payments to early educators.<sup>14</sup> North Carolina and New Mexico provided early education staff with monthly bonus payments ranging from \$350 to \$950 per month.<sup>15</sup> Kentucky issued a one-time \$1,500 bonus payment to early educators providing services for families of essential workers.<sup>16</sup> Wisconsin relaxed eligibility requirements for their pre-pandemic REWARD stipend initiative and granted awards to recipients who were furloughed or working reduced hours, as well as a one-time stipend increase in July 2020 to active stipend recipients.<sup>17</sup> Vermont provided additional funding to child care programs that were ordered closed during April and May 2020; one of the requirements for receiving the additional funding was that staff pay must be maintained.<sup>18</sup> Nevertheless, these states are the exception: most states have not prioritized educator pay, and one-time payments are not enough to support early educators and their families.
- Delaware increased center director education requirements from a minimum of an associate degree to a minimum requirement of a bachelor's degree, joining the District of Columbia as the only other state in the country to do so.<sup>19</sup>
- Three states expanded their scholarship programs to include pathways for early educators to achieve bachelor's degrees (Arizona, New Jersey, Oklahoma) in addition to associate degrees and Child Development Associate® Credentials (CDA) or their equivalent. Four states added scholarship programs (Arkansas, Maine, Montana, and Oregon).

Similarly, for both income support and health and well-being support, the majority of states remain **stalled**. However, since 2018, there has been some progress:

- Income supports: Utah and Montana both implemented laws to offer an earned income tax credit, while the District of Columbia and Oregon passed legislation to provide a refundable child care tax credit for families. As a result, Montana improved from **stalled** to **edging forward**, and the District of Columbia and Oregon both improved from **edging forward** to **making headway**.
- Health and well-being supports: Six states (Idaho, Missouri, Nebraska, Oklahoma, Utah, and Virginia) expanded health coverage eligibility through Medicaid, three states (Connecticut, Massachusetts, and Oregon) adopted paid family leave, and one state (New York) enacted paid sick day legislation. As a result of these policy changes, four states (Connecticut, Massachusetts, New York, Oregon) improved from **edging forward** to **making headway**.

FIGURE 1.5



For an overview of the assessment of each state across policy areas, see **Table 1.1. Overview of State Progress, by Policy Area**. For more information about each of the indicators and the data sources used, see **Appendix 1: Data Sources & Methodology**.

# Making Headway: Principles & Policy Recommendations to Improve Early Childhood Jobs

First published in 2016, the *Early Childhood Workforce Index* was designed before the pandemic and focused on specific policies that states can change. The impact of COVID-19 on the child care system, especially for the ECE workforce, also brings attention to racial inequity within the ECE system. The twin pandemics of COVID-19 and systemic racism have given us a new understanding of the harm suffered by the women providing ECE services and the urgent need to reimagine how early care and education services are provided in the United States. The entire market-based early care and education system is profoundly flawed and needs to be redesigned. Future editions of the *Index* will re-examine our indicators of state progress in an effort to encourage bolder action.

In the meantime, we offer the following principles and policy recommendations as a guide to ensure that we are moving toward a system that recognizes and promotes educators' rights:

- The right for early educators to be respected for the skilled and foundational work they do;
- The right to have just and fair compensation for their work; and
- The right to working conditions that support their overall health and well-being.

## Principles for Reform

At the Center for the Study of Child Care Employment (CSCCE), we are committed to advancing a public system of early care and education that is equitable for children, their families, and early educators. The ECE system in the United States is not immune to structural inequalities based on gender, class, race, and language that are woven throughout our nation's institutions and culture. The current organization and financing of early care and education poses severe risks to educators' well-being, reinforces disparities in earnings and opportunities among educators, and hinders efforts of all educators to facilitate children's learning. These barriers to a functioning, equitable early care and education system have only increased during the COVID-19 pandemic.

We approach our research and analysis with a sense of urgency to support the well-being of the current ECE workforce and to inform systemic change for the incoming and future workforce. We employ five guiding principles to assess the process and impact of our own work, as well as those reforms and proposals put forth by others. We understand these principles as matters of social justice and requisite for the reform of early care and education. Each principle provides a lens through which to assess current policies and practices as well as emerging initiatives.

**Amplify educators’ voices, partner on decision making:** Most early educators are not represented by a professional organization or union on the job, and their voices are missing from conversations where decisions are made about policies that directly impact their practice and well-being. The field must respect educators’ perspectives, prioritize their partnership, and create conditions for their participation in the design and implementation of policies that impact them. Furthermore, it is essential to establish robust pathways for educators to assume leadership roles. We must continually assess whose voices are being heard and whose voices are absent in decision making and address the conditions that create barriers for participation.

**Provide opportunity, ensure access:** Barriers reside within systems, not with the individuals who encounter them. Systemic racial and gender oppression combine to create substantial gaps in college attendance and degree completion for people of color, women, and especially women of color. Within the ECE sector, these achievements impact individual factors such as job mobility, compensation, and levels of student debt acquired over time. When barriers are removed and conditions are established that facilitate college access and degree completion, early educators have graduated at higher than average rates.<sup>20</sup> Dedicated, sufficient resources and intentional strategies are required to create equitable opportunities and conditions that allow early educators to access and successfully pursue higher education. This is especially important as ECE systems raise qualification requirements and reward programs and individuals for attaining education.

**Ensure diversity, disrupt racial stratification:** Although the early educator workforce is racially and linguistically diverse, that diversity is not distributed equitably across positions within the field. Women of color are overrepresented in the lowest-paying jobs, underrepresented in leadership roles, and frequently paid unequal wages for equal work. Intentionally disrupting racial and ethnic stratification requires implementation of mechanisms that facilitate racial justice.

**Ensure sustainability, dedicate sufficient funding:** ECE funding must be reflective of the true cost of services and thus requires substantially increased public investment. Parents shouldn’t be expected to shoulder high costs individually, and teachers shouldn’t be expected to subsidize the system through poverty-level wages. Additional investment alone is not enough: addressing the deficiencies of the current system also requires a new ECE financing structure. ECE must be recognized as a public good and funded accordingly to ensure access for all children and families and good jobs for educators.

**Establish consistency, eliminate fragmentation:** Inconsistency in program standards and funding fuels the current inequitable system, reinforced by reforms that address only certain sectors of ECE. It is important to assess the impact of these changes: are they inclusive of all early educators or do they drive inequities and create greater complexity for programs and other service providers?

## Policy Recommendations

States have a tremendous amount of latitude in how their ECE system is organized and implemented. As a result, they have a responsibility to prioritize ECE in their state, even with limited federal resources. In line with our core principles and based on our assessment of current status, we offer specific recommendations to improve early childhood educator jobs in U.S. states and territories for each of the five policy areas of early childhood policy included in the *Index*.

### Qualifications & Educational Supports

- Align qualification requirements, across settings, with national recommendations (i.e., the Institute of Medicine and National Research Council report [\*Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation\*](#) [↗](#)).
  - Establish minimum requirements that reflect foundational knowledge (i.e., a Child Development Associate Credential or equivalent) for all early childhood teaching staff.
  - Require a bachelor's degree with ECE specialization and individual licensure or certification for lead teachers and program leaders, in line with what is required for teachers of older children.
- Develop strategies and ensure sufficient financial resources to disrupt systemic barriers to education and create the conditions for success in higher education. Ensure that all members of the current and future workforce have opportunities and supports to acquire education and training at no personal financial cost. These supports should begin with entry-level foundational knowledge and align with a pathway based on degree and competency requirements to facilitate attainment of associate and bachelor's degrees. Include targeted opportunities and supports for people of color as well as individuals who speak English as a second language.
- Collect data about scholarship programs and other educational initiatives to identify disparities in access and to assess whether such programs are providing appropriate levels of support.
- As new qualification requirements are implemented, develop an intentional strategy to support the existing workforce to avoid displacing current early educators from their jobs. Provide options for members of the current workforce to maintain their employment by accounting for existing experience and by providing financial support to acquire additional education, training, or certification. Ensure adequate timelines to meet new requirements.
- Until qualifications are established in regulatory requirements, educators allocated time and resources to meet those requirements, and programs funded to pay educators accordingly, neither individuals nor programs should be penalized for failing to meet qualifications that are only recommended and not required.

## Work Environment Standards

- Adopt workplace standards, such as guidance on appropriate levels of paid planning time, which are necessary for educators to engage in professional practice to support children’s learning and to alleviate conditions that cause educator stress.
  - Use existing models, such as the [International Labour Organization Policy Guidelines](#) [↗](#) and the U.S.-based [Model Work Standards for Centers and Homes](#). [↗](#)
  - Develop intentional mechanisms to engage educators as influential partners in the process of developing workplace standards to ensure these standards reflect their needs and experiences.
  - In partnership with educators, assess and update definitions of quality, licensing, and competencies to include adopted workplace standards, with the goal of implementing equitable standards across programs. Recognize and remedy the racial and class inequities embedded in quality rating systems by providing sufficient public funding for *all* programs to meet standards.
  - Provide financial resources and technical assistance to enable programs to implement standards in a reasonable period of time and to sustain compliance with these standards over time.
  - Require all programs that receive public funding to complete training on the standards and to complete an annual self-assessment and improvement plan.
- Identify and implement strategies for ECE teachers, faculty, quality improvement staff, and other stakeholders to learn about work environment issues, including via technical assistance, professional development, and teacher and leader preparation programs.
- Establish the right of all ECE staff to organize/join a union. Unions can serve as a way for the people doing the work to monitor working conditions and can provide a safe channel to report unsafe or problem conditions.
- Ensure protections are in place for workers who report workplace or regulatory violations (e.g., [California’s whistleblowing law](#) [↗](#)) and that all educators are aware of and informed about their rights, including state laws around occupational health and safety.
- Regularly collect data from early educators to assess how they experience work environment standards.
- In addition, as long as educators continue to work in emergency conditions in which they are risking their lives, states should **immediately** provide:
  - PPE and sanitizing supplies that educators need for themselves and for the children in their care;
  - Free access to COVID-19 testing and priority access to vaccines;
  - Guaranteed paid sick leave if educators must quarantine because of a positive test or exposure to the virus or if they become symptomatic;
  - Guaranteed health coverage for educators and family members in their household; and
  - Guaranteed pay of no less than the locally assessed living wage.




## Compensation & Financial Relief Strategies

- Prioritize appropriate compensation — wages/salaries as well as benefits (e.g., health insurance, retirement plans) — as an essential component for rebuilding the early care and education system. Include early educators working in both center- and home-based child care settings. Educate policymakers and the public at large about the importance of better pay and benefits for ensuring a skilled and stable early educator workforce.
- Establish wage and benefit standards that: set the wage floor at the locally assessed living wage; account for job role, experience, and education levels; and calibrate up to parity with similarly qualified elementary school teachers. Ensure regular adjustments for cost of living and changes in educational attainment.
- Dedicate sufficient public funding for all programs to meet wage and benefit standards. Require and monitor adherence to those standards as a condition of the funding.
- Collect data on early educator compensation in order to identify and remedy [racial wage gaps](#) [↗](#) and other pay inequities, such as [lower pay for infant-toddler teachers](#). [↗](#)
- Frame advocacy messages to clarify that financial relief initiatives (tax credits, stipends) are an interim strategy, not a long-term solution to achieve appropriate wages and benefits.

## Workforce Data

- Develop and commit to a plan to enact required participation in state workforce data systems by all members of the ECE workforce employed in schools, center- and home-based child care settings.
- Ensure that data systems support analysis and reporting and are used to:
  - Assess the impact of policy and funding decisions on early educators;
  - Inform local, state, and national ECE reform efforts; and
  - Identify and remedy disparities in such areas as compensation, educational attainment, and tenure according to, for example, race, age, and geography, among others.
- Identify potential federal (e.g., Child Care Development Fund [CCDF]), state, and local funding sources and design advocacy strategies to secure funds for workforce data collection, management, and analysis.
- Ensure that workforce data collection and analysis are part of early childhood governance functions and support the integration of workforce data systems with broader early childhood data, such as licensing databases, resource and referral databases, quality rating and improvement systems, early childhood health data, and K-12 data. Prioritize workforce data system development and improvement in state CCDF plans.
- Join with other state leaders to encourage federal leaders to:
  - Establish common fields to be used across datasets to ensure comparability;
  - Resolve long-standing inadequacies in all federally funded datasets that include data on early educators; and
  - Dedicate sustained funding for ECE workforce data collection, including a regularly implemented, national study that also provides state-level estimates.

## Financial Resources

- Identify the public funding needed at the state level to ensure ECE access for all children and families, as well as good jobs for educators.
  - Estimate the true cost of services that relieve the financial burden on families while also advancing preparation, workplace supports, and compensation of the workforce. The values-based budget estimates developed by CSCCE and EPI (see **Table 3.13**) are a good starting point to understand likely costs at the state level.
  - Determine the extent of the cost gap between existing resources and what is required to accomplish reforms.
- Create a plan for phased implementation. For example, an eight-year plan could include Phase 1: development; Phase 2: progression and learnings; and Phase 3: full implementation. Identify costs associated with each phase and incorporate data collection and analysis to facilitate learning and adjustments during the implementation process.
- Commit to securing dedicated, sustainable funds to enact reforms.
  - Develop an educational campaign to assist policymakers and the public in understanding the costs of building an equitable system and the benefits of this investment.
  - Support national proposals, such as a [“New Deal” child care infrastructure investment](#) , to increase the number and safety of community-based facilities. Funding for small center- and home-based programs to make needed repairs and improve ventilation is crucial to ensure a safe learning environment for children and a safe work environment for educators during the COVID-19 pandemic.
  - Prioritize ECE in state budgets in the absence of or in addition to increased federal funding.

## A Call to Action

Changing how our nation invests in education and values its early educators is a matter of justice for educators, their own families, and the children of the families they serve. It is widely understood that public financing must be increased dramatically because services are unaffordable for families, while early educators' low earnings undermine their own well-being and pose multiple obstacles to their ability to nurture children's optimal development and learning.

This changing national discourse presents an unprecedented opportunity to remake early childhood jobs for the 21st century. But it likewise carries a risk that lack of clarity and timidity on the part of advocates and policymakers will squander this opportunity to uproot a centuries-long status quo that relies on the good will and sacrifice of women who care for and educate young children with far too little regard for their needs or their contribution.

Across the United States, early educators face urgent worries about food, shelter, and other basic necessities, as well as inadequate supports on the job. And this situation has only worsened in the context of the COVID-19 pandemic. It is time to ensure that the women who bear the burden of this system every day are front and center in its transformation.



“In spite of all that we know about the importance of child development, the funding for preschool programming nationwide is abysmal. It is virtually impossible to earn a living wage as a preschool teacher or child care worker in America, even though parents are struggling to pay the high costs of care.”

**ECE Teacher, Minnesota<sup>21</sup>**

TABLE 1.1

Overview of State Progress, by Policy Area

	Early Childhood Educator Workforce Policies					Family & Income Support Policies	
State	Qualifications & Educational Supports	Work Environments	Compensation	Workforce Data	Financial Resources	Income Supports	Health & Well-being
Alabama	Edging Forward	Not Available	Edging Forward	Stalled	Edging Forward	Stalled	Stalled
Alaska	Edging Forward	Edging Forward	Stalled	Making Headway	Stalled	Stalled	Stalled
Arizona	Edging Forward	Stalled	Stalled	Edging Forward	Stalled	Stalled	Edging Forward
Arkansas	Edging Forward	Stalled	Stalled	Making Headway	Edging Forward	Stalled	Stalled
California	Stalled	Not Available	Stalled	Stalled	Edging Forward	Edging Forward	Making Headway
Colorado	Stalled	Edging Forward	Stalled	Making Headway	Edging Forward	Making Headway	Stalled
Connecticut	Edging Forward	Not Applicable	Stalled	Stalled	Stalled	Stalled	Making Headway
Delaware	Edging Forward	Edging Forward	Edging Forward	Edging Forward	Stalled	Stalled	Stalled
District of Columbia	Edging Forward	Stalled	Edging Forward	Making Headway	Edging Forward	Making Headway	Making Headway
Florida	Edging Forward	Stalled	Stalled	Not Available	Stalled	Stalled	Stalled
Georgia	Edging Forward	Stalled	Edging Forward	Stalled	Edging Forward	Stalled	Stalled
Hawaii	Edging Forward	Not Applicable	Stalled	Stalled	Stalled	Stalled	Stalled
Idaho	Edging Forward	Stalled	Stalled	Making Headway	Stalled	Stalled	Stalled
Illinois	Edging Forward	Stalled	Stalled	Making Headway	Stalled	Stalled	Stalled
Indiana	Edging Forward	Stalled	Stalled	Not Available	Stalled	Stalled	Stalled
Iowa	Edging Forward	Stalled	Stalled	Making Headway	Stalled	Edging Forward	Stalled
Kansas	Edging Forward	Not Applicable	Stalled	Making Headway	Stalled	Stalled	Stalled

TABLE 1.1 CONTINUED

CSCCE

	Early Childhood Educator Workforce Policies					Family & Income Support Policies	
State	Qualifications & Educational Supports	Work Environments	Compensation	Workforce Data	Financial Resources	Income Supports	Health & Well-being
Kentucky	Not Available	Stalled	Stalled	Not Available	Edging Forward	Stalled	Stalled
Louisiana	Edging Forward	Stalled	Stalled	Stalled	Edging Forward	Edging forward	Stalled
Maine	Edging Forward	Edging Forward	Stalled	Stalled	Stalled	Making headway	Stalled
Maryland	Edging Forward	Stalled	Stalled	Not Available	Edging Forward	Stalled	Edging Forward
Massachusetts	Edging Forward	Making Headway	Stalled	Making Headway	Stalled	Stalled	Making Headway
Michigan	Edging Forward	Edging Forward	Stalled	Making Headway	Edging Forward	Edging Forward	Stalled
Minnesota	Edging Forward	Stalled	Stalled	Stalled	Stalled	Making Headway	Stalled
Mississippi	Stalled	Not Applicable	Stalled	Stalled	Edging Forward	Stalled	Stalled
Missouri	Edging Forward	Not Applicable	Stalled	Stalled	Stalled	Stalled	Stalled
Montana	Edging Forward	Stalled	Stalled	Making Headway	Edging Forward	Edging forward	Stalled
Nebraska	Edging Forward	Edging Forward	Stalled	Making Headway	Making Headway	Edging Forward	Stalled
Nevada	Edging Forward	Stalled	Edging Forward	Making Headway	Stalled	Stalled	Stalled
New Hampshire	Stalled	Stalled	Stalled	Stalled	Stalled	Stalled	Stalled
New Jersey	Stalled	Stalled	Stalled	Stalled	Edging Forward	Edging Forward	Making Headway
New Mexico	Not Available	Stalled	Stalled	Making Headway	Stalled	Edging Forward	Stalled
New York	Edging Forward	Making Headway	Stalled	Stalled	Stalled	Making Headway	Making Headway
North Carolina	Edging Forward	Edging Forward	Edging Forward	Making Headway	Edging Forward	Stalled	Stalled
North Dakota	Stalled	Stalled	Stalled	Making Headway	Stalled	Stalled	Stalled

TABLE 1.1 CONTINUED

CSCCE

	Early Childhood Educator Workforce Policies					Family & Income Support Policies	
State	Qualifications & Educational Supports	Work Environments	Compensation	Workforce Data	Financial Resources	Income Supports	Health & Well-being
Ohio	Edging Forward	Edging Forward	Stalled	Making Headway	Edging Forward	Stalled	Stalled
Oklahoma	Edging Forward	Stalled	Edging Forward	Stalled	Edging Forward	Stalled	Stalled
Oregon	Edging Forward	Stalled	Stalled	Making Headway	Edging Forward	Making Headway	Making Headway
Pennsylvania	Edging Forward	Edging Forward	Stalled	Not Available	Stalled	Stalled	Stalled
Rhode Island	Edging Forward	Stalled	Edging Forward	Edging Forward	Edging Forward	Stalled	Making Headway
South Carolina	Stalled	Stalled	Stalled	Making Headway	Stalled	Stalled	Stalled
South Dakota	Stalled	Not Applicable	Stalled	Stalled	Stalled	Stalled	Stalled
Tennessee	Edging Forward	Stalled	Stalled	Stalled	Making Headway	Stalled	Stalled
Texas	Edging Forward	Stalled	Stalled	Stalled	Stalled	Stalled	Stalled
Utah	Stalled	Stalled	Stalled	Edging Forward	Stalled	Stalled	Stalled
Vermont	Edging Forward	Making Headway	Edging Forward	Making Headway	Edging Forward	Making Headway	Edging Forward
Virginia	Edging Forward	Stalled	Stalled	Making Headway	Stalled	Stalled	Stalled
Washington	Edging Forward	Edging Forward	Stalled	Making Headway	Edging Forward	Stalled	Making Headway
West Virginia	Stalled	Not Applicable	Stalled	Not Available	Edging Forward	Stalled	Stalled
Wisconsin	Edging Forward	Making Headway	Stalled	Making Headway	Stalled	Stalled	Stalled
Wyoming	Stalled	Not Applicable	Stalled	Not Available	Stalled	Stalled	Stalled

*Note: Some states are listed as "Not Available" due to lack of data. States listed as "Not Applicable" under the Work Environments category do not have a QRIS or have a QRIS under development.*

Early Childhood Workforce Index 2020

# The Early Childhood Educator Workforce

Aa Bb Cc Dd Ee  
Ff Gg Hh Ii Jj Kk  
Ll Mm Nn Oo Pp  
Qq Rr Ss Tt Uu  
Vv Ww Xx Yy Zz



# Early Educator Pay & Economic Insecurity Across the States

The historical and pervasive undervaluing of labor performed by people of color and especially women in the United States, combined with reliance on a market-based system that depends mostly on parents' ability to pay, has made early care and education one of the most underpaid fields in the country. As a result, early educators face severe pay penalties for working with younger children in all states, with poverty rates an average of 7.7 times higher than teachers in the K-8 system (see [Early Educators Face a Pay Penalty for Working With Children 0-5](#)).

While wages paid to early educators overall are low, additional disparities within the workforce itself cause greater harm to certain populations. As we have previously documented, across different types of settings and job roles in the sector, wage disparities are linked to funding source, age of children, and racial discrimination.<sup>22</sup> For example, we found that among center-based teachers, those working full-time exclusively with infants and toddlers are paid up to \$8,375 less per year than those who work with preschool-age children. And this disparity is especially harmful to Black women working in centers, as they are more likely than their peers to work with infants and toddlers, and to Black, Latina, and immigrant women working in home-based settings, where a large share of infants and toddlers are in care. Importantly, we also identified a racial wage gap in which Black early educators are paid on average \$0.78 less per hour than their White peers. The pay gap is more than doubled for Black educators who work with preschool-age children (\$1.71 less per hour compared with their White peers) compared with the pay gap for Black educators who work with infants and toddlers (\$0.77 less per hour compared with their White peers).<sup>23</sup>

**Black early educators are paid on average \$0.78 less per hour than their White peers.**

These conditions reflect the status of the workforce coming into the pandemic and stand in stark contrast to the narrative of early educators as essential to children, families, and the economic system in the United States. Given what we are learning about the financial devastation and health risks the ECE sector and its workforce are experiencing in the midst of the pandemic, we can expect that these conditions will only worsen going forward, barring substantial federal and state intervention.





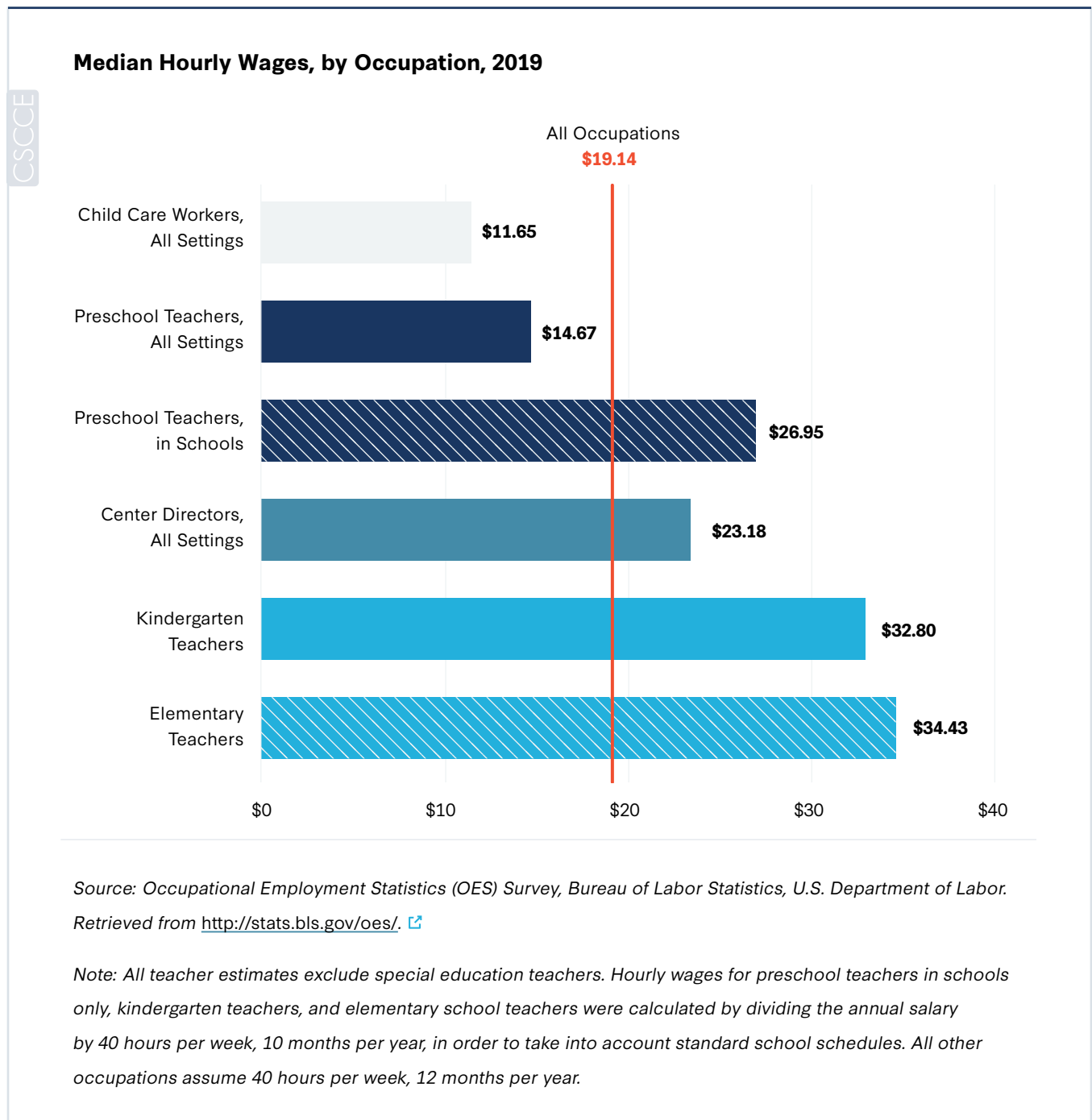
"The loudest voices in the current conversation about child care are working parents and politicians who recognize, and in some cases demand, child care as the key to reopening the economy, but what about care providers themselves? Ultimately, the economy will reopen, but it can do so in either of two ways: with long-overdue government intervention and support for the well-being of families and providers alike or on the backs of some of the poorest and most marginalized women workers, who will somehow make things work by bearing the burden in every way."

**Child Care Center Director, California**<sup>24</sup>

# National Context: Early Educator Pay

The most recent data from the Occupational Employment Statistics (OES), compiled in 2019 and prior to the onset of the pandemic in early 2020, shows little change since the 2018 *Index*. Wages paid to early educators remain substandard across the sector and in comparison to other occupations and teaching jobs that are also underpaid relative to their qualifications and skills (see **Figure 2.1**).<sup>25</sup>

**FIGURE 2.1**



When all occupations are ranked by annual pay, child care workers remain nearly at the bottom percentile, unchanged since the inaugural 2016 *Index*.

Although child care worker wages increased more than other education occupations between 2017 and 2019, this 4-percent increase, adjusted for inflation, adds only \$0.44 to the median hourly wage, which rose from \$11.21 in 2017 (in 2019 dollars) to \$11.65 in 2019 or about \$915 on a full-time, full-year schedule (see **Figure 2.2**). Child care worker wages had seen a 7-percent increase between 2015 and 2017, reported in the 2018 *Early Childhood Workforce Index*, and child care workers continue to be one of the lowest-paid occupations nationwide. When all occupations are ranked by annual pay, child care workers remain nearly at the bottom percentile (see **Figure 2.3**), unchanged since the inaugural 2016 *Index*. Preschool teachers and directors of child care centers or preschools are also subject to low wages, particularly compared with teachers of school-age children.

FIGURE 2.2

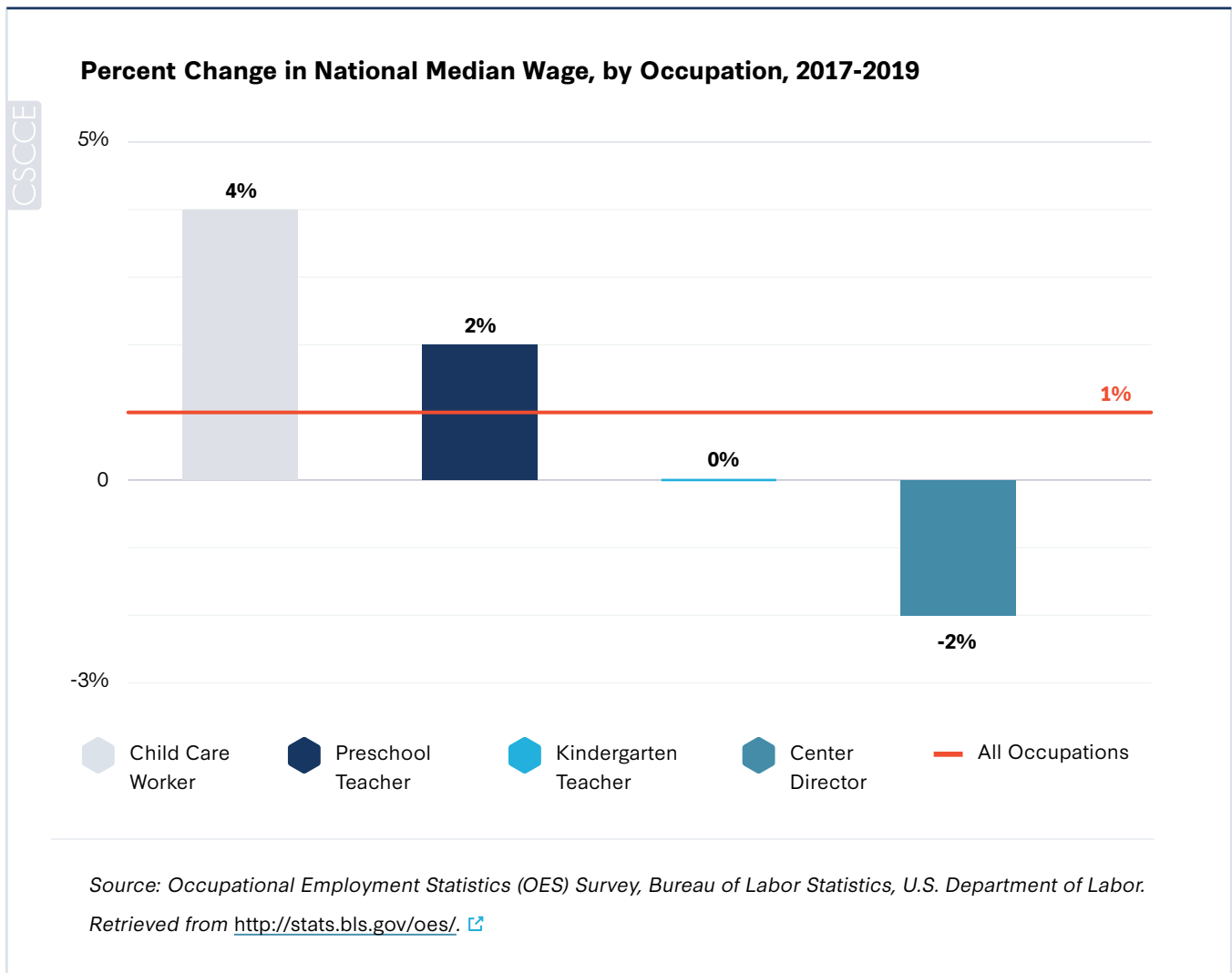
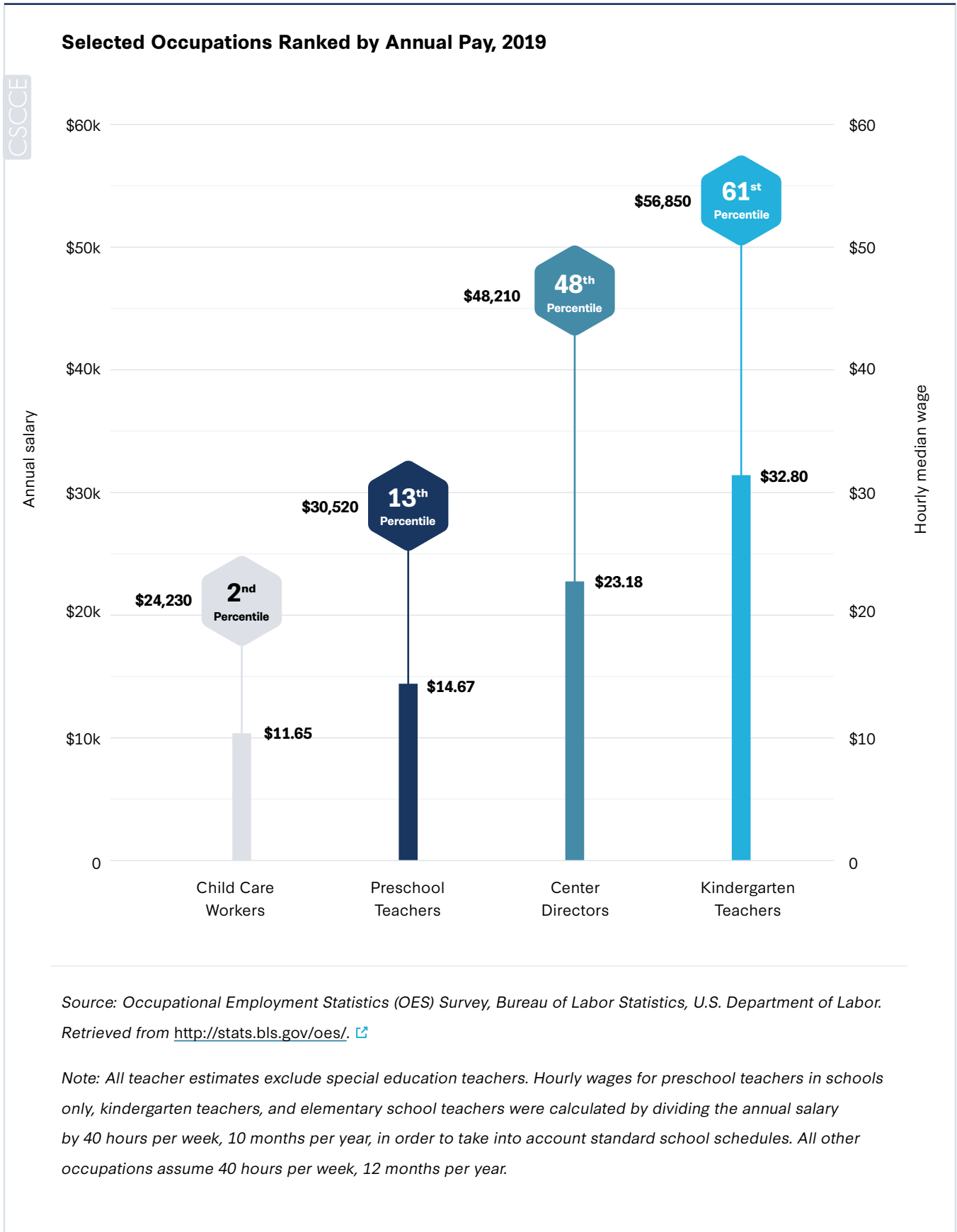


FIGURE 2.3



## Early Educators Face Profound Economic Insecurity

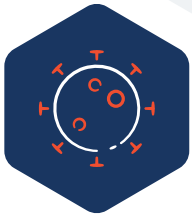
The work of teaching and caring for young children is highly skilled and complex, yet employment in early care and education has largely failed to generate wages that allow early educators to meet their basic needs. Instead, undertaking this work has been a pathway to poverty for many early educators and poses a risk to their well-being, with consequences extending to their own families and to the children in their care.<sup>26</sup> Early educators have continuously shown high rates of utilizing public income support programs — i.e., the Federal Earned Income Tax Credit (EITC), Medicaid, the Children’s Health Insurance Program (CHIP), the Supplemental Nutrition Assistance Program (SNAP), and Temporary Assistance for Needy Families (TANF) — which may serve as a bellwether for the economic insecurity of this workforce.<sup>27</sup> And in several studies conducted across local communities and states, CSCCE has documented the impact low wages have on teacher well-being, particularly in the form of high levels of economic worry, including worrying about paying monthly bills, housing costs, routine health care costs, and even the ability to feed their families.<sup>28</sup>



“As a full-time teacher, I don't make enough money to support myself. I have other gigs to help me pay bills and food.”

**ECE Lead Teacher, Marin County, California<sup>29</sup>**

Even in one of the wealthiest communities in the country, Marin County, California, the wages paid to early educators remain low, and the economic consequences are great. Less than a year before the onset of the pandemic, a survey of center-based staff in Marin County revealed that economic insecurity was widespread: three-quarters (75 percent) worried about paying routine monthly bills and expenses, including housing, and more than one-third (39 percent) worried about having enough food for their families. These circumstances were likely magnified for educators of color who were paid approximately \$6,100 less per year on average than their White peers.<sup>30</sup>



## **COVID-19 WORSENS EXISTING ECONOMIC & HEALTH INSECURITY FOR EARLY EDUCATORS**

Early educators' poverty-level wages are compounded by a lack of access to basic health and well-being supports like health insurance and paid sick leave. The pandemic brought into focus the severe consequences of these long-standing realities, as many educators have been forced to choose between a paycheck or their own health and safety and that of their families.

Many states have surveyed center directors and family child care owners to understand the magnitude of closures, financial distress, and the type of supports needed to stay open.<sup>31</sup> These studies documented widespread financial and health insecurity, such as the loss of already-insufficient income to cover operating costs (including staff wages), layoffs of teaching staff, and substantial worry about the health risks of continuing to provide ECE services. For example, a survey of family child care owners and center directors in Nebraska documented that a majority have been experiencing physical, cognitive, and emotional symptoms of stress, such as changes to sleep and eating habits or feelings of depression or anxiety, due to the pandemic.<sup>32</sup> While these studies typically were unable to survey teaching staff directly, given the documented pay and economic worry pre-pandemic, it is reasonable to assume that many early educators have experienced similar types of economic, physical, and mental stress.

# State-by-State: Early Educator Pay

Despite recent increases to pay in some states, early educator wages remain low in every state and the District of Columbia. Often ECE workers' pay does not meet even conservative estimates of a living wage, as explored later in this section. Cross-state wage data underscore the persistent and urgent need to alleviate the financial burden by raising wages for early educators — of whom we demand so much but continue to offer so little. The following section presents state-level information on:

- Median wages across ECE occupations (child care workers, preschool teachers, and center directors) and how they compare to overall median wages in a state as well as to kindergarten teachers' pay;
- Changes in median wages across ECE occupations from 2017 to 2019;
- Median wages across ECE occupations, adjusted for state cost of living;
- A comparison of child care worker wages and a living wage in every state; and
- A comparison of pay and poverty rates between early educators and K-8 teachers.

## Early Educator Wages Remain Low Across States: 2019

Child care workers make up the majority of the ECE workforce in most states (see **Appendix Table 2.1** for individual state data), yet across states, median wages for child care workers are lower than for other ECE occupations (preschool teachers and center directors), as well as overall median wages for all occupations. In 2019, median hourly wages for child care workers ranged from \$8.94 in Mississippi to \$15.36 in the District of Columbia (see **Figure 2.4**), but in more than one-half of states (28), the median wage for child care workers was less than \$11 per hour (see **Appendix Table 2.4** for data for all states). In all but two states (Maine and Vermont), child care workers earned less than two-thirds of the median wage for all occupations in the state — a common threshold for classifying work as “low wage” (see **Appendix Table 2.8**).<sup>33</sup> Child care workers in Maine and Vermont earned only marginally above that threshold at 70 percent of the median wage for all occupations in the state.



For more detailed information on each state and territory (where available), see **[Appendix 2: Early Educator Workforce Tables](#)**.

Preschool teachers — across settings, not only those in publicly funded pre-K, where earnings are higher — fare only somewhat better and usually make up a smaller proportion of the ECE workforce across states. Preschool teacher hourly wages in 2019 ranged from \$10.29 in Alabama to \$19.36 in Hawaii (See **Figure 2.4** and see also **Appendix Table 2.5** for data for all states). The median wage for preschool teachers fell below the state median wage for all occupations across all states. In six states (Alabama, Alaska, Delaware, North Dakota, Rhode Island, Wisconsin) and the District of Columbia, preschool teachers would be considered “low wage,” earning less than two-thirds of the median wage for all occupations in the state (see **Appendix Table 2.8**).

## The median wage for preschool teachers fell below the state median wage for all occupations across all states.

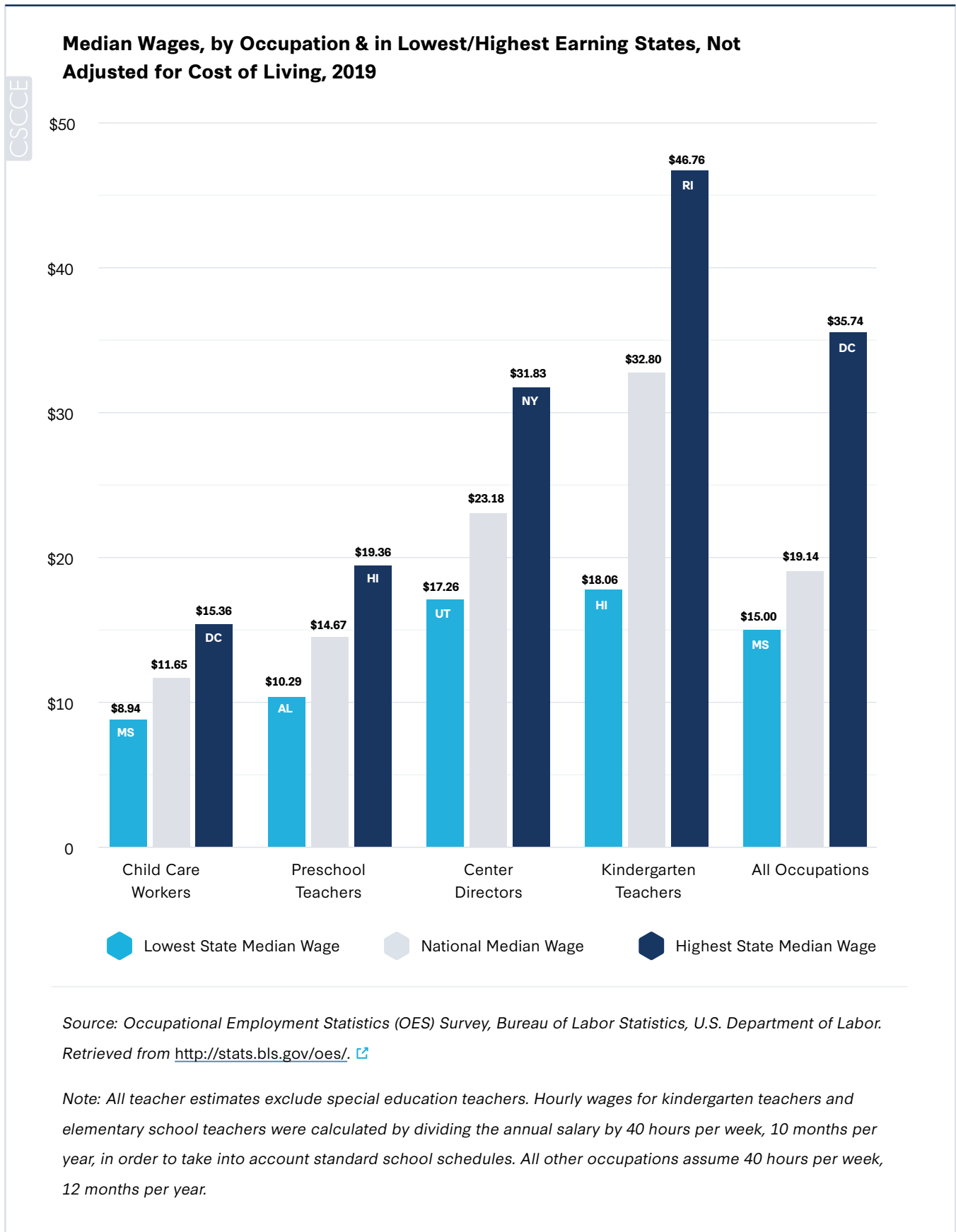
Hourly wages for both child care workers and preschool teachers are lower than for kindergarten teachers, which ranged from \$18.06 in Hawaii to \$46.76 in Rhode Island (see **Figure 2.4** and see also **Appendix Table 2.7** for all states). Center directors’ hourly wages also varied substantially by state, ranging from \$17.26 in Utah to \$31.83 in New York. In all states but two (North Dakota and Utah), center directors earned more than the overall median wage in the state (see **Appendix Table 2.6**).

“All staff in our program are significantly underpaid compared to what they could make for comparable positions in other school settings. Many of us stay anyway, because we love the vision and overall climate/work environment, but I recognize that economic stresses can take a toll on the energy I bring to the classroom each day.”

**ECE Lead Teacher, New York**<sup>34</sup>



FIGURE 2.4



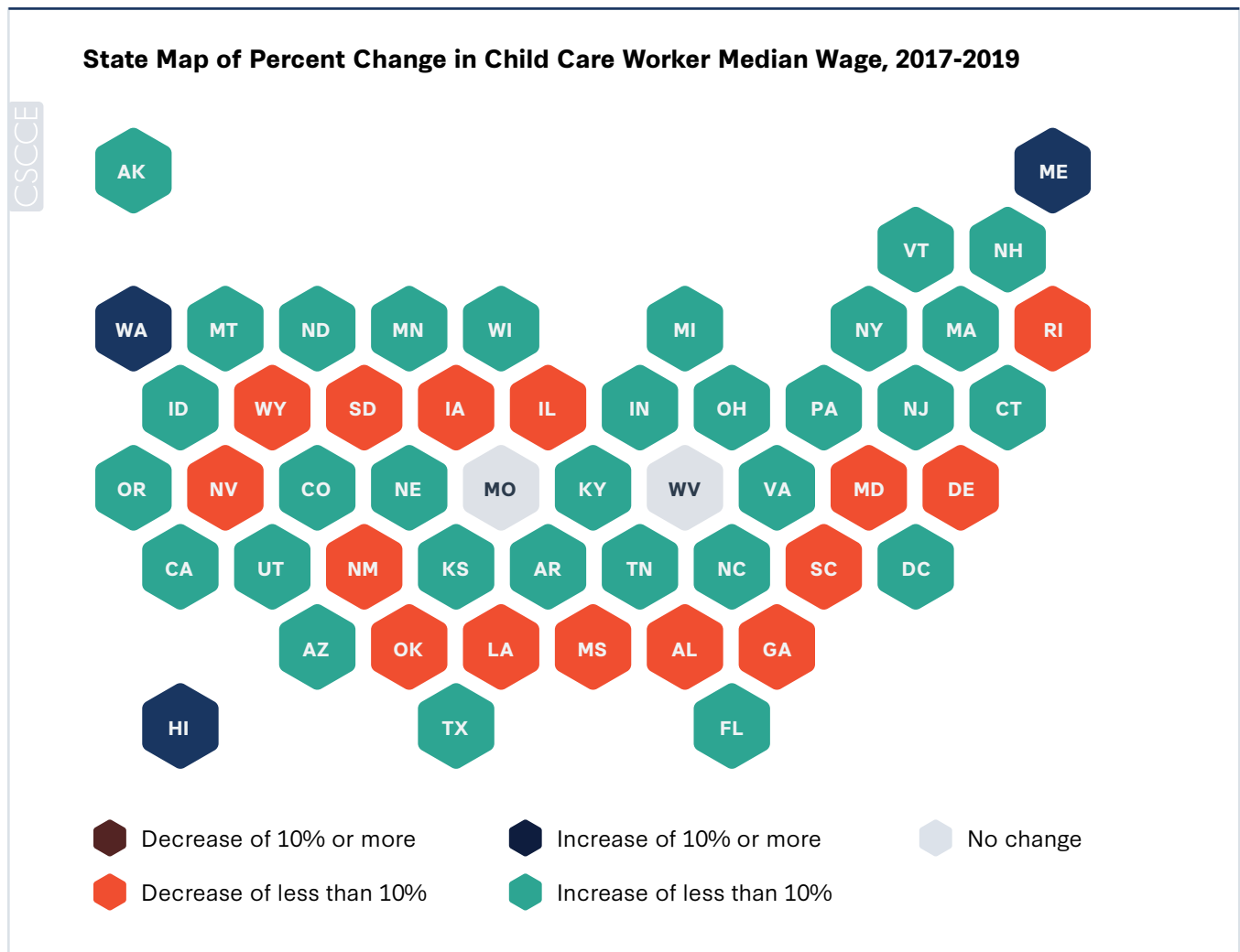
# Little Change in Early Educator Wages Across States: 2017-2019

## Child Care Workers

Median child care worker wages increased in 34 states between 2017 and 2019, after adjusting for inflation (see **Figure 2.5**); a similar number was reported in the 2018 *Index* for the period 2015-2017 (33 states). Fewer than half of those 34 states saw increases of greater than 5 percent: 12 states saw increases of between 5 and 10 percent, and only three states (Hawaii, Maine, and Washington) saw increases between 10 and 15 percent. Overall, these increases translate into small raises for child care workers, given their low starting wages. Even the largest percent increase, 13 percent in Washington State, only represents a change from \$12.89 (in 2019 dollars) to \$14.57 in 2019, a gain of approximately \$3,500 in yearly income that leaves child care workers still earning less than \$15 per hour.

Of the remaining 17 states, nearly all saw a reduction of less than 10 percent, although two states (Missouri, West Virginia) saw no change between 2017 and 2019.

FIGURE 2.5

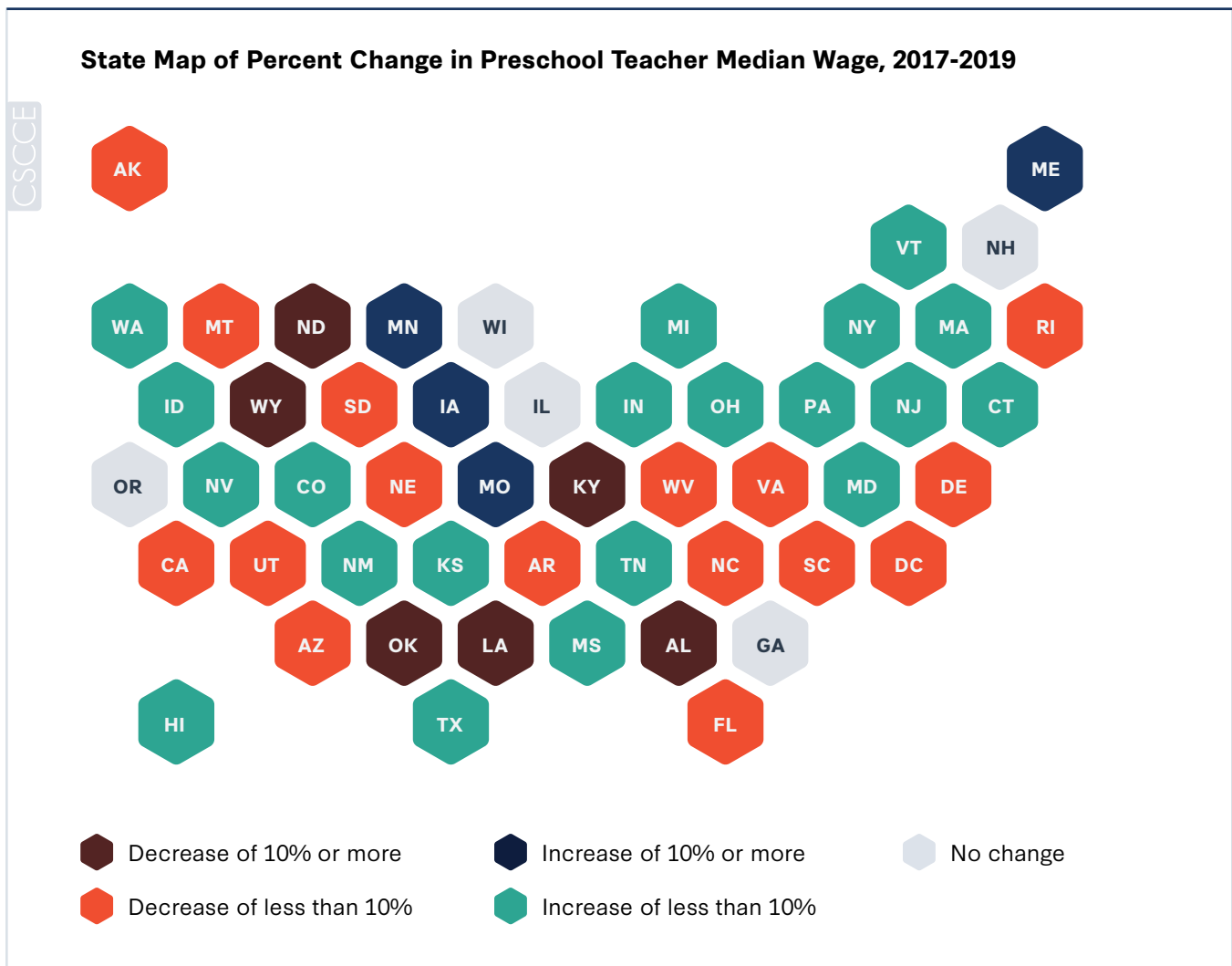


## Preschool Teachers

Median wages increased in fewer states for preschool teachers than for child care workers. After adjusting for inflation, 24 states saw an increase between 2017 and 2019 (see **Figure 2.6**), a smaller number than reported in the 2018 *Index* for the period 2015-2017 (32 states). Fewer than one-half of those 24 states saw increases of greater than 5 percent: 10 states saw increases of between 5 and 10 percent, and four states (Iowa, Maine, Minnesota, Missouri) saw increases of between 10 and 15 percent. The largest percent increase, 12 percent in Minnesota, represents a change from \$15.62 (in 2019 dollars) to \$17.46 in 2019, a gain of about \$3,800 in yearly income.

While five states (Georgia, Illinois, New Hampshire, Oregon, Wisconsin) saw no change in median preschool teacher wages during the period 2017-2019, 21 states and the District of Columbia saw decreases. A similar trend was reported in the 2018 *Index* during 2015-2017, when more than one-half of states saw a decrease in preschool teacher wages. In some cases, these decreases are substantial: during 2017-2019, in six states (Alabama, Kentucky, Louisiana, North Dakota, Oklahoma,

FIGURE 2.6



Wyoming), wages decreased by at least 10 percent. At one extreme, Louisiana preschool teacher wages dropped by 28 percent, from \$17.86 in 2017 (in 2019 dollars) to \$12.91 in 2019, a difference of more than \$10,000 in annual wages. The reasons for these reductions are unclear and may be due to shifts in the dataset from year to year, rather than because of an underlying economic or policy change.

## Center Directors

As with preschool teachers, wages for center directors increased in 24 states between 2017 and 2019 (see **Figure 2.7**), the same number as reported in the 2018 *Index* for the period 2015-2017 (24 states). Fewer than one-half of those 24 states saw increases of greater than 5 percent between 2017 and 2019: six states (Minnesota, Mississippi, Missouri, Nevada, New Mexico, Tennessee) saw increases of 10 percent or greater, and 10 states saw increases of between 5 and 10 percent (Alabama,

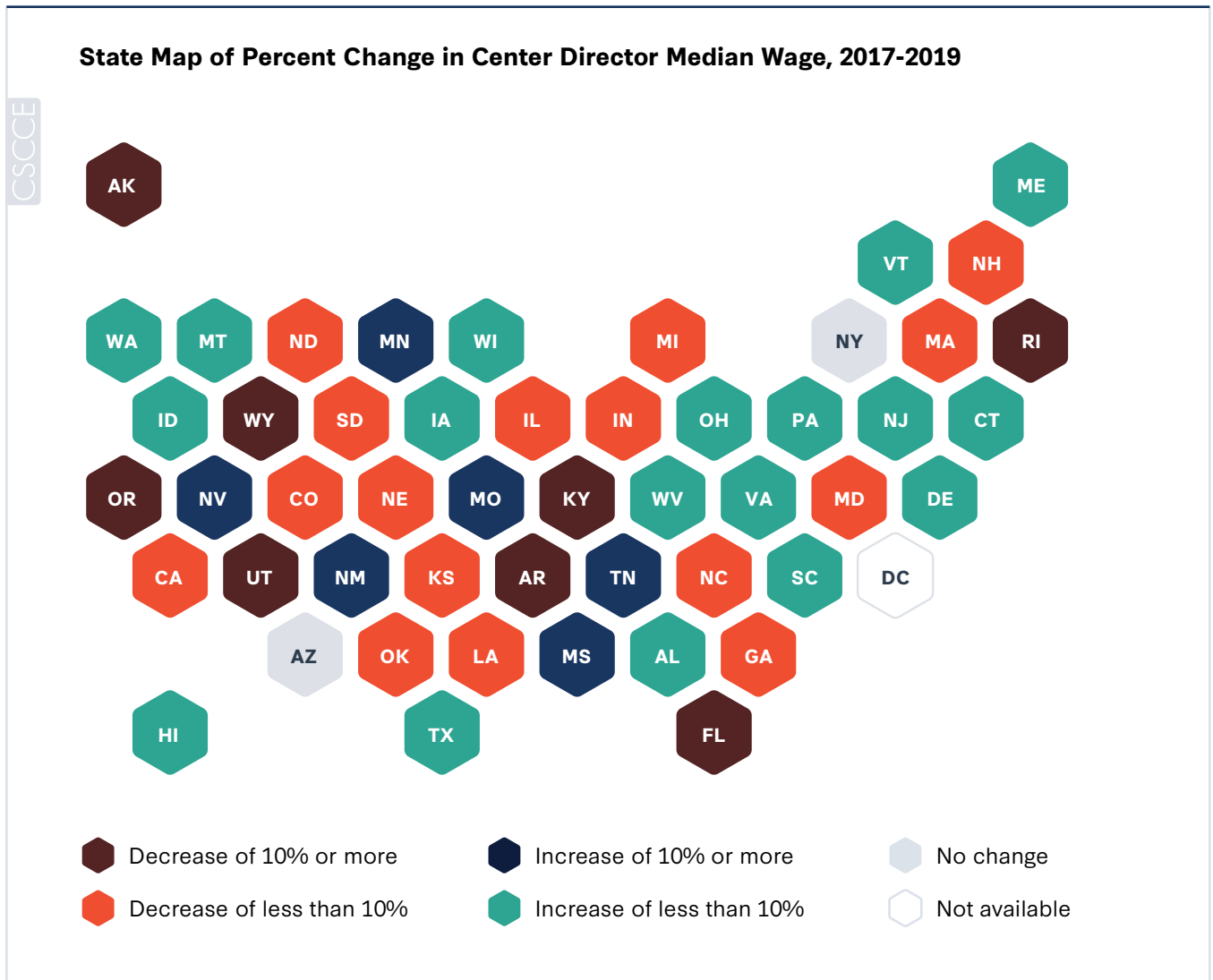
Connecticut, Iowa, Maine, Montana, Ohio, Pennsylvania, South Carolina, Virginia, Wisconsin). Only in two states (New Mexico and Nevada) was there an increase of 15 percent or more — Nevada saw an increase of 31 percent, becoming the second-highest median wage in the nation for center directors at \$29.35 (ranking sixth when adjusted for cost of living).

