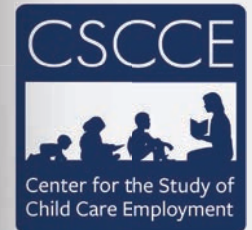


A GUIDE TO REFORM

Using the 2020 Early Childhood Workforce Index

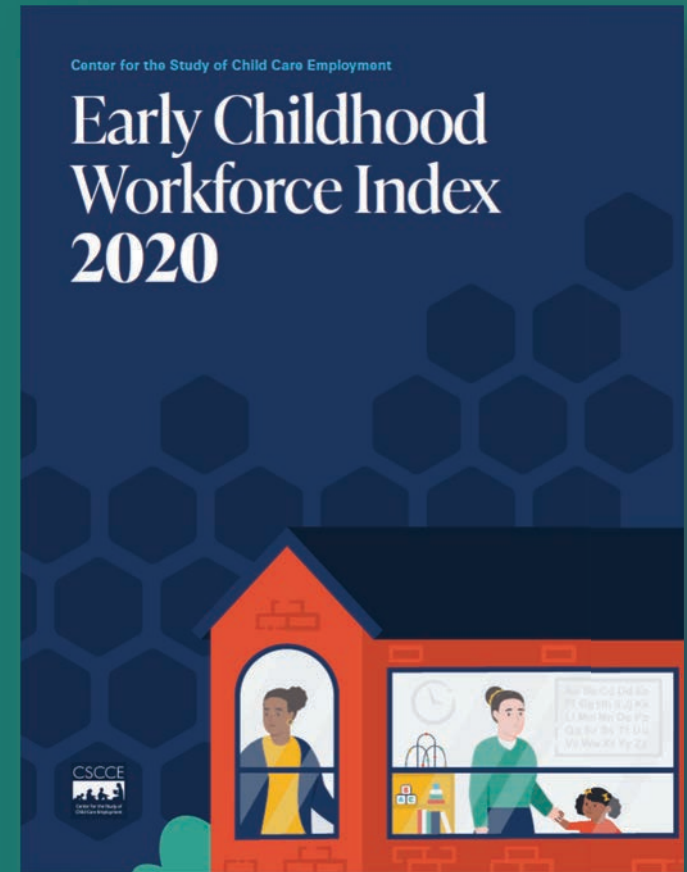


February 24, 2021

**Center for the Study of
Child Care Employment**
University of California, Berkeley

The 2020 *Early Childhood Workforce Index* is generously supported by:

- Heising-Simons Foundation
- W.K. Kellogg Foundation
- Alliance for Early Success
- W. Clement & Jessie V. Stone Foundation
- David and Lucile Packard Foundation



Testimonials from the field

"The Foundation for Child Development is proud to have funded the development of the Index. It is an indispensable reference for those who are serious about designing national policies to support the early childhood workforce."

- Dr. Jacqueline Jones,
President and C.E.O. of
the Foundation for Child
Development



Testimonials from the field

"This is a much needed report. I found it informative and compelling. I will definitely take it with me to the Illinois State Senate to guide my work."



- Dr. Cristina Pacione-Zayas,
Illinois State Senator

Welcome to A Guide to Reform Using the 2020 Early Childhood Workforce Index

This webinar is being recorded and will be made
available after the event.

Please submit your questions via Q&A.

Hear from:



Kyra Swenson, Infant/toddler Teacher and Co-founder of Wisconsin Early Childhood Action Needed



Jen Horwitz, Policy & Research Director, Vermont Let's Grow Kids



Dr. Lea Austin, Executive Director, Center for the Study of Child Care Employment



Dr. Caitlin McLean, Senior Research Specialist, Center for the Study of Child Care Employment



Krista Olson, Research and Policy Associate, Center for the Study of Child Care Employment

Covid-19 Worsens Existing Economic & Health Insecurity For Early Educators



October 2020: Child care industry only 83% as large as in February, before the pandemic

