

# From Knowing to Growing:

*Using Data to Strengthen  
and Expand your State's Early  
Care and Education  
Workforce*

December 13, 2022



# Where are we now?

## Total Child Care Industry Jobs Nationwide, Monthly through November 2022

The industry continues to struggle to recover from sharp job losses it experienced early in the pandemic.

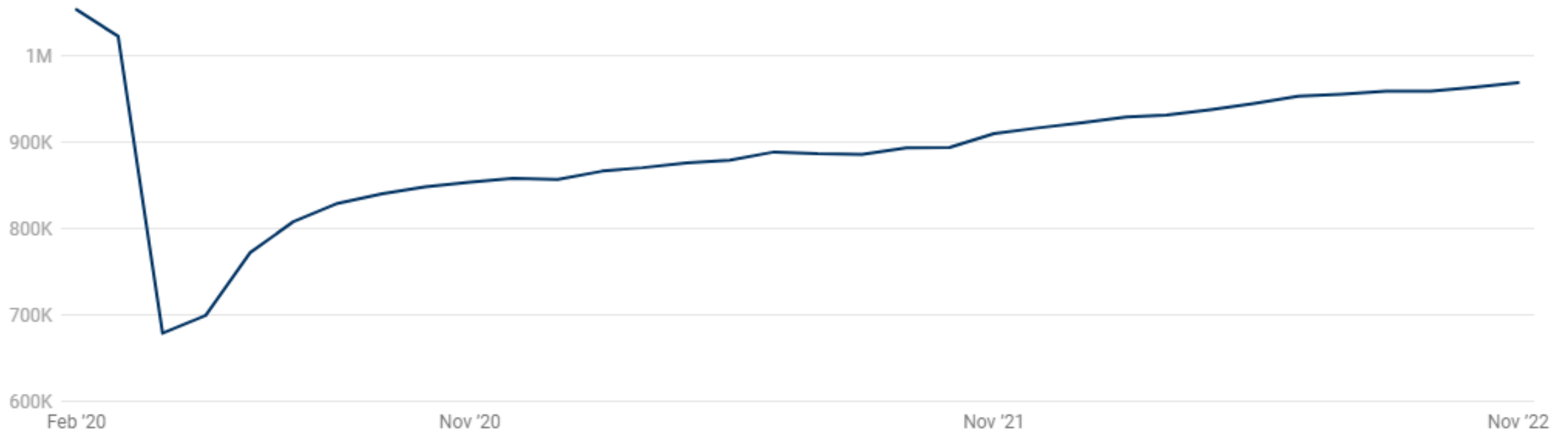


Chart from the Center for the Study of Child Care Employment, UC Berkeley, available at <https://cscce.berkeley.edu/publications/brief/child-care-sector-jobs-bls-analysis/>  
Data source: U.S. Bureau of Labor Statistics, "Current Employment Statistics", Series Code: CES6562440001, available at <https://beta.bls.gov/dataViewer/view/timeseries/CES6562440001>

# Where do we go from here?



# Guiding questions

- **What can states learn about their early care and education workforce through a study or registry?**
- **How can data collected through a study or registry...**
  - ...inform policy and state investment?
  - ...help to expand and strengthen the early care and education workforce?
- **What are the challenges to conducting a study or operating a registry?**
- **What opportunities do states have to begin or improve data collection on their early care and education workforce?**

***Let's connect!***

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[Building a Strong Early Learning  
Workforce webpage](#)

[Early Childhood Legislative Database](#)

[Education Legislative Database](#)





# Presenters



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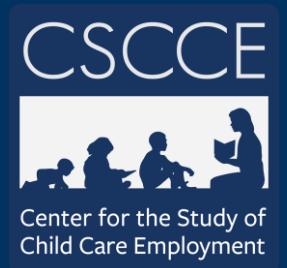
# ECE Workforce Studies

National Conference of State  
Legislators

Wanzi Muruvi, PhD  
Anna Powell

December 13, 2022

**Center for the Study of  
Child Care Employment**  
University of California, Berkeley  
[cscce.berkeley.edu](http://cscce.berkeley.edu)