While two states (Arizona, New York) saw no change in center director wages between 2017 and 2019, nearly one-half of states saw decreases (24). In eight cases, these reductions were substantial: wages decreased by 10 percent or more in Alaska, Arkansas, Florida, Kentucky, Oregon, Rhode Island, Utah, and Wyoming. Kentucky saw the most precipitous drop: center director wages dropped by 21 percent, from \$21.77 (in 2019 dollars) to \$17.30 in 2019.



Further details on changes in wages for early educators as well as kindergarten and elementary school teachers are available in **Appendix Tables 2.10** and **2.11**.

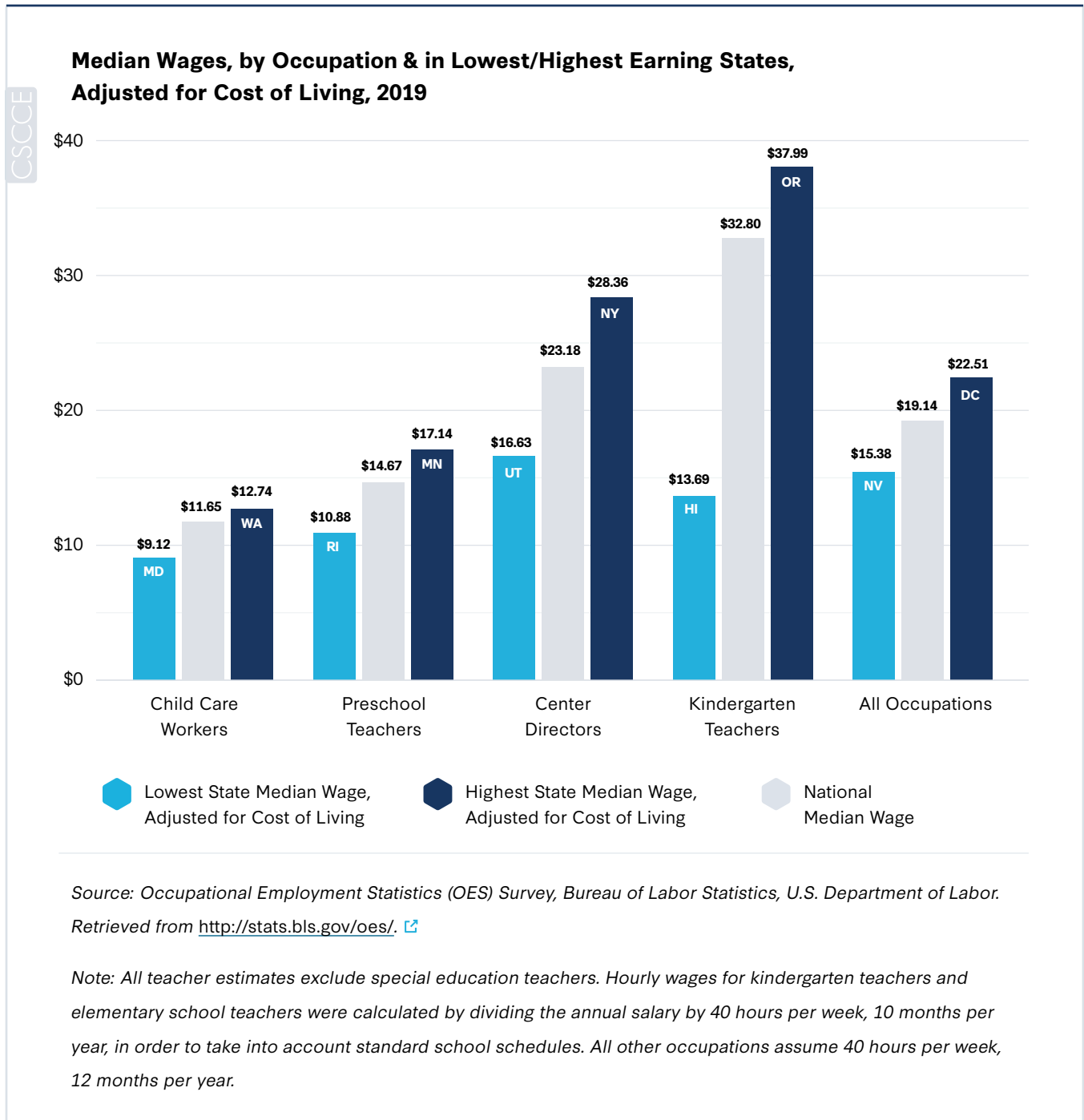
FIGURE 2.7



## Early Educator Wages Across States, Adjusted for Cost of Living

In a state with a low cost of living, \$10 has more purchasing power than in a state with a high cost of living. Adjusting median wages to account for the cost of living in each state reveals a very different picture in terms of which states have the highest and lowest median wages for early childhood occupations. For child care workers, the highest adjusted wage is \$12.74, paid in Washington State, and Maryland is lowest with an adjusted \$9.12 (as an illustration, see **Figure 2.8**). Similarly, for preschool

FIGURE 2.8



teachers, the highest wage is found in Minnesota, with an adjusted wage of \$17.14, and Rhode Island falls last with an adjusted \$10.88 (see **Appendix Table 2.2**, for all occupations). When kindergarten teacher wages are adjusted for the cost of living, Oregon leads with an adjusted \$37.99 hourly wage, and Hawaii is last with an adjusted \$13.69. For directors, the highest wage comes from New York with a \$28.36 hourly adjusted wage, and Utah is last with a \$16.63 hourly wage.

## Early Educator Wages Are Not Livable Wages in Most States

At a minimum, everyone working with young children should earn at least a livable wage, which would be higher than current minimum wage levels.<sup>35</sup> Although what counts as “livable” is not universally agreed upon, standards do exist and are calculated based on the ability to afford basic necessities in a given community. For example, the Massachusetts Institute of Technology (MIT) Living Wage Calculator “draws upon geographically specific expenditure data related to a family’s likely minimum food, child care, health insurance, housing, transportation, and other basic necessities (e.g., clothing, personal care items, etc.) costs [...] and the rough effects of income and payroll taxes to determine the minimum employment earnings necessary to meet a family’s basic needs while also maintaining self-sufficiency.”<sup>36</sup>

Living wages vary by household type as well as by state, given differences in the cost of living. For a *single adult with no children*, median child care worker wages in only 10 states (Alaska, Arizona, Colorado, Maine, Minnesota, Nebraska, North Dakota, Vermont, Washington, and Wyoming) are equivalent to or more than the living wage for that state. This number is an increase from the five states (Arizona, Colorado, Vermont, Washington, and Wyoming) that met this threshold in the 2018 *Index*.<sup>37</sup> However, in the majority of states, wages fall short of the living wage for a single adult, from just under the living wage (short by \$0.13) in Montana to as much as \$3.39 less per hour in Hawaii. The median gap between child care wage and livable wage threshold across all states is -\$0.96, meaning around one-half of the states are at least \$1.00 per hour short of the threshold for a living wage for a single adult. These findings translate into unlivable wages for child care workers in most states (see **Figure 2.9**).

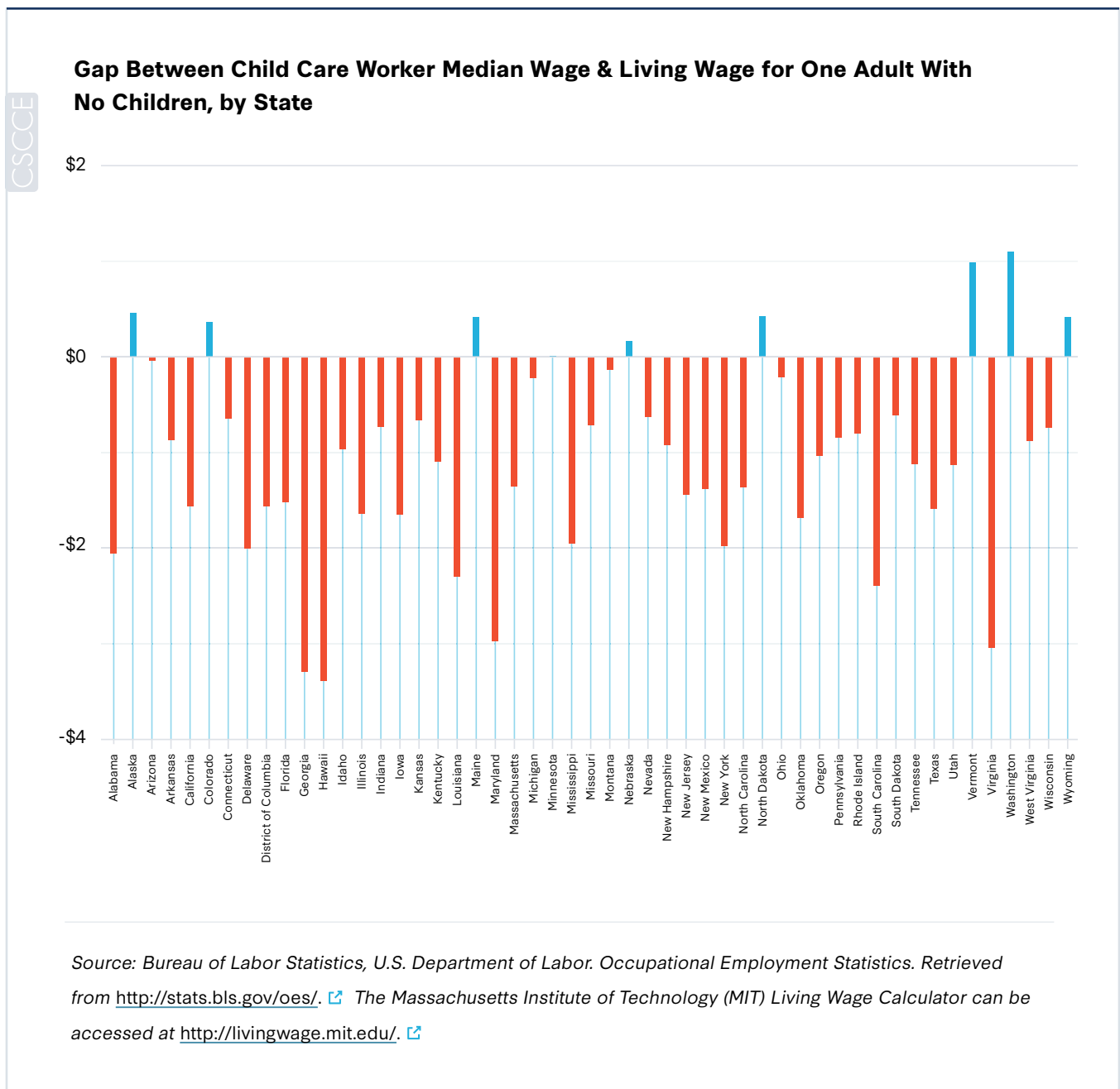
**In only three states (Maine, Vermont, Washington) and the District of Columbia does the median child care worker wage even meet one-half (50-54 percent) of a living wage for a single adult with one child.**

For a *single adult with one child*, median child care worker wages do not meet a living wage in any state. In only three states (Maine, Vermont, Washington) and the District of Columbia does the median child care worker wage even meet one-half (50-54 percent) of a living wage for a single adult with one child (see **Appendix Table 2.9**). This represents a small but notable change from no states meeting even half of a

living wage for a single adult with one child, as reported in the 2018 *Index*.<sup>38</sup> Yet, child care wages in all states fall quite far below a livable wage for an adult with one child, meaning child care workers as well as their families are suffering from inadequate, poverty-level wages.

These data mirror teacher reports of struggling to afford basic necessities outlined earlier in this report, as well as the quickly deteriorating financial circumstances of many ECE programs as a result of the pandemic. They dramatically demonstrate the need for wage standards in ECE and public funding to ensure that increased costs are not passed on to parents in the form of additional fees.

**FIGURE 2.9**





## Early Educators Face a Pay Penalty for Working With Children 0-5

Even when early educators hold a bachelor’s degree, there is a pay penalty for working with children from birth to age five, compared to working with school-age children in the K-8 system, in all states.<sup>39</sup> In Florida, which has the smallest gap, early educators with a bachelor’s degree are paid 2.9 percent less than their colleagues in the K-8 system, and in New Mexico, which has the largest gap, educators are paid 50.6 percent less (see **Figure 2.10**).

The low wages endured by early educators for working with our country's youngest children translates into high levels of poverty, ranging from 10.9 percent in Virginia to 34.4 percent in Florida. Meanwhile, poverty rates for K-8 teachers range from 0.8 percent in Virginia to 5.9 percent in Florida (see **Figure 2.11** and **Appendix Table 2.12**).

**FIGURE 2.10**

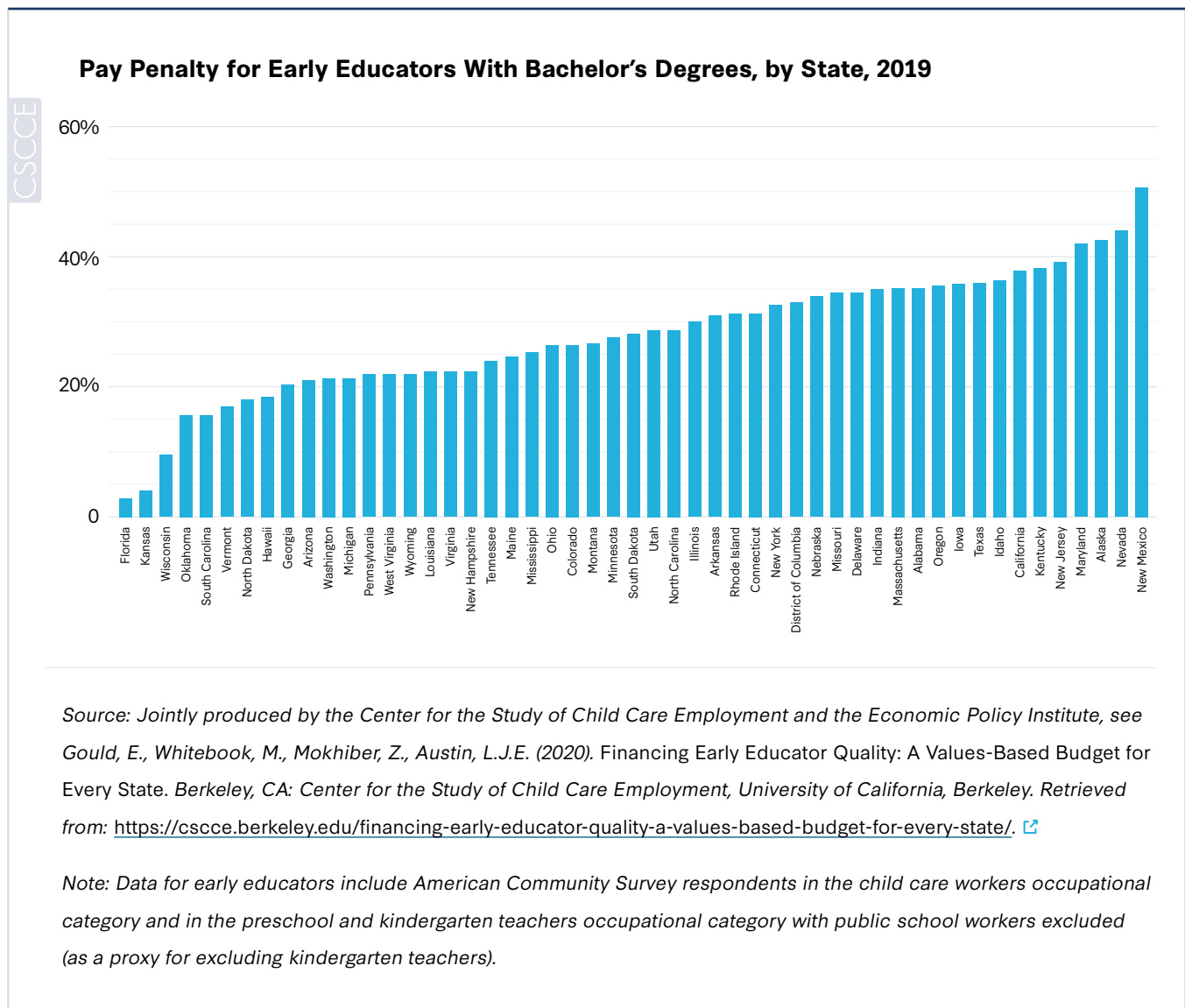
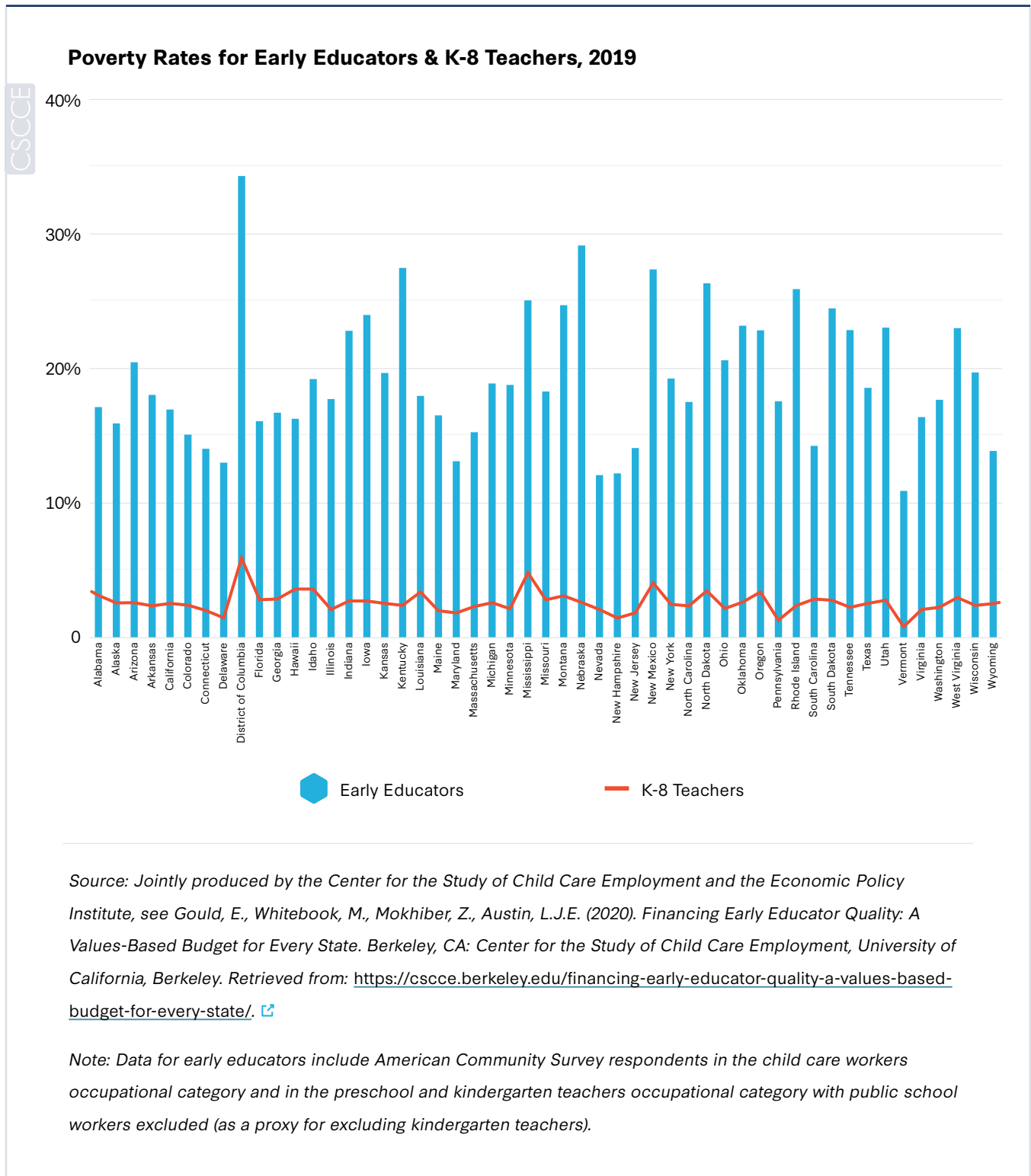


FIGURE 2.11



Early Childhood Workforce Index 2020

# State Policies to Improve Early Childhood Educator Jobs



# State Policies Overview

## The Need for ECE System Reform

A functional early care and education system is one that is equitable and meets the needs of children, parents, and educators, simultaneously. The reliance on the private market for fundamental education and care needs ensures that the ECE system in the United States has never risen to the level of “good” but has long operated from a place of scarcity, failing to meet the needs of children, parents, and educators. The onset of the COVID-19 pandemic has only exacerbated these circumstances.

**The early care and education system wasn't working even before COVID-19.**

**Parents** persistently struggle to access early childhood services due to limited supply and the costs involved in providing services.<sup>40</sup> Families with low incomes face particular difficulty accessing services, especially high-quality care that is more costly to operate. Additionally, many families eligible for public support to pay for ECE do not actually receive it because the system is chronically underfunded and oversubscribed.<sup>41</sup> These supply and affordability challenges were severe prior to the COVID-19 pandemic and have only become more dire,<sup>42</sup> with serious consequences for parents, especially mothers, who are struggling to work due to lack of child care access.<sup>43</sup>

**Children** have access to quality ECE services according to what their parents can afford, not based on their individual educational and developmental needs. As a result, children face inequitable access to services driven by the income of their families,<sup>44</sup> perpetuating wider systems of social and economic disadvantage in education and later life.

**Early educators** consistently endure poor pay and inadequate working conditions, with circumstances even worse for educators of color, who experience wage gaps and unequal pay for equal work in an already severely underpaid sector.<sup>45</sup> The COVID-19 pandemic has worsened the economic and health insecurities faced by the ECE workforce, with mass closures and layoffs for many educators, and unsafe working conditions for others.<sup>46</sup>

The COVID-19 pandemic may force a reckoning with these perennial issues. However, to date, relief efforts by the federal government have fallen far short of what is needed to stabilize, much less reform, an ECE system that has never worked for parents, children, or educators. Left largely on their own, many states and localities have been stymied in their efforts to adequately address the crisis. Publicly funded programs and the educators who work in them have been better able to weather the crisis by channeling emergency funds through existing funding mechanisms.<sup>47</sup> Yet, the bulk of the ECE system depends on parent fees — an unreliable revenue source in the best of times, much less in the throes of a pandemic and abrupt economic recession. The deficiencies of the existing system are both a product of and contributor to the continued lack of progress in transforming early childhood educator jobs. The ECE workforce remains poorly compensated and undervalued, despite increased recognition of their essential service since the onset of the pandemic.



“We are more educated than the general population, but we make less than someone with just a high school degree.... The market cannot sustain wages at a professional salary just because parents can't pay it.”

**Infant and Toddler Teacher, Wisconsin<sup>48</sup>**

## Why the U.S. Early Care & Education System Doesn't Work

The United States does not have a system of early care and education for children ages 0-5 in which the government at any level (federal, state, or local) assumes responsibility for ensuring that services are available, affordable, and high quality for all children and families. This shortcoming is in stark contrast to how ECE is provided in many other countries and also to how education is provided for older children in the United States, in which every child is guaranteed space in a classroom and each level of government — local, state, and federal — shares some degree of responsibility for funding schooling.

The de facto early care and education policy in this country is that it is a private, family responsibility and that ECE needs can be sufficiently satisfied by the market. Parents are typically expected to find and pay for services from an array of small, for- and nonprofit private businesses that operate in centers or homes. In very limited circumstances, services are publicly subsidized or paid in full, such as with child care vouchers, Head Start/Early Head Start, and public pre-K, with even fewer programs being directly operated by the government (for example, public school-based pre-K).

None of the limited public initiatives, neither independently nor as a group, solve the underlying problem: the market is inadequate to the task of providing a public good and ensuring that high-quality services are available for all children and families. Instead, the de facto policy and funding approach has led to a fragmented and confusing array of uncoordinated policies related to funding, eligibility, and standards, at every level of government (federal, state, and local).

## Federal Government

- *Funding:* The federal government is the largest funder of ECE compared with state and local governments, but federal ECE programs have never been adequately funded, even to support families with low incomes. Federal funding is provided through multiple funding streams and initiatives, each serving a different purpose. The two largest are the [Child Care Development Fund](#) (CCDF), a block grant to the states to subsidize child care services for families with low incomes, and [Early Head Start/Head Start](#), which provides early childhood services for families with low incomes and is governed by federal standards.<sup>49</sup>
- *Eligibility for Children/Families:* Family eligibility varies by the type of funding stream or initiative but is typically limited to those with the lowest incomes. For example, children whose families live below the poverty threshold are eligible for Early Head Start (for ages 0-3) or Head Start (for ages 3-5); while children under the age of 13 whose parents are working or in school and earn no more than 85 percent of the state median income (SMI) are potentially eligible for child care subsidies under CCDF, although states can and do set stricter eligibility standards.<sup>50</sup>
- *Standards for ECE Settings:* The federal government to date has done little to regulate or set standards for ECE services with the exception of Early Head Start/Head Start and Department of Defense child care services and limited requirements, such as background checks for settings receiving CCDF dollars. The federal government has never adopted a national framework for early care and education, an approach that has guided standards and reform in other countries (e.g., Australia, Norway).<sup>51</sup> Instead, regulation of the quality of ECE services is left largely to the states.

## State Government

- *Funding:* Because state governments have typically chosen to rely on federal funds for child care services, federal infrastructure and rules often drive decisions at the state level, though state policymakers still have wide latitude to shape ECE access and standards in their state. Importantly, the acceptance of federal funding does not preclude states from investing in new or robust services, yet no state has yet determined to operate a system that is

equitable and effective for all children, families, and early educators. To the extent that states have invested outside of federal programs and required matching dollars, the most common investment has been through education funding for pre-K services for some three- or (usually) four-year-olds, in line with state responsibility for education services more generally.<sup>52</sup>

- *Eligibility for Children/Families:* Under the CCDF, states can choose to set income eligibility at up to 85 percent of the state median income (SMI), but only a handful of states actually do, with the vast majority of states setting eligibility between 40 and 60 percent of SMI.<sup>53</sup> States also decide eligibility requirements for their pre-K programs, the majority of which set income limits for families.<sup>54</sup>
- *Standards for ECE Settings:* States decide whether and how to regulate the bulk of ECE services. Depending on the state, some settings may be entirely unregulated (e.g., small home-based settings or settings run by religious organizations) and may or may not be eligible for public subsidies. For pre-K, states decide whether services are delivered in public schools or community settings or both, as well as what standards programs must meet, including class sizes, ratios, teacher degree requirements, and curriculum standards. Similarly, states set requirements for child care settings via licensing rules. Compared with pre-K standards, child care licensing standards are typically more minimal and focused on health and safety rather than child development. Instead of addressing low standards by raising licensing requirements and providing the resources needed to help child care programs meet them, most states have built quality rating and improvement systems (QRIS). However, QRIS further exacerbate systemic inequities, especially between programs that rely on fees from parents with low incomes and other programs, as QRIS apply ratings to and often financially reward programs within the context of a market-based system.

### City or County Government

- *Funding:* Like the states, city or county governments may also choose to supplement state and federal funding with local revenue sources. For example, many cities have implemented their own pre-K programs.<sup>55</sup>
- *Eligibility for Children/Families and Standards for ECE Settings:* Local governments may also set eligibility requirements and standards specific to a program that they fund or oversee.

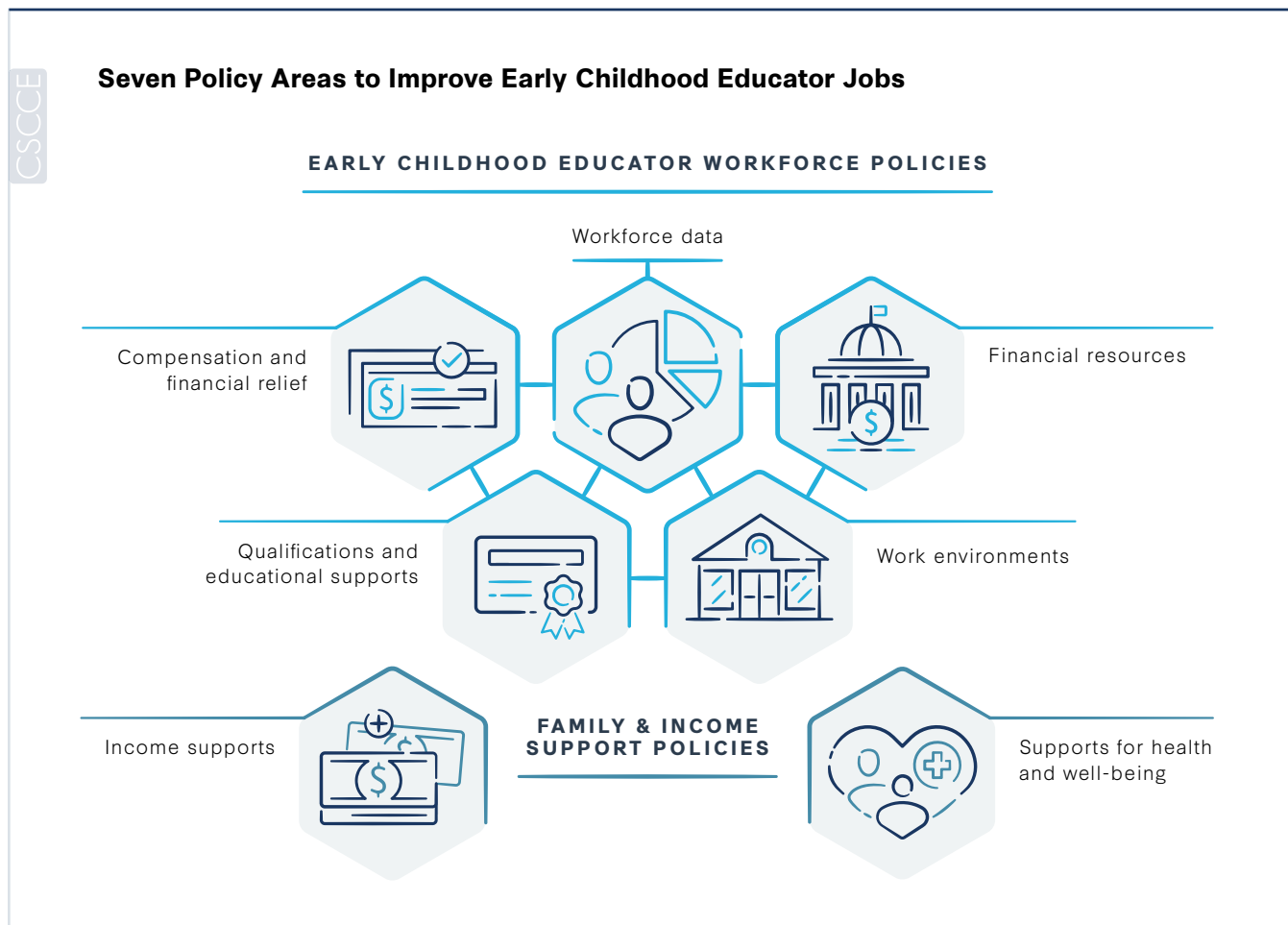
The consequence of the current (dis)organization of ECE is a fragmented system in which families and providers face a confusing array of eligibility and requirements for public funding. Depending on the setting (schools, centers, homes), legal status of the provider (e.g., licensed/license-exempt), and type of public funding they receive (pre-K, Early Head Start/Head Start, CCDF, or none), ECE programs are overseen by different levels of government (federal, state, local) and distinct federal or state agencies (health and human services agencies, education agencies), and therefore, they must adhere to different requirements.<sup>56</sup> As a result, educators lack consistent expectations for their professional practice and their rights in the workplace.<sup>57</sup> Similarly, children and families face widely variable eligibility for and access to publicly funded ECE programs, depending on the child's age as well as parental work status and income. Lacking any sort of national framework for ECE, children and families across the United States have no guarantee of access to services, much less the understanding of ECE as a right, as in countries such as Sweden and Norway.<sup>58</sup>

# What States Can Do: Seven Policy Areas to Improve Early Childhood Educator Jobs

States can enact policies that will lead to a system that provides higher quality services and more equitable treatment of educators and, consequently, more equitable services for children and families. State policymakers have many levers at their disposal to make meaningful change. States can choose to prioritize early care and education with state dollars, move beyond minimal federal requirements for funding eligibility and program standards, and invest in higher education and data collection infrastructure.

In particular, state decision makers can play a powerful role in reshaping early childhood jobs for the current and future ECE workforce. Across seven policy areas, the *Early Childhood Workforce Index* examines state-level policies that can spur progress on the status and well-being of early childhood educators. These seven policy areas are organized into two categories:

FIGURE 3.1





## Early Childhood Educator Workforce Policies

This legislation, regulation, and other public rule-making is created and implemented with the intention of shaping and governing the early care and education workforce and system in five essential areas:

- 1** **Qualifications and educational supports:** Policies and pathways that provide consistent standards and support for educators to achieve higher education.
- 2** **Work environment standards:** Standards to hold ECE programs accountable for providing safe and supportive work environments for early educators.
- 3** **Compensation and financial relief strategies:** Initiatives and investments to ensure compensation equal to the value of early educators' work.
- 4** **Workforce data:** State-level collection of important data on the size, characteristics, and working conditions of the ECE workforce.
- 5** **Financial resources:** Public investment in the ECE workforce and broader ECE system.

## Family & Income Support Policies

Broader social and labor legislation, regulation, and initiatives are designed to benefit workers and their families across occupations, not only those who work in early care and education, in two essential areas:

- 6** **Income supports** and child care assistance for low-income workers and parents, including income tax credits, minimum wage legislation, and child care tax credits.
- 7** **Supports for health and well-being**, which include paid sick leave, paid family leave, and access to health insurance.

There is no single ingredient to reform. The seven policy areas in the two categories outlined above combine powerfully to benefit children, families, and early educators, as well as society as a whole.

Each of the five essential areas of early childhood workforce policy must work together to produce the guidance and resources needed to appropriately prepare, support, and compensate early educators. Adequate preparation is necessary for teachers to develop the skills required to provide high-quality learning experiences for children, while work environment standards are needed to ensure educator reflection, development, and well-being. Similarly, appropriate compensation is indispensable for attracting and retaining skilled educators. Making progress in each area of preparation, support, and compensation also requires solid foundations for policymaking: quality, comprehensive workforce data, and sufficient financial resources. A state that fails to move forward in even one of these five essential areas will struggle to advance any of the others.

Even though the ECE sector and policy leaders continue to neglect critical working conditions and compensation for early educators, movements for broader family and income supports like minimum wage legislation, paid sick days, and paid family leave legislation have been gaining momentum.

Even though the ECE sector and policy leaders continue to neglect critical working conditions and compensation for early educators, movements for broader family and income supports like minimum wage legislation, paid sick days, and paid family leave legislation have been gaining momentum. These policies have increasingly been implemented across states, with real impact on early educators' lives. Family and income support policies especially benefit low-wage workers, workers without access to benefits through their employers, and other vulnerable populations that overlap to a significant extent with the characteristics of early childhood educators. As a consequence, it is important to recognize that broader social and labor policies outside the ECE sector are important levers for transforming the quality of ECE jobs. Additionally, greater receptivity to public policies for and investment in worker and family well-being creates the conditions necessary for a broad-based coalition calling to reform the early care and education system.

## How the Early Childhood Workforce Index Assesses States Across the Seven Policy Areas

In each of the seven policy areas, the *Early Childhood Workforce Index* assesses states based on measurable policy indicators that represent state-level opportunities to enhance the lives of the many children and adults affected by ECE employment conditions. To summarize overall state action in each policy area, states are assigned to one of three tiers, based on their performance on the indicators:

- **Stalled:** The state is making limited or no progress;
- **Edging Forward:** The state is making partial progress; or
- **Making Headway:** The state is taking action and advancing promising policies.

For more information about each of the indicators and the data sources used, see [\*\*Appendix 1: Data Sources & Methodology.\*\*](#)



## Qualifications & Educational Supports

Early educators play a central role in facilitating learning and development among children from birth to age five. However, a gap exists between the knowledge and skill it takes to educate children in their most critical stage of development and the public perceptions and state regulation of requirements for the job. For too long, early educators' caregiving functions have far overshadowed their significant teaching functions, a misconception that contributes to their skills being dismissed and devalued.

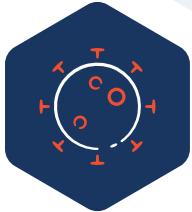


"I am in this field because I am passionate about children... However, I feel like I am making financial sacrifices in order to remain in the field. I have an M.Ed with a teaching license, but I am not adequately compensated nor are my co-workers. We are working for minimum wage (or less) with degrees, while being responsible for up to 16 preschoolers."

**ECE Teacher, Minnesota<sup>59</sup>**

In K-12 education, there is a well-established consensus that teachers should obtain at least a bachelor's degree plus a grade- or subject-specific certification, which is reflected in state teacher licensure requirements. For early care and education, experts also recommend that lead teachers and program administrators acquire degrees and specialization equivalent to those working in elementary schools and that others working with young children, like assistant teachers or aides, attain foundational knowledge, such as a Child Development Associate (CDA) Credential.<sup>60</sup> However, unlike K-12, these recommendations by and large have yet to be implemented in state requirements for early care and education.

Despite growing recognition that more rigorous and consistent qualifications are needed for early educators, requirements across states remain low and uneven, depending more on the type of setting and funding of programs than on the nature of the work. As a result of these disparate requirements, the qualifications early educators are expected to meet typically have little to do with expert recommendations about what children need and more to do with the type of programs that are accessible to families, which reinforces inequities among children and educators.



## **PANDEMIC INCREASES COMPLEXITY OF TEACHING, BUT EARLY EDUCATORS REMAIN UNDERAPPRECIATED**

The pandemic has highlighted the way care and learning are interwoven at all levels of education, with educators across ages of children and settings forced to radically transform their practices, often without sufficient guidance, training, or resources. Due to emergency measures, early educators have:

- Adjusted to remote learning environments or to other environments that may seem antithetical to early learning norms that emphasize play and socialization guided by trusted adults to whom children can turn for physical comfort;
- Adapted to working with mixed age groups of children who have vastly different developmental needs and/or with children who have recently experienced trauma; and
- Adopted new, intensive cleaning and sanitation practices, often with insufficient staffing.

Successfully implementing these changes requires expertise and training far beyond what is minimally required of most early educators in most states and likewise far beyond the reach of the public funding received by ECE programs.

And still, the complex work of early education and the essential role of early educators continues to be underappreciated in public debates about early care and education settings, even in the midst of school closures, when early educators have been called upon to shoulder additional responsibility for the educational supervision of school-age children, typically with even fewer resources and less preparation than teachers in K-12 settings.

**The current workforce is not starting from scratch; many early educators already have higher education, even when not required.**

The current workforce is not starting from scratch; many early educators already have higher education, even when not required.<sup>61</sup> But it is critical for all children, regardless of their age or where they receive early learning services, to have access to early educators who are equally well prepared. Achieving this goal will require higher and more consistent qualification requirements, as well as multiple pathways for members of the current and future workforce to participate in higher education and advance to leadership positions, including developing a system to account for existing education, training, and experience. Additionally, although not assessed in the *Index*, it is imperative to ensure that degree programs are intentionally designed to effectively prepare early educators. CSCCE has conducted inventories and assessed early childhood degree programs in more than a dozen states (for more information, see the [\*Early Childhood Higher Education Inventory\*](#)).<sup>62</sup>

To promote the conditions early educators need to achieve their educational aspirations and thrive in their degree programs, scholarship programs to support education pathways are necessary for both current and future educators. Educational supports that have been demonstrated to facilitate degree attainment among early educators include: cohort models; flexible class schedules (e.g., classes at night, on weekends); community-located courses; academic counseling specific to early educators; and financial support for tuition, books, and other costs. T.E.A.C.H. Early Childhood® scholarship programs and alternative models linked to college education, like some early childhood apprenticeship programs, include nearly all of these supports as part of their framework.<sup>63</sup> For more information on statewide scholarship and apprenticeship programs, see [\*\*Appendix Tables 3.2 and 3.3.\*\*](#)

Despite their success, scholarship and apprenticeship programs for early educators are typically underfunded and available to only a portion of the workforce, allowing some to advance and potentially have access to higher paying jobs in the sector, while others are shut out of such opportunities. More robust data collection on the workforce as a whole, as well as who has access to which educational support programs and who does not, is imperative to assess whether existing inequities in pay and opportunity are being disrupted or reinforced.

## CHANGING THE NARRATIVE: QUALIFICATIONS, DIVERSITY, & EQUITY IN ECE

Raising qualification requirements for early educators is important, but too often, the debate has perpetuated false narratives about the deficiencies of individuals or groups, rather than focusing on how to grapple with — and disrupt — systemic biases.

The ECE system in the United States reflects and reinforces gender, class, and racial inequities that are woven throughout U.S. institutions and culture. About 40 percent of early educators are women of color, and they occupy a disproportionate share of the lowest-paying jobs in the field.<sup>64</sup> Beyond low pay and inadequate benefits, many of these early educators experience historical and systemic barriers to accessing and successfully participating in education and professional development. These barriers are by no means unique to the ECE field but are often ignored or not systematically addressed in ECE policy discussion and reform. Instead, we should be intentional in confronting the ways in which biases emerge, challenging the deficiencies that get assigned to individuals rather than systems, and providing the resources and tools to support the acquisition of additional knowledge and skills among the workforce.

In the discussion of qualifications, there are two seemingly conflicting narratives, yet both reveal biases held about the women performing this work. On the one hand, discussions about raising educational requirements are sometimes resisted due to concerns about losing the diversity of the ECE field, but too often without a nuanced discussion of why these concerns exist. Drawing a direct line from educational qualifications to the number of Black, Latina, and immigrant women in the workforce without discussing the systemic racism that creates barriers to education may lead people to believe that these educators are not capable of being successful in college. The stark reality is that if nothing is done to address the policies and practices that impede access to college among communities of color, especially for women, and the conditions that undermine success when they get there, then yes, Black and Latina women will have even fewer pathways to success in the field of early care and education, and the ECE workforce will become even less reflective of the children and families served than it is today.

On the other hand, a common refrain is that we need to raise qualifications in order to get a “quality” workforce. Again, framing the issue in this way may lead people to believe that there are deficiencies in the educators currently doing the work or different individuals are

## Key Issue

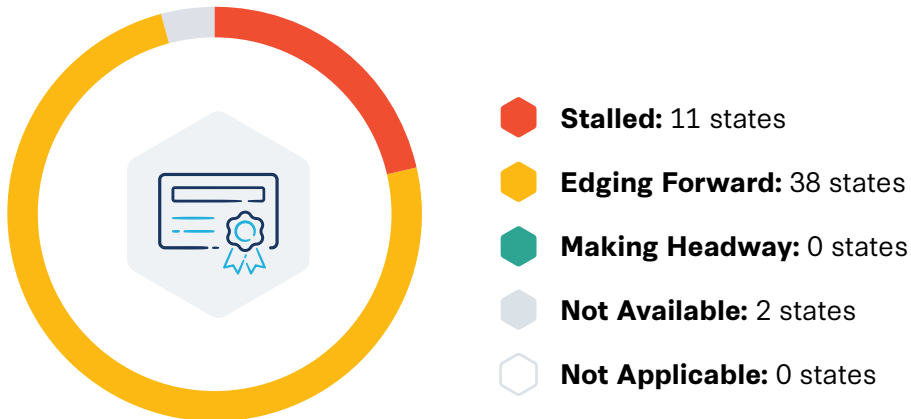
needed; such an approach ignores what the workforce has already accomplished. On either side of this discussion of qualifications, systemic inequities and biases are too often left unexamined, and thus, the strategies to confront them are left out of policy design and resource allocation.

Instead, we argue that higher qualifications are a means to provide educators with the knowledge, skills, and tools to support their effectiveness as educators and as a means to access greater wealth. Studies of teachers routinely reveal that feeling prepared for their work enhances their own well-being and sense of professional efficacy.<sup>65</sup> And for educators who hold early childhood education degrees, the difference in earnings can be as much as \$17,000 for those with a bachelor's degree compared to their peers without a degree.<sup>66</sup> For Black early educators in particular, who are routinely paid less than their peers,<sup>67</sup> access to a college education can have a profound impact on their well-being.

**When policy leaders acknowledge that biases and barriers reside with the systems, not the individuals, and intentionally work to create the conditions for success, college education is attainable for future and current early educators.** Based on surveys and interviews with early educators, we find that when barriers to education are removed and resources are provided, early educators have demonstrated success in earning bachelor's degrees.

- A longitudinal study followed early educators participating in bachelor's degree cohort completion programs that include financial and academic supports. 40 percent of these early educators had previously sought out a degree. Over the course of the study, 81 percent of the participants graduated, a rate more than double that of the typical transfer student from a two- or four-year institution. Of these graduates, 76 percent were women of color, and 31 percent identified their primary language as other than English.<sup>68</sup>
- In a recent study of 119 Head Start educators participating in a cohort-based apprenticeship program with a wide range of supports (including no-cost college classes and books, a laptop, academic advising and counseling, and on-site child care), early educators demonstrated similar success in attaining credentials. Between 2017 and 2019, 20 educators earned bachelor's degrees, 12 earned associate degrees, and 42 earned teaching permits that constitute the foundation of additional higher education attainment. These educators were primarily women of color (about 45 percent were Black and 45 percent were Latina) and worked while attending classes and earning their credentials.<sup>69</sup>

## Overview of State Progress on Qualifications & Educational Supports



Between 2018 and 2020, nine states improved their assessment status from **stalled** to **edging forward** due to changes in scholarship program indicators (Arkansas, Louisiana, Maine, Massachusetts, Montana, New York, Oklahoma, Oregon, and Virginia). Specifically, all of these states now collect data on scholarship recipients, whereas in 2018, either the data for this indicator were not available, or the state did not have a confirmed scholarship program, so a question about scholarship recipient data did not apply. Arkansas and Maine added new scholarship programs since 2018. The scholarship program in Montana changed and supports additional educational pathways.<sup>70</sup> Further information on state scholarship programs is explored in [State Progress on Qualifications & Educational Supports: Indicators](#).

Additionally, two states slipped from **edging forward** to **stalled** (Colorado and Utah). Colorado has a T.E.A.C.H. scholarship program, but the state no longer provides funding to support the program, so the program no longer counts for our assessment.<sup>71</sup> Utah offers scholarships for a Child Development Associate Credential or equivalent and an associate degree, whereas in 2018, their programs also supported attainment of a bachelor's degree. Kentucky and New Mexico were not assessed in 2020 because we no longer have information for an indicator (whether data on scholarship recipients is collected), which would have resulted in a change in assessment from **edging forward** in 2018 to **stalled** in 2020.



TABLE 3.1

Key to State Progress on Qualifications & Educational Supports			
Qualifications & Educational Supports	Values & Partial Points		Maximum Points per Indicator
Minimum qualification levels (pre-K)	Lead Teacher — BA: Yes/No	1	2
	Assistant Teacher — CDA/Equivalent or higher: Yes/No	1	
Minimum qualification levels (licensed centers)	Center Director — BA: Yes/No	1	3
	Lead Teacher — BA: Yes/No	1	
	Assistant Teacher — CDA/Equivalent or higher: Yes/No	1	
Minimum qualification levels (licensed home-based)	Lead Teacher — BA: Yes/No	1	2
	Assistant Teacher — CDA/Equivalent or higher: Yes/No	1	
Scholarships to support education pathways	BA	1	3
	AA	1	
	CDA or equivalent	1	
Collects data on scholarship recipients	Yes/No	2	2
<b>Total</b>			<b>12</b>

0-4 points per category	Stalled
5-8 points per category	Edging Forward
9-12 points per category	Making Headway

*Notes: In this and following tables and charts we include Child Development Associate (CDA) Credentials or their functional equivalent. There is no established consensus on an equivalent to a CDA. Eight semester college credits or 120 clock hours of training were used as the standard for comparing whether other minimum qualification requirements were equivalent to, less than, or exceed the CDA, in line with the Council for Professional Recognition standards, see Council for Professional Recognition (n.d.), CDA Credentialing Program FAQs. Retrieved from <https://www.cdacouncil.org/credentials/faqs/apply-for-cda-faqs>. A variety of associate and bachelor's degrees in early childhood education or related fields are offered within and across states. Students pursuing associate degrees may earn an A.A., A.S., A.A.S., or A.A.T., depending on their location, institution, and career goals. Similarly, students pursuing a bachelor's degree may earn a B.A., B.S., or B.S.Ed. For the sake of brevity, references to associate and bachelor's degrees in all following tables and charts will use "AA" and "BA" and are inclusive of the various types of degrees offered within a state.*

FIGURE 3.2

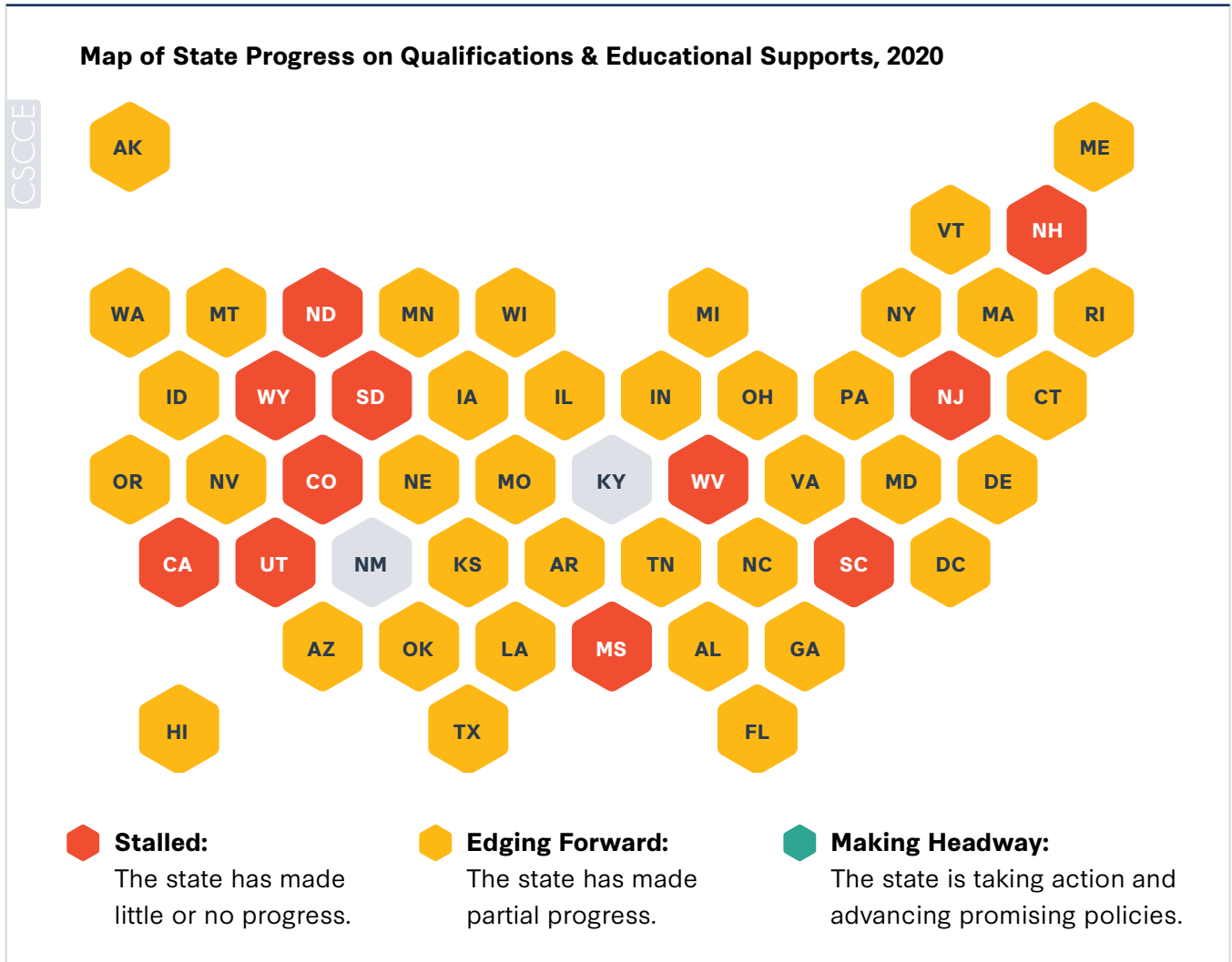


FIGURE 3.3

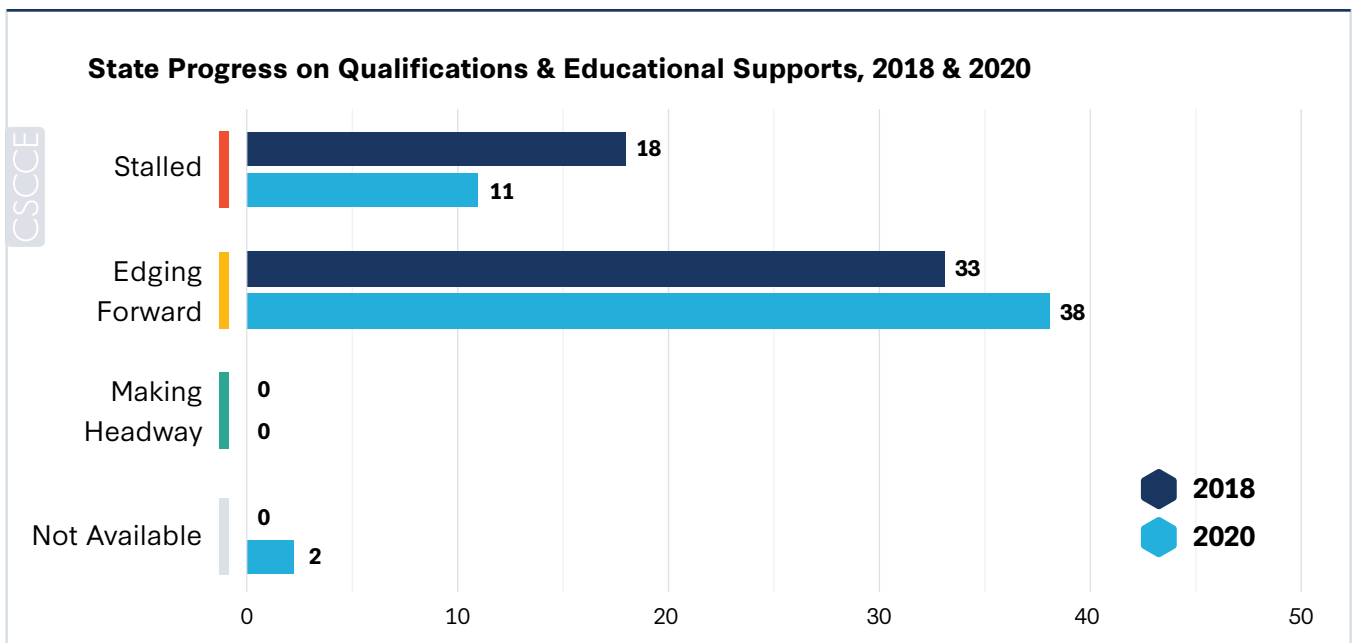
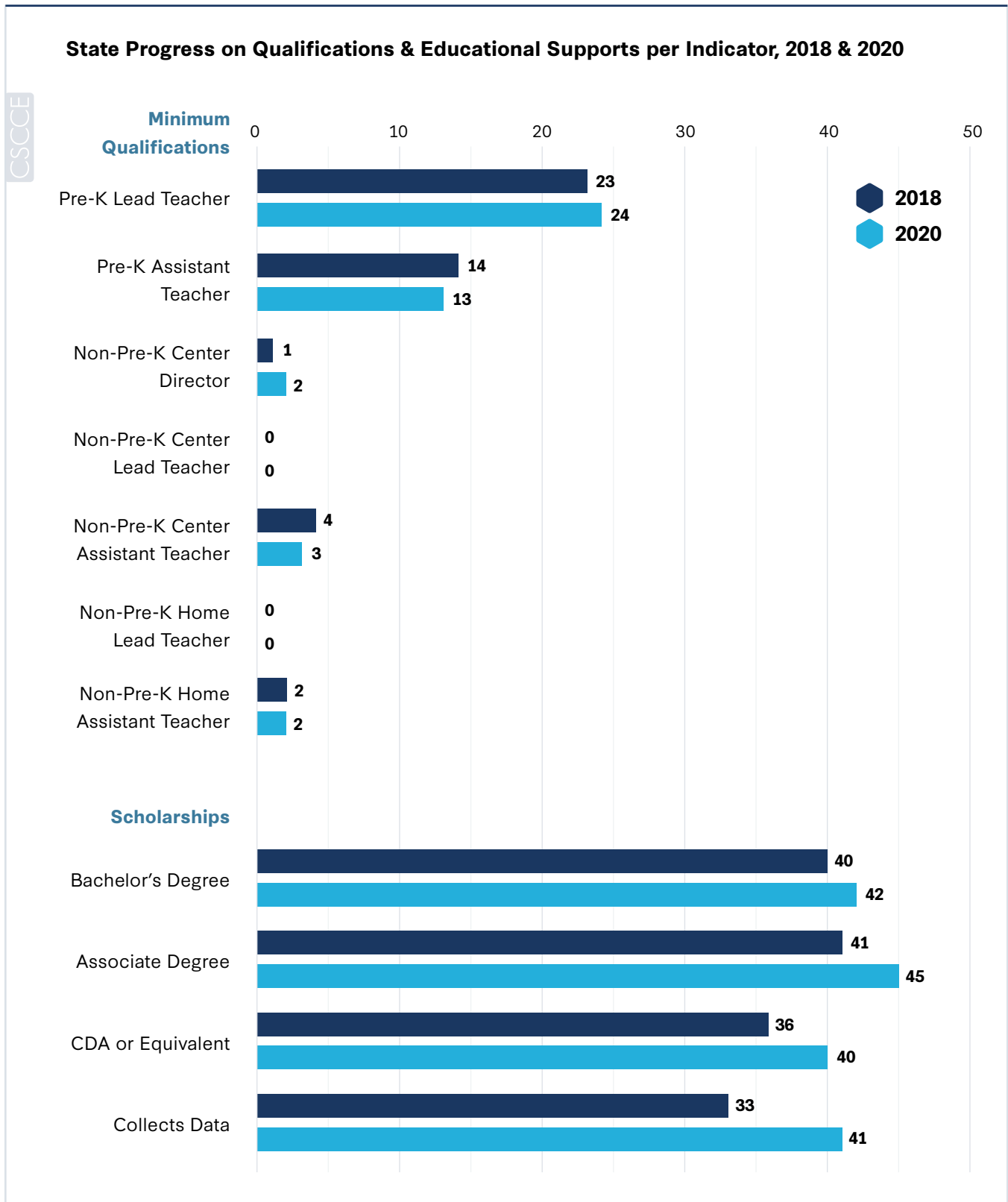


FIGURE 3.4



# State Progress on Qualifications & Educational Supports: Indicators

## **Indicator 1: Does the state require a minimum of a bachelor's degree for lead teachers and a minimum of a CDA or equivalent for assistant teachers in public pre-K programs?**

*Rationale:* The 50 states and the District of Columbia each set their own qualification standards for early educators, and those requirements vary widely not only across states, but within states according to setting and source of funding.<sup>72</sup> Programs that receive public pre-K funding are typically governed by a distinct (and higher) set of standards compared with programs that are licensed to provide child care; however, this approach maintains a false distinction between early education and care. We assess whether lead teachers are required to hold a bachelor's degree and assistant teachers a CDA or equivalent, across settings and funding streams.