More than 166,000 women have lost their jobs

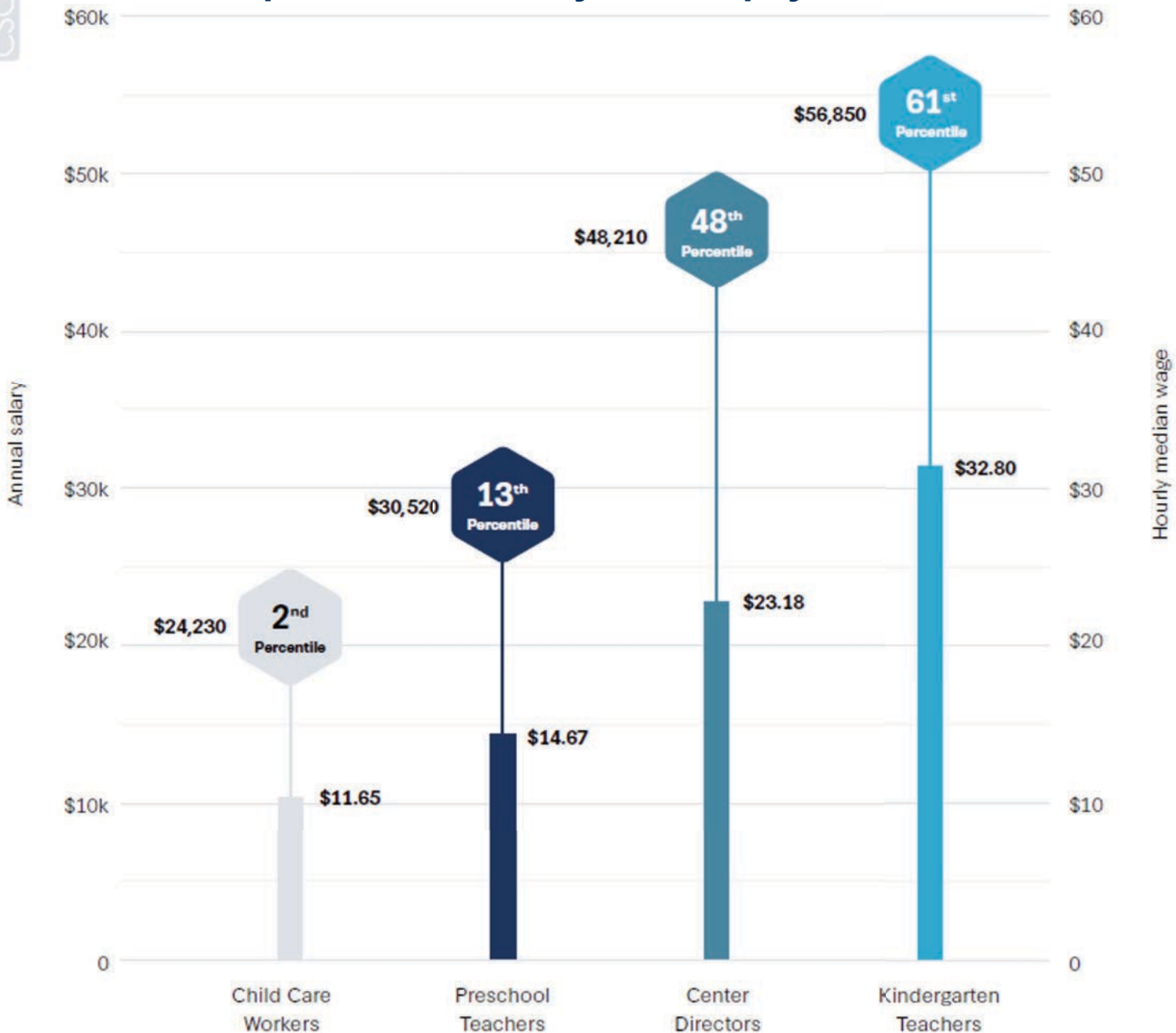
*“The loudest voices in the current conversation about child care are working parents and politicians who recognize, and in some cases demand, child care as the key to reopening the economy, **but what about care providers themselves?**”*

