

Supporting New Mexico's Early Childhood Educators

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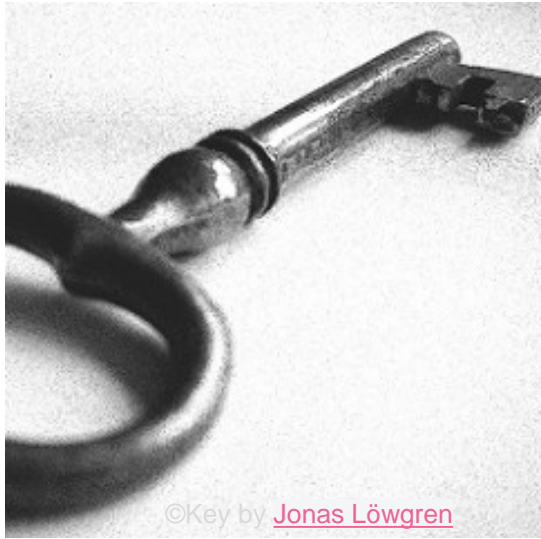


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July 19, 2018
NCSL Educational Workshop
for New Mexico Legislators



The key to quality ECE...



... is a skilled and
stable ECE workforce

What Early Educators Need

REWARD

Appropriate compensation, including dependable increases in pay and benefits

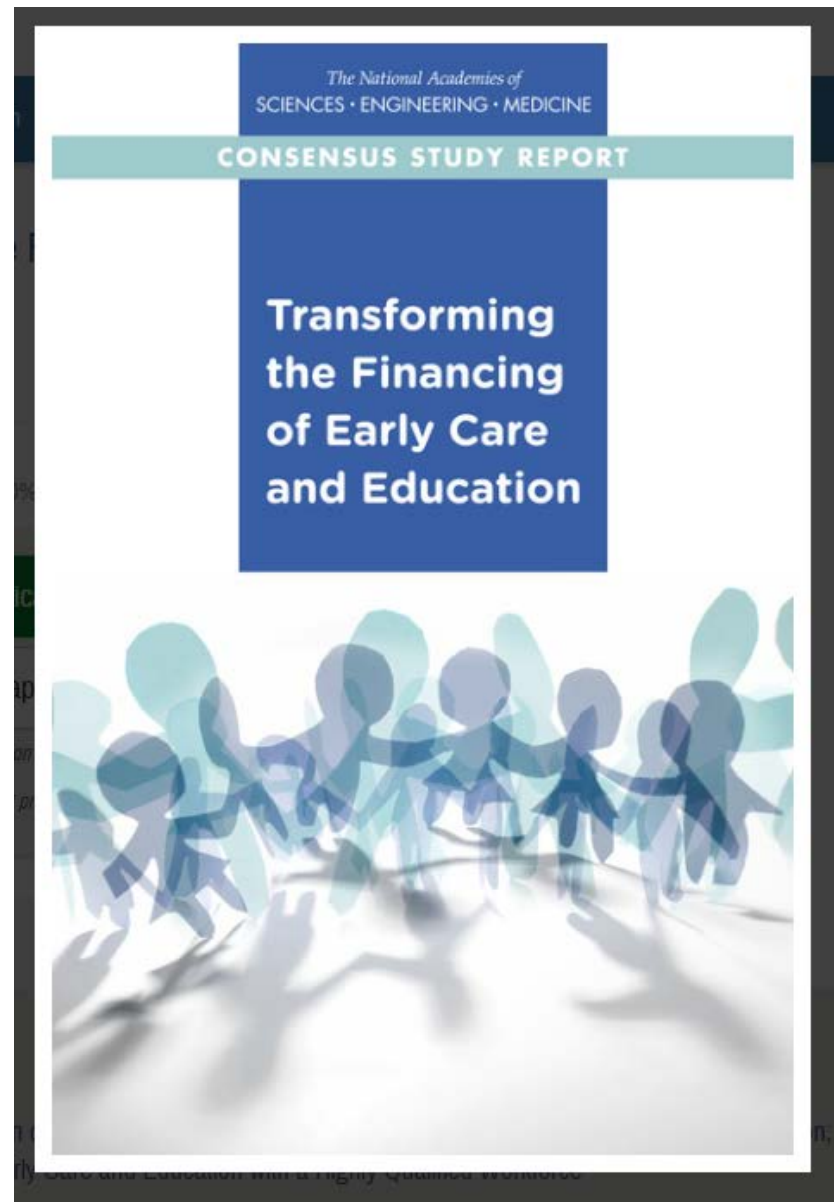
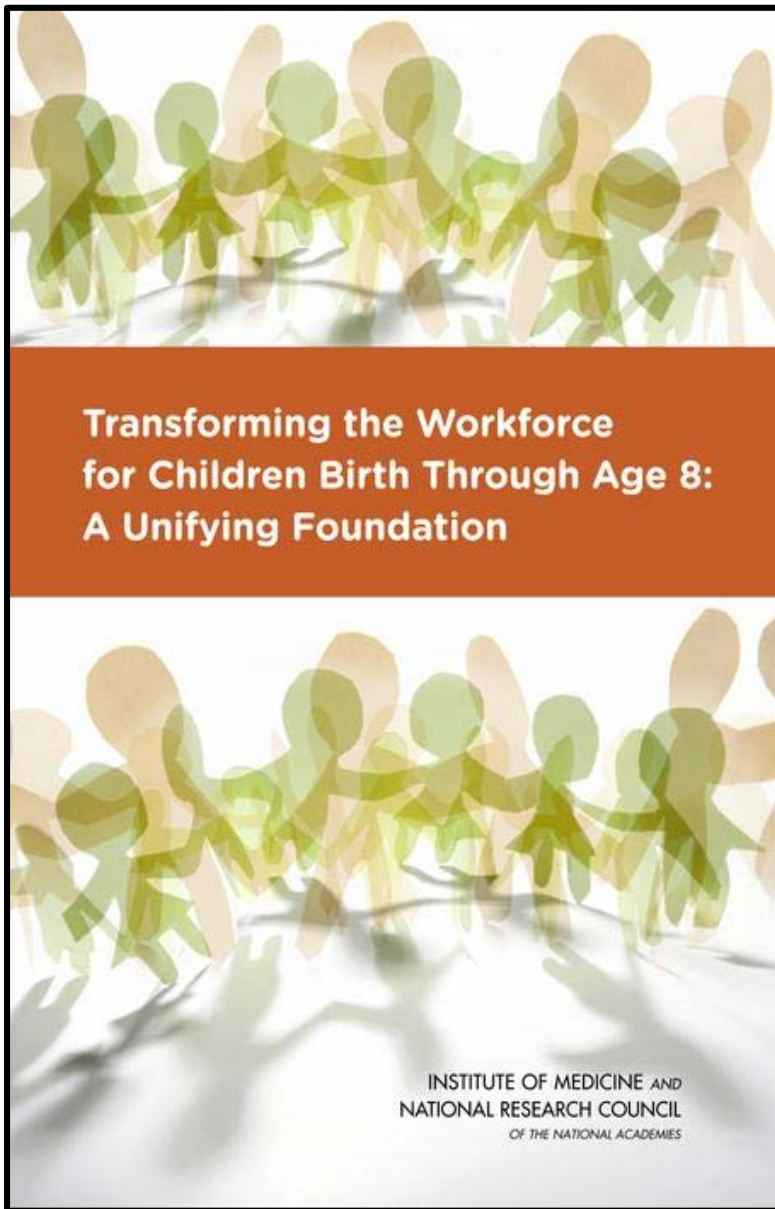
SUPPORT

Supportive adult working environments including non-child contact time to perform professional responsibilities