*Current Status Across States:* Of the 45 states plus the District of Columbia with public pre-K programs, 24 require a minimum of a bachelor's degree for lead pre-K teachers across all settings and across all programs (for states with more than one state-funded pre-K program).<sup>73</sup> This is an increase of one compared to the number of states reported in the 2018 *Index*. An additional 16 states require a bachelor's for pre-K teachers, but only for certain types of settings within the pre-K system, such as public schools.<sup>74</sup> For assistant teachers, 13 states require a minimum of a Child Development Associate Credential or equivalent across all settings and across all programs.<sup>75</sup>

*Change Over Time:* Since 2018, two additional states with public pre-K programs require a minimum of a bachelor's degree for lead pre-K teachers across all programs (Montana and North Dakota, both of which have new pre-K programs since 2018). Alaska met this criteria for all settings in 2018, but no longer requires a bachelor's degree for lead pre-K teachers across all programs (although this requirement does still stand for lead pre-K teachers employed by public schools). For assistant teachers, Delaware joined other states with public pre-K that require a CDA or equivalent credential for assistant pre-K teachers, whereas two other states with public pre-K programs (Alaska and Oregon) no longer require a CDA or equivalent credential for assistant pre-K teachers across all programs.<sup>76</sup>

## **Indicator 2: Does the state set minimum qualification levels for center-based settings outside of publicly funded pre-K at a bachelor's degree for center directors and teachers and a CDA or equivalent for assistant teachers?**

*Rationale:* Child care licensing rules typically establish lower expectations for early educators working in non-pre-K center-based programs compared with educators working in funded pre-K settings, in stark contrast to research recommendations about what educators need to know to work with children, regardless of age of children or setting. We assess whether qualification requirements meet the same

expert recommendations across settings and funding streams (i.e., whether center administrators and lead teachers are required to have a bachelor's degree and assistant teachers, a CDA or equivalent).

*Current Status Across States:* Only Delaware and the District of Columbia require center directors to have a bachelor's degree, and no states require lead teachers to have a bachelor's degree in non-pre-K center-based programs. Two states (Hawaii and Minnesota) and the District of Columbia require assistant teachers in such center-based programs to have a CDA or equivalent. Across states, the requirements for center directors and teachers vary substantially, with some states setting no minimum qualification requirements at all (see **Figure 3.5** and **Appendix Table 3.1**).

*Change Over Time:* Since 2018, key changes in licensing requirements for early educators in center-based programs (outside of public pre-K) took place in one state: Delaware.<sup>77</sup> For center directors, Delaware increased from requiring a minimum of an associate degree to a minimum requirement of a bachelor's degree. For lead teachers, there was no change; no states require a bachelor's degree for lead teachers in non-pre-K centers.<sup>78</sup> For assistant teachers, there was no change: two states (Hawaii and Minnesota) and the District of Columbia continue to require assistant teachers to have a CDA or equivalent.<sup>79</sup>

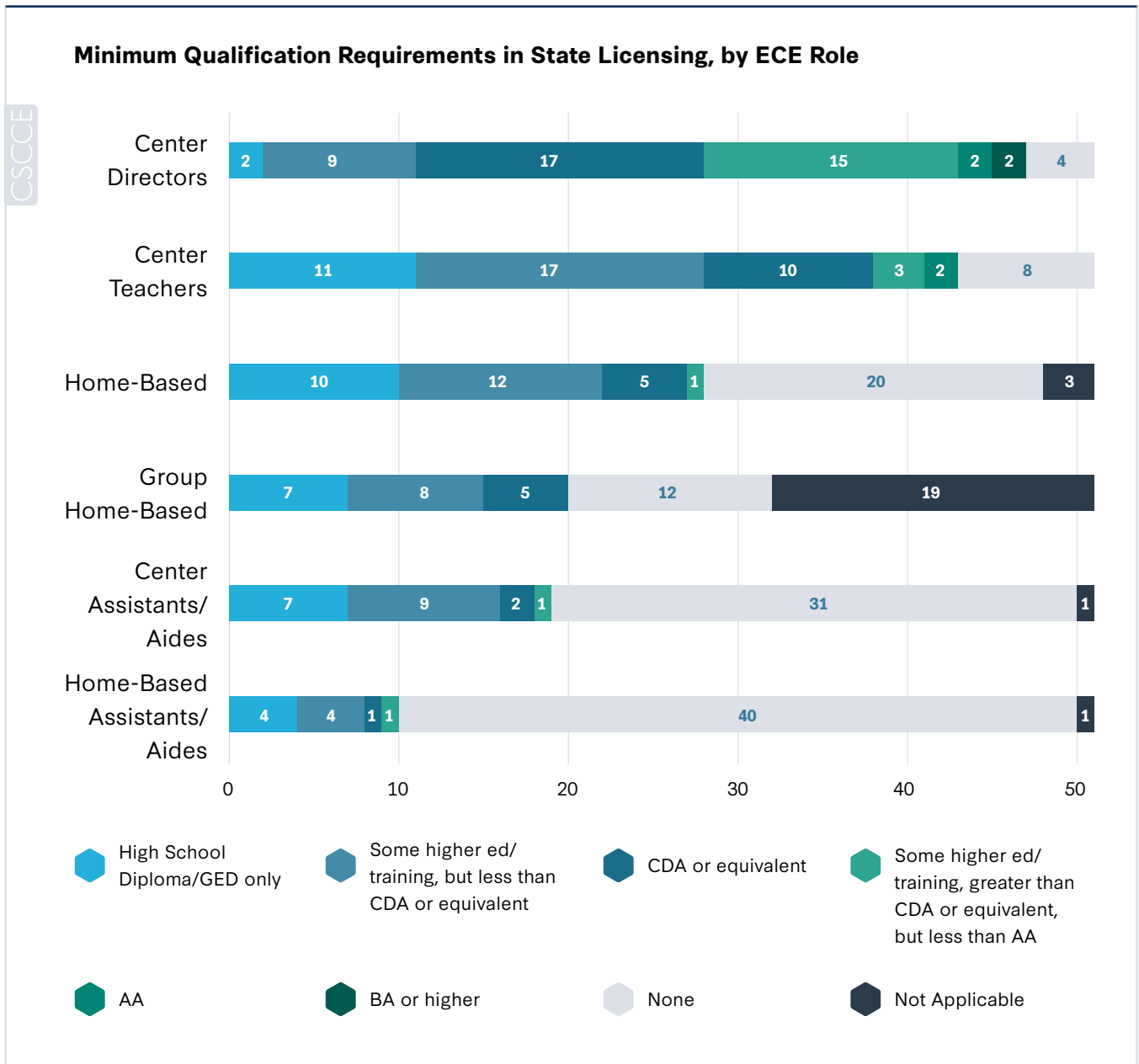
### **Indicator 3: Does the state require a minimum of a bachelor's degree for licensed home-based providers and a minimum of a CDA or equivalent for assistant teachers in home-based programs?**

*Rationale:* Child care licensing rules also often establish lower expectations for early educators in home-based settings compared with educators in center-based settings or in public pre-K. These different standards perpetuate disparities in children's access to a qualified teacher during their formative years. We assess whether qualification requirements meet the same expert recommendations across settings and funding streams (i.e., whether center administrators and lead teachers are required to have a bachelor's degree, and assistant teachers, a CDA or equivalent).

*Current Status Across States:* Not a single state requires a bachelor's degree for home-based providers, and only the District of Columbia and Hawaii<sup>80</sup> require at least a CDA or equivalent for assistant teachers in home-based programs. States are less likely to require any minimum qualifications for teaching staff in home-based programs than in center-based programs (see **Figure 3.5** and **Appendix Table 3.1**).

*Change Over Time:* Since 2018, there was no change at the indicator level in state education requirements for licensed home-based providers (bachelor's degree or more); no states met this requirement in 2018 nor in 2020. Similarly, there was no change in which states require a minimum of a CDA or equivalent for assistant teachers in home-based settings: the District of Columbia and Hawaii are still the only states that met this requirement.

FIGURE 3.5



**Indicator 4: Does the state have a scholarship to support educational attainment pathways from a CDA or equivalent to associate and bachelor’s degrees?**

*Rationale:* Academic and financial supports have been demonstrated to facilitate degree attainment among early educators. These supports include cohort models, flexible class schedules (e.g., classes at night, on weekends), and academic counseling, in addition to financial support for tuition, books, and other costs. We assess whether states have scholarship programs to support educational pathways for early childhood educators to achieve foundational knowledge (a Child Development Associate Credential or equivalent) and to achieve higher education (associate and bachelor’s degrees).

*Current Status Across States:* Forty-seven states have at least one scholarship program for early educators that supports one or more types of education or credentials; 14 states have multiple scholarship programs. Forty states have scholarships that support the attainment of a CDA Credential or equivalent; 45 states have scholarships that support the attainment of an associate degree, and 42 states have scholarships for bachelor's degrees. Thirty-five states have scholarships for all three levels of educational attainment. Many states' scholarship programs support additional types of education and credentials such as a master's degree or director credential. For more information on the types of scholarships included in each state's programs, see [Appendix Table 3.2](#).

*Change Over Time:* Since 2018, three states expanded their scholarship programs to include pathways for early educators to achieve bachelor's degrees (Arizona, New Jersey, Oklahoma), in addition to associate degrees and CDAs. Four states added scholarship programs that support the following pathways for early educators in their state: Arkansas (CDA or equivalent, associate degrees), Maine (associate degrees, bachelor's degrees), Montana (CDA or equivalent, associate degrees, bachelor's degrees), and Oregon (CDA or equivalent, associate degrees, bachelor's degrees).

State scholarship programs in Kansas and Utah supported pathways to a bachelor's degree in 2018, but in 2020, the support was limited to an associate degree and a CDA or equivalent. Colorado's T.E.A.C.H. scholarship program is not included in our 2020 assessment because it is currently supported entirely through philanthropic funding.

#### **Indicator 5: Does a state collect data on scholarship recipients?**

*Rationale:* To ensure equity in access to their scholarship programs, states should collect data on scholarship recipients, their outcomes, and their trajectory in the early childhood field. By collecting this information, states can assess which communities do not have access to scholarships and whether this situation is changing over time, then adapt their outreach and engagement strategies accordingly. Additionally, collecting data on scholarship recipients is important for articulating the level of funds needed to adequately support the ECE workforce, similar to the need for better data on the workforce more generally (see [Workforce Data](#)).

*Current Status Across States:* Forty-one states collect at least some data on their scholarship recipients, but what is collected varies widely.

*Change Over Time:* Since 2018, nine additional states reported that some data on their scholarship recipients is being collected (Arkansas, Georgia, Louisiana, Maine, Massachusetts, Montana, New York, Oregon, and Virginia); what is collected varies widely across states. California<sup>81</sup> and Colorado reported collecting data on their scholarship recipients in 2018 but did not meet this criteria in 2020 due to changes in their scholarship programs. We do not have data for 2020 to assess whether Kentucky and New Mexico collect data on scholarship recipients.



## POLICY RECOMMENDATIONS: QUALIFICATIONS & EDUCATIONAL SUPPORTS

**Align qualification requirements, across settings, with national recommendations** (i.e., the Institute of Medicine and National Research Council report *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation* [↗](#)).

- Establish minimum requirements that reflect foundational knowledge (i.e., a Child Development Associate Credential or equivalent) for all early childhood teaching staff.
- Require a bachelor's degree with ECE specialization and individual licensure or certification for lead teachers and program leaders, in line with what is required for teachers of older children.

**Develop strategies and ensure sufficient financial resources to disrupt systemic barriers to education and create the conditions for success in higher education.** Ensure that all members of the current and future workforce have opportunities and supports to acquire education and training at no personal financial cost. These supports should begin with entry-level foundational knowledge and align with a pathway based on degree and competency requirements to facilitate attainment of associate and bachelor's degrees. Include targeted opportunities and supports for people of color as well as individuals who speak English as a second language.

**Collect data about scholarship programs and other educational initiatives** to identify disparities in access and to assess whether such programs are providing appropriate levels of support.

**As new qualification requirements are implemented, develop an intentional strategy to support the existing workforce to avoid displacing current early educators from their jobs.** Provide options for members of the current workforce to maintain their employment by accounting for existing experience and by providing financial support to acquire additional education, training, or certification. Ensure adequate timelines to meet new requirements.

**Until qualifications are established in regulatory requirements, educators allocated time and resources to meet those requirements, and programs are funded to pay educators accordingly, neither individuals nor programs should be penalized for failing to meet qualifications that are only recommended and not required.**



TABLE 3.2

CSCCE

**Progress on Qualifications & Educational Supports, by State/Territory, 2020**

State	Pre-K		Center-Based			Home-Based		Scholarships to Support Educational Pathways	Collects Data on Scholarship Recipients	2020 Progress
	Lead - BA	Assistant - CDA	Director - BA	Lead - BA	Assistant - CDA	Lead - BA	Assistant - CDA			
Alabama	Yes	Yes	No	No	No	No	No	CDA, AA, BA	Yes	Edging Forward
Alaska	No	No	No	No	No	No	No	CDA, AA, BA	Yes	Edging Forward
Arizona	No	No	No	No	No	No	No	CDA, AA, BA	Yes	Edging Forward
Arkansas	No	Yes	No	No	No	No	No	CDA, AA	Yes	Edging Forward
California*	No	No	No	No	No	No	No	Not Applicable		Stalled
Colorado**	No	No	No	No	No	No	No	Not Applicable		Stalled
Connecticut	No	No	No	No	No	No	No	CDA, AA, BA	Yes	Edging Forward
Delaware	No	Yes	Yes	No	No	No	No	CDA, AA, BA	Yes	Edging Forward
District of Columbia	No	No	Yes	No	Yes	No	Yes	CDA, AA, BA	Yes	Edging Forward
Florida	No	No	No	No	No	No	No	CDA, AA, BA	Yes	Edging Forward
Georgia	Yes	Yes	No	No	No	No	No	CDA, AA, BA	Yes	Edging Forward
Hawaii	Yes	Yes	No	No	Yes	No	Yes	CDA, AA, BA	Not Available	Edging Forward
Idaho	Not Applicable		No	No	No	No	No	CDA, AA, BA	Yes	Edging Forward
Illinois	Yes	No	No	No	No	No	No	CDA, AA, BA	Yes	Edging Forward
Indiana	Not Applicable		No	No	No	No	No	CDA, AA, BA	Yes	Edging Forward
Iowa	No	No	No	No	No	No	No	CDA, AA, BA	Yes	Edging Forward
Kansas	Yes	No	No	No	No	No	No	CDA, AA	Yes	Edging Forward
Kentucky	Yes	No	No	No	No	No	No	CDA, AA, BA	Not Available	Not Available
Louisiana	Yes	No	No	No	No	No	No	CDA, AA, BA	Yes	Edging Forward

TABLE 3.2 CONTINUED

CSCCE

State	Pre-K		Center-Based			Home-Based		Scholarships to Support Educational Pathways	Collects Data on Scholarship Recipients	2020 Progress
	Lead - BA	Assistant - CDA	Director - BA	Lead - BA	Assistant - CDA	Lead - BA	Assistant - CDA			
Maine	Yes	Yes	No	No	No	No	No	AA, BA	Yes	Edging Forward
Maryland	Yes	No	No	No	No	No	No	AA, BA	Yes	Edging Forward
Massachusetts	No	No	No	No	No	No	No	CDA, AA, BA	Yes	Edging Forward
Michigan	Yes	Yes	No	No	No	No	No	CDA, AA, BA	Yes	Edging Forward
Minnesota	No	No	No	No	Yes	No	No	CDA, AA, BA	Yes	Edging Forward
Mississippi	Yes	Yes	No	No	No	No	No	Not Applicable		Stalled
Missouri	Yes	Yes	No	No	No	No	No	CDA, AA, BA	Yes	Edging Forward
Montana	Yes	No	No	No	No	No	No	CDA, AA, BA	Yes	Edging Forward
Nebraska	Yes	No	No	No	No	No	No	AA, BA	Yes	Edging Forward
Nevada	Yes	No	No	No	No	No	No	AA, BA	Yes	Edging Forward
New Hampshire	Not Applicable		No	No	No	No	No	CDA	Yes	Stalled
New Jersey	Yes	No	No	No	No	No	No	CDA, AA, BA	Not Available	Stalled
New Mexico	No	Yes	No	No	No	No	No	CDA, AA, BA	Not Available	Not Available
New York	Yes	No	No	No	No	No	No	CDA, AA, BA	Yes	Edging Forward
North Carolina	Yes	No	No	No	No	No	No	CDA, AA, BA	Yes	Edging Forward
North Dakota	Yes	No	No	No	No	No	No	CDA	Yes	Stalled
Ohio	No	No	No	No	No	No	No	CDA, AA, BA	Yes	Edging Forward
Oklahoma	Yes	No	No	No	No	No	No	CDA, AA, BA	Yes	Edging Forward
Oregon	No	No	No	No	No	No	No	CDA, AA, BA	Yes	Edging Forward

TABLE 3.2 CONTINUED

CSCCE

State	Pre-K		Center-Based			Home-Based		Scholarships to Support Educational Pathways	Collects Data on Scholarship Recipients	2020 Progress
	Lead - BA	Assistant - CDA	Director - BA	Lead - BA	Assistant - CDA	Lead - BA	Assistant - CDA			
Pennsylvania	No	No	No	No	No	No	No	CDA, AA, BA	Yes	Edging Forward
Rhode Island	Yes	Yes	No	No	No	No	No	AA, BA	Yes	Edging Forward
South Carolina	No	No	No	No	No	No	No	AA, BA	Yes	Stalled
South Dakota	Not Applicable		No	No	No	No	No	Not Applicable		Stalled
Tennessee	Yes	No	No	No	No	No	No	CDA, AA, BA	Yes	Edging Forward
Texas	Yes	No	No	No	No	No	No	CDA, AA, BA	Yes	Edging Forward
Utah	Not Applicable		No	No	No	No	No	CDA, AA	Yes	Stalled
Vermont	No	No	No	No	No	No	No	CDA, AA, BA	Yes	Edging Forward
Virginia	No	No	No	No	No	No	No	CDA, AA, BA	Yes	Edging Forward
Washington	No	Yes	No	No	No	No	No	CDA, AA, BA	Yes	Edging Forward
West Virginia	Yes	Yes	No	No	No	No	No	AA, BA	Not Available	Stalled
Wisconsin	No	No	No	No	No	No	No	CDA, AA, BA	Yes	Edging Forward
Wyoming	Not Applicable		No	No	No	No	No	CDA, AA, BA	Not Available	Stalled
<b>Total</b>	<b>24</b>	<b>13</b>	<b>2</b>	<b>0</b>	<b>3</b>	<b>0</b>	<b>2</b>	<b>CDA: 40 AA: 45 BA: 42</b>	<b>41</b>	

\*California has a grant program for FY 2020-21, the Quality Counts California Workforce Pathways Grant, which allows local agencies to apply for grants from the Department of Education that may be used for scholarships or bonuses.

\*\*Colorado is the only T.E.A.C.H. state that does not receive public funding; the program receives philanthropic support. Previously, their T.E.A.C.H. scholarship was partially supported with public funds.

TABLE 3.2 CONTINUED

CSCCE

Territory	Pre-K		Center-Based			Home-Based		Scholarships to Support Educational Pathways	Collects Data on Scholarship Recipients	2020 Progress
	Lead - BA	Assistant - CDA	Director - BA	Lead - BA	Assistant - CDA	Lead - BA	Assistant - CDA			
American Samoa	Not Available		Not Available			Not Available		Not Available	Not Available	Not Applicable
Guam	No	No	Not Available			Not Available		Not Available	Not Available	Not Applicable
Northern Mariana Islands	Not Available		Not Available			Not Available		Not Available	Not Available	Not Applicable
Puerto Rico	Not Available		Not Available			Not Available		Not Available	Not Available	Not Applicable
U.S. Virgin Islands	Not Available		No	No	No	No	No	Not Available	Not Available	Not Applicable

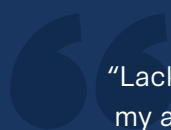


## Work Environment Standards

A good work environment requires appropriate pay, benefits, and opportunities for ongoing learning. But much more matters — policies and practices shape the climate of the workplace. Being able to depend on certain benefits, like paid time off when sick or to take care of family members, is an important contributor to a good work environment. Supports that enable good teaching practice are also critical and include:

- Sufficient staffing;
- Paid non-child contact time for completion of professional responsibilities and reflection with colleagues; and
- Opportunities to provide input into decisions that affect programs, classrooms, and teaching practices.

For decades, early educators have worked in settings that undermine their physical and financial well-being and have lacked the supports necessary to engage in effective teaching



“Lack of adult-size seating and table options often affects my ability to comfortably interact with children and causes pain for me. Emotionally I am supported by staff/peers but have very little time to effectively communicate with them, as I am typically relieving them or filling in for them. This can lead to stress and not enough time to prepare adequately for the needs of the children as well as adults.”

**ECE Assistant Teacher, Minnesota<sup>82</sup>**

(see [Early Educators Routinely Lack Teaching Supports](#)). The persistent absence of early educator voices in policy decisions contributes to these poor work environments. The COVID-19 pandemic has escalated the problem. Many educators face exposure to a deadly disease without adequate protections to prevent illness or to care for themselves if they are exposed or fall sick and face quarantine, while simultaneously being called upon to implement challenging new public health requirements and, in some cases, to facilitate remote learning while public schools are closed.<sup>83</sup>

The lack of national standards for early educator work environments exacerbate these challenges.<sup>84</sup> As a consequence, it has fallen to the states to set standards, yet state-level quality improvement initiatives have consistently missed the mark when addressing workforce needs. Workforce-related standards have largely focused on increasing opportunities for education and training, with little attention paid to improving work environments and adult well-being.

The ability of Quality Rating and Improvement Systems (QRIS) as mechanisms to improve quality equitably has been questioned,<sup>85</sup> yet they remain the dominant framework and strategy in states' attempts to improve quality. As states continue to use QRIS, the indicators of quality signal what elements of quality a state prioritizes, thus, it is critical to question whether a QRIS includes key work environment standards as part of the quality framework. The inclusion of work environment standards for educators in state policy and programs is an important step for prioritizing the well-being of educators, but to be clear, indicators alone cannot be the end goal: states must ensure that child care programs have the [financial resources](#) they need to meet these standards, whether they are providing center- or home-based care.

Additionally, the pandemic has demonstrated the critical importance of elevating health and safety provisions for the workforce. As the *Index* indicators were underway before the pandemic struck, we recognize now that these elements are a missing component to be considered for future assessments.

## EARLY EDUCATORS ROUTINELY LACK TEACHING SUPPORTS

CSCCE's SEQUAL studies [in communities with varying contexts](#)<sup>86</sup> have repeatedly demonstrated that educators lack a range of workplace supports that influence teaching practice:

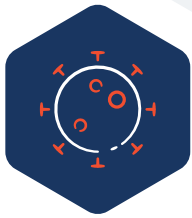
- Dedicated time for observation, planning, and reflection with colleagues;
- Materials and resources; and
- Sufficient staffing.

These teaching supports are essential for enabling teaching staff to apply their knowledge and skills. Efforts to improve or sustain program quality are undermined when such supports are missing or unreliable. Additional burdens are then placed on the already complex and demanding work of teaching, which includes responding to the varied needs of individual children.

Even in Marin County, California, one of the wealthiest communities in the country, ECE programs lack the resources to adequately support teachers. For example, only one-half (50 percent) of teaching staff reported having sufficient time each week to carefully observe children, and less than one-half (42 percent) reported that they had paid planning time during which they were not also responsible for the care of children.<sup>87</sup> Under such conditions, staff must choose between trying to perform both of these tasks simultaneously during paid hours or doing their planning during unpaid hours.

Similarly, many staff members reported lack of access to key materials and resources: 38 percent reported that equipment and materials were either not quickly repaired or replaced when broken or that they could not regularly rely on this practice; 36 percent did not have access to or could not rely on access to technology; and 41 percent reported that their program did not provide comfortable places for adults to sit and be with children or such places were not reliably provided.<sup>88</sup>

As a result of high churn in the field and inadequate public funding for ECE services, insufficient levels of staffing impact early educators' practice and work with children in their care. In the same SEQUAL study of early educators in Marin County, slightly more than one-half (51 percent) reported staffing levels that were insufficient for providing children in their classroom with individual attention.<sup>89</sup> Additionally, more than one-fourth (27 percent) of teaching staff assessed the ability to take paid breaks during their workday as undependable, although required by law in most instances.



## GOING BEYOND QRIS TO IMPROVE EDUCATOR WORK ENVIRONMENTS: STATE RESPONSES DURING COVID-19

Many early educators were already lacking [access](#) to health insurance, paid family and sick leave, and other important provisions for healthy and safe work environments even prior to the start of the COVID-19 pandemic. Once the pandemic struck, the lack of these provisions became even more devastating.

From the start of the pandemic, programs struggled to access essential supplies for cleaning and sanitation as well as personal protective equipment (PPE) for staff. In a study of more than 2,000 child care programs in California in April 2020, 62 percent of programs remaining open during the pandemic had difficulty accessing these supplies.<sup>90</sup> In a follow-up study in June 2020, 38 percent of open programs continued to face difficulties accessing sufficient PPE or cleaning/sanitizing supplies. Surveys in other states have documented similar challenges.<sup>91</sup>

Some states, like South Carolina,<sup>92</sup> provided grants for purchasing PPE and other supplies while other states, like Vermont, provided assistance in accessing supplies.<sup>93</sup> In New Mexico, the state not only distributed PPE to early care and education programs, but also directly secured health care access for child care workers in recognition of their labor as an essential service: any uninsured child care workers or their family members who tested positive for COVID-19 became eligible to enroll in the New Mexico Medical Insurance Pool (NMMIP).<sup>94</sup> New Mexico was also one of the few states to provide bonus pay to early educators during the months of April-June 2020, see [Compensation & Financial Relief](#).

Despite these efforts, the difference in crisis response for ECE and K-12 has been stark.<sup>95</sup> Teachers in K-12 were better able to mobilize and collectively voice their needs to challenge unsafe reopening of schools, yet the needs of early educators have largely been disregarded due to a lack of collective voice. In California, for example, efforts to open K-12 schools were reversed in response to teacher outcry, but early educators are still expected to face the same dangerous working conditions K-12 teachers rallied against. In some cases, state guidance for ECE programs has been actively dismissive and even harmful, even though such guidance was later revised. For example, initial emergency child care guidelines in Illinois stated in writing that staff should use garbage bags if protective gowns were not available, in recognition of the limited funding available to support programs.<sup>96</sup>



# Overview of State Progress on Work Environment Standards

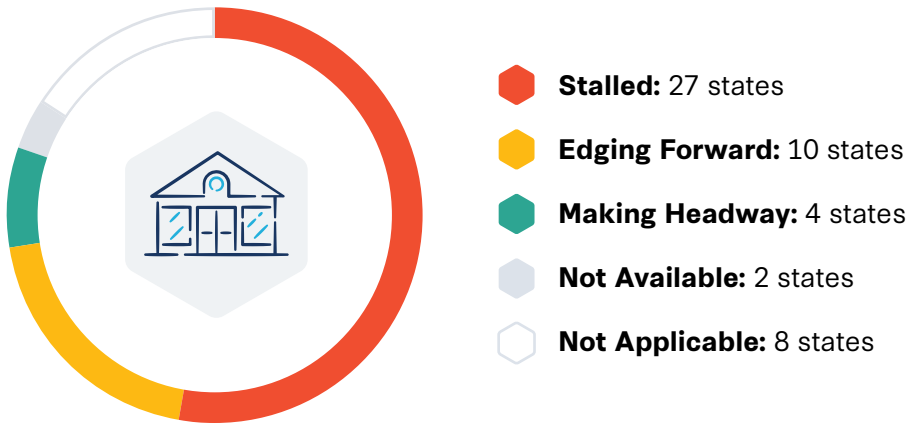
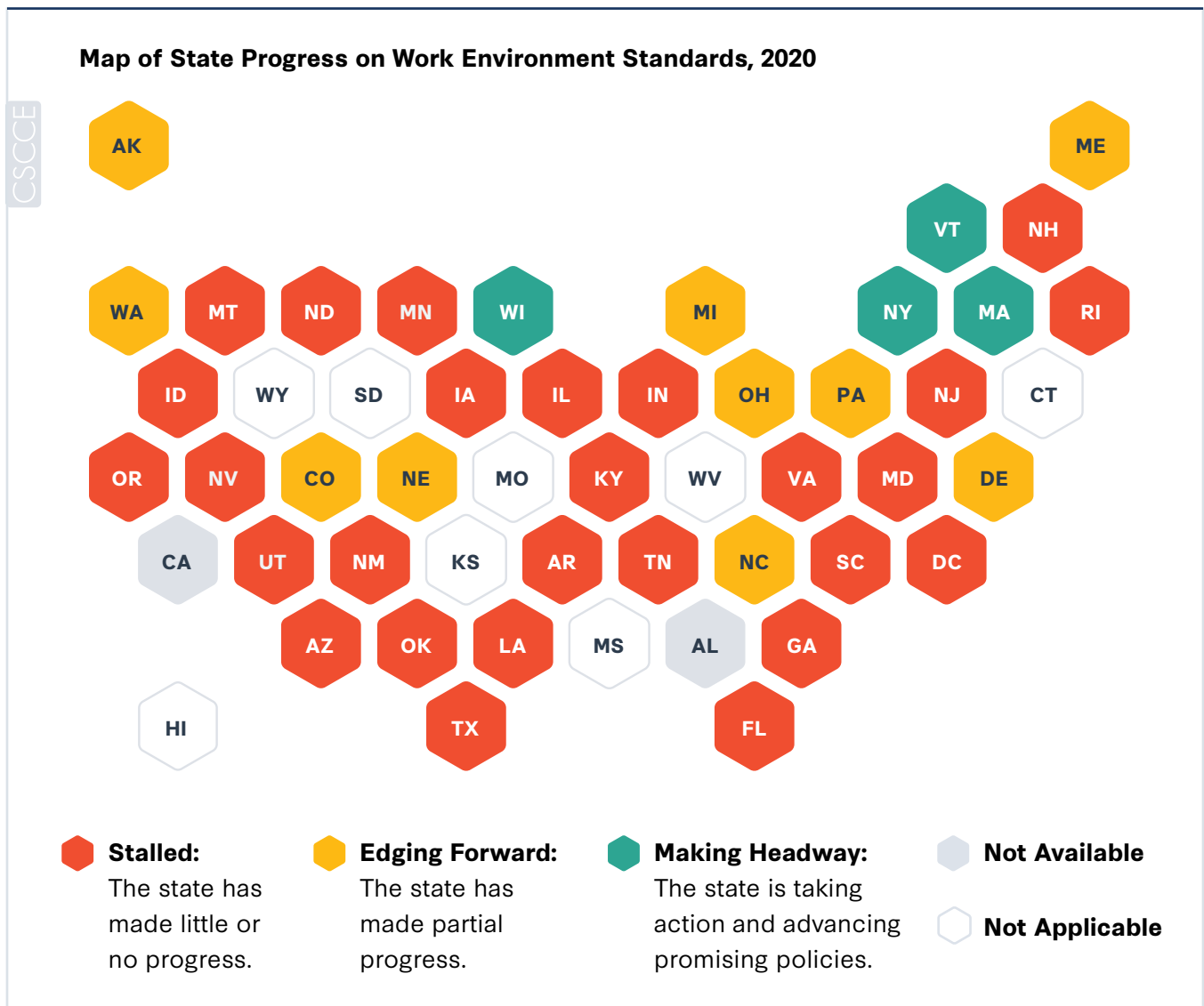


FIGURE 3.6



In 2020, the majority of states do not include key work environment standards in their QRIS (see **Figure 3.6**) — a reality that has scarcely improved since 2018. Change primarily occurred for center-based programs, reflecting both gains and losses across all three standards: centers saw a net increase in standards related to paid professional development time (+2 states) and paid planning time (+3 states), but a net decrease by one state for salary schedules and/or benefits. Home-based programs saw no marked change since 2018, with only one state (Pennsylvania) adding a standard for paid planning and/or preparation time. As a result, only two states improved: North Carolina advanced from **stalled** to **edging forward**, and Wisconsin changed from **edging forward** to **making headway**. Another change since 2018 was the number of states that could be assessed based on data availability from the [QRIS Compendium](#). Florida, Louisiana, and Washington, D.C., could not be assessed in 2018 but were assessed in 2020; all three received a status of **stalled**; none of them included these work environment standards in their QRIS.

**TABLE 3.3**

Key to State Progress on Work Environment Standards				
CSCCE	Work Environment Standards	Values & Partial Points		Maximum Points Per Indicator
	In QRIS standards: Paid professional development time	Centers: Yes/No	2	4
		Homes: Yes/No	2	
	In QRIS standards: Paid planning/preparation time	Centers: Yes/No	2	4
		Homes: Yes/No	2	
	In QRIS standards: Salary scale/benefits	Centers: Yes/No	2	4
		Homes: Yes/No	2	
	<b>Total</b>			<b>12</b>
	0-4 points per category		Stalled	
	5-8 points per category		Edging Forward	
9-12 points per category		Making Headway		

FIGURE 3.7

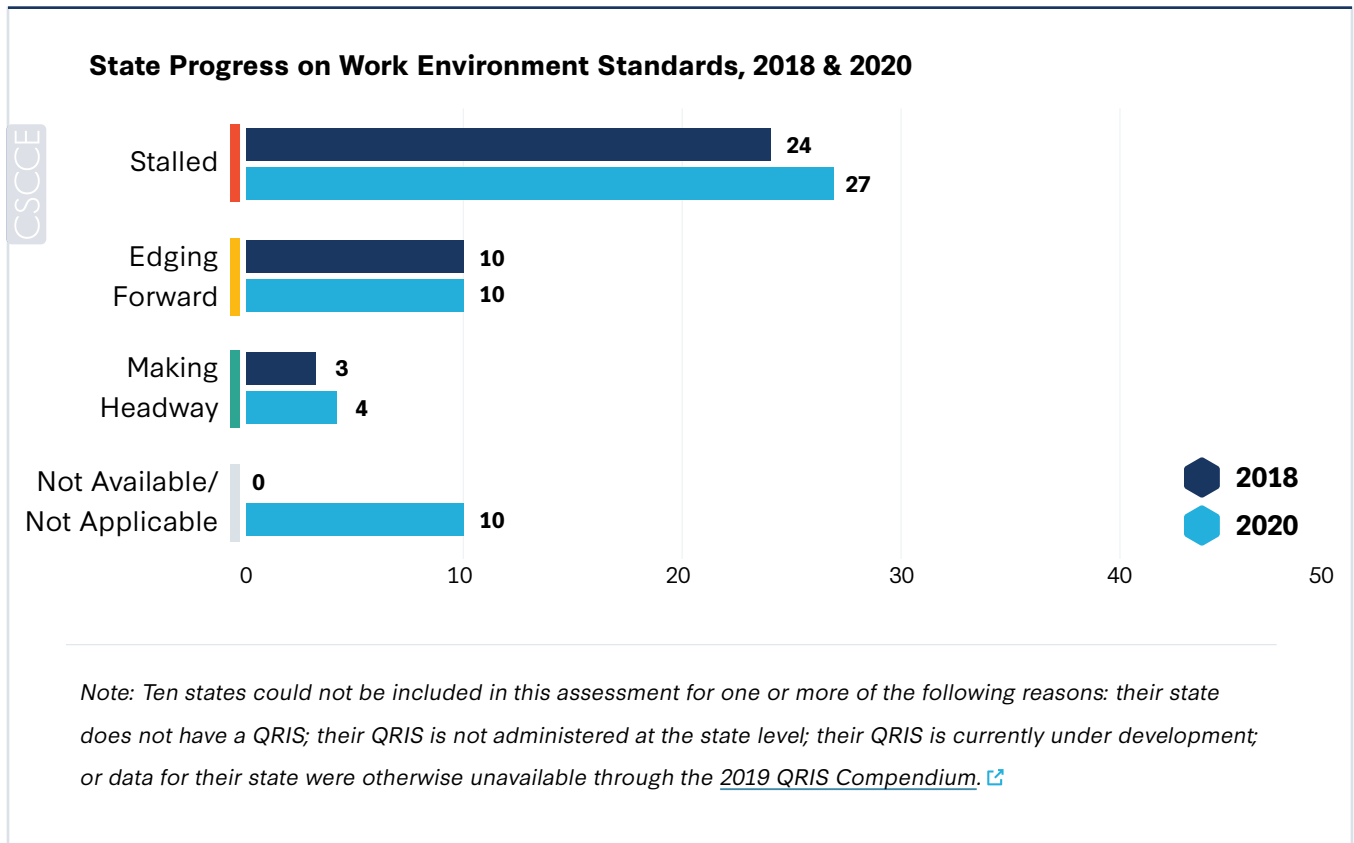
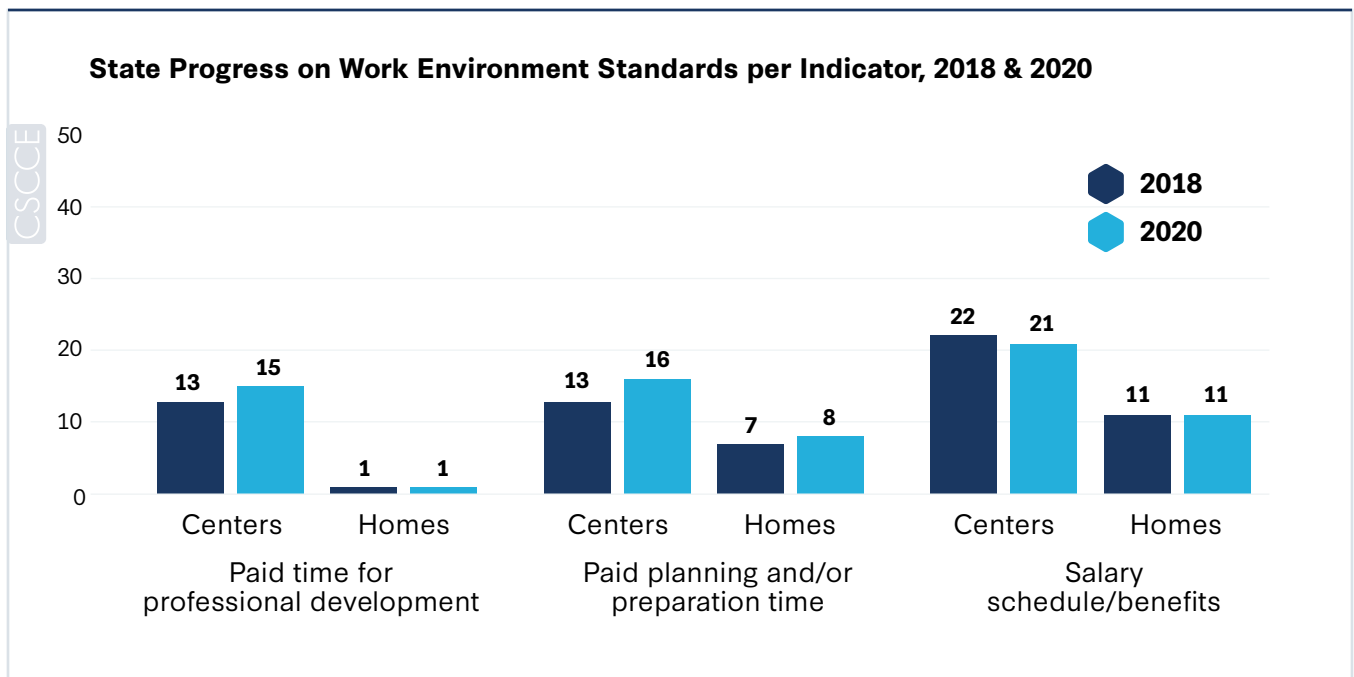


FIGURE 3.8



# State Progress on Work Environment Standards: Indicators

## Indicator 1: Does a state's QRIS include standards for paid professional development time for center- and home-based programs?

*Rationale:* Paid professional development enables educators to engage in reflection and collaboration with peers, which is necessary for the ongoing development of teaching practice, while receiving compensation for their time and contributions.

### *Current Status Across States*

- Fifteen states include paid professional development time as a quality benchmark for center-based programs.
- Vermont is the only state that includes paid professional development time as a quality benchmark for home-based programs.

*Change Over Time:* Since 2018, there was a net increase of two states including paid professional development time standards for center-based programs in their QRIS: while four states (Indiana, North Carolina, North Dakota, and Wisconsin) added standards, two states (Georgia and Pennsylvania) no longer included these standards. For home-based settings, there was no change in the states that included paid professional development time between 2018 and 2020.



"My program gives us paid planning for one hour per week. We use this time wisely but it's still insufficient for all the required planning, paperwork, and environment changes."

**ECE Lead Teacher, New York<sup>97</sup>**

## **Indicator 2: Does a state’s QRIS include standards for paid planning and/or preparation time for center- and home-based programs?**

*Rationale:* Paid time for teachers to plan or prepare for children’s activities is essential to a high-quality service, but it is not guaranteed for early educators, many of whom must plan while simultaneously caring for children or during unpaid hours.

### *Current Status Across States*

- Sixteen states include paid planning and/or preparation time as a quality benchmark for center-based programs.
- Eight states include paid planning and/or preparation time as a quality benchmark for home-based programs.

*Change Over Time:* Since 2018, there was a net increase of three states including paid planning and/or preparation time standards for center-based programs in their QRIS: while four states (Arkansas, Indiana, North Carolina, and South Carolina) added standards, one state (Nevada) no longer included these standards. For home-based programs, there was an increase of one additional state since 2018: Pennsylvania now includes paid planning and/or preparation time.

## **Indicator 3: Does a state’s QRIS include standards for salary scales and/or benefits for center- and home-based programs?**

*Rationale:* QRIS could be an opportunity to signal that — just like education levels — compensation and retention are important markers of quality, but not all QRIS include standards for salary scales or benefit options (e.g., health insurance, paid sick leave, family leave, vacation/holidays) as part of their ratings. Additionally, even when QRIS include such standards, they may still lack guidelines for programs about what is appropriate (e.g., salary scales that begin at a living wage rather than the minimum wage).

### *Current Status Across States*

- Twenty-one states include standards for salary scales and/or benefit options for center-based programs.
- Eleven states include standards for salary scales and/or benefit options for home-based programs.

*Change Over Time:* Since 2018, two states (Arkansas and New Jersey) added standards for salary scales and/or benefits for center-based programs, while three states (Arizona, Georgia, and Oklahoma) removed such standards from their QRIS, resulting in a net loss of one state. For home-based settings, there was no change since 2018.



## POLICY RECOMMENDATIONS: WORK ENVIRONMENT STANDARDS

The pandemic has demonstrated how varied the working conditions are across the ECE system, the hazardous conditions in which educators have been expected to work, and how far afield their conditions are from those of K-12 educators. A starting place is for federal and state agencies to adopt guidelines for model workplace standards for centers and homes. An essential next step is to provide the **financial resources** that programs need to implement those standards.

Actions that can be taken in this regard include:

- Adopt workplace standards, such as guidance on appropriate levels of paid planning time, which are necessary for educators to engage in professional practice to support children’s learning and to alleviate conditions that cause educator stress.
  - Use existing models, such as the *International Labour Organization Policy Guidelines* [↗](#) and the U.S.-based *Model Work Standards for Centers and Homes*. [↗](#)
  - Develop intentional mechanisms to engage educators as influential partners in the process of developing workplace standards to ensure these standards reflect their needs and experiences.
  - In partnership with educators, assess and update definitions of quality, licensing, and competencies to include adopted workplace standards, with the goal of implementing equitable standards across programs. Recognize and remedy the racial and class inequities embedded in quality rating systems by providing sufficient public funding for all programs to meet standards.
  - Provide financial resources and technical assistance to enable programs to implement standards in a reasonable period of time and to sustain compliance with these standards over time.
  - Require all programs that receive public funding to complete training on the standards and to complete an annual self-assessment and improvement plan.

- Identify and implement strategies for ECE teachers, faculty, quality improvement staff and other stakeholders to learn about work environment issues, including via technical assistance, professional development, and teacher and leader preparation programs.
- Establish the right of all ECE staff to organize/ join a union. Unions can serve as a way for the people doing the work to monitor working conditions and can provide a safe channel to report unsafe or problem conditions.
- Ensure protections are in place for workers who report workplace or regulatory violations (e.g., [California’s whistleblowing law](#)), and that all educators are aware of and informed about their rights, including state laws around occupational health and safety.
- Regularly collect data from early educators to assess how they experience work environment standards.
- In addition, as long as educators continue to work in emergency conditions in which they are risking their lives, states should **immediately** provide:
  - PPE and sanitizing supplies that educators need for themselves and for the children in their care;
  - Free access to COVID-19 testing and priority access to vaccines;
  - Guaranteed paid sick leave if educators must quarantine because of a positive test or exposure to the virus or if they become symptomatic;
  - Guaranteed health coverage for educators and family members in their household; and
  - Guaranteed pay of no less than the locally assessed living wage.



## International and U.S. Models for Adopting Early Educator Work Environment Standards

More than two decades ago, early educators in center- and home-based programs led an effort to articulate standards for their work environments to support their teaching practice. Recently updated, the [Model Work Standards for Centers and Homes](#) continue to provide a vision for ensuring ECE teachers’ rights and needs are met throughout the United States.<sup>98</sup>

Internationally, the importance of teacher work environments for quality early care and education is increasingly recognized. In 2014, the International Labour Organization (ILO) published [Policy Guidelines on the Promotion of Decent Work for Early Childhood Education Personnel](#) — the first international text to specifically articulate standards for the work environments of early educators.<sup>99</sup> In 2018, the Organisation for Economic Cooperation and Development (OECD) conducted the [first international survey](#) focused on the ECE workforce, including information on the quality of their work environments and work-related stress.<sup>100</sup>

TABLE 3.4

CSCCE

**Progress on Work Environment Standards, by State/Territory, 2020**

State	Included in QRIS Standards						2020 Progress
	Paid Time for Professional Development		Paid Planning and/or Preparation Time		Salary Schedule/ Benefits		
	Centers	Homes	Centers	Homes	Centers	Homes	
Alabama	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
Alaska	Yes	No	Yes	No	Yes	No	Edging Forward
Arizona	No	No	No	No	No	No	Stalled
Arkansas	No	No	Yes	No	Yes	No	Stalled
California	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
Colorado	Yes	No	Yes	No	Yes	No	Edging Forward
Connecticut	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Delaware	No	No	Yes	Yes	Yes	Yes	Edging Forward
District of Columbia	No	No	No	No	No	No	Stalled
Florida	No	No	No	No	No	No	Stalled
Georgia	No	No	No	No	No	No	Stalled
Hawaii	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Idaho	No	No	No	No	No	No	Stalled
Illinois	No	No	No	No	No	No	Stalled
Indiana	Yes	No	Yes	No	No	No	Stalled
Iowa	No	No	No	No	No	No	Stalled
Kansas	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable



TABLE 3.4 CONTINUED

CSCCE

State	Included in QRIS Standards						2020 Progress
	Paid Time for Professional Development		Paid Planning and/or Preparation Time		Salary Schedule/ Benefits		
	Centers	Homes	Centers	Homes	Centers	Homes	
Kentucky	No	No	No	No	Yes	No	Stalled
Louisiana	No	Not Applicable	No	Not Applicable	No	Not Applicable	Stalled
Maine	No	No	Yes	No	Yes	Yes	Edging Forward
Maryland	No	No	No	No	Yes	Yes	Stalled
Massachusetts	Yes	No	Yes	Yes	Yes	Yes	Making Headway
Michigan	Yes	No	No	No	Yes	Yes	Edging Forward
Minnesota	No	No	No	No	No	No	Stalled
Mississippi	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Missouri	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Montana	No	No	No	No	No	No	Stalled
Nebraska	Yes	No	No	No	Yes	Yes	Edging Forward
Nevada	No	No	No	No	Yes	No	Stalled
New Hampshire	No	No	No	No	Yes	Yes	Stalled
New Jersey	Yes	No	No	No	Yes	No	Stalled
New Mexico	No	No	Yes	Yes	No	No	Stalled
New York	Yes	No	Yes	Yes	Yes	Yes	Making Headway
North Carolina	Yes	No	Yes	No	Yes	No	Edging Forward

TABLE 3.4 CONTINUED

CSCCE

State	Included in QRIS Standards						2020 Progress
	Paid Time for Professional Development		Paid Planning and/or Preparation Time		Salary Schedule/ Benefits		
	Centers	Homes	Centers	Homes	Centers	Homes	
North Dakota	Yes	No	No	No	No	No	Stalled
Ohio	Yes	No	Yes	No	Yes	No	Edging Forward
Oklahoma	No	No	No	No	No	No	Stalled
Oregon	No	No	No	No	Yes	Yes	Stalled
Pennsylvania	No	No	Yes	Yes	Yes	Yes	Edging Forward
Rhode Island	No	No	No	No	No	No	Stalled
South Carolina	No	No	Yes	No	No	No	Stalled
South Dakota	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Tennessee	Yes	No	No	No	Yes	No	Stalled
Texas	No	No	No	No	No	No	Stalled
Utah	No	No	No	No	No	No	Stalled
Vermont	Yes	Yes	Yes	Yes	Yes	No	Making Headway
Virginia	No	No	No	No	No	No	Stalled
Washington	Yes	No	Yes	Yes	No	No	Edging Forward
West Virginia	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Wisconsin	Yes	No	Yes	Yes	Yes	Yes	Making Headway
Wyoming	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
<b>Total</b>	<b>15</b>	<b>1</b>	<b>16</b>	<b>8</b>	<b>21</b>	<b>11</b>	

TABLE 3.4 CONTINUED

CSCCE

Territory	Included in QRIS Standards						2020 Progress
	Paid Time for Professional Development		Paid Planning and/or Preparation Time		Salary Schedule/ Benefits		
	Centers	Homes	Centers	Homes	Centers	Homes	
American Samoa	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Guam	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Northern Mariana Islands	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Puerto Rico	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
U.S. Virgin Islands	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

*Note: Ten states and all five territories could not be included in this assessment. States/territories that do not have a QRIS or whose QRIS is a pilot or under development have been labeled "Not Applicable." Fully implemented QRIS that are not administered at the state/territory level or for which data were otherwise unavailable through the [2019 QRIS Compendium](#) are labeled Not Available.*



## Compensation & Financial Relief

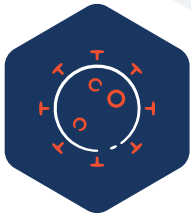
In 2019, national median wages for early educators ranged from \$11.65 per hour (or \$24,232 full-time per year) to \$14.67 per hour (or \$30,514 full-time per year), see [Early Educator Pay & Economic Insecurity](#). Many early educators are quite literally receiving poverty-level wages: the federal poverty threshold for a family of four in 2019 was \$25,750.<sup>101</sup> At the same time that wages paid to early educators overall are low, disparities linked to funding source, ages of children, and racial discrimination cause greater harm to certain populations within this workforce. These disparities translate into even lower pay, especially for Black women and educators who work with infants and toddlers, who are paid thousands of dollars less than their peers each year.<sup>102</sup>

The pandemic has greatly intensified the economic insecurity of early educators, forcing many to place their financial well-being ahead of their physical well-being. Unlike public schools, when child care programs close, most early educators have no guarantee that they will continue to be paid. For family child care providers in particular, a loss of income to pay themselves and their business expenses may also mean the inability to pay their rent or mortgage, which is doubly distressing because they operate their businesses from their homes.

And yet, even as many providers try to keep their doors open, the combination of higher costs to meet safety protocols and lower revenues because fewer children are enrolled is leading to job losses and program closures. Many of these closures and layoffs are expected to become permanent.<sup>103</sup> Over the course of the first eight months of the pandemic, 166,000 jobs in the child care industry were lost. As of October 2020, the industry was only 83 percent as large as it was in February, before the pandemic began.<sup>104</sup>

In order to stabilize the early care and education sector, make sustainable progress on appropriate compensation for all early educators, and make teaching young children an attractive career, there must be a reckoning with the inadequacy of current levels of public funding. Estimates vary on the level of public investment needed to reform the system, but all estimates confirm that substantial increases

are necessary, especially in order to provide fair compensation to early educators (see [Financial Resources](#) for state-level estimates developed by CSCCE and the Economic Policy Institute). Furthermore, increased funding must be accompanied by explicit policies and mechanisms designed to raise compensation and to do so fairly — through wage and benefit schedules, for example — in order to undo the wage gaps that characterize today’s system.



## **EARLY EDUCATORS FACE HEALTH RISKS & LOW PAY, OFTEN WITHOUT HEALTH INSURANCE**

Early educators put their lives at risk, often without health benefits,<sup>105</sup> to serve children and families during the pandemic. Even without clear guidance or adequate additional funding, child care programs have largely been expected to continue to operate since the onset of the pandemic, with educators continuing to receive the poverty-level wages that they earned pre-pandemic. For programs that closed, unemployment benefits offered a lifeline for workers, but supplemental unemployment payments provided only limited and temporary relief. Many educators face reduced working hours or longer-term unemployment, potentially without health care coverage for themselves and their families.

A few states notably offered additional payments to child care workers early on in the pandemic. North Carolina and New Mexico, for example, provided monthly bonus payments ranging from \$350 to \$950 per month to early education staff.<sup>106</sup> Kentucky issued a one-time \$1,500 bonus payment to child care workers serving essential workers.<sup>107</sup> Wisconsin relaxed eligibility requirements for their pre-pandemic REWARD stipend initiative and granted awards to recipients who were furloughed or working reduced hours, as well as a one-time stipend increase in July 2020 to active stipend recipients.<sup>108</sup> Vermont provided additional funding to child care programs that were ordered closed during April and May; one of the requirements for receiving the additional funding was that staff pay must be maintained.<sup>109</sup>

Nevertheless, these states are the exception: most states have not prioritized educator pay, and one-time payments are not enough to support early educators and their own families.

Appropriate compensation for early educators means that:

- At a minimum, all those working with young children should earn at least the locally assessed living wage;
- Wages should additionally account for job role, experience, and education, with educators compensated fairly for the work they are already doing;
- Wage levels should calibrate upward from a living wage as the starting point to full parity with similarly qualified elementary school teachers; and
- Wage standards should apply whether educators are working in center or home-based programs.

“Child care teachers need to be paid more. We are living at or below the poverty line.... We are teaching our future generation, and we can’t even make enough to live comfortably.”

**ECE Lead Teacher, Minnesota**<sup>110</sup>

Some states (such as Alabama) and several cities have been leading the way, ensuring that teachers in publicly funded pre-K classrooms are paid on par with K-3 teachers.<sup>111</sup> Yet much more must be done to ensure appropriate wages for educators in all early care and education classrooms, *regardless of the age of the child or the setting*. Efforts in New York City have been moving in this direction, extending wage increases to early educators in Head Start programs and community-based centers, regardless of the age of the child served.<sup>112</sup> As an interim step, many states have provided financial relief in the form of stipends, tax credits, or bonuses, which provide some additional income for low-paid early educators but do not fundamentally change the amount of their paycheck.

In addition to wages, compensation includes an array of benefits, such as health insurance, paid sick leave, and retirement contributions. These benefits are standard in many fields but are not consistently available across ECE settings. Due to limited data, we could not assess state policy efforts to improve benefits in the *Index*. For information on the inclusion of staff benefits in the standards of quality rating and improvement systems (QRIS) for programs, see [Work Environment Standards](#). For information on which states collect data on wages and benefits for the ECE workforce in their state, see [Workforce Data](#).

## “What’s in a Name?” — A Glossary of Key Compensation Terms

Words like “compensation,” “parity,” and “living wage” have been gaining traction in early care and education circles, but there are different interpretations of what they mean. Here’s a short guide to help bring clarity to the debate.

- **Compensation:** “A term used to encompass the entire range of wages and benefits, both current and deferred, that employees receive in return for their work,” as defined by the Bureau of Labor Statistics.<sup>113</sup>
- **Living Wage:** Typically refers to a minimum threshold for affording basic necessities, which varies by household type and local cost of living. A living wage calculator for various geographies has been developed by the Massachusetts Institute of Technology (MIT).<sup>114</sup>
- **Compensation Parity:** The state or condition of being equal especially regarding status or pay. In current ECE debates, it typically refers to comparability between early educator pay and K-3 teacher pay.<sup>115</sup>
- **Compensation Strategy/Initiatives:** Initiatives that increase workers’ base annual salaries or hourly wages and/or provide benefits such as health insurance or retirement plans.
- **Financial Relief Strategy/Initiatives:** Initiatives that provide additional income or financial relief outside a worker’s pay and benefits (compensation), based on eligibility, such as stipends or tax credits.
- **Stipend:** As used in the *Index*, a stipend refers to a supplemental or non-wage cash award that an educator may receive more than once (e.g., every six months or every year), often intended to support retention.
- **Bonus:** As used in the *Index*, a bonus refers to a cash award provided as a one-off recognition of a particular educational achievement (such as completion of a degree or credential).

For more information on the differences between compensation strategies, financial relief strategies, and educational support strategies, see [\*From Unlivable Wages to Just Pay for Early Educators\*](#).<sup>116</sup>



“Economically, it is very difficult to work in this field. I struggle to get by and live paycheck to paycheck. I have to work a second job in order to barely make ends meet. Emotionally, this job has taken a huge toll on my body.”

**ECE Lead Teacher, California**<sup>117</sup>

## Overview of State Progress on Compensation & Financial Relief



- Stalled:** 42 states
- Edging Forward:** 9 states
- Making Headway:** 0 states

Between 2018 and 2020, there was a net improvement as four states improved their assessment by making strides in one or more compensation and financial relief indicators: Alabama, Nevada, Oklahoma, and Rhode Island advanced from **stalled** to **edging forward**. Meanwhile, two other states moved down in their assessments: Nebraska and New Mexico moved from **edging forward** to **stalled**.

Overall, the majority of states (42) remain in the **stalled** category, having not implemented substantial compensation strategies or financial relief measures in their early care and education workforce policies, while a total of nine states are **edging forward**. As in 2018, no states are rated as **making headway**.



