

UC Berkeley

Recent Work

Title

Early Childhood Workforce Index 2024

Permalink

<https://escholarship.org/uc/item/6d57463r>

Authors

McClean, Caitlin

Austin, Lea J.E.

Powell, Anna

et al.

Publication Date

2024-10-01

Data Availability

The data associated with this publication are within the manuscript.

Center for the Study of Child Care Employment

Early Childhood Workforce Index 2024



Early Childhood Workforce Index 2024

© 2024 Center for the Study of Child Care Employment. All rights reserved.

By:

Caitlin McLean
Lea J. E. Austin
Anna Powell
Sophia Jaggi
Yoonjeon Kim
Jenna Knight
Silvia Muñoz
Marisa Schlieber

Suggested Citation:

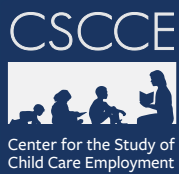
McLean, C., Austin, L.J.E., Powell, A., Jaggi, S., Kim, Y., Knight, J., Muñoz, S., & Schlieber, M. (2024). *Early Childhood Workforce Index - 2024*. Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/workforce-index-2024/>.

Center for the Study of Child Care Employment
Institute for Research on Labor and Employment
University of California, Berkeley
2521 Channing Way #5555 Berkeley, CA 94720
<http://cscce.berkeley.edu/>

About the Center for the Study of Child Care Employment

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 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.

Editor: Deborah Meacham
Layout: Michele Friedman



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

Acknowledgments

The 2024 *Early Childhood Workforce Index* is generously supported by the [Heising-Simons Foundation](#), the [W.K. Kellogg Foundation](#), the [Bainum Family Foundation](#), the [Alliance for Early Success](#), the [W. Clement & Jessie V. Stone Foundation](#), and the [David and Lucile Packard Foundation](#).

The *Index* could not have been accomplished without the contribution of CSCCE staff and students:

- Abby Copeman Petig
- Ana Fox-Hodess
- Annie Dade
- Brandy Jones Lawrence
- Claudia Alvarenga
- Cynthia Dunn
- Elena Montoya
- Elisabeth Shin
- Elizabeth Pufall Jones
- Hopeton Hess
- Hyeonjeong Lee
- Ivy Phan
- Krista Olson
- Marcy Whitebook
- Penelope Whitney
- Tobi Adejumo
- Wanzi Muruvi

We especially appreciate the advice and perspective provided by a panel of early childhood educators:

- Ada Vasquez
- Aleatha Groomes
- Ashley Jones
- Chamika Jackson
- Cralana Copper
- Emma Gillespie
- Gloria Valentin-Denson
- Lida Barthol
- Liz Scully
- Marie Canoles
- Rosalinda Rosas
- Stephanie Reese
- Tammy Danhoff

We additionally wish to extend our gratitude to the following individuals who provided relevant information and/or reviewed drafts of the *Index*:

Allegra Baider, Community Change	Julie Nicholson, Children's Funding Project
Albert Wat, Alliance for Early Success	
Allison Krauss, National Institute for Early Education Research (NIEER)	Julie Rogers, T.E.A.C.H. Early Childhood® National Center
Alyssa Fortner, Center for Law and Social Policy (CLASP)	Kimberlee Belcher-Badal, National Workforce Registry Alliance
Angela Butel, Minnesota Department of Children, Youth, and Families	Lygia Stebbing, President EDvance College
Anna J. Markowitz, UCLA School of Education and Information Studies	Marisa Fear, Strategies for Children
Ashley C. Williams, Jumpstart	Mary Beth Phillips, Administration for Children and Families, Region 9
Audrey, Kasselmann, DC Action	Meghan Salas Atwell, National Association for the Education of Young Children (NAEYC)
Candida Hunter, First Things First	Melissa Boteach, National Women's Law Center
Carola Oliva-Olson, EDvance College	Melly Wilson, Pacific Resources for Education and Learning
Christina Warren, Administration for Children and Families, Region 9	Michelle Roberts, Washington State Department of Children, Youth, and Families
Corrine Hendrickson, Corrine's Little Explorers Family Child Care and Wisconsin Early Childhood Action Needed	Michelle Sarche, University of Colorado Anschutz Medical Campus, Colorado School of Public Health, Centers for American Indian and Alaska Native Health, Tribal Early Childhood Research Center
Dawn Pauls, Child Care Aware of Minnesota	Natalie Renew, Home Grown
DJ Lebo, Early Learning Coalition of Flagler and Volusia	Nicole Rose, Washington State Department of Children, Youth, and Families
Eloise R. Sanchez, Pacific Resources for Education and Learning (PREL)	Pete Weldy, Administration for Children and Families, Region 9
Emma E. Gillespie, Early Educator	Rebecca E. Gomez, Heising-Simons Foundation
Emma Kurth, Minnesota Children's Cabinet	
Gloria Valentin-Denson, The Children's Garden	

Ruqiyah Anbar-Shaheen, DC Action	Stephanie Schmit, Center for Law and Social Policy (CLASP)
Sara Amadon, Child Trends	
Sara Vecchiotti, Couch Family Foundation	Theresa Hawley, Center for Early Learning Funding Equity at Northern Illinois University
Sarai Cook, Children's Funding Project	
Savannah Hunter, UC Berkeley Labor Center	Tiffany Ferrette, Center for Law and Social Policy (CLASP)
Shengwei Sun, National Women's Law Center	Tiffany N. Lee, Washington State Department of Children, Youth, and Families
Shonda Laurel, Office of Child Care Administration for Children and Families, Region II	

We extend special thanks to the 100+ state representatives who gave their time and effort to review and provide commentary on workforce policy information for their state through the *Index State Survey*.

The views presented in this report are those of the authors and may not reflect the views of the report's funders or those acknowledged for lending their expertise or providing input.

Table of Contents

1	Executive Summary	17
	Key Findings: The Early Childhood Educator Workforce	20
	Policy Recommendations: Policies to Improve Early Childhood Educator Jobs	30
2	The Early Childhood Educator Workforce	33
	About the Early Childhood Workforce	34
	Early Educator Pay & Economic Insecurity Across the States	49
3	State Policies to Improve Early Childhood Educator Jobs	71
	State Policies Overview	72
	Pandemic Relief Funding	84
	Early Childhood Educator Workforce Policies	
	Qualifications & Educational Supports	94
	Work Environment Standards	116
	Compensation & Financial Relief	132
	Workforce Data	154
	Public Funding	178

Table of Contents continued

Appendix 1: Data Sources & Methodology	195
Appendix 2: Early Childhood Educator Workforce Tables	217
Appendix 3: State Policy Tables	255
Appendix 4: Glossary	325
Endnotes	331



List of Tables

3. State Policies to Improve Early Childhood Educator Jobs

Table 3.1. Overview of ECE Workforce Policy Progress, By State, 2024	80
Table 3.1.1. Key to State Progress on Qualifications and Educational Supports	103
Table 3.1.2. Progress on Qualifications and Educational Supports, By State and Territory, 2024	112
Table 3.2.1. Key to State Progress on Work Environment Standards	123
Table 3.2.2. Progress on Work Environment Standards, By State and Territory, 2024	128
Table 3.3.1. Key to State Progress on Compensation and Financial Relief	140
Table 3.3.2. Compensation Parity and Related Forms of Compensation Improvement: A Framework	145
Table 3.3.3. Progress on Compensation and Financial Relief, By State and Territory, 2024	150
Table 3.4.1. Key to State Progress on Workforce Data	164
Table 3.4.2. Progress on Workforce Data, By State and Territory, 2024	171
Table 3.5.1. Key to State Progress on Public Funding	185
Table 3.5.2. Progress on Public Funding, By State and Territory, 2024	190

Appendix Tables

Appendix 1:

Appendix Table 1.1. American Community Survey Occupation–Industry Pairings Describing the ECE Workforce	199
Appendix Table 1.2. Administrative Data Included in the Public Cost Model	204
Appendix Table 1.3. Context, Pay, and Economic Security Indicators	209
Appendix Table 1.4. Qualifications and Educational Supports	210
Appendix Table 1.5. Work Environments	212
Appendix Table 1.6. Compensation and Financial Relief	213
Appendix Table 1.7. Workforce Data	214
Appendix Table 1.8. Public Funding	215

Appendix 2: Early Childhood Educator Workforce Tables

Appendix Table 2.1. Early Educator Workforce Size, By State, 2022	218
Appendix Table 2.2. Primary Language Spoken at Home by Early Educators, By State, 2022	220
Appendix Table 2.3. Race and Ethnicity of Early Educators, By State, 2022	223
Appendix Table 2.4. Median Hourly Wage, By Occupation, By State, 2022	226
Appendix Table 2.5. Median Hourly Wage, 2022, and Change in Median Wage, By State, 2019-2022	229
Appendix Table 2.6. Early Care and Education Median Hourly Wage Gap From Living Wage, Single Adult, By State, 2022	232
Appendix Table 2.7. Early Care and Education Median Hourly Wage Gap From Living Wage, Single Adult and Child, By State, 2022	235
Appendix Table 2.8. Poverty Rates for Early Educators, K-8 Teachers, and All Occupations, By State, 2022	238
Appendix Table 2.9. Public Safety Net Participation and Annual Cost (National)	241
Appendix Table 2.10. Public Safety Net Participation (Select States)	243
Appendix Table 2.11. Public Safety Net Annual Costs (Select States)	249

Appendix 3: State Policy Tables

Appendix Table 3.1. Minimum Qualifications in Child Care Licensing Summary, By State and Territory, 2024	256
Appendix Table 3.2. Scholarship Programs, By State and Territory, 2024	261
Appendix Table 3.3. Apprenticeship Programs, By State and Territory, 2024	267
Appendix Table 3.4. Early Educator Salary Requirements, Guidelines, and Plans, By State and Territory, 2024	272
Appendix Table 3.5. Dedicated Funding for Early Educator Wages/Salaries, By State and Territory, 2024	276
Appendix Table 3.6. Stipend and Tax Credit Programs, By State and Territory, 2024	280
Appendix Table 3.7. Bonus Programs, By State and Territory, 2024	284
Appendix Table 3.8. Expired Pandemic Relief-Funded Compensation and Financial	288

Relief Initiatives, By State and Territory, 2024

Appendix Table 3.9. Workforce Surveys, By State and Territory, 2024 _____ 291

Appendix Table 3.10. Registries, By State and Territory, 2024 _____ 297

Appendix Table 3.11. Pre-K and K-12 per Pupil Spending, By State and Territory, 2023 _____ 301

Appendix Table 3.12. Values-Based ECE 0-5 Budget Estimates, By State _____ 304

Appendix Table 3.13. State Use of Pandemic Relief Funding to Support the
ECE Workforce _____ 307

Appendix Table 3.14. State Concerns About the End of Pandemic Relief Funding and Impact
on ECE Workforce Initiatives _____ 318

Appendix Table 3.15. State Plans to Address the ARPA Funding Cliff to Support the
ECE Workforce _____ 321

List of Figures

1. Executive Summary

Figure 1.1. Education of the Early Care and Education Workforce, By Setting, 2019	21
Figure 1.2. Median Hourly Wages, By Occupation, 2022	23
Figure 1.3. Early Educator Families Participating in Public Safety Net Programs, 2021	23
Figure 1.4. Percent Change in National Median Wage, By Occupation, 2019-2022	25
Figure 1.5. Five Policy Areas to Improve Early Childhood Educator Jobs	28
Figure 1.6. Number of States Making Progress Across Five Policy Areas	29

2. The Early Childhood Educator Workforce

Figure 2.1.1. Estimated Size of the Early Care and Education Workforce, By Setting, 2012 and 2019	36
Figure 2.1.2. Estimated Size of the Center-Based Early Care and Education Workforce, By Job Role, 2012 and 2019	37
Figure 2.1.3. Age of Children Served, By Setting, 2012 and 2019	38
Figure 2.1.4. Age of the Early Care and Education Workforce, By Setting, 2019	39
Figure 2.1.5. Age of Center-Based Teaching Staff, By Job Role, 2019	40
Figure 2.1.6. Languages Spoken by the Early Care and Education Workforce, By Setting and Job Role, 2019	41
Figure 2.1.7. Country of Birth of the Early Care and Education Workforce, By Setting and Job Role, 2019	42
Figure 2.1.8. Race and Ethnicity of the Early Care and Education Workforce, By Setting, 2019	43
Figure 2.1.9. Job Role of Center-Based Teaching Staff, By Race and Ethnicity, 2019	44
Figure 2.1.10. Age of Children Served, By Setting and Race and Ethnicity, 2019	45
Figure 2.1.11. Education of the Early Care and Education Workforce, By Setting, 2019	46
Figure 2.1.12. Education of Center-Based Teaching Staff, By Job Role, 2019	47
Figure 2.1.13. Education of the Early Care and Education Workforce, By Setting and Race and Ethnicity, 2019	48
Figure 2.2.1. Median Hourly Wages, By Occupation, 2022	51

Figure 2.2.2. Ranking of Median Hourly Wages in ECE and K-12 Education, 2022	54
Figure 2.2.3. Percent Change in National Median Wage Between 2019 and 2022, By Occupation	55
Figure 2.2.4. Percent Change in Median Wage in Five States Between 2019 and 2022, By Occupation	56
Figure 2.2.5. Living Wage Gap for the ECE Workforce, By State, 2022	58
Figure 2.2.6. Living Wage Gap for the ECE Workforce in Five States, 2022	59
Figure 2.2.7. Poverty Rates for Early Educators, By State, 2022	63
Figure 2.2.8. Early Educators Participating in Public Safety Net Programs, 2021	65
Figure 2.2.9. Early Educator Families Participating in Public Safety Net Programs in Five States, 2021	66
Figure 2.2.10. Mean Annual Salary for Center-Based Teaching Staff With at Least a Bachelor's Degree, By Program Funding/Sponsorship and Age of Children Served, 2019	67
Figure 2.2.11. Mean Annual Salary for Center-Based Teaching Staff With at Least a Bachelor's Degree, By Race and Ethnicity, 2019	69

3. State Policies to Improve Early Childhood Educator Jobs

Figure 3.1. Five Policy Areas to Improve Early Childhood Educator Jobs	75
Figure 3.2. Number of States Making Progress Across Five Policy Areas	78
Figure 3.3. Number of States Making Headway in the Five Policy Areas	79
Figure 3.4. Number of States That Used Pandemic Relief Funds for the ECE Workforce	87
Figure 3.5. Number of States That Used Public Funding Sources for State Workforce Initiatives	89
Figure 3.6. Number of States Reporting Concerns Related to End of ARPA Funding	92
Figure 3.7. Number of States Reporting Plans to Address ARPA Funding Cliff	93
Figure 3.1.1. Number of States With Minimum Qualification Requirements in Child Care Licensing, By Role	95
Figure 3.1.2. Map of State Progress on Qualifications and Educational Supports, 2024	104
Figure 3.1.3. Number of States Making Progress on Qualifications and Educational Supports, 2020 and 2024	105
Figure 3.1.4. Number of States Making Progress on Qualifications and Educational Supports per Indicator, 2020 and 2024: Minimum Qualifications, By Role	106

Figure 3.1.5. Number of States Making Progress on Qualifications and Educational Supports per Indicator, 2020 and 2024: Scholarships	107
Figure 3.2.1. Map of State Progress on Work Environment Standards, 2024	124
Figure 3.2.2. Number of States Making Progress on Work Environment Standards, 2020 and 2024	125
Figure 3.2.3. Number of States Making Progress on Work Environment Standards per Indicator, 2020 and 2024	125
Figure 3.3.1. Map of State Progress on Compensation and Financial Relief, 2024	141
Figure 3.3.2. Number of States Making Progress on Compensation and Financial Relief, 2020 and 2024	142
Figure 3.3.3. Number of States Making Progress on Compensation and Financial Relief per Indicator, 2020 and 2024	143
Figure 3.4.1. Map of State Progress on Workforce Data, 2024	165
Figure 3.4.2. Number of States Making Progress on Workforce Data, 2020 and 2024	166
Figure 3.4.3. Number of States Making Progress on Workforce Data per Indicator, 2024	167
Figure 3.5.1. Map of State Progress on Public Funding, 2024	186
Figure 3.5.2. Number of States Making Progress on Public Funding, 2020 and 2024	187
Figure 3.5.3. Number of States Making Progress on Public Funding per Indicator, 2020 and 2024	187

Appendix Figures

Appendix Figure 1.1. American Community Survey Occupation-Industry Pairings Describing the ECE Workforce	201
Appendix Figure 1.2. National Trends in Public Assistance Participation	206

Glossary of Abbreviations

AA	Associate of Arts
ACA	Affordable Care Act
ACF	Administration for Children and Families (U.S. Department of Health and Human Services)
ACS	American Community Survey
BA	Bachelor of Arts
BLS	U.S. Bureau of Labor Statistics
CARES Act	Coronavirus Aid, Relief, and Economic Security Act
CCDBG	Child Care and Development Block Grant (CCDBG)
CCDF	Child Care and Development Fund
CDA	Child Development Associate® Credential
CDCTC	Child and Dependent Care Tax Credit
CHIP	Children’s Health Insurance Program
CLASP	Center for Law and Social Policy
CPI	Consumer Price Index
CPS	Current Population Survey
CSCCE	Center for the Study of Child Care Employment
COVID-19	Coronavirus disease of 2019, also known as SARS-CoV-2
DOL	Department of Labor
ECE	Early care and education
EITC	Earned Income Tax Credit
FCC	Family Child Care
FMLA	Family and Medical Leave Act

K-3	Kindergarten through 3rd grade
K-12	Kindergarten through 12th grade
MA	Master of Arts
MOE	Maintenance of Effort
NIEER	National Institute for Early Education Research
NSECE	National Survey of Early Care and Education
OCC	Office of Child Care (U.S. Department of Health and Human Services)
OECD	Organisation of Economic Cooperation and Development
OES	Occupational Employment Statistics
OPRE	Office of Planning, Research and Evaluation (U.S. Department of Health and Human Services)
PPE	Personal protective equipment
PPP	Paycheck Protection Program
pre-K	Pre-kindergarten
QRIS	Quality Rating and Improvement System or Systems
SBA	Small Business Association
SEQUAL	Supporting Environmental Quality Underlying Adult Learning
SNAP	Supplemental Nutrition Assistance Program
TANF	Temporary Assistance for Needy Families
T.E.A.C.H.	Teacher Education and Compensation Helps

Early Childhood Workforce Index 2024

Executive Summary



Executive Summary

Early childhood educators—largely women and often women of color—nurture and facilitate learning for millions of young children every day. Despite their important work, complex skills, and considerable experience, early educators’ working conditions currently undermine their well-being and create devastating financial insecurity well into retirement age. In turn, these conditions lead to high turnover rates and teacher staffing shortages, which limit the availability of care for families.

How early educators are treated affects how our children learn. Ensuring educators’ working conditions and well-being enables them to thrive as teachers and caregivers during the most important years of a child’s life.

The essential role early childhood educators play was recognized in policy responses to the COVID-19 pandemic, especially the major increases in federal funding through the American Rescue Plan Act (ARPA) in March of 2021. This pandemic relief funding provided a crucial lifeline to state and program leaders in the context of the pandemic, when thousands of programs closed and jobs were lost. This historic funding also demonstrated an opportunity and several solutions: many state and program leaders chose to invest in the working conditions and well-being of the early care and education (ECE) workforce.

But now we are at a crossroads: the last ARPA funding dedicated to child care expired at the end of September 2024, broader pandemic relief funding is dwindling, and elections across the country will bring new leadership in 2025 and beyond.

The need to invest in the early care and education workforce continues, as too many early educators still struggle in poverty and programs continue to face high turnover and difficulty recruiting and retaining staff. COVID-19 relief funding was never sufficient nor was it intended to sustain the ECE system or the workforce over the long term.

Early educators’ poor working conditions are not inevitable, but a product of policy choices that have consistently let down the women who are doing this essential work. It’s time for the system to change. State and local leaders have the power and authority to advance policies to support the ECE workforce, with and without federal funding.

Making early care and education an attractive field now and in the future means fundamentally reshaping early childhood jobs to provide fair compensation and supportive working conditions. Not only will this change make a meaningful difference to the financial lives of current and future early educators, but it will be a major step toward recognizing the value of historically feminized work and establishing a racially and gender-just society.

What's New

Since 2016, the biennial *Early Childhood Workforce Index* has tracked the status of ECE workforce policies in order to identify promising practices for improving early educator jobs and changes over time. This fourth edition includes new analyses as well as updated policy recommendations. Highlights include:

- A data snapshot of the national early care and education workforce;
- 50-state data on early childhood educator wages and poverty rates, using a new methodology that includes self-employed early childhood educators like family child care providers;
- State-level data on early childhood educator households' use of public safety net programs;
- Detailed tables on state workforce policies and initiatives, especially for Qualifications and Educational Supports, Compensation and Financial Relief, and Workforce Data;
- New data on the use of ARPA and other COVID-19 relief funding for the ECE workforce;
- A new Tribal profile in addition to a profile of the U.S. territories and individual profiles of every state and the District of Columbia.

To view state assessments in previous editions of the *Early Childhood Workforce Index*, see:

- [Early Childhood Workforce Index - 2020](#)¹
- [Early Childhood Workforce Index - 2018](#)²
- [Early Childhood Workforce Index - 2016](#)³



"No matter where we are located, we all have the same needs: respect, pay, and support."

Early Educator in a Center-Based Classroom⁴

Key Findings

Early Educators Are Highly Skilled, Diverse

Every day, in homes and centers across the country, about 2.2 million adults, mostly women, are paid to care for and educate more than 9.7 million children between birth and age five. Regardless of setting or role, these early educators are responsible for safeguarding and facilitating the development and learning of our nation's youngest children.

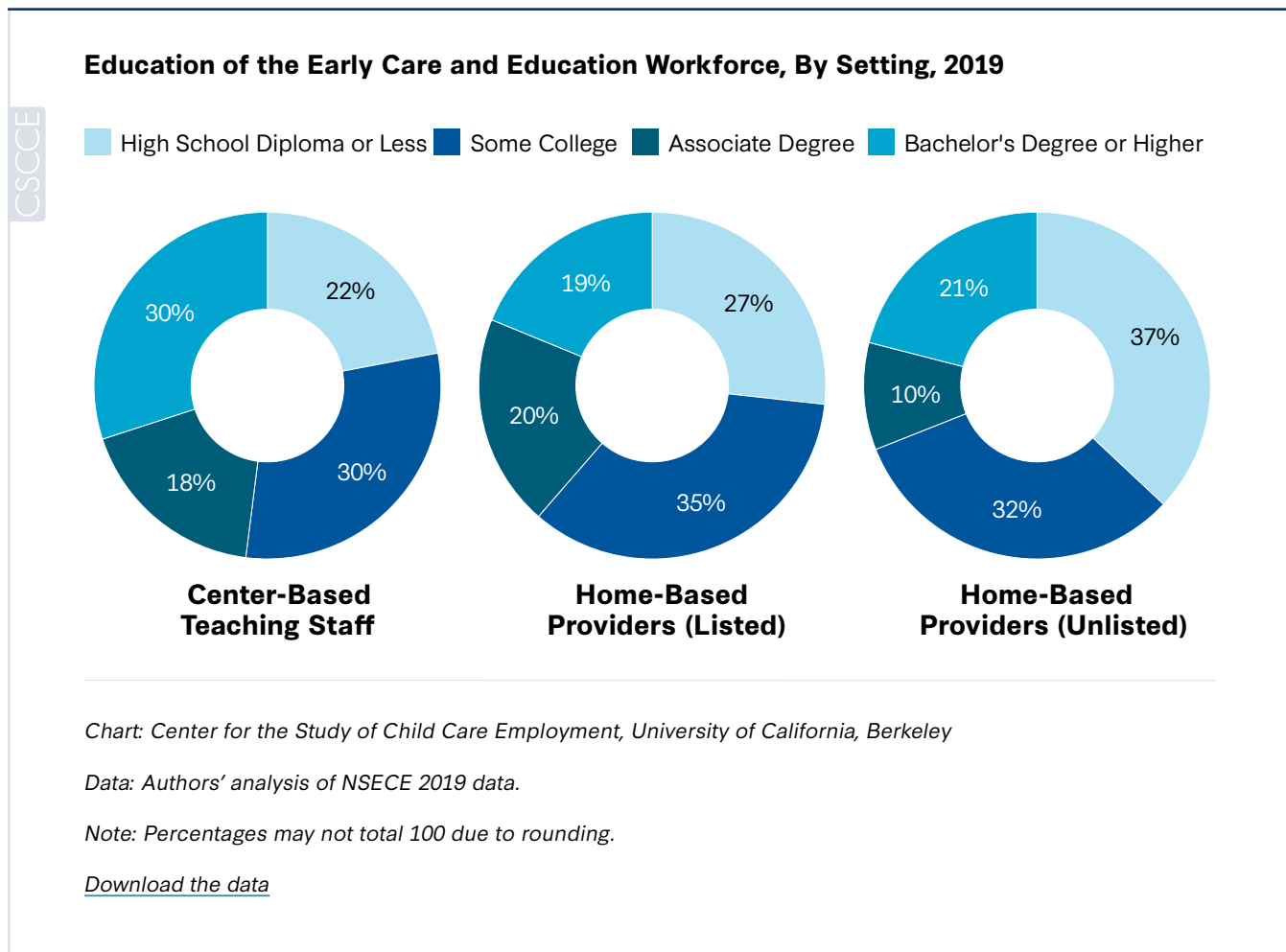
Who Are Early Educators?

We use “early childhood workforce,” “early care and education workforce,” or “early educators” to encompass all those who work directly with children from birth to age five in roles focused on teaching and caregiving in group early care and education settings, whether they work in schools, centers, or homes.



The ECE workforce is made up of skilled, experienced professionals. Many early educators have 16 or more years of experience⁵ and hold college degrees. Nationwide, close to one third (30 percent) of center-based teaching staff and one fifth (20 percent) of home-based listed and unlisted providers hold a bachelor's degree or higher (see **Figure 1.1**). Another 18 percent of the ECE workforce in center-based settings, 20 percent in listed home-based settings, and about 10 percent of unlisted home-based providers hold an associate degree.

FIGURE 1.1



Early educators are racially, ethnically, and linguistically diverse, like the children they educate and care for: 40 to 56 percent of early educators are women of color, depending on the setting. Yet the ECE system in the United States reflects and reinforces gender, class, and racial inequities that are woven throughout U.S. institutions and culture. Early educators of color occupy a disproportionate share of the lowest-paying jobs in the field, a result of historical and systemic barriers to accessing education and job opportunities.⁶

For further details and visual summaries of the data, see [About the Early Childhood Workforce](#).

Economic Insecurity Remains Rampant

The historical and pervasive undervaluing of labor performed by women, especially women of color, has created one of the most underpaid workforces in the United States. The work of teaching and caring for young children is highly skilled and complex, yet employment in early care and education has largely failed to generate wages that allow early educators to meet their basic needs, regardless of years of tenure in the field or educational attainment.

- Nationally, early educators are paid a median wage of \$13.07 per hour, much less than hourly earnings for elementary and middle school teachers (\$31.80) or the U.S. workforce across occupations (\$22.92) (see **Figure 1.2**).
- 97 percent of other occupations are paid more than early educators.
- Wages vary somewhat by location, ranging from \$10.60 in Louisiana to \$18.23 in the District of Columbia. Yet early educator wages do not meet a living wage for a single adult with no children *in any state*, even though many early educators are themselves parents with children at home (see **Figure 1.2**).
- Early educators' low wages result in poverty rates that are 5.7 times higher than poverty rates for elementary and middle school teachers: 13.1 percent of early educators earn below the federal poverty line, compared to 2.3 percent of elementary and middle school teachers.
- Early educators frequently lack access to benefits like health insurance and retirement plans through their workplace.
- 43 percent of early educator families must rely on public safety net programs like Medicaid and food stamps in order to get by (see **Figure 1.3**). They struggle with financial insecurity and economic stress. Low wages subsidize ECE programs and parent tuition fees, but it comes at a cost: taxpayers invest more than \$4.7 billion per year in public safety net expenses for early educators' families to offset their insufficient earnings.

FIGURE 1.2

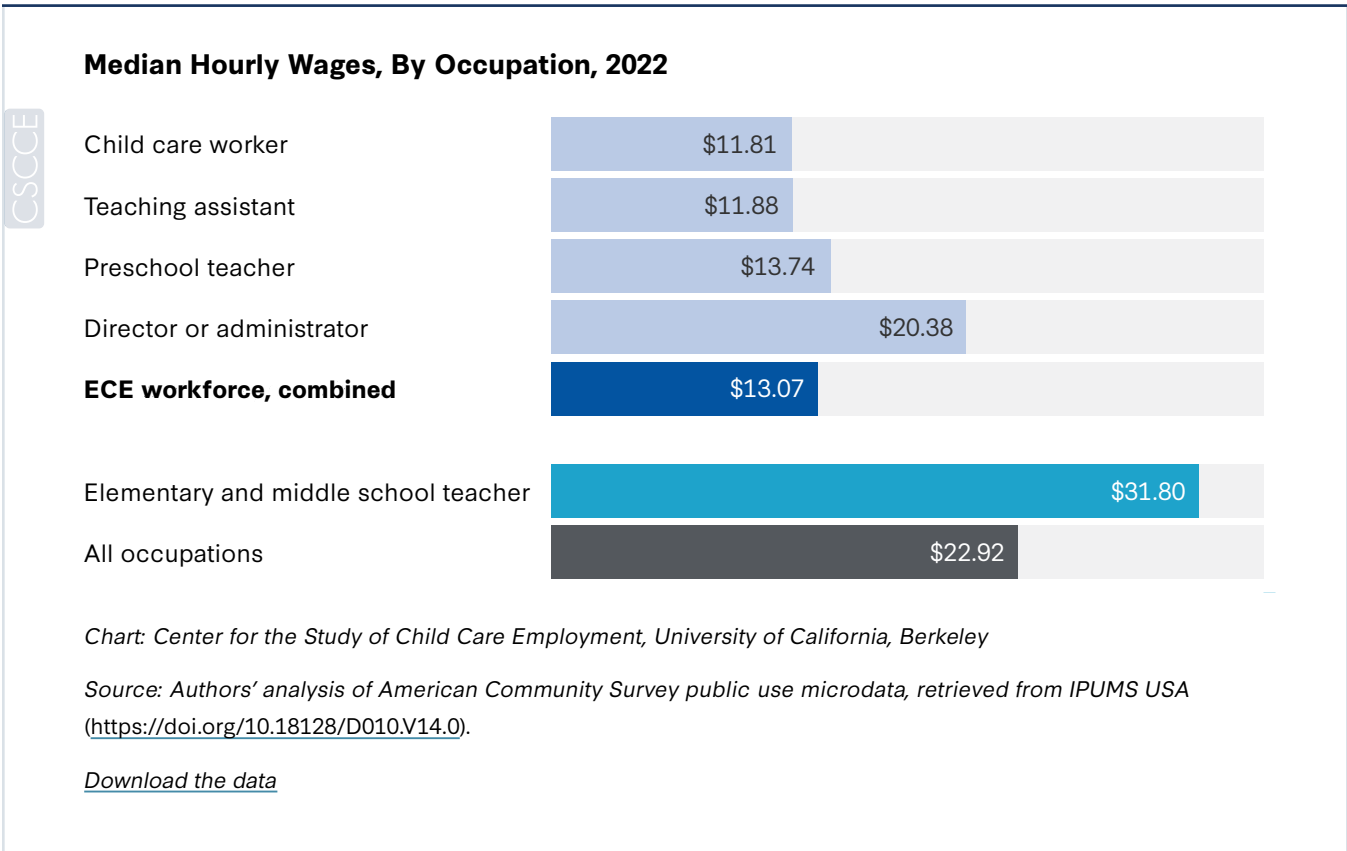
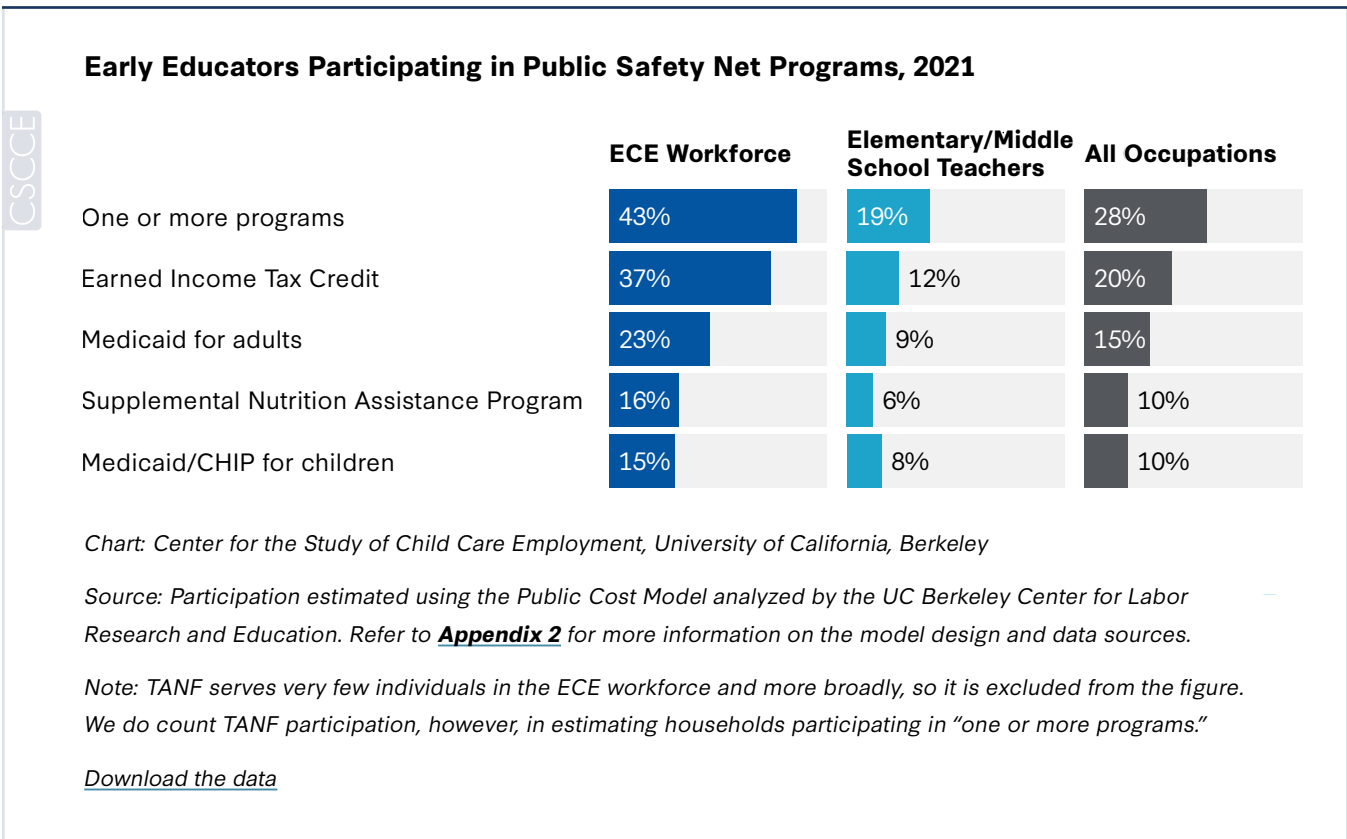


FIGURE 1.3



Pay Inequity Is Entrenched in the System

It is difficult for anyone to be an early educator in America, but for Black and Latina women, the conditions are even more harmful. Early educators of color are paid thousands of dollars less than their White peers each year, even when they hold equivalent educational degrees.

A White early educator earns around \$8,000 more per year than a Black early educator.

There are also pay disparities linked to the funding source and the ages of children served: early educators working in a child care program, a Head Start-funded program, or a public pre-K program are likely to earn different amounts for doing the same work.

- Educators working in centers with public funding are paid higher wages than those employed in centers without public funding. Among center-based teaching staff who hold a bachelor's degree or higher, those working in school-sponsored pre-K programs were paid more than \$20,000 more per year compared to educators working in centers without public funding.
- A pay penalty for working with younger children persists. Among center-based teaching staff with a bachelor's degree or higher working in ECE centers that are not school-sponsored, early educators working only with infants and toddlers are paid about \$8,000 less per year than those working exclusively with children age three to five, not yet in kindergarten.

Wage Growth Lags Behind Fast Food and Retail Wages

Early educators' wages have risen by 4.6 percent nationally in recent years, after adjusting for inflation (see **Figure 1.4**). This increase is less than inflation-adjusted wage growth for the U.S. workforce as a whole (4.9 percent), as well as fast food workers (5.2 percent) and retail workers (6.8 percent).

Across the states, wage growth varied substantially:

- Nine states as well as the District of Columbia saw an increase in ECE wages of more than 10 percent, outpacing wage growth across their respective states as a whole. The highest increases were in the District of Columbia (27.1 percent) and Utah (16.8 percent), both places where there were recent, targeted investments in ECE compensation.
- 10 states saw early educator wages fall while wages across all occupations rose.