*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

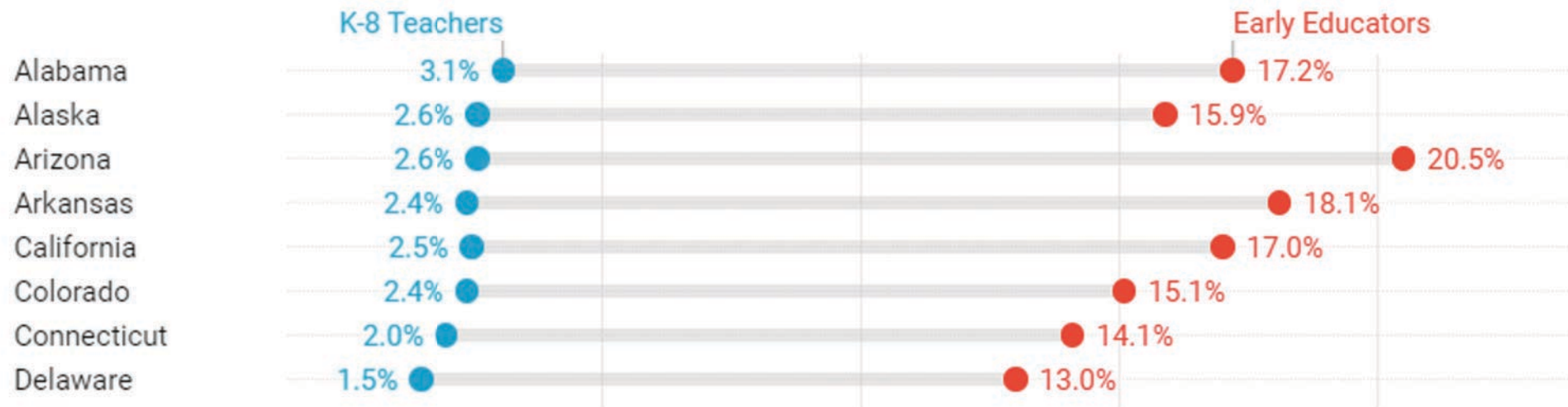


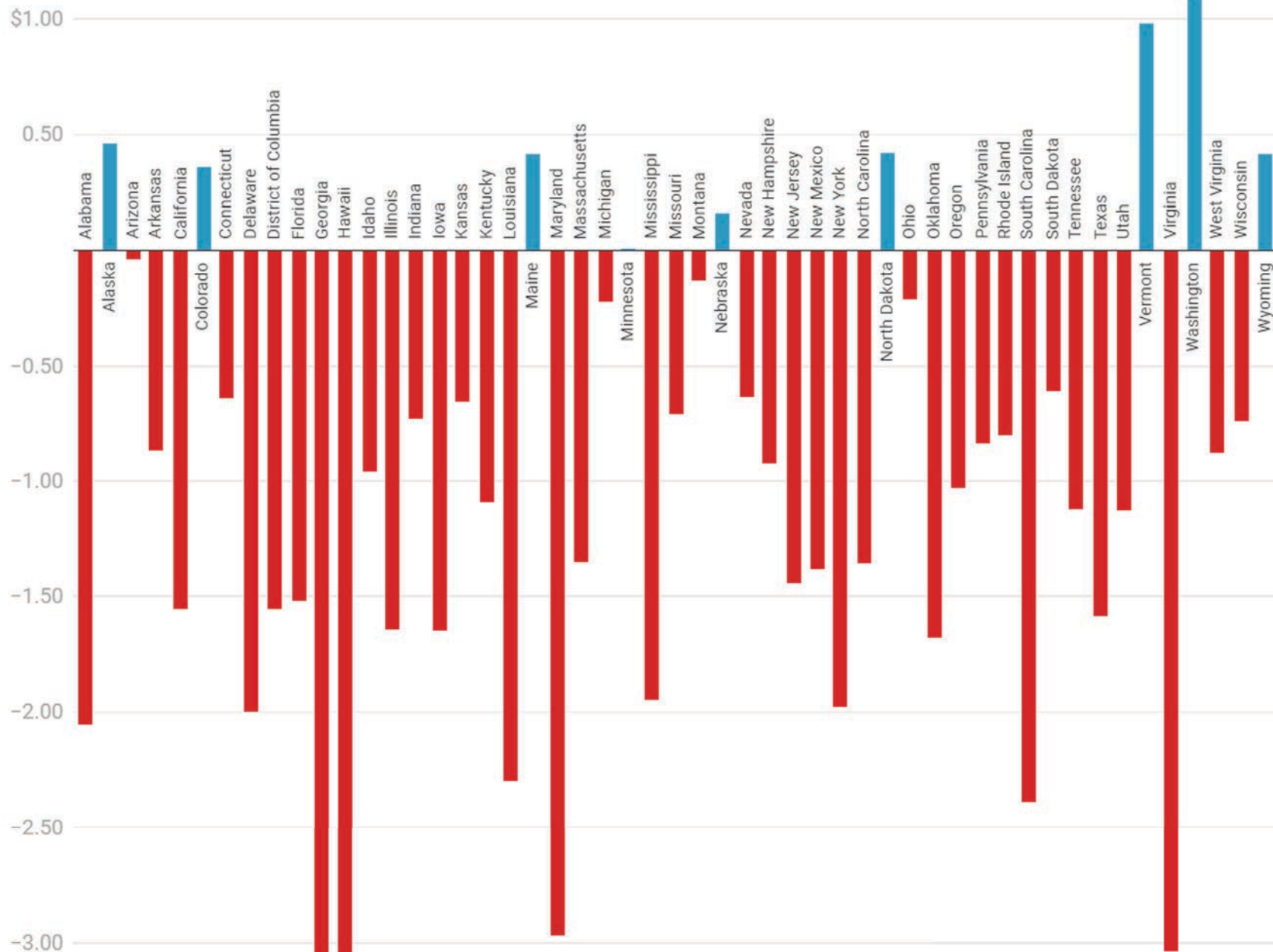
Occupations ranked by annual pay



Poverty rates are on average nearly eight times higher for early educators than poverty rates for K-8 teachers.

Poverty Rates for Early Educators & K-8 Teachers





Gap Between Child Care Worker Median Wage and Living Wage for One Adult With No Children