TABLE 3.5

**Compensation & Financial Relief: A Key to State Assessments**

CSCCE

Compensation & Financial Relief	Values & Partial Points		Maximum Points per Indicator
Compensation: Salary parity for publicly funded pre-K teachers?	Parity (all)	3	3
	Parity (some)	2	
	Partial parity or sub-parity (all)	1	
Compensation: Required standards (outside pre-K)?	Yes/No		3
Compensation: Standards guidelines or plans (outside pre-K)?	Guidelines: Yes/No	2	2
	Plans only: Yes/No	1	
Compensation: Earmarks for salaries in public funding (outside pre-K)?	Yes/No		1
Financial relief: Stipend or tax credit?	Yes/No		2
Financial relief: Bonus?	Yes/No		1
<b>Total</b>			<b>12</b>

0-4 points per category	Stalled
5-8 points per category	Edging Forward
9-12 points per category	Making Headway

FIGURE 3.9

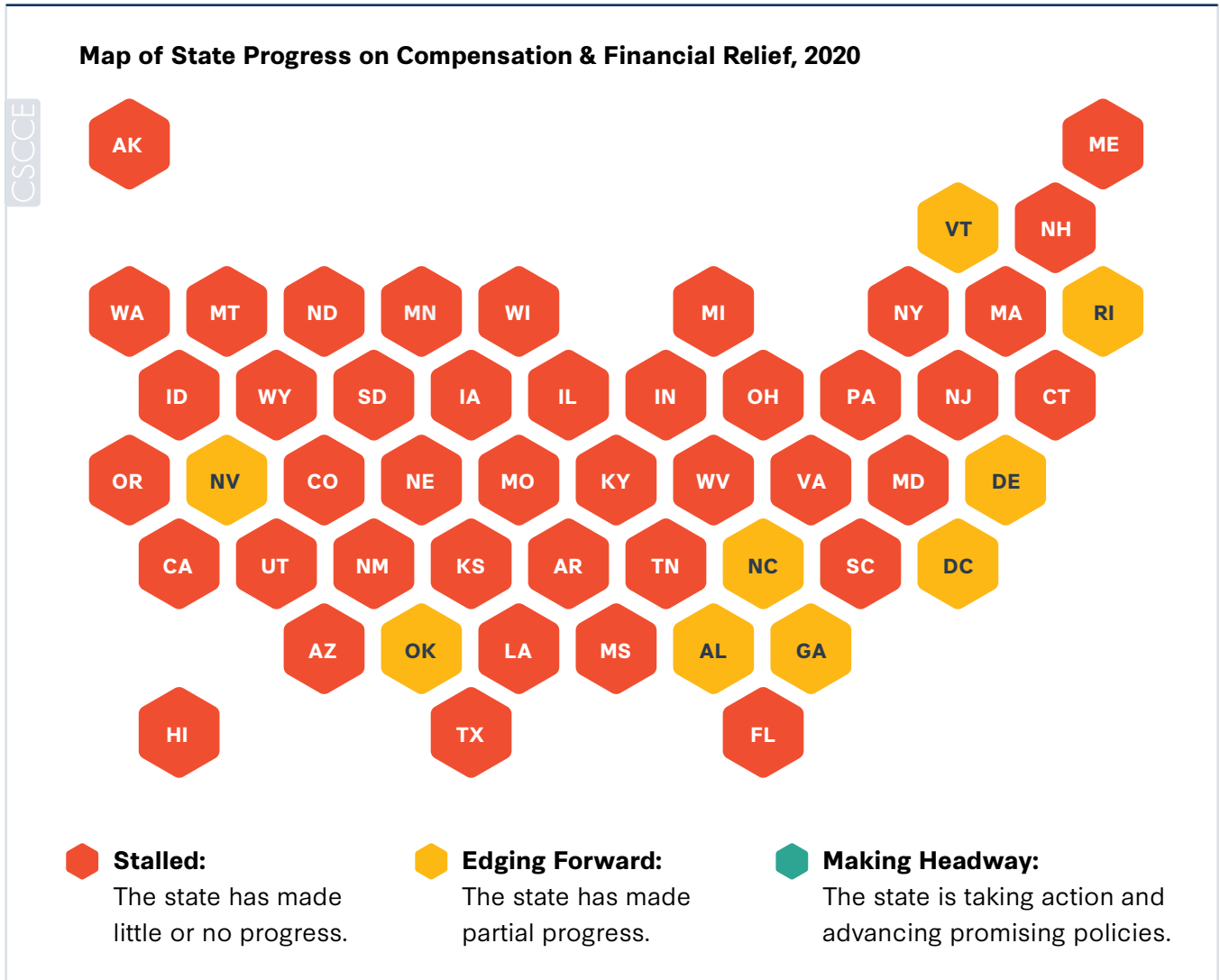


FIGURE 3.10

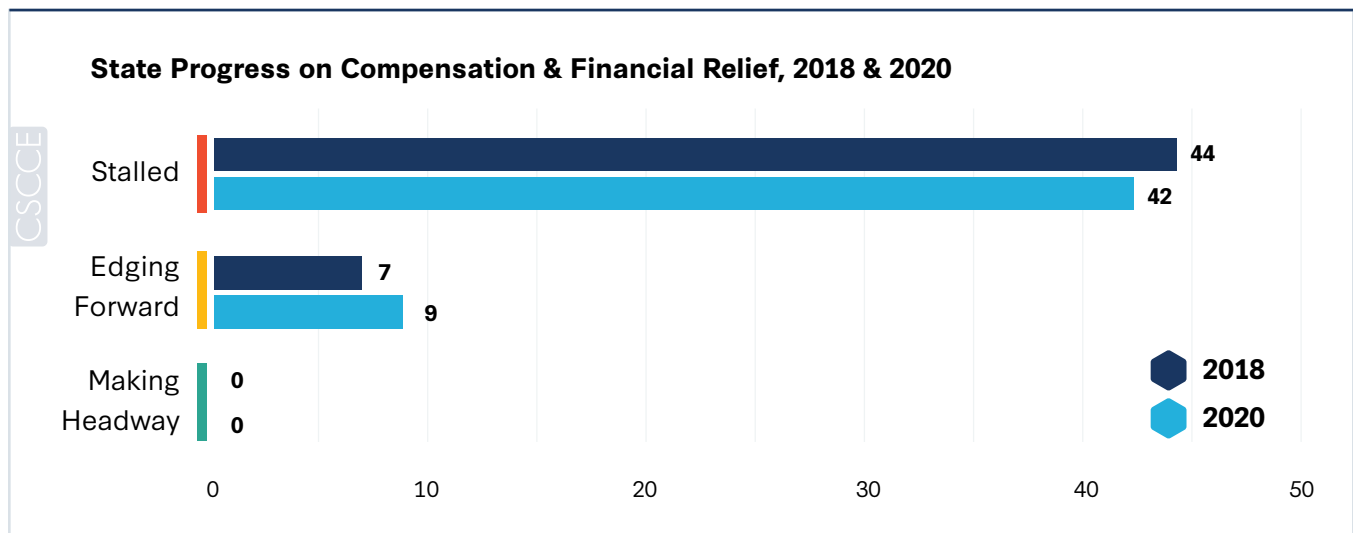
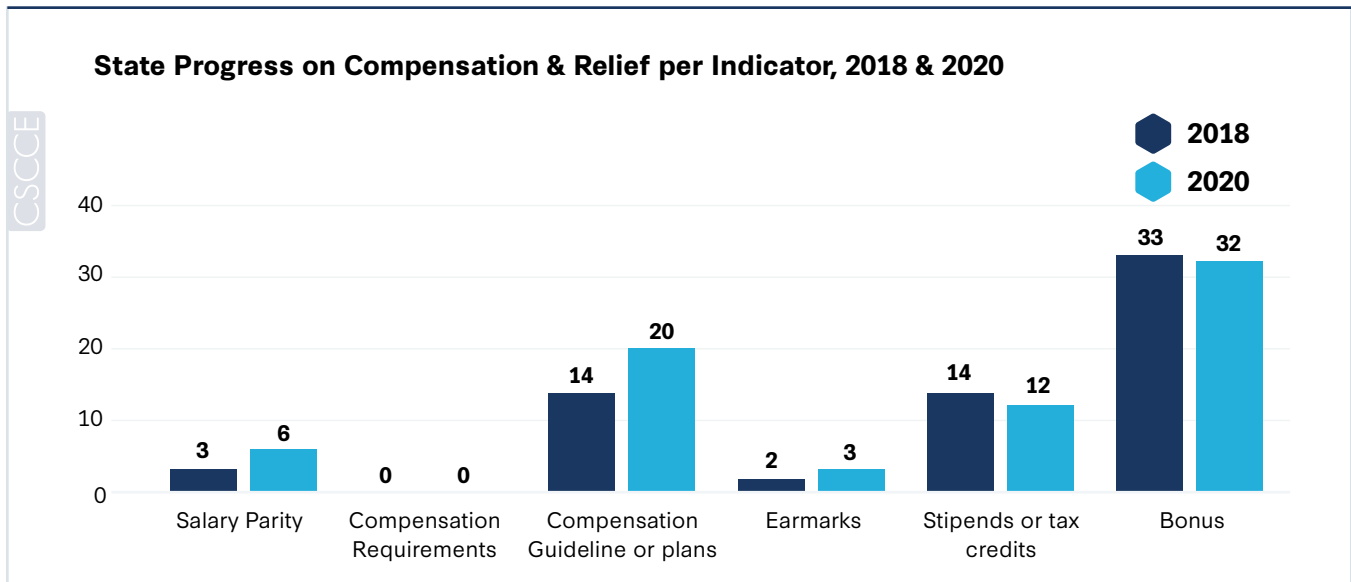


FIGURE 3.11



### Indicator 1: Does the state require salary parity for publicly funded pre-K teachers?

*Rationale:* An appropriate benchmark for determining early childhood educator compensation standards is parity with K-3 teachers, recognizing that early education and care requires just as much skill and training as teaching older children in the birth-to-age-eight continuum.<sup>118</sup> Do states require the same starting salary and salary schedule, prorated, for pre-K teachers as for K-3 teachers, and does this parity apply to publicly funded pre-K teachers in all types of settings and all pre-K programs in the state? While we have focused on whether states meet the criteria for salary parity — both starting salary and salary schedule — parity in benefits and payment for professional responsibilities are aspects of parity that also require attention but are not part of the current assessment (see **Table 3.6**).

*Current Status Across States:* As of the 2018-2019 school year, just six states met these criteria for pre-K salary parity in all settings/programs (Alabama, Hawaii, Nevada, New Jersey, Oklahoma, and Rhode Island), while another 18 required salary parity for some pre-K teachers (e.g., in public schools only or only in some of their pre-K programs, if the state had more than one). An additional three states (Alaska, Minnesota, Missouri) met the criteria for partial or sub-parity, at least for some pre-K teachers. Six states do not have state pre-K programs assessed by the National Institute for Early Education Research (NIEER), so no data were available for these states (Idaho, Indiana, New Hampshire, South Dakota, Utah, and Wyoming).<sup>119</sup> Although not assessed in the *Index*, individual cities have also been moving forward with implementing their own pre-K programs, and some (e.g. New York City, San Antonio) have actively addressed compensation parity.<sup>120</sup>

*Change Over Time:* The number of states that met the criteria for pre-K salary parity in all settings/programs doubled from three to six between 2018 and 2020. Hawaii, Nevada, New Jersey, and Rhode Island were added, while Tennessee was lost. Compared with 2018, there was a net increase of eight states requiring salary parity for some pre-K teachers only. In some cases, these differences may reflect changes in how state pre-K administrators reported their policies to the NIEER State of Preschool survey, rather than actual changes in the policies themselves.<sup>121</sup>

**TABLE 3.6**

**Compensation Parity & Related Forms of Compensation Improvement: A Framework**

CSCCE

Type of Compensation Improvement	Components of Compensation			Payment for Professional Responsibilities
	Salary		Benefits	
	Starting Salary	Salary Schedule <sup>122</sup>		
Parity (defined as equivalent)	Same, prorated for length and number of days	Same, prorated for length and number of days	Same package, same options for coverage for health, retirement, and vacation/holiday/sick leave	Same menu of supports and dosage for non-child contact responsibilities (e.g., planning time, professional development days)
Partial Parity (defined as equivalent for select components)	Same, prorated for length and number of days	Not same or absent	Equivalent options for some benefits, but not full package of benefits	Equivalent options for some supports, but not full menu of supports
Sub-Parity (defined as similar but not equivalent)	Same, not prorated	Same, not prorated or not same/absent	Same package of benefits, not equivalent value	Same menu of supports, not equivalent value
Alternative Forms of Compensation Improvement	Strategies that improve pre-K compensation in order to close the gap with teachers of older children but fall well short of parity. In theory, compensation improvement strategies could also set goals higher than earnings of K-12 teachers in public schools, though in practice this is rare. <sup>123</sup>			

Source: Whitebook, M. & McLean, C. (2017). In Pursuit of Pre-K Parity: A Proposed Framework for Understanding and Advancing Policy and Practice. Berkeley, CA: Center for the Study of Child Care Employment, University of California, Berkeley & New Brunswick, NJ: The National Institute for Early Education Research.

**Indicator 2: Does the state set required compensation standards for ECE settings outside of public pre-K programs?**

*Rationale:* While our parity framework has so far been used to evaluate existing compensation policies for public pre-K programs, there is no reason that it should not be more broadly applied to all early educators of children birth to age five. To

the extent that early educators have equivalent education and experience — and many already do — they should be paid equivalently to teachers of older children, regardless of the setting in which they teach.

*Current Status Across States:* No states set required compensation standards for ECE settings outside of pre-K, including for infant and toddler teachers.

*Change Over Time:* This indicator has remained unchanged since 2018. However, at the local level, in 2019 New York City established agreements to fund starting salary parity for all certified teachers in community-based ECE settings and to provide raises for unionized, non-certified teachers and other staff by 2021, a positive step forward that could provide a model for the rest of the country.<sup>124</sup>

### **Indicator 3: Does the state have plans or guidelines for compensation in ECE settings outside of public pre-K programs?**

*Rationale:* As no states have yet implemented required compensation standards for ECE settings outside of pre-K, an important first step is to articulate these standards.

*Current Status Across States:* The District of Columbia, Illinois, North Carolina, Oregon, Rhode Island, Vermont, and Washington have articulated compensation standards or guidelines for early educators beyond pre-K teachers. Thirteen additional states have convened advisory groups or task forces, or they have made other plans to address this issue.

*Change Over Time:* Since 2018, five states have progressed to articulating compensation guidelines for early educators beyond pre-K teachers (Illinois, North Carolina, Oregon, Rhode Island, and Washington). Most states remained the same, but six states had plans in 2018 and no longer have plans in 2020 (Delaware, Indiana, Montana, New Hampshire, New York, and Pennsylvania).

### **Indicator 4: Does the state earmark public funding for early educator salaries in settings outside of public pre-K programs?**

*Rationale:* Establishing compensation guidelines and standards is an important step, but states must also direct spending to compensation. Without a specific line item in the budget and sufficient funding to accompany it, compensation can go unaddressed, even when reimbursement rates are raised or program grants are made available.

*Current Status Across States:* Only three states (Alaska, Massachusetts, and Montana) designated funding specifically for early educator compensation. Massachusetts has a rate reserve for early educator salaries, while Montana's QRIS requires programs to allocate a portion of their incentive dollars toward the base pay of early educators. In Alaska, a state child care grant provided to child care resource and referral agencies is designated for use in increasing compensation.

*Change Over Time:* Since 2018, one additional state (Alaska) has met this criteria.

### **Indicator 5: Is there a statewide stipend or tax credit to supplement early educator pay?**

*Rationale:* To the extent that compensation strategies have not yet been implemented, state leaders should consider introducing financial relief strategies as an interim measure. Stipends include programs that offer cash awards annually or every six months to teachers, typically on graduated supplement scales according to educational level. One such stipend program is Child Care WAGE\$, licensed to states by the T.E.A.C.H. Early Childhood National Center at Child Care Services Association.<sup>125</sup> Other states have created their own stipend programs, such as REWARD in Wisconsin. Similarly, tax credits supplement wages by providing refundable tax credits annually. Stipends and tax credits may be applied for and received by qualifying teachers, if funds are available, which is not guaranteed.<sup>126</sup>

*Current Status Across States:* Eleven states have a statewide stipend program, such as WAGE\$ or something similar, and two states (Louisiana and Nebraska) offer ECE teacher tax credits. Nebraska offers both a stipend (WAGE\$) as well as a tax credit, for a total of 12 states with either a stipend or a tax credit program. One state (North Carolina) offers two separate stipend programs: WAGE\$ and Infant-Toddler Educator AWARD\$®; the latter program was introduced in fall 2018 as a means of addressing low pay for infant-toddler teachers specifically.<sup>127</sup> Although we do not include them in our indicators, some states offer stipends available at the local level or in multiple regions of the state (e.g., Arizona, California, Florida, Texas, Iowa).<sup>128</sup>

*Change Over Time:* Since 2018, there has been a decrease in the overall number of states with stipend programs: three states lost stipend programs (Kansas, Pennsylvania, and Utah), while two other states established stipend programs (Nebraska, and Tennessee). Similarly, the same two states have early educator tax credits (Louisiana and Nebraska) in 2020 as in 2018, though bills were introduced between 2018 and 2020 to create such tax credits in a number of states (e.g., Arkansas, Colorado, Connecticut, Illinois, Massachusetts, Minnesota, Mississippi, Oregon, Vermont, Virginia).

### **Indicator 6: Is there a statewide bonus to supplement early educator pay?**

*Rationale:* Like stipends or tax credits, bonuses can provide a measure of financial relief to educators in the absence of wage increases. Bonuses are typically small cash awards that in contrast to stipends/tax credits, are usually provided as a one-off recognition of educational achievement.

*Current Status Across States:* A total of 32 states offer statewide bonus programs; 23 of these bonus programs are linked to a T.E.A.C.H. Early Childhood scholarship program.<sup>129</sup> Seven states have multiple bonuses (Montana, Ohio, Oklahoma, South Carolina, Utah, Vermont, and Washington).

*Change Over Time:* Since 2018, Arkansas, Maine, and Oklahoma have added a statewide bonus program.<sup>130</sup> Meanwhile, four states that offered a statewide bonus program in 2018 no longer offer it (Kansas, Kentucky, New Jersey, and New Mexico).



## POLICY RECOMMENDATIONS: COMPENSATION & FINANCIAL RELIEF

- **Prioritize appropriate compensation** — wages/salaries as well as benefits (e.g., health insurance, retirement plans) — as an essential component for rebuilding the early care and education system. Include early educators working in both center- and home-based child care settings. Educate policymakers and the public at large about the importance of better pay and benefits for ensuring a skilled and stable early educator workforce.
- **Establish wage and benefit standards that:** set the wage floor at the locally assessed living wage; account for job role, experience, and education levels; and calibrate up to parity with similarly qualified elementary school teachers. Ensure regular adjustments for cost of living and changes in educational attainment.
- **Dedicate sufficient public funding** for all programs to meet wage and benefit standards. Require and monitor adherence to those standards as a condition of the funding.
- **Collect data on early educator compensation** in order to identify and remedy [racial wage gaps](#) and other pay inequities, such as [lower pay for infant-toddler teachers](#).
- **Frame advocacy messages** to clarify that financial relief initiatives (tax credits, stipends) are an interim strategy, not a long-term solution to achieve appropriate wages and benefits.

TABLE 3.7

**Progress on Compensation & Financial Relief, by State/Territory, 2020**

State	Compensation Strategies				Financial Relief Strategies		2020 Progress
	Salary Parity	Requirements	Guidelines or Plans	Earmarks	Stipend/ Tax Credit	Bonus	
Alabama	Parity (all)	No	Yes: Plans only	No	No	Yes	Edging Forward
Alaska	Sub-Parity (some)	No	Yes: Plans only	Yes	No	No	Stalled
Arizona	No Parity	No	No	No	No	Yes	Stalled
Arkansas	No Parity	No	No	No	No	Yes	Stalled
California	Parity (some)	No	Yes: Plans only	No	No	No	Stalled
Colorado	No Parity	No	Yes: Plans only	No	No	Yes	Stalled
Connecticut	No Parity	No	Yes: Plans only	No	No	Yes	Stalled
Delaware	Parity (some)	No	No	No	Yes	Yes	Edging Forward
District of Columbia	Parity (some)	No	Yes: Guidelines	No	Yes	Yes	Edging Forward
Florida	No Parity	No	No	No	No	Yes	Stalled
Georgia	Parity (some)	No	No	No	Yes	Yes	Edging Forward
Hawaii	Parity (all)	No	No	No	No	No	Stalled
Idaho	Not Applicable	No	No	No	No	Yes	Stalled
Illinois	No Parity	No	Yes: Guidelines	No	Yes	No	Stalled
Indiana	Not Applicable	No	No	No	No	Yes	Stalled
Iowa	Parity (some)	No	No	No	No	Yes	Stalled
Kansas	No Parity	No	No	No	No	No	Stalled
Kentucky	Parity (some)	No	No	No	No	No	Stalled



TABLE 3.7 CONTINUED

CSCCE

	Compensation Strategies				Financial Relief Strategies		2020 Progress
State	Salary Parity	Requirements	Guidelines or Plans	Earmarks	Stipend/ Tax Credit	Bonus	
Louisiana	No Parity	No	No	No	Yes	No	Stalled
Maine	Parity (some)	No	No	No	No	Yes	Stalled
Maryland	Parity (some)	No	No	No	Yes	No	Stalled
Massachusetts	No Parity	No	No	Yes	No	No	Stalled
Michigan	No Parity	No	No	No	No	Yes	Stalled
Minnesota	Partial Parity (some)	No	Yes: Plans only	No	Yes	Yes	Stalled
Mississippi	Parity (some)	No	No	No	No	No	Stalled
Missouri	Sub-Parity (some)	No	No	No	No	Yes	Stalled
Montana	Parity (some)	No	No	Yes	No	Yes	Stalled
Nebraska	No Parity	No	Yes: Plans only	No	Yes	Yes	Stalled
Nevada	Parity (all)	No	Yes: Plans only	No	No	Yes	Edging Forward
New Hampshire	Not Applicable	No	No	No	No	No	Stalled
New Jersey	Parity (all)	No	Yes: Plans only	No	No	No	Stalled
New Mexico	Parity (some)	No	No	No	Yes	No	Stalled
New York	No Parity	No	No	No	No	No	Stalled
North Carolina	Parity (some)	No	Yes: Guidelines	No	Yes	Yes	Edging Forward
North Dakota	No Parity	No	No	No	No	No	Stalled
Ohio	No Parity	No	Yes: Plans only	No	No	Yes	Stalled

TABLE 3.7 CONTINUED

CSCCE

	Compensation Strategies				Financial Relief Strategies		2020 Progress
State	Salary Parity	Requirements	Guidelines or Plans	Earmarks	Stipend/ Tax Credit	Bonus	
Oklahoma	Parity (all)	No	Yes: Plans only	No	No	Yes	Edging Forward
Oregon	No Parity	No	Yes: Guidelines	No	No	Yes	Stalled
Pennsylvania	No Parity	No	No	No	No	Yes	Stalled
Rhode Island	Parity (all)	No	Yes: Guidelines	No	No	Yes	Edging Forward
South Carolina	Parity (some)	No	No	No	No	Yes	Stalled
South Dakota	Not Applicable	No	No	No	No	No	Stalled
Tennessee	Parity (some)	No	No	No	Yes	No	Stalled
Texas	Parity (some)	No	Yes: Plans only	No	No	Yes	Stalled
Utah	Not Applicable	No	No	No	No	Yes	Stalled
Vermont	Parity (some)	No	Yes: Guidelines	No	No	Yes	Edging Forward
Virginia	Parity (some)	No	Yes: Plans only	No	No	No	Stalled
Washington	No Parity	No	Yes: Guidelines	No	No	Yes	Stalled
West Virginia	Parity (some)	No	No	No	No	Yes	Stalled
Wisconsin	No Parity	No	No	No	Yes	Yes	Stalled
Wyoming	Not Applicable	No	No	No	No	No	Stalled
<b>Total</b>	—	<b>0</b>	<b>20</b>	<b>3</b>	<b>12</b>	<b>32</b>	

TABLE 3.7 CONTINUED

CSCCE

Territory	Compensation Strategies				Financial Relief Strategies		2020 Progress
	Salary Parity	Requirements	Guidelines or Plans	Earmarks	Stipend/Tax Credit	Bonus	
American Samoa	Not Applicable	Not Available	Not Available	Not Available	Not Applicable	Not Available	Not Applicable
Guam	No Parity	Not Available	Not Available	Not Available	Not Applicable	Not Available	Not Applicable
Northern Mariana Islands	Not Applicable	Not Available	Not Available	Not Available	Not Available	Not Available	Not Applicable
Puerto Rico	Not Applicable	Not Available	Not Available	Not Available	Not Applicable	Not Available	Not Applicable
U.S. Virgin Islands	Not Applicable	Not Available	Not Available	Not Available	Not Applicable	Not Available	Not Applicable

*Notes: Some states offer stipends available at the local level or in multiple regions of the state, which are not included in this table. Oregon’s Education Award (a bonus) has been discontinued due to lack of funding, but as it processed awards through June 2020, it is being counted for the 2020 Index. New Hampshire will be implementing a T.E.A.C.H. scholarship program in 2021, which will include a bonus. None of the five territories could be included in this assessment because of data availability issues. For more information on state pre-K parity policies, see Friedman-Krauss, A.H., Barnett, W.S., Garver, K.A., Hodges, K.S., Weisenfeld, G.G. & Gardiner, B.A. (2020). The State of Preschool 2019: State Preschool Yearbook. New Brunswick, NJ: National Institute for Early Education Research. Retrieved from <http://nieer.org/state-preschool-yearbooks/2019-2>.*



## Workforce Data

The absence of good data allows anecdote and bias to drive policy decisions. Without quality comprehensive data, it's impossible to answer key policy questions, much less develop estimates of the level of public funding needed to recruit and retain a qualified ECE workforce.<sup>131</sup>

Nationwide, leaders lack answers to critical questions about educators who work with young children. Questions like: Who constitutes the early childhood workforce throughout the United States? How does the ECE workforce vary by state, district, and territory? What are their current education and compensation levels? Which educators receive crucial supports like paid time for planning and reflection to improve their practice in the classroom? Are documented racial and other inequities in the field being eliminated, exacerbated, or remaining stagnant?<sup>132</sup> And especially critical during a national pandemic: Which educators lack access to health insurance? To paid sick time?

Policymakers, advocates, and other stakeholders are routinely unable to answer these basic questions because state data about the early childhood workforce are often limited in reach and scope.<sup>133</sup> Administrative data sets vary based on the settings in which early educators work and the agency responsible for program oversight (e.g., Head Start, pre-K, child care licensing). Some states, such as Maryland and Rhode Island,<sup>134</sup> have been linking workforce data from a variety of administrative sources, but administrative data do not necessarily capture all programs and teaching staff if they do not receive public funding or are not licensed.

Across the country, stakeholders have been engaged in efforts to improve the collection of data on the early childhood workforce in individual states. As a result, nearly all states collect at least some ECE workforce data via either a registry or survey, or both. Registries and surveys are not mutually exclusive. Given their respective strengths and limitations, they can be especially powerful when used together to develop a richer, more comprehensive understanding of the ECE workforce.

## Key Issue

### THE U.S. LACKS NATIONAL LONGITUDINAL DATA ON EARLY EDUCATORS

There is no comprehensive, longitudinal data source for tracking the early childhood workforce in its entirety across the United States on par with data collected on the K-12 teaching workforce.<sup>135</sup> Efforts to develop field-specific data include the National Survey of Early Care and Education (NSECE) and the National Workforce Registry Alliance Workforce Dataset. The NSECE provides a nationally representative, detailed portrait of the ECE workforce.<sup>136</sup> Yet, even this data source has key limitations. For example, it cannot provide publicly available data on basic questions about the workforce for all 50 states, and to date, the survey has only been fielded at two points in time, 2012 and 2019. Similarly, the National Workforce Registry Alliance Workforce Dataset cannot yet serve the purpose of a national, longitudinal source of information on early educators. Many state registries are not currently up to a standard for inclusion in the dataset. To date, the registries of only 14 states are included, and Illinois is heavily overrepresented in longitudinal analyses.<sup>137</sup>

**Workforce Registries:** An ECE workforce registry is a database that stores and tracks a variety of information about the demographics, completed and ongoing education, and employment status of the ECE workforce.<sup>138</sup> States develop registries for many purposes, including understanding the characteristics of the ECE workforce, tracking participation in professional development initiatives, and determining placement on a state's career ladder. The National Workforce Registry Alliance sets out specific recommendations for the implementation of ECE workforce registries.<sup>139</sup> Depending on the state, workforce participation in the registry may be required of all teaching staff, entirely voluntary, or only required of individuals in certain situations (e.g., those working in publicly funded programs or participating in publicly funded professional development). As a result, the inclusiveness of each state's registry varies. Some states' registry data may be considered representative of their state's ECE workforce, while others may not.

**Workforce Surveys:** Online, phone, or in-person surveys of directors and teaching staff are typically designed to address ECE workforce data gaps by capturing information on educators' characteristics, working conditions, perceptions, and/or experiences. However, surveys, like registries, vary in the quality of their data collection and the extent to which they are representative of all programs and teaching staff in a state. In addition, many state surveys are not repeated at sufficiently regular intervals to provide up-to-date information on the workforce.

As funding for early care and education services has been inadequate overall (see [Financial Resources](#)), most states have not yet allocated sufficient resources for ongoing workforce data collection and analysis, whether through registries or surveys. As a result, the status of the workforce and change in the workforce over time remains difficult to monitor and assess on a state-by-state basis. Yet, without such data, the needs of early educators are often invisible to policymakers and the wider public.

Without such data, the needs of early educators are often invisible to policymakers and the wider public.



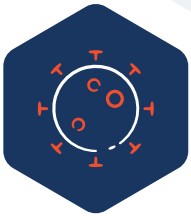
“For a while, we felt like an island alone on a reckless ocean. We are here as essential, strong workers who want to be here for our community but have been forgotten about.”

Child Care Center Director, California<sup>140</sup>



### LACK OF WORKFORCE DATA HINDERS PANDEMIC RESPONSE

Insufficient information on the early educator workforce hinders efforts to improve the early care and education system and ensure quality educator jobs at the best of times. During a pandemic, limited data prevents policymakers and administrators from responding effectively in a crisis situation. For example, good data is needed to identify ECE staff to serve other essential workers, disseminate supports and guidance for health and safety, and crucially, gather information on the health and financial needs of early educators during closures or while remaining open.



During the pandemic, stakeholders have turned to registries as important sources of existing workforce infrastructure in some states. For example, state registries were used to facilitate access to providers for the first national study on the transmission of COVID-19 among child care professionals.<sup>141</sup> States have also used their registries to help disburse CARES Act funding.<sup>142</sup> Other states used their registries as a mechanism for communicating COVID-related information (such as Illinois, where the registry includes all licensed center-based and home-based staff).<sup>143</sup>

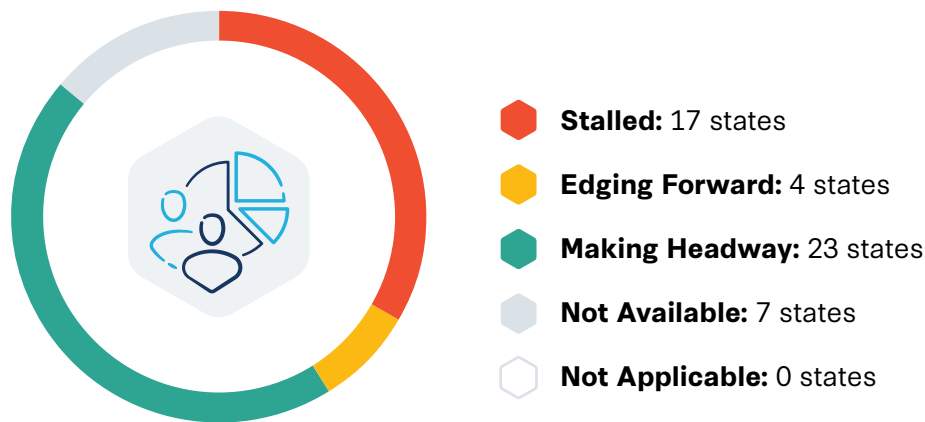
In addition, advocacy groups and other organizations across a number of states conducted new provider surveys to understand the impact of COVID-19, bringing to light program closures and financial instability, as well as furloughs and stress among staff, though few studies have been able to survey teaching staff directly. Examples include:

- *[Pandemic Meets Preschool: Impacts of the COVID-19 Outbreak on Early Education and Care in Massachusetts](#)* [↗](#),<sup>144</sup>
- *[The Nebraska COVID-19 Early Care and Education Provider Survey: Experiences, Economic Impact, and Ongoing Needs](#)* [↗](#),<sup>145</sup>
- *[Impact of Covid-19 on Mississippi Childcare Centers](#)* [↗](#),<sup>146</sup>
- *[The Divergent Experiences of Early Educators in Schools and Child Care Centers during COVID-19: Findings from Virginia](#)* [↗](#),<sup>147</sup>
- *[Impact of COVID-19 on Colorado's Early Childhood Educators](#)* [↗](#),<sup>148</sup> and
- *[California Child Care at the Brink: The Devastating Impact of COVID-19 on California Child Care](#)* [↗](#).<sup>149</sup>

Despite these efforts, it remains impossible to fully assess the magnitude of the devastation and continued risks to educators' health and well-being across the nation. Educators, children, and families suffer as a result.

The *Index* assesses state data collection mechanisms that have the potential to include the entire ECE workforce, like workforce registries or surveys.<sup>150</sup> While both registries and surveys have their strengths and limitations, either format can be used to fulfill the function of collecting data on the size and characteristics of the ECE workforce. Accordingly, states in the *Index* are able to meet our indicator criteria using either or both mechanisms. We focus on a few key indicators to establish whether states have in place at least some basic elements of data collection and reporting on the ECE workforce, but it is not an exhaustive discussion of good practices for workforce data collection and analysis. For example, the quality of workforce data reports varies widely by state. Some states report only basic information on the size and core demographics of the workforce. Others report more detailed analyses of the workforce, including educational attainment, wages, and benefits by job role or setting, for example. While we could not assess the quality of reporting or all the core data elements needed to understand the characteristics of the workforce due to limited space in the *Index*, good data collection practices and state examples are discussed further in CSCCE’s 2018 policy brief, [The Workforce Data Deficit: Who It Harms and How It Can Be Overcome](#). Future editions of the *Index* may continue to raise the bar in an effort to promote better practice in this area.

## Overview of State Progress on Workforce Data



In 2020, 48 states had a workforce registry,<sup>151</sup> and 25 states had conducted a workforce survey at some point within the past five years (2015-2020). Since the 2018 *Index*, Indiana launched a workforce registry, and several states conducted new surveys (e.g., Massachusetts, New Mexico, North Carolina, and Rhode Island). Other states may be in the process of developing a registry or survey. For example, California is currently conducting a new workforce survey. Some states (e.g., Florida, Georgia, Louisiana, South Dakota, and Texas) conducted a survey in the past that no longer falls within the five-year threshold for inclusion in the *Index*.

Seven states (Florida, Indiana, Kentucky, Maryland, Pennsylvania, West Virginia, and Wyoming) received no overall assessment in 2020 because we did not have sufficient information about one or more indicators related to their workforce registries to



make a determination. Most of these states (six of seven) were assessed as **making headway** in 2018. West Virginia was assessed as **edging forward** in 2018. Due to this missing data, we do not report detailed changes over time between 2018 and 2020, as we have done for other sections of the 2020 *Index*.

**TABLE 3.8**

**Key to State Progress on Workforce Data**

CSCCE

Workforce Data (Registry and/or Survey)	Values & Partial Points		Maximum Points per Indicator
Inclusive across settings?	Licensed +	7	7
	Licensed Only	5	
	All Other, Not Applicable, Not Available	0	
Collects compensation data?	Wages: Yes/No	1	2
	Benefits: Yes/No	1	
Collects race/ethnicity data?	Yes/No		2
Summary data reported online?	Yes/No		1
<b>Total</b>			<b>12</b>

0-4 points per category	Stalled
5-8 points per category	Edging Forward
9-12 points per category	Making Headway

*Notes: The category for inclusiveness called “Licensed Only” was referred to as “All Licensed Settings” in the 2018 edition of the Index. This category includes teaching staff and/or directors in licensed center- and home-based child care settings, whether via registry or survey. States assessed as “Licensed +” include teaching staff and/or directors in licensed center- and home-based child care settings as well as staff in one or more of the following settings: public pre-K programs, Head Start, and/or license-exempt child care. For an individual state, “Licensed +” may be a misnomer; in some states, pre-K and Head Start settings might also be required to participate in child care licensing, while in other states, they are governed by separate regulations. For further information about these indicators, see [Appendix 1: Data Sources & Methodology](#).*

FIGURE 3.12

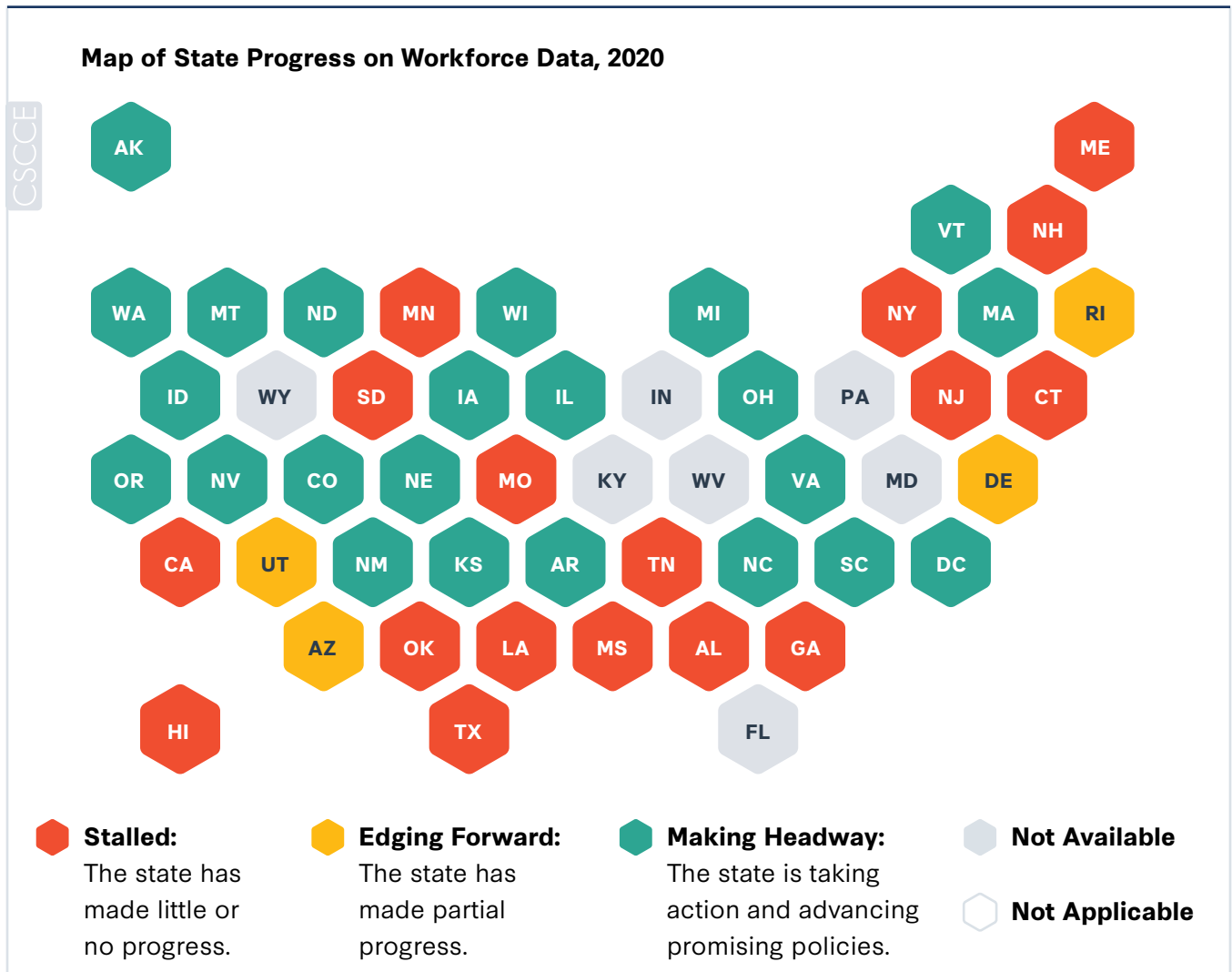


FIGURE 3.13

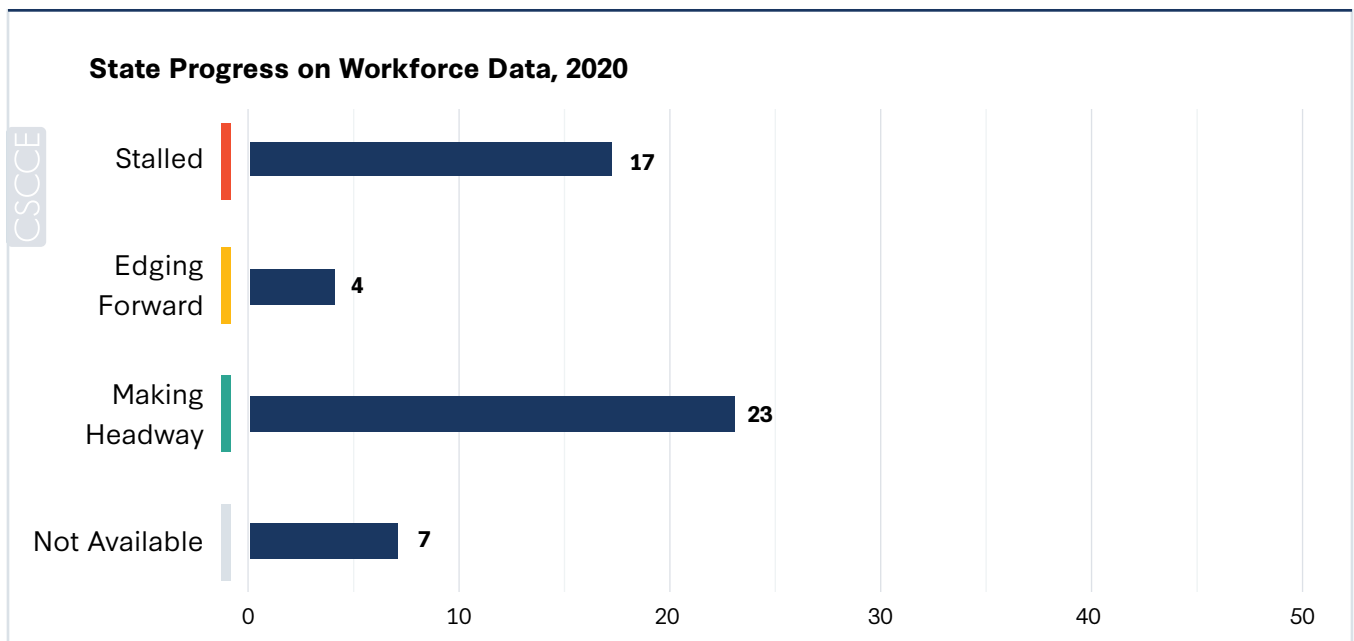
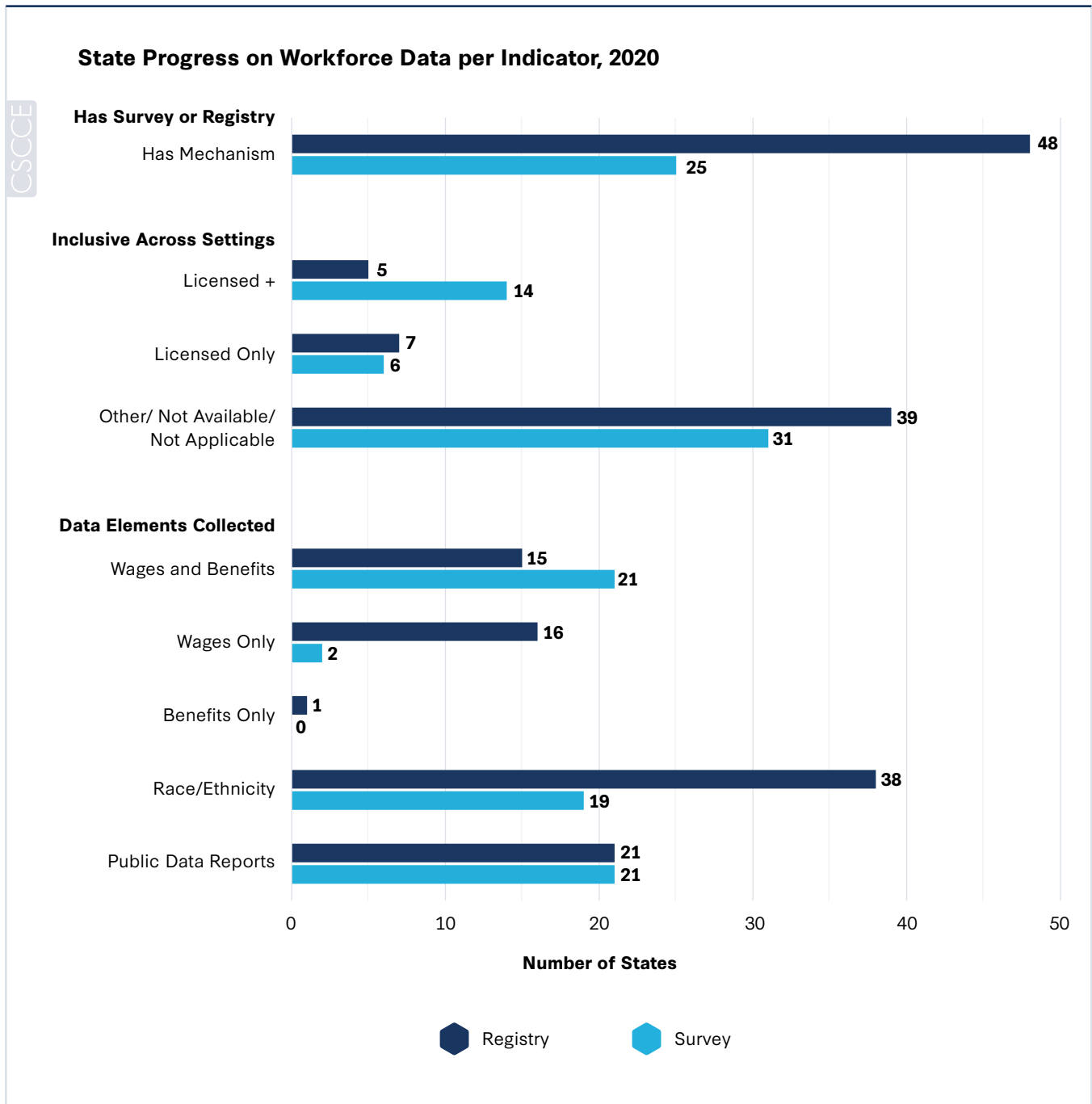


FIGURE 3.14



# State Progress on Workforce Data: Indicators

## Indicator 1: Does the state have at least one formal mechanism that is inclusive of the ECE workforce across settings?

*Rationale:* Disparate administrative data sources, each covering only a slice of the workforce, make it very difficult for states to provide a comprehensive estimate of how many teachers are providing early care and education to children and to assess the impact of workforce initiatives. Workforce surveys and registries offer an opportunity for states to collect data on early educators across settings and funding streams.

*Current Status Across States:* Fifty out of 51 states (all 50 states and the District of Columbia) have an ongoing registry and/or a survey conducted recently (within the past five years). Mississippi is the only state without a confirmed registry or survey in 2020, due to missing data on the status of their registry and no recent survey.<sup>152</sup> Approximately one-half of the states included at least licensed center- and home-based settings in their data collection, whether via registry, survey, or both.

- *Licensed +:* Eighteen out of 51 states had at least one formal data mechanism (registry and/or survey) with required participation (in the case of registries) or sampling (for workforce surveys) that was inclusive of licensed centers and home-based programs, as well as Head Start, pre-K, and/or license-exempt settings.
- *Licensed Only:* Eight out of 51 states required registry participation or used a workforce survey to sample educators from licensed child care settings only.
- *Other/Not Available:* Twenty-five out of 51 states did not meet criteria for the “Licensed Only” or “Licensed +” categories and belong in one of the following categories:
  - *Other:* Seventeen of these 25 states required participation/sampling for a defined but more limited subset of the workforce for either their registry or workforce survey; allowed for voluntary registry participation across settings; and/or did not use a formal mechanism for workforce data.
  - *Not Available:* Eight states could not be assessed for this indicator due to missing information on the status of their registry inclusiveness and no recent survey (Florida, Kentucky, Mississippi, New Jersey, Pennsylvania, South Dakota, West Virginia, and Wyoming).<sup>153</sup>

## Indicator 2: Does the state’s mechanism for collecting workforce data include compensation?

*Rationale:* Given the many negative consequences of inadequate wages, including economic insecurity and increased turnover (see [Early Educator Pay and Economic Insecurity](#)), it is critical that states understand the breadth of the problem across settings.

*Current Status Across States:* In total, 41 states (out of the 50 states with either a confirmed registry or a recent workforce survey) collected either wage or benefit data via their registry or survey.

- Twenty-eight states collected both wage and benefit data.
- Twelve states collected wage data only.
- One state collected benefits data only (Georgia).
- Five states with registries and/or surveys collected neither wage nor benefits data (Alabama, Hawaii, Kentucky, Louisiana, Washington).
- Four states could not be assessed for this indicator due to missing information about their registry and no recent survey (Florida, Indiana, Maine, and West Virginia).

Of the 25 states with recent workforce surveys, nearly all include information on wages and benefits.

- Twenty-three states collected data on wages using workforce surveys.
- Twenty-one states collected data on benefits using workforce surveys.

Of the 48 states with registries:

- Thirty states collected wage data using a registry.
- Fifteen states collected information on benefits using a registry.
- For 16 states, we lacked information on whether the registry includes wage or benefit data. For eight of these states, we lacked information on registry data collection for both wages and benefits (Florida, Indiana, Maine, Maryland, Nebraska, North Carolina, Virginia, West Virginia).

### **Indicator 3: Does the state’s mechanism for collecting workforce data include information on race/ethnicity?**

*Rationale:* Understanding the demographics of the workforce is critical for bringing attention to and creating remedies for existing bias and inequitable opportunities for professional development and advancement.

*Current Status Across States:* In total, 44 out of 50 states with registries and/or surveys collected race/ethnicity data via their registry or survey, with 13 of these states collecting these data through both mechanisms.

- Nineteen of the 25 states with recent workforce surveys collected race/ethnicity data.
- Thirty-eight of the 48 states with registries collected this data. For six out of the 48 states with registries, we lacked information about whether the state’s registry collected race/ethnicity data (Florida, Indiana, Maryland, Nebraska, New Jersey, North Carolina).

### **Indicator 4: Does the state use the data collected to report publicly on the status of the workforce?**

*Rationale:* One of the challenges of assessing state-level workforce data is that states do not always report aggregate data publicly. Yet, without this information, researchers, advocates, and other stakeholders are unable to understand and evaluate the status of the ECE workforce and the barriers to improving working conditions.

*Current Status Across States:* In total, 35 states (out of 50 with a survey and/or registry) reported some aggregated data online via survey and/or registry.

- Twenty-one out of 25 states with recent workforce surveys reported workforce data online.
- Fewer than one-half (21) of the 48 states with registries published this information, though some states with registries report data internally or to partner agencies, or may make data available upon request. For four out of 48 states with registries, we lacked information about their registry for this indicator (Missouri, North Carolina, Pennsylvania, and South Dakota).



## POLICY RECOMMENDATIONS: WORKFORCE DATA

- Develop and commit to a plan to enact required participation in state workforce data systems by all members of the ECE workforce employed in schools, center-, and home-based child care settings.
- Ensure that data systems support analysis and reporting and are used to:
  - Assess the impact of policy and funding decisions on early educators;
  - Inform local, state, and national ECE reform efforts; and
  - Identify and remedy disparities in such areas as compensation, educational attainment, and tenure according to, for example, race, age, and geography, among others.
- Identify potential federal (e.g., Child Care Development Fund [CCDF]), state, and local funding sources and design advocacy strategies to secure funds for workforce data collection, management, and analysis.
- Ensure that workforce data collection and analysis are part of early childhood governance functions and support the integration of workforce data systems with broader early childhood data, such as licensing databases, resource and referral databases, quality rating and improvement systems, early childhood health data, and K-12 data. Prioritize workforce data system development and improvement in state CCDF plans.
- Join with other state leaders to encourage federal leaders to:
  - Establish common fields to be used across datasets to ensure comparability;
  - Resolve long-standing inadequacies in all federally funded datasets that include data on early educators; and
  - Dedicate sustained funding for ECE workforce data collection, including a regularly implemented, national study that also provides state-level estimates.

TABLE 3.9

Progress on Workforce Data, by State/Territory, 2020

State		Inclusive Across Settings	Collects Compensation Data		Collects Race/Ethnicity Data	Reports Aggregate Data Publicly Online	2020 Progress
			Wages	Benefits			
Alabama	<a href="#">Registry</a>	Other	No	No	Yes	No	Stalled
	<a href="#">Survey</a>	Other	No	No	No	Yes	
Alaska	<a href="#">Registry</a>	Other	Yes	Yes	Yes	No	Making Headway
	<a href="#">Survey</a>	Licensed +	Yes	Yes	Yes	Yes	
Arizona	<a href="#">Registry</a>	Other	Yes	Yes	Yes	Yes	Edging Forward
	Survey	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	
Arkansas	<a href="#">Registry</a>	Licensed Only	Yes	No	Yes	No	Making Headway
	<a href="#">Survey</a>	Licensed +	Yes	Yes	No	Yes	
California	<a href="#">Registry</a>	Other	Yes	Not Available	Yes	No	Stalled
	Survey	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	
Colorado	<a href="#">Registry</a>	Other	Yes	Not Available	Yes	Yes	Making Headway
	<a href="#">Survey</a>	Licensed +	Yes	Yes	Yes	Yes	
Connecticut	<a href="#">Registry</a>	Other	Yes	No	Yes	Yes	Stalled
	Survey	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	
Delaware	<a href="#">Registry</a>	Other	Yes	No	Yes	No	Edging Forward
	<a href="#">Survey</a>	Other	Yes	Yes	Yes	Yes	
District of Columbia	<a href="#">Registry</a>	Licensed Only	No	No	Yes	No	Making Headway
	<a href="#">Survey</a>	Licensed +	Yes	Yes	Yes	No	



TABLE 3.9 CONTINUED

CSCCE












State		Inclusive Across Settings	Collects Compensation Data		Collects Race/Ethnicity Data	Reports Aggregate Data Publicly Online	2020 Progress
			Wages	Benefits			
Florida	<a href="#">Registry</a> 	Not Available	Not Available	Not Available	Not Available	Yes	Not Available
	Survey	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	
Georgia	<a href="#">Registry</a> 	Other	No	Yes	Yes	No	Stalled
	Survey	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	
Hawaii	<a href="#">Registry</a> 	Other	No	No	No	No	Stalled
	Survey	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	
Idaho	<a href="#">Registry</a> 	Other	Yes	No	Yes	No	Making Headway
	<a href="#">Survey</a> 	Licensed +	Yes	Yes	Yes	Yes	
Illinois	<a href="#">Registry</a> 	Licensed Only	Yes	No	Yes	Yes	Making Headway
	<a href="#">Survey</a> 	Licensed +	Yes	Yes	Yes	Yes	
Indiana	Registry	Licensed +	Not Available	Not Available	Not Available	No	Not Available
	Survey	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	
Iowa	<a href="#">Registry</a> 	Licensed +	Yes	Yes	Yes	No	Making Headway
	<a href="#">Survey</a> 	Licensed only	Yes	Yes	Yes	Yes	
Kansas	Registry	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Making Headway
	<a href="#">Survey</a> 	Licensed Only	Yes	Yes	Yes	Yes	
Kentucky	<a href="#">Registry</a> 	Not Available	No	No	Yes	No	Not Available
	Survey	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	

TABLE 3.9 CONTINUED

CSCCE

State		Inclusive Across Settings	Collects Compensation Data		Collects Race/Ethnicity Data	Reports Aggregate Data Publicly Online	2020 Progress
			Wages	Benefits			
Louisiana	<a href="#">Registry</a>	Other	No	No	Yes	No	Stalled
	Survey	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	
Maine	<a href="#">Registry</a>	Other	Not Available	Not Available	Yes	Yes	Stalled
	Survey	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	
Maryland	Registry <sup>154</sup>	Not Available	Not Available	Not Available	Not Available	Yes	Not Available
	<a href="#">Survey</a>	Licensed Only	Yes	No	No	No	
Massachusetts	<a href="#">Registry</a>	Other	Yes	Yes	Yes	No	Making Headway
	<a href="#">Survey</a>	Licensed +	Yes	Yes	Yes	Yes	
Michigan	<a href="#">Registry</a>	Other	Yes	Yes	Yes	No	Making Headway
	<a href="#">Survey</a>	Licensed +	Yes	Yes	Yes	Yes	
Minnesota	<a href="#">Registry</a>	Other	Yes	Not Available	Yes	No	Stalled
	Survey	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	
Mississippi	Registry	Not Available	Not Available	Not Available	Not Available	Not Available	Stalled
	Survey	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	
Missouri	<a href="#">Registry</a>	Other	Yes	Yes	Yes	Not Available	Stalled
	Survey	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	
Montana	<a href="#">Registry</a>	Licensed Only	Yes	No	Yes	Yes	Making Headway
	Survey	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	

TABLE 3.9 CONTINUED

CSCCE

State		Inclusive Across Settings	Collects Compensation Data		Collects Race/Ethnicity Data	Reports Aggregate Data Publicly Online	2020 Progress
			Wages	Benefits			
Nebraska	<a href="#">Registry</a>	Other	Not Available	Not Available	Not Available	Yes	Making Headway
	<a href="#">Survey</a>	Licensed +	Yes	Yes	Yes	Yes	
Nevada	<a href="#">Registry</a>	Licensed Only	Yes	Yes	Yes	Yes	Making Headway
	Survey	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	
New Hampshire	<a href="#">Registry</a>	Other	Yes	Yes	Yes	No	Stalled
	Survey	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	
New Jersey	<a href="#">Registry</a>	Not Available	Yes	Not Available	Not Available	Yes	Stalled
	Survey	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	
New Mexico	Registry	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Making Headway
	<a href="#">Survey</a>	Licensed +	Yes	Yes	Yes	Yes	
New York	<a href="#">Registry</a>	Other	Yes	No	Yes	No	Stalled
	Survey	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	
North Carolina	<a href="#">Registry</a>	Not Available	Not Available	Not Available	Not Available	Not Available	Making Headway
	<a href="#">Survey</a>	Licensed +	Yes	Yes	Yes	Yes	
North Dakota	<a href="#">Registry</a>	Not Available	Yes	Yes	Yes	Yes	Making Headway
	<a href="#">Survey</a>	Licensed Only	Yes	Yes	No	Yes	
Ohio	<a href="#">Registry</a>	Licensed +	Yes	Not Available	Yes	Yes	Making Headway
	Survey	Other	Yes	Yes	No	No	

TABLE 3.9 CONTINUED

CSCCE

State		Inclusive Across Settings	Collects Compensation Data		Collects Race/Ethnicity Data	Reports Aggregate Data Publicly Online	2020 Progress
			Wages	Benefits			
Oklahoma	<a href="#">Registry</a>	Other	Yes	Not Available	Yes	Yes	Stalled
	Survey	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	
Oregon	<a href="#">Registry</a>	Licensed Only	Yes	Yes	Yes	Yes	Making Headway
	Survey	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	
Pennsylvania	<a href="#">Registry</a>	Not Available	Yes	Not Available	Yes	Not Available	Not Available
	Survey	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	
Rhode Island	<a href="#">Registry</a>	Not Available	Yes	Yes	Yes	Yes	Edging Forward
	<a href="#">Survey</a>	Other	Yes	Yes	Yes	Yes	
South Carolina	<a href="#">Registry</a>	Licensed Only	Yes	Yes	Yes	No	Making Headway
	<a href="#">Survey</a>	Licensed +	Yes	Yes	Yes	Yes	
South Dakota	<a href="#">Registry</a>	Not Available	Yes	No	Yes	Not Available	Stalled
	Survey	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	
Tennessee	<a href="#">Registry</a>	Other	Yes	Not Available	Yes	Yes	Stalled
	Survey	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	
Texas	<a href="#">Registry</a>	Other	Yes	Yes	Yes	Yes	Stalled
	Survey	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	
Utah	<a href="#">Registry</a>	Other	No	No	No	No	Edging Forward
	Survey	Licensed Only	Yes	No	Yes	No	

TABLE 3.9 CONTINUED

CSCCE

State		Inclusive Across Settings	Collects Compensation Data		Collects Race/Ethnicity Data	Reports Aggregate Data Publicly Online	2020 Progress
			Wages	Benefits			
Vermont	<a href="#">Registry</a>	Licensed +	No	No	No	Yes	Making Headway
	<a href="#">Survey</a>	Licensed +	Yes	Yes	Yes	Yes	
Virginia	<a href="#">Registry</a>	Other	Not Available	Not Available	Yes	No	Making Headway
	<a href="#">Survey</a>	Licensed +	Yes	Yes	Yes	Yes	
Washington	<a href="#">Registry</a>	Licensed +	No	No	Yes	Yes	Making Headway
	Survey	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	
West Virginia	<a href="#">Registry</a>	Not Available	Not Available	Not Available	Yes	Yes	Not Available
	Survey	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	
Wisconsin	<a href="#">Registry</a>	Other	Yes	Yes	Yes	No	Making Headway
	<a href="#">Survey</a>	Licensed Only	Yes	Yes	Yes	Yes	
Wyoming	<a href="#">Registry</a>	Not Available	Yes	Yes	Yes	No	Not Available
	Survey	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	
<b>Total</b>	<b>Registries: 48 Surveys: 25</b>	<b>Licensed +: 18 Licensed Only: 8</b>	<b>Wages &amp; Benefits: 28</b>		<b>44</b>	<b>35</b>	

TABLE 3.9 CONTINUED

CSCCE

Territory		Inclusive Across Settings	Collects Compensation Data		Collects Race/Ethnicity Data	Reports Aggregate Data Publicly Online	2020 Progress
			Wages	Benefits			
American Samoa	Registry	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
	Survey	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
Guam	Registry	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
	Survey	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
Northern Mariana Islands	Registry	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
	Survey	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
Puerto Rico	Registry	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
	Survey	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
U.S. Virgin Islands	Registry	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
	Survey	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available

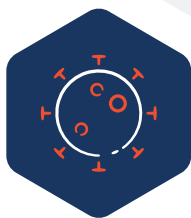
Notes: Some states (Florida, Indiana, Kentucky, Maryland, Pennsylvania, West Virginia, and Wyoming) did not receive an assessment for workforce data in 2020 because not enough data were available for one or more indicators at the time of data collection. These states are noted in this table with “Not Available” for the 2020 progress value. The inclusiveness of North Dakota’s survey was misclassified in 2018, resulting in an incorrect assessment of **stalled**; they are classified correctly as **making headway** in 2020.