FIGURE 1.4

Percent Change in National Median Wage Between 2019 and 2022, By Occupation

CSCCE

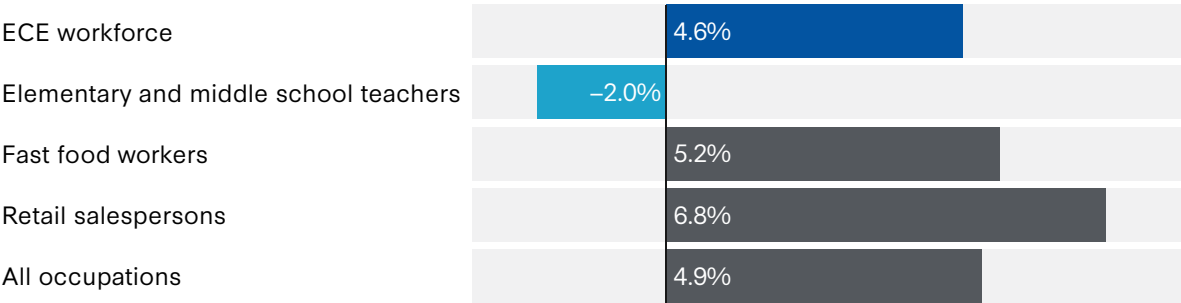


Chart: Center for the Study of Child Care Employment, University of California, Berkeley

Source: Authors' analysis of American Community Survey public use microdata, retrieved from IPUMS USA (<https://doi.org/10.18128/D010.V14.0>).

[Download the data](#)

For further details and visual summaries of the data, see [Early Educator Pay & Economic Insecurity](#).



New Policies Support Early Educators, Lack of Sustained Public Funding Hinders Progress

Federal ARPA and other COVID-19 relief funding provided a lifeline to state and program leaders in the context of the pandemic that initially forced many ECE programs to close and resulted in the loss of thousands of child care jobs. This major influx of federal funding demonstrated that given the funds and the flexibility, state and program leaders will choose to invest in the ECE workforce.

The majority of states used pandemic relief funds for workforce initiatives that increased wages, provided wage supplements, expanded scholarships, and provided personal protective equipment and mental health supports, among other uses. Here are just a few examples:

- Utah offered ECE programs additional funding tied to their stabilization grants, but only if programs paid at least half of their staff a minimum of \$15 per hour. It's possible that this initiative contributed to the almost 17-percent inflation-adjusted wage increase CSCCE observed in Utah between 2019 and 2022 (see [**Appendix Table 2.5**](#)). However, this initiative ended when their pandemic relief funding was spent.
- Kentucky used stabilization grants to incentivize wage increases by offering higher payments to ECE programs that paid higher wages.
- Ohio used pandemic relief funds to eliminate a waitlist for educators to participate in POWER Ohio, a wage stipend and retention program.
- Mississippi provided scholarships, bonus pay incentives, additional professional development, and mental health supports.

ARPA investments signal a major shift in state leaders prioritizing the use of public dollars to fund critical compensation and financial relief initiatives. Without further public funding, higher wages and financial relief are most at risk. More than 45 compensation and financial relief initiatives have already ended, aligning with the expiration of ARPA child care stabilization funding in September 2023 (see [**Appendix Table 3.8**](#)). The expiration of ARPA discretionary CCDF funding in September 2024 threatens the continued existence of many additional compensation and financial relief initiatives.

COVID-19 relief funding was never sufficient nor intended to sustain the ECE system or the workforce over the long term. Many states have voiced the need for additional, sustained funding and warned of the risks to gains made for the workforce if further funding is not secured. Yet the majority of states do not have state-level funding or other plans in place to address the September 2024 funding cliff. As of June 2024, only eleven states (Alaska, California, Illinois, Kentucky, Maine, Massachusetts, Minnesota, New Hampshire, New Mexico, Vermont, Washington) and the District of Columbia had been identified as making significant state investments to fill the gaps left in child care funding when federal dollars from the American Rescue Plan Act expired.⁷

In the absence of major new federal investments that are required to make sustained, transformative change across the country, states must rise to the challenge to find solutions of their own. State and local leaders have the power and authority to advance policies to support the ECE workforce, with and without federal funding.

- Some states are pointing the way toward a public system of early care and education for all children birth to five with substantial new state investments, such as Vermont’s payroll tax or New Mexico’s Early Childhood Education and Care Fund.
- The District of Columbia is using a local wealth tax to fund grants to ECE programs to meet minimum salaries aligned with the District’s public school salary scale.
- Minnesota and Illinois are investing state funds to advance early educator compensation, continuing grants to ECE programs that were first begun using federal pandemic relief funds.
- California became the first state to fund a retirement program for early educators as a result of collective bargaining with the Child Care Providers United union representing home-based providers.

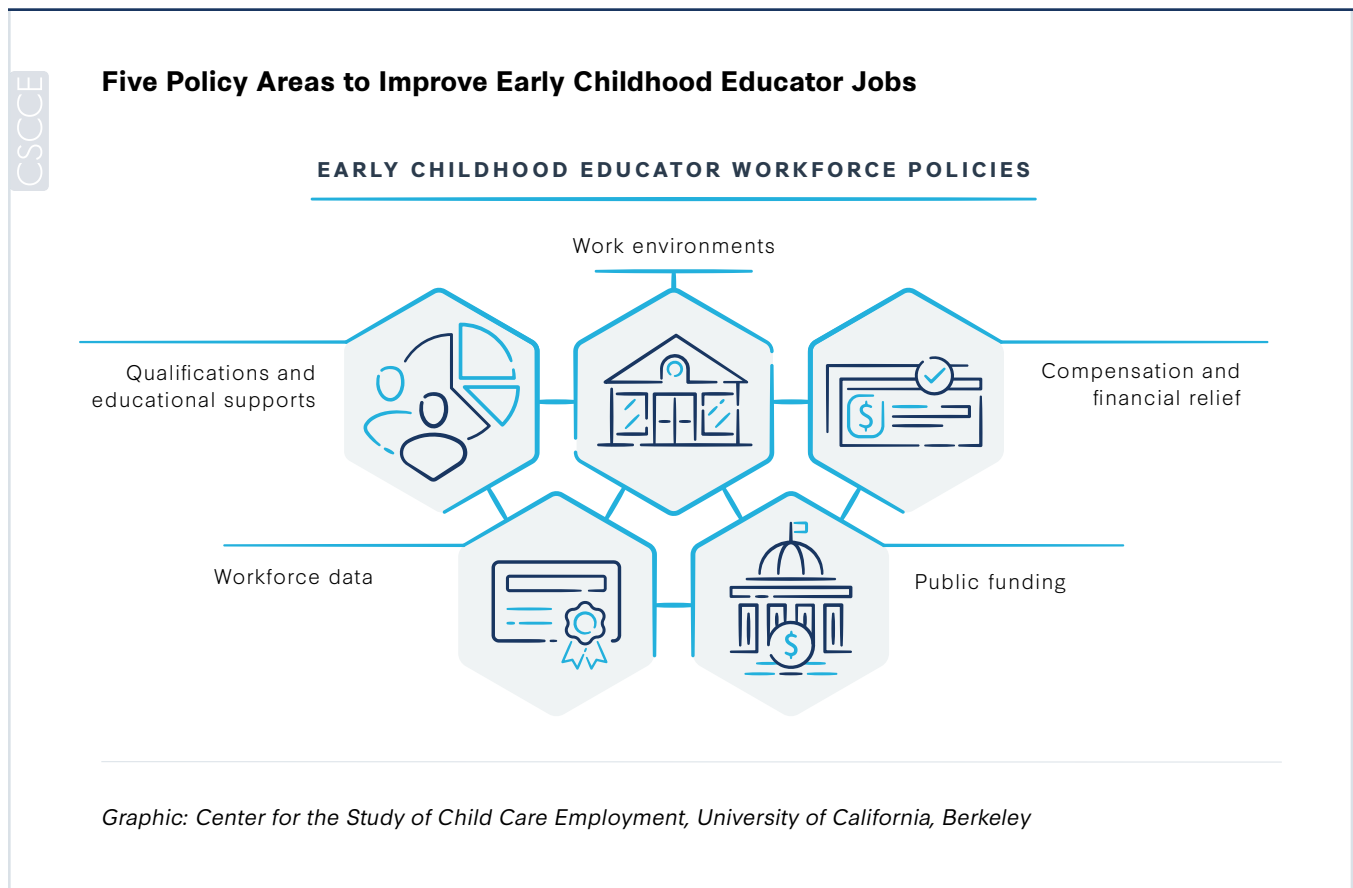
Although there has been meaningful progress in recent years, all states have far to go to achieve a system in which all early educators are paid enough to thrive, regardless of setting, funding source, or the age of the children they work with. To make sustainable progress on compensation for all early educators and to make teaching young children an attractive career, there must be a reckoning with the inadequacy of current levels of public funding at local, state, and federal levels. Historic levels of federal funding through ARPA demonstrated that transformative reforms can be made, but they will require increased and sustained investment.

Advancing Early Childhood Educator Workforce Policies: The *Index* Framework

Across five essential policy areas, the *Early Childhood Workforce Index* examines state-level policies that can spur progress on the status and well-being of early childhood educators:

- 1. Qualifications and educational supports:** Policies and pathways that provide consistent standards and support for educators to achieve higher education.
- 2. Work environment standards:** Standards to hold ECE programs accountable for providing safe and supportive work environments for early educators.
- 3. Compensation and financial relief strategies:** Initiatives and investments to ensure compensation equal to the value of early educators’ work.
- 4. Workforce data:** State-level collection of important data on the size, characteristics, and working conditions of the ECE workforce.
- 5. Public funding:** Public investment in the ECE workforce and broader ECE system.

FIGURE 1.5

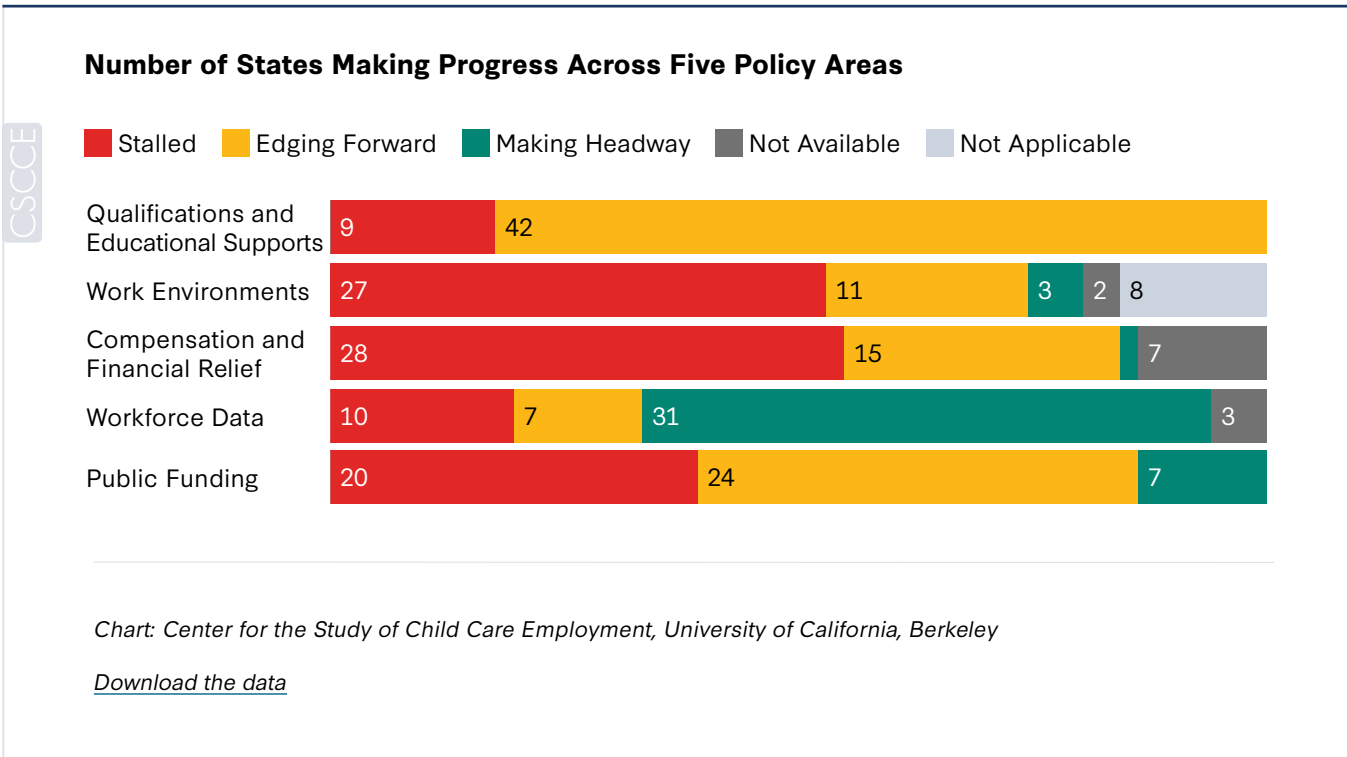


To summarize overall state action in each policy area, states are assigned to one of three tiers based on their performance on measurable policy indicators:

- **Stalled:** The state is making limited or no progress;
- **Edging Forward:** The state is making partial progress; or
- **Making Headway:** The state is taking action and advancing promising policies.

Despite recent advances, the majority of states continue to be appraised as **stalled** or **edging forward** across early childhood educator workforce policy categories related to qualifications, work environments, compensation, and public funding (see **Figure 1.6**).

FIGURE 1.6



For further details, including a table of each state’s progress, changes in state policies since 2020, and visual summaries of the data per policy area, see [**State Policies to Improve Early Childhood Educator Jobs**](#).

For more information about each of the indicators and the data sources used, see [**Appendix 1: Data Sources & Methodology**](#).

Making Headway: Policy Recommendations to Improve Early Childhood Jobs

At the Center for the Study of Child Care Employment (CSCCE), we are committed to advancing a public system of early care and education that recognizes and promotes educators' rights:

- The right for early educators to be respected for their skilled and foundational work;
- The right to just and fair compensation; and
- The right to working conditions that support their overall health and well-being.

A truly transformed early care and education system will require reform and sustainable funding at the federal level. In the meantime, states have tremendous latitude in how their ECE system is organized and implemented. Our review of state policies has shown that state leaders can prioritize early care and education, even with limited federal resources. Key recommendations to improve early childhood educator jobs in U.S. states, territories, and Tribes are provided below.

Recommendation #1: Ensure early educators have a seat at the table in decision making that affects them.

- Include early educator representatives on all ECE advisory councils, boards, committees, and task forces.
- Support collective bargaining by early educators.

Recommendation #2: Offer all members of the current and future ECE workforce opportunities and support to acquire education and training at no personal financial cost.

Recommendation #3: Adopt system-level workplace standards,⁸ such as guidance on appropriate levels of paid time off for vacation and sick leave, paid planning and professional development time, and mental health and teaching supports.

Recommendation #4: Articulate compensation standards for early educators across all settings.

- Establish a wage floor so that, at a minimum, no one working in early care and education earns less than a regionally assessed living wage.
- Create a wage/salary scale that sets minimum standards for pay, accounting for job role, experience, and education levels.

Recommendation #5: Dedicate ongoing funding to producing, analyzing, and reporting high-quality data on workforce characteristics and conditions that can be used to inform and assess policies.

Recommendation #6: Increase public investment in the early childhood workforce.

- Include target standards for salaries, benefits, and professional work supports like paid planning time in cost models to identify the true cost of providing high-quality care.
- Dedicate state and local revenue to early care and education, like New Mexico’s [Early Childhood Education and Care Fund](#),⁹ and consider dedicating funding to workforce needs, like the District of Columbia’s [Pay Equity Fund](#).¹⁰
- Use grants and contracts to provide stable funding to all ECE programs to cover core personnel costs like salaries, benefits, and other supports for professional working conditions.





Early Childhood Workforce Index 2024

The Early Childhood Educator Workforce



About the Early Childhood Workforce

About 2.2 million adults are paid to care for and educate more than 9.7 million children between birth and age five in center-based and home-based settings.¹¹ The predominantly female early care and education workforce reflects the racial, ethnic, and linguistic diversity of the children they serve, contrasting with the largely White K-12 workforce.¹² In this section, we provide a national snapshot of the key demographics of the ECE workforce across workplace settings and job roles.

Systemic inequities based on gender, class, and linguistic and cultural diversity as well as race and ethnicity are embedded within the ECE sector in the United States, shaping the jobs and impacting the experience of the workforce. For example, women of color or immigrant women make up a larger proportion of early educators in home-based settings, where resource shortages and economic insecurity are more common.¹³ Educators of color are also more likely than their White colleagues to work with younger children, a role that typically corresponds with lower pay.¹⁴



WHY WE USE THE NATIONAL SURVEY OF EARLY CARE AND EDUCATION (NSECE) AND THE AMERICAN COMMUNITY SURVEY (ACS)

The 2019 National Survey of Early Care and Education (NSECE) provides the most up-to-date information on the early care and education workforce throughout the United States that can be broken down by setting and job role. The NSECE represents teaching staff employed in center-based programs, including programs sponsored by public school districts or funded with Head Start dollars. The study also includes providers in home-based settings serving children under age 13, distinguishing between “home-based listed” and “home-based unlisted” providers. The “listed” providers are defined as individuals appearing on state or national lists of ECE services, such as licensed, regulated, license-exempt, or registered home-based providers. “Unlisted” providers are individuals who regularly care for one or more children who are not their own for five or more hours per week in a home-based setting.

Drawing from this data, we present information on the more than 1.3 million center-based teaching staff and close to 900,000 paid home-based providers (listed and unlisted) who regularly serve children birth to age five (providers serving school-age children only are dropped from our analysis). We provide comparisons between 2012 and 2019 NSECE data when differences are notable.

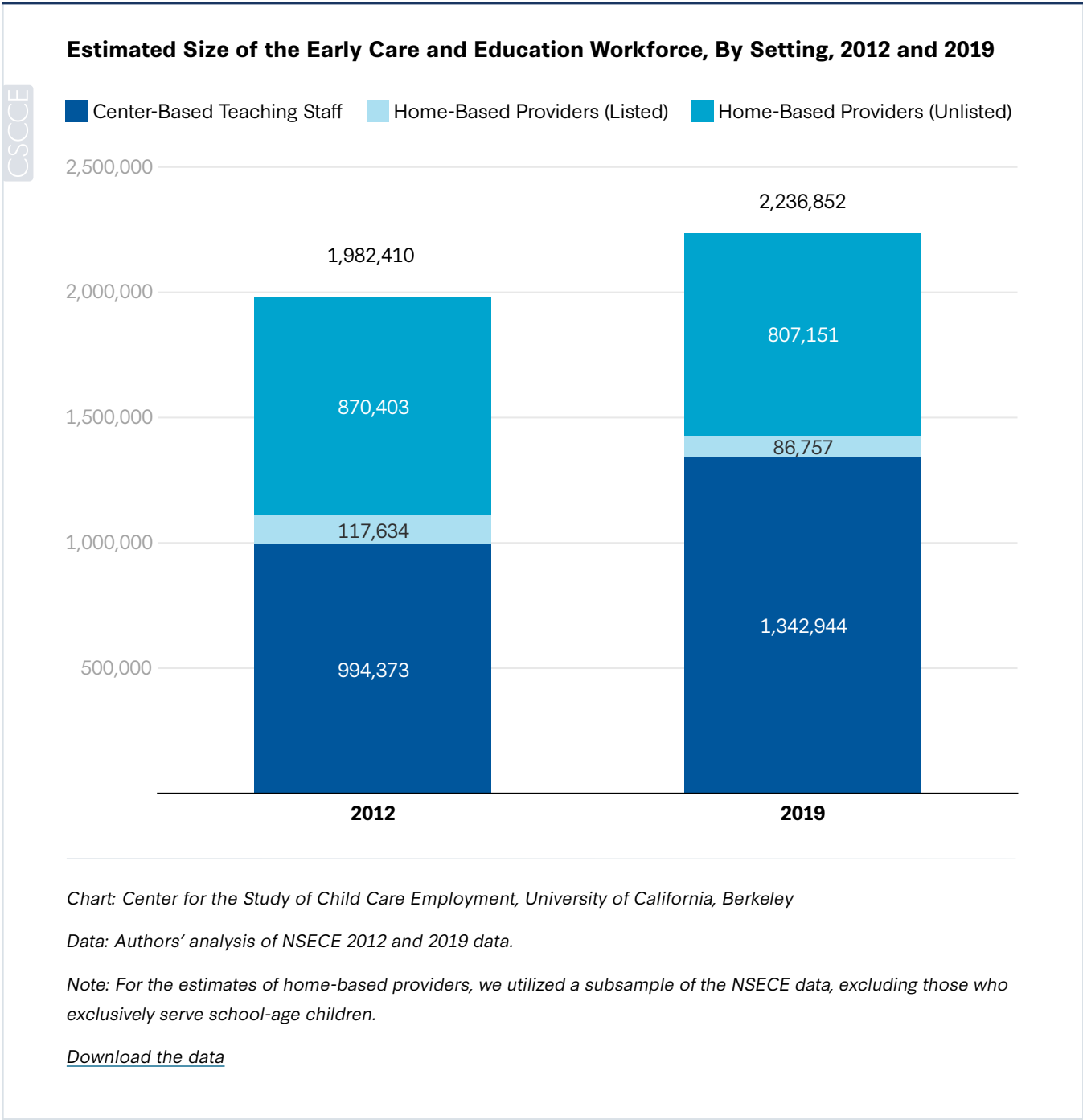
Because the NSECE does not allow for 50-state analysis, we have supplemented the NSECE analysis with state-level demographic data from the American Community Survey (ACS). This nationally representative survey of U.S. households includes information about individuals’ occupations. Due to the differences in methodology for these two data sources, the data should not be directly compared. For more information about these and other data sources used in the *Early Childhood Workforce Index*, see **Appendix 1: Data Sources & Methodology**.

Due to limitations across national data sources, collecting data at the state and local levels remains crucial for obtaining a more detailed and context-specific understanding of the ECE workforce (see **Workforce Data**).

Workforce Size

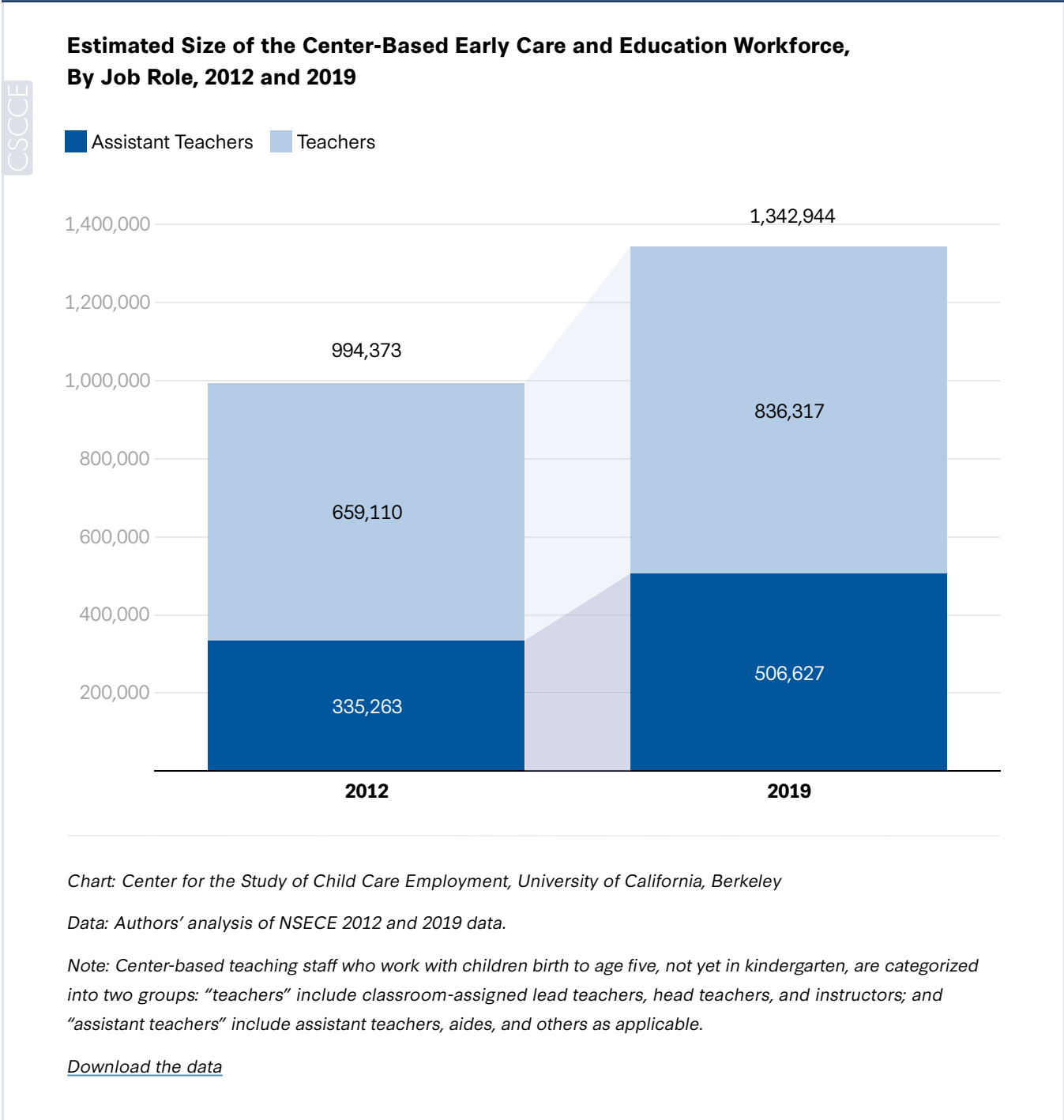
The overall size of the early care and education workforce increased about 13 percent from nearly 2 million early educators in 2012 to more than 2.2 million in 2019 (**Figure 2.1.1**). The number of teaching staff in center-based settings increased about 35 percent, while there was an overall decrease in the number of providers working in home-based settings (approximately 26-percent decline among listed home-based providers and 7-percent decline among paid unlisted home-based providers).

FIGURE 2.1.1



Comparing by job roles within center-based settings, there was a greater increase in assistant teachers than in teachers between 2012 and 2019 (**Figure 2.1.2**). The number of assistant teachers grew by 51 percent, while the number of teachers increased by only 27 percent.

FIGURE 2.1.2

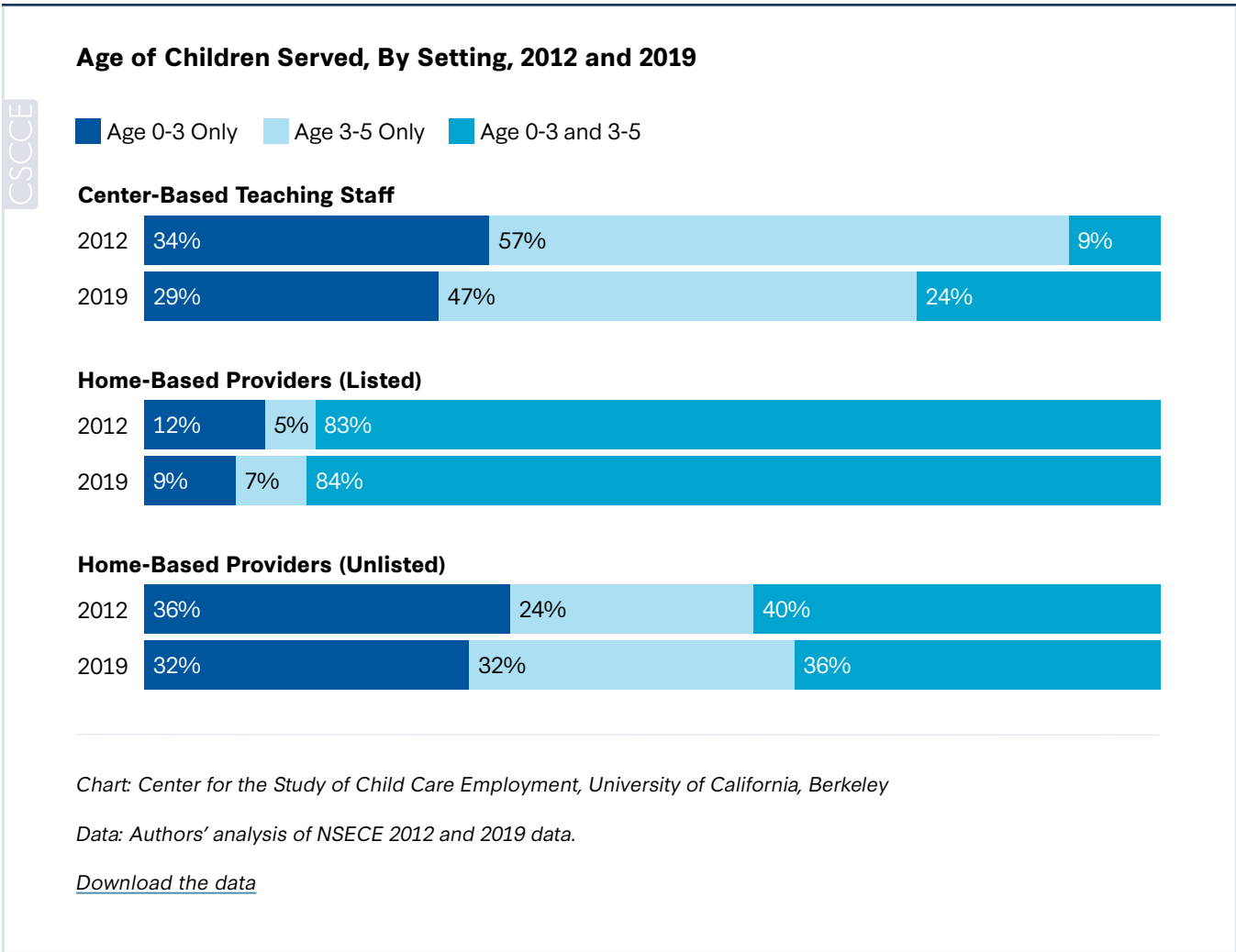


Age of Children Served

The age of children served by the ECE workforce varies by setting (**Figure 2.1.3**). A much larger share of center-based teaching staff work exclusively with children age three to five, in comparison to those in unlisted and listed home-based programs (47 percent, 32 percent, and 7 percent, respectively). Listed home-based providers are more likely than unlisted home-based providers or center-based teaching staff to work with mixed-age groups, where children from birth to age five are served together (84 percent, 36 percent, and 24 percent, respectively).

Between 2012 and 2019, there were shifts in the share of the workforce serving different age groups in center-based settings. While about 9 percent of center-based teaching staff worked with mixed-age groups in 2012, close to one quarter (24 percent) of this workforce was working with mixed-age groups in 2019.

FIGURE 2.1.3



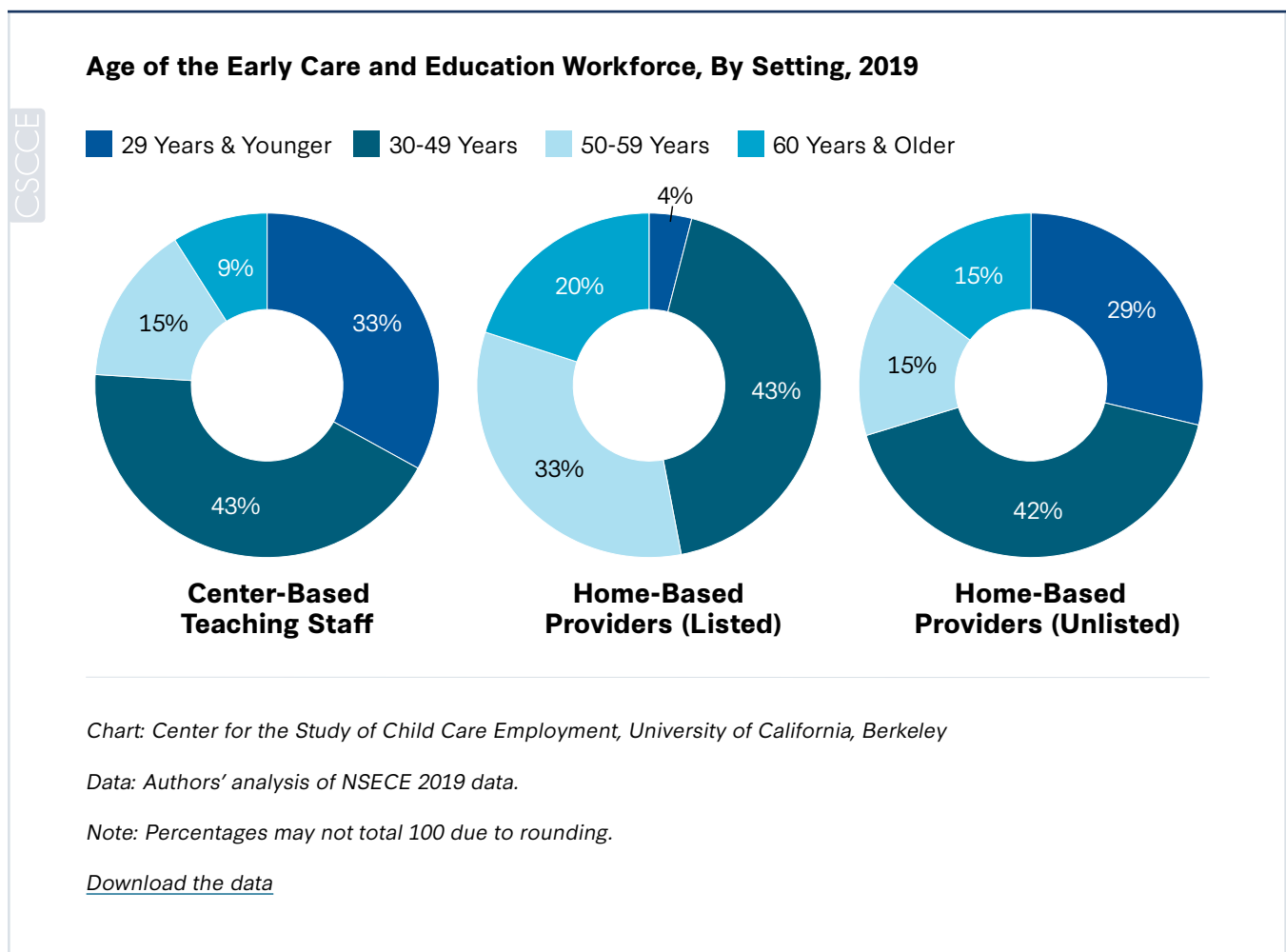
Gender

The ECE workforce continues to be predominantly female, as documented in previous reports.¹⁵ About 98 percent of center-based teaching staff are female. The NSECE home-based provider surveys did not include questions about providers' gender.

Age

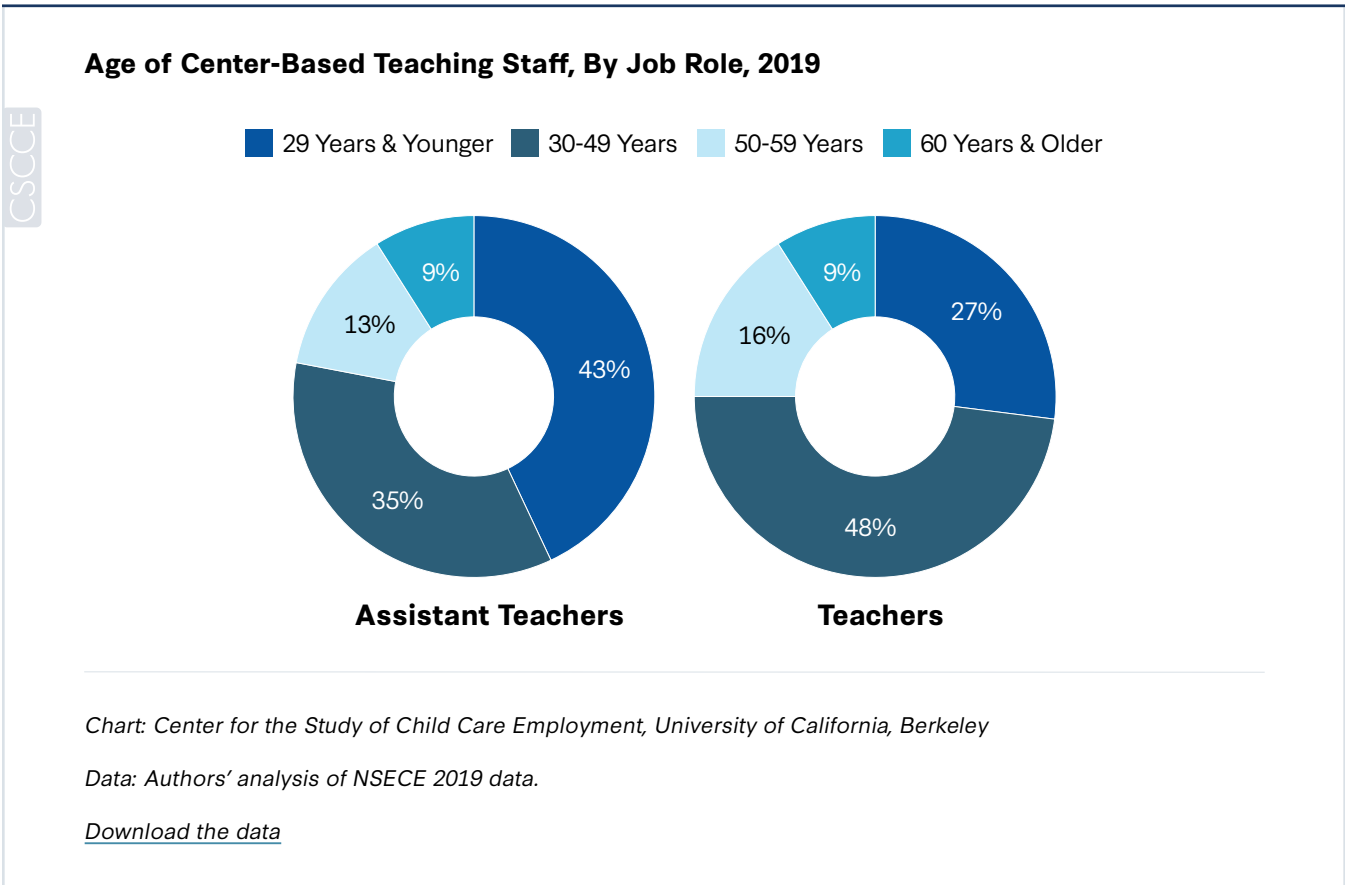
Early educators age 30 to 49 make up about 40 percent of the workforce across all settings (**Figure 2.1.4**). Listed home-based providers tend to be older than those in center-based and unlisted home-based settings.

