



Center for the Study of Child Care Employment  
Institute for Research on Labor and Employment  
University of California, Berkeley

# **The State of the Early Childhood Workforce:** Shared and Divergent Challenges Serving Children from Birth to Age 8

Marcy Whitebook, Ph.D.

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CEELO 2016 National Roundtable



**Transforming the Workforce  
for Children Birth Through Age 8:  
A Unifying Foundation**



“It is through the quality work of these adults that the nation can make it right from the very beginning for all of its children....”

“Adults who are under-informed, underprepared, or subject to chronic stress themselves may contribute to children’s experiences of adversity and stress and undermine their development and learning.”

Source: Institute of Medicine and National Research Council.  
*Transforming the Workforce for Children Birth Through Age 8.* (2015)

# Educational Attainment of Teachers and Caregivers

	<b>K-12 Teachers</b>	<b><i>Center-Based Teachers and Caregivers</i></b>		<b><i>Listed Home-Based Teachers and Caregivers</i></b>	<b><i>Unlisted Home-Based Teachers and Caregivers</i></b>
		<i>Age 0-3 years</i>	<i>Age 3-5 years</i>		
High school or less		28%	13%	34%	47%
Some college, no degree		36%	24%	34%	23%
Associate degree		17%	17%	16%	11%
Bachelor's degree or higher	92%	19%	45%	16%	19%

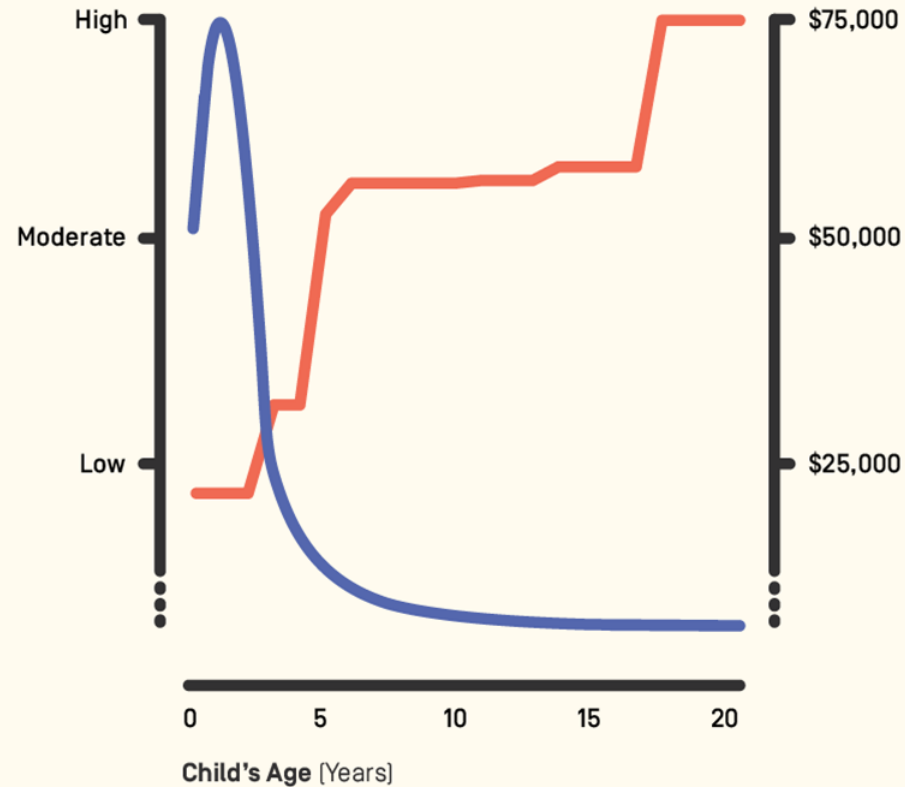
Source: National Survey of Early Care and Education (2013); K-12 Teachers data: Teachers: Preschool through Postsecondary (2015)

## Worthy Work, Still Unlivable Wages

How We Pay The Least to the Teachers We Need the Most

**Sensitive Periods**  
in Children's Brain  
Development

**2014 Salaries**  
of Children's  
Teachers



### Sources

Whitebook, Phillips, and Howes (2014) *Worthy Work, Still Unlivable Wages*. Center for the Study of Child Care Employment  
Thompson and Nelson (2001) *Developmental Science and the Media: Early Brain Development*. American Psychologist