For some states, information on whether the registry collects data on wages and/or race/ethnicity was confirmed in collaboration with the National Workforce Registry Alliance (NWRA): Massachusetts, Missouri, Tennessee, Wisconsin, and Wyoming (wage and race/ethnicity); New Jersey and Oklahoma (wage); and Pennsylvania (race/ethnicity).



## Financial Resources

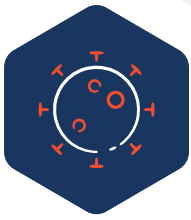
An overhaul of the early care and education system and vastly increased public investment in ECE are essential to ensure that the urgent needs of the early childhood workforce, children, and families are met during the crisis of the pandemic and beyond. Most ECE services are purchased in the marketplace by families. Publicly funded child care services are primarily designed for children in very low-income families and are under-resourced and oversubscribed. Before COVID-19, these conditions fueled a system that financially overburdened parents, yet still underfunded programs and, thus, kept the wages of teachers at poverty levels. Imagine if parents had to individually shoulder the cost of third grade for their child or if elementary school teachers' wages were determined by what parents could afford. During COVID-19, the lack of adequate financial resources — coupled with the policy failures that have pushed parents to work — have compelled programs in many states to stay open even when staff feel unsafe or lack the equipment and supplies they need to operate as safely as possible. Many of these programs are unlikely to maintain services due to reduced enrollments coupled with increased costs to meet public health standards.



### **WITHOUT ADEQUATE PUBLIC FUNDING, CHILD CARE INDUSTRY ON THE VERGE OF COLLAPSE**

Throughout the pandemic, there has been a disturbing contrast in public discourse between the recognition of child care as “essential” for working families as well as the general economy<sup>155</sup> and the failure to allocate adequate funds to support this collapsing industry. Without proper funding, support, and guidance, many ECE programs may simply cease to exist.

In the early days of the pandemic, many child care programs were already facing potential closure due to plummeting enrollment and an absence of public funding to stabilize programs.<sup>156</sup> The situation did



not improve as states began to reopen sectors of the economy. Child care programs incurred increased costs to meet health and safety regulations but also continued to face lower enrollment and therefore less revenue to help cover those costs. Some child care programs remained open due to financial pressures despite concerns about health and safety risks to their staff and their families. In survey results published by CSCCE in July 2020, California child care providers reported that 80 percent of open child care providers remained in operation specifically due to an inability to afford a temporary closure.<sup>157</sup>

Yet, without additional public funding and with increased costs, child care providers struggling to stay open often have no choice but to eventually close their doors. According to a national survey of child care programs released in July 2020 by NAEYC, 40 percent of child care programs reported that closure was certain without additional public investment.<sup>158</sup>

The federal government has failed to provide adequate, timely relief. ECE programs, which are typically very small businesses, faced many challenges in accessing support through the Paycheck Protection Program.<sup>159</sup> The CARES Act passed in March 2020 contained only minimal increases in child care funding (\$3.5 billion), far short of the at least \$53 billion per year called for by the National Academies of Science, Engineering, and Medicine *even before the pandemic hit*.<sup>160</sup>

Many states have initiated some form of temporary crisis relief for programs, such as increases to child care subsidy reimbursement rates or new grants available to licensed and/or subsidized programs. However, these grants have been extraordinarily low in amount (often less than \$10,000 or even less than \$5,000 per program)<sup>161</sup> and/or are provided on a one-time basis, due to ongoing inadequate public funding for ECE. Most states did not begin to offer these types of additional funds to child care programs until after the federal CARES Act passed,<sup>162</sup> and as those funds were spent throughout the summer, many states reduced their support for programs in the fall.<sup>163</sup> In some instances, states have looked to other sources of funding not specific to child care, such as the Coronavirus Relief Fund, to help fill the gaps,<sup>164</sup> yet overall, the levels of public investment from both the federal and state levels remains insufficient in any given state.



The expectation that an already overburdened child care system can meet the demands of an emergency situation without adequate support is impractical and irresponsible. The pandemic, while dire, nonetheless provides policymakers at federal and state levels with an opportunity to reimagine how ECE is funded, both in the short term and in the long term. Restoring the pre-pandemic system is not the answer to the decades-long child care crisis. A transformative vision and the financial resources to implement that vision are critical to building a system that delivers on the promise of early education for all children, their families, and the educators upon whom they rely. Small, ad hoc increases to public funding are not a solution to the chronic underfunding that characterizes the system as a whole.

The time is past due to overcome sticker shock about the costs of an appropriately funded early care and education system that is effective and equitable for children, their families, and early educators. Setting a price for comprehensive ECE systems across states must reflect the resources necessary to support educators to achieve higher levels of both entry and advanced qualifications, provide work environments that support effective teacher practice and protect their well-being, and ensure predictable and appropriate increases in compensation that are sufficient to attract and retain skilled educators. The failure to do so not only costs our economy billions of dollars every year in lost household income as parents are forced to leave the paid labor force or reduce their work hours, but also prevents the United States from realizing the immediate and long-term benefits of a transformed system.<sup>165</sup> Such benefits range from the monetary (increased tax revenue) to the moral (greater gender and racial equity in the workplace).

### Key Issue

## A VALUES-BASED BUDGET FOR EVERY STATE


It is imperative that states articulate how the long-term funding vision outlined in the National Academies' *Transforming the Financing of Early Care and Education*<sup>166</sup> can be applied in their state context to determine the level of national and state resources required to implement that vision. Getting these costs right is important, as these estimates are being used to inform policy and revenue solutions.

Prior to the pandemic, CSCCE developed estimated total costs of ECE for every state and the District of Columbia, in collaboration with the Economic Policy Institute (EPI).<sup>167</sup> These cost estimates, summarized for every state in [Table 3.13](#), are based on a set of core principles originally published in the EPI/CSCCE publication, [Financing Early Educator Quality: A Values-Based Budget for Every State](#). ↗

## Key Issue

- “Young children — regardless of age or setting — need well-prepared teachers.
- “To attract and retain highly skilled teachers, the ECE system must offer good wages, guaranteed benefits, and healthy working conditions.
- “To provide high-quality care and education, reasonable limits should be placed on the number of children per teacher, and sufficient staffing should be maintained to ensure adequate coverage at all times.
- “Teachers must be allotted adequate time during which they do not have responsibility for children, so that they can attend to other professional responsibilities (e.g., plan activities and communicate with co-teachers and parents) as well as obtain further professional development.
- “Program administrators and other key personnel must also have fair pay and healthy working conditions.
- “To meet the increased demand for services anticipated once a stronger system is in place, the pipeline of highly qualified and committed teachers must be increased.”<sup>168</sup>

The cost estimates in [Table 3.13](#) illustrate the importance of significant new public investment in ECE across the country in order to ensure that parents are not burdened by high child care fees and educators are not subsidizing the system through poverty-level wages and lack of professional supports. The cost estimates take into account several important distinctions between early education and K-12 education, such as reduced group sizes and differences in the length of the work year. However, due to the increased costs of running an ECE program during the pandemic — such as further reductions in group sizes/increased staffing and new health and safety requirements — these costs are likely to be underestimates and should serve as a guide only. In addition, other cost estimates have focused more in-depth on certain aspects of reform to the ECE system, such as supporting new and existing members of the workforce to attain degrees,<sup>169</sup> which can serve as a complement to the overall estimates developed by CSCCE and EPI.

For more information on the assumptions that drive the values-based budget estimates presented in this report, see [Financing Early Educator Quality: A Values-Based Budget for Every State.](#) 

States must take on the charge of systems reform — in coordination with the federal government as appropriate. A crucial step is for states to engage in a cost-modeling exercise and develop a multi-year plan for implementation. For example, the District of Columbia conducted a cost estimation model in order to inform reimbursement rates for subsidized child care programs,<sup>170</sup> rather than rely on market rates, which is known to be a flawed method for understanding the true cost of high-quality early care and education.<sup>171</sup> It is critical that such cost modeling exercises include assumptions that reflect appropriate conditions for the workforce, particularly in terms of qualifications, compensation, and adequate staffing levels and supports.<sup>172</sup> The estimates developed by CSCCE and the Economic Policy Institute (EPI) are a good starting point to understand likely costs at the state level (see **Table 3.13**).

**Ultimately, even though federal funding continues to be an important source of resources for early care and education, state policymakers have considerable leeway — and thus, responsibility — to prioritize ECE in their own state budgets.**

Simultaneously, there are existing opportunities for states to devote additional funding to ECE as a down payment toward the level of funding that will ultimately be required. State-funded pre-K has been a primary means of dedicated state ECE spending over the past several decades,<sup>173</sup> but states can also contribute resources in other ways, such as additional spending on child care services. Ultimately, even though federal funding continues to be an important source of resources for early care and education, state policymakers have considerable leeway — and thus, responsibility — to prioritize ECE in their own state budgets. Future editions of the *Index* may include additional or new state efforts to move toward a publicly funded system of ECE for all children age 0-5, but in the interim, the 2020 *Index* continues to track whether states are, at a minimum, devoting additional state funding above and beyond what is required to receive federal funding for ECE.



“We deserve some support. Frog Hollow and other family child care centers have cared for our community for decades, but our community has not cared for us in our time of need.”

**Family Child Care Owner and Director, California**<sup>174</sup>

## Overview of State Progress on Financial Resources



- Stalled:** 28 states
- Edging Forward:** 21 states
- Making Headway:** 2 states

Between 2018 and 2020, seven states improved their assessment by meeting one or both of the key financial resources indicators:

- Nebraska made the greatest shift by moving from **stalled** to **making headway** by meeting both indicators.
- Tennessee improved from **edging forward** to **making headway**, also meeting both indicators.
- California, the District of Columbia, Louisiana, Maryland, Michigan, and Montana advanced from **stalled** to **edging forward**.

However, seven other states moved down in their assessment by meeting one or none of the indicators:

- Alaska, Connecticut, Indiana, Maine, New Hampshire, and Wyoming moved from **edging forward** to **stalled**, no longer meeting either of the financial resources indicators.
- Washington shifted from **making headway** to **edging forward** for meeting only one of the indicators (the ratio of pre-K spending to K-12 spending decreased).

Overall, approximately one-half of states remain in the stalled category, meeting neither of the key indicators for state financial support of ECE, while only two are **making headway**.

TABLE 3.10

**Key to State Progress on Financial Resources**

Financial Resources	Values	Maximum Points per Indicator
State reports extra Child Care Development Fund (CCDF) spending?	Yes/No	6
Pre-K per-child spending as % of K-12: Greater than 50%?	Yes/No	6
<b>Total</b>		<b>12</b>

0-4 points per category	Stalled
5-8 points per category	Edging Forward
9-12 points per category	Making Headway

FIGURE 3.15

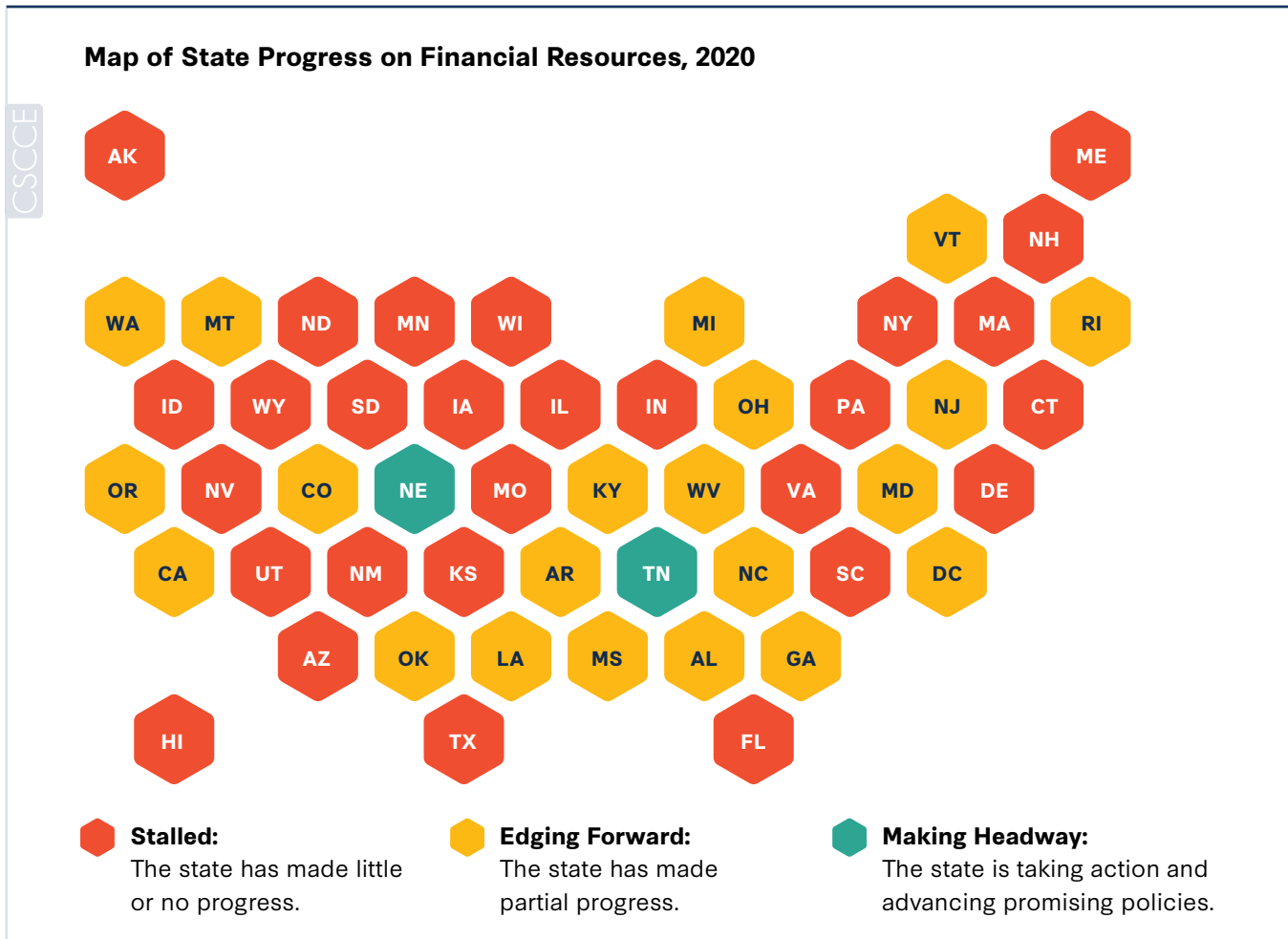


FIGURE 3.16

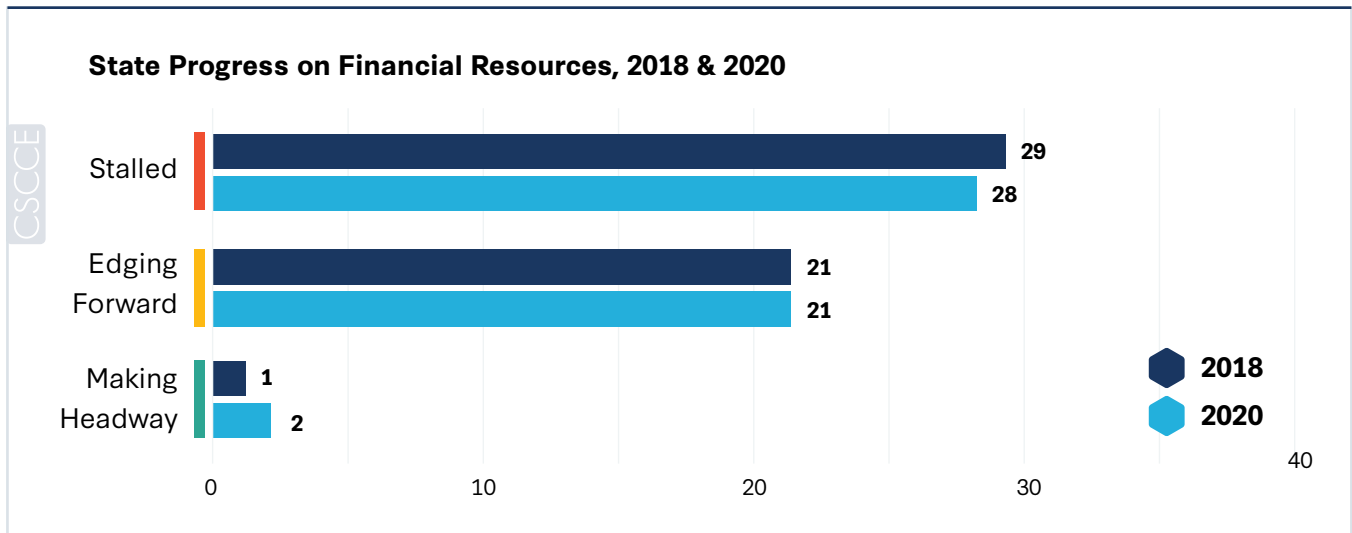
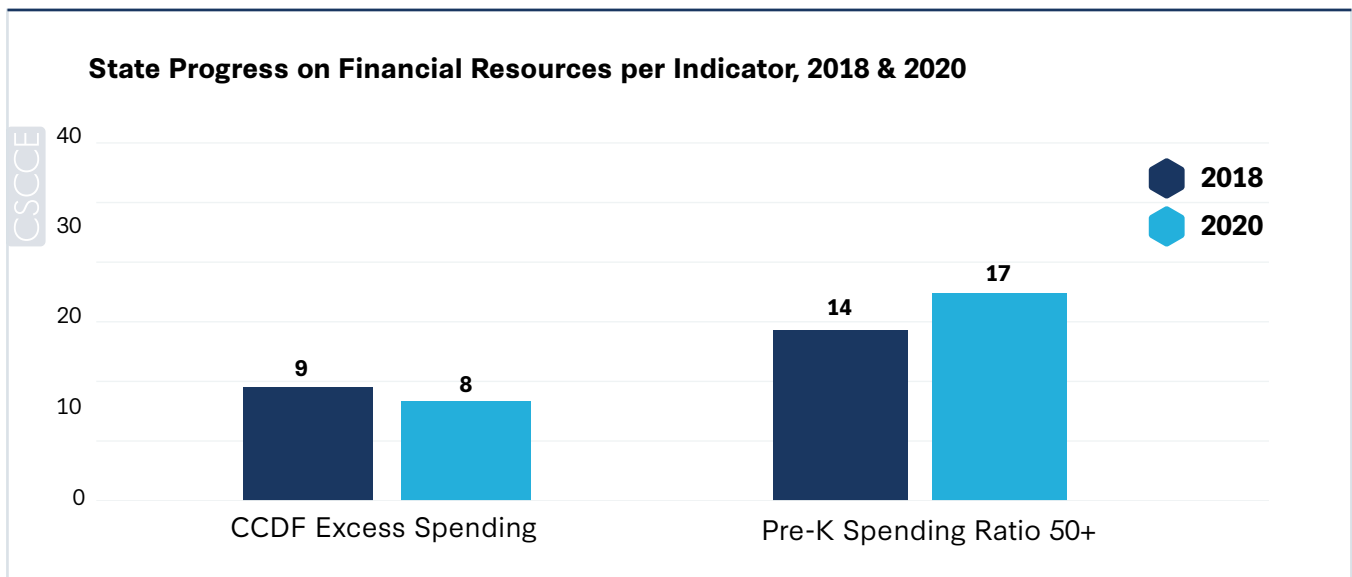


FIGURE 3.17



## State Progress on Financial Resources: Indicators

### Indicator 1: Did the state report extra Child Care Development Fund (CCDF) spending?

*Rationale:* The Child Care Development Fund (CCDF), authorized by the Child Care and Development Block Grant (CCDBG), is a core source of federal funding for early care and education services and for initiatives pertaining to the ECE workforce. Despite recent increases, CCDF funding remains far below what is needed to achieve high-quality ECE services.<sup>175</sup> In order to receive all federal CCDF funds, states must spend a set match amount and meet Maintenance of Effort (MOE) requirements. We focus on whether states spent over and above the minimum requirement for matching or MOE funds for at least one of the preceding three fiscal years for which

data are available (2016-2018), using CCDF expenditure data from the Center for Law and Social Policy (CLASP).<sup>176</sup> Because states are not required to report whether they spend above the minimum required, the totals given here may be an underestimate.

*Current Status Across States:* A total of eight states (Colorado, Georgia, Louisiana, Nebraska, Ohio, Tennessee, Vermont, Washington) reported extra CCDF spending for ECE beyond what is required to receive federal funds during at least one of the years in the period 2016-2018.

*Change Over Time:* The number of states that met this criteria decreased by one state since 2018. Specifically, Louisiana, Nebraska, and Tennessee reported additional CCDF spending and joined the states that met this criteria. Alaska, Connecticut, New Hampshire, and Wyoming no longer met the criteria because they did not report additional spending for any year during 2016-2018.

### **Indicator 2: Is pre-K per-child spending more than 50 percent of per-child K-12 spending?**

*Rationale:* Of all the areas of ECE, publicly funded pre-K has come the closest to being accepted as education and a public good for all children. Nonetheless, funding per child on pre-K is still lower than funding for older children.

*Current Status Across States:* Seventeen states spend at least half as much per child on public pre-K compared to per-child spending on public K-12 education. However, in some cases this may be due to low spending on K-12 rather than high spending on pre-K: ten of these 17 states fall below the median per-child spending on K-12 across all states (\$13,730).

*Change Over Time:* Since 2018, there was a net increase in states devoting more than half of what they spend on K-12 to public pre-K.

- Eleven states maintained a ratio of at least 50-percent pre-K to K-12 spending and continued to meet this criteria for 2020.
- Five states (California, Maryland, Michigan, Montana, Nebraska) and the District of Columbia increased their ratio of pre-K funding and now meet the criteria for this indicator in 2020.
- On the other hand, three states (Indiana, Maine, and Washington) dipped below the threshold for this indicator.



## POLICY RECOMMENDATIONS: FINANCIAL RESOURCES

### **Identify the public funding needed at the state level to ensure ECE access for all children and families, as well as good jobs for educators.**

- Estimate the true cost of services that relieve the financial burden on families while also advancing preparation, workplace supports, and compensation of the workforce. The values-based budget estimates developed by CSCCE and EPI (see **Table 3.13**) are a good starting point to understand likely costs at the state-level.
- Determine the extent of the cost gap between existing resources and what is required to accomplish reforms.

**Create a plan for phased implementation.** For example, an eight-year plan could include Phase 1: development; Phase 2: progression and learnings; and Phase 3: full implementation. Identify costs associated with each phase and incorporate data collection and analysis to facilitate learning and adjustments during the implementation process.

### **Commit to securing dedicated, sustainable funds to enact reforms.**

- Develop an educational campaign to assist policymakers and the public in understanding the costs of building an equitable system and the benefits of this investment.
- Support national proposals, such as a ["New Deal" child care infrastructure investment](#) [↗](#), to increase the number and safety of community-based facilities. Funding for small center- and home-based programs to make needed repairs and improve ventilation is crucial to ensure safe learning environments for children and safe work environments for educators during the COVID-19 pandemic.
- Prioritize ECE in state budgets in the absence of or in addition to increased federal funding.



TABLE 3.11

CSCCE

**Progress on Financial Resources, by State/Territory, 2020**

State	State Reported Extra CCDF Spending, 2016-2018	Ratio of Pre-K to K-12 Spending More Than 50%	2020 Progress
Alabama	No	Yes	Edging Forward
Alaska	No	No	Stalled
Arizona	No	No	Stalled
Arkansas	No	Yes	Edging Forward
California	No	Yes	Edging Forward
Colorado	Yes	No	Edging Forward
Connecticut	No	No	Stalled
Delaware	No	No	Stalled
District of Columbia	No	Yes	Edging Forward
Florida	No	No	Stalled
Georgia	Yes	No	Edging Forward
Hawaii	No	No	Stalled
Idaho	No	No	Stalled
Illinois	No	No	Stalled
Indiana	No	No	Stalled
Iowa	No	No	Stalled
Kansas	No	No	Stalled
Kentucky	No	Yes	Edging Forward

TABLE 3.11 CONTINUED

CSCCE

State	State Reported Extra CCDF Spending, 2016-2018	Ratio of Pre-K to K-12 Spending More Than 50%	2020 Progress
Louisiana	Yes	No	Edging Forward
Maine	No	No	Stalled
Maryland	No	Yes	Edging Forward
Massachusetts	No	No	Stalled
Michigan	No	Yes	Edging Forward
Minnesota	No	No	Stalled
Mississippi	No	Yes	Edging Forward
Missouri	No	No	Stalled
Montana	No	Yes	Edging Forward
Nebraska	Yes	Yes	Making Headway
Nevada	No	No	Stalled
New Hampshire	No	No	Stalled
New Jersey	No	Yes	Edging Forward
New Mexico	No	No	Stalled
New York	No	No	Stalled
North Carolina	No	Yes	Edging Forward
North Dakota	No	No	Stalled
Ohio	Yes	No	Edging Forward
Oklahoma	No	Yes	Edging Forward

TABLE 3.11 CONTINUED

CSCCE

State	State Reported Extra CCDF Spending, 2016-2018	Ratio of Pre-K to K-12 Spending More Than 50%	2020 Progress
Oregon	No	Yes	Edging Forward
Pennsylvania	No	No	Stalled
Rhode Island	No	Yes	Edging Forward
South Carolina	No	No	Stalled
South Dakota	No	No	Stalled
Tennessee	Yes	Yes	Making Headway
Texas	No	No	Stalled
Utah	No	No	Stalled
Vermont	Yes	No	Edging Forward
Virginia	No	No	Stalled
Washington	Yes	No	Edging Forward
West Virginia	No	Yes	Edging Forward
Wisconsin	No	No	Stalled
Wyoming	No	No	Stalled
<b>Total</b>	<b>8</b>	<b>17</b>	

**TABLE 3.11 CONTINUED**

CSCCE

Territory	State Reported Extra CCDF Spending, 2016-2018	Ratio of Pre-K to K-12 Spending More Than 50%	2020 Progress
American Samoa	Not Applicable	Not Available	Not Applicable
Guam	Not Applicable	Not Available	Not Applicable
Northern Mariana Islands	Not Applicable	Not Available	Not Applicable
Puerto Rico	Not Applicable	Not Available	Not Applicable
U.S. Virgin Islands	Not Applicable	Not Available	Not Applicable

Sources: Ratio of pre-K to K-12 spending calculated by CSCCE, using data from Friedman-Krauss et al. (2020). The State of Preschool 2019. Rutgers, NJ: National Institute for Early Education Research. Retrieved from <http://nieer.org/state-preschool-yearbooks/2019-2>. Excess spending 2016-2018 determinations were made using data provided by CLASP based on the U.S. Department of Health and Human Services, Child Care and Development Fund Program Data and Statistics.

TABLE 3.12

CSCCE

**Pre-K & K-12 per Pupil Spending, by State, 2019**

State	Pre-K Spending	K-12 Spending	Pre-K Spending as % of K-12 Spending
Alabama	\$6,257	\$11,143	56%
Alaska	\$5,521	\$26,305	21%
Arizona	\$4,013	\$9,781	41%
Arkansas	\$9,332	\$11,595	80%
California	\$8,427	\$16,096	52%
Colorado	\$4,525	\$13,507	34%
Connecticut	\$8,786	\$21,691	41%
Delaware	\$7,277	\$15,496	47%
District of Columbia	\$19,710	\$37,594	52%
Florida	\$2,253	\$11,364	20%
Georgia	\$4,539	\$11,238	40%
Hawaii	\$7,208	\$18,194	40%
Idaho	\$0	\$8,645	0%
Illinois	\$5,811	\$17,525	33%
Indiana	\$0	\$10,491	0%
Iowa	\$3,516	\$13,385	26%
Kansas	\$2,164	\$13,730	16%
Kentucky	\$8,453	\$11,693	72%
Louisiana	\$4,793	\$13,545	35%
Maine	\$8,414	\$18,077	47%
Maryland	\$8,432	\$16,258	52%

TABLE 3.12 CONTINUED

CSCCE

State	Pre-K Spending	K-12 Spending	Pre-K Spending as % of K-12 Spending
Massachusetts	\$3,430	\$20,296	17%
Michigan	\$6,586	\$12,344	53%
Minnesota	\$6,570	\$15,582	42%
Mississippi	\$9,457	\$9,439	100%
Missouri	\$3,330	\$13,257	25%
Montana	\$9,633	\$12,172	79%
Nebraska	\$8,585	\$13,075	66%
Nevada	\$6,832	\$13,993	49%
New Hampshire	\$0	\$18,443	0%
New Jersey	\$13,502	\$21,790	62%
New Mexico	\$6,060	\$12,936	47%
New York	\$6,912	\$30,392	23%
North Carolina	\$9,162	\$10,771	85%
North Dakota	\$531	\$16,902	3%
Ohio	\$4,000	\$13,411	30%
Oklahoma	\$9,096	\$9,673	94%
Oregon	\$9,820	\$14,697	67%
Pennsylvania	\$6,563	\$20,737	32%
Rhode Island	\$11,784	\$18,119	65%
South Carolina	\$3,138	\$13,811	23%
South Dakota	\$0	\$12,397	0%
Tennessee	\$6,266	\$9,952	63%

TABLE 3.12 CONTINUED

CSCCE

State	Pre-K Spending	K-12 Spending	Pre-K Spending as % of K-12 Spending
Texas	\$3,640	\$12,621	29%
Utah	\$0	\$9,057	0%
Vermont	\$8,164	\$18,446	44%
Virginia	\$6,299	\$13,914	45%
Washington	\$8,969	\$19,476	46%
West Virginia	\$11,052	\$13,747	80%
Wisconsin	\$6,110	\$13,611	45%
Wyoming	\$0	\$19,735	0%

Territory	Pre-K Spending	K-12 Spending	Pre-K Spending as % of K-12 Spending
American Samoa	\$0	Not Available	Not Available
Guam	\$4,901	Not Available	Not Available
Northern Mariana Islands	Not Available	Not Available	Not Available
Puerto Rico	\$0	Not Available	Not Available
U.S. Virgin Islands	\$0	Not Available	Not Available

Source: Pre-K and K-12 spending data compiled from Friedman-Krauss et al. (2020). The State of Preschool 2019. Rutgers, NJ: National Institute for Early Education Research. Retrieved from <http://nieer.org/state-preschool-yearbooks/2019-2>. [↗](#)

Note: The State of Preschool Yearbooks are the most comprehensive source on pre-K spending by state but may underestimate sources of federal and local funding. Furthermore, they do not include special education funding, which may represent a not-insignificant proportion of total K-12 spending, depending on the state. However, there is no recent state-by-state data on K-12 special education funding that could be used to adjust these totals to more adequately assess differences in pre-K and K-12 spending, excluding special education funding.

TABLE 3.13

**Values-Based ECE 0-5 Budget Estimates for Every State**

CSCCE

State	Total Cost: Lower Bound Estimate	Total Cost: Upper Bound Estimate	Cost per Child: Lower Bound Estimate	Cost per Child: Upper Bound Estimate
Alabama	\$4.7B	\$6.4B	\$27,000	\$29,000
Alaska	\$1.2B	\$1.6B	\$36,000	\$38,000
Arizona	\$6.3B	\$8.6B	\$24,000	\$26,000
Arkansas	\$2.9B	\$4.0B	\$25,000	\$27,000
California	\$29.7B	\$75.4B	\$30,000	\$39,000
Colorado	\$5.6B	\$7.6B	\$27,000	\$30,000
Connecticut	\$4.4B	\$6.0B	\$39,000	\$42,000
Delaware	\$1.0B	\$1.4B	\$31,000	\$34,000
District of Columbia	\$862.3M	\$1.2B	\$33,000	\$36,000
Florida	\$17.2B	\$23.5B	\$26,000	\$27,000
Georgia	\$11.1B	\$15.1B	\$28,000	\$30,000
Hawaii	\$1.7B	\$2.3B	\$30,000	\$32,000
Idaho	\$1.6B	\$2.3B	\$24,000	\$26,000
Illinois	\$14.8B	\$20.2B	\$31,000	\$34,000
Indiana	\$6.7B	\$9.2B	\$26,000	\$28,000
Iowa	\$3.1B	\$4.3B	\$26,000	\$28,000
Kansas	\$3.1B	\$4.2B	\$26,000	\$28,000
Kentucky	\$4.7B	\$6.4B	\$28,000	\$30,000



TABLE 3.13 CONTINUED


CSCCE

State	Total Cost: Lower Bound Estimate	Total Cost: Upper Bound Estimate	Cost per Child: Lower Bound Estimate	Cost per Child: Upper Bound Estimate
Louisiana	\$4.2B	\$5.8B	\$22,000	\$24,000
Maine	\$979.8M	\$1.3B	\$25,000	\$27,000
Maryland	\$8.0B	\$10.9B	\$36,000	\$39,000
Massachusetts	\$7.4B	\$10.1B	\$33,000	\$36,000
Michigan	\$11.4B	\$15.5B	\$33,000	\$36,000
Minnesota	\$6.7B	\$9.1B	\$31,000	\$34,000
Mississippi	\$2.7B	\$3.6B	\$23,000	\$25,000
Missouri	\$5.6B	\$7.6B	\$24,000	\$26,000
Montana	\$980.8M	\$1.3B	\$26,000	\$28,000
Nebraska	\$2.2B	\$3.0B	\$28,000	\$30,000
Nevada	\$2.9B	\$3.9B	\$26,000	\$28,000
New Hampshire	\$1.1B	\$1.5B	\$27,000	\$30,000
New Jersey	\$11.3B	\$15.4B	\$35,000	\$38,000
New Mexico	\$2.2B	\$3.0B	\$27,000	\$29,000
New York	\$26.1B	\$35.7B	\$36,000	\$40,000
North Carolina	\$9.1B	\$12.4B	\$25,000	\$27,000
North Dakota	\$854.0M	\$1.2B	\$27,000	\$29,000
Ohio	\$12.6B	\$17.2B	\$30,000	\$32,000
Oklahoma	\$3.4B	\$4.6B	\$21,000	\$23,000
Oregon	\$3.9B	\$5.3B	\$28,000	\$30,000

TABLE 3.13 CONTINUED

CSCCE

State	Total Cost: Lower Bound Estimate	Total Cost: Upper Bound Estimate	Cost per Child: Lower Bound Estimate	Cost per Child: Upper Bound Estimate
Pennsylvania	\$13.4B	\$18.3B	\$31,000	\$34,000
Rhode Island	\$1.2B	\$1.6B	\$35,000	\$38,000
South Carolina	\$4.5B	\$6.1B	\$25,000	\$27,000
South Dakota	\$843.5M	\$1.2B	\$23,000	\$25,000
Tennessee	\$6.6B	\$9.0B	\$27,000	\$29,000
Texas	\$34.6B	\$47.2B	\$29,000	\$31,000
Utah	\$3.9B	\$6.0B	\$28,000	\$30,000
Vermont	\$507.3M	\$689.8M	\$27,000	\$30,000
Virginia	\$10.2B	\$14.0B	\$33,000	\$36,000
Washington	\$9.4B	\$12.9B	\$34,000	\$37,000
West Virginia	\$1.5B	\$2.0B	\$24,000	\$26,000
Wisconsin	\$5.3B	\$7.2B	\$26,000	\$28,000
Wyoming	\$706.9M	\$959.3M	\$30,000	\$32,000

Source: Jointly produced by the Center for the Study of Child Care Employment and the Economic Policy Institute, see Gould, E., Whitebook, M., Moxhiber, Z., & Austin, L.J.E. (2020). Financing Early Educator Quality: A Values-Based Budget for Every State. Berkeley, CA: Center for the Study of Child Care Employment, University of California, Berkeley. Retrieved from <https://cscce.berkeley.edu/financing-early-educator-quality-a-values-based-budget-for-every-state/>. 



## Income Supports

Early educators, like many U.S. workers, are typically eligible for or affected by a range of income supports designed to reduce the effects of low wages. In almost every state in the United States, median wages for early educators, particularly those classified as “child care workers,” fall below a commonly used threshold for low-wage work: jobs that pay less than two-thirds of the overall median wage (see **Appendix Table 2.8**).<sup>177</sup>

The *Index* examines three main federal supports: the minimum wage, the Earned Income Tax Credit (EITC), and the Child and Dependent Care Tax Credit (CDCTC). All of these supports are dependent on earnings and designed to increase income and help alleviate substantial cost burdens for working families, and these supports are all crucial to early educators, given the poverty-level wages they are paid. Importantly, individual states often supplement these federal baselines to boost their impact.

Established by the Fair Labor Standards Act (1938), the **minimum wage** prohibits payment for work below a certain level, thus creating a wage floor. The current federal minimum wage, set in 2009, is \$7.25 per hour. If the minimum wage had kept up with inflation, it would now be approaching \$9.00 per hour,<sup>178</sup> a level still considered too low to meet a basic living wage.<sup>179</sup> For this reason, many states have set minimum wages higher than the federal minimum. The early childhood workforce in particular stands to gain from increases in the minimum wage, given persistently low median wages in the ECE field. There is some evidence that state minimum wage increases have been linked to wage growth for child care workers. As reported in the 2018 *Early Childhood Workforce Index*, on average, states that followed the \$7.25 federal wage-floor policy during 2015-2017 saw an increase of less than 1 percent in child care worker wages. Conversely, over the same time period, states that implemented higher minimum wages experienced, on average, a 6-percent increase in wages for those in the child care workforce.<sup>180</sup>

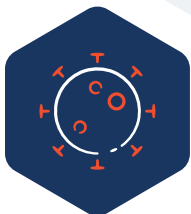
The **Earned Income Tax Credit** is a benefit for working people with low to moderate incomes. It is one of the largest federal income support programs in the United States, helping to lift millions out of poverty.<sup>181</sup> A prior analysis in the 2018 *Early Childhood Workforce Index* demonstrated high use by early educators in particular:

41 percent of child care workers and their families and 30 percent of preschool/ kindergarten teachers and their families benefited from the EITC in 2014-2016.<sup>182</sup>

The **Child and Dependent Care Tax Credit** is a tax break specifically for working people to help offset the costs associated with caring for children or adult dependents with disabilities. Child care costs make up a substantial proportion of household budgets; in many regions of the United States, families spend more on child care than on other major expenses, such as housing or college tuition.<sup>183</sup> Child care workers themselves are often also parents and affected by the problem of high child care costs, yet the earnings of much of the early childhood workforce are too low to afford early education and care services for their own children.<sup>184</sup>

“Every day I knowingly expose my household and my family, while taking care of children from families that may not be as careful about cleaning and doing what they can to prevent COVID-19 transmission. If I had access to unemployment funds immediately at the same rate that I make when I am open for business, I would have chosen to close rather than risk my own family’s well-being.”

**Family Child Care Provider, California**<sup>185</sup>



## **STATES EXPAND EARNED INCOME TAX CREDITS DURING THE PANDEMIC**

The federal and state governments have taken some limited action to maintain household incomes during the severe economic shock that has accompanied the COVID-19 pandemic, such as loans to businesses to maintain worker pay (Paycheck Protection Program) and expanded unemployment benefits. Several states enacted legislation designed to increase awareness and uptake of the EITC.<sup>186</sup> Notably, California and Colorado became the first states in the nation to expand eligibility for this tax credit to non-citizens.<sup>187</sup>

# Overview of State Progress on Income Supports



- **Stalled:** 36 states
- **Edging Forward:** 8 states
- **Making Headway:** 7 states

Since 2018, there has been some state-level progress on income supports offered to workers and families. Utah and Montana<sup>188</sup> both implemented laws to offer an earned income tax credit, while the District of Columbia and Oregon passed legislation to provide a refundable child care tax credit for families. As a result, Montana improved from **stalled** to **edging forward**, and the District of Columbia and Oregon both improved from **edging forward** to **making headway**. However, as shown in [Figure 3.19](#), the overall change in income supports offered to families across states was minimal between 2018 and 2020, with most states remaining **stalled**.

TABLE 3.14

Key to State Progress on Income Supports		
Income Supports	Values	Maximum Points per Indicator
Minimum Wage ( <i>higher than federal, indexed for inflation</i> )	Yes/No	4
Refundable Earned Income Tax Credit	Yes/No	4
Refundable Child and Dependent Care Tax Credit	Yes/No	4
<b>Total</b>		<b>12</b>
0-4 points per category		Stalled
5-8 points per category		Edging Forward
9-12 points per category		Making Headway

FIGURE 3.18

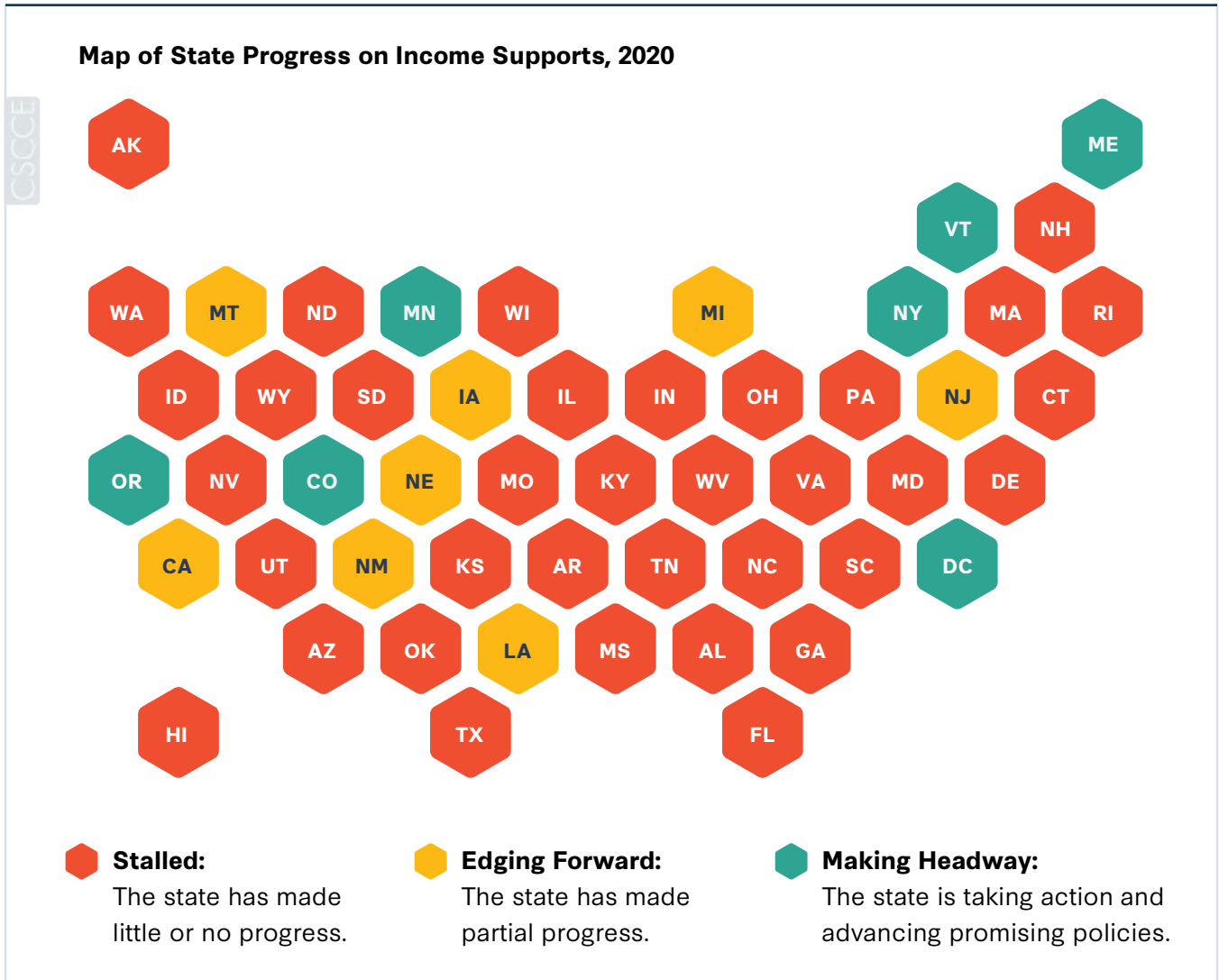


FIGURE 3.19

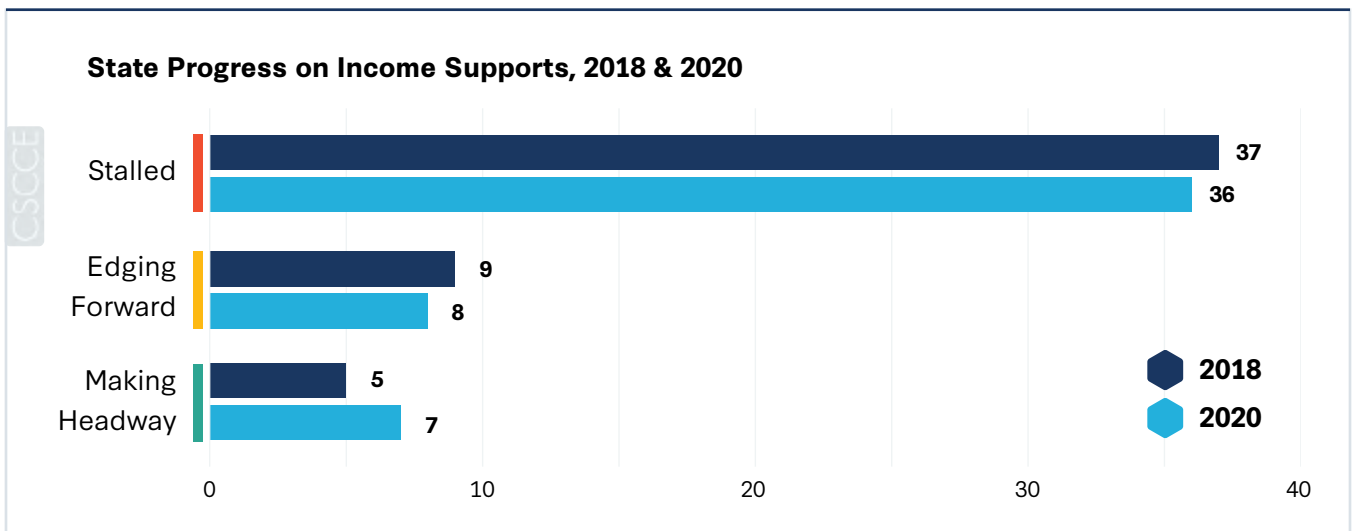
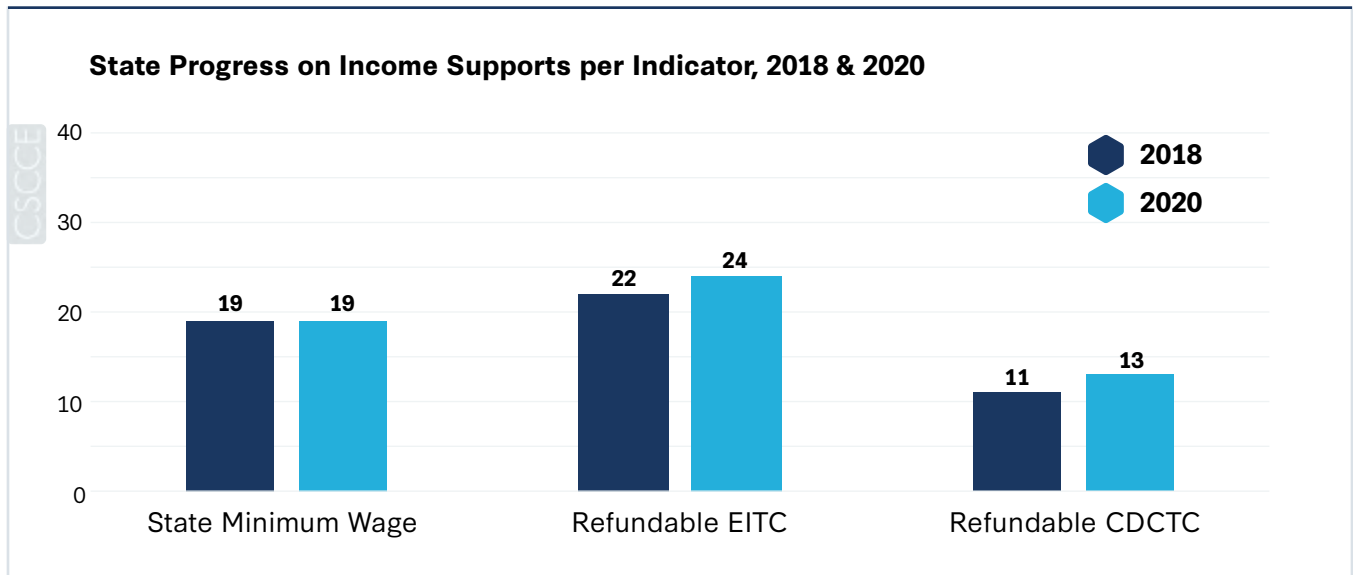


FIGURE 3.20



## State Progress on Income Supports: Indicators

### Indicator 1: Do states have statewide legislation that sets the minimum wage above the federal minimum, and is it indexed to inflation?

*Rationale:* Minimum wage laws are designed to raise wages directly for the lowest-paid workers, which include many early educators. Over the years, many states (and some localities) have established laws that set a higher minimum wage than the federal legislation.<sup>189</sup> Minimum wage laws are an important avenue for raising the wages of early educators, whose pay is among the lowest across all occupations. In parallel, it is crucial that sufficient public funding be allocated to programs to cover increased staffing costs.<sup>190</sup>

*Current Status Across States:* In 2020, 30 states (including the District of Columbia) have a minimum wage that is set higher than the federal minimum wage of \$7.25 per hour. Nineteen states have a minimum wage that is both set higher than the federal minimum of \$7.25 per hour and is also indexed to inflation.

*Change Over Time:* Since 2018, there has been no change in the number of states with minimum wage laws higher than the federal minimum wage of \$7.25 nor the number of states with a minimum wage set to adjust for inflation. Of the 30 states in 2020 with a minimum wage higher than the federal level, 26 states increased their minimum wage between 2018 and 2020, and four states kept the minimum wage the same. Among the states with a minimum wage equal to or less than the federal minimum wage in 2018, none of these minimum wages were indexed to inflation, and there was no change to the minimum wage in these states in 2020.

## **Indicator 2: Do states have a refundable earned income tax credit?**

*Rationale:* The federal Earned Income Tax Credit is designed to increase income for low-income working families, with the amount of the tax credit depending on a recipient's income, marital status, number of children, and other criteria. States have the opportunity to supplement the federal EITC with their own programs, usually set as a percentage of the federal credit, and to decide whether or not to make those credits refundable if the eligible amount is greater than the taxes owed by an individual or family. Refundable credits provide a more robust means of assisting low-income earners (including many early educators), who usually do not have a high tax liability to reduce. While earned income tax credits do not raise base pay for workers in the way that minimum wage legislation does, they do provide important financial relief for families.

*Current Status Across States:* In 2020, 24 states have a refundable earned income tax credit. Delaware, Hawaii, Ohio, Oklahoma, South Carolina, and Virginia have an earned income tax credit, but it is not refundable. Guam and Puerto Rico also both have a local refundable tax credit that is not based on the federal EITC.<sup>191</sup> Residents of all five of the U.S. territories discussed in this report are not eligible for the federal EITC because the territories have their own tax systems and impose income taxes on their residents that are separate from the U.S. federal income tax.<sup>192</sup>

*Change Over Time:* Since 2018, two additional states (Montana and Utah) have met this criteria.

## **Indicator 3: Do states have a refundable child and dependent care tax credit?**

*Rationale:* In addition to targeted assistance for low-income families through the Child Care Development Fund, federal tax policy helps offset expenses for the care of children and adult dependents through the Child and Dependent Care Tax Credit. Families can claim a credit for between 20 and 35 percent of allowable expenses, depending on their household income, with maximum expenses set at \$3,000 for one child/dependent and \$6,000 for two children/dependents per year.<sup>193</sup> The federal CDCTC is not refundable, thus its benefits accrue to those with tax liability and exclude many of the lowest-paid workers.<sup>194</sup> As a result, some states have supplemented the federal CDCTC with their own tax credits for child care expenses, some of which are refundable.

*Current Status Across States:* In 2020, 13 states have a refundable child and dependent care tax credit. Eleven states have a child and dependent care tax credit, but it is not refundable.

*Change Over Time:* Since 2018, two additional states (the District of Columbia and Oregon) have met this criteria.



TABLE 3.15

CSCCE

**Progress on Income Supports, by State/Territory, 2020**

State	Minimum Wage: Higher than federal and indexed for inflation	Earned Income Tax Credit: State has refundable credit	Child & Dependent Care Tax Credit: State has refundable credit	2020 Progress
Alabama	No	No	No	Stalled
Alaska	Yes	No	No	Stalled
Arizona	Yes	No	No	Stalled
Arkansas	No	No	Yes	Stalled
California	Yes	Yes	No	Edging Forward
Colorado	Yes	Yes	Yes	Making Headway
Connecticut	No	Yes	No	Stalled
Delaware	No	No	No	Stalled
District of Columbia	Yes	Yes	Yes	Making Headway
Florida	Yes	No	No	Stalled
Georgia	No	No	No	Stalled
Hawaii	No	No	Yes	Stalled
Idaho	No	No	No	Stalled
Illinois	No	Yes	No	Stalled
Indiana	No	Yes	No	Stalled
Iowa	No	Yes	Yes	Edging Forward
Kansas	No	Yes	No	Stalled

TABLE 3.15 CONTINUED

State	Minimum Wage: Higher than federal and indexed for inflation	Earned Income Tax Credit: State has refundable credit	Child & Dependent Care Tax Credit: State has refundable credit	2020 Progress
Kentucky	No	No	No	Stalled
Louisiana	No	Yes	Yes	Edging Forward
Maine	Yes	Yes	Yes	Making Headway
Maryland	No	Yes	No	Stalled
Massachusetts	No	Yes	No	Stalled
Michigan	Yes	Yes	No	Edging Forward
Minnesota	Yes	Yes	Yes	Making Headway
Mississippi	No	No	No	Stalled
Missouri	Yes	No	No	Stalled
Montana	Yes	Yes	No	Edging Forward
Nebraska	No	Yes	Yes	Edging Forward
Nevada	Yes	No	No	Stalled
New Hampshire	No	No	No	Stalled
New Jersey	Yes	Yes	No	Edging Forward
New Mexico	No	Yes	Yes	Edging Forward
New York	Yes	Yes	Yes	Making Headway

TABLE 3.15 CONTINUED

CSCCE	State	Minimum Wage: Higher than federal and indexed for inflation	Earned Income Tax Credit: State has refundable credit	Child & Dependent Care Tax Credit: State has refundable credit	2020 Progress
	North Carolina	No	No	No	Stalled
North Dakota	No	No	No	Stalled	
Ohio	Yes	No	No	Stalled	
Oklahoma	No	No	No	Stalled	
Oregon	Yes	Yes	Yes	Making Headway	
Pennsylvania	No	No	No	Stalled	
Rhode Island	No	Yes	No	Stalled	
South Carolina	No	No	No	Stalled	
South Dakota	Yes	No	No	Stalled	
Tennessee	No	No	No	Stalled	
Texas	No	No	No	Stalled	
Utah	No	Yes	No	Stalled	
Vermont	Yes	Yes	Yes	Making Headway	
Virginia	No	No	No	Stalled	
Washington	Yes	No	No	Stalled	
West Virginia	No	No	No	Stalled	
Wisconsin	No	Yes	No	Stalled	
Wyoming	No	No	No	Stalled	
<b>Total</b>	<b>19</b>	<b>24</b>	<b>13</b>		

TABLE 3.15 CONTINUED

CSCCE

Territory	Minimum Wage: Higher than federal and indexed for inflation	Earned Income Tax Credit: Territory has refundable credit	Child & Dependent Care Tax Credit: Territory has refundable credit	2020 Progress
American Samoa	No	No	Not Available	Not Applicable
Guam	No	No	Not Available	Not Applicable
Northern Mariana Islands	No	Yes	Not Available	Not Applicable
Puerto Rico	No	Yes	Not Available	Not Applicable
U.S. Virgin Islands	No	No	Not Available	Not Applicable



## Health & Well-Being Supports

Job quality and worker well-being are not defined solely by earnings and income. Workplace policies that support the ability to look after oneself and one's family members are key to a happy, healthy, and productive work environment in the best of times and are absolutely essential in times of a major health crisis, as the COVID-19 pandemic has demonstrated. However, individuals earning low incomes, including early childhood teachers,<sup>195</sup> generally have poorer health<sup>196</sup> and less access to employee benefits such as health insurance<sup>197</sup> and paid leave that contribute to health and well-being.<sup>198</sup>



"Because of such low pay and high cost of health benefits, other teachers and myself are in constant stress over how to afford basic necessities. This stress is so great it carries over onto our care for the children daily. Working full time in such a physically, mentally, and emotionally demanding job with such great responsibility is exhausting and challenging, to say the least!"

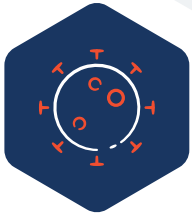
**ECE Lead Teacher, Minnesota<sup>199</sup>**

Where federal policy falls short, state policy can ensure equitable job quality that leads to better health and well-being among workers and their families through various means, for example by expanding access to affordable health coverage, passing paid sick days legislation, and enacting paid family leave benefits. Such policies reduce the need for workers who are paid low wages to make an impossible choice between their own health — and potentially the health of others in their families and communities — and their livelihood.