FIGURE 2.1.4



Among center-based providers, educators in assistant teacher roles tend to be younger than those holding a teacher position (**Figure 2.1.5**).

FIGURE 2.1.5



Languages Spoken

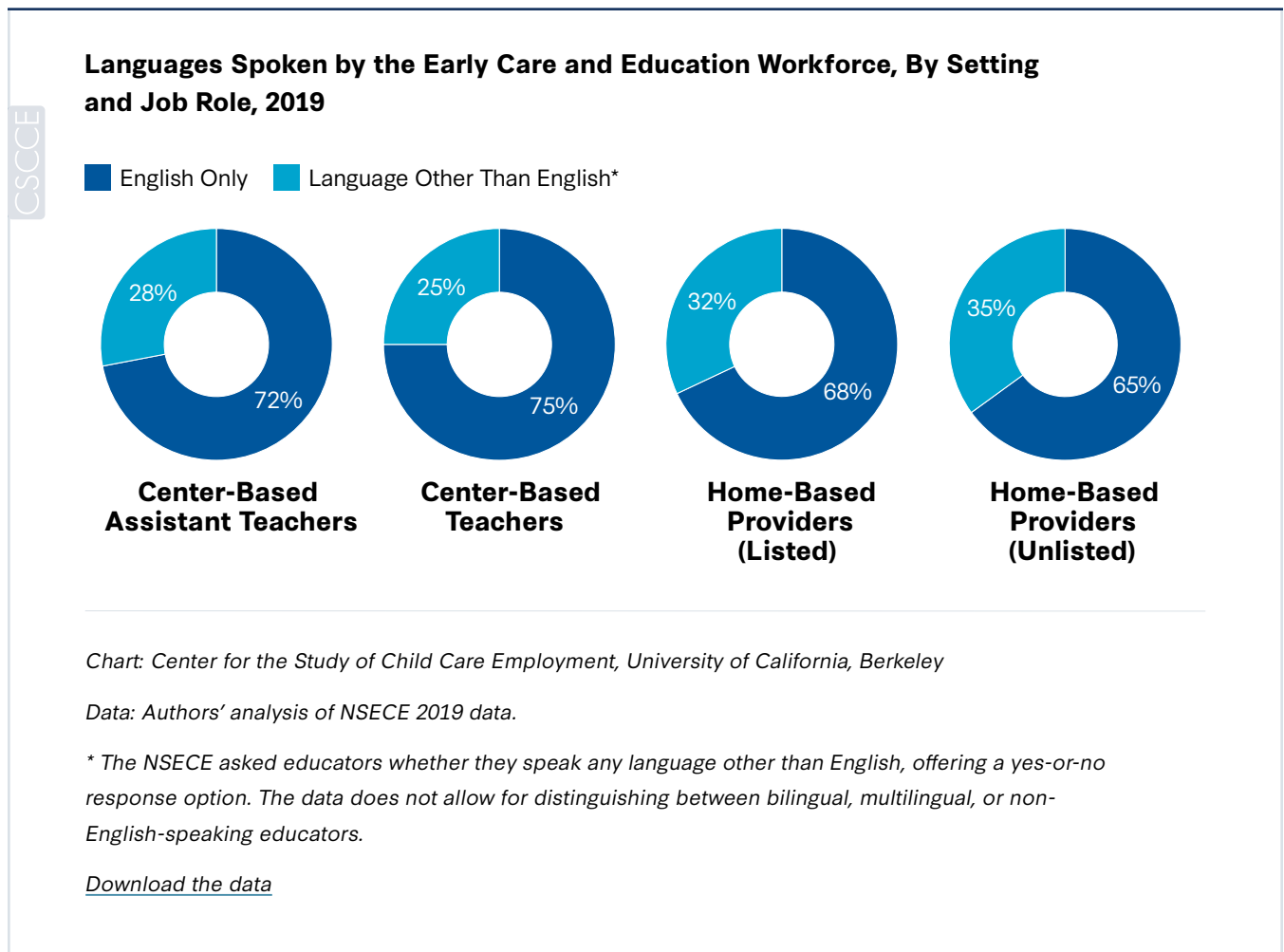
The ECE workforce is linguistically diverse, largely reflecting the children they serve as a whole.¹⁶ Early educators in home-based settings are more likely than those in center-based programs to speak another language in addition to English (**Figure 2.1.6**). Among center-based teaching staff, assistant teachers are slightly more likely than teachers to speak a language other than English.



"[It] doesn't matter where we are or the language we speak or the race we are. We are here for one purpose: to teach our little ones to be amazing. We need support to teach. I would like to teach with love."

Early Educator in a Center-Based Classroom¹⁷

FIGURE 2.1.6



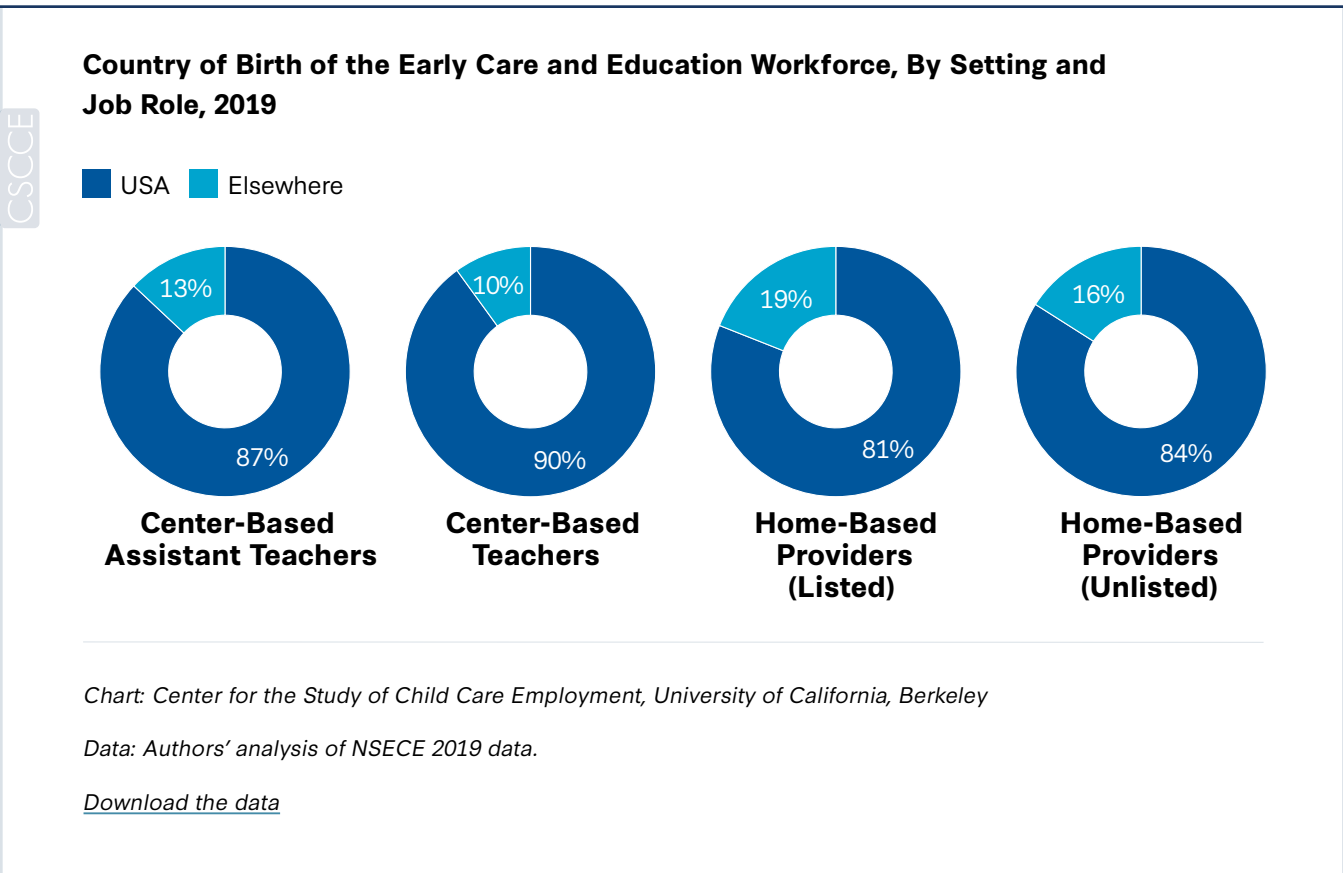
Linguistic diversity among the ECE workforce varies by state. The American Community Survey helps paint a more nuanced picture. In all 50 states and Washington, D.C., English is the most common primary home language of early educators; however, the share of the workforce who speak English as their primary home language varies from 49 percent in California to 98 percent in North Dakota.

In 45 states and Washington, D.C., the second most common home language is Spanish. States with the highest proportions of early educators who speak Spanish as their primary home language include California (37 percent), Florida (33 percent), Texas (32 percent), New Mexico (29 percent), Rhode Island (28 percent), and Arizona (26 percent). For detailed information on primary home languages by state, refer to **Appendix Table 2.2**.

Country of Birth

The ECE workforce includes a higher proportion of immigrants, compared to their K-12 counterparts, closely mirroring the demographics of the children they serve. Compared to center-based teaching staff, providers in home-based settings are more likely to be immigrants (**Figure 2.1.7**). Within center-based settings, assistant teachers are slightly more likely to be immigrants than teachers.

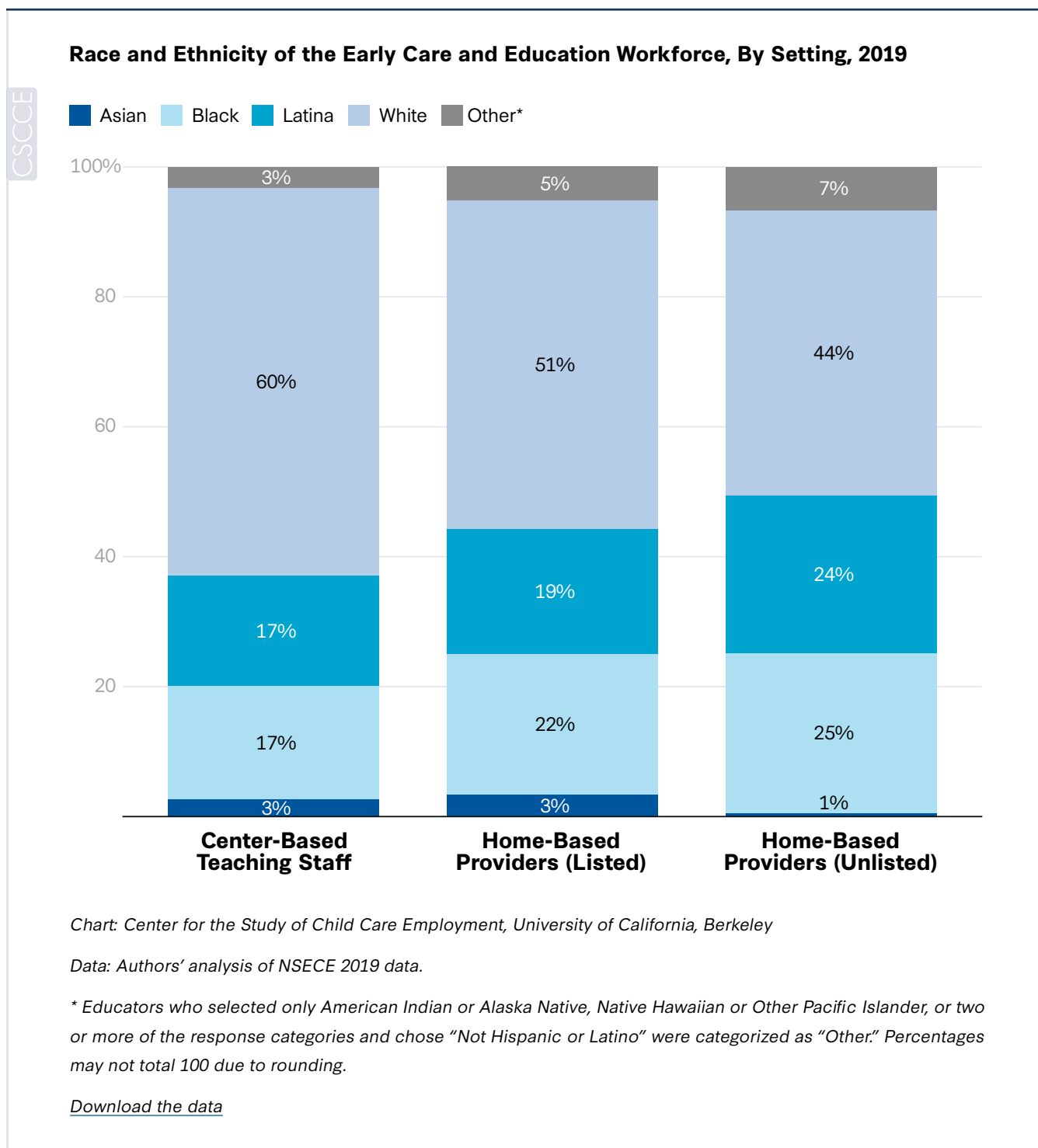
FIGURE 2.1.7



Race and Ethnicity

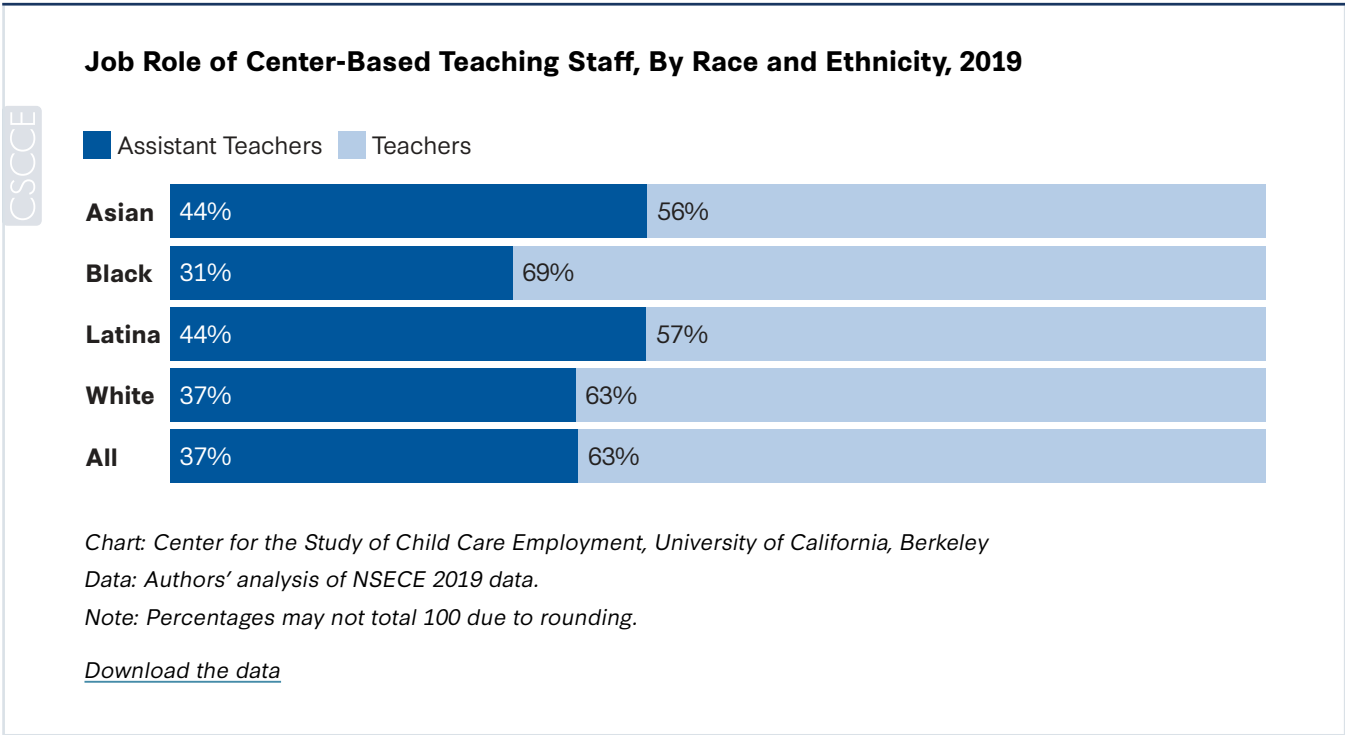
Overall, the racial and ethnic background of the ECE workforce¹⁸ is very similar to that of the children they serve,¹⁹ unlike the K-12 teaching workforce, which is majority White.²⁰ About 40 percent of center-based teaching staff, about 49 percent of listed home-based providers, and 56 percent of unlisted home-based providers are women of color (**Figure 2.1.8**).

FIGURE 2.1.8



There is also a disparate representation of racial and ethnic groups in job roles among the center-based workforce. As shown in **Figure 2.1.9**, Asian and Latina educators are more likely than their Black and White peers to serve in assistant teacher roles.

FIGURE 2.1.9



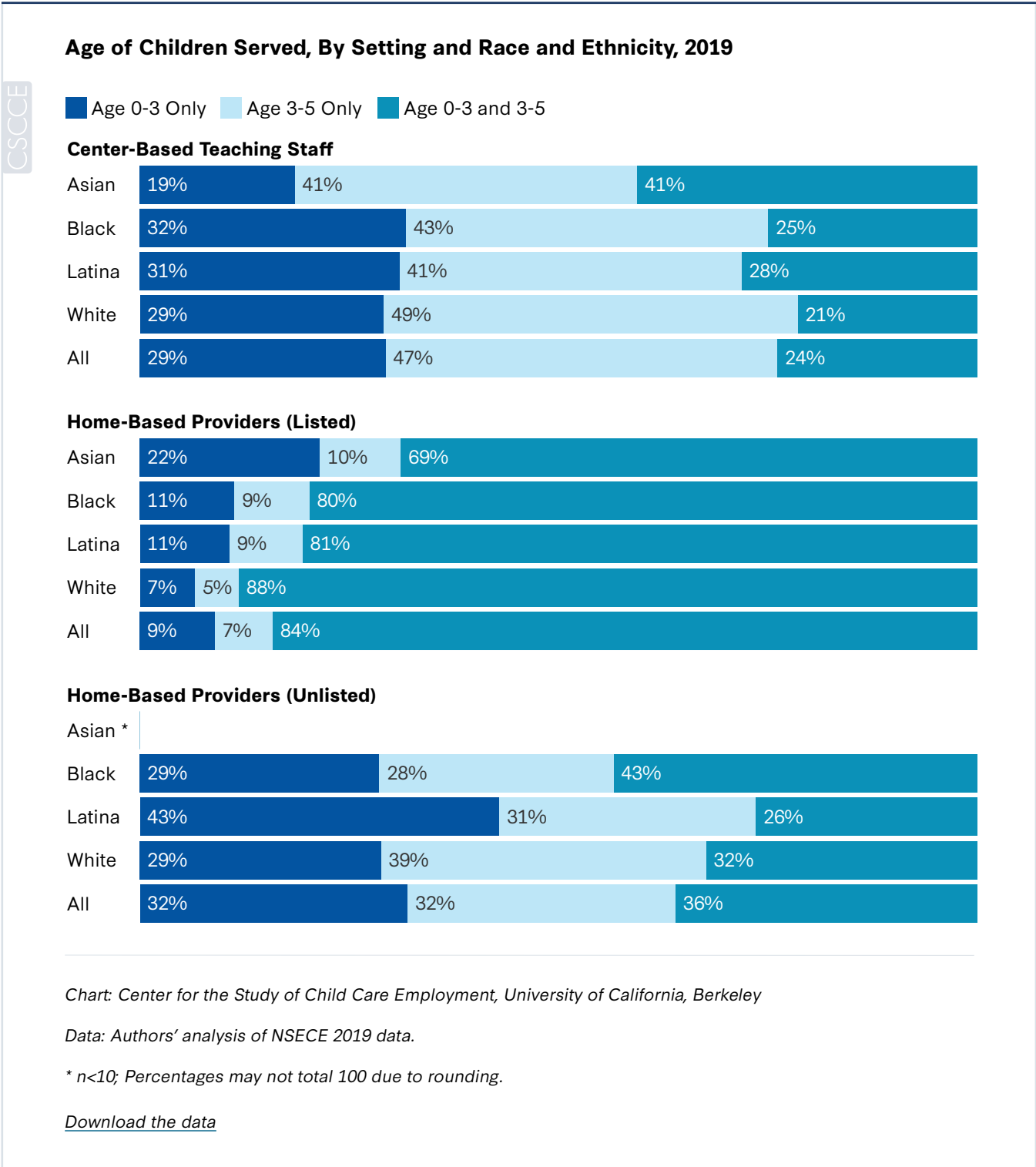
While the NSECE does not provide comprehensive data by state, the American Community Survey can shed some light on the overall demographics of the workforce at that level. For instance, in Mississippi and Washington, D.C., Black early educators make up the largest share of the workforce (48 and 55 percent, respectively). In California and New Mexico, Latina early educators are the largest group (47 and 55 percent, respectively). In Hawaii, Asian educators are the greatest in number (42 percent). In all other states, White educators are the largest group, ranging from 38 percent in Florida to 93 percent in New Hampshire. For detailed information on the race and ethnicity of the ECE workforce by state, refer to **Appendix Table 2.3**.

Age of Children Served, By Race and Ethnicity

Early educators face a pay penalty for working with younger children (see **Early Educator Pay & Economic Insecurity**). As shown in **Figure 2.1.10**, the age of the children early educators work with varies based on the race and ethnicity of the workforce and across settings, contributing to racial wage gaps.²¹ Among center-based teaching staff, Black and Latina educators are somewhat more likely than White educators to work exclusively with infants and toddlers (birth to age three). Asian educators are substantially less likely than all populations to work with this age group and more likely to work with mixed-age groups. White educators are more likely than their colleagues to work exclusively with preschool-age children, a job that typically pays higher wages than working with infants and toddlers.

Unlike in other settings, most listed home-based providers work with mixed-age groups. Among listed home-based providers, Asian educators are the most likely to work exclusively with children birth to age three, and White educators are the most likely to work with mixed-age groups. Among unlisted home-based providers, Latina educators are the most likely to work with children birth to age three, and Black educators are the most likely to work with mixed-age groups.

FIGURE 2.1.10

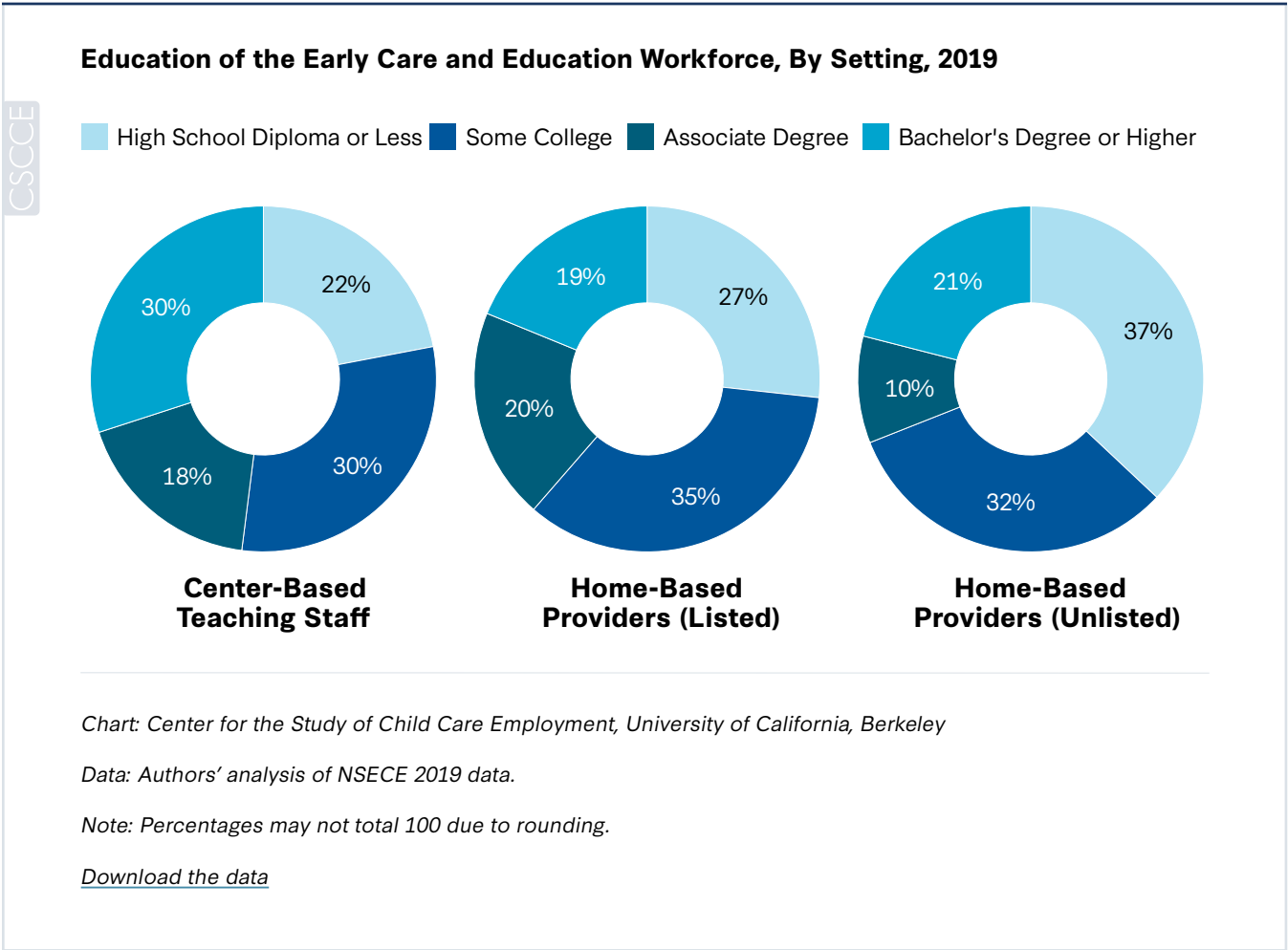


Educational Background

Contrary to the common misconception that members of the ECE workforce lack education or training, the majority of early childhood educators have some higher education across settings. Nationwide, close to one third (30 percent) of center-based teaching staff and one fifth (20 percent) of home-based providers hold a bachelor’s degree or higher (**Figure 2.1.11**). Another 18 percent of the ECE workforce in center-based settings, 20 percent in listed home-based settings, and about 10 percent of unlisted home-based providers hold an associate degree.

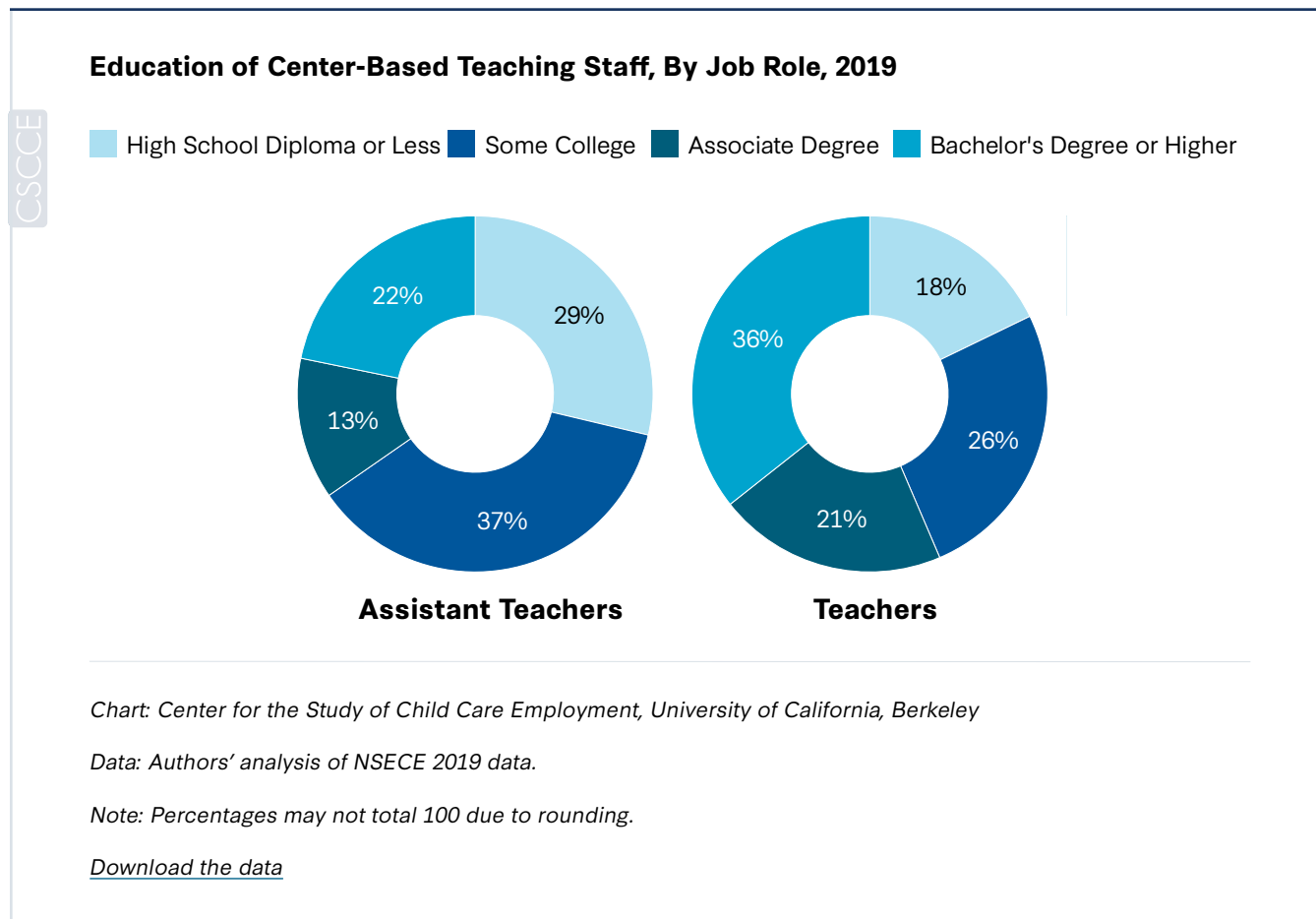
When compared across settings, center-based teaching staff are more likely than home-based providers to have higher levels of education. This finding may be due to the fact that home-based providers tend to have fewer requirements for degree attainment (see **Qualifications & Educational Supports**). Home-based providers in listed settings are more likely than those in unlisted settings to have attended college or earned an associate degree.

FIGURE 2.1.11



Among the center-based workforce, teachers are more likely than assistant teachers to hold a bachelor's degree or higher (**Figure 2.1.12**). This finding may be attributed to education requirements being higher for teachers than assistant teachers, especially within publicly funded pre-K programs. Compared to teachers, a higher proportion of assistant teachers hold an associate degree or have a high school diploma or less.

FIGURE 2.1.12



Education, By Race and Ethnicity and Setting

The educational background of early educators varies with the race and ethnicity of the workforce and across settings (**Figure 2.1.13**). In center-based and listed home-based settings, Asian educators are the most likely to hold a bachelor's degree or higher, compared to educators of other races or ethnicities. Among unlisted home-based providers, Black educators are more likely than educators of other races or ethnicities to hold a bachelor's degree or higher. Across all settings, Latina educators are the least likely to hold college degrees.

Differences in educational attainment within early care and education reflect wider racial and ethnic disparities in access to higher education, as well as differences in access to scholarships and other supports, which are unevenly available to the child care workforce (see **Qualifications & Educational Supports**).

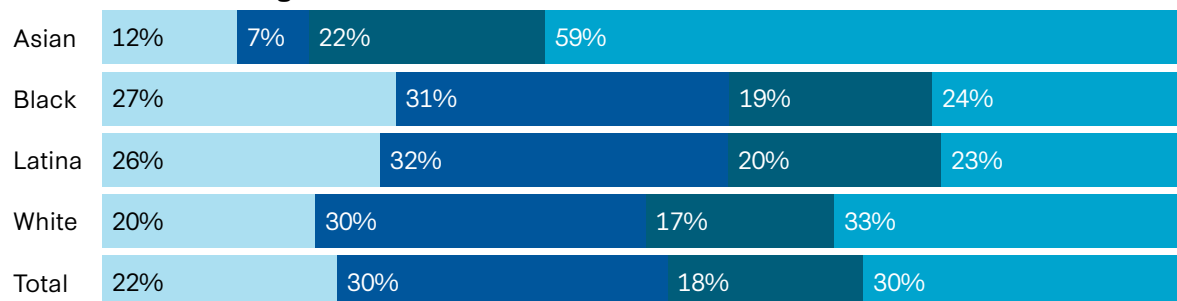
FIGURE 2.1.13

Education of the Early Care and Education Workforce, By Setting and Race and Ethnicity, 2019

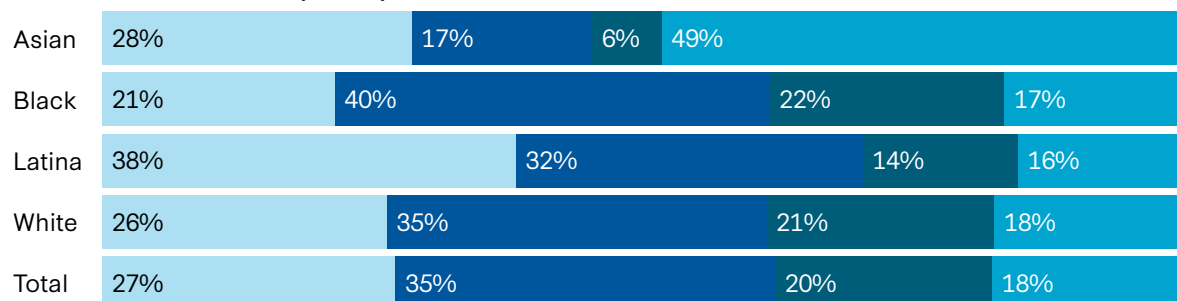
CSCOE

High School Diploma or Less Some College Associate Degree Bachelor's Degree or Higher

Center-Based Teaching Staff



Home-Based Providers (Listed)



Home-Based Providers (Unlisted)

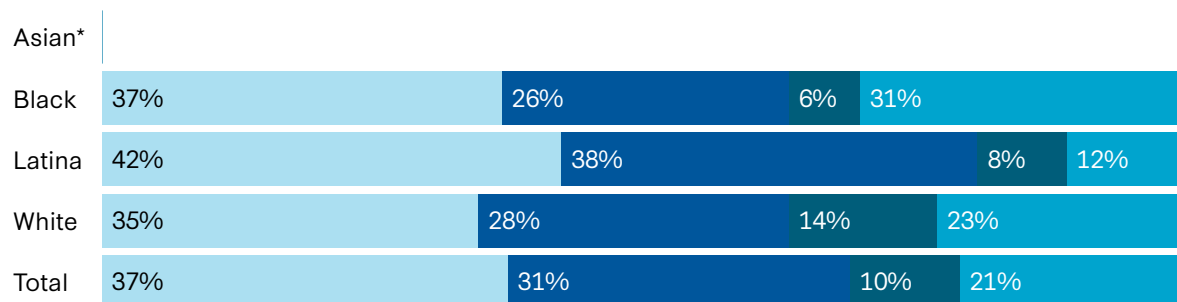


Chart: Center for the Study of Child Care Employment, University of California, Berkeley

Data: Authors' analysis of NSECE 2019 data.

* n<10; Percentages may not total 100 due to rounding.

[Download the data](#)

Early Educator Pay & Economic Insecurity Across the States

The majority of early educators view their work as a personal calling or career, but their contributions are undervalued, both socially and financially.²² Most early care and education (ECE) is funded through a broken market-based system: parents struggle to afford payments, programs are unable to raise prices, and early educator pay remains low. The results are staggering: the median wage in early care and education falls below 97 percent of all other occupations.

These tensions have deep roots in our nation's history. In the United States, the profession of nurturing and teaching children traces back to the forced labor of enslaved Black women.²³ Today, much of the work in early care and education continues to be performed by Black women, Latina women, and other women of color, who already face compounded forces of inequity based on their intersectional identities of race, gender, and country of birth.

In addition to low overall wages in the sector, the piecemeal approach to public funding reinforces disparities in pay within the field. Educators holding equivalent educational degrees face different wage levels depending on the location of their employment, the age of the children they serve, and their racial and ethnic backgrounds.