NEW  
AMERICA



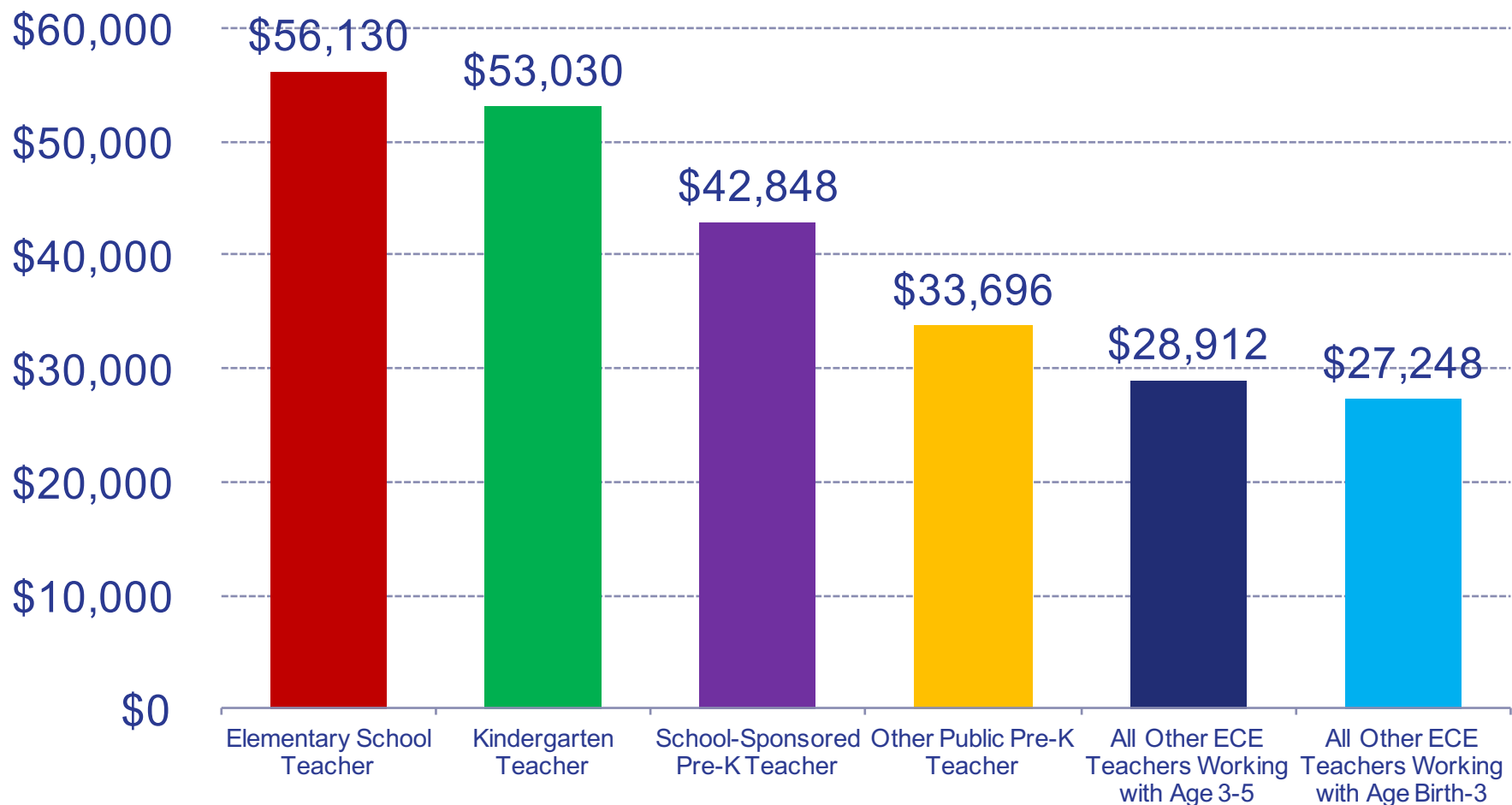
## Median Wage of Center-Based Teachers and Caregivers Serving Children Age 0-5

	<b>School-sponsored</b>	<b>Head Start–funded, not school-sponsored</b>	<b>Public pre-K–funded, not school sponsored or Head Start–funded</b>	<b>All other ECE</b>
HS or less	\$11.80	\$10.00	\$8.50	\$8.70
Some college, no degree	\$13.80	\$10.20	\$9.40	\$9.00
Associate Degree	\$13.30	\$12.20	\$9.80	\$10.70
Bachelor's Degree or higher	\$20.60	\$14.80	\$15.00	\$13.50

Source: National Survey for Early Care and Education, 2013.

