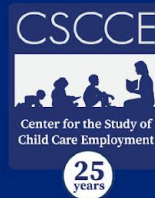


Care Economy Data: The Early Care and Education (ECE) Workforce

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About the Center

Founded in 1999, the Center for the Study of Child Care Employment (CSCCE) is the national leader in early care and education workforce research and policy.

CSCCE provides research and analysis on the preparation, working conditions, and compensation of the early care and education workforce. We develop policy solutions and create spaces for teaching, learning, and educator activism. Our vision is to realize an effective public early care and education system that secures racial, gender, and economic justice for the women whose labor is the linchpin of stable, quality services.

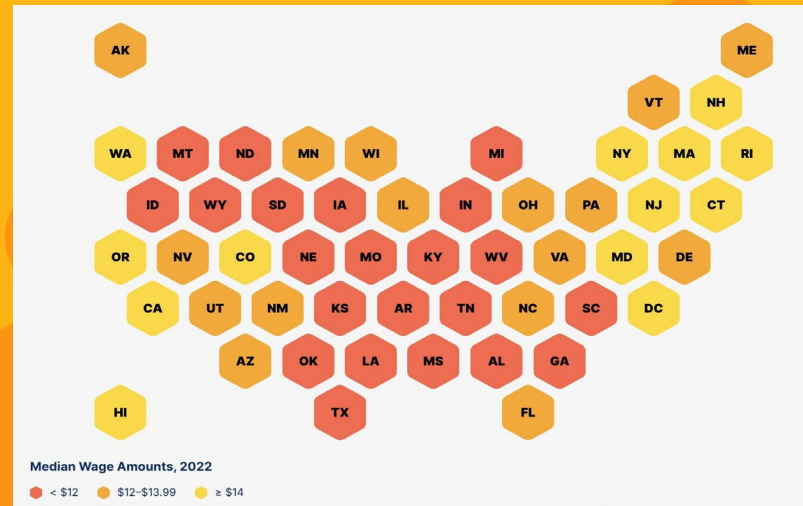


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The 2024 *Early Childhood Workforce Index*

First released in 2016, the *Index* was created to fill the state and national data gap on the workforce.

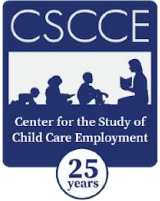
Each edition includes national and state-by-state data on early care and education workforce pay, working conditions, and policies.



ECE workforce data is so challenging for states that it is one of our five core policy areas.



States can't answer basic questions about the licensed/regulated ECE workforce.



Examples of hard questions:

- How many workers?
- What are their characteristics?
- Which of them have degrees, permits, or credentials?
- What are they paid?
- What is the rate of teacher turnover?

Challenges for data collection:

- “Mixed delivery” of program settings and auspices
- Administrative data are limited to publicly funded ECE
- NAICS occupations/industries are not aligned to sector definitions

Care vs. education in workforce data

- States need data that map onto care settings like **child care centers** and **family child care homes**, and folks tend to give up on estimating the ECE workforce as a whole
- Instead, they rely on the “childcare worker” and “preschool teacher” codes in Census or Bureau of Labor Statistics data
 - Many researchers pick one code or analyze them separately
 - State advocates and journalists get tripped up
 - Implies a distinction between “care” and “education”
- In the 2024 *Index*, we use an occupation-industry specification to define a combined ECE workforce with the American Community Survey (see next slide)

American Community Survey Occupation-Industry Pairings Describing the ECE Workforce

ACS Occupation	ACS Industry	Common Write-in Occupations, 2019
4600 Childcare Workers	8740 Child Day Care Services	"CHILDCARE PROVIDER," "HOME DAYCARE OWNER/OPERATOR," "DAYCARE AIDE"
4600 Childcare Workers	9290 Private Households	"NANNY"
4600 Childcare Workers	7860 Elementary and Secondary Schools	"CHILDCARE WORKER," "AFTER SCHOOL DAYCARE ASST"
4600 Childcare Workers	9160 Religious Organizations	"CHURCH NURSERY," "AFTER SCHOOL CARE"
2300 Preschool and Kindergarten Teachers	8740 Child Day Care Services	"PRESCHOOL TEACHER," "EARLY CHILDHOOD TEACHER," "INFANT TEACHER"
2545 Teaching Assistants	8740 Child Day Care Services	"PRESCHOOL TEACHING ASSISTANT," "3-YEAR-OLD INSTRUCTIONAL AIDE"
230 Education and Childcare Administrators	8740 Child Day Care Services	"PRESCHOOL DIRECTOR," "DAYCARE DIRECTOR"

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

Data: Authors' analysis of American Community Survey public use microdata, retrieved from IPUMS USA

(<https://doi.org/10.18128/D010.V14.0>).

We reviewed public
use sample write-in
data to vet our
approach

The *Index* tracks states' use of two strategies: surveys and registries

- Both of these require substantial investments, so we give states credit for having either
- Ideally, a state would have a robust registry and use surveys for deeper questions
- Both strategies have limitations, and stable funding is a key challenge. Between 2020 and 2024, three states lost their workforce registry

State Progress on Workforce Data



- **Stalled:** 10 states
- **Edging Forward:** 7 states
- **Making Headway:** 31 states
- **Not Available:** 3 states
- **Not Applicable:** 0 states

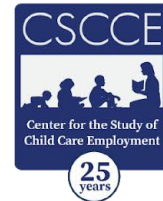
What would be better for states?

- Occupation codes that fit the settings and job roles present in ECE
- More robust data on self-employed workers (e.g. licensed family child care providers)
- Dedicated funding for each registry to cover the full ECE sector

The goal: data that are useful for monitoring and evaluating supportive conditions for the ECE workforce and the families they serve



Additional considerations: family, friend, and neighbor care



- The most abundant care, with the least amount of data
- From policy perspective, these are grouped because they are not required to hold a license
- Pools individuals with dissimilar self-perception, aspirations, pay, hours worked, etc.
- States need better data, but have to tread carefully to avoid burdening or disrupting care

Thank you!

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