Early Educator Pay

The work of teaching and caring for young children is highly skilled and complex, yet employment in early care and education has largely failed to generate wages that allow early educators to meet their basic needs. Instead, this career has been a pathway to poverty for many early educators, compromising not only their financial stability, but also their physical and mental well-being.²⁴

“We are professionals and should be treated in that manner in all aspects of our employment.... The ECE workforce needs to be on the same scale as public K-12 teachers in terms of wages and benefits.”

Early Educator in a Center-Based Classroom²⁶

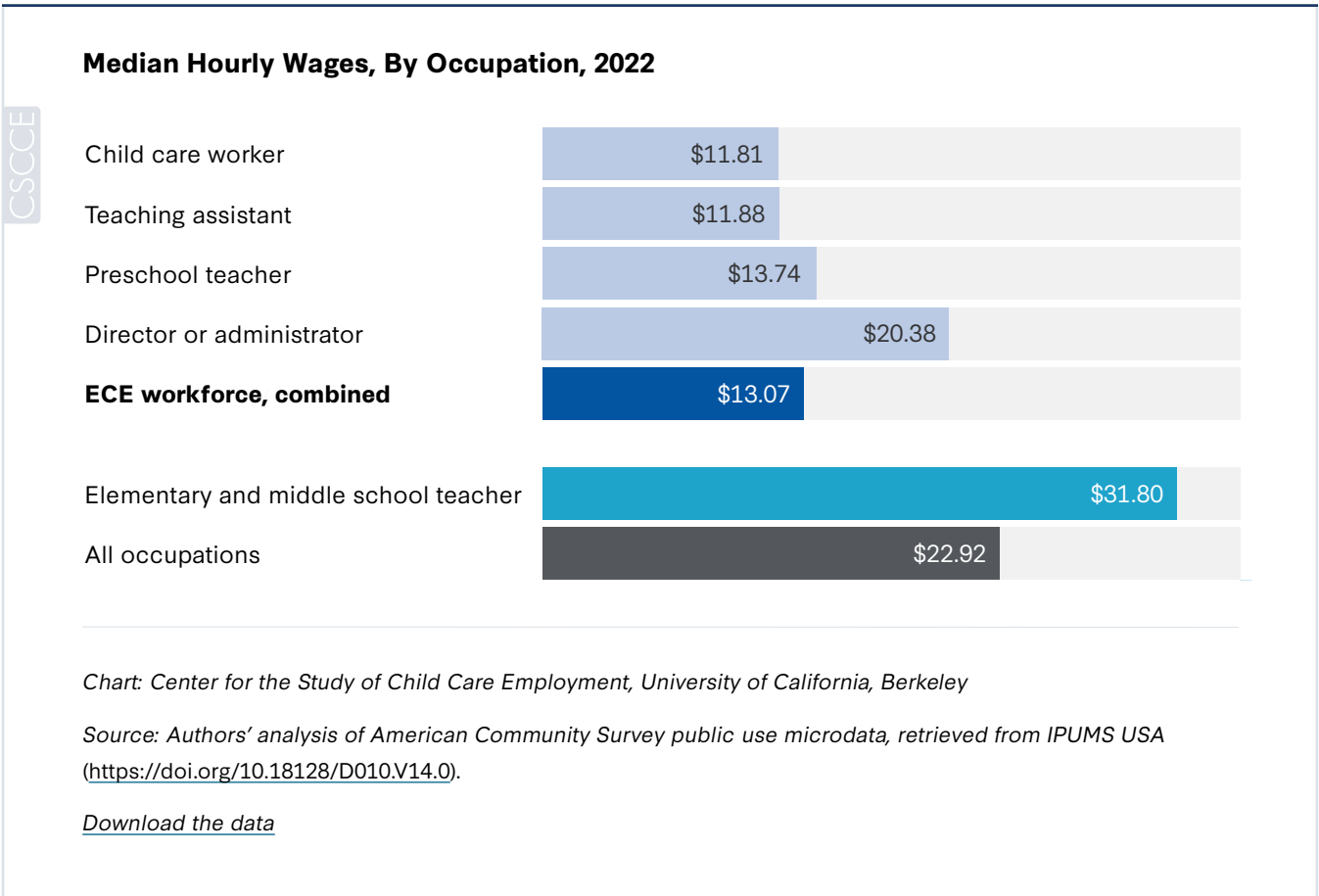
Early Educator Wages Remain Low Across States

Nationally, early educators earn a median wage of \$13.07 per hour (**Figure 2.2.1**). Hourly wages vary by location, ranging from \$10.60 in Louisiana to \$18.23 in Washington, D.C. For detailed state-by-state estimates, please refer to our map in the [State Explorer](#) and our data tables in [Appendix 2](#).

We estimate these wages using the American Community Survey (ACS), conducted by the U.S. Census Bureau.²⁵ The four groups of educators shown in **Figure 2.2.1** reflect the classifications used in the ACS. While early educators tend to use labels like “family child care educator,” “infant-toddler teacher,” or “center site supervisor,” we do not find these options in the ACS; instead, they use only “childcare worker,” “preschool teacher,” “assistant teacher,” and “administrator,” and it is not clear what type of program they work in. However, we can still gather useful information about the wages of the ECE workforce by using the categories in ACS.

Within the ECE workforce, those identified as teaching assistants and child care workers in ACS data earn the lowest wages (\$11.88 per hour and \$11.81 per hour, respectively), followed by preschool teachers (\$13.74 per hour) and directors or administrators (\$20.38 per hour).

FIGURE 2.2.1



USING AMERICAN COMMUNITY SURVEY DATA TO MEASURE WAGES

We estimate wages in the 2024 *Index* using data from the U.S. Census Bureau's 2022 American Community Survey (ACS)—a departure from previous editions of the *Index*, which reported analysis of data from the Occupational Employment and Wage Statistics (OEWS) of U.S. Bureau of Labor Statistics. The most recent year for which detailed state-by-state data are available from the ACS is 2022.

Our use of the ACS is an intentional change to better quantify the wages and well-being of the ECE workforce, particularly by including home-based providers. In contrast, while more recent data from 2023 are available from the OEWS, that source uses employer-reported data and excludes self-employed workers like family child care (FCC) providers. To explicitly estimate FCC earnings, researchers sometimes analyze self-employed child care workers in the ACS.²⁷ We estimate the median wage for this group was \$9.01 per hour or approximately \$18,500 per year in 2022.²⁸ However, we are unable to determine if self-employed child care workers found in the ACS are all FCC providers, as this data source cannot be broken down by setting. Therefore, we do not use this method to estimate FCC provider wages at the state level.

The ACS data also allow us to create a combined “early childhood educator” or “ECE workforce” category, rather than perpetuate a false dichotomy between “child care” and “preschool.” OEWS data does not allow us to parse or combine the occupational classifications used for early care and education, which continue to separate early childhood educators into “childcare workers” and “preschool teachers” as though these are mutually exclusive occupations. Indeed, the ECE workforce performs similar tasks across settings (schools, centers, and homes) and funding streams (Head Start, pre-K, child care subsidies).²⁹ For example, the OEWS national estimates for median wages in 2023 were \$14.60 for child care workers, \$17.85 for preschool teachers, and \$26.10 for directors or administrators.³⁰

Data Source

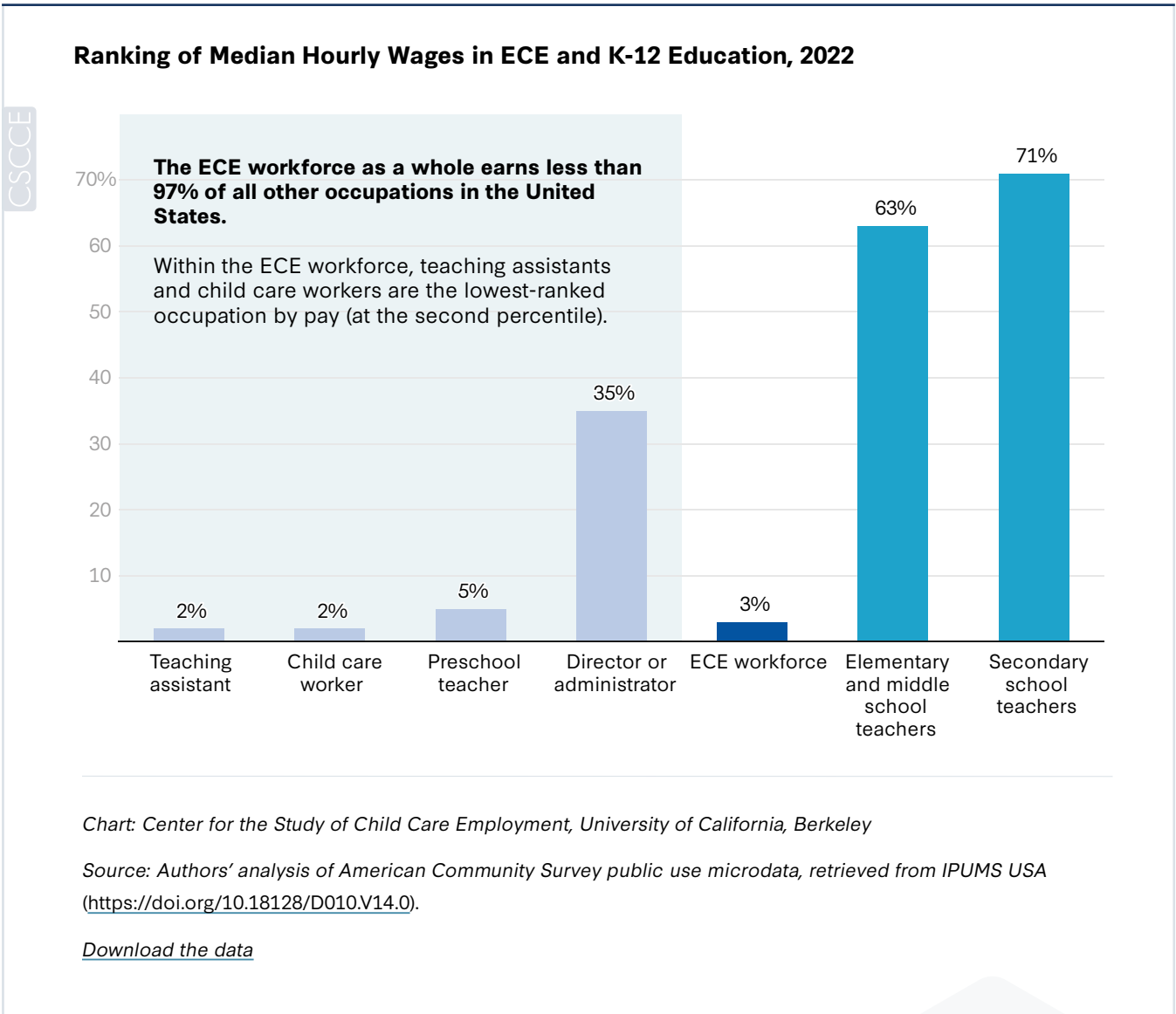
In previous editions of the *Index*, we used Bureau of Labor Statistics data for estimates of educator wages and consulted different data sources to estimate wages and poverty. As of the 2024 *Index*, we can streamline our approach and avoid using data with different sampling methods. **Because of this change, however, readers should not compare wage data in the 2024 *Index* with prior years.**

For more information, refer to the **Methods** section in [Appendix 1: Data Sources & Methodology](#).

When we compare wages in early care and education to wages in more than 500 other occupations, we find that the ECE workforce as a whole ranks at the third percentile for annual earnings. To understand what this means, imagine a group of 500 individuals, each representing a different occupation in the United States (for instance, gardener, bus driver, nurse). If the group were to line up in order of their annual salary with the lowest salary in the front, only 3 percent of the representatives would stand ahead of the woman representing early care and education—and 97 percent of them would stand behind her, because their annual earnings are higher (**Figure 2.2.2**).

We can expand this visual further. Rather than having one worker representing the ECE workforce, we could include four using the categories in the ACS: a teaching assistant, a child care worker, a preschool teacher, and a director. Among these four workers, there would be some slight differences: the teaching assistant and child care worker would be even closer to the front of the line (both around the second percentile), while the preschool teacher would stand a few places further back (the fifth percentile). By comparison, a teacher representing elementary and middle school education would stand at the 63rd percentile, and a secondary school (high school) teacher would stand at the 71st percentile.

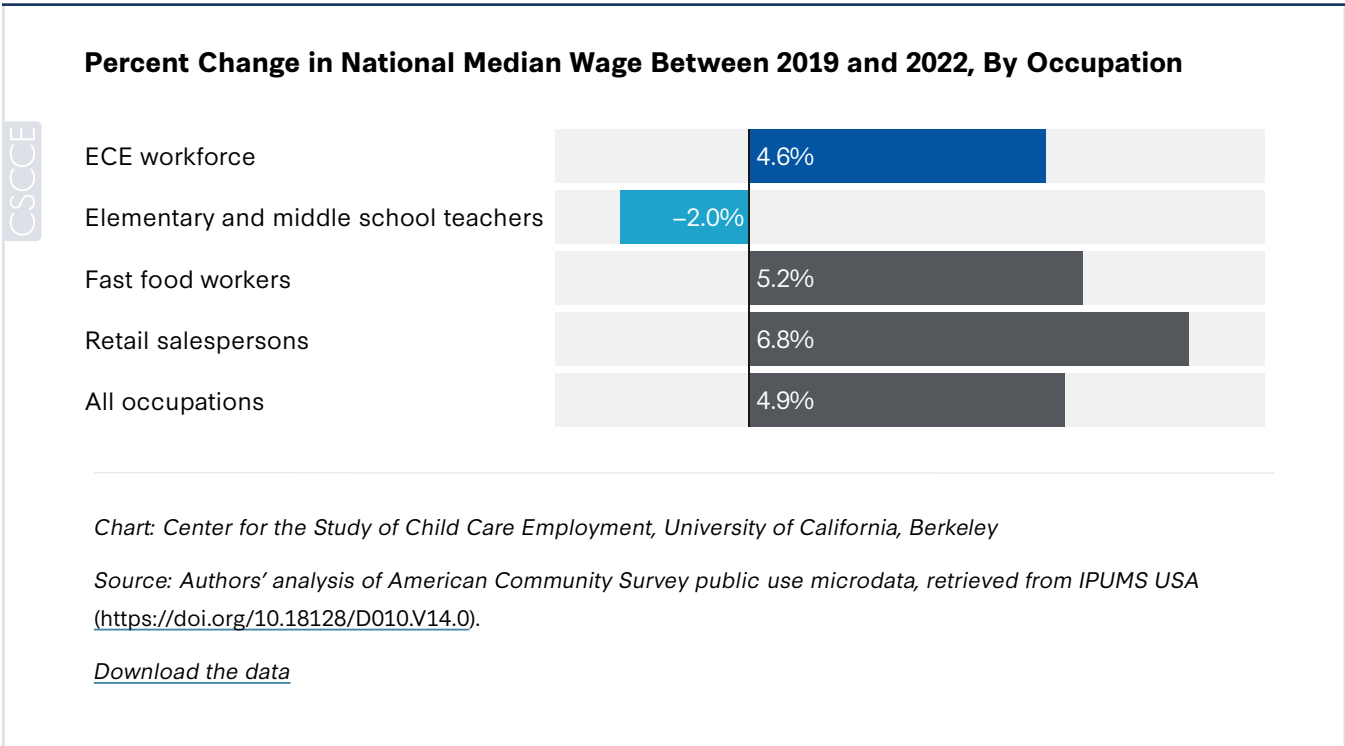
FIGURE 2.2.2



Early Educator Wage Growth Lags Behind Fast Food and Retail Wages

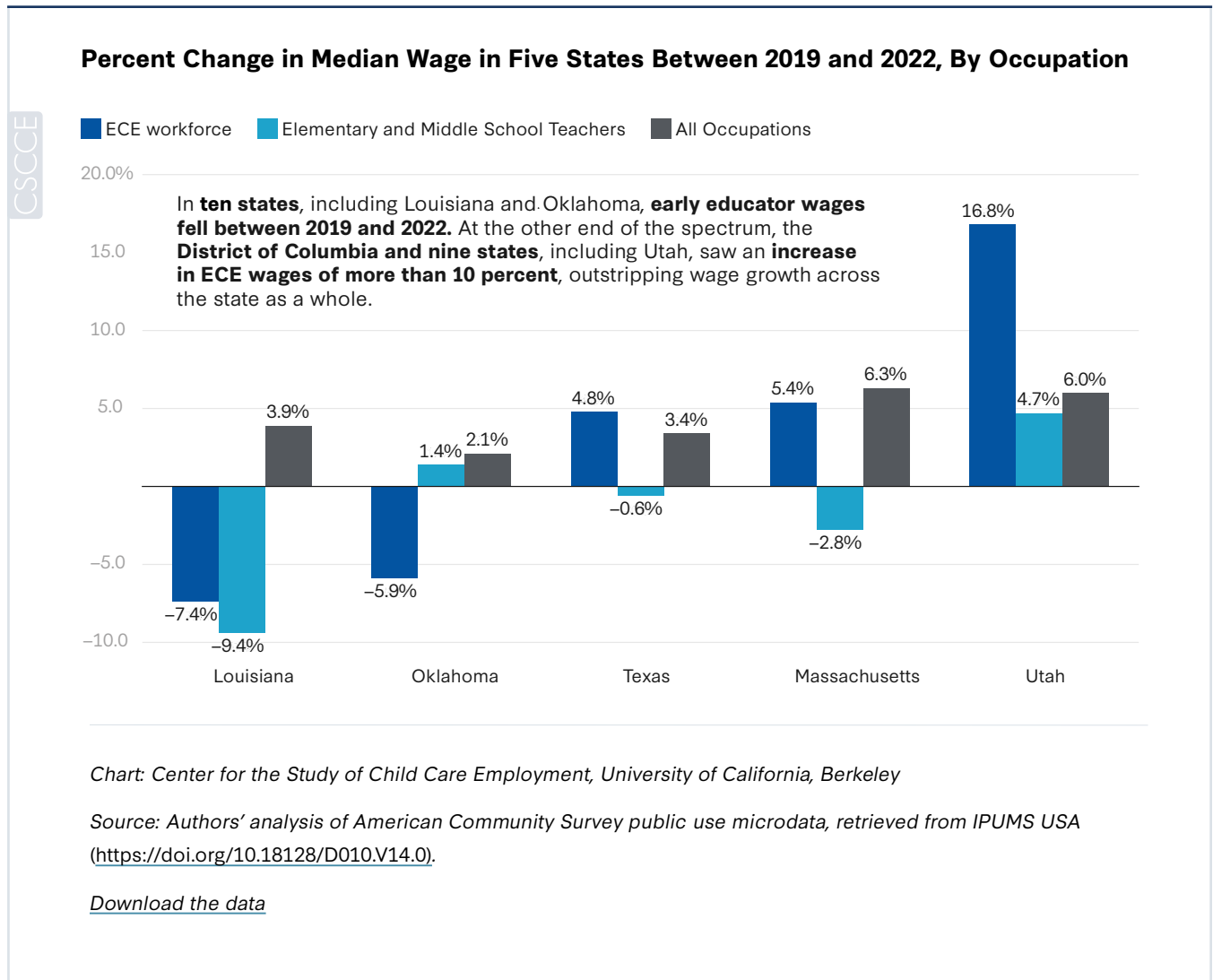
Since the publication of the 2020 *Index*, real wages have risen approximately 4.9 percent across all occupations nationwide (**Figure 2.2.3**). We derive this estimate by comparing inflation-adjusted data from 2017-2019 and 2020-2022. Early educators saw a similar increase in wages (4.6 percent), in contrast to elementary and middle school teachers whose wages dropped (-2.0 percent). However, compared to other low-wage occupations, ECE wage growth lagged behind: fast food workers experienced a 5.2-percent increase and retail salespersons experienced a 6.8-percent increase. These findings echo analyses from the National Women’s Law Center and the Economic Policy Institute.³¹

FIGURE 2.2.3



Wage growth varied substantially at the state level (**Figure 2.2.4**). States like Texas and Massachusetts followed a pattern similar to the nation as a whole: early educators saw wages rise, while elementary and middle school teachers experienced a decline. Ten states, including Louisiana and Oklahoma, saw early educator wages fall (by 7.4 percent and 5.9 percent, respectively). Yet in contrast, in those same two states, wages across all occupations rose (3.9 percent and 2.1 percent, respectively). At the other end of the spectrum, the District of Columbia and nine states, including Utah, saw an increase in ECE wages of more than 10 percent, outpacing wage growth across the state as a whole. To review changes for all states, refer to the **State Explorer Maps** and **Appendix 2**.

FIGURE 2.2.4



Early Educators Do Not Earn a Living Wage in Any State

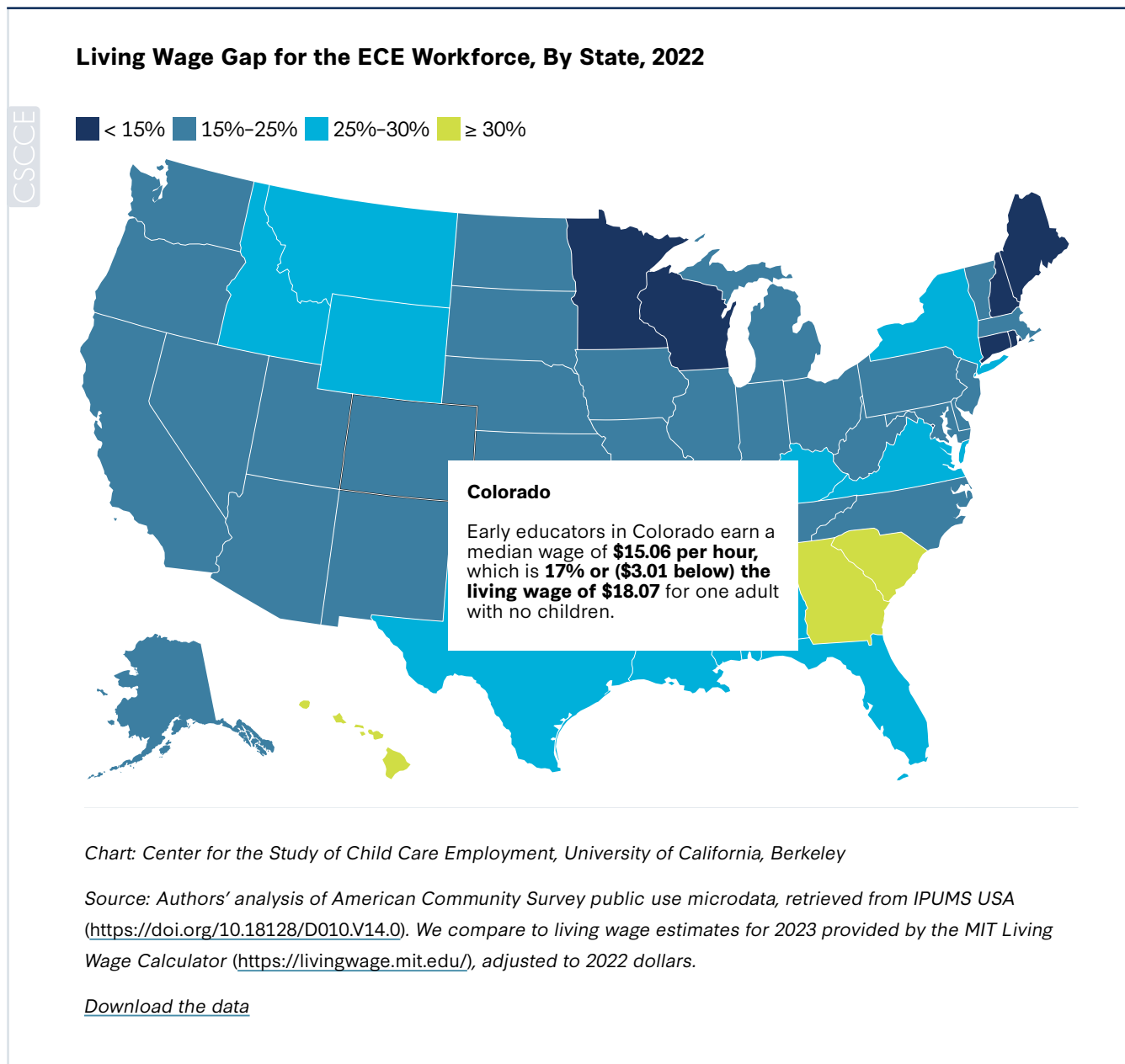
Everyone working with young children should earn at least a livable wage, which is higher than current minimum wage levels. Yet, the median early educator wage in every state falls below a living wage for a single adult with no children. Although what counts as “livable” is not universally agreed upon, standards do exist and are calculated based on the ability to afford basic necessities in a given community. For example, the Massachusetts Institute of Technology (MIT) Living Wage Calculator “draws upon geographically specific expenditure data related to a family’s likely minimum food, child care, health insurance, housing, transportation, and other basic necessities (e.g., clothing, personal care items, etc.) costs [...] and the rough effects of income and payroll taxes to determine the minimum employment earnings necessary to meet a family’s basic needs while also maintaining self-sufficiency.”³²

Living wages vary by household type as well as by state, given differences in the cost of living. **Figure 2.2.5** reports the gap between current wages and living wages in each state. In 2020, we estimated that educators in 10 states would meet or exceed this threshold (Alaska, Arizona, Colorado, Maine, Minnesota, Nebraska, North Dakota, Vermont, Washington, and Wyoming). However, our 2024 estimates rely on American Community Survey data, which include home-based providers who were not covered in our previous analyses. As a result, we now find that in every state, the median ECE wage falls below the living wage for a single adult with no children.

In every state, the median ECE wage falls below the living wage for a single adult with no children .



FIGURE 2.2.5



Some differences in the size of the living wage gap are noteworthy. The gap is smallest in New Hampshire, where the median early educator wage is only 8 percent below the living wage; Rhode Island and Connecticut come next, each with a 10-percent gap. In three states, the gap is more than five dollars (Hawaii, New York, and Georgia). Hawaii has the largest living wage gap, at 32 percent. **Figure 2.2.6** compares the living wage gap in five states in both percents and dollars, ranging from the smallest gap (\$1.25 in New Hampshire) to the largest gap (\$6.57 in Hawaii).

FIGURE 2.2.6

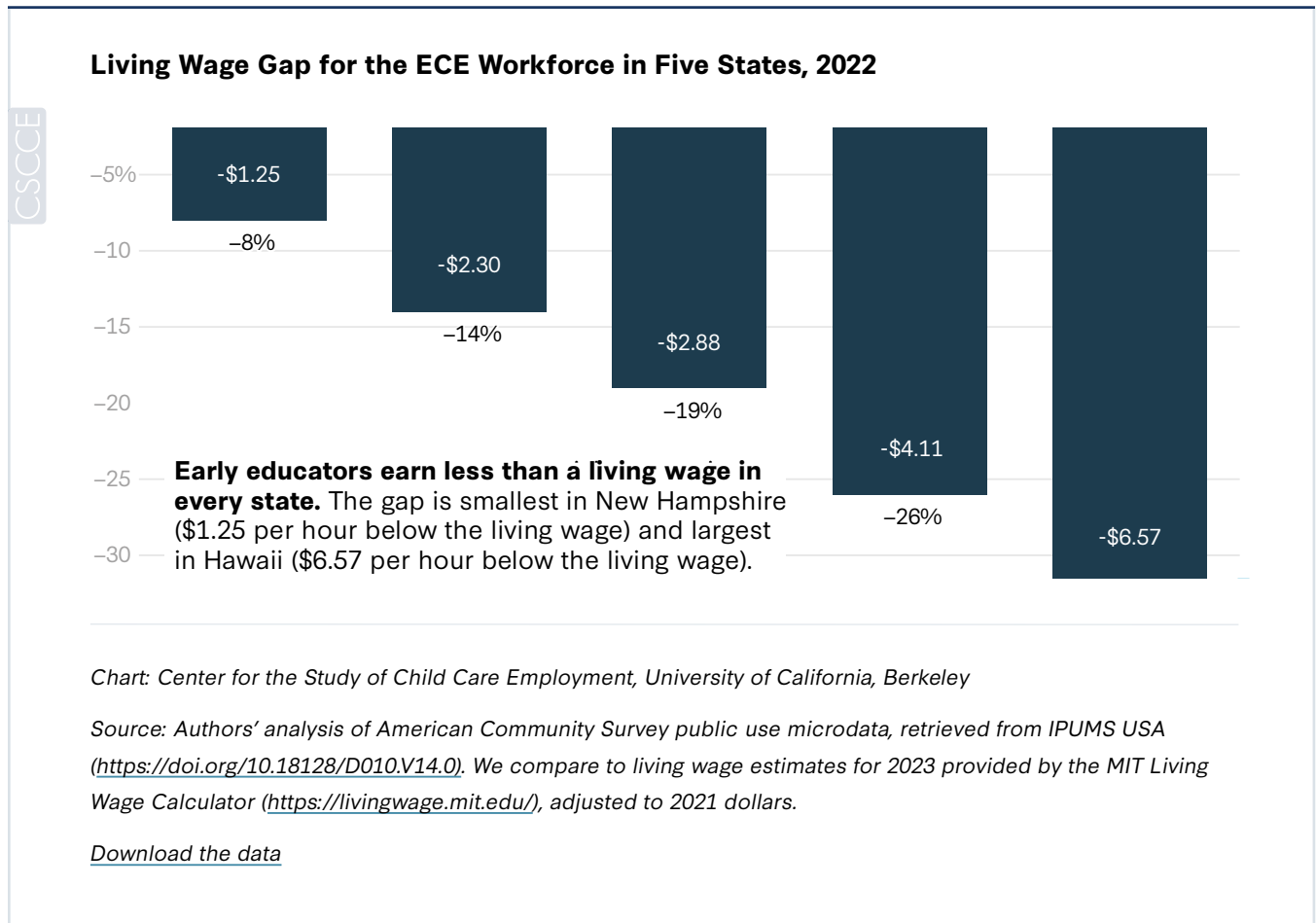


Figure 2.2.6 compares wages in early care and education to the living wage for a single adult with no children, yet many early educators are parents. These educators experience a much deeper living wage gap; for instance, an early educator with a child of their own faces a living wage gap of \$18.87 in New Hampshire and \$26.97 in Hawaii. For more information on living wages for early educators (with and without children), refer to the [State Explorer](#) maps and the [Appendix 2](#) data tables.

Early Educators Lack Employer-Sponsored Benefits

Access to benefits like health insurance and retirement are vital but not always available from ECE employers—and family child care providers don't receive benefits at all, unless they purchase them out of their earnings. Not only do many educators rely on Medicaid to access health insurance for themselves and their children, but they may also turn to food banks and public safety net programs in order to get by.

Rates of early educators without health insurance exceed the national average.³³

There is one crucial exception: educators working in public schools, where collective bargaining agreements typically cover both health and retirement. Retirement savings are even more rare as an employer-sponsored benefit. When an employer does offer some sort of retirement benefit, uptake is typically low because employees frequently can't afford to participate.³⁴



“Educators are choosing between making a living and having health care.”

Early Educator in a Center-Based Classroom³⁶

A recent brief from the National Association for the Education of Young Children (NAEYC) underscores the importance of including benefits in compensation policies for early educators. The NAEYC brief demonstrates, however, that some states have already taken steps to fund not only health and retirement benefits, but the costs of higher education and housing, as well.³⁵

California: Benefits for Home-Based Providers

Using data from [our statewide survey conducted in 2020](#),³⁷ CSCCE estimated the availability of health care and retirement benefits for early educators in California. We found that center-based educators had similar rates of health coverage as the rest of the state, while FCC providers were somewhat more likely to be uninsured (for instance, 12 percent of educators with a small FCC license compared to 8 percent of all workers). While seven out of ten child care centers offered healthcare benefits, participation in Medi-Cal (California's Medicaid program) was frequently the only option for FCC providers, besides coverage under the plan of a spouse or other family member. In a 2023 follow-up survey, we also found that many early educators experienced anxiety, depression, and chronic health conditions.³⁸

With regard to retirement benefits, both center- and home-based early educators fell behind the workforce as a whole: only 50 percent of lead teachers had any retirement savings, along with only 21 percent of FCC providers in the state. By comparison, roughly two thirds of workers throughout the United States have retirement savings.

Since the 2020 survey, advocacy for increasing benefits to FCC providers has taken root. Child Care Providers United, the union representing home-based early educators enrolling state-subsidized children, successfully negotiated for an \$80-million retirement fund as part of its most recent contract, as well as a \$100-million health insurance fund.³⁹ These new investments are groundbreaking, though providers who do not enroll subsidized children are not eligible to participate.

To learn more about the wages and benefits for the California ECE workforce, check out our [Findings from the 2020 California Early Care and Education Workforce Study](#).⁴⁰

Early Educator Economic Well-Being

Low wages and insufficient access to benefits like health insurance and retirement have stark consequences for early educators. Not only do early educators experience poverty more often than teachers of older children, but they also have greater food insecurity and higher participation rates in public safety net programs.

Poverty Among Early Educators Is Nearly Six Times Higher Than Among Elementary School Teachers

Early educators' low wages result in poverty rates that are 5.7 times higher than those of elementary and middle school teachers. Specifically, around 13.1 percent of early educators earn below the federal poverty line, compared to only 2.3 percent of elementary and middle school teachers.

“

Most early educators have to work a second job.
Educators are at poverty level. This is unacceptable.”

Early Educator in a Center-Based Classroom⁴¹

13.1%

of the early care and
education workforce
lives in poverty

2.3%

of elementary and
middle school teachers
live in poverty

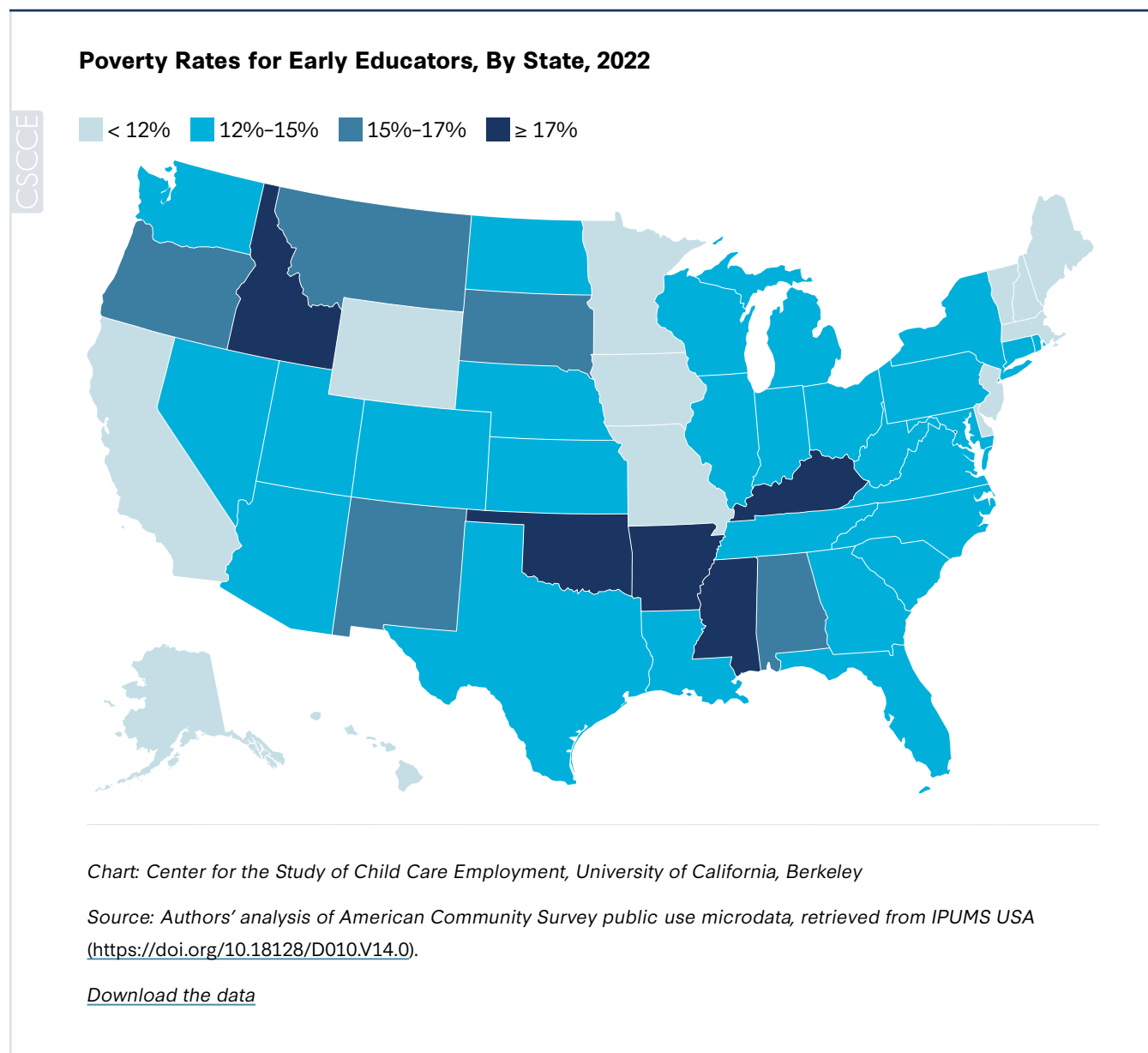
This means early
educators are

5.7x

more likely to
live in poverty

Figure 2.2.7 shows how poverty rates for the ECE workforce vary by state. In addition to viewing poverty rates in the **State Explorer Maps**, you can review the complete data tables in **Appendix 2**. Four states (Delaware, Vermont, Alaska, and New Hampshire) have early educator poverty rates of less than 10 percent. On the other hand, Mississippi and the District of Columbia have poverty rates greater than 20 percent. These findings, however, reflect data from 2018-2022. The District of Columbia established the Early Childhood Educators Pay Equity Fund during this period, but payments only began to flow in late 2022.⁴² This initiative represents a complete transformation of early educator compensation in the nation’s capital.