## Absence of Rational Wage Structure + Low Value Accorded to Educational Attainment

Average Annual Salaries for U.S. Teachers with Bachelor's Degrees or Higher, 2012



Source: Worthy Work, STILL Unlivable Wages (2014).

**Worthy Work, Still Unlivable Wages**  
How We Pay The Least to the  
Teachers We Need the Most

# **My Teacher Helps Me Learn, But Struggles To Pay For Food**



[edcentr.al/worthywork](http://edcentr.al/worthywork)



# ECE Teachers: I Worry about Having Enough Food for My Family

Teaching staff with **at least one child** < 18 years



57%

Teaching staff with **no children** or with adult children only



42%

Teaching staff with **some college or less**



53%

Teaching staff with **an AA degree or higher**



42%

## ECE Teachers: I Worry about Having Enough Food for My Family, by Workplace Auspice, Star Rating Level, and Mean Score on Environment Rating Scale (ERS)



<sup>1</sup>Teaching staff classified as "worried" about a particular item indicated that they somewhat to strongly agreed with a given statement, as represented by a 4 or higher on the Likert Scale.

<sup>2</sup>The sample was drawn from one state's for-profit, non-profit, and public early care and education programs. See endnote #91.

Source: Worthy Work, STILL Unlivable Wages (2014).

*INEQUITABLE*

*INEFFECTIV  
E*

*INEFFICIEN  
T*



# Transforming Early Childhood Jobs



**STOP**



**START**



**INNOVATE**



# State of the Early Childhood Workforce Initiative: Overview

## Index

- Individual state profiles
- Cross-state appraisal

## Interactive Map

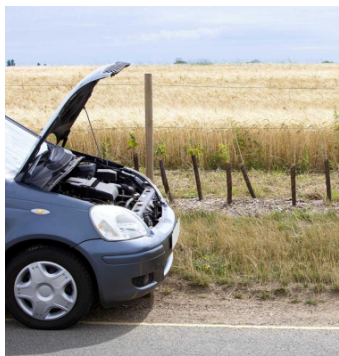
## Deeper Dives (stay tuned!):

- Approaches to salary parity for pre-K teachers;
- ECE Workforce Role Stratification by race, ethnicity, and language;
- Cost estimates and financing mechanisms to ensure livable wages and reward educational attainment;
- New minimum wage laws and ECE policy;
- A user's guide to ECE workforce data sources; and
- Current organizing and advocacy efforts.



# Early Childhood Workforce Index 2016

- Earnings & Economic Security
- Early Childhood Workforce Policies
- Family and Income Support Policies



Stalled



Edging Forward



Making Headway

# INDEX

2016

## Earnings & Economic Security

- **2015 wages:**
  - Child Care Workers, Preschool, Kindergarten and Elementary School Teachers
- **Occupational rankings**, including ratio of ECE jobs to median income
- **Changes over time 2010 to 2015:**
  - Child care workers and Preschool Teachers
- **Utilization of federal income supports**