Data Strategy 1: Workforce Registry	Data Strategy 2: Workforce Study
Database for members of licensed/registered/etc. educators	Designed to take a representative snapshot of the entire ECE workforce
Historically used to track professional development & quality initiatives	Everything can be customized: design to answer research/policy questions
Often opt-in format	Relies on a sampling strategy
Some states are retrofitting their registries to cover more workers and more data fields (ex. compensation)	Many states are launching surveys and/or focus groups to understand the situation on the ground
Requires long-term administrative support to keep the data timely and relevant	Each set of surveys or data collection stands alone, but you can re-survey at periodic intervals (longitudinal opportunity)



slido



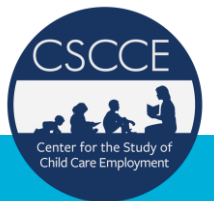
**Slido poll: which of these  
have you used in your  
state/territory? both?**

① Start presenting to display the poll results on this slide.

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# About the Center

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.



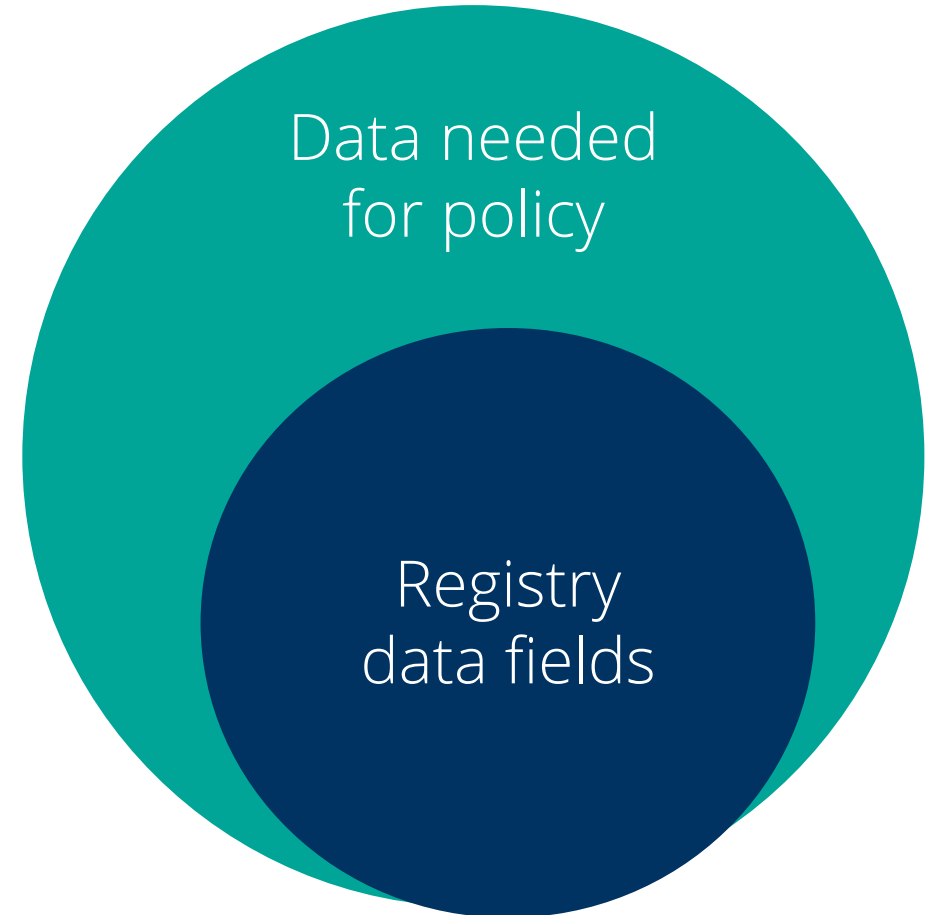
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# Case Study: California Workforce Study

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# Common challenges in using registry data for research and policy:

## 2. Limited scope/can't answer burning questions



# Backdrop: Workforce Crisis

## Total Child Care Industry Jobs Nationwide, Monthly through October 2022

The industry continues to struggle to recover from sharp job losses it experienced early in the pandemic.