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

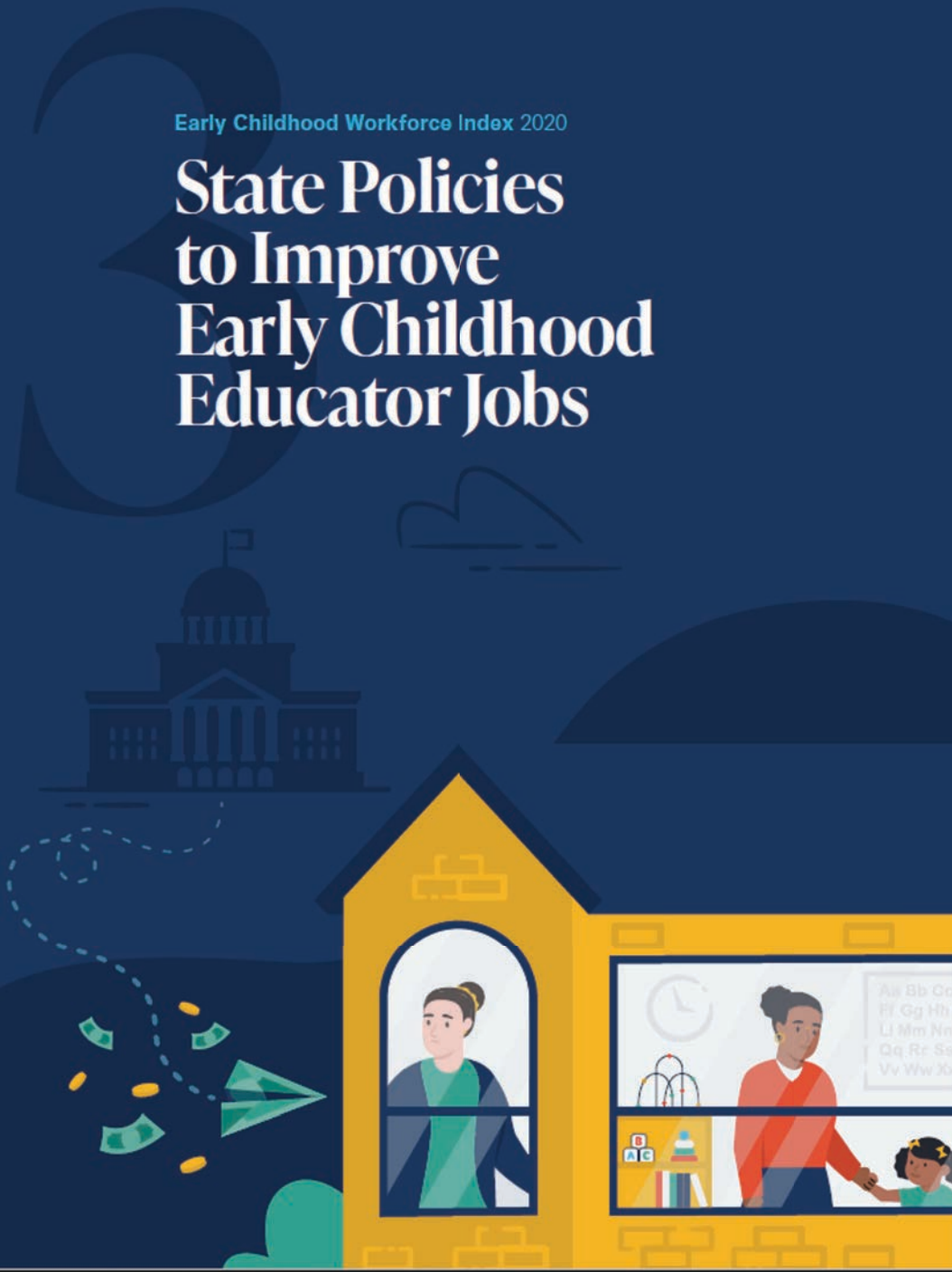


Early Childhood Workforce Index 2020

State Policies to Improve Early Childhood Educator Jobs

"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..."

- ECE Teacher,
Minnesota



The 2020 Index: A Guide to Reform



[We Need Major Reform that Prioritizes the Needs of our Child Care Workforce](#)


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What Data Can I Use to Inform Advocacy and Action?