PREPARE

Teacher preparation to work with young children in group settings





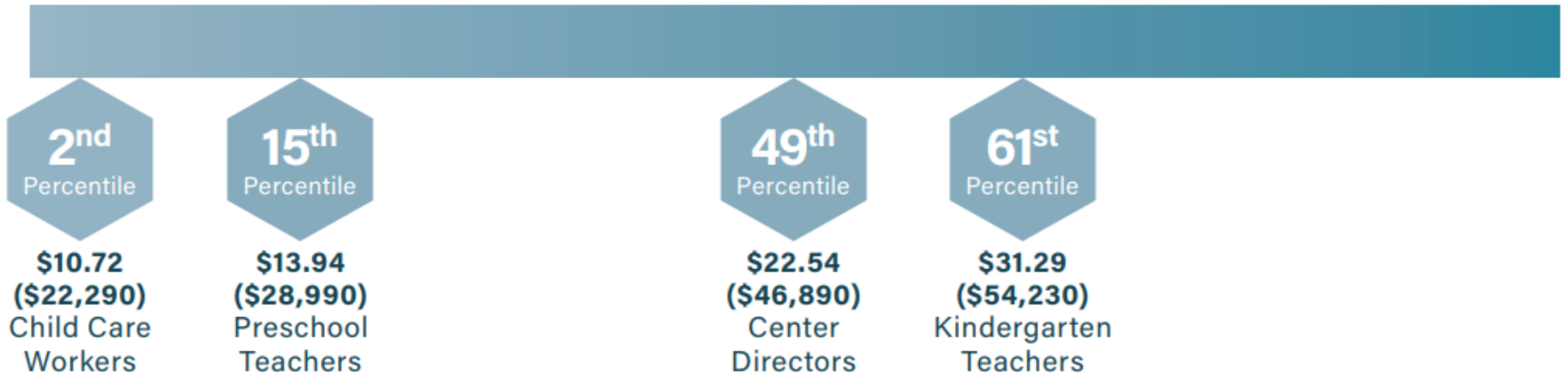
EARLY CHILDHOOD WORKFORCE INDEX 2018



Early Childhood Workforce Index 2018
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VISIT: <http://cscce.berkeley.edu/early-childhood-workforce-2018-index/>



Source: Occupational Employment Statistics (OES) Survey, Bureau of Labor Statistics, Department of Labor. Retrieved from <http://stats.bls.gov/oes/>.

Note: All teacher estimates exclude special education teachers. Hourly wages for kindergarten and elementary, middle, and secondary 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.

Index 2018

Earnings of New Mexico's Early Educators: 2017 Median Wages and % Change since 2015

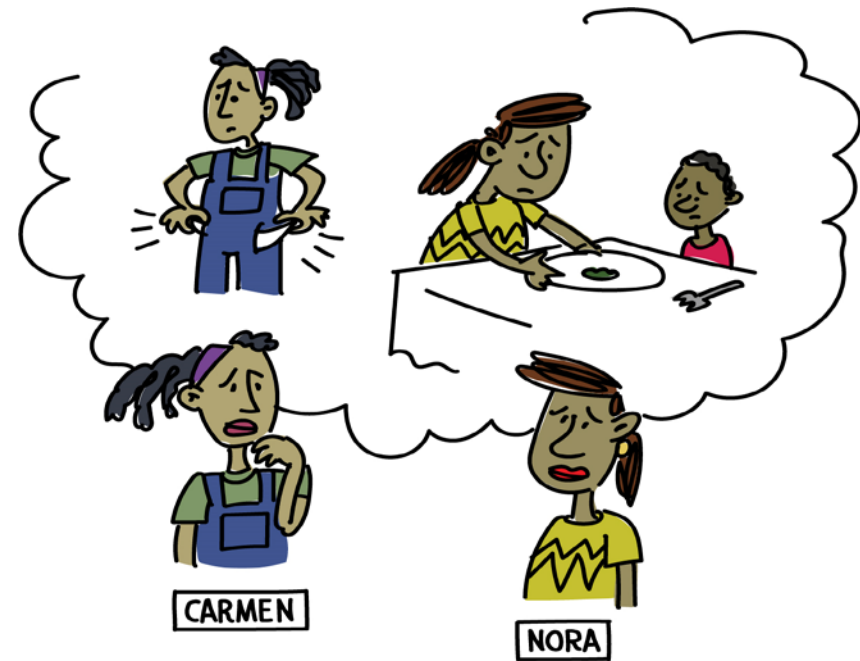
	2017 Median Hourly Wage	% Change since 2015 (adjusted for inflation)
Child Care Worker	\$9.66	3%
Preschool Teacher	\$12.89	-2%
Child Care/Preschool Center Director	\$19.87	-2%
Kindergarten Teacher	\$33.35	6%

Only **59-75%** of center-based facilities offer **paid sick leave** as a workplace benefit

- from a review of recent ECE workforce surveys in IL, IA, VA, NC



“A child care worker should not have to choose between a paycheck or not giving the kids in her care the flu.”