# National Mean Hourly Wages, 2014

Child Care Workers  
\$10.44

Preschool Teachers  
\$15.40

Kindergarten Teachers  
\$25.71



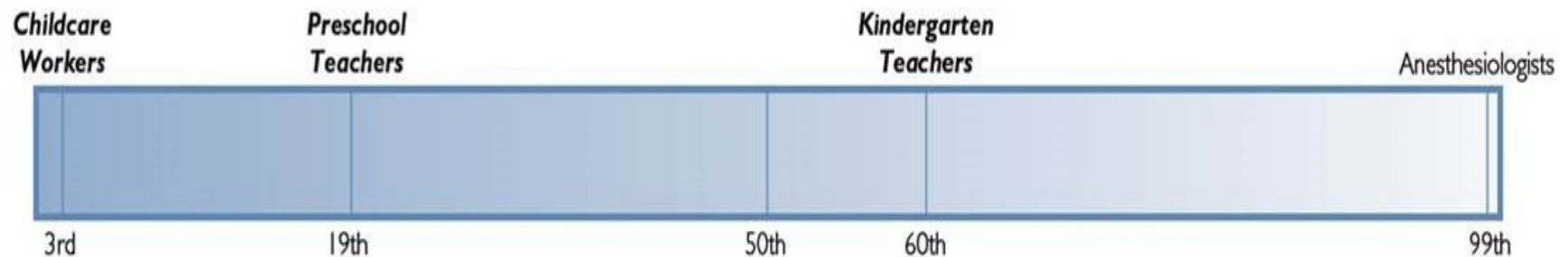
**Coming soon: 2015 Update**

Source: Bureau of Labor Statistics (2014).

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# Selected Occupations, Ranked by Mean Annual Salary

Selected Occupations Ranked by Mean Annual Salary, 2013

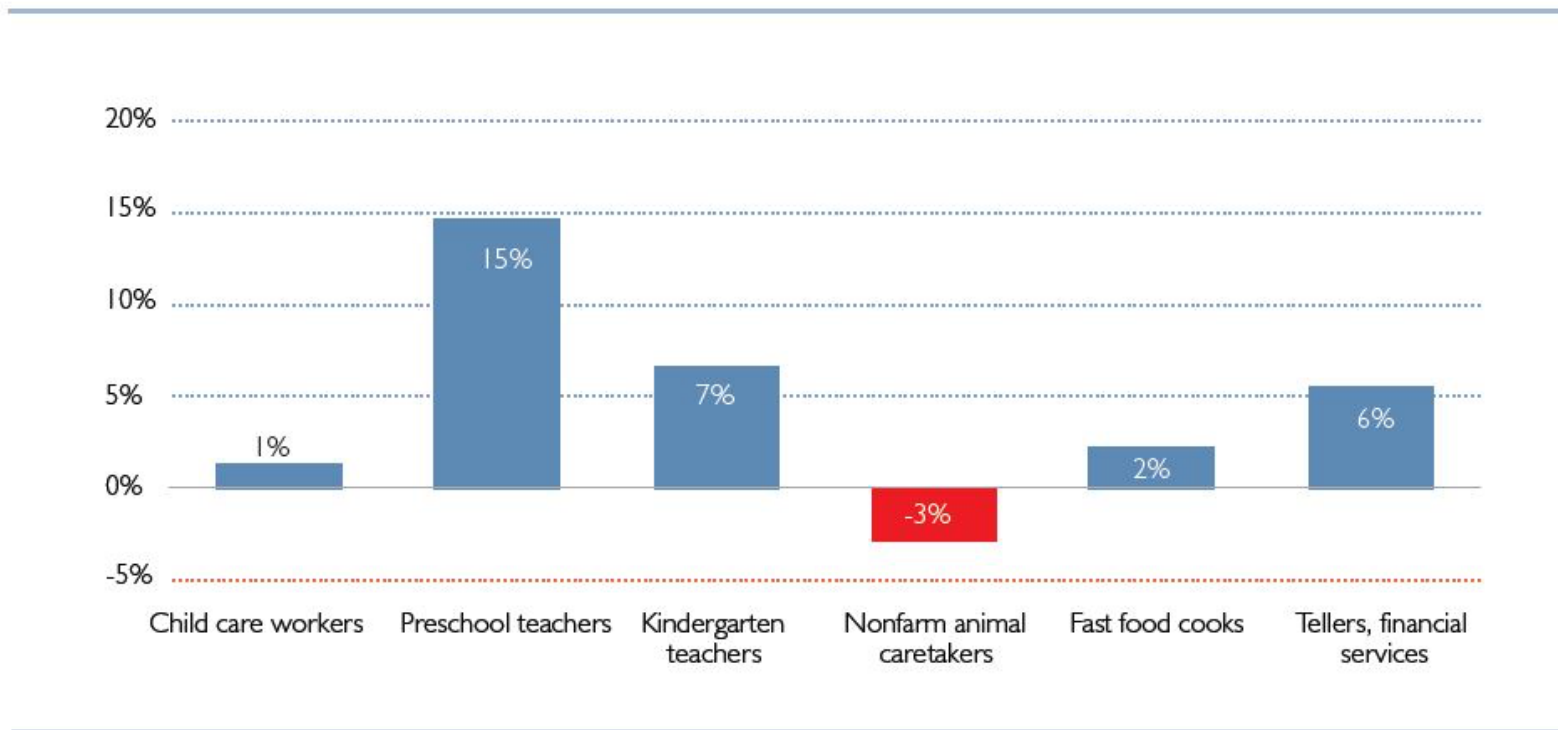


SOURCE: Occupational Employment Statistics Survey, Bureau of Labor Statistics, Department of Labor: <http://stats.bls.gov/oes/>.