FIGURE 2.2.7



Early Educators Are More Than Twice as Likely to Be Food Insecure Than Elementary and Middle School Teachers

Food insecurity is another outcome of insufficient wages. Approximately 22 percent of early educators are food insecure, as estimated by the Current Population Survey Food Security Supplement.⁴³ In other words, early educators are more than twice as likely to be food insecure as teachers in elementary and middle schools.

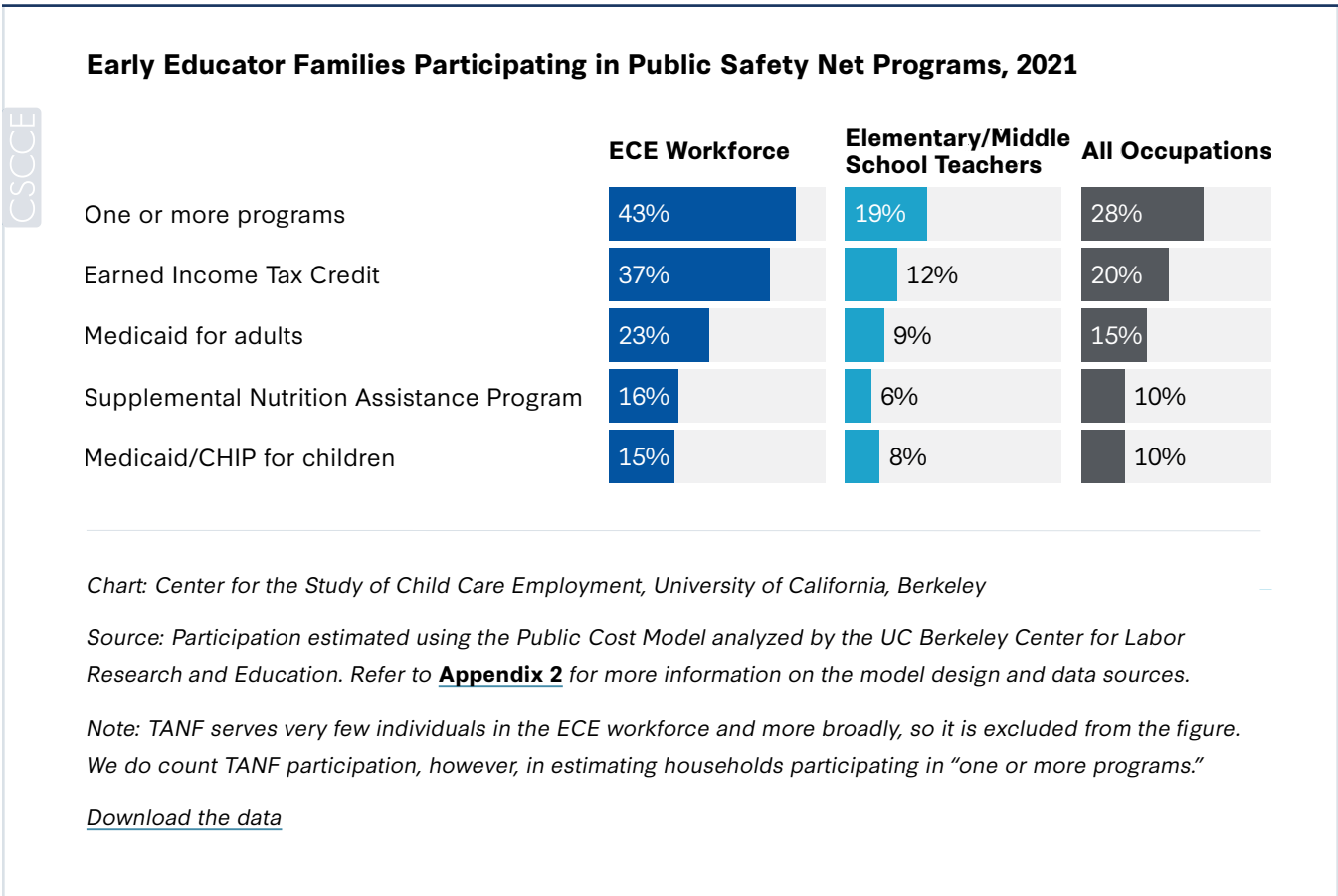


Early Educators Face Profound Economic Insecurity

In order to counter food insecurity and other economic challenges, many early educator families participate in public safety net programs. Programs like Medicaid, the Earned Income Tax Credit (EITC), and the Supplemental Nutrition Assistance Program (SNAP) can help educators counter the effects of insufficient wages. Very few educators (less than 1 percent) participate in Temporary Assistance for Needy Families (TANF), which serves very few people in general. Overall, an estimated 43 percent of early educator families participate in at least one of these public safety net programs. There are minor differences between different members of the ECE workforce: while 41 percent of preschool teachers' families participate in one or more programs, 46 percent of child care workers and 47 percent of teaching assistants do.

Figure 2.2.8 shows how early educators compare to elementary and middle school teachers as well as to the workforce as a whole. These estimates derive from the Public Cost Model,⁴⁴ an analysis produced by the UC Berkeley Center for Labor Research and Education (Labor Center). For more information on public assistance nationally and a detailed explanation of safety net data sources, refer to the **Methods** section in [Appendix 1](#).

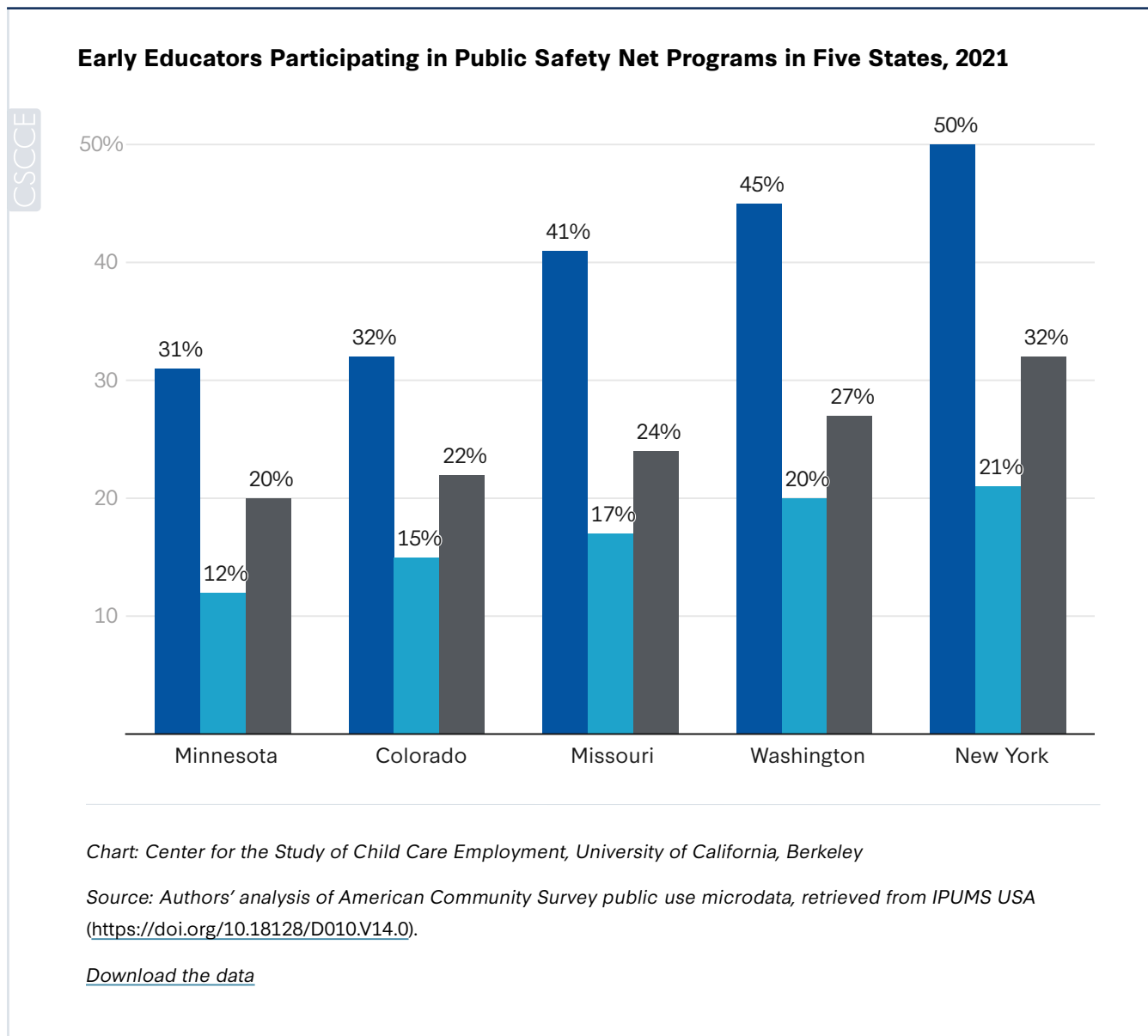
FIGURE 2.2.8



The Labor Center’s analysis also provides a look at public safety net participation in 22 states. **Figure 2.2.9** shows the results from five of these states, including the state with the lowest rate of public safety net program participation for early educators (Minnesota, where 31 percent of early educators participate in at least one public safety net program) and the state with the highest (New York, where 50 percent participate). The full set of findings for the 22 states is included in [Appendix 2](#).



FIGURE 2.2.9



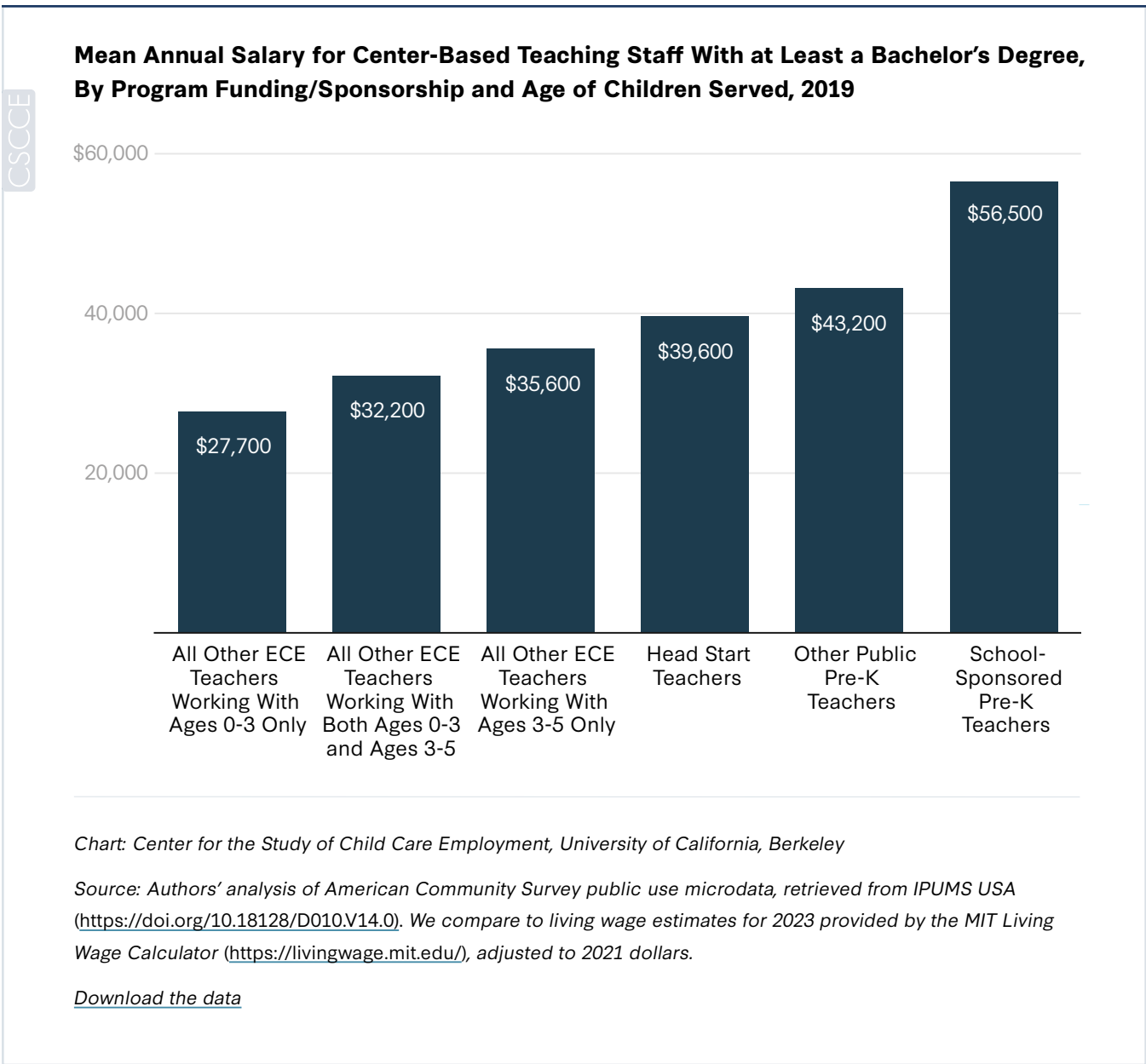
Pay Disparities Within ECE

While the entire early care and education field struggles with low pay, disparities are found within the sector. Early educators' wages vary considerably based on their location of employment and the ages of children they serve, even when holding equivalent educational degrees.⁴⁵ While ACS data can provide a picture of earnings in early care and education, it is not possible to identify workers in different ECE settings like Head Start or public pre-K. Fortunately, the 2019 [National Survey of Early Care and Education](#)⁴⁶ allows us to compare wages for center-based teaching staff by program funding and sponsorship, ages of children served, and educators' racial and ethnic backgrounds.⁴⁷ Due to the study sample size, however, we are not able to look at these data for all states.

Figure 2.2.10 shows that educators working in centers with public funding are paid higher wages than those employed in centers without public funding. Among center-based teaching staff who hold a bachelor’s degree or higher, those working in school-sponsored pre-K programs were paid more than \$20,000 more per year compared to educators working in centers without public funding.

The pay penalty for working with younger children persists in the recent NSECE data as well documented in our earlier work.⁴⁸ Among center-based teaching staff with a bachelor’s degree or higher working in other ECE centers, early educators working only with infants and toddlers are paid about \$8,000 per year less than those working exclusively with children age three to five, not yet in kindergarten.

FIGURE 2.2.10



The absence of a coherent wage structure—a framework that considers factors such as education, experience, and job role—also fosters disparities in ECE wages across racial and ethnic lines. **Figure 2.2.11** shows that Black and Latina center-based teaching staff are paid lower wages than their Asian and White colleagues, even when holding equivalent educational degrees. The wage gaps between Black and White educators, for example, amount to an average of more than \$8,000 per year.

White early educators earn an average of \$8,000 more per year than Black early educators.

We found that White educators were paid significantly higher wages than Black educators even after controlling for job roles (whether in aide/assistant or teacher positions) and regional locations (four regions based on the U.S. Census Bureau).



“Value us, value us in our wages.”

Early Educator in Center-Based Classroom⁴⁹

FIGURE 2.2.11

CSCCE

Mean Annual Salary for Center-Based Teaching Staff With at Least a Bachelor's Degree, By Race and Ethnicity, 2019

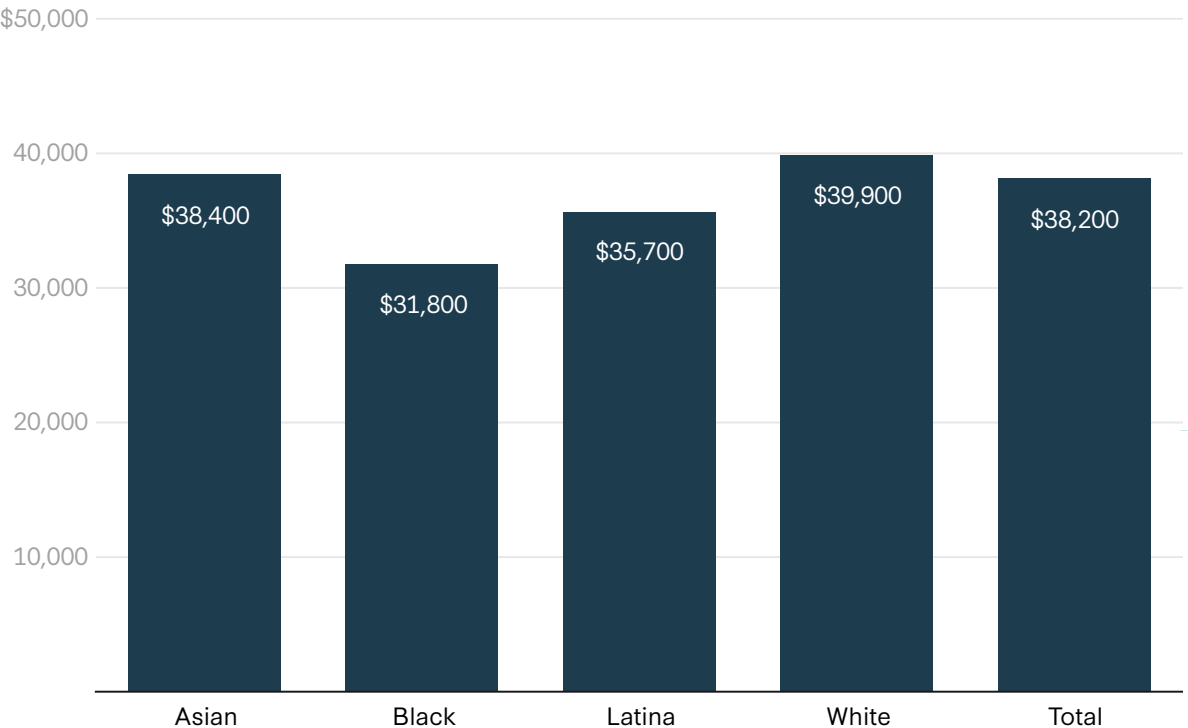


Chart: Center for the Study of Child Care Employment, University of California, Berkeley

Source: Authors' analysis of NSECE (2019) data. Annual salaries calculated by multiplying the hourly mean wage by a "year-round, full-time" hours figure of 2,080 hours.

Note: Salary estimates at the national level should be interpreted with caution considering geographic distribution of educators by race and ethnicity. For example, Asian educators are predominantly located in the Western region (about 60 percent), which displays the highest wages among the regions, and Black educators largely reside in the Southern region (about 66 percent), which displays the lowest average wages among the regions.

[Download the data](#)



Early Childhood Workforce Index 2024

State Policies to Improve Early Childhood Educator Jobs



State Policies Overview

Policy responses to the COVID-19 pandemic—especially major increases in federal funding through the American Rescue Plan Act (ARPA) in March 2021—have demonstrated greater recognition of the essential role early childhood educators play in our society. Nonetheless, policy actions at federal and state levels continue to fall short of transforming early childhood jobs into respected, well-compensated positions throughout the United States (see [**Early Educator Pay & Economic Insecurity**](#)).

At the federal level, ARPA and other COVID-19 relief funding provided a crucial lifeline to state and program leaders in the context of the pandemic, which initially forced many early care and education (ECE) programs to close and resulted in the loss of thousands of ECE jobs.⁵⁰ This major influx of federal funding demonstrated that given the funds and the flexibility, state and program leaders will choose to invest in the workforce (see [**Pandemic Relief Funding**](#)).

But COVID-19 relief funding was never sufficient nor intended to sustain the ECE system or the workforce over the long term, much less transform the system into one that supports all educators, children, and families to thrive. In the absence of major new federal investments to make sustained, transformative change across the country, **states must rise to the challenge to come up with solutions of their own.**

This report documents the many ways that state leaders have creatively used federal and state funding to advance the preparation, support, and compensation of the early childhood workforce, even while working within the [challenges of the existing system](#).⁵¹ This progress has been long in the making and continued advances are not guaranteed (see [**How the Fight for Better ECE Working Conditions ECHOES On**](#)). While concerted effort at both federal and state levels is needed, state leaders can look to the *Index* for examples of how to take steps toward transformative change.



Key Issue

How the Fight for Better ECE Working Conditions ECHOES On

The inequities and injustices that early educators face are not new. Today's progress is a step forward in responding to a crisis that has long characterized ECE employment.

CSCCE's Early Childhood History, Organizing, Ethos, and Strategy (ECHOES)⁵² project connects early care and education today with its history and activism. ECHOES highlights the overlooked histories of the women who have cared for and taught young children for generations. It explores the visions and voices of women of color, immigrant women, and working-class women who have made significant contributions but have been left out of dominant historical narratives.

ECHOES also explores critical questions about how we came to have our present-day ECE system and how systemic inequities have echoed through time. Inspired by the Worthy Wage Movement led by early educators in the late 20th century, the project highlights how individuals have built collective power to demand a just ECE system in response to these conditions and inequities.

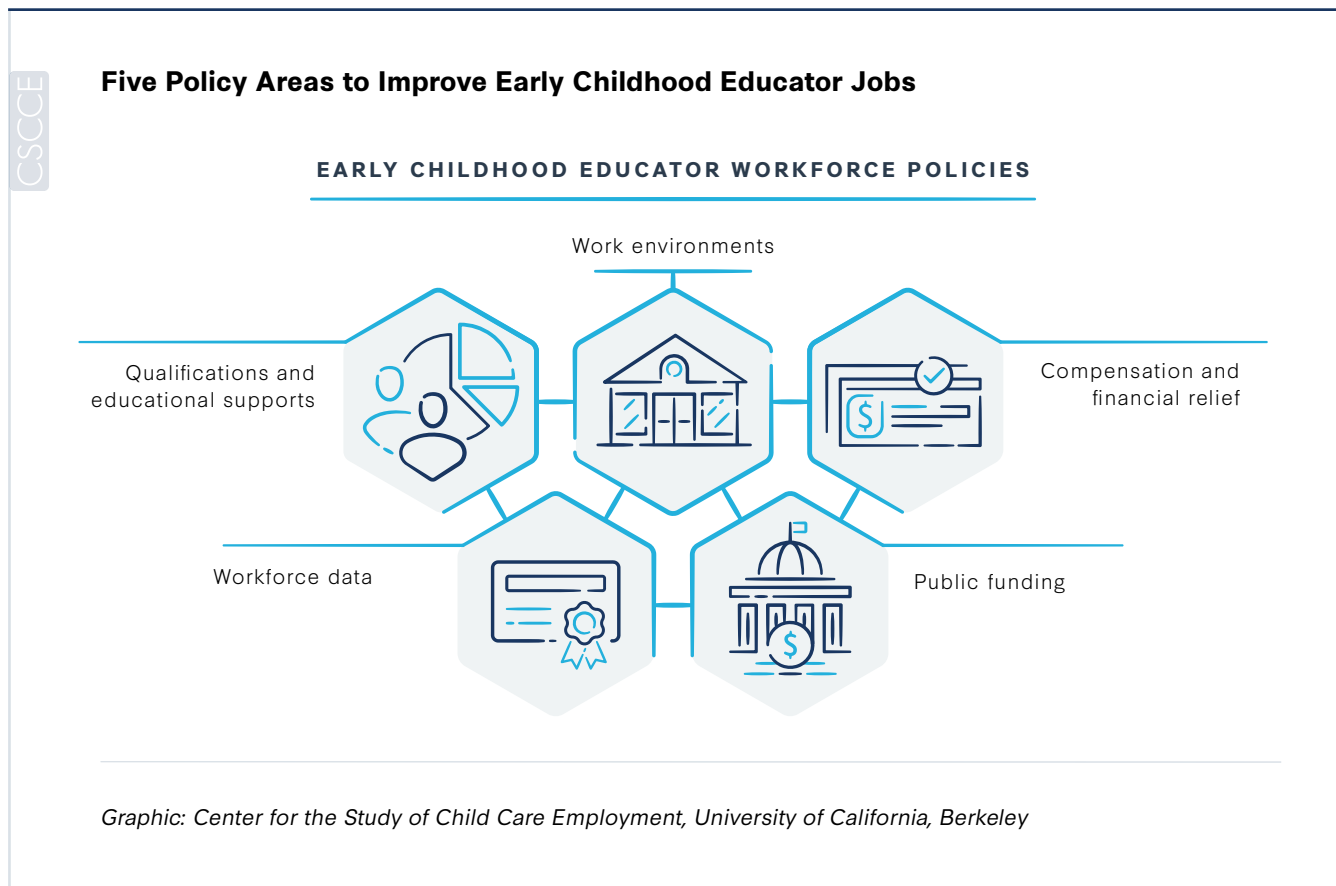
What States Can Do: Five Policy Areas to Improve Early Childhood Educator Jobs

State leaders can play a powerful role in reshaping early childhood jobs. States can choose to prioritize the ECE workforce with state dollars, move beyond minimal federal requirements for funding eligibility and program standards, and invest in higher education and data collection infrastructure. Across five essential policy areas, the *Early Childhood Workforce Index* examines state-level policies that can spur progress on the status and well-being of early childhood educators:

1. **Qualifications and educational supports:** Policies and pathways that provide consistent standards and support for educators to achieve higher education.
2. **Work environment standards:** Standards and funding to make sure ECE programs can provide safe and supportive work environments for early educators.
3. **Compensation and financial relief strategies:** Initiatives and investments to ensure compensation is commensurate with that of a skilled professional, accounting for the educator's qualifications, expertise, and experience.
4. **Workforce data:** State-level collection and use of key data on the size, characteristics, and working conditions of the ECE workforce.
5. **Public funding:** Public investment in the ECE workforce and broader ECE system.



FIGURE 3.1



There is no single ingredient to reform. The five policy areas combine to benefit children, families, and early educators, as well as society as a whole. Each of the five essential areas of early childhood workforce policy must work together to produce the guidance and resources needed to appropriately prepare, support, and compensate early educators. Adequate preparation is necessary for teachers to develop the skills required to provide high-quality learning experiences for children, while work environment standards are needed to ensure educator reflection, development, and well-being. Similarly, appropriate compensation is indispensable for recruiting and retaining skilled educators. Making progress in each area of preparation, support, and compensation also requires solid foundations for policymaking: quality, comprehensive workforce data and sufficient public funding. A state that fails to move forward in one of these five essential areas will struggle to fully advance the others.

Broader social and labor policies outside the sector continue to be important levers for transforming the quality of ECE jobs. Increases in the minimum wage, paid sick days, and paid family leave can improve early educators' economic security and well-being.⁵³ Additionally, broad-based coalitions that call for investment in worker and family well-being can support reform of the early care and education system.

How the *Early Childhood Workforce Index* Assesses States Across the Five Policy Areas

In each of the five policy areas, the *Early Childhood Workforce Index* assesses states based on measurable policy indicators that represent state-level opportunities to enhance the lives of the many children and adults affected by ECE employment conditions. To summarize overall state action in each policy area, states are assigned to one of three tiers, based on their performance on the indicators:

Stalled: The state is making limited or no progress;

Edging Forward: The state is making partial progress; or

Making Headway: The state is taking action and advancing promising policies.

For more information about each of the indicators and the data sources used, see **Appendix 1: Data Sources & Methodology.**

State Progress Across Five Essential Policy Areas

The majority of states were appraised as **stalled** or **edging forward** across early childhood educator workforce policy categories related to qualifications, work environments, compensation, and public funding (see **Figure 3.2**), as was the case in 2020. Workforce data remains the strongest area, with 31 states **making headway**: nearly all states have implemented workforce registries and/or workforce surveys to understand the size and characteristics of the ECE workforce. No states are **making headway** in all five policy areas (see **Figure 3.3**). Only seven states (California, Michigan, Nebraska, North Carolina, Washington, West Virginia, Wisconsin) and the District of Columbia are **making headway** in two policy areas.

Despite this overall assessment, there have been meaningful advances since 2020. Federal pandemic relief funding enabled most states to take new actions to better support the workforce. Bright spots include:

- **Qualifications and Educational Supports:**

- Washington State made standout progress on their minimum qualification requirements by changing their licensing rules to require an initial ECE certificate or equivalent, like the CDA Credential, as a minimum for all early educators to work in center- or home-based programs. This change is an important move toward more consistent requirements for early educators, and crucially, the state is providing financial support for educators to meet the new requirement.

- Fourteen states added new scholarship programs since 2020 (Arizona, California, Colorado, Hawaii, Illinois, Indiana, Massachusetts, Minnesota, New Hampshire, New York, Oregon, Rhode Island, South Dakota, and Vermont).⁵⁴ Many states used pandemic relief funding to bolster, expand, and/or maintain scholarship programs, but with these funds discontinuing in 2024, the impact of their loss remains to be seen.
- **Work Environment Standards:** While there has been little change in how states are addressing work environments in their Quality Rating and Improvement Systems (QRIS), some are pursuing other ways to improve educator work environments.
 - States like Indiana, Minnesota, Washington, and Wisconsin are turning to the Model Work Standards⁵⁵ to guide their thinking and planning about what early educator work environments should look like.
- **Compensation and Financial Relief Strategies:**
 - The District of Columbia earned the first and only assessment of **making headway** in this policy area. The most significant advancement in early educator compensation occurred with the implementation of the District’s Early Childhood Educator Pay Equity Fund,⁵⁶ in which dedicated local funding from a wealth tax is being used for grants to ECE programs to meet minimum salaries aligned with the District’s public school salary scale. The District’s HealthCare4ChildCare⁵⁷ program also provides free and reduced-price health insurance premiums for early educators working in licensed child care programs.
 - California became the first state in the nation to offer a retirement fund⁵⁸ for early educators, through a contract negotiated by the Child Care Providers United (CCPU) union.
 - Thirteen states (Arizona, Arkansas, Colorado, Connecticut, Delaware, Illinois, Minnesota, New Mexico, North Carolina, Oregon, Rhode Island, Vermont, Washington) and the District of Columbia have developed salary scales. The scales have been actively implemented in the District and are being piloted in Arizona. Illinois has been piloting their scale and is now implementing a minimum required wage, or “wage floor,” through their Smart Start Workforce Grants.⁵⁹
 - Notably, many states temporarily advanced compensation or financial relief for the early educator workforce using pandemic relief funding that expired between 2021 and 2023 (see **Appendix Table 3.8**).

- **Workforce Data:**

- As states continue to invest in workforce registries and workforce surveys, there are now 31 states **making headway**, more than in any previous edition of the *Index*.

- **Public Funding:**

- Some states are pointing the way toward a public system of early care and education for all children birth to five with substantial new state investments, such as Vermont’s [payroll tax](#)⁶⁰ or New Mexico’s [Early Childhood Education and Care Fund](#).⁶¹
- Several states improved their assessment related to public funding since the 2020 *Index*. This progress is most likely influenced by pandemic-era funding: 12 additional states reported extra CCDF spending during 2018-2020, compared with previous years, with the majority doing so in 2020 when CARES Act funding became available.

Despite progress with pandemic relief funds, efforts to prepare, support, and compensate early educators continue to be sidelined and underfunded. With the expiration of ARPA funding, it is imperative that state leaders step up, not back, for the ECE workforce.

FIGURE 3.2

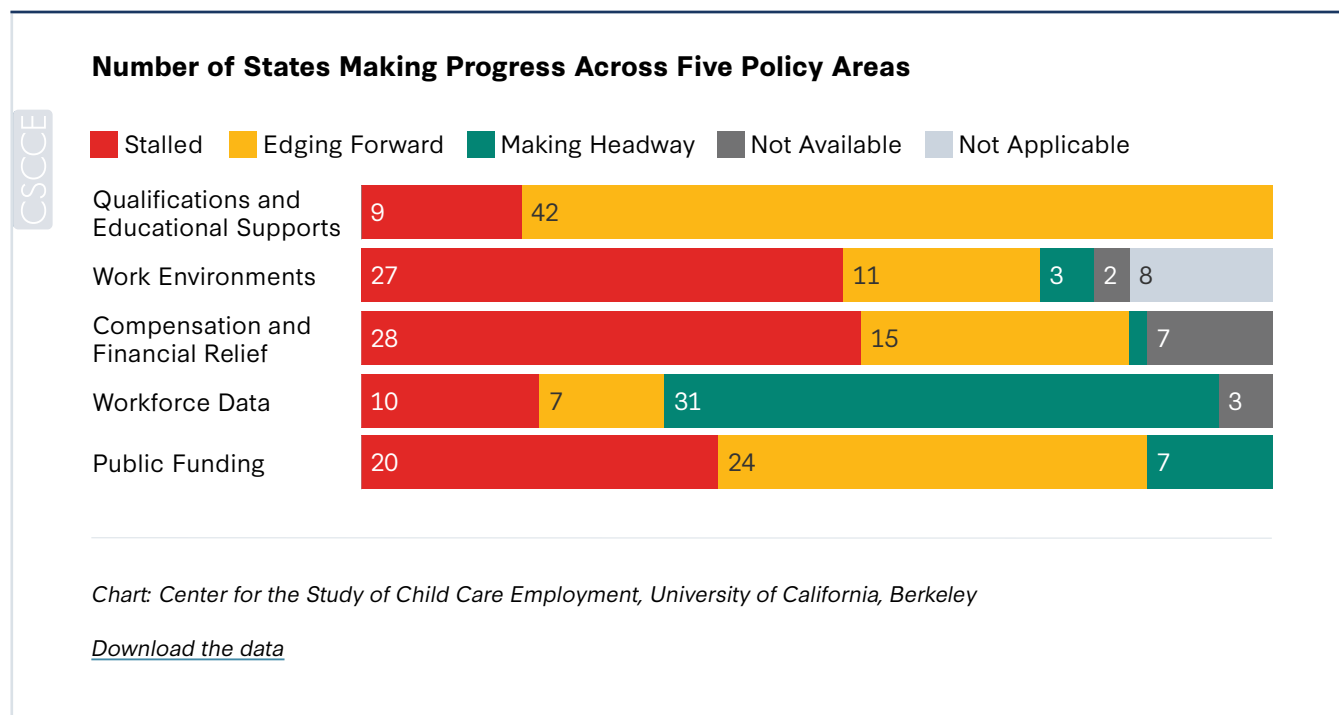


FIGURE 3.3

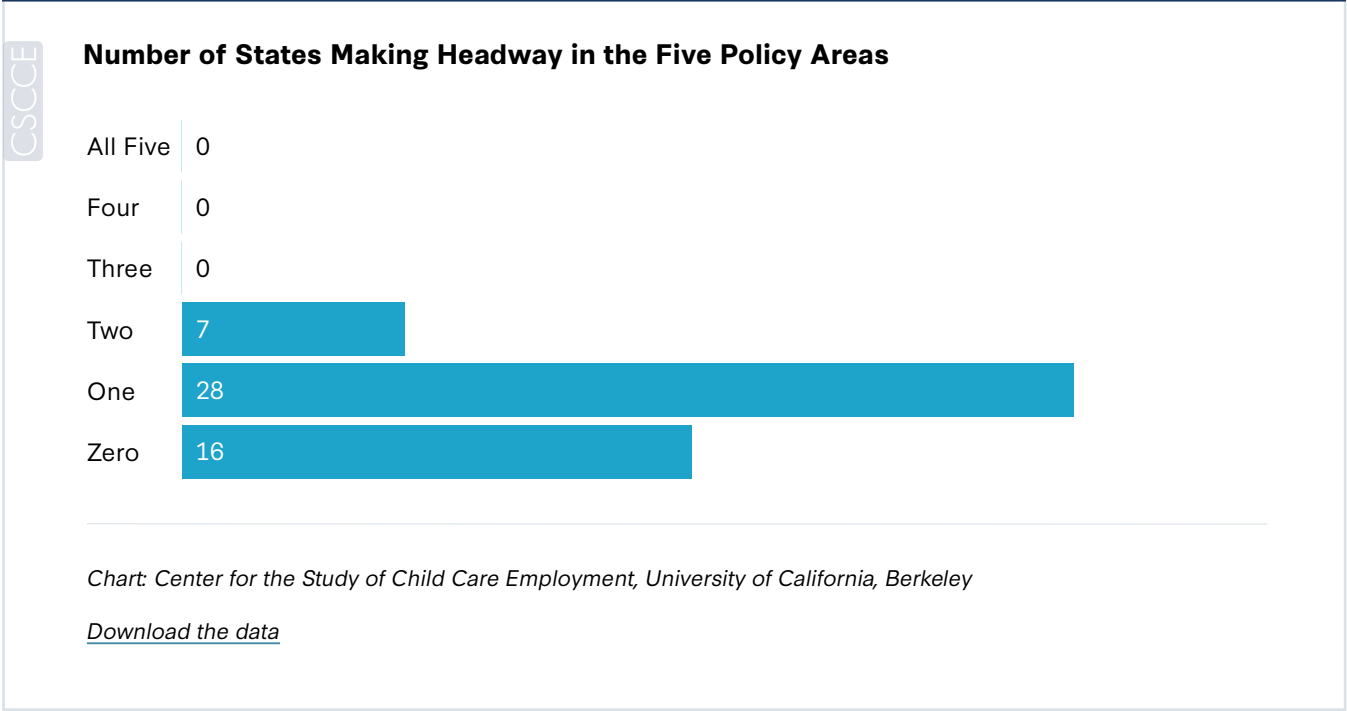


TABLE 3.1

CSCCE

Overview of ECE Workforce Policy Progress, By State, 2024

State	Qualifications and Educational Supports	Work Environments	Compensation and Financial Relief	Workforce Data	Public Funding
Alabama	Edging Forward	Edging Forward	Stalled	Not Available	Edging Forward
Alaska	Edging Forward	Edging Forward	Stalled	Making Headway	Edging Forward
Arizona	Edging Forward	Stalled	Stalled	Edging Forward	Stalled
Arkansas	Edging Forward	Stalled	Edging Forward	Making Headway	Edging Forward
California	Stalled	Not Available	Stalled	Making Headway	Making Headway
Colorado	Edging Forward	Edging Forward	Stalled	Making Headway	Edging Forward
Connecticut	Edging Forward	Not Applicable	Stalled	Stalled	Stalled
Delaware	Edging Forward	Stalled	Stalled	Edging Forward	Edging Forward
District of Columbia	Edging Forward	Edging Forward	Making Headway	Making Headway	Edging Forward
Florida	Edging Forward	Stalled	Not Available	Stalled	Stalled
Georgia	Edging Forward	Stalled	Edging Forward	Stalled	Edging Forward
Hawaii	Edging Forward	Not Applicable	Stalled	Making Headway	Edging Forward
Idaho	Edging Forward	Stalled	Stalled	Making Headway	Stalled
Illinois	Edging Forward	Stalled	Edging Forward	Making Headway	Stalled
Indiana	Edging Forward	Stalled	Stalled	Making Headway	Stalled
Iowa	Edging Forward	Stalled	Edging Forward	Making Headway	Stalled