Center for the Study of Child Care Employment

Early Childhood Workforce Index 2020





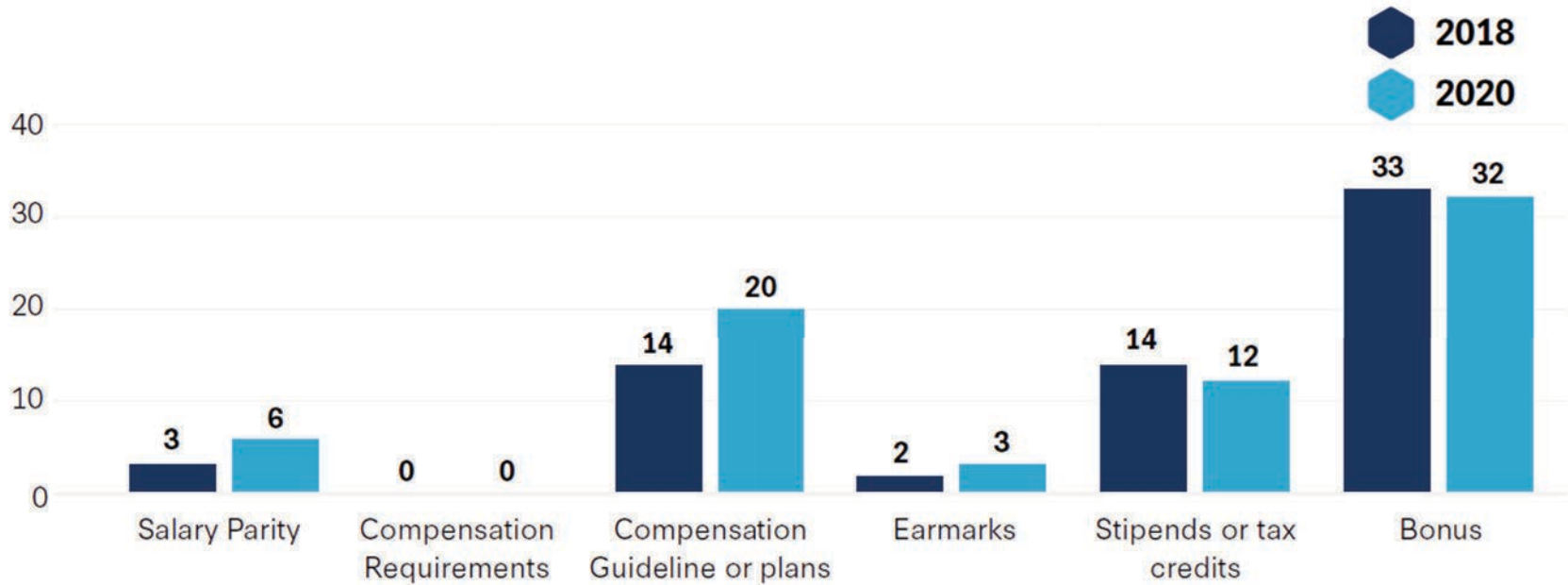
COVID
Spotlight

Early Educators Face Health Risks & Low Pay, Often Without Health Insurance

Early educators put their lives at risk, often without health