Source: Worthy Work, STILL Unlivable Wages (2014).

# Hourly Wages, Changes Overtime

**FIGURE 3.1:** Percentage Change in Real Hourly Wages, by Occupation, 1997 to 2013

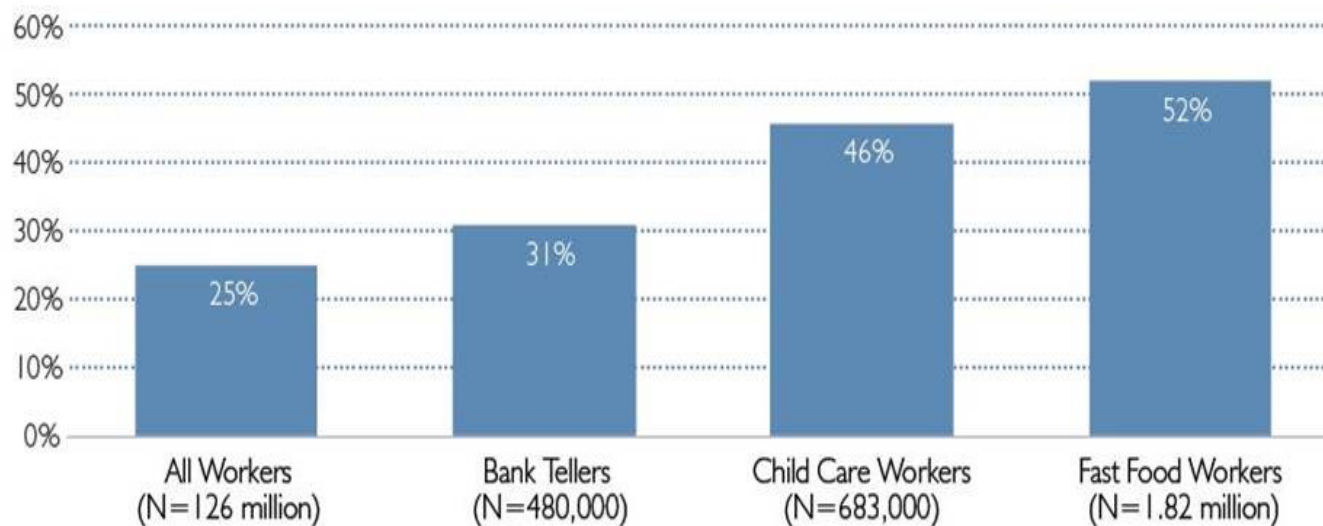


SOURCE: Occupational Employment Statistics (OES) Survey, Bureau of Labor Statistics, Department of Labor: <http://stats.bls.gov/oes/>; \$1 dollar (1997) to \$1.45 (2013) - CPI Inflation calculator: <http://data.bls.gov/cgi-bin/cpicalc.pl>

Source: Worthy Work, STILL Unlivable Wages (2014).

# Pervasive Economic Insecurity Among ECE Practitioner

Participation Rates in Public Support Programs, by Selected Occupations,  
and for All Workers and Their Family Members  
(Annual Averages, 2007-2011)



Source: Authors' calculations from 2008–2012 March Current Population Survey (CPS), 2007–2011 American Community Survey (ACS), 2011 Occupational Employment Survey (OES), program administrative data.

Source: Worthy Work, STILL Unlivable Wages (2014).

- **Qualifications/Financial Supports for Education**
  - BA for all Pre-K teachers?
  - At least CDA or equivalent for licensed providers?
- **QRIS and Work Environment**
  - Paid time for professional development?
  - Paid planning/preparation time?
  - Salary schedule/benefits?
  - Consistency across settings?
- **Compensation Initiative**
  - Salary parity for pre-K teachers?
  - Wage supplement?