TABLE 3.1 CONTINUED

CSCCE

Overview of ECE Workforce Policy Progress, By State, 2024

State	Qualifications and Educational Supports	Work Environments	Compensation and Financial Relief	Workforce Data	Public Funding
Kansas	Edging Forward	Not Applicable	Stalled	Not Available	Stalled
Kentucky	Edging Forward	Stalled	Stalled	Making Headway	Edging Forward
Louisiana	Edging Forward	Stalled	Stalled	Stalled	Edging Forward
Maine	Edging Forward	Stalled	Edging Forward	Making Headway	Edging Forward
Maryland	Edging Forward	Stalled	Edging Forward	Not Available	Making Headway
Massachusetts	Edging Forward	Not Available	Stalled	Making Headway	Edging Forward
Michigan	Edging Forward	Edging Forward	Stalled	Edging Forward	Making Headway
Minnesota	Edging Forward	Stalled	Edging Forward	Edging Forward	Edging Forward
Mississippi	Stalled	Not Applicable	Stalled	Stalled	Edging Forward
Missouri	Edging Forward	Not Applicable	Stalled	Stalled	Stalled
Montana	Edging Forward	Stalled	Not Available	Making Headway	Stalled
Nebraska	Edging Forward	Edging Forward	Stalled	Making Headway	Making Headway
Nevada	Edging Forward	Stalled	Not Available	Making Headway	Edging Forward
New Hampshire	Stalled	Stalled	Not Available	Stalled	Edging Forward
New Jersey	Edging Forward	Stalled	Stalled	Stalled	Making Headway
New Mexico	Edging Forward	Stalled	Edging Forward	Making Headway	Edging Forward

TABLE 3.1 CONTINUED

CSCCE

Overview of ECE Workforce Policy Progress, By State, 2024

State	Qualifications and Educational Supports	Work Environments	Compensation and Financial Relief	Workforce Data	Public Funding
New York	Edging Forward	Making Headway	Stalled	Stalled	Edging Forward
North Carolina	Edging Forward	Edging Forward	Edging Forward	Making Headway	Making Headway
North Dakota	Stalled	Stalled	Stalled	Edging Forward	Stalled
Ohio	Edging Forward	Edging Forward	Stalled	Making Headway	Stalled
Oklahoma	Stalled	Stalled	Not Available	Making Headway	Edging Forward
Oregon	Edging Forward	Edging Forward	Stalled	Making Headway	Edging Forward
Pennsylvania	Edging Forward	Edging Forward	Stalled	Making Headway	Stalled
Rhode Island	Edging Forward	Stalled	Edging Forward	Making Headway	Stalled
South Carolina	Stalled	Stalled	Stalled	Making Headway	Stalled
South Dakota	Stalled	Not Applicable	Stalled	Stalled	Stalled
Tennessee	Edging Forward	Stalled	Not Available	Making Headway	Stalled
Texas	Edging Forward	Edging Forward	Not Available	Edging Forward	Edging Forward
Utah	Stalled	Stalled	Edging Forward	Making Headway	Edging Forward
Vermont	Edging Forward	Stalled	Edging Forward	Edging Forward	Stalled
Virginia	Edging Forward	Stalled	Edging Forward	Making Headway	Edging Forward
Washington	Edging Forward	Making Headway	Edging Forward	Making Headway	Edging Forward

TABLE 3.1 CONTINUED

CSCCE

Overview of ECE Workforce Policy Progress, By State, 2024

State	Qualifications and Educational Supports	Work Environments	Compensation and Financial Relief	Workforce Data	Public Funding
West Virginia	Edging Forward	Not Applicable	Edging Forward	Making Headway	Making Headway
Wisconsin	Edging Forward	Making Headway	Stalled	Making Headway	Stalled
Wyoming	Stalled	Not Applicable	Stalled	Making Headway	Stalled

Note: Some states are listed as “Not Available” due to lack of data. States listed as “Not Applicable” under the Work Environments category do not have a QRIS or have a QRIS under development.

Snapshot: States' Use of Pandemic Relief Funds for the ECE Workforce

In March 2021, one month after the 2020 *Early Childhood Workforce Index* was released, the American Rescue Plan Act (ARPA) injected historic levels of new but time-limited funding into the early care and education sector.⁶² This funding was a lifeline for the ECE sector, along with other pandemic relief provided through the Coronavirus Aid, Relief, and Economic Security (CARES) Act (2020) and the Coronavirus Response and Consolidated Appropriations Act (CRRSA) (2021). Despite this support, the sector had been chronically underfunded prior to the pandemic and still remains far short of the estimated \$140 billion needed to fully fund a high-quality system throughout the United States.⁶³ Furthermore, the final pandemic relief funding dedicated to child care expired in September 2024.

We are just beginning to understand the critical impact these funds have had.

- The Administration for Children and Families estimated that eight out of ten licensed child care programs received financial assistance, primarily used to pay for personnel costs, rent, utilities, and mortgage payments to keep programs staffed and open.⁶⁴
- Stanford's RAPID national provider surveys reported:
 - One quarter (24 percent) of child care providers indicated they would not have been able to keep their programs running without pandemic relief funding; and
 - More than three quarters (81 percent) of providers reported that the loss of funding will have an impact on their program, with their primary concerns relating to being unable to meet payroll and keep their program open.⁶⁵
- An analysis of changes in child care wages, employment, and revenue before and after the pandemic emergency finds that child care wages increased from 2020 to 2022. This increase was most likely due to higher program revenue resulting from federal relief funding.⁶⁶
- A 2024 White House Council of Economic Advisors report shows early evidence that states that implemented state-level funding after the expiration of federal ARPA stabilization grant funding in September 2023 may be more resilient in the post-funding period.⁶⁷ The report suggests that families are having a harder time finding child care since the expiration, but effects are less pronounced in states that implemented state-level funding.

CSCCE's 2024 *Index* survey of state administrators provides additional evidence of how pivotal this historic increase in public funding was for the early care and education system and workforce. Detailed further in the following section, key findings include:

- The majority of states used pandemic relief funds (ARPA, CARES, CCRSA) to support workforce initiatives that increased wages, provided wage supplements, expanded scholarships, and provided personal protective equipment (PPE) and mental health supports, among other uses.
- State leaders are concerned about risks to the gains made for the workforce if further federal and state funding is not secured.
- The majority of states do not have state-level funding or other plans in place to address the funding cliff in September 2024, though some states, including Alaska and Kentucky, have significantly increased state funding to mitigate the impacts of the expiration.

Overall these investments signal a major shift in state leaders prioritizing the use of public dollars to fund critical compensation and financial relief initiatives for the ECE workforce. Without further public funding, higher wages and financial relief for early educators are most at risk.

Most States Prioritized ECE Workforce Needs With Pandemic Relief Funds

Our *Index* survey asked what state leaders were able to do to support the workforce with ARPA stabilization grants, ARPA CCDF funding, and other pandemic relief funds (e.g., CARES, CCRSA) that they would not have been able to do otherwise.

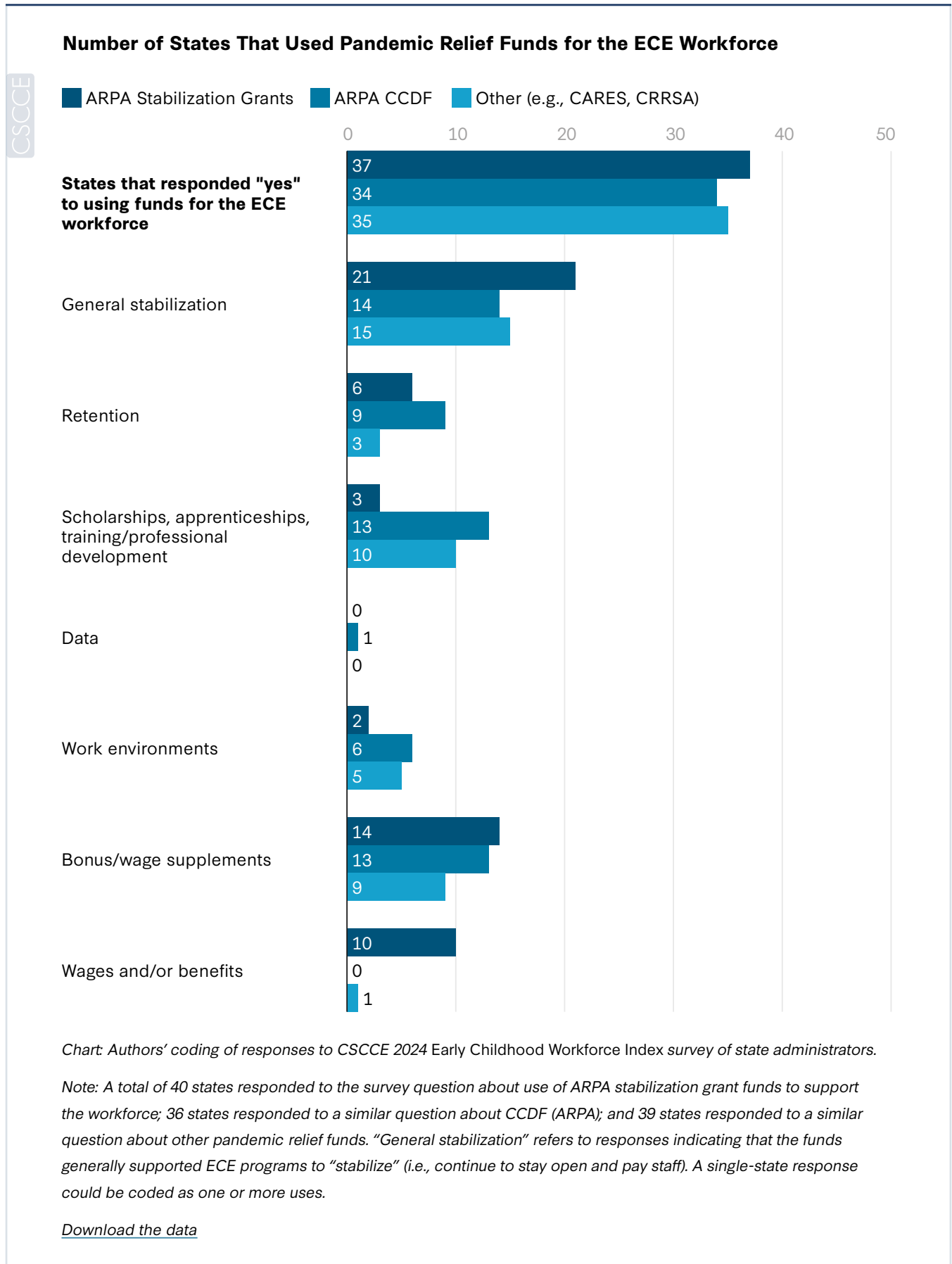
- States prioritized increasing wages, providing bonuses or wage supplements, education and training supports (expanding scholarship initiatives and offering free ECE coursework and training), and more, generally stabilizing the sector by providing flexible funding (see **Figure 3.4**).
- States also invested in work environments by providing PPE and mental health supports.
- Investments in workforce data (registries and surveys) were not commonly reported uses of pandemic relief funding.

Notable state examples include:

- Utah offered ECE programs additional funding tied to their stabilization grants, but only if programs paid at least half of their staff a minimum of \$15 per hour. It's possible that this initiative contributed to the almost 17-percent inflation-adjusted wage increase CSCCE observed in Utah between 2019 and 2022 (see [**Appendix Table 2.5**](#)). However, this initiative ended with the pandemic relief funding.
- Kentucky used stabilization grants to incentivize wage increases by offering higher payments to ECE programs that paid higher wages.
- Ohio used pandemic relief funds to eliminate a waitlist for educators to participate in POWER Ohio, a wage stipend and retention program.
- Mississippi provided scholarships, bonus pay incentives, additional professional development, and mental health supports.

For more details on how each state used these funds, see [**Appendix Table 3.13**](#).

FIGURE 3.4



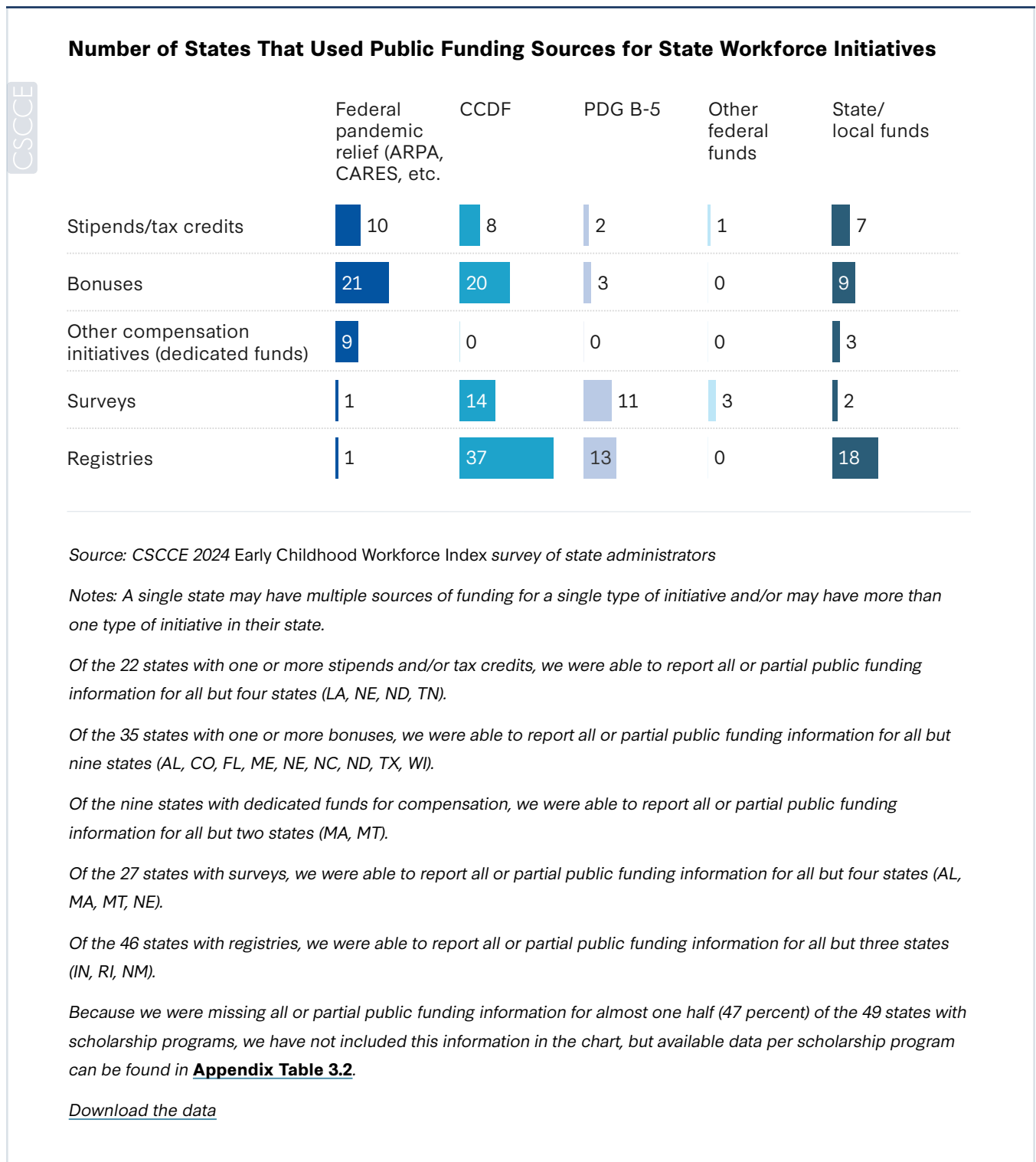


“We were able to prop up the workforce and somewhat compete with other industries that attract workers with higher pay.”

Delaware State Administrator⁶⁸

The 2024 *Index* survey also collected data on funding sources used for major workforce initiatives such as stipends, tax credits, and bonuses (see **Figure 3.5**). These data further confirm the critical importance of pandemic relief funding to the expansion of recent workforce initiatives. Other federal funding, such as CCDF and PDG B-5, continue to be key sources of funding for workforce initiatives. Some states are investing their own sources of funding, especially for workforce registries. For details on funding for each initiative per state, see **Appendix 3: State Policy Tables**.

FIGURE 3.5



Minnesota: Leveraging Pandemic Relief Funding to Sustain Workforce Improvements

Minnesota began issuing grants to child care programs prior to the launch of ARPA stabilization grants by using CARES funding and state general funds. Administrators in Minnesota told CSCCE that:

“These direct payments allowed Minnesota to provide some measure of stability to the child care field during the turbulent early days of the pandemic and began the process of building out an infrastructure to provide such payments.”

Once federal ARPA stabilization grant funding was released, Minnesota continued grant payments to programs, using these new federal funds to promote workforce compensation:

“Seventy percent of these funds had to be used to increase compensation for the child care workforce, so the funds allowed Minnesota to increase compensation, and presumably workforce retention, in a way that otherwise would not have been possible. The clear importance of this support for programs allowed our state to successfully advocate for [the] creation of the Great Start Compensation Support Payments Program, which will continue direct payments to programs to increase compensation on an ongoing basis.”

Minnesota administrators also used ARPA CCDF funding to support the workforce, including expanding T.E.A.C.H. Early Childhood® scholarships and REETAIN bonuses and launching Empower to Educate, which provides training and career development resources to individuals interested in entering the early childhood field.

“Minnesota used ARPA CCDF/CCDBG funds to launch several new initiatives benefitting the child care workforce that would not have been possible without these funds.... Many of these initiatives have now been sustained and expanded with state funds to continue providing support to the ECE field.”

Expiration of Pandemic Relief Funding Puts Progress at Risk, Unless Federal and State Leaders Act

Now that pandemic relief funding has expired, many states have voiced concerns about the need for additional, sustained funding and the risks to the gains made for the workforce if further funding is not secured (see **Figure 3.6**). For details on the concerns raised by leaders in each state, see **Appendix Table 3.14**.

Seven out of the 40 states that responded to this specific survey question indicated that they did not have concerns about the pandemic relief funds expiring, but of these seven states, five (Maine, Maryland, Massachusetts, Minnesota, and Vermont) indicated that their state had already begun or was in the process of contributing state-specific funding to continue the workforce advancements.

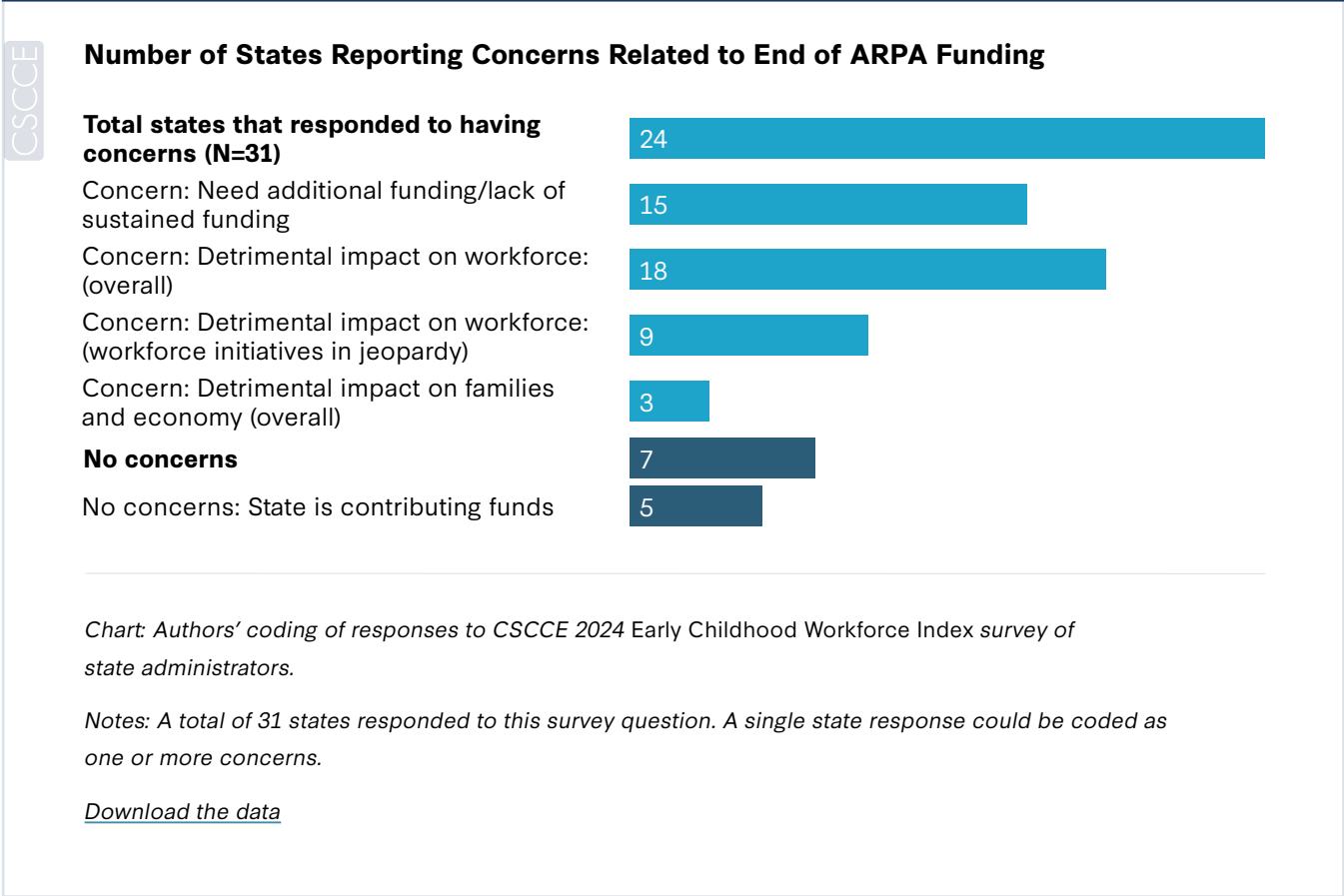
“Additional funding is needed to continue supports for the ECE workforce, which is already in a crisis mode. I am concerned that turnover will increase if ECE workforce compensation is not addressed.”

Alabama State Administrator⁶⁹

“It is unlikely that we will be able to continue stabilization grants, additional scholarships, or mental health services with regular funding streams after September 2024. We understand that workforce issues will continue after that time, and workforce-related supports will still be needed. There are concerns about possible layoffs, working in classrooms with higher ratios and group sizes, and bringing on new staff with reduced wages or benefits.”

Utah State Administrator⁷⁰

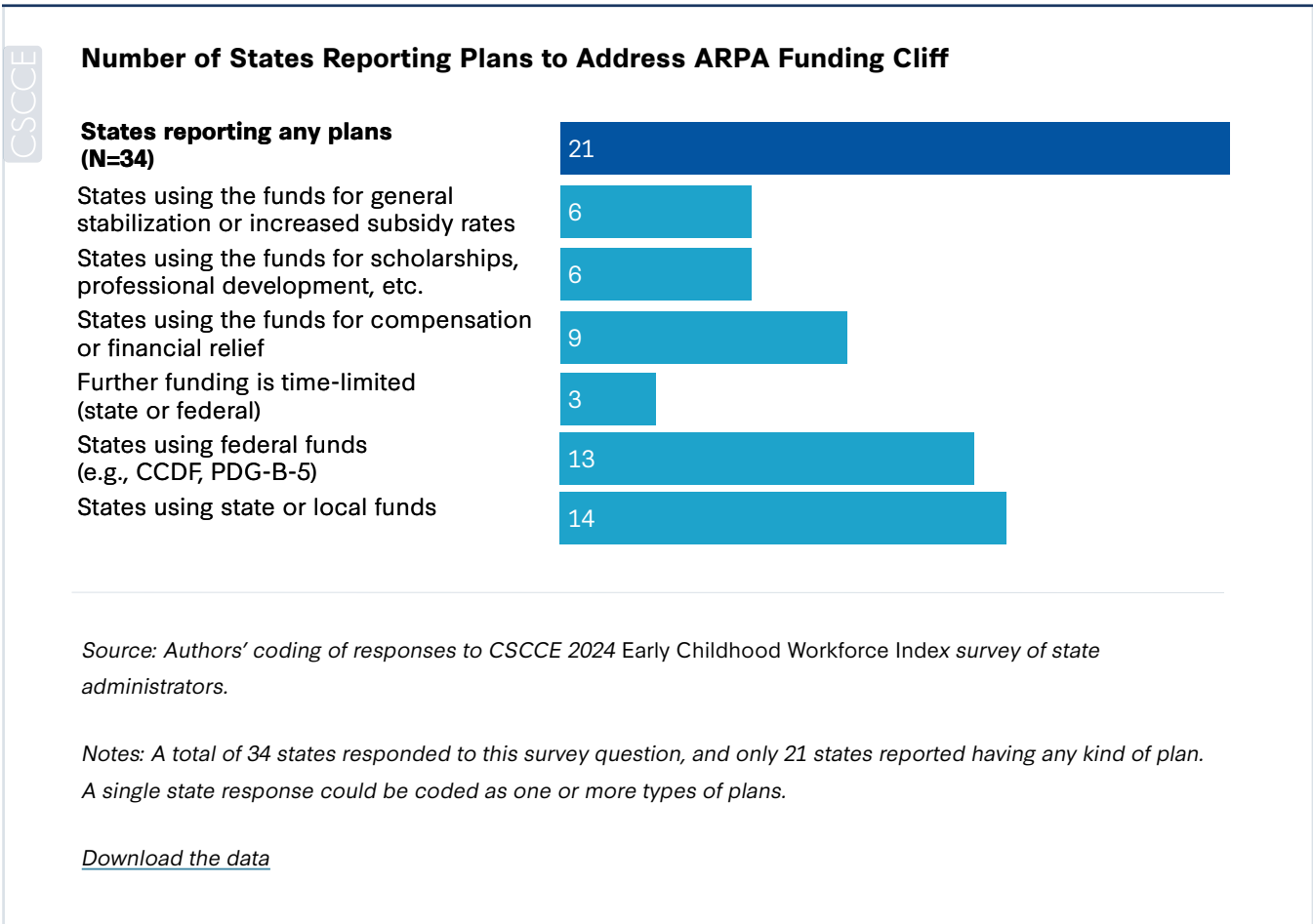
FIGURE 3.6



Despite these concerns, only 21 of the 34 states that responded to this specific survey question indicated that their state had a plan to support existing initiatives (see **Figure 3.7**). Some states are committing their own funds to continue these initiatives, while others are repurposing federal funds like CCDF and PDG B-5 grants. For example, Illinois, Massachusetts, and Minnesota have all invested state funding to continue grants to programs that can be used for workforce needs like increased wages and benefits. For details on all state plans, see **Appendix Table 3.15**.

As of June 2024, only 11 states (Alaska, California, Illinois, Kentucky, Maine, Massachusetts, Minnesota, New Hampshire, New Mexico, Vermont, Washington) and the District of Columbia had been identified as making significant state investments to fill the gaps left in child care funding when federal dollars from the American Rescue Plan Act expired.⁷¹

FIGURE 3.7



The need to invest in the early care and education workforce persists, as too many early educators still struggle in poverty and programs continue to face high turnover and difficulty recruiting and retaining staff. Historic levels of public ECE funding during the pandemic demonstrated an opportunity and several solutions: many state leaders chose to invest in the working conditions and well-being of early educators, and they can continue to do so in 2025 and beyond.

“Relief funding was great, but it ended. We got what we needed, but only for a certain amount of time.... Funding wages has got to be a continuous thing, set in stone.”

Early Educator in a Center-Based Classroom⁷²

Qualifications & Educational Supports

1



What Are Qualifications and Educational Supports?

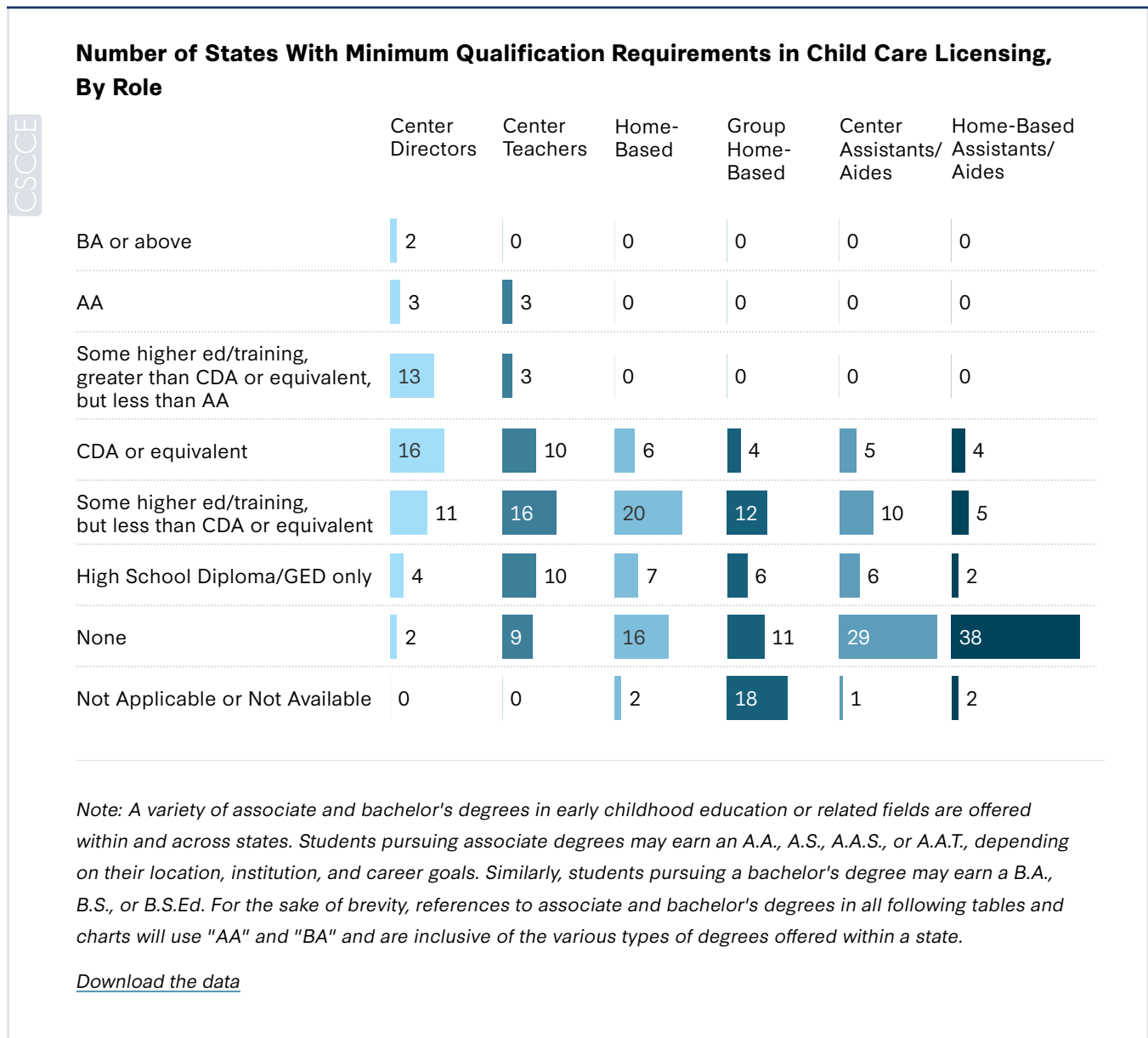
Qualifications and educational supports are policies and pathways that provide consistent standards and support for educators to achieve higher education.

Research is clear that early educators play a central role in facilitating learning and development among children from birth to age five.⁷³ However, a gap exists between the skills, knowledge, and experience needed to provide early care and education and the expectations established in state licensing and regulations as well as the actual levels of education the workforce has acquired.

In K-12 education, most states require that teachers obtain at least a bachelor's degree plus a grade- or subject-specific certification, which is reflected in state teacher licensure requirements. In early care and education, most states have yet to implement consistent educational requirements, even though experts recommend that lead teachers and program administrators acquire degrees and specialization equivalent to those working in elementary schools. Likewise, early educators working in other roles, like assistant teachers or aides, are encouraged to attain foundational knowledge, such as a Child Development Associate® (CDA) Credential.⁷⁴ Importantly, research and policy experts further recommend that the existing ECE workforce incur no expenses or debt to attain education and advance along a professional pathway, though sufficient educational supports have yet to materialize.⁷⁵ Nonetheless, the majority of the workforce has attended college, with 30 percent of center-based teaching staff and about 20 percent of home-based providers holding a bachelor's degree or higher (see [**About the Early Childhood Workforce**](#)).

Currently, states vary widely with regard to the minimum qualification standards for directors, teachers, and assistant teachers, with many states requiring no minimum qualifications at all (see **Figure 3.1.1**). Qualification requirements become even more varied once specific ECE programs like state pre-K, Head Start, or Early Head Start are taken into account. These programs often have higher requirements than child care licensing, but they all differ from one another. As a result, educators face disparate expectations that depend more on the type of program setting and available funding than the knowledge and skills necessary to further children’s learning and development.

FIGURE 3.1.1



Across settings, the majority of early educators have some level of higher education.

Time and again, educators identify a desire to participate in more preparation and ongoing learning, but they often face barriers, particularly as working adults and many caring for their own families. Additional barriers exist for members of racial and ethnic communities who have historically and systemically been shut out of or sidelined from higher education.⁷⁶ Yet educators also face disparate access to resources demonstrated to support success and remove barriers in completing higher education and training.^{77,78} Such resources include: cohort models; flexible class schedules (e.g., classes at night, on weekends); community-located courses; academic counseling specific to early educators; and financial support for tuition, books, and other costs.⁷⁹ T.E.A.C.H. Early Childhood® scholarship programs and alternative models linked to college education—for example, some early childhood apprenticeship programs—include nearly all of these supports as part of their framework.⁸⁰ For a state-by-state list of scholarship and apprenticeship programs, see **Appendix 3** (apprenticeships are not assessed in the 2024 *Index*, however).



DEVELOPING STRATEGY: APPRENTICESHIPS

Registered Apprenticeship Programs (RAPs) have gained national attention in recent years as a professional development strategy. They offer an alternative career pathway for entry into or advancement in the ECE field and support educators in the attainment of a nationally recognized credential or degree. Every RAP must include:

- An employer;
- On-the-job training (e.g., a minimum of 2,000 hours or the equivalent of 12 months);
- Related technical instruction (e.g., college courses in early childhood education);
- Compensation increases for skill gains or milestone achievements; and
- A portable, nationally recognized credential (e.g., CDA Credential, associate degree, bachelor's degree).

According to a June 2023 report,⁸¹ 35 states have apprenticeship programs active at a city, regional, or state level, and many states are developing new apprenticeship programs (see **Appendix Table 3.3**).

Recent Trends

- Some apprenticeship programs are using T.E.A.C.H. Early Childhood® scholarships and other financial aid sources to help reduce employer costs and cover the cost of related technical instruction, such as tuition (Arkansas, Alabama, Vermont, Pennsylvania).
- Offering pre-apprenticeships and/or youth apprenticeships creates another entry point to the ECE field. This approach provides young workers and individuals returning to work and/or college with an opportunity to complete coursework that then leads into an apprenticeship program or toward a college degree or permit/credential (California, Wisconsin).

Challenges

- Misalignment exists among licensing, credentialing requirements, teacher preparation programs, and QRIS initiatives. Educators must navigate these systems and their various requirements.