Access to health care services is important for worker well-being, but skyrocketing costs make access difficult for many families, especially those with low incomes or those who have lost their jobs. Early educators are especially likely to benefit from expanded Medicaid and other provisions in the Affordable Care Act (ACA). A prior analysis in the 2018 *Early Childhood Workforce Index* demonstrated the importance of Medicaid for early educators: 30 percent of child care workers and their families and 23 percent of preschool/kindergarten teachers and their families accessed health care through Medicaid or the Children’s Health Insurance Program (CHIP) in 2014-2016.<sup>200</sup> Many early educators could not access health insurance from their workplaces even before the COVID-19 pandemic struck<sup>201</sup> and caused a spike in unemployment and the risk of loss of health insurance coverage, whether one’s own or through a spouse.<sup>202</sup>

Even workers with health insurance struggle to make use of health care services due to a lack of paid time off from work when ill or when needing to care for a family member who is ill.<sup>203</sup> Employees with no or very limited paid sick leave may be left with little choice but to come to work while sick, spreading illness to others. Paid sick leave is therefore especially important for early childhood teachers who come in regular contact with young children and their families. Yet, access to employer-based paid sick days remains a rarity in the early childhood field and for many other workers in low-paid occupations across the United States. Nationwide, only about 51 percent of those in the bottom quartile of occupations by average hourly wage had access to paid sick leave in 2019.<sup>204</sup>

The United States is one of a handful of countries across the globe that lacks a national paid leave program for parents or at least mothers.<sup>205</sup> Although the Family and Medical Leave Act (FMLA) entitles eligible employees to up to 12 weeks of job-protected leave to care for a child or family member, this leave is unpaid.<sup>206</sup> Furthermore, it is only available to employees who work at businesses of a certain size (50 employees or more) and therefore excludes broad swathes of the ECE workforce. Only 9 percent of workers in the bottom quartile of occupations by average hourly wage had access to paid family leave through their employers in 2019.<sup>207</sup>



## **EXPANSION OF PAID SICK & FAMILY/MEDICAL LEAVE AS A RESULT OF COVID-19**

Because U.S. workers typically are not guaranteed paid sick or family and medical leave, many workers — especially lower-income workers like most early educators — were immediately at risk of substantial loss of income with the onset of the COVID-19 pandemic. While the risk of losing income due to illness or other family care needs is not new for many U.S. families, the severity of the COVID-19 pandemic prompted some limited action by the federal government, which instituted temporary sick and family/medical leave provisions through the Families First Coronavirus Response Act and the Coronavirus Aid, Relief, and Economic Security (CARES) Act. While the provisions were a notable step forward, eligibility was restricted in various ways, with potentially up to three-quarters of American workers ultimately excluded from the law.<sup>208</sup>

In the meantime, workers in those few states that had already implemented provisions for paid leave were able to benefit immediately from those laws. For example, when the COVID-19 pandemic hit in Rhode Island, the governor's executive action allowed families to use that leave for school and child care closures. Families were able to benefit from Rhode Island's paid leave even before the federal Families First Coronavirus Response Act was signed into law.<sup>209</sup>

Some states, such as Colorado and New York, responded to the crisis by implementing temporary provisions for paid sick days due to the impact of COVID-19.<sup>210</sup> New York also passed a permanent paid sick leave law in April 2020, with eligible employees able to use their sick leave beginning in 2021.<sup>211</sup>

# Overview of State Progress on Health & Well-Being Supports



- **Stalled:** 39 states
- **Edging Forward:** 3 states
- **Making Headway:** 9 states

Since 2018, there has been some state-level progress in efforts to support the health and well-being of workers and families, particularly through expanded access to health care and paid family leave. For health care, five states (Idaho, Missouri, Nebraska, Oklahoma, and Utah) passed new ballot measures since 2018 to expand health coverage eligibility through Medicaid and Virginia passed a bill for expanded Medicaid coverage in the General Assembly. Other notable gains for state-level support of health and well-being include the adoption of paid family leave in three states (Connecticut, Massachusetts, and Oregon), while New York enacted paid sick day legislation. As a result of these policy changes, four states (Connecticut, Massachusetts, New York, Oregon) improved from **edging forward** in 2018 to **making headway** in 2020 due to enacting either paid sick days or paid family leave. However, as shown in [Figure 3.14](#), the overall change in health and well-being support offered to families across states between 2018 and 2020 was minimal, as 39 states were **stalled** in 2018 and remained **stalled** in 2020.

**TABLE 3.16**

Key to State Progress on Health & Well-Being Supports		
Health & Well-Being	Values	Maximum Points per Indicator
State Sick Leave	Yes/No	4
State Family Leave	Yes/No	4
Expanded Medicaid	Yes/No	4
<b>Total</b>		<b>12</b>

0-4 points per category	Stalled
5-8 points per category	Edging Forward
9-12 points per category	Making Headway



FIGURE 3.21

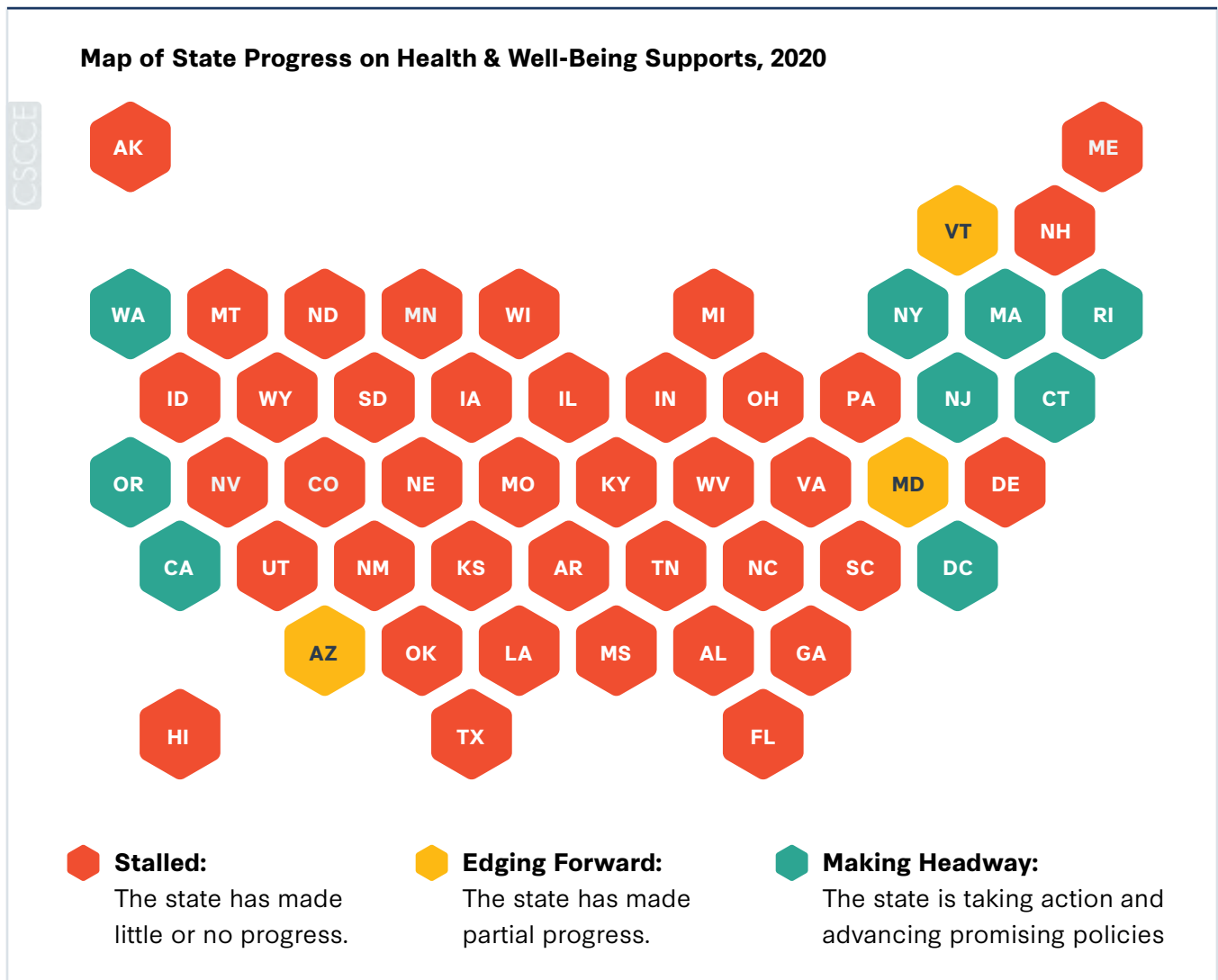


FIGURE 3.22

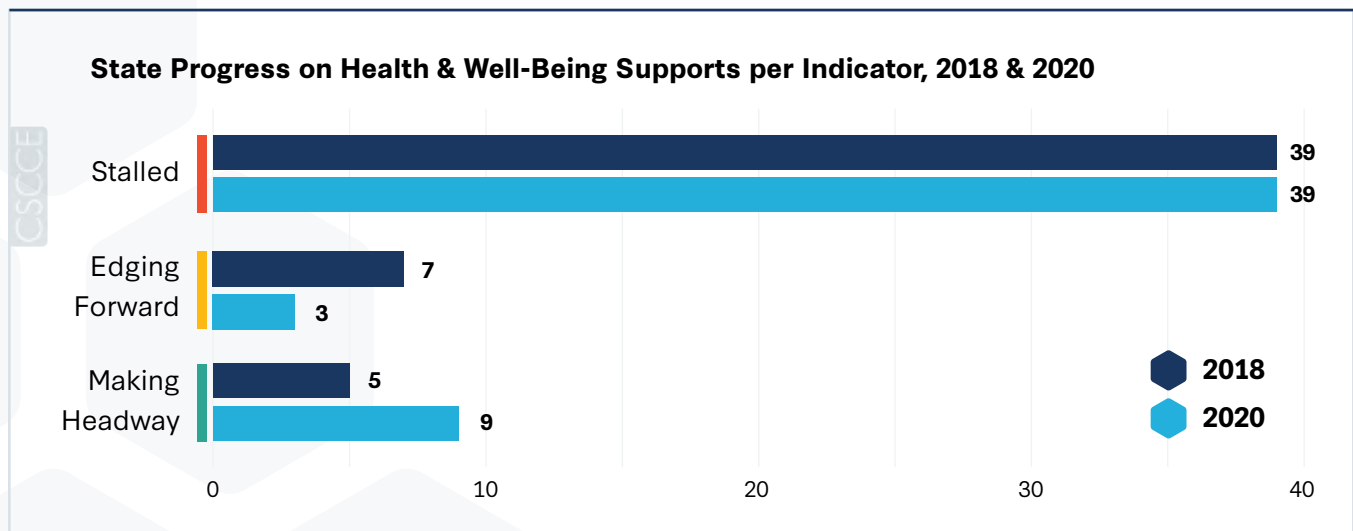
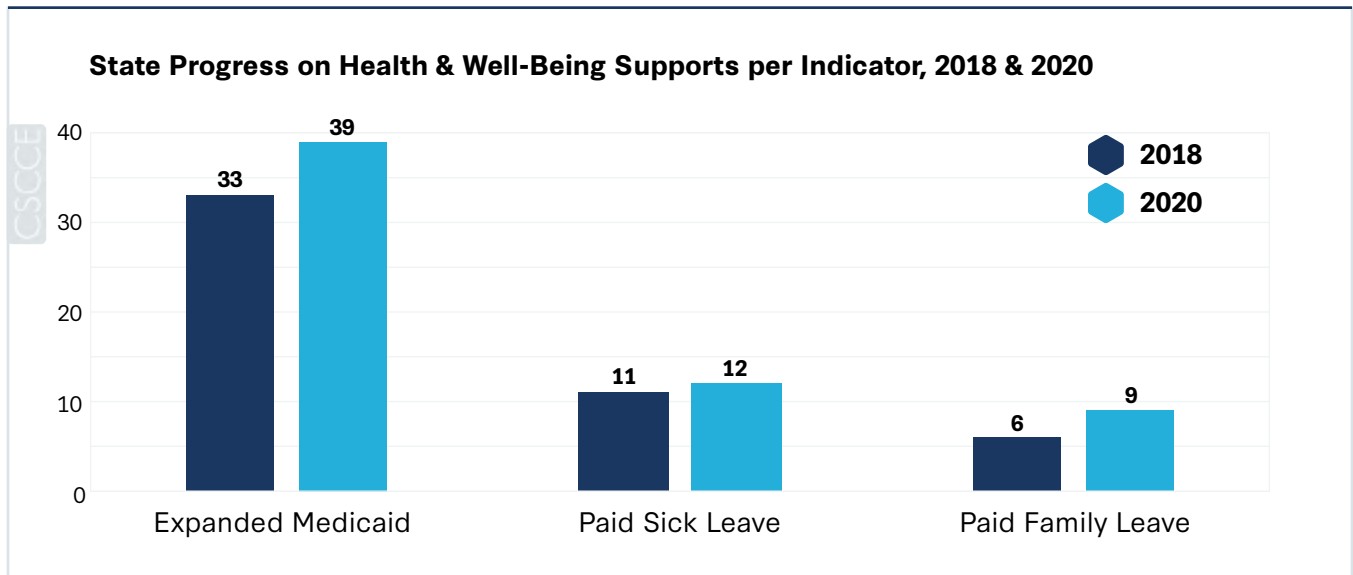


FIGURE 3.23



## State Progress on Health & Well-Being Supports: Indicators

### Indicator 1: Have states expanded Medicaid eligibility under the Affordable Care Act?

*Rationale:* Improving access to health care services, especially preventive care, was a major focus of the Affordable Care Act. Among other things, the ACA established new subsidies for individuals to purchase health insurance and allowed states to use matching federal funds to expand eligibility for Medicaid to individuals previously ineligible.<sup>212</sup> However, not all states have been willing to expand eligibility for this critical health service.

*Current Status Across States:* In 2020, 39 states offer expanded health coverage via Medicaid, with the other states leaving a gap in support for individuals and their families, likely including many early educators and their families, who remain ineligible for Medicaid but cannot afford to purchase health insurance.

*Change Over Time:* Since 2018, six additional states met this criteria: Idaho, Missouri, Nebraska, Oklahoma, Utah, and Virginia. These states expanded Medicaid through successful ballot initiatives, with the exception of Virginia, where it was approved by the General Assembly. Nebraska,<sup>213</sup> Missouri, and Oklahoma adopted ballot measures for expanded Medicaid to be implemented in the future. State leadership in Utah and Nebraska have attempted to roll back full implementation and have added work requirements for Medicaid eligibility. These work requirements were temporarily waived, however, during the COVID-19 pandemic.<sup>214</sup>

## Indicator 2: Do states have paid sick leave legislation?

*Rationale:* Access to employer-based paid sick leave is crucial, as there is no federal legislation guaranteeing paid sick days in the United States. Some states and local communities have taken initiative to ensure that workers have minimum protections for time off when ill or when they need to care for an immediate family member.

*Current Status Across States:* In 2020, 12 states have paid sick day laws, with most providing up to 40 hours/five days of paid sick time, while some cities and counties have their own provisions.<sup>215</sup> However, as with minimum wage legislation, some states maintain exemptions for particular types of workers or for small businesses, either of which may lead to segments of the ECE workforce being excluded from this benefit.<sup>216</sup>

*Change Over Time:* Since 2018, New York is the only additional state to meet this standard.

## Indicator 3: Do states have paid family leave legislation?

*Rationale:* Since most low-income workers cannot afford to take unpaid leave, access to paid family leave is critical: it helps workers maintain economic stability when they need to attend to their own or a family member’s medical and care needs. In the absence of a federal paid family leave program, some states have instituted their own.

*Current Status Across States:* In 2020, nine states have passed paid family leave legislation.

*Change Over Time:* : Since 2018, three additional states (Connecticut, Massachusetts, Oregon) met this criteria.

TABLE 3.17

State	Expanded Medicaid Eligibility	Paid Sick Days	Paid Family Leave	2020 Progress
Alabama	No	No	No	Stalled
Alaska	Yes	No	No	Stalled
Arizona	Yes	Yes	No	Edging Forward
Arkansas	Yes	No	No	Stalled
California	Yes	Yes	Yes	Making Headway

TABLE 3.17 CONTINUED

State	Expanded Medicaid Eligibility	Paid Sick Days	Paid Family Leave	2020 Progress
Colorado	Yes	No	No	Stalled
Connecticut	Yes	Yes	Yes	Making Headway
Delaware	Yes	No	No	Stalled
District of Columbia	Yes	Yes	Yes	Making Headway
Florida	No	No	No	Stalled
Georgia	No	No	No	Stalled
Hawaii	Yes	No	No	Stalled
Idaho	Yes	No	No	Stalled
Illinois	Yes	No	No	Stalled
Indiana	Yes	No	No	Stalled
Iowa	Yes	No	No	Stalled
Kansas	No	No	No	Stalled
Kentucky	Yes	No	No	Stalled
Louisiana	Yes	No	No	Stalled
Maine	Yes	No	No	Stalled
Maryland	Yes	Yes	No	Edging Forward
Massachusetts	Yes	Yes	Yes	Making Headway
Michigan	Yes	No	No	Stalled
Minnesota	Yes	No	No	Stalled
Mississippi	No	No	No	Stalled

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TABLE 3.17 CONTINUED

State	Expanded Medicaid Eligibility	Paid Sick Days	Paid Family Leave	2020 Progress
Missouri	Yes	No	No	Stalled
Montana	Yes	No	No	Stalled
Nebraska	Yes	No	No	Stalled
Nevada	Yes	No	No	Stalled
New Hampshire	Yes	No	No	Stalled
New Jersey	Yes	Yes	Yes	Making Headway
New Mexico	Yes	No	No	Stalled
New York	Yes	Yes	Yes	Making Headway
North Carolina	No	No	No	Stalled
North Dakota	Yes	No	No	Stalled
Ohio	Yes	No	No	Stalled
Oklahoma	Yes	No	No	Stalled
Oregon	Yes	Yes	Yes	Making Headway
Pennsylvania	Yes	No	No	Stalled
Rhode Island	Yes	Yes	Yes	Making Headway
South Carolina	No	No	No	Stalled
South Dakota	No	No	No	Stalled
Tennessee	No	No	No	Stalled
Texas	No	No	No	Stalled
Utah	Yes	No	No	Stalled

TABLE 3.17 CONTINUED

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State	Expanded Medicaid Eligibility	Paid Sick Days	Paid Family Leave	2020 Progress
Vermont	Yes	Yes	No	Edging Forward
Virginia	Yes	No	No	Stalled
Washington	Yes	Yes	Yes	Making Headway
West Virginia	Yes	No	No	Stalled
Wisconsin	No	No	No	Stalled
Wyoming	No	No	No	Stalled
<b>Total</b>	<b>39</b>	<b>12</b>	<b>9</b>	

Territory	Expanded Medicaid Eligibility	Paid Sick Days	Paid Family Leave	2020 Progress
American Samoa	No	Not Available	Not Available	Not Applicable
Guam	Yes	Not Available	Not Available	Not Applicable
Northern Mariana Islands	No	Not Available	Not Available	Not Applicable
Puerto Rico	Yes	Not Available	Not Available	Not Applicable
U.S. Virgin Islands	Yes	Not Available	Not Available	Not Applicable

Early Childhood Workforce Index 2020

# Appendix 1: Data Sources & Methodology



Since 2016, the biennial *Early Childhood Workforce Index* has tracked the status of the early care and education workforce and related state policies in order to identify promising practices for improving early educator jobs. The *Index* is the only comprehensive report that documents these conditions and changes over time in all 50 states and the District of Columbia. The 2020 edition also includes the U.S. territories.<sup>217</sup>

To view previous editions of the *Early Childhood Workforce Index*, see:

- [Early Childhood Workforce Index - 2018](#)
- [Early Childhood Workforce Index - 2016](#)

# Methodology by Chapter

## Chapter 2: The Early Childhood Educator Workforce

### Early Educator Pay & Economic Insecurity Across the States

Each edition of the *Early Childhood Workforce Index* reports the most recent state-level wage data using Occupational Employment Statistics (OES) data from the U.S. Bureau of Labor Statistics. The OES is an ongoing survey of business establishments that reports data for all states but only provides basic wage and total employment information for *employees* in broad early educator occupations, as defined by the Standard Occupational Classification of the Bureau of Labor Statistics: “childcare workers,” “preschool teachers,” and “education administrators: preschool/childcare center/program,” as well as “kindergarten teacher” and “elementary school teacher.” These data do not include the self-employed and cannot be further broken down by role or setting. For a list of key indicators included in this edition of the report and their data sources, see the section at the end of this appendix, [Data Sources by Indicator](#).

The 2020 edition of the *Index* also has a special section on pay penalties and poverty rates for early educators compared with K-8 teachers. This analysis is based on work jointly produced by the Center for the Study of Child Care Employment (CSCCE) and the Economic Policy Institute (EPI).<sup>218</sup>



# Chapter 3: State Policies to Improve Early Childhood Educator Jobs

Across seven policy areas, the *Early Childhood Workforce Index* examines state-level policies that can spur progress on the status and well-being of early childhood educators. These seven policy areas are organized into two categories.

## Early Childhood Educator Workforce Policies

Legislation, regulation, and other public rule-making created and implemented with the intention of shaping and governing the early care and education workforce and system in five essential areas:

1. **Qualifications and educational supports:** Policies and pathways that provide consistent standards and support for educators to achieve higher education.
2. **Work environment standards:** Standards to hold ECE programs accountable for providing safe and supportive work environments for early educators.
3. **Compensation and financial relief strategies:** Initiatives and investments to ensure compensation commensurate with the value of early educators' work.
4. **Workforce data:** State-level collection of important data on the size, characteristics, and working conditions of the ECE workforce.
5. **Financial resources:** Public investment in the ECE workforce and broader ECE system.

## Family & Income Support Policies

Broader social and labor legislation, regulation, and initiatives designed to benefit workers and their families across occupations, not only those who work in early care and education, in two essential areas:

6. **Income supports and child care assistance for low-income workers and parents,** including income tax credits, minimum wage legislation, and child care tax credits.
7. **Supports for health and well-being,** which include paid sick leave, paid family leave, and access to health insurance.

In each of the seven policy areas, the *Early Childhood Workforce Index* assesses states based on measurable policy indicators that represent state-level opportunities to enhance the lives of the many children and adults affected by ECE employment conditions. To summarize overall state action in each policy area, states are assigned to one of three tiers, based on their performance on the indicators:

- **Stalled:** The state is making limited or no progress;
- **Edging Forward:** The state is making partial progress; or
- **Making Headway:** The state is taking action and advancing promising policies.

Assessment Key for Policy Indicators	
0-4 points per category	Stalled
5-8 points per category	Edging Forward
9-12 points per category	Making Headway

For each policy area, up to 12 points can be assigned across the indicators for that area; the policy areas are intentionally equal in order to convey that progress in *each* policy area is essential. Indicators within individual policy areas may be assigned different point levels in order to convey importance. For example, in [Workforce Data](#), points are heavily weighted toward the indicator on inclusiveness across settings in order to convey the critical importance of gaining a better picture of the overall size of the ECE workforce. For a list of indicators within each policy area, their associated points, and data sources, see [Data Sources by Indicator](#) at the end of this appendix.

In all areas, indicators within each policy area focus on select supports and policies and are not exhaustive of all relevant state action within a policy area. Individual states may be engaging in other innovative practices that could not be assessed comprehensively across the nation. Additionally, other areas of policy that could not be included in the *Index*, such as affordable housing, are also important for educator well-being. Similarly, we have focused on whether states have an active policy in the categories selected, but we could not assess all details of these policies, such as eligibility or exclusions, level or amount of benefits, and other information that is nevertheless important for understanding the impact on early educators.

## Early Educator Workforce Policies: Data Sources

There is no single source of comprehensive information about early childhood workforce policies across all 50 states and the District of Columbia. For some indicators, CSCCE was able to use existing data available from nationwide databases and reports, such as the NIEER Preschool Yearbook<sup>219</sup> or the Quality Rating and Improvement Systems Compendium.<sup>220</sup> In addition, CSCCE compiled data for each state and the District of Columbia in a two-part process. During the first stage (June-July 2020), state early care and education agency websites were reviewed to update and supplement information gathered for the 2018 *Index*. In the second stage (August-September 2020), individual files of state data were sent to one or more representatives from each state (child care licensing/subsidy administrators, QRIS administrators, registry administrators, etc.) to verify and supplement previously collected information.

We received responses from at least one representative in all but four states (Mississippi, New Jersey, New Mexico, and South Dakota). In any states in which we did not receive a response for a particular indicator, we reported publicly available information from state agency websites or information reported by other ECE organizations, such as the T.E.A.C.H. Early Childhood National Center and the National Workforce Registry Alliance. When data for a particular indicator could not be provided by any of these sources, the indicator is classified as “Not Available.”

The U.S. territories were also included in CSCCE’s scan of early care and education agency websites and other background research, but planned interviews with territory representatives were not possible. The restrictions of the COVID-19 pandemic prevented more detailed information on workforce policies in the territories from being gathered or verified.

The 2020 *Index* also includes brief overviews of state responses to the COVID-19 pandemic in terms of their relevance to the early educator workforce. These efforts were not tracked and analyzed systematically throughout the United States. In addition to other background research, the Hunt Institute COVID-19 State Child Care Actions tracker was a key resource, and all sources have been noted in the endnotes where appropriate.<sup>221</sup>

## Family & Income Support Policies: Data Sources

Many family and income support policies are tracked across all 50 states and the District of Columbia by various research and policy organizations, such as the National Conference of State Legislatures and the National Partnership for Women & Families. We make use of several cross-state databases and reports to assess whether states provide supports for workers and families.

# Data Sources by Indicator

APPENDIX TABLE 1.1

State & Territory Context		
Context Indicators	Data Sources	Notes
<b>Total child population under age 6</b>	<a href="#">Kids Count Data Center - Child population, by single age, 2019</a> <sup>222</sup>	Totals calculated by CSCCE.
<b>Number of early childhood employees</b>	<a href="#">Occupational Employment Statistics, 2019</a> <sup>223</sup>	Total includes the following occupations as defined by the Standard Occupational Classification of the U.S. Bureau of Labor Statistics: “childcare workers,” “preschool teachers, excluding special education,” “preschool teachers, special education,” “education administrators: preschool/childcare center programs.” These data do not include the self-employed, although home-based child care assistants, who are employees, are likely included in the “childcare worker” category. Due to the limited data available across states in the OES survey, state-based surveys or registries may provide more comprehensive estimates of the ECE workforce.
<b>Territories only: Location, total population, GDP per capita, and major racial/ethnic groups</b>	<a href="#">CIA World Factbook, 2020</a> <sup>224</sup>	

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**Early Educator Pay & Economic Insecurity Across the States**

Early Educator Pay & Economic Insecurity Indicators	Data Sources	Notes
<b>Median wage, 2017, all occupations (adjusted for inflation)</b>	<a href="#">Occupational Employment Statistics, 2017</a> <sup>225</sup>	Figures for 2017 were adjusted for inflation using the CPI Inflation Calculator from the Bureau of Labor Statistics.
<b>Median wage, 2019, all occupations</b>	<a href="#">Occupational Employment Statistics, 2019</a> <sup>226</sup>	Cost of living adjustment was performed using the Council for Community and Economic Research 2019 Cost of Living Index. <sup>227</sup>  Living wage comparisons were performed using data from the MIT Living Wage Calculator. <sup>228</sup>
<b>% change in median wage, all occupations, 2017 vs. 2019</b>	<a href="#">Occupational Employment Statistics, 2017</a> <sup>229</sup> , <a href="#">2019</a> <sup>230</sup>	Figures for 2017 were adjusted for inflation using the CPI Inflation Calculator from the Bureau of Labor Statistics.
<b>Pay penalty for early educators with bachelor's degrees</b>	<a href="#">CSCCE &amp; EPI analysis of the American Community Survey, 2019</a> <sup>231</sup>	Data for early educators include American Community Survey respondents in the child care workers occupational category and in the preschool and kindergarten teachers occupational category with public school workers excluded (as a proxy for excluding kindergarten teachers).
<b>Poverty rates for early educators</b>	<a href="#">CSCCE &amp; EPI analysis of the American Community Survey, 2019</a> <sup>232</sup>	Data for early educators include American Community Survey respondents in the child care workers occupational category and in the preschool and kindergarten teachers occupational category with public school workers excluded (as a proxy for excluding kindergarten teachers).

# Early Childhood Workforce Policies

APPENDIX TABLE 1.3

Qualifications & Educational Supports					
Indicators	Values & Partial Points		Maximum Points per Indicator	Data Sources	Notes
<b>Minimum qualification level (pre-K)?</b>	Lead Teacher - BA: Yes/No	1	2	NIEER State of <a href="#">Preschool Yearbook, 2019</a> <sup>233</sup>	State requires a bachelor's degree for all lead teachers in publicly funded pre-K programs.
	Assistant Teacher - CDA/Equivalent or higher: Yes/No	1			State requires at least a Child Development Associate Credential (CDA) or equivalent for assistant teachers in publicly funded pre-K programs. We include both the Child Development Associate Credential (CDA) or its functional equivalent.  There is no established consensus on an equivalent to a CDA. Eight semester college credits or 120 clock hours of training were used as the standard for comparing whether other minimum qualification requirements were equivalent to, less than, or exceed the CDA, in line with the Council for Professional Recognition standards, see Council for Professional Recognition (n.d.) CDA Credentialing Program FAQs. <sup>234</sup>
<b>Minimum qualification levels (licensed centers)?</b>	Center Director - BA: Yes/No	1	3	CSCCE analysis of state licensing requirements, 2020	State requires a bachelor's degree for directors of licensed child care centers.
	Lead Teacher - BA: Yes/No	1			State requires a bachelor's degree for teachers who may lead groups of children in licensed child care centers.
	Assistant Teacher - CDA/Equivalent or higher: Yes/No	1			State requires at least a Child Development Associate Credential (CDA) or equivalent for assistant teachers in licensed child care settings.
<b>Minimum qualification levels (licensed home-based)?</b>	Lead Teacher - BA: Yes/No	1	2		State requires a bachelor's degree for teachers who may lead groups of children in licensed child care homes.
	Assistant Teacher - CDA/Equivalent or higher: Yes/No	1			State requires at least a Child Development Associate Credential (CDA) or equivalent for assistant teachers in licensed child care homes.

**Qualifications & Educational Supports**

Indicators	Values & Partial Points		Maximum Points per Indicator	Data Sources	Notes
<b>Scholarship to support educational pathways?</b>	BA	1	3	CSCCE review of state agency websites and verification by state representatives, 2020; T.E.A.C.H Early Childhood National Center administrative data, 2019 <sup>235</sup>	State requires a bachelor’s degree for all lead teachers in publicly funded pre-K programs.
	AA	1			State requires at least a Child Development Associate Credential (CDA) or equivalent for assistant teachers in publicly funded pre-K programs. We include both CDA or their functional equivalent.
	CDA or equivalent	1			There is no established consensus on an equivalent to a CDA. Eight semester college credits or 120 clock hours of training were used as the standard for comparing whether other minimum qualification requirements were equivalent to, less than, or exceed the CDA, in line with the Council for Professional Recognition standards, see Council for Professional Recognition (n.d.) CDA Credentialing Program FAQs.
<b>Collects data on scholarship recipients?</b>	Yes/No		2		Scholarship funds can be applied to fees and/or tuition for coursework for a Child Development Associate Credential (CDA) or equivalent, associate degree, or bachelor’s degree. Eight semester college credits or 120 clock hours of training were used as the standard for establishing equivalence with the CDA. Book, paid release time, travel reimbursement, supplies, and other supports may or may not be included. Some states have more than one scholarship program.
<b>Total</b>			<b>12</b>		Scholarship program collects basic data on recipients that may include total number of recipients, as well as information on demographics, geographical area, etc.

APPENDIX TABLE 1.4

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**Work Environments**

Indicators	Values & Partial Points		Maximum Points per Indicator	Data Sources	Notes
<b>In QRIS standards: Paid professional development time?</b>	Centers: Yes/No	2	4	<u>QRIS Compendium, 2019</u> <sup>236</sup>	State’s Quality Rating and Improvement System (QRIS) includes this marker of quality for center- or home-based providers.
	Homes: Yes/No	2			
<b>In QRIS standards: Paid planning/preparation time?</b>	Centers: Yes/No	2	4		
	Homes: Yes/No	2			
<b>In QRIS standards: Salary scale/benefits?</b>	Centers: Yes/No	2	4		
	Homes: Yes/No	2			
<b>Total</b>			<b>12</b>		



APPENDIX TABLE 1.5

CSCCE

**Compensation & Financial Relief**

Indicators	Values & Partial Points		Maximum Points per Indicator	Data Sources	Notes
<b>Compensation: Salary parity for publicly funded pre-K teachers?</b>	Parity (all)	3	3	<u>NIEER State of Preschool Yearbook, 2019</u> <sup>237</sup>	State requires the same starting salary and salary schedule for teachers in state-funded pre-K programs as for teachers in K-12.
	Parity (some)	2			State requires the same starting salary and salary schedule for some, but not all, publicly funded pre-K teachers.
	Partial parity or sub-parity (all)	1			Partial Parity: State requires the same starting salary, but not the same salary schedule.  Sub-Parity: Pro-rating to take account of differences in work hours is either not included or not reported.
<b>Compensation: Required standards (outside pre-K)?</b>	Yes/No		3	CSCCE review of state agency websites and verification by state representatives, 2020; T.E.A.C.H Early Childhood National Center administrative data (W.A.G.E.\$), 2019 <sup>238</sup>	State requires compensation standards outside of pre-K programs as a condition of public funding.
<b>Compensation: Standards guidelines or plans (outside pre-K)?</b>	Guidelines: Yes/No	2	2		State has articulated compensation standards or guidelines for programs outside of publicly funded pre-K.
	Plans only: Yes/No	1			State has plans to develop guidelines for compensation standards or guidelines outside of publicly funded pre-K.
<b>Compensation: Earmarks for salaries in public funding (outside pre-K)?</b>	Yes/No		1	State funding includes earmarks specifically for salaries outside of publicly funded pre-K.	
<b>Financial Relief: Stipend or tax credit?</b>	Yes/No		2	State offers a stipend or tax credit to supplement early educator pay. <sup>239</sup>	
<b>Financial Relief: Bonus?</b>	Yes/No		1	State offers a bonus, typically a one-time award, linked to educational attainment.	
<b>Total</b>			<b>12</b>		

APPENDIX TABLE 1.6

CSCCE

**Workforce Data**

Indicators	Values & Partial Points		Maximum Points per Indicator	Data Sources	Notes
<b>Inclusive across settings?</b>	Licensed +	7	7	CSCCE review of state agency websites and verification by state representatives, 2020; National Workforce Registry Alliance <sup>240</sup>	State workforce registry <sup>241</sup> requires participation for directors and teaching staff in licensed settings and one or more additional settings (public pre-K programs, Head Start, and/or license-exempt child care); OR state survey <sup>242</sup> samples all licensed settings and one or more additional settings (public pre-K programs, Head Start, and/or license-exempt child care).
	Licensed Only	5			State registry requires participation for directors and teaching staff in licensed settings; OR state survey samples all licensed settings.
	All Other: Defined, Voluntary, Not Applicable	0			States that do not fulfill the criteria of either the “licensed” or “licensed +” categories receive no points, in order to convey the importance of collecting data across the ECE workforce, regardless of setting or program funding. In practice, these are states that do not have one of these data collection mechanisms; states that have workforce registries with voluntary rather than required participation for the “licensed” or “licensed +” settings described in the text; or states with either workforce registries or surveys that include some defined subset of the ECE workforce (e.g., registries that require membership for all early educators participating in state-funded professional development initiatives or surveys of public pre-K teachers).
<b>Collects compensation data?</b>	Wages: Yes/No	2	2		State registry OR survey collects data on wages and/or benefits.
	Benefits: Yes/No	1			
<b>Collects race/ethnicity data?</b>	Yes/No		2		State registry OR survey collects data on race/ethnicity of the workforce.
<b>Summary data reported online?</b>	Yes/No		1		State reports online information on the early childhood workforce from their registry OR survey.
<b>Total</b>			<b>12</b>		

APPENDIX TABLE 1.7

CSCCE

**Financial Resources**

Indicators	Values & Partial Points	Maximum Points per Indicator	Data Sources	Notes
<b>Pre-K per-child spending as % of K-12: Greater than 50%</b>	Yes/No	6	<a href="#">NIEER State of Preschool Yearbook, 2019</a> <sup>243</sup>	State per-child spending on pre-K is more than 50% of state per-child spending on K-12. The NIEER Yearbooks are the most comprehensive source on pre-K spending by state but may underestimate sources of federal and local funding. Furthermore, they do not include special education funding, which may represent a not-insignificant proportion of total K-12 spending, depending on the state. However, there is no recent state-by-state data on K-12 special education funding, which could be used to adjust these totals to more adequately assess differences in pre-K and K-12 spending, excluding special education funding.
<b>State reports extra CCDBG spending?</b>	Yes/No	6	Communication with <a href="#">Center for Law and Social Policy, 2018</a>	State reported spending additional matching or Maintenance of Effort (MOE) funds for the federal Child Care Development Block Grant (CCDBG).
<b>Total</b>		<b>12</b>		

# Family & Income Support Policies

APPENDIX TABLE 1.8

Income Supports				
Indicators	Values & Partial Points	Maximum Points per Indicator	Data Sources	Notes
<b>State Minimum Wage: Higher than federal and indexed for inflation?</b>	Yes/No	4	<a href="#">Internal Revenue Service, State and Local Governments with Earned Income Tax Credit, 2020<sup>244</sup></a>	State has a minimum wage that is higher than the federal minimum wage and is indexed for inflation.
<b>EITC: State has refundable credit?</b>	Yes/No	4	<a href="#">Internal Revenue Service, State and Local Governments with Earned Income Tax Credit, 2020<sup>245</sup></a>	State has an Earned Income Tax Credit (EITC) that is refundable.
<b>Child &amp; Dependent Care Tax Credit: State has refundable credit?</b>	Yes/No	4	<a href="#">TCWF State Tax Credits, n.d.<sup>246</sup></a>	State has a child care tax credit that is refundable.
<b>Total</b>		<b>12</b>		

APPENDIX TABLE 1.9

Health & Well-Being				
Indicators	Values & Partial Points	Maximum Points per Indicator	Data Sources	Notes
<b>Statewide mandated paid sick leave?</b>	Yes/No	4	<a href="#">NPWF Paid Sick Days, 2020<sup>247</sup></a>	State has a paid sick days law.
<b>Statewide mandated family leave?</b>	Yes/No	4	<a href="#">NPWF State Paid Family Insurance Leave, 2019<sup>248</sup></a>	State has a paid family leave law.
<b>Expanded Medicaid?</b>	Yes/No	4	<a href="#">Kaiser Family Foundation - Status of State Medicaid Expansions, 2020<sup>249</sup></a>	State has expanded Medicaid eligibility under the provisions of the federal Affordable Care Act.
<b>Total</b>		<b>12</b>		

Early Childhood Workforce Index 2020

# Appendix 2: Early Childhood Educator Workforce Tables



## Total &amp; Percentage of ECE Employee Workforce, by Occupation &amp; State, 2019

State	Child Care Workers		Preschool Teachers, Excl. Special Ed		Preschool Teachers, Special Ed		Preschool/Child Care Center Directors		All ECE Employees
	Total	Percent	Total	Percent	Total	Percent	Total	Percent	
National	561,520	52%	431,350	40%	22,340	2%	52,360	5%	1,067,570
Alabama	6,140	57%	4,050	37%	150	1%	470	4%	10,810
Alaska	1,670	56%	1,110	37%	50	2%	150	5%	2,980
Arizona	9,550	50%	8,180	43%	320	2%	1,170	6%	19,220
Arkansas	6,000	56%	3,690	35%	390	4%	610	6%	10,690
California	55,430	47%	53,290	46%	660	1%	7,420	6%	116,800
Colorado	10,110	55%	6,650	36%	810	4%	720	4%	18,290
Connecticut	8,740	54%	6,510	40%	220	1%	800	5%	16,270
Delaware	950	30%	2,010	63%	N-A	N-A	240	8%	3,200
District of Columbia	1,740	50%	1,770	50%	N-A	N-A	N-A	N-A	3,510
Florida	27,310	46%	31,060	52%	1,040	2%	N-A	N-A	59,410
Georgia	17,220	55%	11,920	38%	120	0%	2,040	7%	31,300
Hawaii	1,630	48%	1,600	47%	N-A	N-A	180	5%	3,410
Idaho	1,890	55%	1,370	40%	90	3%	110	3%	3,460
Illinois	16,550	37%	25,030	56%	870	2%	2,610	6%	45,060
Indiana	8,110	52%	6,460	41%	310	2%	790	5%	15,670
Iowa	8,390	59%	4,970	35%	80	1%	810	6%	14,250
Kansas	5,290	63%	2,210	26%	400	5%	510	6%	15,670
Kentucky	11,160	71%	3,930	25%	80	1%	510	3%	8,410
Louisiana	8,690	83%	1,520	15%	N-A	N-A	220	2%	10,430
Maine	2,760	57%	1,850	38%	N-A	N-A	240	5%	4,850

N-A: Not Available

N/A: Not Applicable

**Total & Percentage of ECE Employee Workforce, by Occupation & State, 2019**

State	Child Care Workers		Preschool Teachers, Excl. Special Ed		Preschool Teachers, Special Ed		Preschool/Child Care Center Directors		All ECE Employees
	Total	Percent	Total	Percent	Total	Percent	Total	Percent	Total
Maryland	8,720	44%	9,880	50%	280	1%	970	5%	19,850
Massachusetts	13,990	41%	17,070	50%	840	2%	2,120	6%	34,020
Michigan	17,230	61%	9,940	35%	310	1%	880	3%	28,360
Minnesota	12,150	53%	9,180	40%	1,020	4%	690	3%	23,040
Mississippi	6,020	67%	2,460	27%	150	2%	400	4%	9,030
Missouri	13,390	67%	5,920	30%	150	1%	540	3%	20,000
Montana	3,360	77%	770	18%	100	2%	150	3%	4,380
Nebraska	8,420	78%	1,890	18%	120	1%	360	3%	10,790
Nevada	4,070	63%	1,790	28%	480	7%	160	2%	6,500
New Hampshire	1,910	34%	3,200	58%	N-A	N-A	430	8%	5,540
New Jersey	19,090	50%	16,420	43%	610	2%	1,760	5%	37,880
New Mexico	2,110	38%	2,910	53%	220	4%	250	5%	5,490
New York	53,290	62%	23,890	28%	5,930	7%	3,070	4%	86,180
North Carolina	19,780	53%	15,350	41%	580	2%	1,690	5%	37,400
North Dakota	3,400	73%	910	20%	110	2%	210	5%	4,630
Ohio	18,710	51%	15,430	42%	960	3%	1,920	5%	37,020
Oklahoma	5,590	41%	7,210	53%	110	1%	730	5%	13,640
Oregon	5,680	46%	6,540	54%	N-A	N-A	N-A	N-A	12,220
Pennsylvania	24,340	58%	14,400	34%	510	1%	2,710	6%	41,960
Rhode Island	2,540	58%	1,540	35%	90	2%	230	5%	4,400
South Carolina	6,160	50%	5,560	45%	120	1%	510	4%	12,350

**N-A:** Not Available

**N/A:** Not Applicable

**Total & Percentage of ECE Employee Workforce, by Occupation & State, 2019**

State	Child Care Workers		Preschool Teachers, Excl. Special Ed		Preschool/Child Care Center Directors		Preschool Teachers, Special Ed		All ECE Employees
	Total	Percent	Total	Percent	Total	Percent	Total	Percent	Total
South Dakota	2,520	59%	1,620	38%	30	1%	100	2%	4,270
Tennessee	10,560	59%	6,420	36%	260	1%	770	4%	18,010
Texas	51,120	57%	33,810	38%	760	1%	3,580	4%	89,270
Utah	5,600	69%	2,100	26%	290	4%	140	2%	8,130
Vermont	1,460	51%	1,040	36%	110	4%	270	9%	2,880
Virginia	14,540	56%	10,360	40%	N-A	N-A	1,040	4%	25,940
Washington	6,840	33%	11,610	56%	800	4%	1,460	7%	20,710
West Virginia	2,500	56%	1,810	40%	N-A	N-A	180	4%	4,490
Wisconsin	5,800	34%	10,260	61%	100	1%	770	5%	16,930
Wyoming	1,310	55%	860	36%	80	3%	130	5%	2,380
Territory	Total	Percent	Total	Percent	Total	Percent	Total	Percent	Total
American Samoa	N-A	N-A	N-A	N-A	N-A	N-A	N-A	N-A	N-A
Guam	N-A	N-A	120	100%	N-A	N-A	N-A	N-A	120
Northern Mariana Islands	N-A	N-A	N-A	N-A	N-A	N-A	N-A	N-A	N-A
Puerto Rico	2,010	35%	3,450	60%	70	1%	240	4%	5,770
U.S. Virgin Islands	70	30%	160	70%	N-A	N-A	N-A	N-A	230

**N-A:** Not Available                      **N/A:** Not Applicable

Source: Bureau of Labor Statistics, U.S. Department of Labor. Occupational Employment Statistics. Retrieved from <http://stats.bls.gov/oes/>.

Note: Preschool special education teachers are included in the overall ECE workforce numbers but are not included in the following wage analyses, due to this category typically being a small proportion of the overall ECE workforce per state, as well as a higher amount of missing data.



**Median Hourly & Annual Wages, Actual & Adjusted for Cost of Living for ECE Occupations, by State, 2019**

State	Child Care Workers				Preschool Teachers				Preschool/Child Care Center Directors			
	Median hourly wage	Median hourly wage (adj.)	Median annual wage	Median annual wage (adj.)	Median hourly wage	Median hourly wage (adj.)	Median annual wage	Median annual wage (adj.)	Median hourly wage	Median hourly wage (adj.)	Median annual wage	Median annual wage (adj.)
National	\$11.65	N/A	\$24,230	N/A	\$14.67	N/A	\$30,520	N/A	\$23.18	N/A	\$48,210	N/A
Alabama	\$9.19	\$9.81	\$19,120	\$20,408	\$10.29	\$10.98	\$21,390	\$22,831	\$18.07	\$19.29	\$37,580	\$40,112
Alaska	\$13.21	\$9.92	\$27,470	\$20,636	\$15.15	\$11.38	\$31,500	\$23,663	\$25.64	\$19.26	\$53,330	\$40,062
Arizona	\$11.97	\$11.96	\$24,890	\$24,868	\$13.87	\$13.86	\$28,850	\$28,824	\$18.96	\$18.94	\$39,430	\$39,395
Arkansas	\$9.80	\$11.04	\$20,380	\$22,962	\$14.34	\$16.16	\$29,830	\$33,610	\$18.52	\$20.87	\$38,520	\$43,401
California	\$13.43	\$10.06	\$27,940	\$20,934	\$16.83	\$12.61	\$35,000	\$26,223	\$24.78	\$18.57	\$51,550	\$38,623
Colorado	\$13.79	\$12.23	\$28,690	\$25,445	\$15.25	\$13.53	\$31,720	\$28,132	\$23.01	\$20.41	\$47,870	\$42,456
Connecticut	\$12.74	\$10.00	\$26,490	\$20,783	\$17.46	\$13.70	\$36,310	\$28,487	\$28.07	\$22.02	\$58,390	\$45,810
Delaware	\$10.60	\$9.74	\$22,060	\$20,266	\$12.62	\$11.59	\$26,240	\$24,106	\$25.98	\$23.87	\$54,040	\$49,646
District of Columbia	\$15.36	\$9.67	\$31,950	\$20,122	\$18.30	\$11.53	\$38,070	\$23,976	N-A	N-A	N-A	N-A
Florida	\$10.87	\$10.77	\$22,610	\$22,411	\$12.07	\$11.96	\$25,110	\$24,889	\$20.65	\$20.47	\$42,940	\$42,562
Georgia	\$9.37	\$10.03	\$19,500	\$20,875	\$14.05	\$15.04	\$29,230	\$31,291	\$19.53	\$20.91	\$40,630	\$43,495
Hawaii	\$12.43	\$9.42	\$25,850	\$19,594	\$19.36	\$14.67	\$40,270	\$30,524	\$24.99	\$18.94	\$51,980	\$39,399
Idaho	\$10.08	\$10.14	\$20,970	\$21,089	\$11.52	\$11.59	\$23,960	\$24,096	\$19.50	\$19.61	\$40,550	\$40,781
Illinois	\$11.16	\$11.15	\$23,220	\$23,210	\$14.29	\$14.28	\$29,720	\$29,707	\$24.44	\$24.43	\$50,830	\$50,807
Indiana	\$10.31	\$10.82	\$21,450	\$22,507	\$12.84	\$13.47	\$26,700	\$28,015	\$19.51	\$20.47	\$40,570	\$42,568
Iowa	\$9.35	\$9.54	\$19,460	\$19,854	\$12.88	\$13.14	\$26,780	\$27,322	\$19.13	\$19.52	\$39,780	\$40,585
Kansas	\$10.20	\$10.28	\$21,220	\$21,137	\$14.08	\$14.18	\$29,280	\$29,498	\$19.99	\$20.14	\$41,580	\$41,890
Kentucky	\$9.89	\$10.60	\$20,570	\$22,044	\$14.42	\$15.45	\$29,990	\$32,139	\$17.30	\$18.54	\$35,980	\$38,559

**N-A:** Not Available                      **N/A:** Not Applicable

**Median Hourly & Annual Wages, Actual & Adjusted for Cost of Living for ECE Occupations, by State, 2019**

State	Child Care Workers				Preschool Teachers				Preschool/Child Care Center Directors			
	Median hourly wage	Median hourly wage (adj.)	Median annual wage	Median annual wage (adj.)	Median hourly wage	Median hourly wage (adj.)	Median annual wage	Median annual wage (adj.)	Median hourly wage	Median hourly wage (adj.)	Median annual wage	Median annual wage (adj.)
Louisiana	\$9.13	\$9.29	\$18,990	\$19,329	\$12.91	\$13.14	\$26,840	\$27,320	\$18.80	\$19.14	\$39,110	\$39,809
Maine	\$12.89	\$10.90	\$26,810	\$22,681	\$17.28	\$14.62	\$35,950	\$30,413	\$25.07	\$21.21	\$52,150	\$44,118
Maryland	\$11.59	\$9.12	\$24,100	\$18,958	\$15.33	\$12.06	\$31,880	\$25,079	\$23.09	\$18.16	\$48,030	\$37,783
Massachusetts	\$14.11	\$10.81	\$29,350	\$22,496	\$17.55	\$13.45	\$36,500	\$27,976	\$25.86	\$19.82	\$53,790	\$41,229
Michigan	\$11.13	\$12.32	\$23,160	\$25,637	\$14.89	\$16.48	\$30,980	\$34,293	\$21.70	\$24.02	\$45,140	\$49,968
Minnesota	\$12.06	\$11.84	\$25,080	\$24,625	\$17.46	\$17.14	\$36,320	\$35,660	\$28.40	\$27.88	\$59,070	\$57,997
Mississippi	\$8.94	\$10.05	\$18,590	\$20,906	\$14.40	\$16.19	\$29,960	\$33,693	\$19.78	\$22.24	\$41,150	\$46,277
Missouri	\$10.45	\$11.58	\$21,730	\$24,074	\$13.78	\$15.27	\$28,660	\$31,752	\$23.89	\$26.47	\$49,690	\$55,051
Montana	\$10.84	\$10.63	\$22,540	\$22,104	\$14.40	\$14.12	\$29,960	\$29,381	\$20.18	\$19.79	\$41,980	\$41,168
Nebraska	\$11.12	\$10.92	\$23,140	\$22,724	\$17.11	\$16.80	\$35,590	\$34,950	\$22.29	\$21.89	\$46,360	\$45,526
Nevada	\$10.62	\$9.33	\$22,080	\$19,391	\$13.26	\$11.65	\$27,580	\$24,222	\$29.35	\$25.78	\$61,050	\$53,616
New Hampshire	\$11.69	\$9.42	\$24,320	\$19,598	\$14.43	\$11.63	\$30,020	\$24,191	\$22.18	\$17.87	\$46,130	\$37,173
New Jersey	\$12.59	\$10.38	\$26,180	\$21,585	\$17.36	\$14.31	\$36,100	\$29,764	\$28.70	\$23.66	\$59,690	\$49,214
New Mexico	\$10.00	\$9.68	\$20,800	\$20,131	\$13.66	\$13.22	\$28,420	\$27,505	\$24.69	\$23.90	\$51,350	\$49,698
New York	\$13.58	\$12.10	\$28,240	\$25,165	\$17.87	\$15.92	\$37,160	\$33,114	\$31.83	\$28.36	\$66,220	\$59,010
North Carolina	\$10.62	\$11.28	\$22,090	\$23,473	\$12.83	\$13.63	\$26,680	\$28,350	\$20.88	\$22.19	\$43,430	\$46,149
North Dakota	\$11.44	\$10.70	\$23,800	\$22,268	\$12.75	\$11.93	\$26,520	\$24,813	\$19.48	\$18.23	\$40,520	\$37,912

**Median Hourly & Annual Wages, Actual & Adjusted for Cost of Living for ECE Occupations, by State, 2019**

State	Child Care Workers				Preschool Teachers				Preschool/Child Care Center Directors			
	Median hourly wage	Median hourly wage (adj.)	Median annual wage	Median annual wage (adj.)	Median hourly Wage	Median hourly wage (adj.)	Median annual wage	Median annual wage (adj.)	Median hourly wage	Median hourly wage (adj.)	Median annual wage	Median annual wage (adj.)
Ohio	\$10.65	\$11.51	\$22,160	\$23,959	\$13.06	\$14.12	\$27,170	\$29,376	\$20.77	\$22.46	\$43,190	\$46,696
Oklahoma	\$9.26	\$9.91	\$19,270	\$20,618	\$12.44	\$13.31	\$25,870	\$27,680	\$18.14	\$19.41	\$37,730	\$40,370
Oregon	\$12.46	\$10.85	\$25,930	\$22,570	\$14.40	\$12.53	\$29,950	\$26,069	\$19.91	\$17.33	\$41,400	\$36,036
Pennsylvania	\$10.69	\$10.59	\$22,240	\$22,038	\$13.96	\$13.83	\$29,030	\$28,766	\$23.40	\$23.19	\$48,670	\$48,228
Rhode Island	\$12.01	\$9.47	\$24,980	\$19,688	\$13.80	\$10.88	\$28,700	\$22,620	\$24.32	\$19.17	\$50,590	\$39,873
South Carolina	\$9.37	\$9.44	\$19,480	\$19,628	\$11.05	\$11.13	\$22,990	\$23,165	\$18.11	\$18.25	\$37,660	\$37,947
South Dakota	\$9.99	\$9.94	\$20,770	\$20,664	\$14.23	\$14.16	\$29,600	\$29,449	\$27.20	\$27.06	\$56,570	\$56,281
Tennessee	\$9.85	\$10.65	\$20,490	\$22,152	\$13.45	\$14.54	\$27,980	\$30,249	\$23.79	\$25.72	\$49,470	\$53,483
Texas	\$10.15	\$10.47	\$21,120	\$21,780	\$14.44	\$14.89	\$30,030	\$30,969	\$21.93	\$22.62	\$45,610	\$47,036
Utah	\$10.47	\$10.09	\$21,780	\$20,983	\$13.24	\$12.76	\$27,550	\$26,542	\$17.26	\$16.63	\$35,900	\$34,587
Vermont	\$13.72	\$11.21	\$28,540	\$23,324	\$16.48	\$13.47	\$34,290	\$28,023	\$23.41	\$19.13	\$48,690	\$39,792
Virginia	\$10.96	\$10.77	\$22,800	\$22,404	\$15.91	\$15.63	\$33,080	\$32,505	\$27.62	\$27.14	\$57,450	\$56,451
Washington	\$14.57	\$12.74	\$30,300	\$26,497	\$15.96	\$13.96	\$33,190	\$29,025	\$24.12	\$21.09	\$50,170	\$43,874
West Virginia	\$9.95	\$10.29	\$20,690	\$21,387	\$12.28	\$12.69	\$25,540	\$26,400	\$17.33	\$17.91	\$36,040	\$37,254
Wisconsin	\$10.66	\$10.66	\$22,170	\$22,173	\$12.23	\$12.23	\$25,440	\$25,443	\$21.64	\$21.64	\$45,010	\$45,016
Wyoming	\$11.46	\$10.87	\$23,840	\$22,615	\$13.27	\$12.59	\$27,600	\$26,182	\$21.50	\$20.40	\$44,720	\$42,422

**Median Hourly & Annual Wages, Actual & Adjusted for Cost of Living for ECE Occupations, by State, 2019**

Territory	Child Care Workers				Preschool Teachers				Preschool/Child Care Center Directors			
	Median hourly wage	Median hourly wage (adj.)	Median annual wage	Median annual wage (adj.)	Median hourly wage	Median hourly wage (adj.)	Median annual wage	Median annual wage (adj.)	Median hourly wage	Median hourly wage (adj.)	Median annual wage	Median annual wage (adj.)
American Samoa	N-A	N-A	N-A	N-A	N-A	N-A	N-A	N-A	N-A	N-A	N-A	N-A
Guam	\$9.23	N-A	\$19,200	N-A	\$10.20	N-A	\$21,210	N-A	N-A	N-A	N-A	N-A
Northern Mariana Islands	N-A	N-A	N-A	N-A	N-A	N-A	N-A	N-A	N-A	N-A	N-A	N-A
Puerto Rico	\$8.86	N-A	\$18,430	N-A	\$10.89	N-A	\$22,650	N-A	\$16.20	N-A	\$33,700	N-A
U.S. Virgin Islands	\$12.00	N-A	\$24,950	N-A	\$16.44	N-A	\$34,180	N-A	N-A	N-A	N-A	N-A

**N-A:** Not Available                      **N/A:** Not Applicable

Source: Bureau of Labor Statistics, U.S. Department of Labor. Occupational Employment Statistics. Retrieved from <http://stats.bls.gov/oes/>.

Note: Cost of living adjustment was performed using the Council for Community and Economic Research 2019 Cost of Living Index. Retrieved from <http://coli.org/>.