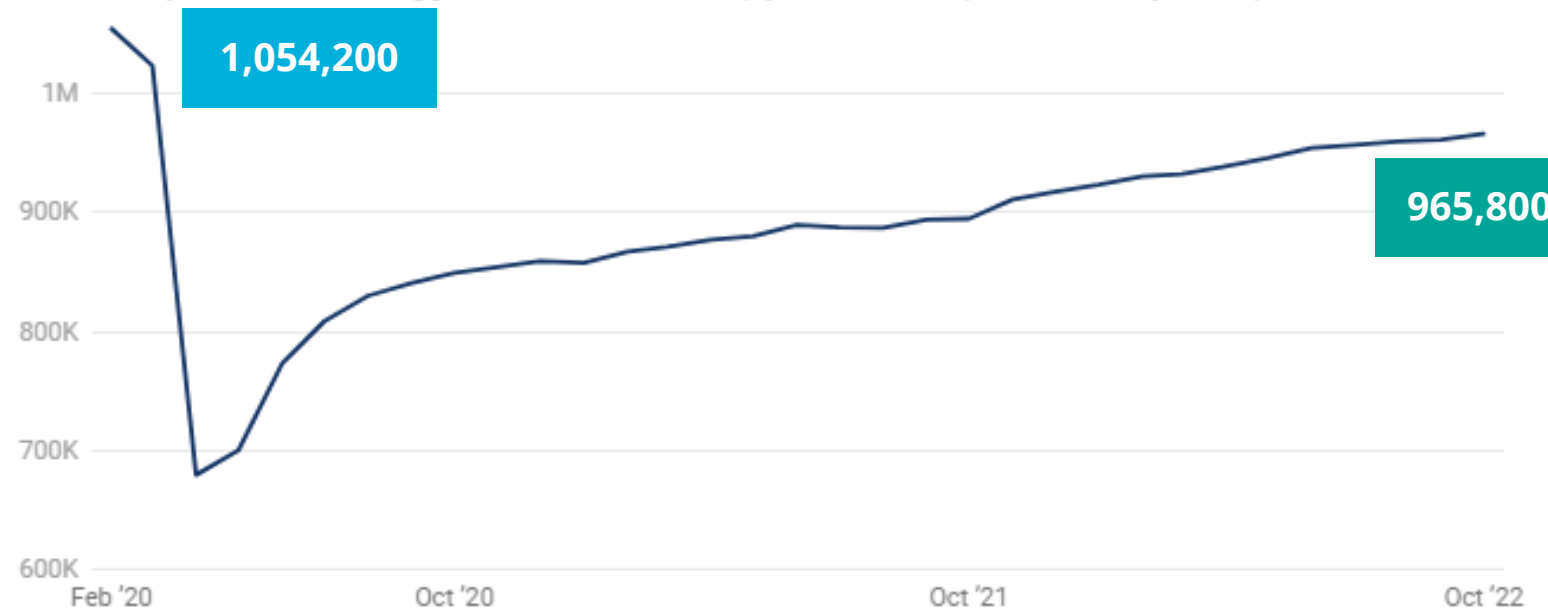


Chart: Center for the Study of Child Care Employment, UC Berkeley • Source: U.S. Bureau of Labor Statistics, "Current Employment Statistics", Series Code: CES6562440001, available at <https://beta.bls.gov/dataViewer/view/timeseries/CES6562440001> • Created with Datawrapper

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# The Presenters



**Anna Powell**



**Wanzi Muruvi,  
PhD**



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# ECE Workforce Data: Registries and Surveys