- NEW JERSEY GOVERNOR PHIL MURPHY, ON HIS SUPPORT FOR ESTABLISHING PAID SICK DAY LEGISLATION IN HIS STATE

Quote from: National Women's Law Center (2018).
[*Governors' 2018 State of the State Addresses: Mentions of Early Care and Education.*](#)

Adult Well-being: Early Educators in Alameda County, CA

- **54%** of teaching staff agreed that they worry about having enough food for their family
- **75%** of teaching staff worry about paying their families' monthly bills



Read: [Teachers' Voices - Alameda: Work Environment Conditions That Impact Teacher Practice and Program Quality](#)

Mean Hourly Wage & Predicted Wage Penalty by Age of Children & Educational Attainment, 2012

	Infant/Toddler	Pre-K	Predicted Wage Penalty by Age
Bachelor's or Graduate Degree	\$13.83	\$17.86	-\$4.03 per hour
Associate Degree	\$11.85	\$13.11	-\$1.26 per hour
No College Degree	\$9.68	\$10.73	-\$1.05 per hour

Nationally, the wage penalty for early educators working with infants and toddlers disproportionately affects African American teachers, 52 percent of whom work with infant/toddlers, compared to 43 percent of all center-based early educators.

Source: CSCCE analysis of National Survey of Early Care and Education, 2012

Mean Hourly Wages by Program Funding/Sponsorship & Educational Attainment, 2012

	School-Sponsored	Head Start	Community-Based Public Pre-K	Other ECE
All Education Levels, % of ECE Workforce	6%	14%	21%	59%
Bachelor's or Graduate Degree	\$21.93	\$16.31	\$17.50	\$15.59
Associate Degree	\$13.79	\$14.70	\$10.61	\$12.21
No College Degree	\$13.61	\$10.83	\$10.01	\$9.91

Source: CSCCE analysis of National Survey of Early Care and Education, 2012



Early Childhood Workforce Index 2018


NEW MEXICO

156,168
Children age 0-5




5,260*
Members of the
early childhood
teaching workforce


Teacher Turnover in NC, ID, and CO

- 
- **18%:** Teachers and assistant teachers left their position in previous year
 - **19-21%:** Teachers and assistant teachers **planning** to leave the **field** within **3** years

[North Carolina Workforce Study \(2015\)](#)

- 
- **18%:** Teachers, assistant teachers and directors in licensed child care **planning** to leave the **field** within **3** years (17% of staff in Head Start)
 - **40%:** Staff in child care and Head Start **planning** to leave their **workplace** within **3** years

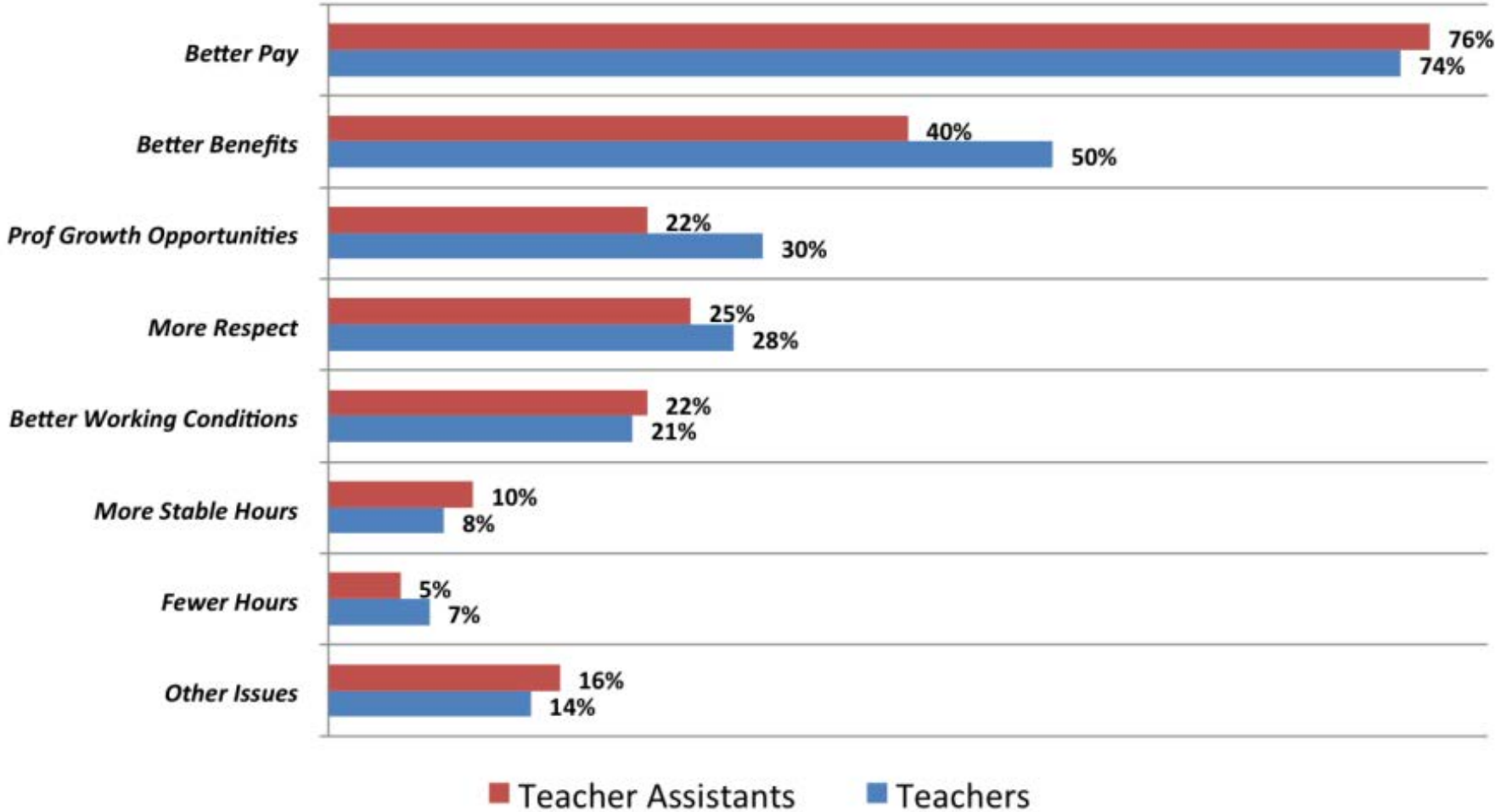
[Idaho Workforce Study \(2015\)](#)