benefits,¹ 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.

Read the [report on the web](#) or download the pdf

State Progress on Compensation & Relief per Indicator, 2018 & 2020



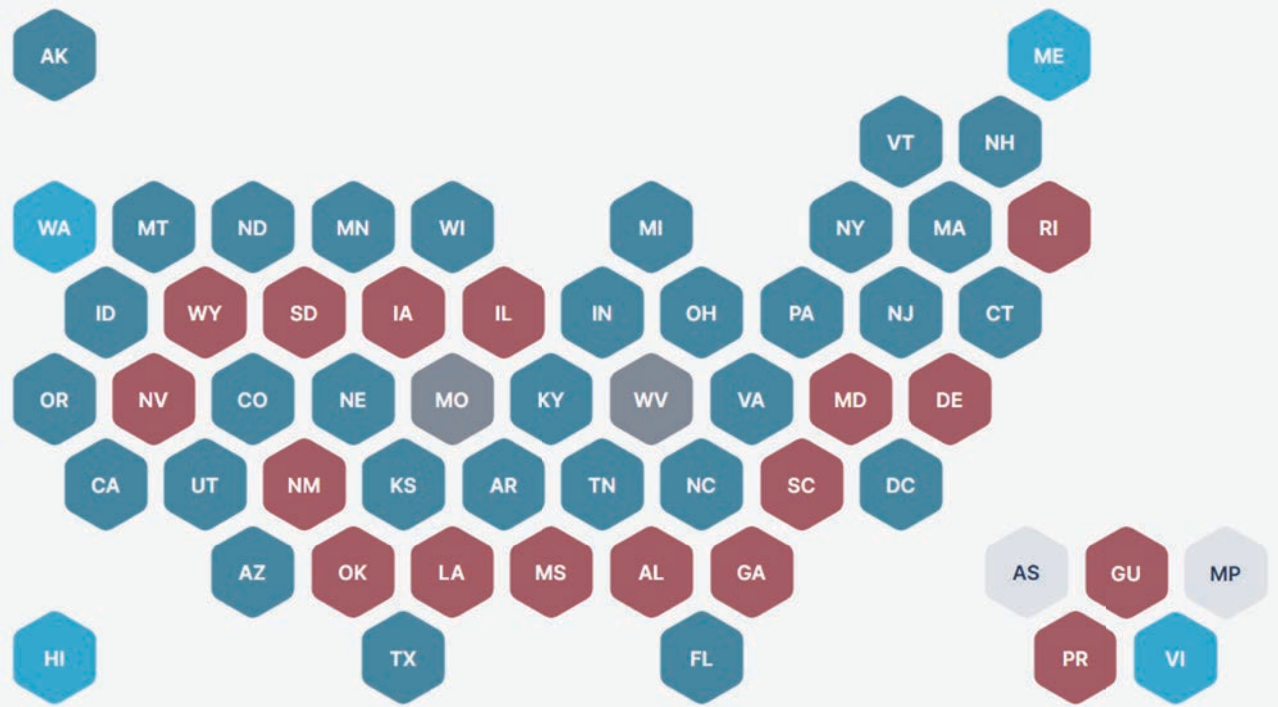
Read the [report on the web](#) or download the pdf