- **Financial resources**

- State reported extra CCDBG spending
- State applied for federal grant
- Ratio of pre-K to K-12 spending over 50%





# Workforce Data: What Can We Answer?

- Formal data collection mechanism?
- Includes compensation?
- Reports data publicly?
- Comprehensive?



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2016

## Family and Income Support Policies

### **Income supports and child care assistance**

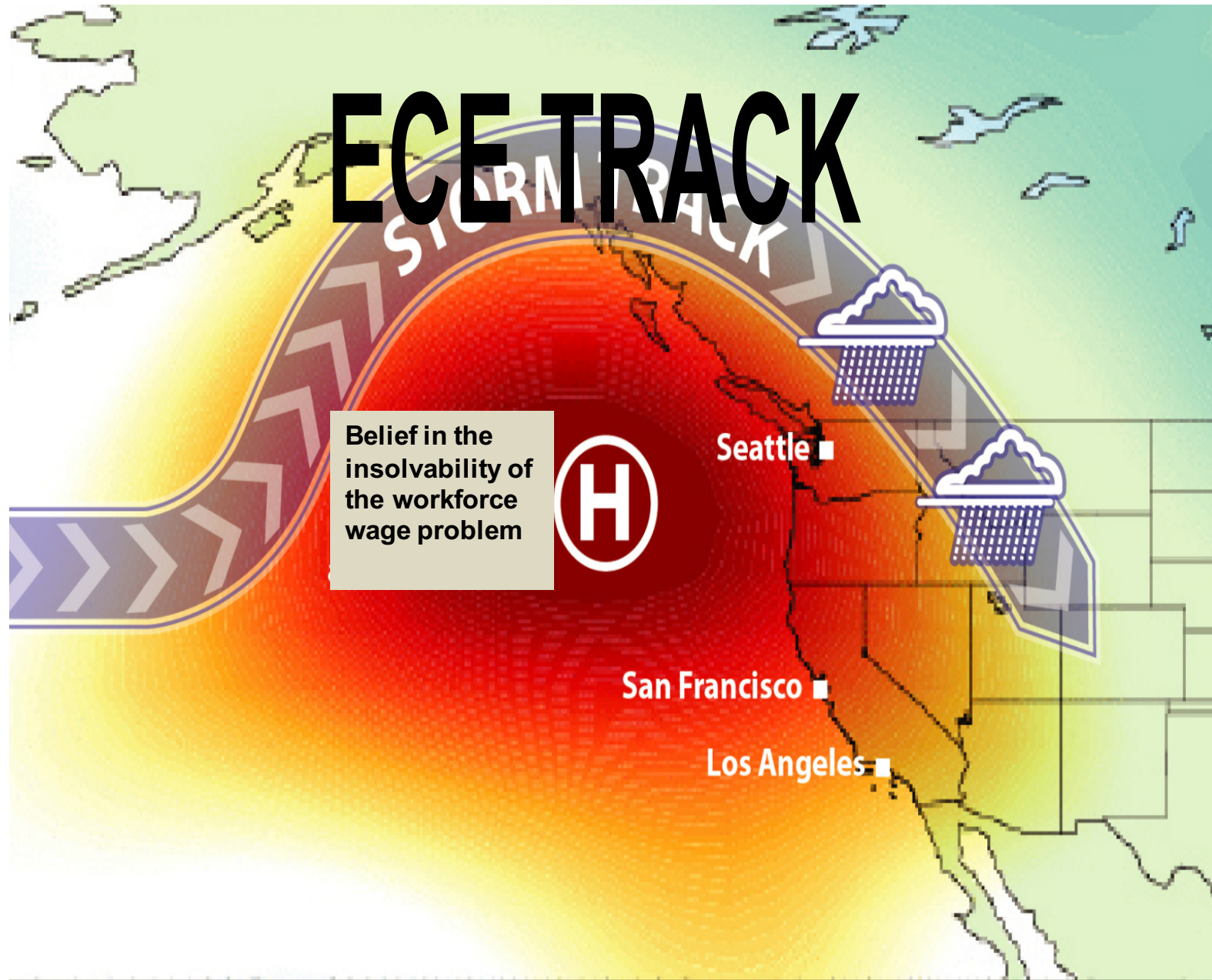
- Refundable EITC
- Higher than federal minimum wage, indexed for inflation
- Child care assistance income eligibility set at 85% of state median income or above
- Refundable child care tax credit?