- 
- Average center -based **turnover rate** for previous year: **16%** (teachers), **17%** (directors), **22%** (assistant teachers)
 - **24-26%:** Teachers and assistant teachers **planning** to leave their **positions** within **2** years

[Colorado Workforce Study \(2017\)](#)

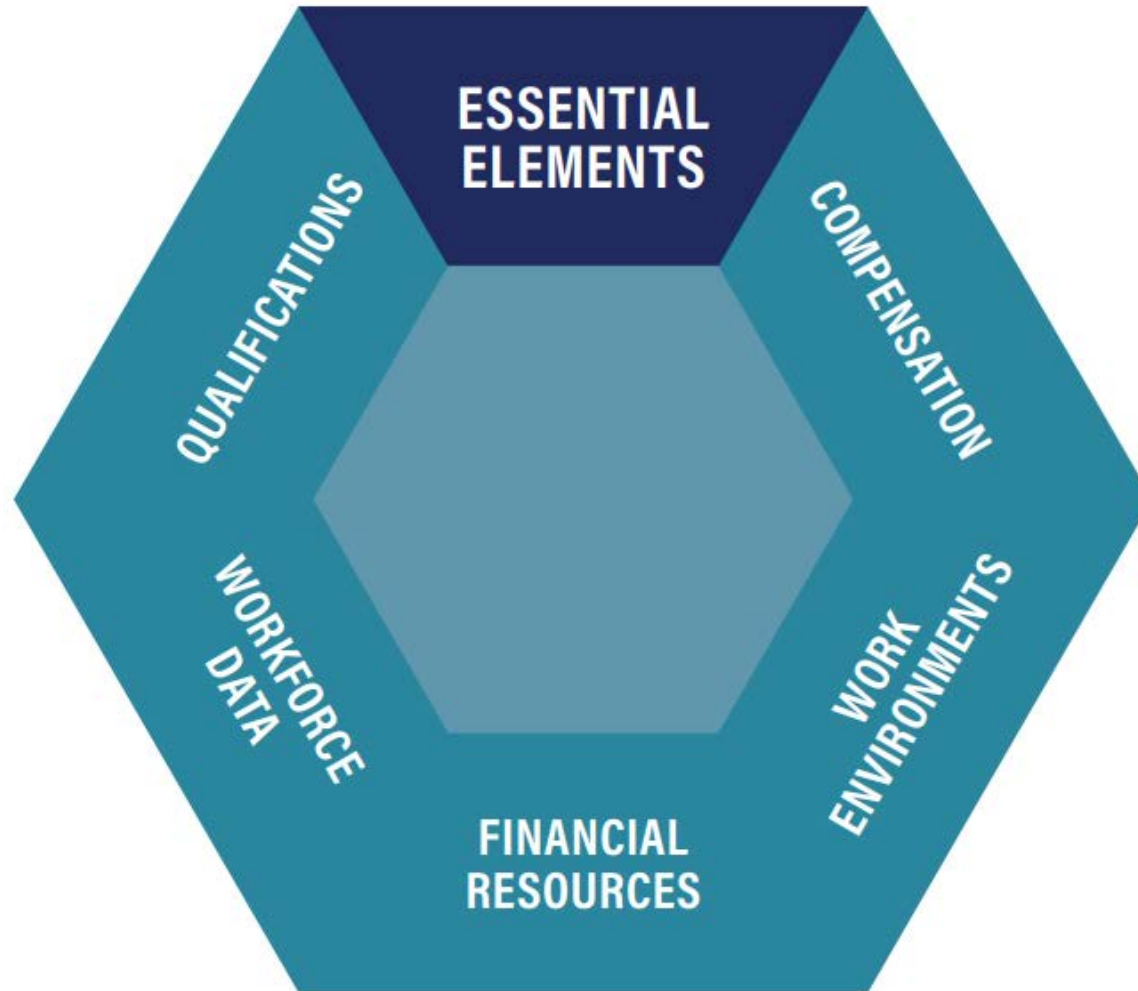
Wages a Key Factor in Retention

Figure 6: Factors Motivating Teaching Staff in North Carolina Early Childhood Programs to Stay in the Field, 2015



Source: [North Carolina Workforce Study \(2015\)](#), Child Care Services Association.

What can be done?



Plug the hole in the bucket: address compensation



Plug the hole in the bucket: address compensation

1 . Compensation parity for all pre -K teachers



State example: **Alabama**

Key Resource : [Strategies in Pursuit of Pre -K Teacher Compensation Parity: Lessons From Seven States and Cities](#)

2. Set compensation standards and invest necessary resources for wider ECE workforce



State example: **Massachusetts**

Key Resource: *Early Childhood Workforce Index* [Ch 4: Early Childhood Workforce Policies](#) - see Compensation & Financial Relief Strategies and Financial Resources sections

Eliminate the Workforce Data Deficit



BRIEF

April 2018

The Workforce Data Deficit

Who It Harms and How It Can Be Overcome

By Marcy Whitebook, Ph.D., Caitlin McLean, Ph.D., Lea J.E. Austin, Ed.D.

Notwithstanding valiant efforts and some significant progress over the past few decades, an early care and education (ECE) workforce data deficit has endured, with persistent shortcomings in our data collection efforts at the national and state levels. Yet the early childhood field needs data-driven policy solutions. Only data can reveal inequities in access to professional development and better working conditions for early educators and inequities in access to highly qualified, well-supported early educators for children. Only data can provide the information needed to advocate for change.