Early Childhood Workforce Index 2020

Appendix 3: State Policy Tables

View [appendix tables by
state/territory:](#)

Qualification
Requirements
Scholarships &
Apprenticeships
Stipends & Tax Credits
Workforce Registries &
Surveys



View the
State
Explorer

Early Educator Pay - Child Care Workers

CA California

STATE/TERRITORY

WA Washington

STATE/TERRITORY

2017 Median Hourly Wage	\$12.86
2019 Median Hourly Wage	\$13.43
Percent Change	4%

2017 Median Hourly Wage	\$12.89
2019 Median Hourly Wage	\$14.57
Percent Change	13%

California


[Download Profile](#)

2,877,174

Children age 0-5


116,800

 Early childhood teaching
workforce*

Early educators are engaged in incredibly difficult and complex work that has been recognized as essential to children's learning and development, supportive for families, and foundational to the economy. In the best of times, educators do this work in conditions that undermine their well-being, and the COVID-19 pandemic has only deepened the harm caused to this workforce, nearly all of whom are women. Adequate public investment and state policies that appropriately prepare, support, and compensate the early education workforce can remedy these dire conditions. Establishing systems that benefit early educators and the children they care for are

See your state or territory profile

Puerto Rico

[About](#)


- **Location:** Island in the Caribbean Sea, east of the Dominican Republic
- **Total population:** 3,189,068 (July 2020 estimate)
- **Child population under six years of age:** 146,455
- **GDP per capita:** \$39,000 (2016 estimate)
- **Major racial/ethnic groups:** While most of the population identifies as Hispanic/Latinx (99 percent), 76 percent also identify as White and 12 percent as Black (2010 estimate)

Taking Action

using the **Early Childhood Workforce Index**

“

Our state team used the policy recommendations in the *Early Childhood Workforce Index - 2018* to review and resolve policy issues. The strategies for true compensation reform provided a helpful framework as we set our goals for transforming early educator compensation