Key Issue

- Apprenticeship offers yet another system for educators to navigate and may be duplicative of similar existing professional development efforts if not coordinated with ECE governance bodies.
- Apprenticeship programs must ensure courses articulate to degrees or further credentials to alleviate burdens on educators navigating higher education systems.
- Federal, state, and local funding initiatives are often restrictive, offering more support for implementation and administration rather than direct support to apprentices (e.g., wages). One of the biggest challenges RAPs face is finding unrestricted funding so that programs can provide the raises and financial assistance apprentices require.

Opportunities

- More research and comprehensive data is needed to understand the impact of apprenticeships in early care and education. As apprenticeships expand, different models should be evaluated to learn which communities they serve best, the extent to which these models improve access, and how they define and support equity.
- Outcomes of apprenticeship programs are not well documented or publicly available. Attention should be paid to who is participating in apprenticeships (and who is not), as well as how effective they are in facilitating successful participation in education and job training and their impact on compensation.
- Furthermore, a better understanding of the true cost of apprenticeship is needed for those administering these programs as well as for employers.

Despite their success, scholarship and apprenticeship programs for early educators are typically underfunded and available to only a portion of the workforce, allowing some to advance and potentially have access to higher paying jobs in the sector, while others are shut out of such opportunities. While the sector as a whole remains grossly underpaid, in some instances, attainment of a bachelor's degree can unlock access to jobs that are on the upper end of the wage spectrum. For example, educators working in school-sponsored pre-K with a bachelor's degree can earn as much as \$27,600 more annually than their peers without a degree.⁸² For Black early educators in particular, access to a college education can have a profound impact on their well-being, although they are routinely paid less than their colleagues, even with the same levels of education⁸³ (see **Early Educator Pay**). More robust data collection on the workforce as a whole, as well as who has access to which educational support programs and which jobs, is imperative to assess whether existing inequities in pay and opportunity are being disrupted or reinforced (see **Workforce Data**).



"I've been an FCC provider for 17 years. I don't have a bachelor's degree.... There have been roadblocks put in place that have made it difficult to obtain."

Family Child Care Provider⁸⁴

It is critical for all children, regardless of their age or where they receive early care and learning services, to have access to early educators who are well prepared and equitably compensated. Achieving this goal requires consistent qualification requirements that reflect both foundational and specialized knowledge, including a system to account for existing education, training, and experience and equitable access to resources that facilitate success in higher education and training.



POLICY SOLUTIONS TO SUPPORT EDUCATIONAL PATHWAYS

- Design equitable credential systems and align qualification requirements across settings.
 - Establish minimum requirements that reflect foundational knowledge (i.e., a Child Development Associate® Credential or equivalent) for all early childhood teaching staff.
 - Establish a bachelor's degree with early childhood education specialization and individual licensure or certification for lead teachers and program leaders, in line with what is required for teachers of older children.
 - If these conditions are not met or publicly funded, neither individuals nor programs should be penalized for failing to meet qualifications that are only recommended and not required.
 - As new qualification requirements are implemented, develop an intentional strategy to provide dual support to the incoming workforce while also supporting the existing workforce to meet requirements. Effective policy strategies include valuing and accounting for years of experience and providing financial support and a flexible work schedule to acquire additional education, training, or certification within a reasonable timeline.
- Ensure that all members of the current and future workforce have opportunities and support to acquire education and training at no personal financial cost.
 - Partner with educators to identify pathways and conditions that reflect their aspirations and needs.
- Identify systemic barriers and develop equity-driven solutions to facilitate access and create the conditions for educators to successfully advance.
 - Design and fund specific strategies to facilitate the attainment of associate and bachelor's degrees among historically oppressed racial and ethnic groups as well as individuals who speak English as a second language.
 - Regularly collect and review data about scholarship programs and other educational initiatives to identify disparities in access and to assess whether such programs are providing adequate levels of support.
- Learn more about national recommendations to transform the ECE workforce by referring to the Institute of Medicine and National Research Council report *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation*.⁸⁵

State Progress on Qualifications & Educational Supports



Overall, there has been little progress on qualifications and educational supports since the previous edition. While there are still no states **making headway**, the number of states **edging forward** increased from 38 to 42 between 2020 and 2024, and the number of **stalled** states dropped from eleven to nine. However, several of these gains are due to data availability changes, rather than improvements in policy.⁸⁶

- Colorado improved from **stalled** to **edging forward** due to changes in how their scholarship program is funded, allowing the program to be assessed in 2024.
- In contrast, Oklahoma slipped from **edging forward** to **stalled** due to a reduction in the types of scholarships they support: Oklahoma offers scholarships for a Child Development Associate® Credential or equivalent, whereas in 2020, their program also supported attainment of an associate and bachelor's degree.

Most progress was related to improvements to scholarship programs. Nearly all states (48) and the District of Columbia offer one or more scholarship programs for early educators, with the exception of Mississippi and North Dakota. Fourteen states added new scholarship programs since 2020 (Arizona, California, Colorado, Hawaii, Illinois, Indiana, Massachusetts, Minnesota, New Hampshire, New York, Oregon, Rhode Island, South Dakota, and Vermont).⁸⁷ Many states utilized pandemic relief funding to bolster, expand, and/or maintain scholarship programs, but with these funds being discontinued in 2024, the impact of their loss remains to be seen.⁸⁸

In contrast, there were few advancements in minimum qualification requirements. Overall, no state sets the bachelor's degree as a requirement for lead educators across all ECE settings (pre-K, center- and home-based licensed child care programs)—a trend that has continued since the first *Index* in 2016. Only Delaware and the District of Columbia require a bachelor's degree for center directors.



State Spotlight

Washington Sets Consistent Standards for Educational Requirements, Provides Funding and Support

Washington State made outstanding progress on their minimum qualification requirements by changing their licensing rules to require an initial ECE certificate or equivalent, such as the CDA Credential, as a minimum for all early educators to work in center- or home-based programs. Educators currently working in the field have until 2026 to complete the requirements. Additionally, Washington's Early Achievers Grant supports educators to complete such certifications, providing critical financial support for educators who need to meet this new requirement.

TABLE 3.1.1

Key to State Progress on Qualifications and Educational Supports

CSCCE

Qualifications & Educational Supports	Values & Partial Points		Maximum Points per Indicator
Minimum qualification levels (pre-K)	Lead Teacher — BA: Yes/No	1	2
	Assistant Teacher — CDA/Equivalent or higher: Yes/No	1	
Minimum qualification levels (licensed centers)	Center Director — BA: Yes/No	1	3
	Lead Teacher — BA: Yes/No	1	
	Assistant Teacher — CDA/Equivalent or higher: Yes/No	1	
Minimum qualification levels (licensed home-based)	Lead Teacher — BA: Yes/No	1	2
	Assistant Teacher — CDA/Equivalent or higher: Yes/No	1	
Scholarships to support education pathways	BA	1	3
	AA	1	
	CDA or equivalent	1	
Collects data on scholarship recipients	Yes/No	2	2
Total			12

0-4 points per category	Stalled
5-8 points per category	Edging Forward
9-12 points per category	Making Headway

*Notes: These indicators are not intended to be comprehensive, but represent key steps all state leaders can take to advance within this policy area. For more information about these indicators and their data sources, see **Appendix 1: Data Sources & Methodology**. In this and following tables and charts, minimum qualification levels are those that apply to work in the role/setting or that must be completed within a specified timeframe of beginning that role. Most regulations also include additional experience and higher possible qualification levels. In some cases, there are higher levels of minimum qualifications required for larger settings (e.g., centers of a certain size) or for certain roles (e.g., head teacher vs. teacher). In this and following tables and charts, we include Child Development Associate® (CDA) Credentials or their functional equivalent. There is no established*

Map of State Progress on Qualifications and Educational Supports, 2024



Early Childhood Workforce Index — 2024 | Center for the Study of Child Care Employment | University of California, Berkeley

FIGURE 3.1.3

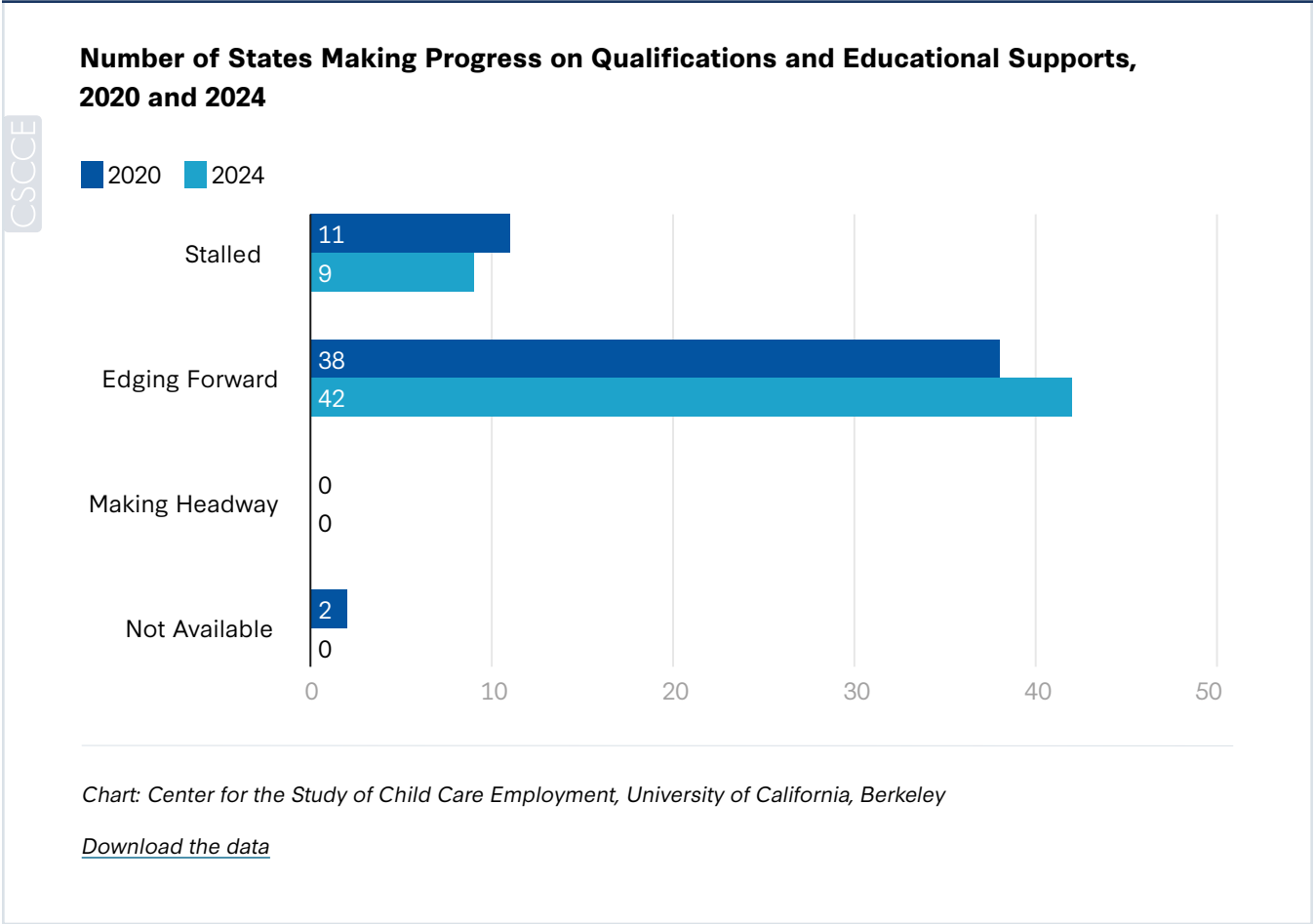


FIGURE 3.1.4

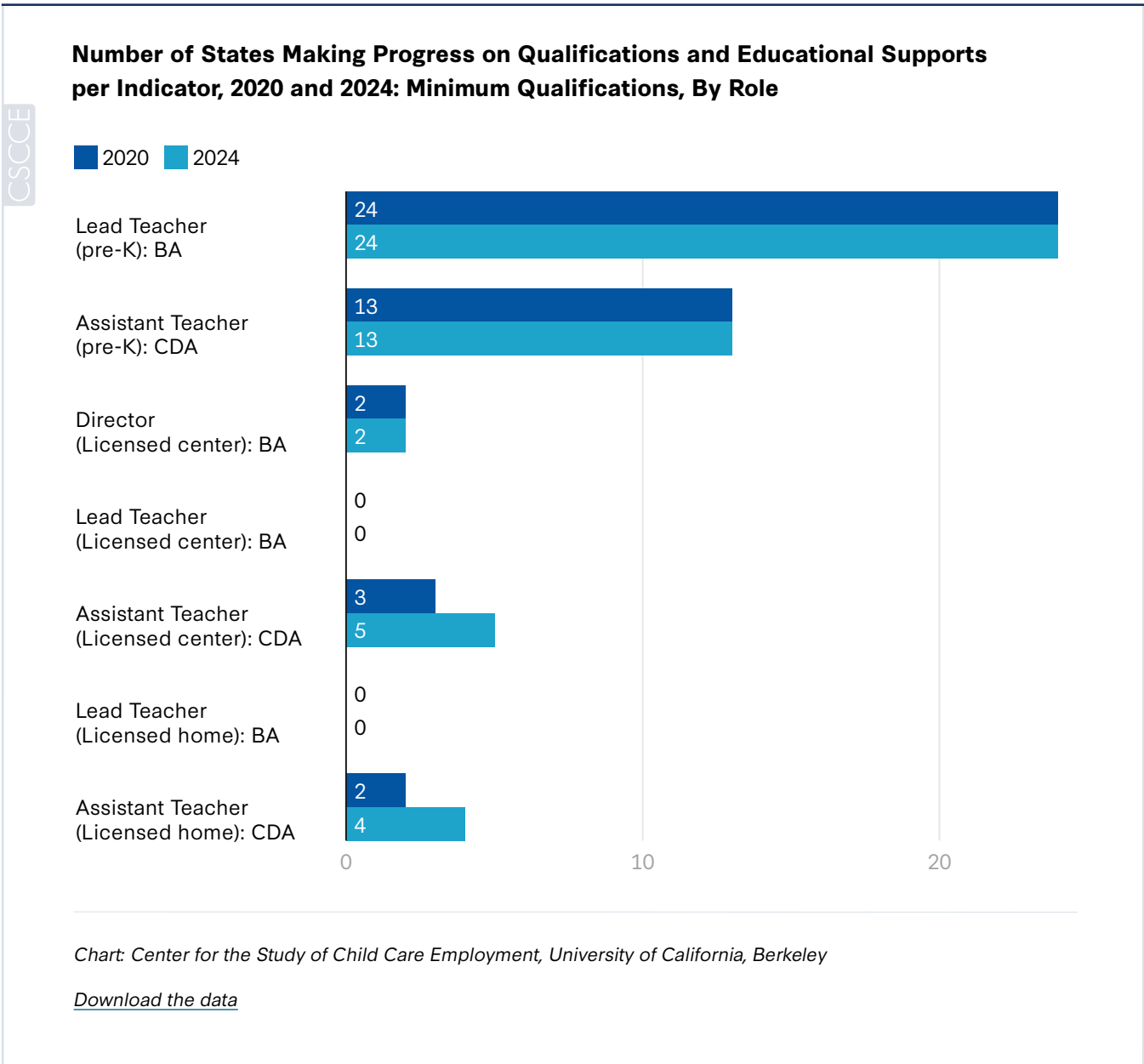
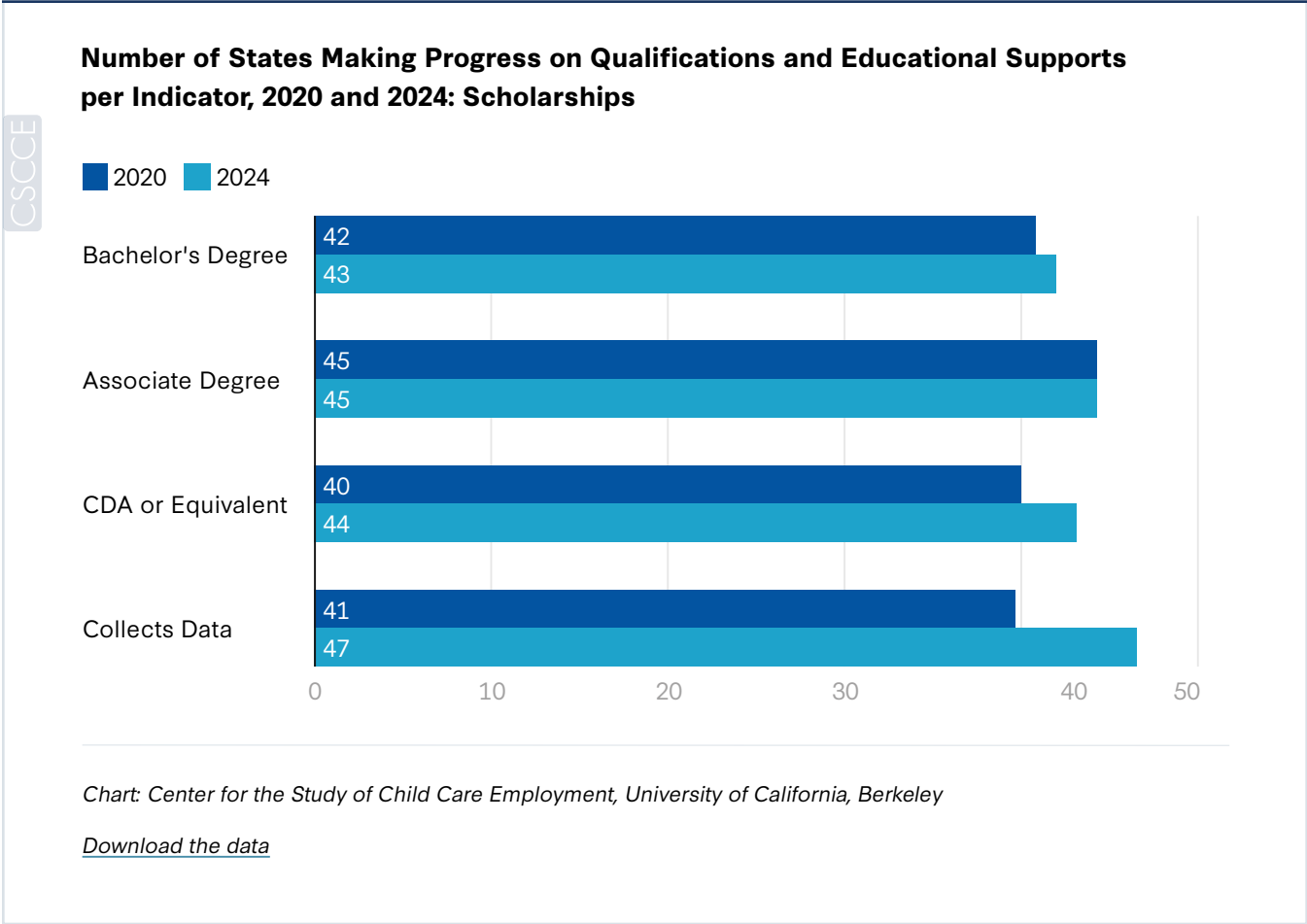


FIGURE 3.1.5



State Progress on Qualifications and Educational Supports: Indicators

Indicator 1: Does the state require a minimum of a bachelor's degree for lead teachers and a minimum of a CDA or equivalent for assistant teachers in public pre-K programs?

Rationale: The 50 states and the District of Columbia each set their own qualification standards for early educators, and those requirements vary widely, not only across states, but within states according to setting and source of funding.⁸⁹ Programs that receive public pre-K funding are typically governed by a distinct (and higher) set of standards compared with programs that are licensed to provide child care; however, this approach maintains a false distinction between early education and child care. We assess whether lead teachers are required to hold a bachelor's degree and assistant teachers, a Child Development Associate® Credential or equivalent, across settings and funding streams.

Current Status Across States: Of the 45 states (plus the District of Columbia) with public pre-K programs, 24 states require a minimum of a bachelor's degree for lead pre-K teachers across all settings and across all programs (for states with more than one state-funded pre-K program).⁹⁰ An additional 17 states require a bachelor's degree for pre-K teachers, but only for certain types of classrooms or settings within the pre-K system, such as public schools.⁹¹ For assistant teachers, 13 states require a minimum of a CDA or equivalent across all settings and programs.⁹²

Change Over Time: Since 2020, both the total number of states with public pre-K programs that require a minimum of a bachelor's degree for lead pre-K teachers across all programs (24) and the total number of states with public pre-K programs that require a minimum of a CDA or equivalent for assistant teachers across all programs (13) remains unchanged. Alaska and Illinois now require a minimum of a bachelor's degree for all lead pre-K teachers, but did not in 2020, whereas Louisiana and North Dakota met this criteria in 2020, but no longer do. For assistant teachers, Iowa and North Carolina joined other states that require a CDA or equivalent credential, whereas two other states, Missouri and Washington, no longer require a CDA or equivalent credential for all assistant pre-K teachers.

Indicator 2: Does the state set minimum qualification levels for center-based settings outside of publicly funded pre-K at a bachelor's degree for center directors and teachers and a CDA or equivalent for assistant teachers?

Rationale: Child care licensing rules typically establish lower expectations for early educators working in non-pre-K center-based programs compared with educators working in funded pre-K settings, in stark contrast to research recommendations about what educators need to know to work with children, regardless of age of children or setting. We assess whether qualification requirements meet the same

expert recommendations across settings and funding streams (i.e., whether center administrators and lead teachers are required to have a bachelor's degree and assistant teachers, a CDA or equivalent).⁹³

Current Status Across States: Only Delaware and the District of Columbia require center directors to have a bachelor's degree. No states require lead teachers to have a bachelor's degree in non-pre-K center-based programs, and only two states (Pennsylvania and Illinois) and the District of Columbia require an associate degree for lead teachers in such programs. Four states (Hawaii, Nevada, Minnesota, and Washington) and the District of Columbia require assistant teachers in such center-based programs to have a CDA or equivalent. Across states, the requirements for center directors and teachers vary substantially, with some states setting no minimum qualification requirements at all (see **Figure 3.1.1** and **Appendix Table 3.1**).

Change Over Time: Since 2020, there has been no change in the states that require a bachelor's degree for center directors (Delaware and the District of Columbia) or for center-based lead teachers (no states). For assistant teachers, in 2024 Washington joins three states (Hawaii, Minnesota, Nevada⁹⁴) and the District of Columbia where assistant teachers must have a CDA or equivalent. This change is part of a broader shift in licensing requirements in Washington State: for all early educators in licensed child care settings, Washington now requires a minimum of a CDA or equivalent by 2026.

Indicator 3: Does the state require a minimum of a bachelor's degree for licensed home-based providers and a minimum of a CDA or equivalent for assistant teachers in home-based programs?

Rationale: Child care licensing rules often establish lower expectations for early educators in home-based settings compared with educators in center-based settings or in public pre-K. These different standards perpetuate disparities in children's access to a qualified teacher during their formative years. We assess whether qualification requirements meet the same expert recommendations across settings and funding streams (i.e., whether administrators and lead teachers are required to have a bachelor's degree, and assistant teachers, a CDA or equivalent).

Current Status Across States: Not a single state requires a bachelor's degree for home-based providers, and only the District of Columbia, Hawaii, Nevada, and Washington require at least a CDA or equivalent for assistant teachers in home-based programs. States are less likely to require any minimum qualifications for teaching staff in home-based programs than in center-based programs (see **Figure 3.1.1** and **Appendix Table 3.1**).

Change Over Time: Since 2020, there has been no change in the states that require a bachelor's degree for licensed home-based providers; no states met this requirement in 2020 nor in 2024. Two additional states (Nevada and Washington) join the District of Columbia and Hawaii as the only states that require a minimum of a CDA or equivalent for assistant teachers in home-based settings.⁹⁵

Indicator 4: Does the state have a scholarship to support educational attainment pathways from a CDA or equivalent to associate and bachelor's degrees?

Rationale: Academic and financial supports have been demonstrated to facilitate degree attainment among early educators. These supports include cohort models, flexible class schedules (e.g., classes at night, on weekends), and academic counseling, in addition to financial support for tuition, books, and other costs. We assess whether states have scholarship programs to support educational pathways for early educators to achieve foundational knowledge (a Child Development Associate® Credential or equivalent) and to achieve higher education (associate and bachelor's degrees).

Current Status Across States: In all, 48 states and the District of Columbia have at least one scholarship program for early educators that supports one or more types of education or credentials; 20 states and the District of Columbia have multiple scholarship programs; 43 states have scholarships for bachelor's degrees; 45 states have scholarships that support the attainment of an associate degree; and 44 states have scholarships that support the attainment of a CDA or equivalent. Overall, 37 states and the District of Columbia have scholarships for all three levels of educational attainment. Scholarship programs in many states support additional types of education and credentials such as a master's degree or director credential. For more information on the types of scholarships included in each state's programs, see [Appendix Table 3.2](#).

Change Over Time: Since 2020, there was an overall increase of one state supporting attainment of bachelor's degrees, no change in the number of states supporting the attainment of associate degrees, and an overall increase of four states supporting the attainment of CDA or equivalent credentials (see [Figure 3.1.5](#)).

Arkansas expanded their scholarship program to include a pathway for early educators to achieve bachelor's degrees, and three states (Maryland, Nebraska, Rhode Island) expanded their scholarship programs to include pathways for early educators to achieve a CDA or equivalent, in addition to an associate degree and bachelor's degree. South Dakota added a new scholarship program that supports a CDA or equivalent, whereas there was no identified scholarship program in the state in 2020. Additionally, Colorado's T.E.A.C.H. Early Childhood® program, which includes scholarships for the CDA or equivalent credential and associate and bachelor's degrees, was newly included in our 2024 *Index*,⁹⁶ while California added two new scholarship programs that meet *Index* criteria and provide support for the associate and bachelor's degrees.

In contrast, scholarship programs in Delaware and Oklahoma no longer support pathways to an associate degree and bachelor's degree; as of the 2024 *Index*, support was limited to a CDA or equivalent. North Dakota previously had a scholarship for a CDA, but no longer offers this program.

Indicator 5: Does a state collect data on scholarship recipients?

Rationale: To ensure equity in access to scholarship programs, states should collect data on scholarship recipients, their outcomes (e.g., degree attainment), and their trajectory in the ECE field. By collecting this information, states can assess which communities do not have access to scholarships and whether this situation is changing over time, then adapt their outreach and engagement strategies accordingly. Additionally, collecting data on scholarship recipients is important for articulating the level of funds needed to adequately support the ECE workforce, similar to the need for better data on the workforce more generally (see [Workforce Data](#)).

Current Status Across States: Of the 49 states with scholarship programs, 47 states collect at least some data on their scholarship recipients, but what is collected varies widely. For examples of scholarship recipient data that include education levels and demographics, see the T.E.A.C.H. National Center's *Compendium of T.E.A.C.H. Early Childhood® & Child Care WAGE\$® State Profiles*.⁹⁷

Change Over Time: Since 2020, there was an overall increase of six states with scholarship programs that collect at least some data on their scholarship recipients. North Dakota previously collected data for its CDA scholarship, but no longer offers this program. In contrast, seven additional states reported that some data on their scholarship recipients is being collected. For four of these states (Kentucky, New Jersey, New Mexico, and West Virginia), we did not have information to assess whether they collected data on scholarship recipients in 2020, but in 2024, we were able to confirm that these states do collect data on scholarship recipients.⁹⁸ California, Colorado, and South Dakota did not have scholarship programs that met our criteria in 2020, but do in 2024, and all collect data on scholarship recipients.



TABLE 3.1.2

CSCCE

Progress on Qualifications and Educational Supports, By State and Territory, 2024

State	Pre-K		Center-Based			Home-Based		Scholarships to Support Educational Pathways	Collects Data on Scholarship Recipients	2024 Progress
	Lead - BA	Assistant - CDA	Director - BA	Lead - BA	Assistant - CDA	Lead - BA	Assistant - CDA			
Alabama	Yes	Yes	No	No	No	No	No	CDA, AA, BA	Yes	Edging Forward
Alaska	Yes	No	No	No	No	No	No	CDA, AA, BA	Yes	Edging Forward
Arizona	No	No	No	No	No	No	No	CDA, AA, BA	Yes	Edging Forward
Arkansas	No	Yes	No	No	No	No	No	CDA, AA	Yes	Edging Forward
California	No	No	No	No	No	No	No	AA, BA	Yes	Stalled
Colorado	No	No	No	No	No	No	No	CDA, AA, BA	Yes	Edging Forward
Connecticut	No	No	No	No	No	No	No	CDA, AA, BA	Yes	Edging Forward
Delaware	No	Yes	Yes	No	No	No	No	CDA	Yes	Edging Forward
District of Columbia	No	No	Yes	No	Yes	No	Yes	CDA, AA, BA	Yes	Edging Forward
Florida	No	No	No	No	No	No	No	CDA, AA, BA	Yes	Edging Forward
Georgia	Yes	Yes	No	No	No	No	No	CDA, AA, BA	Yes	Edging Forward
Hawaii	Yes	Yes	No	No	Yes	No	Yes	CDA, AA, BA	Not Available	Edging Forward
Idaho	Not Applicable		No	No	No	No	No	CDA, AA, BA	Yes	Edging Forward
Illinois	Yes	No	No	No	No	No	No	CDA, AA, BA	Yes	Edging Forward
Indiana	Not Applicable		No	No	No	No	No	CDA, AA, BA	Yes	Edging Forward
Iowa	No	Yes	No	No	No	No	No	CDA, AA, BA	Yes	Edging Forward
Kansas	Yes	No	No	No	No	No	No	CDA, AA	Yes	Edging Forward
Kentucky	Yes	No	No	No	No	No	No	CDA, AA, BA	Yes	Edging Forward

TABLE 3.1.2 CONTINUED

CSCCE

Progress on Qualifications and Educational Supports, By State and Territory, 2024

State	Pre-K		Center-Based			Home-Based		Scholarships to Support Educational Pathways	Collects Data on Scholarship Recipients	2024 Progress
	Lead - BA	Assistant - CDA	Director - BA	Lead - BA	Assistant - CDA	Lead - BA	Assistant - CDA			
Louisiana	No	No	No	No	No	No	No	CDA, AA, BA	Yes	Edging Forward
Maine	Yes	Yes	No	No	No	No	No	AA, BA	Yes	Edging Forward
Maryland	Yes	No	No	No	No	No	No	CDA, AA, BA	Yes	Edging Forward
Massachusetts	No	No	No	No	No	No	No	CDA, AA, BA	Yes	Edging Forward
Michigan	Yes	Yes	No	No	No	No	No	CDA, AA, BA	Yes	Edging Forward
Minnesota	No	No	No	No	Yes	No	No	CDA, AA, BA	Yes	Edging Forward
Mississippi	Yes	Yes	No	No	No	No	No	Not Applicable	Not Applicable	Stalled
Missouri	Yes	No	No	No	No	No	No	CDA, AA, BA	Yes	Edging Forward
Montana	Not Applicable		No	No	No	No	No	CDA, AA, BA	Yes	Edging Forward
Nebraska	Yes	No	No	No	No	No	No	CDA, AA, BA	Yes	Edging Forward
Nevada	Yes	No	No	No	Yes	No	Yes	AA, BA	Yes	Edging Forward
New Hampshire	Not Applicable		No	No	No	No	No	CDA	Yes	Stalled
New Jersey	Yes	No	No	No	No	No	No	CDA, AA, BA	Yes	Edging Forward
New Mexico	Yes	Yes	No	No	No	No	No	CDA, AA, BA	Yes	Edging Forward
New York	Yes	No	No	No	No	No	No	CDA, AA, BA	Yes	Edging Forward
North Carolina	Yes	Yes	No	No	No	No	No	CDA, AA, BA	Yes	Edging Forward
North Dakota	No	No	No	No	No	No	No	Not Applicable	Not Applicable	Stalled
Ohio	No	No	No	No	No	No	No	CDA, AA, BA	Yes	Edging Forward

TABLE 3.1.2 CONTINUED

CSCCE

Progress on Qualifications and Educational Supports, By State and Territory, 2024

State	Pre-K		Center-Based			Home-Based		Scholarships to Support Educational Pathways	Collects Data on Scholarship Recipients	2024 Progress
	Lead - BA	Assistant - CDA	Director - BA	Lead - BA	Assistant - CDA	Lead - BA	Assistant - CDA			
Oklahoma	Yes	No	No	No	No	No	No	CDA	Yes	Stalled
Oregon	No	No	No	No	No	No	No	CDA, AA, BA	Yes	Edging Forward
Pennsylvania	No	No	No	No	No	No	No	CDA, AA, BA	Yes	Edging Forward
Rhode Island	Yes	Yes	No	No	No	No	No	CDA, AA, BA	Yes	Edging Forward
South Carolina	No	No	No	No	No	No	No	AA, BA	Yes	Stalled
South Dakota	Not Applicable		No	No	No	No	No	CDA	Yes	Stalled
Tennessee	Yes	No	No	No	No	No	No	CDA, AA, BA	Yes	Edging Forward
Texas	Yes	No	No	No	No	No	No	CDA, AA, BA	Yes	Edging Forward
Utah	No	No	No	No	No	No	No	CDA, AA	Yes	Stalled
Vermont	No	No	No	No	No	No	No	CDA, AA, BA	Yes	Edging Forward
Virginia	No	No	No	No	No	No	No	CDA, AA, BA	Yes	Edging Forward
Washington	No	No	No	No	Yes	No	Yes	CDA, AA, BA	Yes	Edging Forward
West Virginia	Yes	Yes	No	No	No	No	No	AA, BA	Yes	Edging Forward
Wisconsin	Yes	No	No	No	No	No	No	CDA, AA, BA	Yes	Edging Forward
Wyoming	Not Applicable		No	No	No	No	No	CDA, AA, BA	No	Stalled
TOTAL	24	13	2	0	5	0	4	CDA: 44 AA: 45 BA: 43	47	

TABLE 3.1.2 CONTINUED

CSCCE

Progress on Qualifications and Educational Supports, By State and Territory, 2024

Territory	Pre-K		Center-Based			Home-Based		Scholarships to Support Educational Pathways	Collects Data on Scholarship Recipients	2024 Progress
	Lead - BA	Assistant - CDA	Director - BA	Lead - BA	Assistant - CDA	Lead - BA	Assistant - CDA			
American Samoa	Not Available		Not Available			Not Available		Not Available	Not Available	Not Applicable
Guam	No	No	Not Available			Not Available		Not Available	Not Available	Not Applicable
Northern Mariana Islands	Not Available		Not Available			Not Available		Not Available	Not Available	Not Applicable
Puerto Rico	Not Available		Not Available			Not Available		Not Available	Not Available	Not Applicable
U.S. Virgin Islands	Not Available		No	No	No	No	No	Not Available	Not Available	Not Applicable



What Are Work Environment Standards?

Work environment standards ensure safe, supportive workplace conditions that promote professional growth and teaching practice. Standards should be coupled with funding for ECE programs to provide safe and supportive work environments for early educators.

Early childhood educators need safe, supportive work environments. Such environments include appropriate pay, benefits (health insurance, retirement, and paid time off), and opportunities for ongoing learning. In addition, supports that enable good teaching practices include sufficient staffing, paid non-child contact time for completion of professional responsibilities and reflection with colleagues, and opportunities to provide input into decisions that affect programs, classrooms, and teaching practices. Supportive work environments are also an effective tool for retention. Early educators who feel better supported by their program's policies and practices are more likely to want to stay in their program.⁹⁹

Too often, early educators work in settings that undermine their physical and financial well-being and lack supports to engage in effective teaching.¹⁰⁰ A 2023 CSCCE study of teacher work environments in Oregon found that early educators reported conditions that threaten their health and safety, specifically not being able to take their paid sick leave or breaks during the workday (although required by law to do so).¹⁰¹ Although educators across settings face insufficient staffing support and lack of paid time to engage in planning and professional responsibilities, these challenges can be even more acute for educators in home-based settings, who often work alone or with only a single assistant.¹⁰² These conditions, coupled with low pay, undermine early educators' well-being and exacerbate stress and turnover.¹⁰³

“We are spread so thin. Even when sick, I feel guilt, and I'm not sure who will cover the classroom—our work environments need help. Ever since COVID, we've been spread very thin. This puts a lot of stress on you—it's a lot.”

Early Educator in a Center-Based Classroom¹⁰⁴

Early educator voices could greatly contribute to policy decisions promoting supportive work environments. Yet most early educators lack a formal or organized mechanism for expressing concerns and influencing decisions about their working conditions and how their ECE programs are financed and structured. Overall, unionization rates among early educators are much lower than among K-12 teachers.¹⁰⁵ However, collective bargaining has been an effective strategy for improving supports for some home-based providers in 11 states.¹⁰⁶ The union contracts include increased wages, health benefits, paid time off, supplies, and paid training and professional development. In Connecticut, early educators also won a seat on the cabinet that oversees early care and education.¹⁰⁷ Most recently, California became the first state in the nation to offer a retirement fund for family child care providers through a contract negotiated by Child Care Providers United (CCPU).¹⁰⁸ These efforts demonstrate the need for an organized voice from early educators to effect true and lasting change.

The importance of early educator working conditions and well-being is increasingly being recognized. For example, the federal Office of Head Start (OHS) finalized rule changes for Head Start-funded ECE programs that will require increased pay, benefits like health insurance and paid time off, breaks, and access to mental health supports.¹⁰⁹ These requirements offer a national model for improving educator working conditions, but are limited to educators working in federally funded Head Start programs. And without appropriate increases to Head Start funding, ECE program leaders will struggle to implement the changes.