As illustrated by the calls for better workforce data beginning in the 1970s, the time is long overdue to prioritize a more robust ECE workforce data agenda and to advocate for the necessary resources. Toward this agenda, we describe the existing data deficit and its consequences and outline the features of comprehensive and sound data. We apply these criteria to understand the strengths and challenges of workforce registries and surveys, the most common data collection mechanisms employed by states. We also highlight several promising practices in the states to combat these challenges.

Eliminate the Workforce Data Deficit

Invest in a practitioner registry



State example: Oregon

Conduct early educator workforce surveys



State example: North Carolina

Key Resources: [Workforce Data Deficit](#) brief; [Early Childhood Workforce Index](#) [Ch 4: Early Childhood Workforce Policies](#) - see Workforce Data section

Create a 21st century ECE infrastructure



Resources from the Center for the Study of Child Care Employment, UC -Berkeley

01

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

- State-by-state report of early educator working conditions and related state policies
- Individual state profiles, interactive cross-state map

02

Policy Briefs on Compensation, Workforce Data, and More

- [The Workforce Data Deficit: Who it Harms and How it Can Be Overcome](#)
- [Series on Pre-K Teacher Compensation Parity](#)

03

Short, Explainer Videos

- [Why Do Parents Spend So Much on Child Care, Yet Early Childhood Educators Earn So Little?](#)

04

[State Higher Education Inventories](#)

- Descriptions of the landscape of a state's early childhood degree program offerings (AA through Doctoral)
- CA, NE, IN, FL, NY, NJ, NH, RI



Center for the Study of Child Care Employment

Conducting research and proposing policy solutions aimed at improving how our nation *prepares, supports, and rewards the early care and education workforce* since 1999.

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