Ann McCully, Executive Director,
Child Care Aware of Minnesota

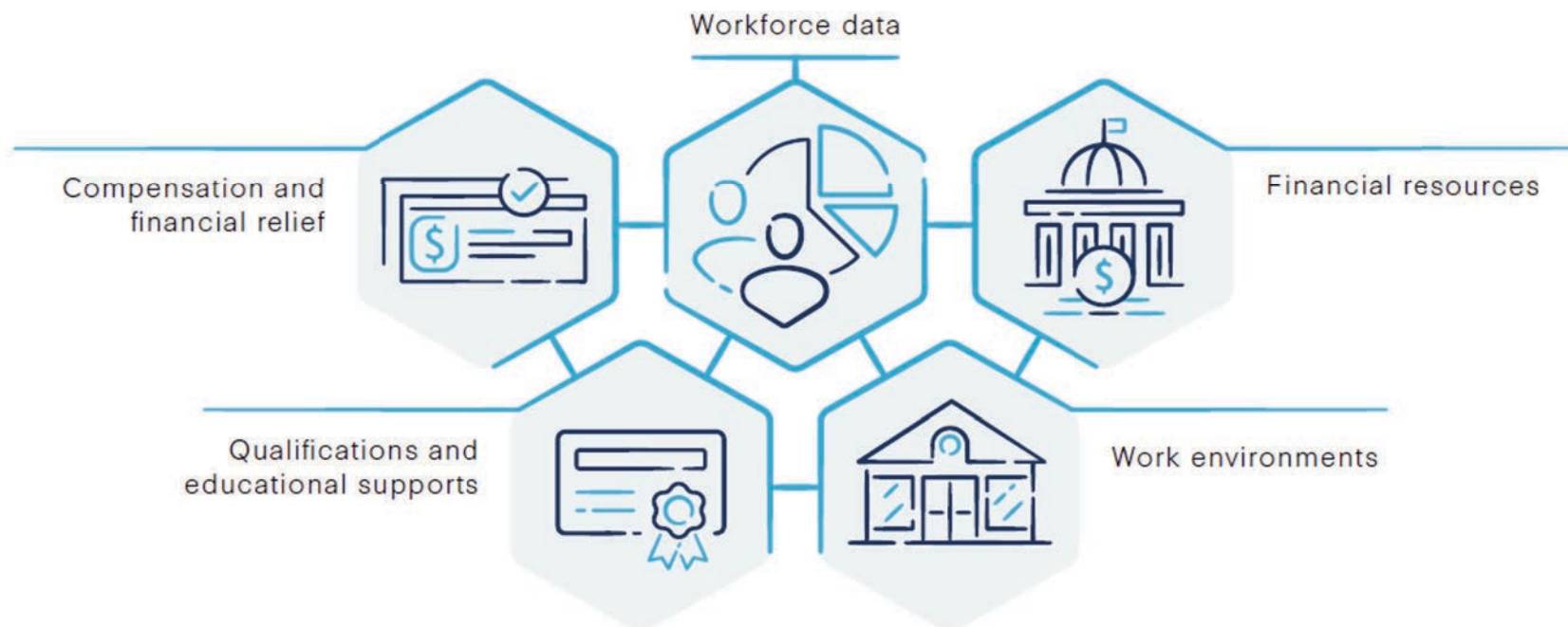
View the [Advocacy Toolkit](#)

Taking Action

using the **Early Childhood Workforce Index**

For each of the five interconnected elements, our policy opportunities present a pathway to making headway for the early childhood workforce.

EARLY CHILDHOOD EDUCATOR WORKFORCE POLICIES



Taking Action

using the **Early Childhood Workforce Index**



Financial Resources

Framing the Issue



Teacher-Advocates: “For too long, we have been asked to bear the substantial responsibilities of educating this nation’s youngest children with far too little funding. We can’t ask parents to pay any more; we must have sufficient public funding to cover our costs.”



Policy Advocates: “Multiple funding streams can make it challenging to consider financial strategies to improve conditions across ECE settings. Yet, if we want to ensure that every child in our state has the opportunity to thrive, it is critical that we strategize on how to finance access to affordable high-quality early care and education.”



Responding to the COVID-19 pandemic: “Early care and education is essential work; why haven’t early educators been prioritized in state budgets?”

Taking Action

using the **Early Childhood Workforce Index**

Policy Opportunities for Change

- ▶ 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 relieves 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 the Economic Policy Institute 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 realize 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 addition to or in the absence of increased federal funding.



Taking Action

using the **Early Childhood Workforce Index**



Advice from the field



Kyra Swenson

Infant/toddler Teacher and Co-founder of Wisconsin Early Childhood Action Needed

Taking Action

using the **Early Childhood Workforce Index**



Advice from the field



Jen Horwitz

Policy & Research Director,
Vermont Let's Grow Kids

2020 *Early Childhood Workforce Index*

Key Resources

01

[The Full Report and Appendices](#)

- State-by-state report of early educator working conditions and related state policies

02

[The State Explorer \(interactive map\)](#)

- Interactive, cross-state map
- NEW: compare 2 states at once

03

[State and Territory Profiles](#)

- Profiles for every state and the District of Columbia
- NEW: territory profiles

04

[Advocacy Toolkit](#)

- Policy recommendations for early care and education reform

Thank You!



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