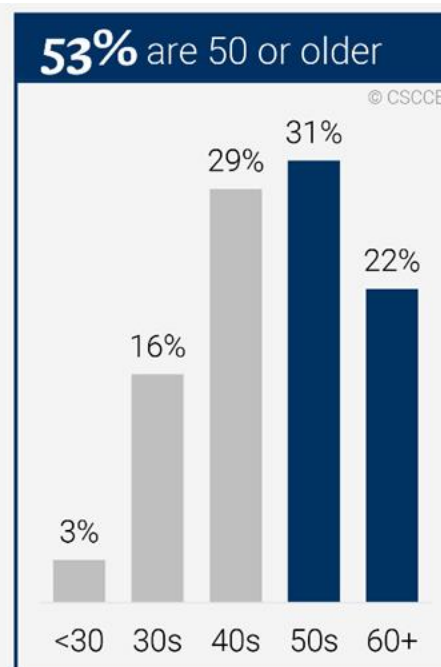
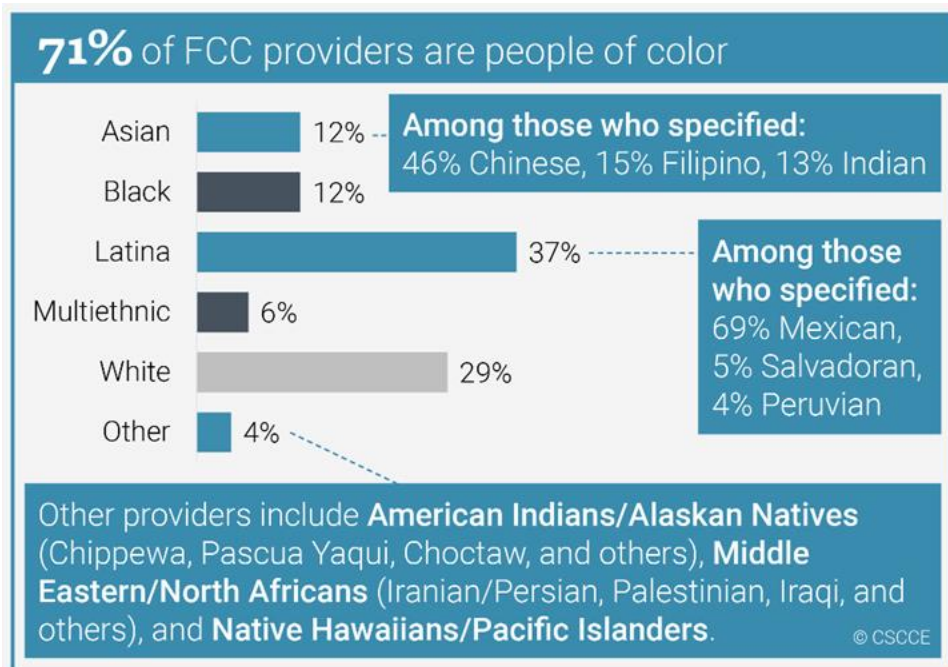
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# Common challenges in using registry data for research and policy:


## 1. Representative data




# Profiles of the CA ECE Workforce



**74%** married/living with a partner 

**52%** have children under age 18 

**42%** born outside the U.S. 

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# Domains

## WFS Domain

Demographics: gender, racial/ethnic identity, nativity, age

Job characteristics: role, class/group size, hourly schedule

Experience & educational background: degrees, CDA/Permit levels, tenure in field

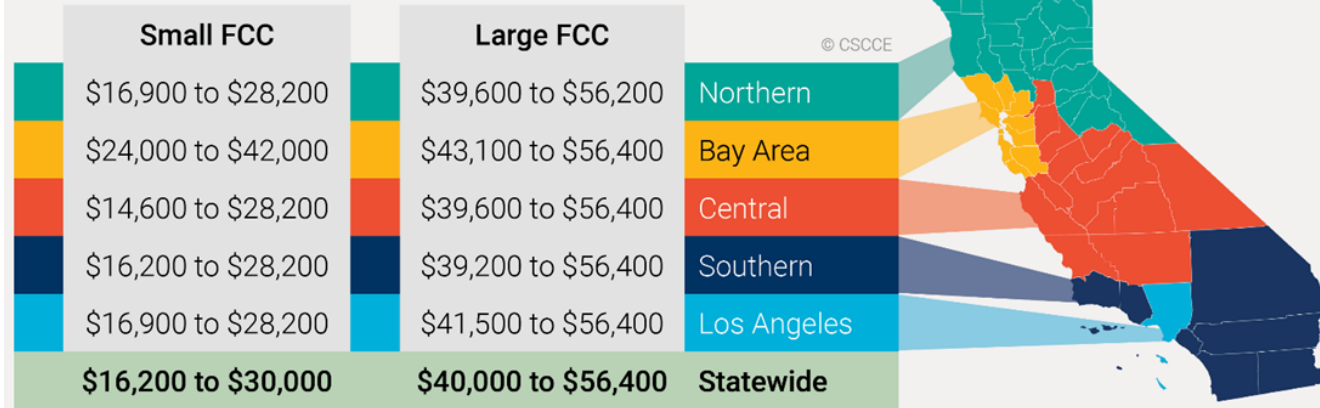
Wages & benefits: wages, household income, health care coverage, retirement