APPENDIX TABLE 2.3

### Median Hourly Wages, Actual & Adjusted for Cost of Living for Kindergarten & Elementary School Teachers, by State, 2019

State	Kindergarten Teachers				Elementary School Teachers			
	Median hourly wage (10-month)	Median hourly wage (10-month adjusted)	Median hourly Wage	Median hourly wage (adjusted)	Median hourly wage (10-month)	Median hourly wage (10-month adjusted)	Median hourly wage	Median hourly wage (adjusted)
National	\$32.80	N/A	\$56,850	N/A	\$34.43	N/A	\$59,670	N/A
Alabama	\$26.45	\$28.23	\$45,840	\$48,928	\$29.52	\$31.51	\$51,170	\$54,617
Alaska	\$39.05	\$29.34	\$67,690	\$50,850	\$42.67	\$32.05	\$73,960	\$55,560
Arizona	\$25.67	\$25.64	\$44,490	\$44,451	\$25.83	\$25.81	\$44,780	\$44,740
Arkansas	\$27.46	\$30.94	\$47,600	\$53,631	\$27.69	\$31.19	\$47,990	\$54,071
California	\$41.86	\$31.36	\$72,560	\$54,365	\$48.09	\$36.03	\$83,360	\$62,457
Colorado	\$28.25	\$25.06	\$48,970	\$43,431	\$29.68	\$26.33	\$51,450	\$45,631
Connecticut	\$44.94	\$35.26	\$77,900	\$61,117	\$45.31	\$35.54	\$78,530	\$61,611
Delaware	\$33.83	\$31.07	\$58,630	\$53,863	\$36.23	\$33.28	\$62,800	\$57,694
District of Columbia	\$33.10	\$20.85	\$57,380	\$36,138	\$44.16	\$27.81	\$76,540	\$48,205
Florida	\$32.31	\$32.02	\$56,000	\$55,507	\$30.89	\$30.62	\$53,540	\$53,069
Georgia	\$32.59	\$34.89	\$56,490	\$60,473	\$33.32	\$35.67	\$57,760	\$61,832
Hawaii	\$18.06	\$13.69	\$31,310	\$23,732	\$36.19	\$27.43	\$62,730	\$47,548
Idaho	\$26.70	\$26.85	\$46,280	\$46,544	\$26.78	\$26.93	\$46,420	\$46,684
Illinois	\$32.12	\$32.10	\$55,670	\$55,645	\$34.76	\$34.74	\$60,250	\$60,223
Indiana	\$28.02	\$29.40	\$48,570	\$50,963	\$28.48	\$29.89	\$49,370	\$51,802
Iowa	\$30.16	\$30.77	\$52,280	\$53,337	\$30.93	\$31.55	\$53,610	\$54,694
Kansas	\$27.98	\$28.18	\$48,490	\$48,852	\$28.24	\$28.45	\$48,950	\$49,315
Kentucky	\$31.43	\$33.68	\$54,470	\$58,374	\$30.68	\$32.88	\$53,180	\$56,991

N-A: Not Available

N/A: Not Applicable

**Median Hourly Wages, Actual & Adjusted for Cost of Living for Kindergarten & Elementary School Teachers, by State, 2019**

CSCCE

	Kindergarten Teachers				Elementary School Teachers			
State	Median hourly wage (10-month)	Median hourly wage (10-month adjusted)	Median hourly wage	Median hourly wage (adjusted)	Median hourly wage (10-month)	Median hourly wage (10-month adjusted)	Median hourly wage	Median hourly wage (adjusted)
Louisiana	\$26.43	\$26.90	\$45,810	\$46,629	\$27.63	\$28.13	\$47,900	\$48,756
Maine	\$30.94	\$26.17	\$53,630	\$45,370	\$29.79	\$25.20	\$51,640	\$43,686
Maryland	\$39.42	\$31.01	\$68,330	\$53,752	\$42.48	\$33.42	\$73,640	\$57,930
Massachusetts	\$43.48	\$33.32	\$75,360	\$57,762	\$46.14	\$35.37	\$79,980	\$61,303
Michigan	\$34.08	\$37.73	\$59,080	\$65,398	\$38.09	\$42.17	\$66,030	\$73,092
Minnesota	\$35.01	\$34.37	\$60,680	\$59,578	\$35.24	\$34.60	\$61,080	\$59,971
Mississippi	\$25.57	\$28.76	\$44,320	\$49,842	\$25.11	\$28.24	\$43,530	\$48,954
Missouri	\$27.68	\$30.66	\$47,970	\$53,145	\$26.72	\$29.61	\$46,320	\$51,317
Montana	\$29.08	\$28.52	\$50,410	\$49,436	\$28.70	\$28.15	\$49,750	\$48,788
Nebraska	\$33.49	\$32.89	\$58,050	\$57,006	\$34.00	\$33.39	\$58,930	\$57,870
Nevada	\$31.03	\$27.25	\$53,780	\$47,231	\$32.41	\$28.46	\$56,170	\$49,330
New Hampshire	\$33.40	\$26.91	\$57,890	\$46,650	\$34.23	\$27.59	\$59,340	\$47,818
New Jersey	\$37.86	\$31.21	\$65,620	\$54,103	\$40.00	\$32.98	\$69,340	\$57,170
New Mexico	\$29.44	\$28.49	\$51,030	\$49,388	\$31.78	\$30.75	\$55,080	\$53,308
New York	\$41.49	\$36.97	\$71,910	\$64,080	\$45.70	\$40.73	\$79,220	\$70,594
North Carolina	\$27.89	\$29.64	\$48,350	\$51,377	\$27.69	\$29.43	\$48,000	\$51,005
North Dakota	\$30.61	\$28.64	\$53,050	\$49,635	\$30.16	\$28.21	\$52,270	\$48,906

**Median Hourly Wages, Actual & Adjusted for Cost of Living for Kindergarten & Elementary School Teachers, by State, 2019**

State	Kindergarten Teachers				Elementary School Teachers			
	Median hourly wage (10-month)	Median hourly wage (10-month adjusted)	Median hourly wage	Median hourly wage (adjusted)	Median hourly wage (10-month)	Median hourly wage (10-month adjusted)	Median hourly wage	Median hourly wage (adjusted)
Ohio	\$33.15	\$35.84	\$57,460	\$62,124	\$37.19	\$40.21	\$64,470	\$69,703
Oklahoma	\$23.88	\$25.56	\$41,400	\$44,297	\$24.33	\$26.04	\$42,180	\$45,131
Oregon	\$43.65	\$37.99	\$75,660	\$65,856	\$39.33	\$34.24	\$68,180	\$59,345
Pennsylvania	\$36.58	\$36.25	\$63,410	\$62,834	\$38.63	\$38.28	\$66,960	\$66,351
Rhode Island	\$46.76	\$36.85	\$81,050	\$63,880	\$43.45	\$34.24	\$75,310	\$59,356
South Carolina	\$31.02	\$31.26	\$53,770	\$54,180	\$29.77	\$30.00	\$51,600	\$51,993
South Dakota	\$24.71	\$24.58	\$42,830	\$42,611	\$25.40	\$25.27	\$44,030	\$43,805
Tennessee	\$28.21	\$30.49	\$48,890	\$52,856	\$29.99	\$32.42	\$51,980	\$56,196
Texas	\$32.41	\$33.42	\$56,170	\$57,927	\$32.63	\$33.65	\$56,550	\$58,318
Utah	\$32.01	\$30.84	\$55,490	\$53,460	\$31.62	\$30.46	\$54,800	\$52,795
Vermont	\$32.36	\$26.45	\$56,090	\$45,839	\$34.53	\$28.22	\$59,850	\$48,912
Virginia	\$37.20	\$36.55	\$64,480	\$63,359	\$37.86	\$37.20	\$65,620	\$64,479
Washington	\$35.98	\$31.46	\$62,360	\$54,534	\$39.58	\$34.61	\$68,600	\$59,991
West Virginia	\$26.96	\$27.87	\$46,730	\$48,304	\$25.93	\$26.80	\$44,940	\$46,454
Wisconsin	\$32.76	\$32.77	\$56,790	\$56,797	\$32.75	\$32.75	\$56,760	\$56,767
Wyoming	\$33.16	\$31.45	\$57,470	\$54,517	\$33.79	\$32.05	\$58,570	\$55,561

**Median Hourly Wages, Actual & Adjusted for Cost of Living for Kindergarten & Elementary School Teachers, by State, 2019**

Territory	Kindergarten Teachers				Elementary School Teachers			
	Median hourly wage (10-monh)	Median hourly wage (10-month adjusted)	Median hourly wage	Median hourly wage (adjusted)	Median hourly wage (10-month)	Median hourly wage (10-moth adjusted)	Median hourly wage	Median hourly wage (adjusted)
American Samoa	N-A	N-A	N-A	N-A	N-A	N-A	N-A	N-A
Guam	\$27.21	N-A	\$47,170	N-A	\$29.62	N-A	\$51,340	N-A
Northern Mariana Islands	N-A	N-A	N-A	N-A	N-A	N-A	N-A	N-A
Puerto Rico	\$19.32	N-A	\$33,480	N-A	\$20.48	N-A	\$35,490	N-A
U.S. Virgin Islands	N-A	N-A	N-A	N-A	\$25.76	N-A	\$44,650	N-A

**N-A:** Not Available

**N/A:** Not Applicable

Source: Bureau of Labor Statistics, U.S. Department of Labor. Occupational Employment Statistics. Retrieved from <http://stats.bls.gov/oes/>.

Note: Cost of living adjustment was performed using the Council for Community and Economic Research 2019 Cost of Living Index. Retrieved from <http://coli.org/>. All teacher estimates exclude special education teachers. Hourly wages for kindergarten teachers and elementary school teachers were calculated by dividing the annual salary by 40 hours per week, 10 months per year, in order to take into account standard school schedules. All other occupations assume 40 hours per week, 12 months per year.



### States Ranked by Median Hourly Wage of Child Care Workers, Actual & Adjusted for Cost of Living, 2019

CSCCE

Child Care Workers						
	Rank based on actual median hourly wage				Rank based on cost of living	
1	District of Columbia	\$15.36		1	Washington	\$12.74
2	Washington	\$14.57		2	Michigan	\$12.32
3	Massachusetts	\$14.11		3	Colorado	\$12.23
4	Colorado	\$13.79		4	New York	\$12.10
5	Vermont	\$13.72		5	Arizona	\$11.96
6	New York	\$13.58		6	Minnesota	\$11.84
7	California	\$13.43		7	Missouri	\$11.58
8	Alaska	\$13.21		8	Ohio	\$11.51
9	Maine	\$12.89		9	North Carolina	\$11.28
10	Connecticut	\$12.74		10	Vermont	\$11.21
11	New Jersey	\$12.59		11	Illinois	\$11.15
12	Oregon	\$12.46		12	Arkansas	\$11.04
13	Hawaii	\$12.43		13	Nebraska	\$10.92
14	Minnesota	\$12.06		14	Maine	\$10.90
15	Rhode Island	\$12.01		15	Wyoming	\$10.87
16	Arizona	\$11.97		16	Oregon	\$10.85
17	New Hampshire	\$11.69		17	Indiana	\$10.82
18	Maryland	\$11.59		18	Massachusetts	\$10.81
19	Wyoming	\$11.46		19	Florida	\$10.77

**States Ranked by Median Hourly Wage of Child Care Workers, Actual & Adjusted for Cost of Living, 2019**

CSCCE

Child Care Workers						
	Rank based on actual median hourly wage				Rank based on cost of living	
20	North Dakota	\$11.44		20	Virginia	\$10.77
21	Illinois	\$11.16		21	North Dakota	\$10.70
22	Michigan	\$11.13		22	Wisconsin	\$10.66
23	Nebraska	\$11.12		23	Tennessee	\$10.65
24	Virginia	\$10.96		24	Montana	\$10.63
25	Florida	\$10.87		25	Kentucky	\$10.60
26	Montana	\$10.84		26	Pennsylvania	\$10.59
27	Pennsylvania	\$10.69		27	Texas	\$10.47
28	Wisconsin	\$10.66		28	New Jersey	\$10.38
29	Ohio	\$10.65		29	West Virginia	\$10.29
30	North Carolina	\$10.62		30	Kansas	\$10.28
31	Nevada	\$10.62		31	Idaho	\$10.14
32	Delaware	\$10.60		32	Utah	\$10.09
33	Utah	\$10.47		33	California	\$10.06
34	Missouri	\$10.45		34	Mississippi	\$10.05
35	Indiana	\$10.31		35	Georgia	\$10.03
36	Kansas	\$10.20		36	Connecticut	\$10.00
37	Texas	\$10.15		37	South Dakota	\$9.94
38	Idaho	\$10.08		38	Alaska	\$9.92

### States Ranked by Median Hourly Wage of Child Care Workers, Actual & Adjusted for Cost of Living, 2019

CSCCE

Child Care Workers						
	Rank based on actual median hourly wage				Rank based on cost of living	
39	New Mexico	\$10.00		39	Oklahoma	\$9.91
40	South Dakota	\$9.99		40	Alabama	\$9.81
41	West Virginia	\$9.95		41	Delaware	\$9.74
42	Kentucky	\$9.89		42	New Mexico	\$9.68
43	Tennessee	\$9.85		43	District of Columbia	\$9.67
44	Arkansas	\$9.80		44	Iowa	\$9.54
45	South Carolina	\$9.37		45	Rhode Island	\$9.47
46	Georgia	\$9.37		46	South Carolina	\$9.44
47	Iowa	\$9.35		47	Hawaii	\$9.42
48	Oklahoma	\$9.26		48	New Hampshire	\$9.42
49	Alabama	\$9.19		49	Nevada	\$9.33
50	Louisiana	\$9.13		50	Louisiana	\$9.29
51	Mississippi	\$8.94		51	Maryland	\$9.12

Source: Bureau of Labor Statistics, U.S. Department of Labor. Occupational Employment Statistics. Retrieved from <http://stats.bls.gov/oes/>.

Note: Cost of living adjustment was performed using the Council for Community and Economic Research 2019 Cost of Living Index. Retrieved from <http://coli.org/>.

### States Ranked by Median Hourly Wage of Preschool Teachers, Actual & Adjusted for Cost of Living, 2019

CSCCE

Preschool Teachers						
	Rank based on actual median hourly wage				Rank based on cost of living	
1	Hawaii	\$19.36		1	Minnesota	\$17.14
2	District of Columbia	\$18.30		2	Nebraska	\$16.80
3	New York	\$17.87		3	Michigan	\$16.48
4	Massachusetts	\$17.55		4	Mississippi	\$16.19
5	Connecticut	\$17.46		5	Arkansas	\$16.16
6	Minnesota	\$17.46		6	New York	\$15.92
7	New Jersey	\$17.36		7	Virginia	\$15.63
8	Maine	\$17.28		8	Kentucky	\$15.45
9	Nebraska	\$17.11		9	Missouri	\$15.27
10	California	\$16.83		10	Georgia	\$15.04
11	Vermont	\$16.48		11	Texas	\$14.89
12	Washington	\$15.96		12	Hawaii	\$14.67
13	Virginia	\$15.91		13	Maine	\$14.62
14	Maryland	\$15.33		14	Tennessee	\$14.54
15	Colorado	\$15.25		15	New Jersey	\$14.31
16	Alaska	\$15.15		16	Illinois	\$14.28
17	Michigan	\$14.89		17	Kansas	\$14.18
18	Texas	\$14.44		18	South Dakota	\$14.16
19	New Hampshire	\$14.43		19	Montana	\$14.12
20	Kentucky	\$14.42		20	Ohio	\$14.12

### States Ranked by Median Hourly Wage of Preschool Teachers, Actual & Adjusted for Cost of Living, 2019

CSCCE

Preschool Teachers						
	Rank based on actual median hourly wage				Rank based on cost of living	
21	Mississippi	\$14.40		21	Washington	\$13.96
22	Montana	\$14.40		22	Arizona	\$13.86
23	Oregon	\$14.40		23	Pennsylvania	\$13.83
24	Arkansas	\$14.34		24	Connecticut	\$13.70
25	Illinois	\$14.29		25	North Carolina	\$13.63
26	South Dakota	\$14.23		26	Colorado	\$13.53
27	Kansas	\$14.08		27	Indiana	\$13.47
28	Georgia	\$14.05		28	Vermont	\$13.47
29	Pennsylvania	\$13.96		29	Massachusetts	\$13.45
30	Arizona	\$13.87		30	Oklahoma	\$13.31
31	Rhode Island	\$13.80		31	New Mexico	\$13.22
32	Missouri	\$13.78		32	Iowa	\$13.14
33	New Mexico	\$13.66		33	Louisiana	\$13.14
34	Tennessee	\$13.45		34	Utah	\$12.76
35	Wyoming	\$13.27		35	West Virginia	\$12.69
36	Nevada	\$13.26		36	California	\$12.61
37	Utah	\$13.24		37	Wyoming	\$12.59
38	Ohio	\$13.06		38	Oregon	\$12.53
39	Louisiana	\$12.91		39	Wisconsin	\$12.23
40	Iowa	\$12.88		40	Maryland	\$12.06

**States Ranked by Median Hourly Wage of Preschool Teachers, Actual & Adjusted for Cost of Living, 2019**

Preschool Teachers						
	Rank based on actual median hourly wage				Rank based on cost of living	
41	Indiana	\$12.84		41	Florida	\$11.96
42	North Carolina	\$12.83		42	North Dakota	\$11.93
43	North Dakota	\$12.75		43	Nevada	\$11.65
44	Delaware	\$12.62		44	New Hampshire	\$11.63
45	Oklahoma	\$12.44		45	Delaware	\$11.59
46	West Virginia	\$12.28		46	Idaho	\$11.59
47	Wisconsin	\$12.23		47	District of Columbia	\$11.53
48	Florida	\$12.07		48	Alaska	\$11.38
49	Idaho	\$11.52		49	South Carolina	\$11.13
50	South Carolina	\$11.05		50	Alabama	\$10.98
51	Alabama	\$10.29		51	Rhode Island	\$10.88

Source: Bureau of Labor Statistics, U.S. Department of Labor. Occupational Employment Statistics.

Retrieved from <http://stats.bls.gov/oes/>.

Note: Cost of living adjustment was performed using the Council for Community and Economic Research 2019 Cost of Living Index. Retrieved from <http://coli.org/>.

APPENDIX TABLE 2.6

**States Ranked by Median Hourly Wage of Preschool/Child Care Center Directors, Actual & Adjusted for Cost of Living, 2019**

CSCCE

Preschool/Child Care Center Directors						
	Rank based on actual median hourly wage				Rank based on cost of living	
1	New York	\$31.83		1	New York	\$28.36
2	Nevada	\$29.35		2	Minnesota	\$27.88
3	New Jersey	\$28.70		3	Virginia	\$27.14
4	Minnesota	\$28.40		4	South Dakota	\$27.06
5	Connecticut	\$28.07		5	Missouri	\$26.47
6	Virginia	\$27.62		6	Nevada	\$25.78
7	South Dakota	\$27.20		7	Tennessee	\$25.72
8	Delaware	\$25.98		8	Illinois	\$24.43
9	Massachusetts	\$25.86		9	Michigan	\$24.02
10	Alaska	\$25.64		10	New Mexico	\$23.90
11	Maine	\$25.07		11	Delaware	\$23.87
12	Hawaii	\$24.99		12	New Jersey	\$23.66
13	California	\$24.78		13	Pennsylvania	\$23.19
14	New Mexico	\$24.69		14	Texas	\$22.62
15	Illinois	\$24.44		15	Ohio	\$22.46
16	Rhode Island	\$24.32		16	Mississippi	\$22.24
17	Washington	\$24.12		17	North Carolina	\$22.19
18	Missouri	\$23.89		18	Connecticut	\$22.02
19	Tennessee	\$23.79		19	Nebraska	\$21.89
20	Vermont	\$23.41		20	Wisconsin	\$21.64

**States Ranked by Median Hourly Wage of Preschool/Child Care Center Directors, Actual & Adjusted for Cost of Living, 2019**

CSCCE

Preschool Teachers/Child Care Center Directors						
	Rank based on actual median hourly wage				Rank based on cost of living	
21	Pennsylvania	\$23.40		21	Maine	\$21.21
22	Maryland	\$23.09		22	Washington	\$21.09
23	Colorado	\$23.01		23	Georgia	\$20.91
24	Nebraska	\$22.29		24	Arkansas	\$20.87
25	New Hampshire	\$22.18		25	Florida	\$20.47
26	Texas	\$21.93		26	Indiana	\$20.47
27	Michigan	\$21.70		27	Colorado	\$20.41
28	Wisconsin	\$21.64		28	Wyoming	\$20.40
29	Wyoming	\$21.50		29	Kansas	\$20.14
30	North Carolina	\$20.88		30	Massachusetts	\$19.82
31	Ohio	\$20.77		31	Montana	\$19.79
32	Florida	\$20.65		32	Idaho	\$19.61
33	Montana	\$20.18		33	Iowa	\$19.52
34	Kansas	\$19.99		34	Oklahoma	\$19.41
35	Oregon	\$19.91		35	Alabama	\$19.29
36	Mississippi	\$19.78		36	Alaska	\$19.26
37	Georgia	\$19.53		37	Rhode Island	\$19.17
38	Indiana	\$19.51		38	Louisiana	\$19.14
39	Idaho	\$19.50		39	Vermont	\$19.13
40	North Dakota	\$19.48		40	Arizona	\$18.94



### States Ranked by Median Hourly Wage of Preschool/Child Care Center Directors, Actual & Adjusted for Cost of Living, 2019

CSCCE

Preschool Teachers/Child Care Center Directors						
	Rank based on actual median hourly wage				Rank based on cost of living	
41	Iowa	\$19.13		41	Hawaii	\$18.94
42	Arizona	\$18.96		42	California	\$18.57
43	Louisiana	\$18.80		43	Kentucky	\$18.54
44	Arkansas	\$18.52		44	South Carolina	\$18.25
45	Oklahoma	\$18.14		45	North Dakota	\$18.23
46	South Carolina	\$18.11		46	Maryland	\$18.16
47	Alabama	\$18.07		47	West Virginia	\$17.91
48	West Virginia	\$17.33		48	New Hampshire	\$17.87
49	Kentucky	\$17.30		49	Oregon	\$17.33
50	Utah	\$17.26		50	Utah	\$16.63
51	District of Columbia	N-A		51	District of Columbia	N-A

**N-A:** Not Available

**N/A:** Not Applicable

Source: Bureau of Labor Statistics, U.S. Department of Labor. Occupational Employment Statistics.

Retrieved from <http://stats.bls.gov/oes/>.

Note: Cost of living adjustment was performed using the Council for Community and Economic Research 2019 Cost of Living Index. Retrieved from <http://coli.org/>.

**States Ranked by Median Hourly Wage of Kindergarten Teachers, Actual & Adjusted for Cost of Living, 2019**

Kindergarten Teachers						
	Rank based on actual median hourly wage			Rank based on cost living		
1	Rhode Island	\$46.76		1	Oregon	\$37.99
2	Connecticut	\$44.94		2	Michigan	\$37.73
3	Oregon	\$43.65		3	New York	\$36.97
4	Massachusetts	\$43.48		4	Rhode Island	\$36.85
5	California	\$41.86		5	Virginia	\$36.55
6	New York	\$41.49		6	Pennsylvania	\$36.25
7	Maryland	\$39.42		7	Ohio	\$35.84
8	Alaska	\$39.05		8	Connecticut	\$35.26
9	New Jersey	\$37.86		9	Georgia	\$34.89
10	Virginia	\$37.20		10	Minnesota	\$34.37
11	Pennsylvania	\$36.58		11	Kentucky	\$33.68
12	Washington	\$35.98		12	Texas	\$33.42
13	Minnesota	\$35.01		13	Massachusetts	\$33.32
14	Michigan	\$34.08		14	Nebraska	\$32.89
15	Delaware	\$33.83		15	Wisconsin	\$32.77
16	Nebraska	\$33.49		16	Illinois	\$32.10
17	New Hampshire	\$33.40		17	Florida	\$32.02
18	Wyoming	\$33.16		18	Washington	\$31.46
19	Ohio	\$33.15		19	Wyoming	\$31.45
20	District of Columbia	\$33.10		20	California	\$31.36

**States Ranked by Median Hourly Wage of Kindergarten Teachers, Actual & Adjusted for Cost of Living, 2019**

CSCCE

Kindergarten Teachers						
	Rank based on actual median hourly wage				Rank based on cost living	
21	Wisconsin	\$32.76		21	South Carolina	\$31.26
22	Georgia	\$32.59		22	New Jersey	\$31.21
23	Texas	\$32.41		23	Delaware	\$31.07
24	Vermont	\$32.36		24	Maryland	\$31.01
25	Florida	\$32.31		25	Arkansas	\$30.94
26	Illinois	\$32.12		26	Utah	\$30.84
27	Utah	\$32.01		27	Iowa	\$30.77
28	Kentucky	\$31.43		28	Missouri	\$30.66
29	Nevada	\$31.03		29	Tennessee	\$30.49
30	South Carolina	\$31.02		30	North Carolina	\$29.64
31	Maine	\$30.94		31	Indiana	\$29.40
32	North Dakota	\$30.61		32	Alaska	\$29.34
33	Iowa	\$30.16		33	Mississippi	\$28.76
34	New Mexico	\$29.44		34	North Dakota	\$28.64
35	Montana	\$29.08		35	Montana	\$28.52
36	Colorado	\$28.25		36	New Mexico	\$28.49
37	Tennessee	\$28.21		37	Alabama	\$28.23
38	Indiana	\$28.02		38	Kansas	\$28.18
39	Kansas	\$27.98		39	West Virginia	\$27.87
40	North Carolina	\$27.89		40	Nevada	\$27.25

**States Ranked by Median Hourly Wage of Kindergarten Teachers, Actual & Adjusted for Cost of Living, 2019**

Kindergarten Teachers						
	Rank based on actual median hourly wage				Rank based on cost of living	
41	Missouri	\$27.68		41	New Hampshire	\$26.91
42	Arkansas	\$27.46		42	Louisiana	\$26.90
43	West Virginia	\$26.96		43	Idaho	\$26.85
44	Idaho	\$26.70		44	Vermont	\$26.45
45	Alabama	\$26.45		45	Maine	\$26.17
46	Louisiana	\$26.43		46	Arizona	\$25.64
47	Arizona	\$25.67		47	Oklahoma	\$25.56
48	Mississippi	\$25.57		48	Colorado	\$25.06
49	South Dakota	\$24.71		49	South Dakota	\$24.58
50	Oklahoma	\$23.88		50	District of Columbia	\$20.85
51	Hawaii	\$18.06		51	Hawaii	\$13.69

**N-A:** Not Available

**N/A:** Not Applicable

Source: Bureau of Labor Statistics, U.S. Department of Labor. Occupational Employment Statistics.

Retrieved from <http://stats.bls.gov/oes/>.

Note: Cost of living adjustment was performed using the Council for Community and Economic Research 2019 Cost of Living Index. Retrieved from <http://coli.org/>. All teacher estimates exclude special education teachers. Hourly wages for kindergarten teachers and elementary school teachers were calculated by dividing the annual salary by 40 hours per week, 10 months per year, in order to take into account standard school schedules. All other occupations assume 40 hours per week, 12 months per year.

### Median Hourly Wages, by Occupation & State, 2019

CSCCE

State	Child Care Workers		Preschool Teachers		Center Directors		All Occupations
	Median hourly wage	% of state median	Median hourly wage	% of state median	Median hourly wage	% of state median	State median hourly wage
National	\$11.65	61%	\$14.67	77%	\$23.18	121%	\$19.14
Alabama	\$9.19	55%	\$10.29	62%	\$18.07	108%	\$16.73
Alaska	\$13.21	57%	\$15.15	65%	\$25.64	110%	\$23.34
Arizona	\$11.97	65%	\$13.87	75%	\$18.96	103%	\$18.46
Arkansas	\$9.80	62%	\$14.34	91%	\$18.52	117%	\$15.84
California	\$13.43	63%	\$16.83	79%	\$24.78	117%	\$21.24
Colorado	\$13.79	65%	\$15.25	72%	\$23.01	108%	\$21.28
Connecticut	\$12.74	55%	\$17.46	75%	\$28.07	120%	\$23.33
Delaware	\$10.60	54%	\$12.62	64%	\$25.98	132%	\$19.66
District of Columbia	\$15.36	43%	\$18.30	51%	N-A	N-A	\$35.74
Florida	\$10.87	63%	\$12.07	70%	\$20.65	120%	\$17.23
Georgia	\$9.37	53%	\$14.05	79%	\$19.53	110%	\$17.75
Hawaii	\$12.43	58%	\$19.36	91%	\$24.99	117%	\$21.35
Idaho	\$10.08	59%	\$11.52	68%	\$19.50	115%	\$17.00
Illinois	\$11.16	57%	\$14.29	72%	\$24.44	124%	\$19.74
Indiana	\$10.31	58%	\$12.84	72%	\$19.51	110%	\$17.77
Iowa	\$9.35	51%	\$12.88	70%	\$19.13	104%	\$18.41
Kansas	\$10.20	57%	\$14.08	79%	\$19.99	112%	\$17.79
Kentucky	\$9.89	58%	\$14.42	84%	\$17.30	101%	\$17.09
Louisiana	\$9.13	55%	\$12.91	77%	\$18.80	113%	\$16.66

N-A: Not Available

N/A: Not Applicable

**Median Hourly Wages, by Occupation & State, 2019**

State	Child Care Workers		Preschool Teachers		Center Directors		All Occupations
	Median hourly wage	% of state median	Median hourly wage	% of state median	Median hourly wage	% of state median	State median hourly wage
Maine	\$12.89	70%	\$17.28	94%	\$25.07	136%	\$18.45
Maryland	\$11.59	52%	\$15.33	69%	\$23.09	104%	\$22.10
Massachusetts	\$14.11	58%	\$17.55	73%	\$25.86	107%	\$24.14
Michigan	\$11.13	60%	\$14.89	80%	\$21.70	117%	\$18.60
Minnesota	\$12.06	57%	\$17.46	82%	\$28.40	134%	\$21.21
Mississippi	\$8.94	60%	\$14.40	96%	\$19.78	132%	\$15.00
Missouri	\$10.45	58%	\$13.78	77%	\$23.89	134%	\$17.88
Montana	\$10.84	62%	\$14.40	82%	\$20.18	115%	\$17.51
Nebraska	\$11.12	60%	\$17.11	93%	\$22.29	121%	\$18.46
Nevada	\$10.62	61%	\$13.26	76%	\$29.35	168%	\$17.51
New Hampshire	\$11.69	59%	\$14.43	72%	\$22.18	111%	\$19.95
New Jersey	\$12.59	58%	\$17.36	80%	\$28.70	133%	\$21.64
New Mexico	\$10.00	59%	\$13.66	80%	\$24.69	145%	\$17.03
New York	\$13.58	61%	\$17.87	80%	\$31.83	142%	\$22.44
New Jersey	\$10.62	60%	\$12.83	72%	\$20.88	118%	\$17.75
New Mexico	\$11.44	56%	\$12.75	62%	\$19.48	95%	\$20.44
New York	\$10.65	57%	\$13.06	70%	\$20.77	112%	\$18.54
Oklahoma	\$9.26	54%	\$12.44	72%	\$18.14	106%	\$17.18
Oregon	\$12.46	63%	\$14.40	73%	\$19.91	100%	\$19.83
Pennsylvania	\$10.69	56%	\$13.96	74%	\$23.40	123%	\$18.99
Rhode Island	\$12.01	57%	\$13.80	65%	\$24.32	115%	\$21.24

**Median Hourly Wages, by Occupation & State, 2019**

	Child Care Workers		Preschool Teachers		Center Directors		All Occupations
State	Median hourly wage	% of state median	Median hourly wage	% of state median	Median hourly wage	% of state median	State median hourly wage
South Carolina	\$9.37	56%	\$11.05	66%	\$18.11	109%	\$16.68
South Dakota	\$9.99	60%	\$14.23	85%	\$27.20	163%	\$16.71
Tennessee	\$9.85	57%	\$13.45	78%	\$23.79	138%	\$17.26
Texas	\$10.15	56%	\$14.44	79%	\$21.93	120%	\$18.28
Utah	\$10.47	57%	\$13.24	73%	\$17.26	95%	\$18.23
Vermont	\$13.72	70%	\$16.48	84%	\$23.41	119%	\$19.68
Virginia	\$10.96	54%	\$15.91	78%	\$27.62	136%	\$20.30
Washington	\$14.57	63%	\$15.96	69%	\$24.12	104%	\$23.15
West Virginia	\$9.95	61%	\$12.28	75%	\$17.33	106%	\$16.31
Wisconsin	\$10.66	57%	\$12.23	65%	\$21.64	115%	\$18.79
Wyoming	\$11.46	57%	\$13.27	66%	\$21.50	107%	\$20.02
	Child Care Workers		Preschool Teachers		Center Directors		All Occupations
Territory	Median hourly wage	% of state median	Median hourly wage	% of state median	Median hourly wage	% of state median	State median hourly wage
American Samoa	N-A	N-A	N-A	N-A	N-A	N-A	N-A
Guam	\$9.23	70%	\$10.20	77%	N-A	N-A	\$13.26
Northern Mariana Islands	N-A	N-A	N-A	N-A	N-A	N-A	N-A
Puerto Rico	\$8.86	87%	\$10.89	108%	\$16.20	160%	\$10.13
U.S. Virgin Islands	\$12.00	69%	\$16.44	95%	N-A	N-A	\$17.33

**N-A:** Not Available

**N/A:** Not Applicable

Source: Bureau of Labor Statistics, U.S. Department of Labor. Occupational Employment Statistics.

Retrieved from <http://stats.bls.gov/oes/>.

### Child Care Worker Wage Gap With Living Wage, by State, 2019

State	Child care worker median hourly wage	Living wage for 1 adult	Median hourly wage as % of living wage for 1 adult	Gap between median wage and living wage for 1 adult	Living wage for 1 adult and 1 child	Median hourly wage as % of living wage for 1 adult and 1 child	Gap between median wage and living wage for 1 adult and 1 child
Alabama	\$9.19	\$11.24	82%	-\$2.05	\$22.47	41%	-\$13.28
Alaska	\$13.21	\$12.75	104%	\$0.46	\$27.30	48%	-\$14.09
Arizona	\$11.97	\$12.01	100%	-\$0.04	\$25.16	48%	-\$13.19
Arkansas	\$9.80	\$10.67	92%	-\$0.87	\$22.32	44%	-\$12.52
California	\$13.43	\$14.99	90%	-\$1.56	\$31.25	43%	-\$17.82
Colorado	\$13.79	\$13.43	103%	\$0.36	\$28.36	49%	-\$14.57
Connecticut	\$12.74	\$13.38	95%	-\$0.64	\$29.33	43%	-\$16.59
Delaware	\$10.60	\$12.60	84%	-\$2.00	\$26.31	40%	-\$15.71
District of Columbia	\$15.36	\$16.92	91%	-\$1.56	\$29.94	51%	-\$14.58
Florida	\$10.87	\$12.39	88%	-\$1.52	\$25.47	43%	-\$14.60
Georgia	\$9.37	\$12.66	74%	-\$3.29	\$24.64	38%	-\$15.27
Hawaii	\$12.43	\$15.82	79%	-\$3.39	\$28.29	44%	-\$15.86
Idaho	\$10.08	\$11.04	91%	-\$0.96	\$23.72	42%	-\$13.64
Illinois	\$11.16	\$12.80	87%	-\$1.64	\$26.48	42%	-\$15.32
Indiana	\$10.31	\$11.04	93%	-\$0.73	\$23.01	45%	-\$12.70
Iowa	\$9.35	\$11.00	85%	-\$1.65	\$23.85	39%	-\$14.50
Kansas	\$10.20	\$10.86	94%	-\$0.66	\$23.52	43%	-\$13.32
Kentucky	\$9.89	\$10.98	90%	-\$1.09	\$23.19	43%	-\$13.30
Louisiana	\$9.13	\$11.43	80%	-\$2.30	\$23.81	38%	-\$14.68
Maine	\$12.89	\$12.48	103%	\$0.41	\$25.63	50%	-\$12.74



## Child Care Worker Wage Gap With Living Wage, by State, 2019

State	Child care worker median hourly wage	Living wage for 1 adult	Median hourly wage as % of living wage for 1 adult	Gap between median wage and living wage for 1 adult	Living wage for 1 adult and 1 child	Median hourly wage as % of living wage for 1 adult and 1 child	Gap between median wage and living wage for 1 adult and 1 child
Maryland	\$11.59	\$14.56	80%	-\$2.97	\$29.39	39%	-\$17.80
Massachusetts	\$14.11	\$15.46	91%	-\$1.35	\$32.12	44%	-\$18.01
Michigan	\$11.13	\$11.35	98%	-\$0.22	\$23.77	47%	-\$12.64
Minnesota	\$12.06	\$12.05	100%	\$0.01	\$26.65	45%	-\$14.59
Mississippi	\$8.94	\$10.89	82%	-\$1.95	\$21.14	42%	-\$12.20
Missouri	\$10.45	\$11.16	94%	-\$0.71	\$22.86	46%	-\$12.41
Montana	\$10.84	\$10.97	99%	-\$0.13	\$24.28	45%	-\$13.44
Nebraska	\$11.12	\$10.96	101%	\$0.16	\$24.11	46%	-\$12.99
Nevada	\$10.62	\$11.25	94%	-\$0.63	\$25.39	42%	-\$14.77
New Hampshire	\$11.69	\$12.61	93%	-\$0.92	\$26.72	44%	-\$15.03
New Jersey	\$12.59	\$14.03	90%	-\$1.44	\$29.55	43%	-\$16.96
New Mexico	\$10.00	\$11.38	88%	-\$1.38	\$24.27	41%	-\$14.27
New York	\$13.58	\$15.56	87%	-\$1.98	\$30.92	44%	-\$17.34
North Carolina	\$10.62	\$11.98	89%	-\$1.36	\$24.73	43%	-\$14.11
North Dakota	\$11.44	\$11.02	104%	\$0.42	\$23.45	49%	-\$12.01
Ohio	\$10.65	\$10.86	98%	-\$0.21	\$23.31	46%	-\$12.66
Oklahoma	\$9.26	\$10.94	85%	-\$1.68	\$23.28	40%	-\$14.02
Oregon	\$12.46	\$13.49	92%	-\$1.03	\$27.55	45%	-\$15.09
Pennsylvania	\$10.69	\$11.53	93%	-\$0.84	\$24.30	44%	-\$13.61
Rhode Island	\$12.01	\$12.81	94%	-\$0.80	\$27.14	44%	-\$15.13

**Child Care Worker Wage Gap With Living Wage, by State, 2019**

CSCCE

State	Child care worker median hourly wage	Living wage for 1 adult	Median hourly wage as % of living wage for 1 adult	Gap between median wage and living wage for 1 adult	Living wage for 1 adult and 1 child	Median hourly wage as % of living wage for 1 adult and 1 child	Gap between median wage and living wage for 1 adult and 1 child
South Carolina	\$9.37	\$11.76	80%	-\$2.39	\$23.16	40%	-\$13.79
South Dakota	\$9.99	\$10.60	94%	-\$0.61	\$22.28	45%	-\$12.29
Tennessee	\$9.85	\$10.97	90%	-\$1.12	\$22.66	43%	-\$12.81
Texas	\$10.15	\$11.74	86%	-\$1.59	\$23.86	43%	-\$13.71
Utah	\$10.47	\$11.60	90%	-\$1.13	\$24.31	43%	-\$13.84
Vermont	\$13.72	\$12.74	108%	\$0.98	\$26.74	51%	-\$13.02
Virginia	\$10.96	\$14.00	78%	-\$3.04	\$28.04	39%	-\$17.08
Washington	\$14.57	\$13.47	108%	\$1.10	\$27.08	54%	-\$12.51
West Virginia	\$9.95	\$10.83	92%	-\$0.88	\$22.00	45%	-\$12.05
Wisconsin	\$10.66	\$11.40	94%	-\$0.74	\$25.31	42%	-\$14.65
Wyoming	\$11.46	\$11.05	104%	\$0.41	\$23.86	48%	-\$12.40
Territory	Child care worker median hourly wage	Living wage for 1 adult	Median hourly wage as % of living wage for 1 adult	Gap between median wage and living wage for 1 adult	Living wage for 1 adult and 1 child	Median hourly wage as % of living wage for 1 adult and 1 child	Gap between median wage and living wage for 1 adult and 1 child
American Samoa	N-A	N-A	N-A	N-A	N-A	N-A	N-A
Guam	N-A	N-A	N-A	N-A	N-A	N-A	N-A
Northern Mariana Islands	N-A	N-A	N-A	N-A	N-A	N-A	N-A
Puerto Rico	N-A	N-A	N-A	N-A	N-A	N-A	N-A
U.S. Virgin Islands	N-A	N-A	N-A	N-A	N-A	N-A	N-A

**N-A:** Not Available                      **N/A:** Not Applicable

Source: Bureau of Labor Statistics, U.S. Department of Labor. Occupational Employment Statistics. Retrieved from <http://stats.bls.gov/oes/>. The Massachusetts Institute of Technology (MIT) Living Wage Calculator can be accessed at <http://livingwage.mit.edu/>.

### Median Hourly Wages for ECE Occupations, by State, 2017-2019

State	Child Care Workers				Preschool Teachers				Preschool/Child Care Center Directors			
	2017 Median hourly wage	2017 Adjusted median wage in 2019 dollars	2019 Median hourly wage	Percent change	2017 Median hourly wage	2017 Adjusted median wage in 2019 dollars	2019 Median hourly wage	Percent change	2017 Median hourly wage	2017 Adjusted median wage in 2019 dollars	2019 Median hourly wage	Percent change
National	\$22.54	\$23.58	\$23.18	-2%	\$13.94	\$14.34	\$14.67	2%	\$16.36	\$17.11	\$18.07	6%
Alabama	\$8.93	\$9.34	\$9.19	-2%	\$10.98	\$11.49	\$10.29	-10%	\$16.36	\$17.11	\$18.07	6%
Alaska	\$11.99	\$12.54	\$13.21	5%	\$14.82	\$15.50	\$15.15	-2%	\$28.86	\$30.19	\$25.64	-15%
Arizona	\$11.24	\$11.76	\$11.97	2%	\$13.42	\$14.04	\$13.87	-1%	\$18.05	\$18.88	\$18.96	0%
Arkansas	\$9.32	\$9.75	\$9.80	1%	\$14.25	\$14.91	\$14.34	-4%	\$19.94	\$20.86	\$18.52	-11%
California	\$12.29	\$12.86	\$13.43	4%	\$16.19	\$16.93	\$16.83	-1%	\$23.91	\$25.01	\$24.78	-1%
Colorado	\$12.60	\$13.18	\$13.79	5%	\$13.88	\$14.52	\$15.25	5%	\$22.73	\$23.78	\$23.01	-3%
Connecticut	\$11.87	\$12.42	\$12.74	3%	\$16.58	\$17.34	\$17.46	1%	\$24.71	\$25.85	\$28.07	9%
Delaware	\$10.21	\$10.68	\$10.60	-1%	\$12.54	\$13.12	\$12.62	-4%	\$24.44	\$25.56	\$25.98	2%
District of Columbia	\$14.33	\$14.99	\$15.36	2%	\$18.02	\$18.85	\$18.30	-3%	N-A	N-A	N-A	N-A
Florida	\$10.09	\$10.55	\$10.87	3%	\$11.70	\$12.24	\$12.07	-1%	\$22.89	\$23.94	\$20.65	-14%
Georgia	\$9.53	\$9.97	\$9.37	-6%	\$13.42	\$14.04	\$14.05	0%	\$19.07	\$19.95	\$19.53	-2%
Hawaii	\$10.64	\$11.13	\$12.43	12%	\$17.94	\$18.77	\$19.36	3%	\$23.29	\$24.36	\$24.99	3%
Idaho	\$9.04	\$9.46	\$10.08	7%	\$10.75	\$11.24	\$11.52	2%	\$17.96	\$18.79	\$19.50	4%
Illinois	\$10.77	\$11.27	\$11.16	-1%	\$13.64	\$14.27	\$14.29	0%	\$24.02	\$25.12	\$24.44	-3%
Indiana	\$9.62	\$10.06	\$10.31	2%	\$11.65	\$12.19	\$12.84	5%	\$18.99	\$19.86	\$19.51	-2%
Iowa	\$9.20	\$9.62	\$9.35	-3%	\$11.12	\$11.63	\$12.88	11%	\$17.05	\$17.83	\$19.13	7%
Kansas	\$9.25	\$9.68	\$10.20	5%	\$12.94	\$13.54	\$14.08	4%	\$19.50	\$20.40	\$19.99	-2%

N-A: Not Available

N/A: Not Applicable

**Median Hourly Wages for ECE Occupations, by State, 2017-2019**

State	Child Care Workers				Preschool Teachers				Preschool/Child Care Center Directors			
	2017 Median hourly wage	2017 Adjusted median wage in 2019 dollars	2019 Median hourly wage	Percent change	2017 Median hourly wage	2017 Adjusted median wage in 2019 dollars	2019 Median hourly wage	Percent change	2017 Median hourly wage	2017 Adjusted median wage in 2019 dollars	2019 Median hourly wage	Percent change
Kentucky	\$9.28	\$9.71	\$9.89	2%	\$15.49	\$16.20	\$14.42	-11%	\$20.81	\$21.77	\$17.30	-21%
Louisiana	\$8.95	\$9.36	\$9.13	-2%	\$17.07	\$17.86	\$12.91	-28%	\$19.20	\$20.08	\$18.80	-6%
Maine	\$11.18	\$11.69	\$12.89	10%	\$14.92	\$15.61	\$17.28	11%	\$22.59	\$23.63	\$25.07	6%
Maryland	\$11.29	\$11.81	\$11.59	-2%	\$14.16	\$14.81	\$15.33	4%	\$22.25	\$23.27	\$23.09	-1%
Massachusetts	\$12.74	\$13.33	\$14.11	6%	\$15.71	\$16.43	\$17.55	7%	\$27.11	\$28.36	\$25.86	-9%
Michigan	\$10.09	\$10.55	\$11.13	5%	\$13.94	\$14.58	\$14.89	2%	\$21.78	\$22.78	\$21.70	-5%
Minnesota	\$11.27	\$11.79	\$12.06	2%	\$14.93	\$15.62	\$17.46	12%	\$24.36	\$25.48	\$28.40	11%
Mississippi	\$8.84	\$9.25	\$8.94	-3%	\$13.14	\$13.74	\$14.40	5%	\$16.56	\$17.32	\$19.78	14%
Missouri	\$9.96	\$10.42	\$10.45	0%	\$12.03	\$12.58	\$13.78	10%	\$20.69	\$21.64	\$23.89	10%
Montana	\$9.84	\$10.29	\$10.84	5%	\$13.90	\$14.54	\$14.40	-1%	\$18.30	\$19.14	\$20.18	5%
Nebraska	\$10.33	\$10.81	\$11.12	3%	\$17.37	\$18.17	\$17.11	-6%	\$22.51	\$23.55	\$22.29	-5%
Nevada	\$10.39	\$10.87	\$10.62	-2%	\$12.01	\$12.56	\$13.26	6%	\$21.47	\$22.46	\$29.35	31%
New Hampshire	\$10.79	\$11.29	\$11.69	4%	\$13.75	\$14.38	\$14.43	0%	\$21.56	\$22.55	\$22.18	-2%
New Jersey	\$11.51	\$12.04	\$12.59	5%	\$15.57	\$16.29	\$17.36	7%	\$26.27	\$27.48	\$28.70	4%
New Mexico	\$9.66	\$10.10	\$10.00	-1%	\$12.89	\$13.48	\$13.66	1%	\$19.87	\$20.78	\$24.69	19%
New York	\$12.38	\$12.95	\$13.58	5%	\$16.64	\$17.41	\$17.87	3%	\$30.54	\$31.94	\$31.83	0%
North Carolina	\$9.86	\$10.31	\$10.62	3%	\$12.44	\$13.01	\$12.83	-1%	\$20.97	\$21.93	\$20.88	-5%

**Median Hourly Wages for ECE Occupations, by State, 2017-2019**

State	Child Care Workers				Preschool Teachers				Preschool/Child Care Center Directors			
	2017 Median hourly wage	2017 Adjusted median wage in 2019 dollars	2019 Median hourly wage	Percent change	2017 Median hourly wage	2017 Adjusted median wage in 2019 dollars	2019 Median hourly wage	Percent change	2017 Median hourly wage	2017 Adjusted median wage in 2019 dollars	2019 Median hourly wage	Percent change
North Dakota	\$10.56	\$11.05	\$11.44	4%	\$13.58	\$14.20	\$12.75	-10%	\$18.96	\$19.83	\$19.48	-2%
Ohio	\$9.86	\$10.31	\$10.65	3%	\$11.80	\$12.34	\$13.06	6%	\$18.60	\$19.46	\$20.77	7%
Oklahoma	\$9.10	\$9.52	\$9.26	-3%	\$13.86	\$14.50	\$12.44	-14%	\$18.04	\$18.87	\$18.14	-4%
Oregon	\$11.45	\$11.98	\$12.46	4%	\$13.70	\$14.33	\$14.40	0%	\$22.12	\$23.14	\$19.91	-14%
Pennsylvania	\$9.71	\$10.16	\$10.69	5%	\$12.99	\$13.59	\$13.96	3%	\$20.82	\$21.78	\$23.40	7%
Rhode Island	\$11.82	\$12.36	\$12.01	-3%	\$14.57	\$15.24	\$13.80	-9%	\$27.21	\$28.46	\$24.32	-15%
South Carolina	\$9.15	\$9.57	\$9.37	-2%	\$11.08	\$11.59	\$11.05	-5%	\$16.46	\$17.22	\$18.11	5%
South Dakota	\$9.68	\$10.13	\$9.99	-1%	\$13.84	\$14.48	\$14.23	-2%	\$26.70	\$27.93	\$27.20	-3%
Tennessee	\$9.28	\$9.71	\$9.85	1%	\$12.30	\$12.87	\$13.45	5%	\$20.54	\$21.48	\$23.79	11%
Texas	\$9.46	\$9.90	\$10.15	3%	\$13.10	\$13.70	\$14.44	5%	\$20.57	\$21.52	\$21.93	2%
Utah	\$9.55	\$9.99	\$10.47	5%	\$12.78	\$13.37	\$13.24	-1%	\$18.44	\$19.29	\$17.26	-11%
Vermont	\$12.71	\$13.29	\$13.72	3%	\$14.57	\$15.24	\$16.48	8%	\$22.14	\$23.16	\$23.41	1%
Virginia	\$9.82	\$10.27	\$10.96	7%	\$15.59	\$16.31	\$15.91	-2%	\$24.90	\$26.05	\$27.62	6%
Washington	\$12.32	\$12.89	\$14.57	13%	\$14.69	\$15.37	\$15.96	4%	\$22.17	\$23.19	\$24.12	4%
West Virginia	\$9.52	\$9.96	\$9.95	0%	\$12.67	\$13.25	\$12.28	-7%	\$16.09	\$16.83	\$17.33	3%
Wisconsin	\$10.03	\$10.49	\$10.66	2%	\$11.64	\$12.18	\$12.23	0%	\$19.53	\$20.43	\$21.64	6%
Wyoming	\$11.14	\$11.65	\$11.46	-2%	\$14.33	\$14.99	\$13.27	-11%	\$23.75	\$24.84	\$21.50	-13%

**Median Hourly Wages for ECE Occupations, by State, 2017-2019**

State	Child Care Workers				Preschool Teachers				Preschool/Child Care Center Directors			
	2017 Median hourly wage	2017 Adjusted median wage in 2019 dollars	2019 Median hourly wage	Percent change	2017 Median hourly wage	2017 Adjusted median wage in 2019 dollars	2019 Median hourly wage	Percent change	2017 Median hourly wage	2017 Adjusted median wage in 2019 dollars	2019 Median hourly wage	Percent change
American Samoa	N-A	N-A	N-A	N-A	N-A	N-A	N-A	N-A	N-A	N-A	N-A	N-A
Guam	\$9.22	\$9.64	\$9.23	-4%	\$14.18	\$14.83	\$10.20	-31%	N-A	N-A	N-A	N-A
Northern Mariana Islands	N-A	N-A	N-A	N-A	N-A	N-A	N-A	N-A	N-A	N-A	N-A	N-A
Puerto Rico	\$8.60	\$9.00	\$8.86	-2%	\$10.28	\$10.75	\$10.89	1%	\$13.60	\$14.23	\$16.20	14%
U.S. Virgin Islands	\$9.05	\$9.47	\$12.00	27%	\$12.16	\$12.72	\$16.44	29%	N-A	N-A	N-A	N-A

**N-A:** Not Available

**N/A:** Not Applicable

Source: Bureau of Labor Statistics, U.S. Department of Labor. Occupational Employment Statistics.

Retrieved from <http://stats.bls.gov/oes/>.

**Median Hourly Wages for Kindergarten & Elementary School Teachers, by State, 2017-2019**

CSCCE

State	Kindergarten Teachers				Elementary School Teachers			
	2017 Median hourly wage	2017 Adjusted median wage in 2019 dollars	2019 Median hourly wage	Percent change	2017 Median hourly wage	2017 Adjusted median wage in 2019 dollars	2019 Median hourly wage	Percent change
National	\$31.29	\$32.73	\$32.80	0%	\$32.98	\$34.49	\$34.43	0%
Alabama	\$25.04	\$26.20	\$26.45	1%	\$28.61	\$29.93	\$29.52	-1%
Alaska	\$40.48	\$42.34	\$39.05	-8%	\$42.87	\$44.84	\$42.67	-5%
Arizona	\$24.83	\$25.97	\$25.67	-1%	\$24.97	\$26.12	\$25.83	-1%
Arkansas	\$26.62	\$27.84	\$27.46	-1%	\$27.29	\$28.54	\$27.69	-3%
California	\$38.33	\$40.09	\$41.86	4%	\$45.17	\$47.25	\$48.09	2%
Colorado	\$27.68	\$28.95	\$28.25	-2%	\$28.71	\$30.03	\$29.68	-1%
Connecticut	\$43.90	\$45.92	\$44.94	-2%	\$44.65	\$46.71	\$45.31	-3%
Delaware	\$31.73	\$33.19	\$33.83	2%	\$34.05	\$35.62	\$36.23	2%
District of Columbia	\$34.36	\$35.94	\$33.10	-8%	\$43.06	\$45.04	\$44.16	-2%
Florida	\$27.06	\$28.30	\$32.31	14%	\$27.23	\$28.48	\$30.89	8%
Georgia	\$30.92	\$32.34	\$32.59	1%	\$31.73	\$33.19	\$33.32	0%
Hawaii	\$26.20	\$27.40	\$18.06	-34%	\$34.58	\$36.17	\$36.19	0%
Idaho	\$26.58	\$27.81	\$26.70	-4%	\$25.81	\$27.00	\$26.78	-1%
Illinois	\$30.77	\$32.19	\$32.12	0%	\$33.93	\$35.50	\$34.76	-2%
Indiana	\$27.23	\$28.48	\$28.02	-2%	\$28.26	\$29.56	\$28.48	-4%
Iowa	\$29.93	\$31.31	\$30.16	-4%	\$30.73	\$32.15	\$30.93	-4%
Kansas	\$26.91	\$28.15	\$27.98	-1%	\$27.73	\$29.00	\$28.24	-3%

### Median Hourly Wages for Kindergarten & Elementary School Teachers, by State, 2017-2019

CSCCE

State	Kindergarten Teachers				Elementary School Teachers			
	2017 Median hourly wage	2017 Adjusted median wage in 2019 dollars	2019 Median hourly wage	Percent change	2017 Median hourly wage	2017 Adjusted median wage in 2019 dollars	2019 Median hourly wage	Percent change
Kentucky	\$31.11	\$32.54	\$31.43	-3%	\$30.84	\$32.26	\$30.68	-5%
Louisiana	\$28.04	\$29.33	\$26.43	-10%	\$27.48	\$28.75	\$27.63	-4%
Maine	\$30.20	\$31.59	\$30.94	-2%	\$30.54	\$31.95	\$29.79	-7%
Maryland	\$35.45	\$37.08	\$39.42	6%	\$37.93	\$39.67	\$42.48	7%
Massachu- setts	\$41.24	\$43.14	\$43.48	1%	\$43.07	\$45.05	\$46.14	2%
Michigan	\$32.04	\$33.51	\$34.08	2%	\$35.49	\$37.12	\$38.09	3%
Minnesota	\$32.39	\$33.88	\$35.01	3%	\$35.00	\$36.61	\$35.24	-4%
Mississippi	\$24.83	\$25.97	\$25.57	-2%	\$25.04	\$26.19	\$25.11	-4%
Missouri	\$28.25	\$29.55	\$27.68	-6%	\$27.66	\$28.94	\$26.72	-8%
Montana	\$29.64	\$31.01	\$29.08	-6%	\$28.74	\$30.06	\$28.70	-5%
Nebraska	\$32.46	\$33.95	\$33.49	-1%	\$32.13	\$33.61	\$34.00	1%
Nevada	\$31.36	\$32.80	\$31.03	-5%	\$32.07	\$33.54	\$32.41	-3%
New Hampshire	\$32.29	\$33.78	\$33.40	-1%	\$33.13	\$34.66	\$34.23	-1%
New Jersey	\$35.96	\$37.61	\$37.86	1%	\$37.87	\$39.61	\$40.00	1%
New Mexico	\$33.35	\$34.88	\$29.44	-16%	\$32.45	\$33.94	\$31.78	-6%
New York	\$41.19	\$43.09	\$41.49	-4%	\$44.60	\$46.65	\$45.70	-2%
North Carolina	\$25.37	\$26.54	\$27.89	5%	\$26.03	\$27.23	\$27.69	2%
North Dakota	\$27.29	\$28.55	\$30.61	7%	\$28.47	\$29.77	\$30.16	1%



### Median Hourly Wages for Kindergarten & Elementary School Teachers, by State, 2017-2019

CSCCE

State	Kindergarten Teachers				Elementary School Teachers			
	2017 Median hourly wage	2017 Adjusted median wage in 2019 dollars	2019 Median hourly wage	Percent change	2017 Median hourly wage	2017 Adjusted median wage in 2019 dollars	2019 Median hourly wage	Percent change
Ohio	\$31.52	\$32.97	\$33.15	1%	\$34.36	\$35.94	\$37.19	3%
Oklahoma	\$21.91	\$22.92	\$23.88	4%	\$22.17	\$23.18	\$24.33	5%
Oregon	\$38.80	\$40.59	\$43.65	8%	\$36.98	\$38.68	\$39.33	2%
Pennsylvania	\$31.10	\$32.53	\$36.58	12%	\$35.97	\$37.62	\$38.63	3%
Rhode Island	\$38.45	\$40.21	\$46.76	16%	\$41.02	\$42.91	\$43.45	1%
South Carolina	\$29.67	\$31.04	\$31.02	0%	\$28.43	\$29.73	\$29.77	0%
South Dakota	\$22.84	\$23.89	\$24.71	3%	\$23.53	\$24.61	\$25.40	3%
Tennessee	\$27.23	\$28.48	\$28.21	-1%	\$28.33	\$29.64	\$29.99	1%
Texas	\$31.99	\$33.46	\$32.41	-3%	\$32.34	\$33.82	\$32.63	-4%
Utah	\$23.23	\$24.30	\$32.01	32%	\$30.61	\$32.02	\$31.62	-1%
Vermont	\$31.69	\$33.15	\$32.36	-2%	\$33.85	\$35.41	\$34.53	-2%
Virginia	\$37.18	\$38.89	\$37.20	-4%	\$36.98	\$38.68	\$37.86	-2%
Washington	\$35.37	\$36.99	\$35.98	-3%	\$36.92	\$38.62	\$39.58	2%
West Virginia	\$28.05	\$29.34	\$26.96	-8%	\$26.23	\$27.44	\$25.93	-6%
Wisconsin	\$31.19	\$32.62	\$32.76	0%	\$32.39	\$33.88	\$32.75	-3%
Wyoming	\$32.91	\$34.42	\$33.16	-4%	\$33.51	\$35.05	\$33.79	-4%

**Median Hourly Wages for Kindergarten & Elementary School Teachers, by State, 2017-2019**

Territory	Kindergarten Teachers				Elementary School Teachers			
	2017 Median hourly wage	2017 Adjusted median wage in 2019 dollars	2019 Median hourly wage	Percent change	2017 Median hourly wage	2017 Adjusted median wage in 2019 dollars	2019 Median hourly wage	Percent change
American Samoa	N-A	N-A	N-A	N-A	N-A	N-A	N-A	N-A
Guam	\$28.54	\$29.85	\$27.21	-9%	\$28.24	\$29.54	\$29.62	0%
Northern Mariana Islands	N-A	N-A	N-A	N-A	N-A	N-A	N-A	N-A
Puerto Rico	\$10.82	\$11.32	\$19.32	71%	\$21.40	\$22.38	\$20.48	-9%
U.S. Virgin Islands	N-A	N-A	N-A	N-A	\$23.95	\$25.05	\$25.76	3%

**N-A:** Not Available

**N/A:** Not Applicable

Source: Bureau of Labor Statistics, U.S. Department of Labor. Occupational Employment Statistics.

Retrieved from <http://stats.bls.gov/oes/>.