### **Supports for health and well-being**

- Paid sick days law
- Paid family leave law
- Expanded Medicaid eligibility



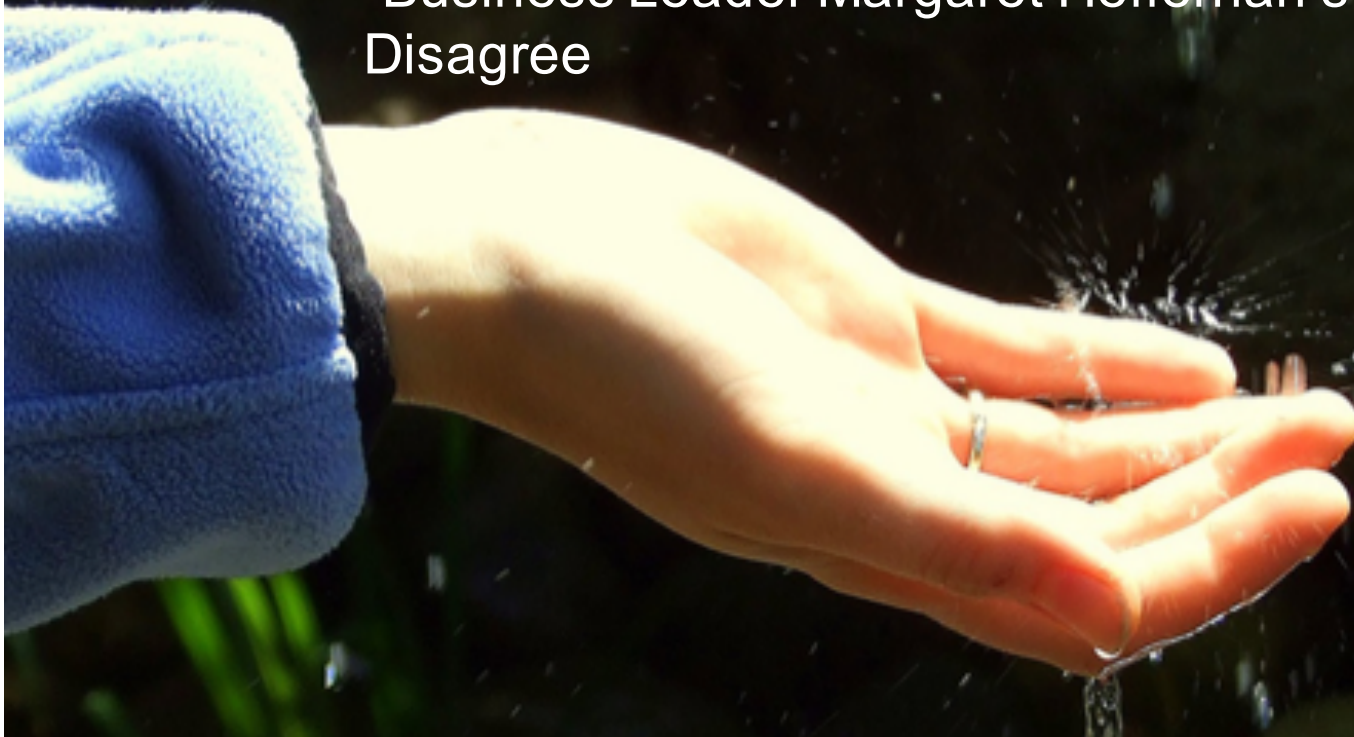
# Triple R: ECE's Ridiculously Resilient Ridge





“The fact is that most of the biggest catastrophes we have witnessed rarely come from information that is secret or hidden, it comes from information that is freely available and out there, but that we are willfully blind to because we can’t handle, don’t want to handle the conflict it provokes. But when we dare to break that silence, or when we dare to see, and we create conflict, we enable ourselves and the people around us to do our very best thinking.”

-Business Leader Margaret Heffernan’s TED Talk, Dare to Disagree





**EFFECTIVE, EQUITABLE, EFFICIENT**

**COMPENSATION**

**INEFFECTIVE**

**INEFFICIENT**

**INEQUITABLE**



STOP



START



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For more information:



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