Well-being: economic, physical, and mental well-being; workforce environment

The program: staffing, enrollment, policies

Pandemic impact: business & financial challenges, pandemic relief payments

## Median Annual Earnings of California Family Child Care Providers\* By Program Size\*\*



\*We estimate median earnings as the proportion of household income earned from working with children rather than an hourly wage; **two thirds of FCC providers (68%) work more than 40 hours per week.**

\*\*Small FCCs have a licensed capacity of up to 6 or 8 children, while large FCCs may enroll up to 12 or 14 children.

As small business owners, FCC providers do not have access to employer-provided **benefits**. Nonetheless, some providers have retirement savings and paid time off.

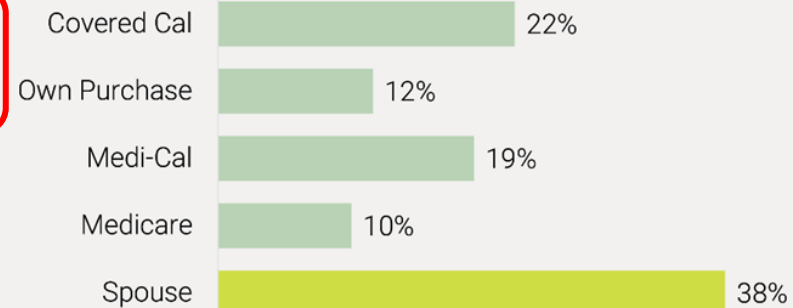


**21%**  
hold retirement savings from any source



**48%**  
have paid days off written into their contracts with families

Most FCC providers (87%) have **health insurance**. Typically, they are covered through a spouse or family member, or they enroll through Covered California or Medi-Cal.