## Poverty Rates &amp; Pay Penalties for Early Educators &amp; K-8 Teachers, by State, 2019

CSCCE

State	Total poverty rate	Poverty rate for early educators	Poverty rate for K-8 teachers	Pay penalty for early educators with bachelor's degrees
Alabama	11.3%	17.2%	3.1%	35.2%
Alaska	7.3%	15.9%	2.6%	42.7%
Arizona	10.8%	20.5%	2.6%	21.1%
Arkansas	11.2%	18.1%	2.4%	31.1%
California	8.7%	17.0%	2.5%	37.8%
Colorado	8.6%	15.1%	2.4%	26.5%
Connecticut	7.3%	14.1%	2.0%	31.3%
Delaware	8.5%	13.0%	1.5%	34.6%
District of Columbia	12.4%	34.4%	5.9%	33.1%
Florida	8.9%	16.1%	2.8%	2.9%
Georgia	10.7%	16.7%	2.9%	20.4%
Hawaii	6.1%	16.3%	3.6%	18.5%
Idaho	11.6%	19.2%	3.6%	36.4%
Illinois	8.3%	17.8%	2.1%	30.1%

## Poverty Rates &amp; Pay Penalties for Early Educators &amp; K-8 Teachers, by State, 2019

CSCCE

State	Total poverty rate	Poverty rate for early educators	Poverty rate for K-8 teachers	Pay penalty for early educators with bachelor's degrees
Indiana	10.7%	22.8%	2.7%	35.0%
Iowa	10.5%	24.0%	2.7%	35.7%
Kansas	10.2%	19.7%	2.5%	4.3%
Kentucky	11.7%	27.5%	2.4%	38.1%
Louisiana	11.5%	18.0%	3.4%	22.4%
Maine	9.4%	16.5%	2.0%	25.0%
Maryland	6.0%	13.1%	1.8%	42.0%
Massachusetts	8.7%	15.3%	2.3%	35.2%
Michigan	10.8%	18.9%	2.6%	21.5%
Minnesota	8.3%	18.8%	2.1%	27.6%
Mississippi	12.4%	25.1%	4.8%	25.4%
Missouri	9.8%	18.3%	2.8%	34.6%
Montana	12.7%	24.7%	3.1%	26.7%
Nebraska	10.1%	29.2%	2.6%	33.9%
Nevada	8.6%	12.1%	2.1%	44.0%
New Hampshire	7.4%	12.2%	1.5%	22.5%
New Jersey	5.8%	14.1%	1.8%	39.4%
New Mexico	12.7%	27.4%	4.1%	50.6%

## Poverty Rates &amp; Pay Penalties for Early Educators &amp; K-8 Teachers, by State, 2019

CSCCE

State	Total poverty rate	Poverty rate for early educators	Poverty rate for K-8 teachers	Pay penalty for early educators with bachelor's degrees
New York	8.6%	19.3%	2.5%	32.6%
North Carolina	10.6%	17.6%	2.4%	28.8%
North Dakota	10.6%	26.4%	3.5%	18.1%
Ohio	10.3%	20.6%	2.2%	26.5%
Oklahoma	10.8%	23.2%	2.6%	15.8%
Oregon	10.7%	22.9%	3.4%	35.6%
Pennsylvania	9.2%	17.6%	1.3%	22.0%
Rhode Island	10.2%	26.0%	2.4%	31.1%
South Carolina	11.3%	14.3%	2.9%	15.8%
South Dakota	10.9%	24.5%	2.8%	28.2%
Tennessee	10.5%	22.9%	2.3%	24.0%
Texas	9.7%	18.6%	2.5%	36.0%
Utah	9.2%	23.1%	2.8%	28.7%
Vermont	10.8%	10.9%	0.8%	17.2%
Virginia	8.2%	16.4%	2.1%	22.4%
Washington	8.2%	17.7%	2.3%	21.4%
West Virginia	11.4%	23.1%	3.0%	22.0%
Wisconsin	9.5%	19.7%	2.4%	9.8%
Wyoming	9.8%	13.9%	2.5%	22.1%

**Poverty Rates & Pay Penalties for Early Educators & K-8 Teachers, by State, 2019**

Territory	Total poverty rate	Poverty rate for early educators	Poverty rate for K-8 teachers	Pay penalty for early educators with bachelor's degrees
American Samoa	N-A	N-A	N-A	N-A
Guam	N-A	N-A	N-A	N-A
Northern Mariana Islands	N-A	N-A	N-A	N-A
Puerto Rico	N-A	N-A	N-A	N-A
U.S. Virgin Islands	N-A	N-A	N-A	N-A

**N-A:** Not Available

**N/A:** Not Applicable

Source: Jointly produced by the Center for the Study of Child Care Employment and the Economic Policy Institute, see Gould, E., Whitebook, M., Mokhiber, Z., & Austin, L.J.E. (2020). Financing Early Educator Quality: A Values-Based Budget for Every State. Berkeley, CA: Center for the Study of Child Care Employment, University of California, Berkeley. Retrieved from: <https://cscce.berkeley.edu/financing-early-educator-quality-a-values-based-budget-for-every-state/>.

Note: Data for early educators include American Community Survey respondents in the child care workers occupational category and in the preschool and kindergarten teachers occupational category with public school workers excluded (as a proxy for excluding kindergarten teachers).

Early Childhood Workforce Index 2020

# Appendix 3: State Policy Tables



**Minimum Qualifications in Child Care Licensing Summary, by State/Territory, 2020**

CSCCE

State	Center Directors	Center Teachers	Family Child Care Home Providers	Group Child Home Providers	Center Assistants/Aides	Home Provider Assistants/Aides
Alabama	CDA or equivalent	Some higher ed/training, but less than CDA or equivalent	Some higher ed/training, but less than CDA or equivalent	Some higher ed/training, but less than CDA or equivalent	None	Some higher ed/training, but less than CDA or equivalent
Alaska	Some higher ed/training, greater than CDA or equivalent, but less than AA	None	None	None	None	None
Arizona	Some higher ed/training, but less than CDA or equivalent	High school diploma/GED only	Not Applicable	Some higher ed/training, but less than CDA or equivalent	None	None
Arkansas	None	Some higher ed/training, but less than CDA or equivalent	High school diploma/GED only	Not Applicable	Some higher ed/training, but less than CDA or equivalent	None
California	Some higher ed/training, greater than CDA or equivalent, but less than AA	Some higher ed/training, but less than CDA or equivalent	Some higher ed/training, but less than CDA or equivalent	Not Applicable	Some higher ed/training, but less than CDA or equivalent	None
Colorado	CDA or equivalent	Some higher ed/training, but less than CDA or equivalent	Some higher ed/training, but less than CDA or equivalent	High school diploma/GED only	None	None
Connecticut	Some higher ed/training, but less than CDA or equivalent	CDA or equivalent	None	High school diploma/GED only	None	None
Delaware	BA or above	CDA or equivalent	Some higher ed/training, but less than CDA or equivalent	Not Applicable	None	High school diploma/GED only
District of Columbia	BA or above	AA	CDA or equivalent	Not Applicable	CDA or equivalent	CDA or equivalent
Florida	Some higher ed/training, greater than CDA or equivalent, but less than AA	CDA or equivalent	CDA or equivalent	Not Applicable	Not Applicable	Some higher ed/training, but less than CDA or equivalent
Georgia	CDA or equivalent	CDA or equivalent	CDA or equivalent	Not Applicable	None	None
Hawaii	CDA or equivalent	Some higher ed/training, greater than CDA or equivalent, but less than AA	None	CDA or equivalent	Some higher ed/training, greater than CDA or equivalent, but less than AA	Some higher ed/training, greater than CDA or equivalent, but less than AA



**Minimum Qualifications in Child Care Licensing Summary, by State/Territory, 2020**

CSCCE

State	Center Directors	Center Teachers	Family Child Care Home Providers	Group Child Home Providers	Center Assistants/Aides	Home Provider Assistants/Aides
Idaho	None	None	Not Applicable	None	None	None
Illinois	Some higher ed/training, greater than CDA or equivalent, but less than AA	CDA or equivalent	High school diploma/GED only	High school diploma/GED only	High school diploma/GED only	None
Indiana	AA	High school diploma/GED only	None	Not Applicable	None	None
Iowa	CDA or equivalent	Some higher ed/training, but less than CDA or equivalent	None	None	Some higher ed/training, but less than CDA or equivalent	None
Kansas	CDA or equivalent	High school diploma/GED only	High school diploma/GED only	High school diploma/GED only	None	None
Kentucky	High school diploma/GED only	High school diploma/GED only	High school diploma/GED only	Not Applicable	High school diploma/GED only	None
Louisiana	Some higher ed/training, greater than CDA or equivalent, but less than AA	None	Not Applicable	Not Applicable	None	Not Applicable
Maine	CDA or equivalent	High school diploma/GED only	None	Not Applicable	High school diploma/GED only	None
Maryland	Some higher ed/training, greater than CDA or equivalent, but less than AA	Some higher ed/training, but less than CDA or equivalent	Some higher ed/training, but less than CDA or equivalent	Not Applicable	Some higher ed/training, but less than CDA or equivalent	None
Massachusetts	Some higher ed/training, greater than CDA or equivalent, but less than AA	Some higher ed/training, but less than CDA or equivalent	None	Not Applicable	None	None
Michigan	Some higher ed/training, greater than CDA or equivalent, but less than AA	Some higher ed/training, but less than CDA or equivalent	High school diploma/GED only	High school diploma/GED only	None	None
Minnesota	Some higher ed/training, but less than CDA or equivalent	CDA or equivalent	None	Some higher ed/training, but less than CDA or equivalent	CDA or equivalent	None
Mississippi	CDA or equivalent	None	None	None	None	None

**Minimum Qualifications in Child Care Licensing Summary, by State/Territory, 2020**

CSCCE	State	Center Directors	Center Teachers	Family Child Care Home Providers	Group Child Home Providers	Center Assistants/Aides	Home Provider Assistants/Aides
	Missouri	Some higher ed/training, but less than CDA or equivalent	None	None	Some higher ed/training, but less than CDA or equivalent	None	None
	Montana	Some higher ed/training, but less than CDA or equivalent	Some higher ed/training, but less than CDA or equivalent	None	None	Some higher ed/training, but less than CDA or equivalent	None
	Nebraska	Some higher ed/training, but less than CDA or equivalent	Some higher ed/training, but less than CDA or equivalent	None	None	None	None
	Nevada	Some higher ed/training, greater than CDA or equivalent, but less than AA	Some higher ed/training, but less than CDA or equivalent	CDA or equivalent	CDA or equivalent	Some higher ed/training, but less than CDA or equivalent	Some higher ed/training, but less than CDA or equivalent
	New Hampshire	Some higher ed/training, greater than CDA or equivalent, but less than AA	CDA or equivalent	Some higher ed/training, but less than CDA or equivalent	None	None	None
	New Jersey	CDA or equivalent	CDA or equivalent	None	Not Applicable	None	None
	New Mexico	CDA or equivalent	Some higher ed/training, but less than CDA or equivalent	Some higher ed/training, but less than CDA or equivalent	Some higher ed/training, but less than CDA or equivalent	None	None
	New York	CDA or equivalent	CDA or equivalent	None	None	None	None
	North Carolina	CDA or equivalent	High school diploma/ GED only	None	Not Applicable	None	None
	North Dakota	CDA or equivalent	None	Some higher ed/training, but less than CDA or equivalent	None	None	None
	Ohio	CDA or equivalent	High school diploma/ GED only	High school diploma/ GED only	Not Applicable	High school diploma/ GED only	High school diploma/ GED only
	Oklahoma	Some higher ed/training, greater than CDA or equivalent, but less than AA	Some higher ed/training, but less than CDA or equivalent	High school diploma/ GED only	CDA or equivalent	High school diploma/ GED only	None

**Minimum Qualifications in Child Care Licensing Summary, by State/Territory, 2020**

CSCCE	State	Center Directors	Center Teachers	Family Child Care Home Providers	Group Child Home Providers	Center Assistants/Aides	Home Provider Assistants/Aides
	Oregon	None	Some higher ed/training, greater than CDA or equivalent, but less than AA	None	None	None	None
	Pennsylvania	AA	AA	High school diploma/GED only	High school diploma/GED only	Some higher ed/training, but less than CDA or equivalent	None
	Rhode Island	Some higher ed/training, greater than CDA or equivalent, but less than AA	High school diploma/GED only	High school diploma/GED only	CDA or equivalent	High school diploma/GED only	None
	South Carolina	High school diploma/GED only	High school diploma/GED only	None	High school diploma/GED only	None	None
	South Dakota	None	CDA or equivalent	None	None	None	None
	Tennessee	Some higher ed/training, but less than CDA or equivalent	High school diploma/GED only	Some higher ed/training, but less than CDA or equivalent	Some higher ed/training, but less than CDA or equivalent	None	None
	Texas	Some higher ed/training, greater than CDA or equivalent, but less than AA	High school diploma/GED only	Some higher ed/training, but less than CDA or equivalent	Some higher ed/training, but less than CDA or equivalent	None	High school diploma/GED only
	Utah	CDA or equivalent	Some higher ed/training, but less than CDA or equivalent	None	None	None	None
	Vermont	Some higher ed/training, greater than CDA or equivalent, but less than AA	Some higher ed/training, greater than CDA or equivalent, but less than AA	CDA or equivalent	CDA or equivalent	Some higher ed/training, but less than CDA or equivalent	Some higher ed/training, but less than CDA or equivalent
	Virginia	CDA or equivalent	Some higher ed/training, but less than CDA or equivalent	High school diploma/GED only	Not Applicable	None	None
	Washington	Some higher ed/training, greater than CDA or equivalent, but less than AA	Some higher ed/training, but less than CDA or equivalent	Some higher ed/training, greater than CDA or equivalent, but less than AA	Not Applicable	High school diploma/GED only	High school diploma/GED only
	West Virginia	CDA or equivalent	None	None	Not Applicable	None	None

CSCCE

**Minimum Qualifications in Child Care Licensing Summary, by State/Territory, 2020**

State	Center Directors	Center Teachers	Family Child Care Home Providers	Group Child Home Providers	Center Assistants/Aides	Home Provider Assistants/Aides
Wisconsin	Some higher ed/training, but less than CDA or equivalent	Some higher ed/training, but less than CDA or equivalent	Some higher ed/training, but less than CDA or equivalent	Not Applicable	Some higher ed/training, but less than CDA or equivalent	None
Wyoming	Some higher ed/training, but less than CDA or equivalent	None	Some higher ed/training, but less than CDA or equivalent	Some higher ed/training, but less than CDA or equivalent	None	None
Territory	Center Directors	Center Teachers	Family Child Care Home Providers	Group Child Home Providers	Center Assistants/Aides	Home Provider Assistants/Aides
American Samoa	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
Guam	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
Northern Mariana Islands	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
Puerto Rico	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
U.S. Virgin Islands	CDA or equivalent	CDA or equivalent	CDA or equivalent	CDA or equivalent	High school diploma/GED only	High school diploma/GED only

Notes: CSCCE coding of individual state licensing requirements refers to minimum qualification that applies to work in the role/setting or that must be completed within six months to a year of beginning that role. Most regulations also include additional experience and higher possible qualification levels. In some cases, there are higher levels of minimum qualifications required for larger settings (e.g., centers of a certain size) or for certain roles (e.g., head teacher vs. teacher). A variety of associate and bachelor’s degrees in early childhood education or related fields are offered within and across states. Students pursuing associate degrees may earn an A.A., A.S., A.A.S., or A.A.T., depending on their location, institution, and career goals. Similarly, students pursuing a bachelor’s degree may earn a B.A., B.S., or B.S.Ed. For the sake of brevity, references to associate and bachelor’s degrees in all following tables and charts will use “AA” and “BA” and are inclusive of the various types of degrees offered within a state. In all tables, we include Child Development Associate (CDA) Credentials or their functional equivalent. There is no established consensus on an equivalent to a CDA. Eight semester college credits or 120 clock hours of training were used as the standard for comparing whether other minimum qualification requirements were equivalent to, less than, or exceed the CDA, in line with the Council for Professional Recognition standards, see Council for Professional Recognition (n.d.), CDA Credentialing Program FAQs. Retrieved from <https://www.cdacouncil.org/credentials/faqs/apply-for-cda-faqs>.

APPENDIX TABLE 3.2

CSCCE

**Scholarship Programs, by State/Territory, 2020**

State	Scholarship Program Name	Type of Scholarship(s) Available	“Other” Scholarship Type
Alabama	T.E.A.C.H. Alabama	CDA/AA/BA	Not Applicable
	Leadership in Childcare	CDA/AA/BA	Not Applicable
Alaska	Child Development Associate (CDA) Application/Renewal Award	CDA	Not Applicable
	Professional Development Support for Early Care & Learning	AA/BA, Other	Certificate
Arizona	First Things First College Scholarship for Early Childhood Professionals	CDA/AA/BA	Not Applicable
Arkansas	T.E.A.C.H. Arkansas	CDA/AA	Not Applicable
California	None	None	Not Applicable
Colorado	None	None	Not Applicable
Connecticut	Office of Early Childhood (OEC) Assistance Program	CDA/AA/BA, Other	Licensing requires director coursework and CT Director Credential fees, college credits for school-age care providers to comply with OEC Head Teacher requirement
Delaware	T.E.A.C.H. Delaware	CDA/AA/BA	Not Applicable
District of Columbia	T.E.A.C.H. District of Columbia	AA/BA	Not Applicable
	CDA Training Scholarship	CDA	Not Applicable
Florida	T.E.A.C.H. Florida	CDA/AA/BA, Other	MA, Credential
Georgia	Department of Early Care and Learning (DECAL) Scholarships	CDA/AA/BA, Other	Technical Certificate of Credit, Technical College Diploma, MA
Hawaii	People Attentive to Children (PATCH) Scholarship	CDA/AA/BA	Not Applicable
Idaho	IdahoSTARS Scholarships	CDA/AA/BA, Other	Single-course scholarship, GED test reimbursement
Illinois	Gateways to Opportunity Scholarship	CDA/AA/BA, Other	MA, coursework to advance on the Great START Wage Supplement Scale, coursework toward a Gateways to Opportunity Credential
Indiana	T.E.A.C.H. Indiana	CDA/AA/BA	Not Applicable
Iowa	T.E.A.C.H. Iowa	CDA/AA/BA	Not Applicable

**Scholarship Programs, by State/Territory, 2020**

State	Scholarship Program Name	Type of Scholarship(s) Available	“Other” Scholarship Type
Kansas	Kansas Child Care Training Opportunities (KCCTO) scholarship	CDA/AA, Other	Continuing Education Unit (CEU) training, ECE certificates, director’s credentials
Kentucky	Early Childhood Development Scholarship	CDA/AA/BA, Other	Director’s Certificate
	The Non-College Scholarship Program	CDA	Not Applicable
Louisiana	Louisiana Pathways Scholarship Program	CDA/AA/BA, Other	National Administrator Credentials
Maine	T.E.A.C.H. Maine	AA/BA	Not Applicable
Maryland	Maryland Child Care Career and Professional Development Fund	AA/BA	Not Applicable
Massachusetts	Early Childhood Educators Scholarship Program	AA/BA, Other	MA
Michigan	T.E.A.C.H. Michigan	CDA/AA/BA, Other	MA, Building Foundations Scholarship (one approved early childhood education course)
Minnesota	T.E.A.C.H. Minnesota	AA/BA, Other	Director’s Certificate, Student Teaching Stipend
	CDA Awards	CDA	Not Applicable
Mississippi	None	None	Not Applicable
Missouri	T.E.A.C.H. Missouri	CDA/AA/BA	Entry Associate’s Degree
Montana	Professional Development Incentive Award	CDA/AA/BA, Other	College coursework from two credits up that lead to certification, CDA, associate degree, bachelor’s, master’s, or continuing education
Nebraska	T.E.A.C.H. Nebraska	AA/BA	Not Applicable
Nevada	T.E.A.C.H. Nevada	AA/BA, Other	Stipends to assist eligible early educators complete requirements to obtain ECE licenses through the Nevada Department of Education
New Hampshire	Early Childhood Education Tuition Assistance	CDA, Other	Tuition for ECE courses in the Community College System of NH and through Granite State College, option to work towards NH Early Childhood Professional Credential
New Jersey	New Jersey Child Care Information System (NJCCIS) Scholarships	CDA/AA/BA, Other	P-3 Scholarships

**Scholarship Programs, by State/Territory, 2020**

State	Scholarship Program Name	Type of Scholarship(s) Available	“Other” Scholarship Type
New Mexico	Early Childhood Education and Care Department (ECECD) Scholarship	CDA/AA/BA, Other	New Mexico Child Development Certificate, master’s and doctorate may be possible if additional funds are available
	New Mexico Public Education Department (NMPED) Pre-K Scholarship	AA/BA, Other	Test reimbursement
New York	Educational Incentive Program	CDA/AA/BA, Other	College courses, trainings, other credential programs
	New York Early Childhood Workforce Scholarship	CDA/AA/BA, Other	Graduate level and certificate such as Director’s credential (CPAC)
North Carolina	T.E.A.C.H. North Carolina Scholarship	CDA/AA/BA, Other	MEd, Infant-Toddler and Preschool Certificate, Early Childhood Administration Credential, B-K Licensure, NC Residency Licensure
North Dakota	Child Care Aware Scholarships	CDA, Other	Aim4Excellence Director Credential
Ohio	T.E.A.C.H. Ohio	CDA/AA/BA	Not Applicable
Oklahoma	Scholars for Excellence in Child Care Program	CDA/AA/BA, Other	ECE certificates and credentials
Oregon	Oregon’s Family Child Care Scholarship	CDA/AA/BA, Other	Infant Mental Health Endorsement, graduate studies, conferences, higher-level training
	Betty Gray Early Childhood Scholarship Program	CDA, Other	Community college course credit in ECE, credential fees, training cohorts, conferences, translation and evaluation of degrees earned abroad
Pennsylvania	T.E.A.C.H. Pennsylvania	CDA/AA/BA, Other	Pre-K Teacher Certification, can be used towards a college degree or credential in early childhood education
	Rising STARS Tuition Assistance Program (RSTAP)	CDA, Other	Coursework for Infant/Toddler Credential, School-Age Credential, and Director’s Credential
	ECE Professional Development Organizations	CDA/AA/BA, Other	Pre-K Teacher Certification, Initial MEd, Add-on Student Teaching Model
Rhode Island	T.E.A.C.H. Rhode Island	AA/BA	Not Applicable
South Carolina	T.E.A.C.H. South Carolina	AA/BA, Other	Coursework for Early Childhood Credential/School-Age Credential
South Dakota	None	None	Not Applicable
Tennessee	Tennessee Early Childhood Training Alliance (TECTA) scholarships	CDA/AA/BA, Other	Administrative Credential, Infant/Toddler Credential
Texas	T.E.A.C.H. Texas	CDA/AA/BA	Not Applicable

<b>Scholarship Programs, by State/Territory, 2020</b>			
<b>State</b>	<b>Scholarship Program Name</b>	<b>Type of Scholarship(s) Available</b>	<b>“Other” Scholarship Type</b>
Utah	T.E.A.C.H. Utah	AA	Not Applicable
	Utah Registry for Professional Development (URPD) Scholarships	CDA, Other	ECE courses and credentials
	EarlyEdU Program	Other	Tuition for college credit courses
Vermont	T.E.A.C.H. Vermont	CDA/AA, Other	ECE licensure, Apprentice Certificate in Early Childhood Education
	Vermont Child Development Division Grants	CDA/AA/BA, Other	GED, MA, individual coursework to meet regulatory requirements, fee reimbursement for peer review for licensure
Virginia	Virginia Child Care Provider Scholarship Program (VCCPSP)	AA/BA	Not Applicable
	Project Pathfinders	CDA/AA/BA, Other	High school dual enrollment, coursework toward ECE certificates and degrees, licensure renewal
Washington	Washington Scholarship	BA, Other	Specialty certificates, pre-bachelor’s degree coursework necessary to enter BA program, Montessori credential
	Early Achievers Grant	CDA/AA, Other	State ECE certificates: initial, short, and state
West Virginia	West Virginia STARS Pathway Advancement Scholarship	AA/BA	Not Applicable
Wisconsin	T.E.A.C.H. Wisconsin	CDA/AA/BA, Other	ECE courses, credentials
Wyoming	Wyoming Quality Counts Scholarship	CDA/AA/BA, Other	Post-graduate endorsement
<b>Territory</b>	<b>Scholarship Program Name</b>	<b>Type of Scholarship(s) Available</b>	<b>“Other” Scholarship Type</b>
American Samoa	Not Available	Not Available	Not Available
Guam	Not Available	Not Available	Not Available
Northern Mariana Islands	Not Available	Not Available	Not Available
Puerto Rico	Not Available	Not Available	Not Available
U.S. Virgin Islands	Not Available	Not Available	Not Available

Notes: California has a grant program for FY 2020-21, the Quality Counts California Workforce Pathways Grant, which allows local agencies to apply for grants from the Department of Education that may be used for scholarships or bonuses.

Colorado is the only T.E.A.C.H. state that does not receive public funding; the program receives philanthropic support. Previously, their T.E.A.C.H. scholarship was partially supported with public funds.



## Apprenticeship Programs, by State/Territory, 2020

CSCCE

State	Apprenticeship Program Name	Program Sponsored by U.S. Department of Labor?	Description of Qualifications Received
Alabama	None	No	Not Applicable
Alaska	None	No	Not Applicable
Arizona	None	No	Not Applicable
Arkansas	None	No	Not Applicable
California	None	No	Not Applicable
Colorado	Child Care Development Specialist Apprenticeship	Yes	Apprentices must complete 4,000 hours of on-the-job training and 300+ hours of course instruction over 2 years. Once apprentices fulfill all requirements for the Colorado Early Childhood Professional Credential, they earn "child development specialist" designation from the Department of Labor.
Connecticut	None	No	Not Applicable
Delaware	Registered Apprenticeship	Yes	Not Available
District of Columbia	First Step	Not Applicable	CDA
Florida	Registered Apprenticeship - Child Care Development Specialist	Yes	Not Available
Georgia	None	No	Not Applicable
Hawaii	None	No	Not Applicable
Idaho	None	No	Not Applicable
Illinois	None	No	Not Applicable
Indiana	None	No	Not Applicable
Iowa	Child Care Development Specialist Registered Apprenticeship Program	Yes	Not Applicable
Kansas	None	No	Not Applicable
Kentucky	Registered Apprenticeship - Child Care Development Specialist	Yes	Youth Apprenticeship Certification and most graduate with the CDA Credential.

**Apprenticeship Programs, by State/Territory, 2020**

CSCCE

State	Apprenticeship Program Name	Program Sponsored by U.S. Department of Labor?	Description of Qualifications Received
Louisiana	Jump Start	Not Available	Students in the Early Education Pathway work towards a CDA.
Maine	None	No	Not Applicable
Maryland	Maryland Apprenticeship and Training Program (MATP) - Child Care Development Specialist	Yes	Not Available
Massachusetts	None	No	Not Applicable
Michigan	None	No	Not Applicable
Minnesota	None	No	Not Applicable
Mississippi	None	No	Not Applicable
Missouri	None	No	Not Applicable
Montana	Montana Early Childhood Apprenticeship Program (MECAP)	Yes	Mentor-supported on-the-job training and college-level classroom instruction. Apprentices earn a Child Care Development Specialist Certificate and achieve Level 4 on the Practitioner Registry. A new pre-apprenticeship program for high school students uses a similar format.
Nebraska	None	No	Not Applicable
Nevada	None	No	Not Applicable
New Hampshire	Registered Apprenticeship - Child Care Development Specialist	Yes	Not Available
New Jersey	Not Available	Not Available	Not Available
New Mexico	None	No	Not Applicable
New York	Registered Apprenticeship - Early Childhood Associate	Yes	Not Available
North Carolina	None	No	Not Applicable
North Dakota	None	No	Not Applicable
Ohio	None	No	Not Applicable
Oklahoma	Registered Apprenticeship Programs	Yes	Not Available

CSCCE

**Apprenticeship Programs, by State/Territory, 2020**

State	Apprenticeship Program Name	Program Sponsored by U.S. Department of Labor?	Description of Qualifications Received
Oregon	None	No	Not Applicable
Pennsylvania	Registered Early Childhood Education (ECE) Apprenticeship Program	Yes	Designed to allow participants with a CDA to earn an associate or bachelor's degree.
Rhode Island	None	No	Not Applicable
South Carolina	None	No	Not Applicable
South Dakota	None	No	Not Applicable
Tennessee	None	No	Not Applicable
Texas	None	No	Not Applicable
Utah	None	No	Not Applicable
Vermont	Vermont Early Childhood Apprenticeship Program	No	Participants earn 18-21 credits through successful completion of six or seven college courses. There is an option to complete their CDA. Participants earn a Certificate of Completion as a Child Development Specialist from the Department of Labor (may change to "Teacher Associate"). Upon completion, they are eligible to earn a Level IIIA Certificate on the Northern Lights Early Childhood Career Ladder. There is also the opportunity to transition to a T.E.A.C.H. Associate Degree Scholarship after apprenticeship.
Virginia	Registered Apprenticeship	Yes	Requires 144 related instruction hours for each year of the apprenticeship to supplement the on-the-job work experience. After 2-3 years, the apprentice receives a nationally recognized apprenticeship credential. In addition, apprentices earn community college credits toward an early childhood certificate or associate degree.
Washington	Washington State Early Care and Education Apprenticeship	Yes	Certificate of Completion of Apprenticeship
West Virginia	West Virginia Apprenticeship for Child Development Specialist	Yes	Upon completion of coursework, students receive a completion certificate. Upon completion of the required 3,200-4,000 on-the-job training hours, students receive a Department of Labor Certificate. Once students receive both certificates, they have fully completed the program and are considered journeypersons. Many community colleges in WV have articulation agreements and will award journeypersons education credits toward an associate degree in early childhood.

CSCCE

**Apprenticeship Programs, by State/Territory, 2020**

State	Apprenticeship Program Name	Program Sponsored by U.S. Department of Labor?	Description of Qualifications Received
Wisconsin	None	No	Not Applicable
Wyoming	None	No	Not Applicable
Territory	Apprenticeship Program Name	Program Sponsored by U.S. Department of Labor?	Description of Qualifications Received
American Samoa	Not Available	Not Available	Not Available
Guam	Not Available	Not Available	Not Available
Northern Mariana Islands	Not Available	Not Available	Not Available
Puerto Rico	Not Available	Not Available	Not Available
U.S. Virgin Islands	Not Available	Not Available	Not Available

*Note: Some states, such as California, have local apprenticeship programs. The information in this table is provided for informational purposes only: the Index does not currently assess states based on their apprenticeship programs.*

APPENDIX TABLE 3.4

**Stipend & Tax Credit Programs, by State/Territory, 2020**

CSCCE

State	Program	Annual Award Amounts
Alabama	None	None
Alaska	None	None
Arizona	None	None
Arkansas	None	None
California	None	None
Colorado	None	None
Connecticut	None	None
Delaware	Stipend: Delaware Child Care WAGE\$ Program	Range: \$200-5,000
District of Columbia	Stipend: Quality Improvement Network	Range: \$2,000-2,000
Florida	None	None
Georgia	Stipend: DECAL Scholars INCENTIVES	Range: \$250-1,250
Hawaii	None	None
Idaho	None	None
Illinois	Stipend: Great START	Range: \$300-3,900
Indiana	None	None
Iowa	None	None
Kansas	None	None
Kentucky	None	None
Louisiana	Tax Credit: Louisiana School Readiness Directors and Staff Tax Credit	Range: \$1,756-3,511 (2019)
Maine	None	None
Maryland	Stipend: Maryland Child Care Credential Program	Range: \$200-1,500

**Stipend & Tax Credit Programs, by State/Territory, 2020**

State	Program	Annual Award Amounts
Massachusetts	None	None
Michigan	None	None
Minnesota	Stipend: R.E.E.T.A.I.N.	Range: \$1,000-3,500
Mississippi	None	None
Missouri	None	None
Montana	None	None
Nebraska	Stipend: Child Care WAGE\$ Nebraska	Range: \$300-3,500
	Tax Credit: School Readiness Tax Credit (LB 889)	Range: \$522-1,567 (2019); \$532-1,597 (2020)
Nevada	None	None
New Hampshire	None	None
New Jersey	None	None
New Mexico	Stipend: CYFD Wage Supplemental Pay Program	Not Available
New York	None	None
North Carolina	Stipend: WAGE\$	Range: \$300-6,250
	Stipend: Infant-Toddler Educator AWARD\$	Range: \$2,000-4,000
North Dakota	None	None
Ohio	None	None
Oklahoma	None	None
Oregon	None	None
Pennsylvania	None	None
Rhode Island	None	None
South Carolina	None	None

**Stipend & Tax Credit Programs, by State/Territory, 2020**

State	Program	Annual Award Amounts
South Dakota	None	None
Tennessee	Stipend: Child Care WAGE\$ Tennessee	Range: \$400-5,200
Texas	None	None
Utah	None	None
Vermont	None	None
Virginia	None	None
Washington	None	None
West Virginia	None	None
Wisconsin	Stipend: REWARD	Range: \$100-900
Wyoming	None	None

Territory	Program	Annual Award Amounts
American Samoa	Not Available	Not Available
Guam	Not Available	Not Available
Northern Mariana Islands	Not Available	Not Available
Puerto Rico	Not Available	Not Available
U.S. Virgin Islands	Not Available	Not Available

*Note: Some states offer stipends available at the local level or in multiple regions of the state, which are not included in this table.*

**Bonus Programs, by State/Territory, 2020**

State	Bonus Program	Bonus Amounts
Alabama	T.E.A.C.H.	Not Available
Alaska	None	None
Arizona	First Things First College Scholarship for Early Childhood Professionals Bonus	Range: \$150-1,500
Arkansas	T.E.A.C.H.	\$700
California	None	None
Colorado	T.E.A.C.H.	Range: \$75-625
Connecticut	Family Child Care CDA Bonus	\$500
Delaware	T.E.A.C.H.	Range: \$150-700
District of Columbia	T.E.A.C.H.	Range: \$500-800
Florida	T.E.A.C.H.	Range: \$350-900
Georgia	AWARDS for Early Educators	Range: \$1,200-2,500
Hawaii	None	None
Idaho	IdahoStars Professional Development System Recognition	Range: \$100-600
Illinois	None	None
Indiana	T.E.A.C.H./Indiana Non Formal CDA Project	Range: \$200-400
Iowa	T.E.A.C.H.	Range: \$150-1,000
Kansas	None	None
Kentucky	None	None
Louisiana	None	None
Maine	T.E.A.C.H.	Range: \$350-500
Maryland	None	None



**Bonus Programs, by State/Territory, 2020**

State	Bonus Program	Bonus Amounts
Massachusetts	None	None
Michigan	T.E.A.C.H.	Range: \$200-400
Minnesota	T.E.A.C.H.	Range: \$250-300
Mississippi	None	None
Missouri	T.E.A.C.H.	Range: \$150-450
Montana	Professional Development Incentive Award	\$500
	Certified Infant Toddler Caregiver Stipend	\$1,600 over 18 months
Nebraska	T.E.A.C.H.	\$350
Nevada	T.E.A.C.H.	Range: \$200-400
New Hampshire	None	None
New Jersey	None	None
New Mexico	None	None
New York	None	None
North Carolina	T.E.A.C.H.	Range: \$100-825
North Dakota	None	None
Ohio	T.E.A.C.H.	Range: \$200-600
	POWER Ohio	Range: \$600-1,250
Oklahoma	Oklahoma Registry Certificate of Achievement and Stipend Program	\$600
	Scholars for Excellence in Child Care	Range: \$800-2,000
Oregon	Oregon Center for Career Development Education Award	Range: \$100-200
Pennsylvania	T.E.A.C.H.	Range: \$400-600
Rhode Island	T.E.A.C.H.	Range: \$100-785

CSCCE

**Bonus Programs, by State/Territory, 2020**

State	Bonus Program	Bonus Amounts
South Carolina	T.E.A.C.H.	Range: \$200-1,200
	SC Credential Bonus	Range: \$200-500
South Dakota	None	None
Tennessee	None	None
Texas	T.E.A.C.H.	Range: \$150-600
Utah	T.E.A.C.H.	\$300 per contract completed
	Professional Development Incentive	Range: \$100-2,000 per Career Ladder level completed
Vermont	T.E.A.C.H.	Range: \$250-400
	Child Development Division Individual Professional Recognition Bonuses	Range: \$100-1,000
Virginia	None	None
Washington	Child Care Aware Scholarship Incentive	Not Available
	Education Awards	Range: \$50-500
West Virginia	WV STARS Pathway Advancement Scholarship Bonus	\$300
Wisconsin	T.E.A.C.H.	Range: \$400-800
Wyoming	None	None

**Bonus Programs, by State/Territory, 2020**

CSCCE

Territory	Program	Annual Award Amounts
American Samoa	Not Available	Not Available
Guam	Not Available	Not Available
Northern Mariana Islands	Not Available	Not Available
Puerto Rico	Not Available	Not Available
U.S. Virgin Islands	Not Available	Not Available

*Note: Oregon's Education Award (a bonus) has been discontinued due to lack of funding, but as it processed awards through June 2020, it is being counted for the 2020 Index. New Hampshire will be implementing a T.E.A.C.H. scholarship program in 2021, which will include a bonus.*

APPENDIX TABLE 3.6

**Workforce Surveys, by State/Territory, 2020**

CSCCE

State	Number of Surveys Within Past 5 Years	Year Most Recent Survey Published	Year(s) of Data Represented in Most Recent Survey	Survey Report Link
Alabama	1	2019	2019	"First Class Pre K Teacher Survey" on <a href="http://children.alabama.gov/resources/research/">http://children.alabama.gov/resources/research/</a>
Alaska	2	2019	2019	<a href="https://www.threadalaska.org/docs/2019%20Summit/JHU%20IDEALS%202019%20EC%20Wage%20and%20Compensation%20Study%20Final%20Report.pdf">https://www.threadalaska.org/docs/2019%20Summit/JHU%20IDEALS%202019%20EC%20Wage%20and%20Compensation%20Study%20Final%20Report.pdf</a>
		2017	2017	Not Applicable
Arizona	0	2012	2012	Not Applicable
Arkansas	2	2018	2018	<a href="https://humanservices.arkansas.gov/images/uploads/newsroom/Directors_Workforce_Study_Report.pdf">https://humanservices.arkansas.gov/images/uploads/newsroom/Directors_Workforce_Study_Report.pdf</a>
		2017	2017	<a href="https://familymedicine.uams.edu/wp-content/uploads/sites/57/2018/04/Staff-Workforce-Study-Report_FINAL.pdf">https://familymedicine.uams.edu/wp-content/uploads/sites/57/2018/04/Staff-Workforce-Study-Report_FINAL.pdf</a>
California	0	2006	2005	Not Applicable
Colorado	1	2017	2016	<a href="http://earlymilestones.org/transforming-ec-workforce/">http://earlymilestones.org/transforming-ec-workforce/</a>
Connecticut	0	Not Applicable		Not Applicable
Delaware	1	2016	2016	<a href="https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/432/Workforce%20Survey%20adminteacher2016-7.pdf">https://www.doe.k12.de.us/cms/lib/DE01922744/Centricity/Domain/432/Workforce%20Survey%20adminteacher2016-7.pdf</a>
District of Columbia	1	2017	2016	<a href="http://www.dcappleseed.com/wp-content/uploads/2017/09/DC-Appleseed-ECE-Survey-White-Paper.pdf">http://www.dcappleseed.com/wp-content/uploads/2017/09/DC-Appleseed-ECE-Survey-White-Paper.pdf</a>
Florida	0	2013	2012	Not Applicable
Georgia	0	2016	2013-2014	Not Applicable
Hawaii	0	Not Applicable		Not Applicable
Idaho	1	2016	2015	<a href="https://idahostars.org/portals/61/docs/About-Us/IdahoEarlyChildhoodWorkforce-Study_Final.pdf">https://idahostars.org/portals/61/docs/About-Us/IdahoEarlyChildhoodWorkforce-Study_Final.pdf</a>
Illinois	1	2019	2019	"Illinois Salary & Staffing Survey of Licensed Child Care Facilities: FY2019" on <a href="https://www.dhs.state.il.us/page.aspx?item=31681">https://www.dhs.state.il.us/page.aspx?item=31681</a>
Indiana	0	2014	2014	Not Applicable
Iowa	1	2016	2016	<a href="http://www.iowaaeyc.org/2016%20Iowa%20ECE%20Workforce%20Study%20-%20Final.pdf">http://www.iowaaeyc.org/2016%20Iowa%20ECE%20Workforce%20Study%20-%20Final.pdf</a>

## Workforce Surveys, by State/Territory, 2020

CSCCE

State	Number of Surveys Within Past 5 Years	Year Most Recent Survey Published	Year(s) of Data Represented in Most Recent Survey	Survey Report Link
Kansas	1	2018	2017	<a href="https://www.ks.childcareaware.org/wp-content/uploads/2018/09/2018-WKFC-Study-and-State-Profile-091418-PRESS.pdf">https://www.ks.childcareaware.org/wp-content/uploads/2018/09/2018-WKFC-Study-and-State-Profile-091418-PRESS.pdf</a>
Kentucky	0	2014	2013	Not Applicable
Louisiana	0	2014	2014	Not Applicable
Maine	0	Not Applicable		Not Applicable
Maryland	1	2017	2016	<a href="http://www.marylandfamilynetwork.org/resources/">http://www.marylandfamilynetwork.org/resources/</a>
Massachusetts	1	2020	2019	<a href="https://cpb-us-w2.wpmucdn.com/blogs.umb.edu/dist/3/4418/files/2020/10/UMass-Boston-EEC-Workforce-Survey-Report-October-2020-Final-Updated.pdf">https://cpb-us-w2.wpmucdn.com/blogs.umb.edu/dist/3/4418/files/2020/10/UMass-Boston-EEC-Workforce-Survey-Report-October-2020-Final-Updated.pdf</a>
Michigan	1	2018	2018	<a href="https://www.michigan.gov/documents/mde/Michigan_Early_Care_and_Education_Workforce_Study_2018_653338_7.pdf">https://www.michigan.gov/documents/mde/Michigan_Early_Care_and_Education_Workforce_Study_2018_653338_7.pdf</a>
Minnesota	0	2011	2010	Not Applicable
Mississippi	0	Not Applicable		Not Applicable
Missouri	0	Not Applicable		Not Applicable
Montana	1	2005	2004-2005	Not Applicable
Nebraska	1	2017	2015-2016	<a href="https://buffettinstitute.nebraska.edu/our-work/workforce-development/survey">https://buffettinstitute.nebraska.edu/our-work/workforce-development/survey</a>
Nevada	0	2002	Not Available	Not Applicable
New Hampshire	0	Not Applicable		Not Applicable
New Jersey	0	Not Applicable		Not Applicable
New Mexico	1	2020	2019	<a href="https://www.nmecdp.org/reports">https://www.nmecdp.org/reports</a>
New York	0	Not Applicable		Not Applicable

**Workforce Surveys, by State/Territory, 2020**

State	Number of Surveys Within Past 5 Years	Year Most Recent Survey Published	Year(s) of Data Represented in Most Recent Survey	Survey Report Link
North Carolina	2	2020	2019	<a href="https://www.childcareservices.org/research/workforce-studies/working-in-early-care-and-education-statewide-workforce-studies/2019-north-carolina-child-care-workforce-study/">https://www.childcareservices.org/research/workforce-studies/working-in-early-care-and-education-statewide-workforce-studies/2019-north-carolina-child-care-workforce-study/</a>
		2015	2015	<a href="https://www.childcareservices.org/2015-north-carolina-child-care-workforce-study/">https://www.childcareservices.org/2015-north-carolina-child-care-workforce-study/</a>
North Dakota	1	2016	2016	Not Available
Ohio	1	2018	2018	Not Available
Oklahoma	0	Not Applicable		Not Applicable
Oregon	0	Not Applicable		Not Applicable
Pennsylvania	0	Not Applicable		Not Applicable
Rhode Island	1	2019	2019	Survey conducted as part of the PDG B-5 Needs Assessment: <a href="http://www.dhs.ri.gov/Documents%20Forms/PDGB-5WorkforceNeedsAssessmentFinalReport10-19.pdf">http://www.dhs.ri.gov/Documents%20Forms/PDGB-5WorkforceNeedsAssessmentFinalReport10-19.pdf</a>
South Carolina	1	2018	2018	<a href="https://www.sc.edu/study/colleges_schools/education/research/units/cdrc/projects/ccrt/documents/ece_workforce_study.pdf">https://www.sc.edu/study/colleges_schools/education/research/units/cdrc/projects/ccrt/documents/ece_workforce_study.pdf</a>
South Dakota	0	Not Applicable		Not Applicable
Tennessee	0	Not Applicable		Not Applicable
Texas	0	2013	2012	Not Applicable
Utah	1	2017	2017	Not Available
Vermont	1	2015	2015	<a href="https://dcf.vermont.gov/cdd/reports#PD">https://dcf.vermont.gov/cdd/reports#PD</a>
Virginia	1	2017	2017	<a href="https://www.vecf.org/wp-content/uploads/2016/10/VECFChildrensWorkforceSurvey-12.19.pdf">https://www.vecf.org/wp-content/uploads/2016/10/VECFChildrensWorkforceSurvey-12.19.pdf</a>
Washington	0	Not Applicable		Not Applicable
West Virginia	0	Not Applicable		Not Applicable
Wisconsin	1	2016	2015	<a href="https://wisconsinearlychildhood.org/wp-content/uploads/2018/11/2016-Workforce-study.pdf">https://wisconsinearlychildhood.org/wp-content/uploads/2018/11/2016-Workforce-study.pdf</a>
Wyoming	0	Not Applicable		Not Applicable

CSCCE

**Workforce Surveys, by State/Territory, 2020**

Territory	Number of Surveys Within Past 5 Years	Year Most Recent Survey Published	Year(s) of Data Represented in Most Recent Survey	Survey Report Link
American Samoa	Not Available	Not Available	Not Available	Not Available
Guam	Not Available	Not Available	Not Available	Not Available
Northern Mariana Islands	Not Available	Not Available	Not Available	Not Available
Puerto Rico	Not Available	Not Available	Not Available	Not Available
U.S. Virgin Islands	Not Available	Not Available	Not Available	Not Available

*Note: Links have been verified at the time of publication but are not actively updated.*

**Registries, by State/Territory, 2020**

State	Registry Name	Registry Link
Alabama	Alabama Pathways Professional Development Registry	<a href="https://alabamapathways.org/alabama-pathways-registry/">https://alabamapathways.org/alabama-pathways-registry/</a>
Alaska	Alaska SEED (System for Early Education Development)	<a href="https://www.threadalaska.org/seed-home">https://www.threadalaska.org/seed-home</a>
Arizona	Arizona Early Childhood Workforce Registry	<a href="https://www.azregistry.org/index.cfm">https://www.azregistry.org/index.cfm</a>
Arkansas	Arkansas Professional Development Registry	<a href="http://www.arkpdr.com/">http://www.arkpdr.com/</a>
California	Early Care and Education Workforce Registry	<a href="https://caregistry.org/">https://caregistry.org/</a>
Colorado	Colorado Shines Professional Development Information System	<a href="https://ecpd.costartstrong.org/ets/home">https://ecpd.costartstrong.org/ets/home</a>
Connecticut	Early Childhood Professional Registry	<a href="https://www.ccacregistry.org/index.cfm?">https://www.ccacregistry.org/index.cfm?</a>
Delaware	Delaware Institute for Excellence in Early Childhood Registry	<a href="https://dieecpd.org/">https://dieecpd.org/</a>
District of Columbia	Professional Development Information System	<a href="https://dcpdis.org/">https://dcpdis.org/</a>
Florida	Professional Development Registry	<a href="http://www.floridaearlylearning.com/providers/professional-development/professional-development-registry">http://www.floridaearlylearning.com/providers/professional-development/professional-development-registry</a>
Georgia	Georgia Professional Development System	<a href="https://gapds.dec.al.gov/">https://gapds.dec.al.gov/</a>
Hawaii	Hawaii DHS Early Childhood Registry	<a href="https://www.patchhawaii.org/programs/dhs-hawaii-early-childhood-registry/">https://www.patchhawaii.org/programs/dhs-hawaii-early-childhood-registry/</a>
Idaho	IdahoSTARS Professional Development System Registry	<a href="https://idahostars.org/Child-Care-Providers/Professional-Development">https://idahostars.org/Child-Care-Providers/Professional-Development</a>
Illinois	Gateways to Opportunity Registry	<a href="https://registry.ilgateways.com/">https://registry.ilgateways.com/</a>
Indiana	I-LEAD, Indiana Licensing & Education Access Depot	<a href="https://partnershipsforearlylearners.org/get-involved/providers/indiana-learning-paths-i-lead/">https://partnershipsforearlylearners.org/get-involved/providers/indiana-learning-paths-i-lead/</a>
Iowa	I-PoWeR Iowa's Early Childhood and School Age Professional Workforce Registry	<a href="https://ccmis.dhs.state.ia.us/TrainingRegistry/TrainingRegistry/Public/">https://ccmis.dhs.state.ia.us/TrainingRegistry/TrainingRegistry/Public/</a>
Kansas	Not Applicable	Not Applicable
Kentucky	Early Care and Education Training Records Information System (ECE-TRIS)	<a href="https://tris.eku.edu/ece/content.php?CID=1">https://tris.eku.edu/ece/content.php?CID=1</a>
Louisiana	Louisiana Pathways Early Learning Center Career Development System	<a href="http://pathways.nsula.edu/home-louisiana-pathways-child-care-career-development-system">http://pathways.nsula.edu/home-louisiana-pathways-child-care-career-development-system</a>
Maine	Maine Roads to Quality (MRTQ) Registry	<a href="http://mrtq-registry.org/">http://mrtq-registry.org/</a>



**Registries, by State/Territory, 2020**

State	Registry Name	Registry Link
Maryland	Child Care Administrative Tracking System (CCATS)	Not Available
Massachusetts	Professional Qualifications Registry (PQ Registry)	<a href="https://www.eec.state.ma.us/PQRegistry/">https://www.eec.state.ma.us/PQRegistry/</a>
Michigan	MiRegistry	<a href="https://www.miregistry.org/">https://www.miregistry.org/</a>
Minnesota	Develop - The Minnesota Quality Improvement & Registry Tool	<a href="https://www.developtoolmn.org/">https://www.developtoolmn.org/</a>
Mississippi	Not Available	Not Available
Missouri	Missouri Professional Development (MOPD) Registry	<a href="https://www.openinitiative.org/MOPDRegistry.htm">https://www.openinitiative.org/MOPDRegistry.htm</a>
Montana	Montana Early Childhood Project Practitioner Registry	<a href="https://www.mtecp.org/">https://www.mtecp.org/</a>
Nebraska	Nebraska Early Childhood Professional Record System (NECPRS)	<a href="https://necprs.ne.gov/home">https://necprs.ne.gov/home</a>
Nevada	The Nevada Registry	<a href="http://www.nevadaregistry.org/">http://www.nevadaregistry.org/</a>
New Hampshire	New Hampshire Professional Registry	<a href="https://nhportal.naccraware.net/nh/">https://nhportal.naccraware.net/nh/</a>
New Jersey	New Jersey Workforce Registry	<a href="https://www.njccis.com/njccis/home">https://www.njccis.com/njccis/home</a>
New Mexico	Not Applicable	Not Applicable
New York	The Aspire Registry	<a href="https://www.nyworksforchildren.org/the-aspire-registry/learn-more/">https://www.nyworksforchildren.org/the-aspire-registry/learn-more/</a>
North Carolina	Workforce Online Reporting & Knowledge System (WORKS)	<a href="https://dcdee.works.nc.gov/">https://dcdee.works.nc.gov/</a>
North Dakota	North Dakota Growing Futures Registry	<a href="https://www.ndgrowingfutures.org/">https://www.ndgrowingfutures.org/</a>
Ohio	Ohio Professional Registry (OPR)	<a href="https://registry.occrra.org/">https://registry.occrra.org/</a>
Oklahoma	Oklahoma Professional Development Registry	<a href="https://okregistry.org/">https://okregistry.org/</a>
Oregon	Oregon Registry Online	<a href="https://my.oregonregistryonline.org/">https://my.oregonregistryonline.org/</a>
Pennsylvania	Pennsylvania PD Registry	<a href="https://www.papdregistry.org/">https://www.papdregistry.org/</a>
Rhode Island	Early Care and Education Data System (ECEDS)	<a href="https://exceed.ri.gov/ExceedMVC/Home/Login">https://exceed.ri.gov/ExceedMVC/Home/Login</a>
South Carolina	South Carolina Endeavors Registry	<a href="https://scendeavors.org/registry/get-started/">https://scendeavors.org/registry/get-started/</a>

**Registries, by State/Territory, 2020**

State	Registry Name	Registry Link
South Dakota	South Dakota Pathways to Professional Development	<a href="https://dss.sd.gov/childcare/pathwaystopd/">https://dss.sd.gov/childcare/pathwaystopd/</a>
Tennessee	Tennessee Professional Archive of Learning (TN PAL)	<a href="https://www.tnpal.org/">https://www.tnpal.org/</a>
Texas	Texas Workforce Registry	<a href="https://tecpds.org/wp/texas-workforce-registry/">https://tecpds.org/wp/texas-workforce-registry/</a>
Utah	Utah Registry for Professional Development	<a href="https://careaboutchildcare.utah.gov">https://careaboutchildcare.utah.gov</a>
Vermont	Bright Futures Information System (BFIS)	<a href="http://www.brightfutures.dcf.state.vt.us">http://www.brightfutures.dcf.state.vt.us</a>
Virginia	Virginia Early Childhood Professional Development Registry: IMPACT (Innovative Model for Professional Advancement & Career Tracking)	<a href="https://www.vaimpactregistry.org/">https://www.vaimpactregistry.org/</a>
Washington	MERIT: Washington's Professional Development & Workforce Registry	<a href="https://www.dcyf.wa.gov/services/earlylearning-profdev/merit">https://www.dcyf.wa.gov/services/earlylearning-profdev/merit</a>
West Virginia	West Virginia STARS (State Training and Registry System)	<a href="https://wvstars.org/">https://wvstars.org/</a>
Wisconsin	The Registry (Wisconsin's Recognition System for the Early Childhood Care and Education Profession)	<a href="https://www.the-registry.org/">https://www.the-registry.org/</a>
Wyoming	Wyoming Statewide Training and Resource System (STARS Registry)	<a href="https://wyregistry.org/">https://wyregistry.org/</a>
Territories	Registry Name	Registry Link
American Samoa	Not Available	Not Available
Guam	Not Available	Not Available
Northern Mariana Islands	Not Available	Not Available
Puerto Rico	Not Available	Not Available
U.S. Virgin Islands	Not Available	Not Available

Notes: Links have been verified at the time of publication but are not actively updated. The web site for the registry for Maryland was unavailable at the time of data collection.

Early Childhood Workforce Index 2020

# Endnotes



# Introduction & Policy Recommendations

1. CSCCE calculation of women employees in the "child day care services industry" between February 2020 and August 2020. Bureau of Labor Statistics (2020). *Data Viewer: Women employees, thousands, child day care services, seasonally adjusted*. Retrieved from <https://beta.bls.gov/dataViewer/view/timeseries/CES6562440010>.
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3. Whitebook, M., & McLean, C. (2017). *Educator Expectations, Qualifications, and Earnings: Shared Challenges and Divergent Systems in ECE and K-12*. Berkeley, CA: Center for the Study of Child Care Employment, University of California, Berkeley. Retrieved from <https://cscce.berkeley.edu/educator-expectations-qualifications-and-earnings/>.
4. As of 2018, the union membership rate was 4.8 percent of child care workers, compared with 14 percent for preschool/ kindergarten teachers and 45 percent of elementary and middle school teachers, see Hirsch, B., & Macpherson, D. (2018). *Union Membership and Coverage Database from the CPS. Union Membership, Coverage, Density, and Employment by Occupation, 2018*. Retrieved from <http://unionstats.gsu.edu/>.
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12. Early childhood as a developmental stage of learning for children includes the period from birth to age eight. However, existing education systems, policy structures, and professional organizations are typically bifurcated between those working with children age five and under/prior to school age and those working in the K-3 grades (age 5-8) school system. For more information, see Institute of Medicine (IOM) & 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 <https://www.nap.edu/catalog/19401/transforming-the-workforce-for-children-birth-through-age-8-a>.
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14. Most states offered some limited additional funding to programs but not necessarily for educator pay, see **Financial Resources**.
15. In April and May 2020, North Carolina provided bonus payments of \$950 per month per full-time teacher and \$525 per month for each full-time non-teaching staff member, see The Hunt Institute (2020). *State COVID-19 Fiscal Supports for Child Care*. Retrieved from <https://hunt-institute.org/resources/2020/04/covid-19-policy-considerations-state-covid-19-fiscal-supports-for-child-care/>; Guidance updated in December 2020 listed further bonus payments ranging from \$240-600 per month during November and December 2020, see North Carolina Department of Health and Human Services (2020) *COVID-19 Child Care Payment Policies*. Retrieved from [https://ncchildcare.ncdhhs.gov/Portals/0/documents/pdf/C/COVID-19\\_Child\\_Care\\_Payment\\_Policies.pdf](https://ncchildcare.ncdhhs.gov/Portals/0/documents/pdf/C/COVID-19_Child_Care_Payment_Policies.pdf); The New Mexico Essential Child Care Wage Incentive was offered to all staff/administrators at registered or licensed facilities during April, May, and June 2020. Full-time early educators were eligible for \$700 per month pay for each month worked, and part-time staff members were eligible for \$350/month. See New Mexico Kids (2020). *Child Care Wage Incentive Program*. Retrieved from <https://www.newmexicokids.org/coronavirus/wage-program.php>; New Mexico Early Childhood Education and Care Department (2020). *New Mexico Launches Incentive Pay Program to Support Child Care Professionals*. Retrieved from <https://www.krwg.org/post/new-mexico-launches-incentive-pay-program-support-child-care-professionals>.
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17. Confirmed by stakeholders from the Wisconsin Early Childhood Association as part of CSCCE's 50-state data collection process, see **Appendix 1: Data Sources & Methodology**.
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19. For the purposes of cross-state comparison, the District of Columbia may be referred to as a "state" in the *Index*, for a total of 51 "states."
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21. Quote from CSCCE survey of teachers. For more information about the study, see Austin, L.J.E., Whitebook, M., Schlieber, M., & Phillip, G. (2019). *Teachers' Voices: Work Environment Conditions That Impact Teacher Practice and Program Quality - Minnesota*. Berkeley, CA: Center for the Study of Child Care Employment, University of California, Berkeley. Retrieved from <https://cscce.berkeley.edu/teachers-voices-minnesota-2018/>.

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# State Policies to Improve Early Childhood Educator Jobs

## State Policies Overview

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75. A few states, such as Missouri and New Mexico, require an associate degree for assistant teachers in public pre-K programs; such states also received credit for our indicator for going above the minimum criteria of a CDA or equivalent.
76. Minnesota was misclassified in 2018 and saw no change in 2020: requirements for public pre-K assistant teachers are below a CDA equivalent.
77. The change in New Jersey's status for indicator 2 was due to our classification, not a change in regulatory requirements in the state.
78. The *Index* focuses on minimum requirements established for all licensed programs. Many states include higher qualification standards in their QRIS, which are required for a program to get a higher quality rating.
79. Vermont was also included as having a minimum requirement of a CDA or equivalent in 2018, but this was a misclassification.
80. Hawaii's minimum requirements for assistant teachers in home-based programs changed between 2018 and 2020 from a CDA or equivalent to higher education or training greater than a CDA or equivalent but less than an associate degree.
81. California discontinued a program that met *Index* criteria in 2018 (Career Incentive Grant/Child Development Grant Program); a new program (The Quality Counts California Workforce Pathways Grant) allows local agencies to apply for grants that may be used for the scholarship pathways outlined in the *Index* but does not require that they be used for those purposes and so is not counted in this edition of the *Index*.

## Work Environment Standards

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## Workforce Data

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152. In the 2018 *Index*, we reported that Mississippi had a registry that was not published electronically.
153. We also lacked data in 2020 regarding registry participation requirements for an additional five states (Kansas, Maryland, North Carolina, North Dakota, Rhode Island), but were able to classify these states based on the inclusiveness of their recent workforce survey.
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## Income Supports

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## Health & Well-Being Supports

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# Appendix 1: Data Sources & Methodology

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