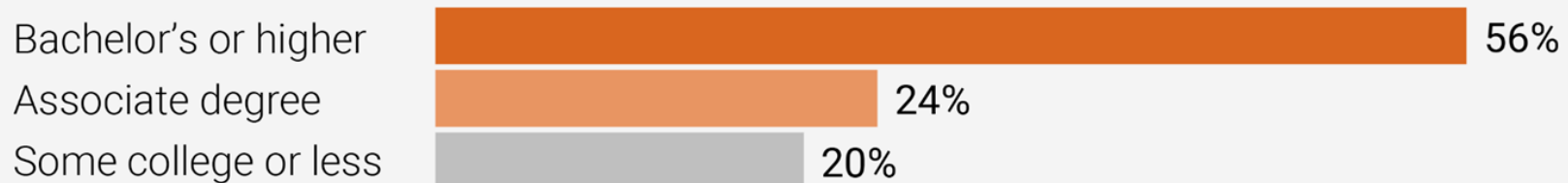


# Education and Experience of Child Care Center Teaching Staff California, 2020

## Assistant Teacher/Aide



## Lead Teacher

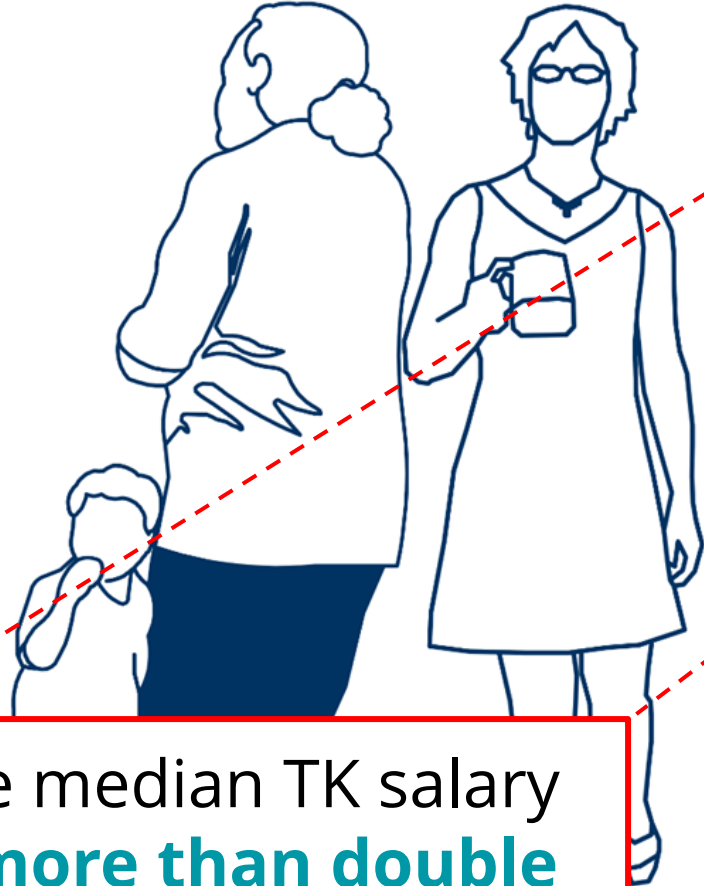


Source: Center for the Study of Child Care Employment





# How much do early educators earn each year in California?



FCC Provider with bachelor's degree	\$35,300
Center Lead Teacher with bachelor's degree	\$42,600
Transitional Kindergarten Teacher	\$84,700

These are annual wages in 2020. For center-based educators, we estimate earnings for a 40-hour work week. Most family child care (FCC) providers work more than 40 hours per week.

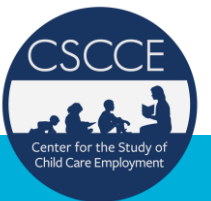
**Source:**

2020 California Early Care and Education (ECE) Workforce Study Center for the Study of Child Care Employment, UC Berkeley

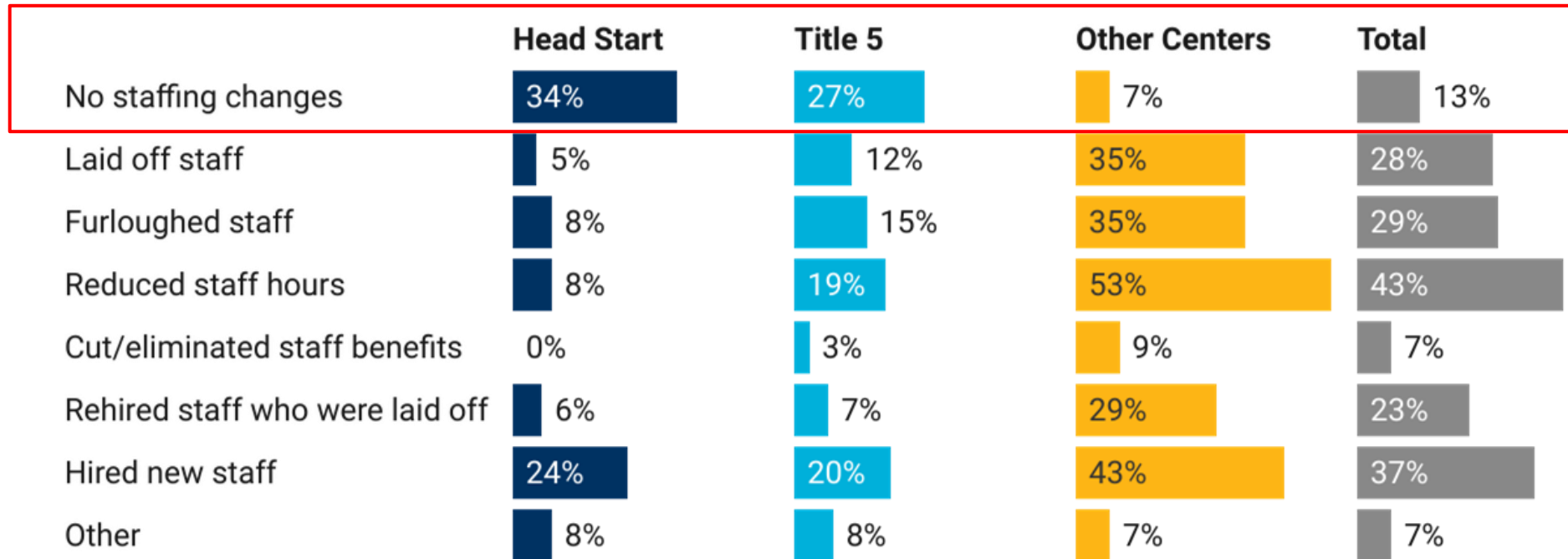
The median TK salary is **more than double** the wage of other ECE providers with a BA (2x the salary of a center lead teacher and 3.4x FCC)

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# Study Partners



## PANDEMIC STAFFING CHANGES, BY CENTER FUNDING TYPE



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

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# Read the reports:



Profiles of the CA ECE workforce:  
[https://bit.ly/ca\\_ece\\_profiles](https://bit.ly/ca_ece_profiles)

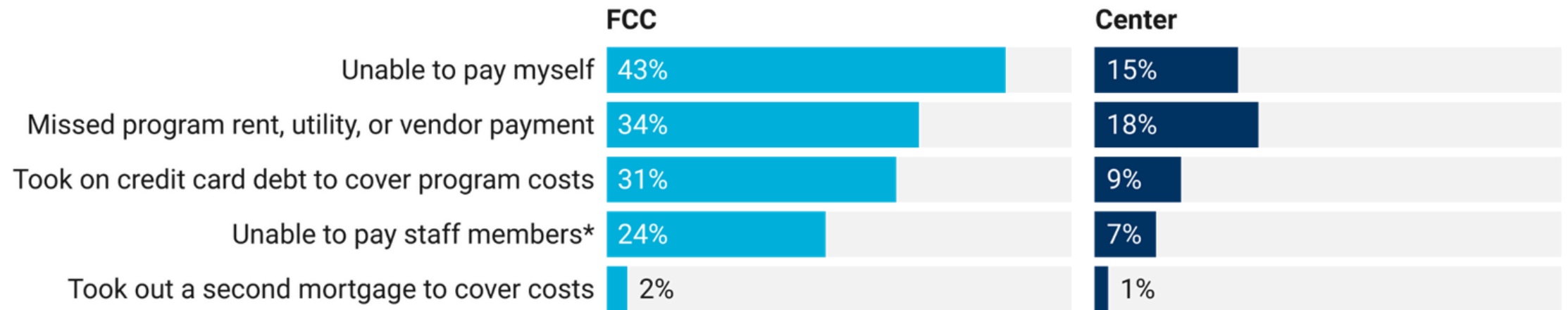
All other reports, factsheets, and briefs:  
[https://bit.ly/ca\\_ece\\_workforce](https://bit.ly/ca_ece_workforce)



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# Programs During COVID-19

## FINANCIAL HARDSHIPS DURING THE PANDEMIC, BY PROGRAM TYPE

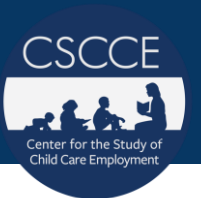


Source: Center for the Study of Child Care Employment, University of California, Berkeley

# Questions? Please get in touch.

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Anna Powell | [anna\\_powell@berkeley.edu](mailto:anna_powell@berkeley.edu)

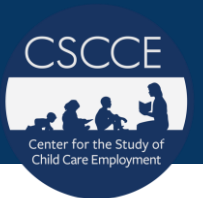




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I feel trapped. The job market is in free fall and I have only ever successfully worked [in] early childhood education as a career. **I would stay** in the field if the pay, benefits, and protections were better. But I can't get out of it soon enough, the direction things have been heading.

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# Advice for States on Workforce Data

- Take stock of your data; identify members of the workforce and programs not included.
- Establish the basic and in-depth questions you can and cannot answer.
- Identify potential funding sources — such as the **PDG B-5 grant** — and design advocacy strategies for funding data collection, management, and analysis.
- Ensure that workforce data are part of early childhood governance structures and support the integration of workforce data systems with broader early childhood data.
- Help spearhead a federal advocacy effort for better workforce data.

# Presenters

## Nancy P. Alexander

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**NORTHWESTERN STATE**

Child and Family Network

## Jenny Cowan

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<https://www.nsula.edu/pathways/>

A black and white photograph of a classroom. Several students are visible, with their hands raised in the air, indicating they want to ask a question or participate. The background is slightly blurred, focusing attention on the hands and the text. The word "Questions?" is written in a large, white, serif font across the center of the image.

**Questions?**



# Children, Youth and Families Policy: Legislative Trends and 'A Look Ahead.'

Thursday, December 15 @ 2 p.m. ET