States Turn to Model Work Standards to Guide Improvements in Working Conditions

More than two decades ago, early educators in center- and home-based programs led an effort to articulate standards for their work environments to support their teaching practice. Updated and re-released in 2019, the Model Work Standards for Centers and Homes continue to provide a vision for ensuring ECE teachers' rights and needs are met.¹¹⁰

In recent years, several states have turned to the Model Work Standards to guide their thinking and planning about what early educator work environments should look like.¹¹¹

- In Minnesota, state leaders are referring to the Model Work Standards as a resource as they revise the standards and indicators used in their quality rating and improvement system (QRIS).
- Indiana Association for the Education of Young Children (AEYC) utilizes these standards to inform their workforce technical assistance.
- Leaders in Washington and Wisconsin have used the Model Work Standards as guidelines and inputs into their strategic planning.



Other than the recently proposed changes to Head Start regulations, there are still no federal standards for early educator work environments.¹¹² In their absence, individual states must take the lead. Unfortunately, state-level quality improvement initiatives have consistently missed the mark by focusing on ECE workforce education and training. Few initiatives focus on improving work environments and educator well-being. Even state-level quality rating and improvement systems (QRIS), which have become the dominant strategy for assessing and improving quality in ECE programs, too often fail to address the importance of teacher work environments.

The effectiveness of QRIS as mechanisms to improve quality in an equitable fashion has been questioned, including by our own organization.¹¹³ Many states tie public child care funding to quality ratings, even though these funds are already typically too low to support high-quality services. ECE programs that have less private funding, such as those serving racially and economically marginalized communities, are further disadvantaged in accessing public funding, making it even more difficult to improve quality.¹¹⁴

Despite our concerns about QRIS, we continue to assess whether states include work environment standards for center- and home-based ECE programs in their QRIS because these systems remain the primary way that states aim to improve quality. As more states recognize the limitations of QRIS and pursue alternatives, future editions of the *Index* will document those forward-looking strategies. For example, Massachusetts paused its QRIS while the state works to develop a continuous quality improvement system and revises child care licensing requirements.¹¹⁵ Massachusetts also incorporated quality add-on funding into the state's base child care subsidy rates and no longer requires ECE programs to have a QRIS rating in order to receive that level of funding. Both these strategies indicate bold steps toward a system in which ECE program leaders understand how to build supportive work environments and have the public funding they need to do so (see [Public Funding](#)).





POLICY SOLUTIONS TO IMPROVE WORKING CONDITIONS

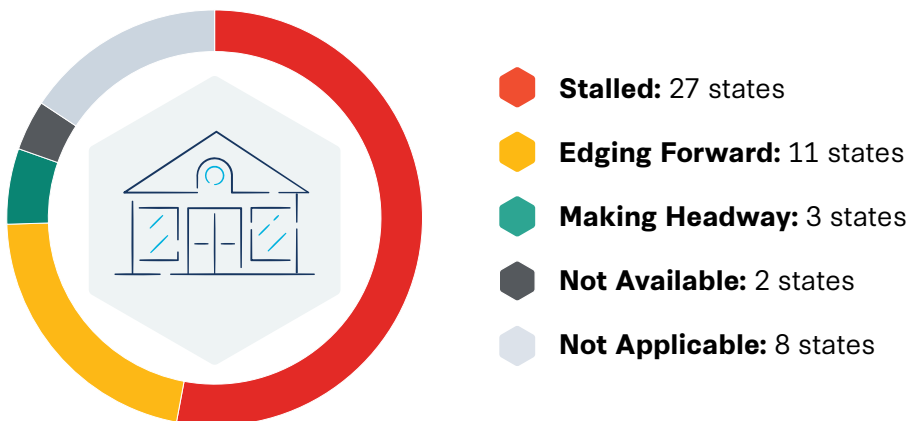
- Advance the emotional and physical health and well-being of educators in the work environment by ensuring appropriate compensation and access to health care, including mental health supports.
- Adopt system-level workplace standards, such as guidance on appropriate levels of paid planning time. Paid planning time is necessary for educators to engage in professional practice to support children’s learning and to alleviate conditions that cause educator stress.
 - Use existing models, such as the [International Labor Organization Policy Guidelines](#) and the U.S.-based [Model Work Standards for Centers and Homes](#).¹¹⁶
 - Develop intentional mechanisms to engage educators as partners in the process of developing workplace standards to ensure these standards reflect their needs and experiences.
 - In partnership with educators, assess and update quality, licensing, and competency requirements to include workplace standards, with the goal of implementing equitable standards across programs.
 - Recognize and remedy the racial and class inequities embedded in QRIS by providing sufficient public funding for all programs to meet work environment standards.
 - Provide ongoing financial resources and technical assistance to enable programs to implement standards in a reasonable period of time and to sustain compliance with these standards over time.
 - Require all programs that receive public funding to implement training on work environment standards and to complete an annual self-assessment and improvement plan.

POLICY SOLUTIONS TO IMPROVE WORKING CONDITIONS *(continued)*

- Collect data on a regular basis from early educators to assess how they experience the standards in their work environments and communicate how changes will be made to address their feedback and concerns.
- Establish the right of all early educators to organize and/or join a union. Unions provide a safe channel to report and remedy unsafe or problem conditions in the work environment.
- Ensure protections are in place for workers who report workplace or regulatory violations (e.g., [California's whistleblowing law](#)).¹¹⁷ As part of onboarding and annual protocols, inform educators about their rights, including state laws around occupational health and safety, and the reporting process.



Overview of State Progress on Work Environment Standards



Overall, there has been little progress on work environment standards across states since the 2020 *Index*. The majority of states still do not include key work environment standards in their QRIS indicators. Only a few states changed their status, either progressing or regressing (see **Figure 3.7**).

- Three states (New York, Washington, and Wisconsin) were assessed as **making headway**, and 11 states were **edging forward**.
- States that took a step forward: Only one state (Washington) advanced from **edging forward** in 2020 to **making headway** in 2024, with the addition of a salary schedule and benefits standard for center- and home-based programs. Two states (Oregon and Texas) and the District of Columbia moved from **stalled** to **edging forward** in 2024. Alabama was newly assessed as **edging forward** due to new data availability.
- States that took a step back: Delaware and Maine moved from **edging forward** to **stalled**, and Vermont went from **making headway** to **stalled**. Massachusetts, previously assessed as **making headway**, is no longer assessed, as Massachusetts has paused its QRIS.¹¹⁸

To assess state progress, the *Index* examines three indicators from QRIS work environment standards for center- and/or home-based programs. They are: 1) standards related to paid time for professional development; 2) paid planning/preparation time; and 3) salary schedule/benefits. While we recognize that work environments include many elements, these key areas can be compared and assessed across all 50 states and the District of Columbia.

Our assessment of state progress on each of the three indicators found very few changes, mostly for center-based programs.

- There was no marked change in the number of states that include standards related to a salary schedule/benefits for center-and home-based settings.
- For center-based programs, there was a net decrease (-1 state) in states with standards related to paid time for professional development and a net decrease (-2 states) in states with standards related to paid planning/preparation time.
- For home-based programs, there was a net increase (+1 state) in states with standards related to paid time for professional development and no marked change in states with standards related to paid planning/preparation time.

Some changes to state progress in work environments were a result of adding or removing standards between 2020 and 2024, while other changes may be due to changes in the availability of data from the [QRIS Compendium](#).¹¹⁹

TABLE 3.2.1

Key to State Progress on Work Environment Standards

Work Environment Standards	Values & Partial Points		Maximum Points Per Indicator
In QRIS standards: Paid professional development time	Centers: Yes/No	2	4
	Homes: Yes/No	2	
In QRIS standards: Paid planning/preparation time	Centers: Yes/No	2	4
	Homes: Yes/No	2	
In QRIS standards: Salary scale/benefits	Centers: Yes/No	2	4
	Homes: Yes/No	2	
Total			12

0-4 points per category	Stalled
5-8 points per category	Edging Forward
9-12 points per category	Making Headway

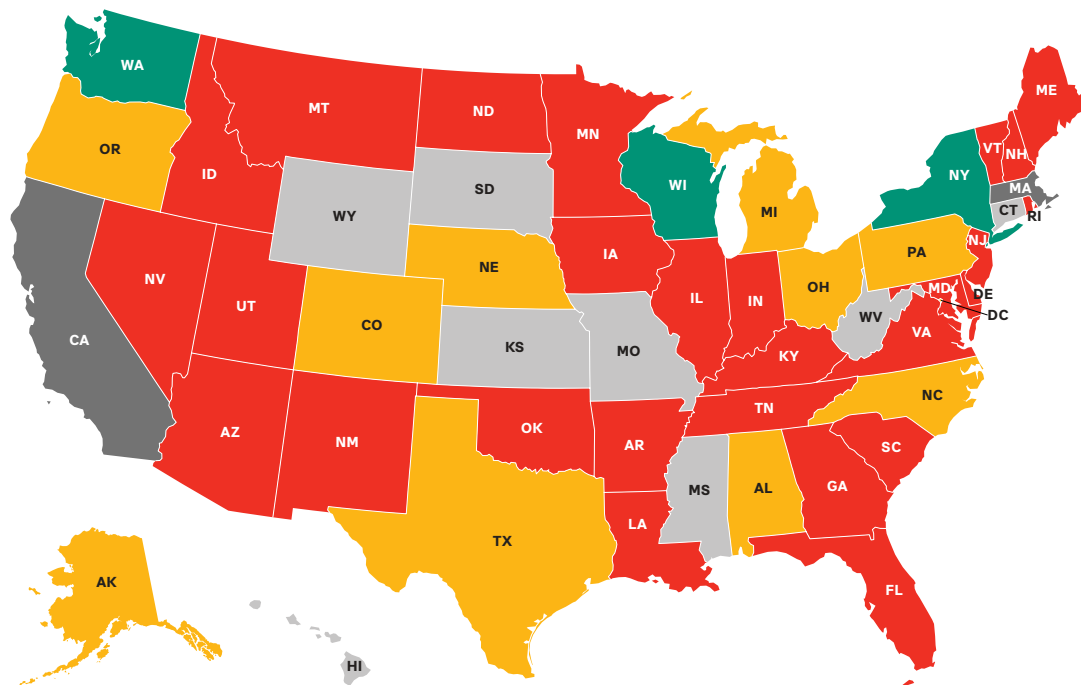
Note: These indicators are not intended to be comprehensive but represent key steps all state leaders can take to advance within this policy area. For more information about these indicators and their data sources, see

[Appendix 1: Data Sources & Methodology](#).

FIGURE 3.2.1

Map of State Progress on Work Environment Standards, 2024

CSCCE



Stalled:

The state has made little or no progress.



Edging Forward:

The state has made partial progress.



Making Headway:

The state is taking action and advancing promising policies.



Not Available



Not Applicable

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

[Download the data](#)

FIGURE 3.2.2

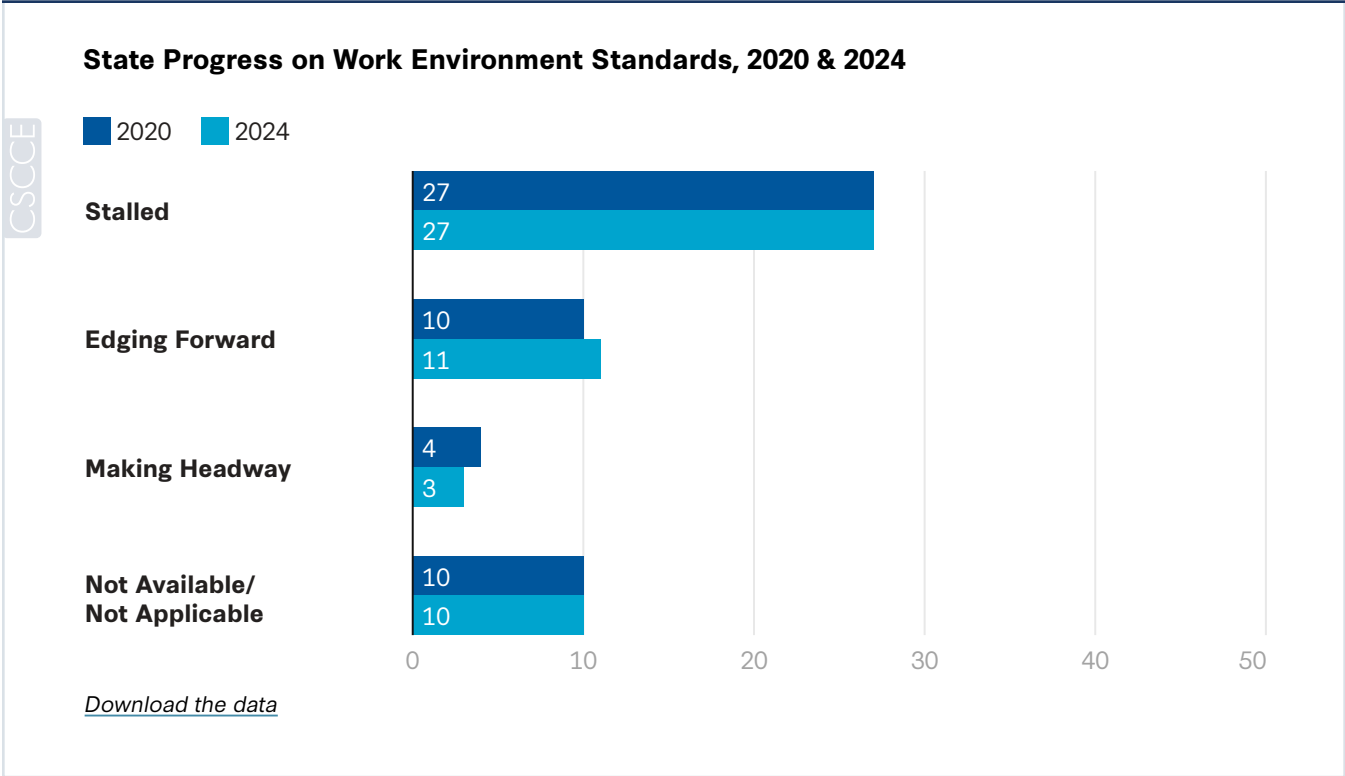
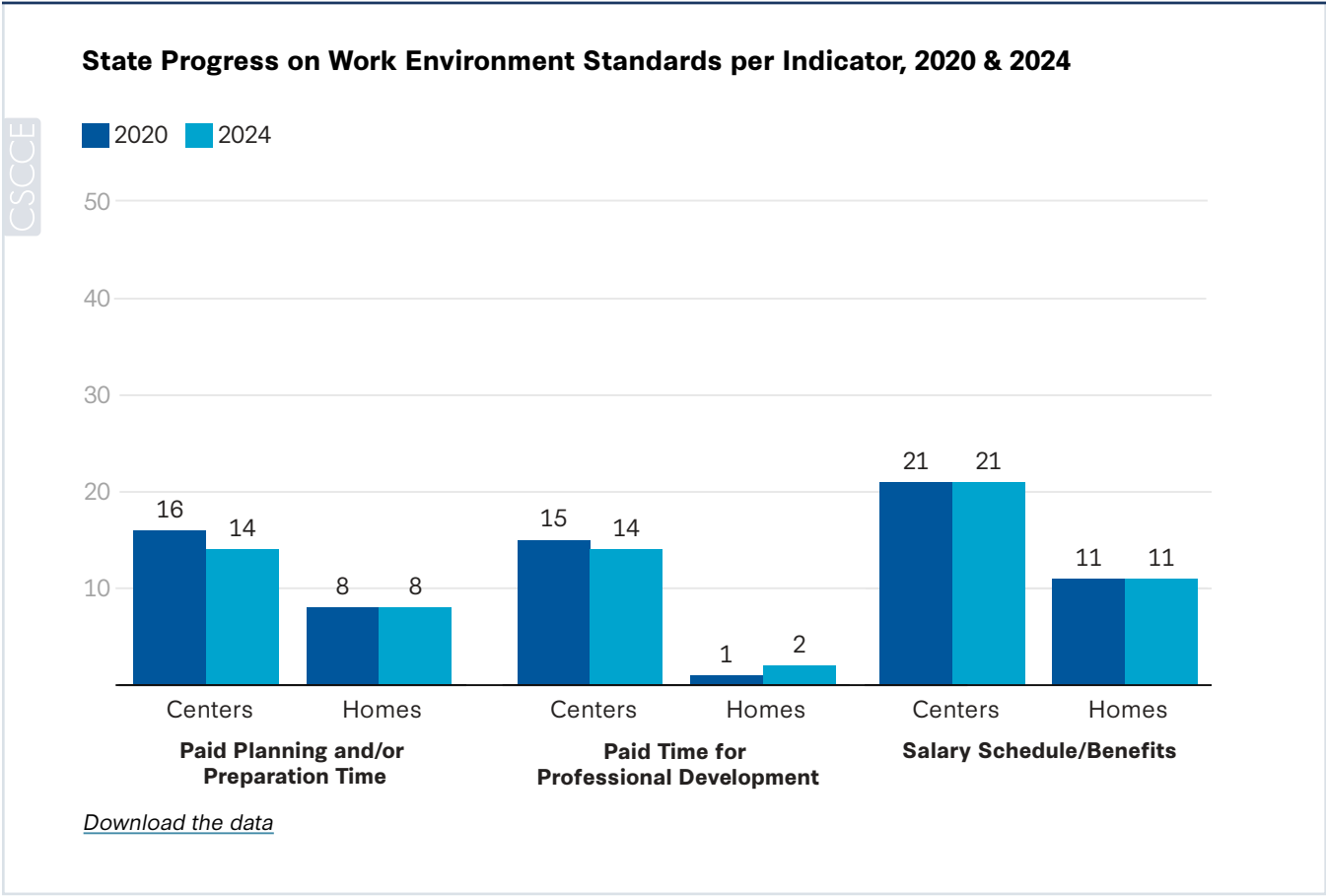


FIGURE 3.2.3



State Progress on Work Environment Standards: Indicators

Indicator 1: Does a state's QRIS include standards for paid professional development time for center- and home-based programs?

Rationale: Paid professional development enables educators to engage in reflection and collaboration with peers, which is necessary for the ongoing development of teaching practice, while receiving compensation for their time and contributions.

Current Status Across States:

- Fourteen states include paid professional development time as a quality benchmark for center-based programs.
- The District of Columbia and New York include paid professional development time as a quality benchmark for home-based programs.

Change Over Time: Since 2020, there was a net decrease of one in the number of states that include paid professional development time standards for center-based programs in their QRIS.

- Two states (Arkansas, Oregon) and the District of Columbia added standards.
- Three states removed standards (Nebraska, North Dakota, and Vermont).
- Massachusetts could no longer be assessed due to the pause in their QRIS.

For home-based settings, there was a net increase of one state including paid professional development time in their QRIS: while Vermont removed standards, the District of Columbia and New York added standards to their QRIS.

Indicator 2: Does a state's QRIS include standards for paid planning and/or preparation time for center- and home-based programs?

Rationale: Paid time for teachers to plan or prepare for children's activities is essential to a high-quality service, but it is not guaranteed for early educators, many of whom must plan while simultaneously caring for children or during unpaid hours.

Current Status Across States:

- Fourteen states include paid planning and/or preparation time as a quality benchmark for center-based programs.
- Eight states include paid planning and/or preparation time as a quality benchmark for home-based programs.

Change Over Time: Since 2020, there was a net decrease of two states that removed paid planning and/or preparation standards for center-based programs in their QRIS.

- Six states (Arkansas, Delaware, Indiana, New Mexico, South Carolina, and Vermont) removed standards.

- Three states (Nebraska, Oklahoma, Texas) and the District of Columbia added standards.

For home-based programs, the overall number of states meeting this indicator did not change.

- Two states (Colorado, Texas) and the District of Columbia added standards to their QRIS.
- Three states (Delaware, New Mexico, and Vermont) removed standards.

For both centers and home-based programs, Massachusetts could no longer be assessed as its QRIS is on pause, reducing the overall number of states that meet the above indicator. However, Alabama was able to be assessed for the first time due to new data availability, which increased the overall number of states that meet the above indicator.

Indicator 3: Does a state's QRIS include standards for salary scales and/or benefits for center- and home-based programs?

Rationale: QRIS could be an opportunity to signal that—just like education levels—compensation and retention are important markers of quality, but not all QRIS include standards for salary scales or benefit options (e.g., health insurance, paid sick leave, family leave, vacation/holidays) as part of their ratings. Additionally, even when QRIS include such standards, they may still lack guidelines for programs about what is appropriate (e.g., salary scales that begin at a living wage rather than the minimum wage).

Current Status Across States:

- Twenty-one states include standards for salary scales and/or benefit options for center-based programs.
- Eleven states include standards for salary scales and/or benefit options for home-based programs.

Change Over Time: Since 2020, there was no change in the overall number of states meeting this indicator for both center- and home-based settings. However, there were changes to the states that added or removed these standards from their QRIS.

For center-based programs, three states (Oklahoma, Texas, and Washington) added standards to their QRIS, while three states (Delaware, Nevada, and Vermont) removed standards.

Similarly, for home-based programs, two states (Texas and Washington) added standards in their QRIS, and two states (Delaware and Maine) removed standards.

For both centers and home-based programs, Massachusetts could no longer be assessed as its QRIS is on pause, reducing the overall number of states that meet the above indicator. However, Alabama was able to be assessed for the first time due to new data availability, which increased the overall number of states that meet the above indicator.

TABLE 3.2.2

Progress on Work Environment Standards, By State and Territory, 2024

State	Paid Time for Professional Development: Centers	Paid Time for Professional Development: Homes	Paid Planning and/or Preparation Time: Centers	Paid Planning and/or Preparation Time: Homes	Salary Schedule/ Benefits: Centers	Salary Schedule/ Benefits: Homes	2024 Progress
Alabama	No	No	Yes	Yes	Yes	Yes	Edging Forward
Alaska	Yes	No	Yes	No	Yes	No	Edging Forward
Arizona	No	No	No	No	No	No	Stalled
Arkansas	Yes	No	No	No	Yes	No	Stalled
California	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
Colorado	Yes	No	Yes	Yes	Yes	No	Edging Forward
Connecticut	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Delaware	No	No	No	No	No	No	Stalled
District of Columbia	Yes	Yes	Yes	Yes	No	No	Edging Forward
Florida	No	No	No	No	No	No	Stalled
Georgia	No	No	No	No	No	No	Stalled
Hawaii	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Idaho	No	No	No	No	No	No	Stalled
Illinois	No	No	No	No	No	No	Stalled
Indiana	Yes	No	No	No	No	No	Stalled

TABLE 3.2.2 CONTINUED

Progress on Work Environment Standards, By State and Territory, 2024

State	Paid Time for Professional Development: Centers	Paid Time for Professional Development: Homes	Paid Planning and/or Preparation Time: Centers	Paid Planning and/or Preparation Time: Homes	Salary Schedule/ Benefits: Centers	Salary Schedule/ Benefits: Homes	2024 Progress
Iowa	No	No	No	No	No	No	Stalled
Kansas	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Kentucky	No	No	No	No	Yes	No	Stalled
Louisiana	No	Not Applicable	No	Not Applicable	No	Not Applicable	Stalled
Maine	No	No	Yes	No	Yes	No	Stalled
Maryland	No	No	No	No	Yes	Yes	Stalled
Massachusetts	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
Michigan	Yes	No	No	No	Yes	Yes	Edging Forward
Minnesota	No	No	No	No	No	No	Stalled
Mississippi	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Missouri	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Montana	No	No	No	No	No	No	Stalled
Nebraska	No	No	Yes	No	Yes	Yes	Edging Forward
Nevada	No	No	No	No	No	No	Stalled
New Hampshire	No	No	No	No	Yes	Yes	Stalled
New Jersey	Yes	No	No	No	Yes	No	Stalled
New Mexico	No	No	No	No	No	No	Stalled

TABLE 3.2.2 CONTINUED

Progress on Work Environment Standards, By State and Territory, 2024

State	Paid Time for Professional Development: Centers	Paid Time for Professional Development: Homes	Paid Planning and/or Preparation Time: Centers	Paid Planning and/or Preparation Time: Homes	Salary Schedule/ Benefits: Centers	Salary Schedule/ Benefits: Homes	2024 Progress
New York	Yes	Yes	Yes	Yes	Yes	Yes	Making Headway
North Carolina	Yes	No	Yes	No	Yes	No	Edging Forward
North Dakota	No	No	No	No	No	No	Stalled
Ohio	Yes	No	Yes	No	Yes	No	Edging Forward
Oklahoma	No	No	Yes	No	Yes	No	Stalled
Oregon	Yes	No	No	No	Yes	Yes	Edging Forward
Pennsylvania	No	No	Yes	Yes	Yes	Yes	Edging Forward
Rhode Island	No	No	No	No	No	No	Stalled
South Carolina	No	No	No	No	No	No	Stalled
South Dakota	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Tennessee	Yes	No	No	No	Yes	No	Stalled
Texas	No	No	Yes	Yes	Yes	Yes	Edging Forward
Utah	No	No	No	No	No	No	Stalled
Vermont	No	No	No	No	No	No	Stalled
Virginia	No	No	No	No	No	No	Stalled

TABLE 3.2.2 CONTINUED

CSCCE

Progress on Work Environment Standards, By State and Territory, 2024

State	Paid Time for Professional Development: Centers	Paid Time for Professional Development: Homes	Paid Planning and/or Preparation Time: Centers	Paid Planning and/or Preparation Time: Homes	Salary Schedule/ Benefits: Centers	Salary Schedule/ Benefits: Homes	2024 Progress
Washington	Yes	No	Yes	Yes	Yes	Yes	Making Headway
West Virginia	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable
Wisconsin	Yes	No	Yes	Yes	Yes	Yes	Making Headway
Wyoming	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable

Territory	Paid Time for Professional Development: Centers	Paid Time for Professional Development: Homes	Paid Planning and/or Preparation Time: Centers	Paid Planning and/or Preparation Time: Homes	Salary Schedule/ Benefits: Centers	Salary Schedule/ Benefits: Homes	2024 Progress
American Samoa	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
Guam	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Available
Northern Mariana Islands (CNMI)	Yes	Not Available	No	Not Available	No	Not Available	Not Available
Puerto Rico	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
Virgin Islands (USVI)	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Available

Note: Ten states and all five territories could not be included in this assessment. States and territories that do not have a QRIS or whose QRIS is a pilot or under development have been labeled “Not Applicable.”



What Is Compensation and Financial Relief?

Initiatives and investments can ensure compensation is commensurate with that of a skilled professional, accounting for the educator's qualifications, expertise, and experience. Compensation refers to wages/salaries and benefits (e.g., health insurance, retirement plans). Financial relief refers to additional sources of income such as stipends, tax credits, and bonuses that are intended to ameliorate the effects of low pay in early care and education, but do not increase wages or salaries.

Early educators are skilled, experienced professionals. Many ECE workers have 16 or more years of experience¹²⁰ and hold college degrees (see [**About the Early Childhood Workforce**](#)). Yet their work remains undervalued: throughout the United States, 97 percent of other occupations are paid more than early educators. Nationally, early educators earn a median wage of \$13.07 per hour (see [**Early Educator Pay & Economic Insecurity**](#)).

Pay disparities within the ECE field are linked to funding source and children's age. Early educators working in a home-based child care program, a Head Start-funded program, or a public pre-K program are likely to earn different amounts for doing the same work. Furthermore, racial biases and systemic inequities cause even greater harm to certain populations. These disparities translate into even lower pay, especially for Black educators and educators who work with infants and toddlers, who are paid thousands of dollars less than their peers each year (see [**Early Educator Pay & Economic Insecurity**](#)).

Early educators also typically lack access through their work to benefits like health insurance and retirement plans. In order to get by, 43 percent of early educator families must rely on public safety net programs like Medicaid and food stamps, and they still struggle with financial insecurity and economic stress (see [**Early Educator Pay & Economic Insecurity**](#)).

Federal policy leaders increasingly understand the urgency of improving early educators' compensation. The U.S. Department of Labor released guidance for recipients of federal funding, arguing that child care providers should earn no less than a living wage, with recommended wages of \$15.00 to \$25.30 per hour nationwide.¹²¹ Yet even these amounts still fall short of the median hourly pay of elementary and middle school teachers (\$31.80) (see [Early Educator Pay & Economic Insecurity](#)). Meanwhile, the Administration for Children and Families (ACF) finalized rule changes that will require federal Head Start programs to pay at least enough to meet local cost of living standards and to advance toward pay parity with elementary school teachers.¹²²

An increased sense of urgency to address low pay in early care and education stems in part from early educator staffing shortages exacerbated by the COVID-19 pandemic.¹²³ In 2022, ACF explicitly encouraged state leaders to use federal Child Care Development Fund (CCDF) funding for compensation increases to address staffing shortages.¹²⁴ Furthermore, recent studies have shown that increases in early educators' income can have important impacts: increasing early educators' financial security and well-being; lowering their stress; and reducing turnover, improving interactions with children as a result.¹²⁵

With or without federal funding, state and local leaders have the power and authority to advance ECE compensation. Many state and local leaders did just that with the historic influx of federal funding through the American Rescue Plan Act (ARPA) and other pandemic relief. CSCCE identified more than 95 distinct initiatives to raise wages, provide benefits, or otherwise provide financial relief through stipends and bonuses between 2021 and 2023.¹²⁶ Encouragingly, many of these efforts provided more meaningful support for the ECE workforce than typically seen with pre-pandemic compensation and financial relief initiatives.¹²⁷ For example, stabilization grants were used to provide direct funding to all licensed child care programs—not just those receiving pre-K or Head Start funding—and allowed, incentivized, or required programs to raise pay or provide additional benefits.¹²⁸ Policy leaders also experimented with more frequent (e.g., quarterly or monthly) and more generous stipend and bonus initiatives. In some cases, these payments were decoupled from individual educational requirements or program-level quality ratings in recognition of the need for early educators to be paid more for the work they already do.

Almost one half of these initiatives have already ended—more than 45 by our count—aligning with the expiration of ARPA child care stabilization funding in September 2023 (see [Appendix Table 3.8](#)). Furthermore, the expiration of ARPA discretionary CCDF funding in September 2024 threatens the continued existence of many additional compensation and financial relief initiatives, among them several initiatives included in the 2024 *Index* assessment of state progress.

Regardless, some state and local leaders continue to find creative ways to prioritize compensation (see **States Pilot Strategies to Raise Early Educator Wages**). The most significant advance for early educator compensation occurred with the implementation of the District of Columbia’s Early Childhood Educator Pay Equity Fund. Under this initiative, dedicated local funding from a wealth tax was used initially to provide payments of \$10,000 to \$14,000 directly to educators. As of FY2024, ECE programs could opt in to receive quarterly payments from the local education agency—the Office of the State Superintendent of Education (OSSE)—in exchange for paying early educators at least the minimum salaries set by the agency’s pay scale, which aligns with the District’s public school salary scale.¹²⁹ Despite success in retaining early educators,¹³⁰ the Pay Equity Fund faced the prospect of elimination in the FY2025 budget. Only about 80 percent of FY2024 funding was restored,¹³¹ despite wide outcry from the ECE field and demonstrations by early educators.¹³²



States Pilot Strategies to Raise Early Educator Wages

Colorado is conducting a two-year (2023-2025) livable wage pilot program for early educators using CCDF funds.¹³³ Participating programs were selected randomly through a lottery. Three hundred early educators are receiving wage increases of between \$2.99 and \$7.58 per hour, depending on their role and geographic location. The pilot is currently being evaluated to understand how programs implement the wage increases, as well as the impacts on recruitment and retention.

Illinois has been piloting their salary scale through their ExceleRate pilot program since 2021.¹³⁴ Using Preschool Development Grant (PDG) B-5 funding, contracts are awarded to participating ECE programs, which must pay their staff the minimum salaries designated by the salary scale as a condition of the funding. Initial results from the pilot indicate that programs have had greater success in recruiting and retaining staff with higher credentials.¹³⁵

Arizona is piloting use of the Arizona Early Childhood Educator Salary Scale through their apprenticeship program.¹³⁶ Participants receive a minimum dollar per hour increase to their base pay, and participants who reach educational milestones will receive additional wage increases in alignment with the salary scale. Apprentices also receive a \$1,000 cash award at the end of each year of the two-year apprenticeship. Crucially, child care programs that participate in the apprenticeship program receive a Wage Enhancement Grant to fund the wage increases. The grants are funded through a combination of federal pandemic relief sources (ARPA CCDF, CRRSA) and PDG B-5. As the funding is time-limited, the pilot is expected to end in 2025.

Given their small scope and time-limited nature, these pilots have not been included in the *Index* assessment of state progress below. Nevertheless, these promising initiatives demonstrate that compensation reform is possible when ECE programs have access to reliable public funding through grants and contracts.

State leaders have also recognized the need to address benefits such as health insurance, paid sick leave, and retirement contributions, not only wages. Substantial advances have been made in this area since the 2020 *Index*, though more remains to be done. Advances include:

- The District of Columbia and Washington State began covering the cost of health insurance premiums for early childhood educators.¹³⁷
- California became the first state to fund a retirement program for early educators in child care programs as a result of collective bargaining, with the Child Care Providers United union representing family child care providers.¹³⁸
- Kentucky led the way in ensuring that early educators working in child care programs have subsidized access to early care and education for their own children, regardless of their income.¹³⁹ Several additional states have implemented or are actively pursuing similar policies.¹⁴⁰

To make sustainable progress on appropriate compensation for all early educators and to make teaching young children an attractive career, there must be a reckoning with the inadequacy of current public funding at local, state, and federal levels. Historic federal funding through ARPA demonstrated that transformative reforms can be implemented, but they will require sustained investment, not time-limited grants. What's the bottom line? Estimates vary, but all confirm that substantial increases are necessary to reform the system, especially in order to provide fair compensation to early educators. For state-level estimates developed by CSCCE and the Economic Policy Institute, see [Public Funding](#).

States like New Mexico and Virginia have increased child care subsidy payments to programs based on cost models that include target salaries for early educators.¹⁴¹ Nevertheless, it remains unclear whether increased funding alone will lead to intended wage increases, especially as program leaders face competing priorities and continued underfunding. Explicit policies and mechanisms designed to raise compensation and to do so fairly—through salary scales, for example—are necessary to undo the wage gaps that characterize today's system.



"Pay inequity is difficult [because] people don't know how to talk about it—what other people are making—this is the benefit of standardizing. People need to know what they deserve to be able to advocate for themselves. Everyone deserves to be able to live and support themselves."

Early Educator in a Center-Based Classroom¹⁴²



Although there has been progress in recent years, all states have far to go to achieve a system in which all early educators are paid enough to thrive, regardless of setting, funding source, or the age of the children they work with. To assess state progress across the country, the *Index* identifies states that are: articulating or requiring minimum standards for early educator wages; dedicating funding to early educator compensation; and/or providing financial relief in the form of stipends, tax credits, or bonuses. The *Index* does not currently assess state policy efforts to improve benefits, though this may be added in future editions as more states create strategies to address this important need. For information on the inclusion of staff benefits in the standards of quality rating and improvement systems (QRIS) for programs, see [**Work Environment Standards**](#). For information on which states collect data on wages and benefits for the ECE workforce in their state, see [**Workforce Data**](#).



POLICY SOLUTIONS TO INCREASE PAY AND PROVIDE BENEFITS

- Establish, implement, and fund wage standards that ensure, at a minimum:
 - All ECE workers earn at least a locally assessed living wage;
 - Early educators with similar levels of education and/or experience are paid no less than parity with elementary school teachers;
 - Wage/salary increments are clearly differentiated based on role, qualifications, years of experience, and forecast wage/salary increases over time;
 - Regular adjustments are made for cost of living and inflation;
 - Home-based family child care providers are able to pay themselves and any assistants a salary that meets equivalent wage standards to their center-based peers; and
 - Pay inequities, such as racial wage gaps or lower pay for infant and toddler teachers,¹⁴³ are identified and remedied.
- Establish and fund benefit standards, incorporating at minimum:
 - Guaranteed paid time off (this includes paid sick days, vacation, and parental leave);
 - Enrollment in comprehensive health insurance plans at no cost or a significantly reduced cost to the educator;
 - Funding for retirement plans that provide federal and/or state contributions to educators with a vesting schedule that allows educators to retire with economic dignity; and
 - For enrollment in programs like child care subsidies¹⁴⁴ or healthcare initiatives that require low wage thresholds for eligibility, consider creating an income waiver or establishing educators as a priority population.
- Dedicate sufficient public funding for all programs to meet wage and benefit standards.
 - Design accountability measures to verify that wage and benefit standards are applied to educator compensation.
 - Partner with educators to routinely assess immediate and long-term needs associated with the implementation and sustainability of wage and benefit standards.
 - Frame advocacy messages to clarify that financial relief initiatives (tax credits, stipends) are an interim strategy, not a long-term solution that will increase paychecks and benefits for early educators.

State Progress on Compensation & Financial Relief



Between 2020 and 2024, there was a net improvement as 10 states and the District of Columbia made strides in one or more compensation and financial relief indicators.

- The District of Columbia earned the first and only assessment of **making headway**.
- Arkansas, Illinois, Iowa, Maine, Maryland, Minnesota, New Mexico, Utah, Virginia, Washington, and West Virginia advanced from **stalled** to **edging forward**.
- Meanwhile, two states moved down in their assessments: Alabama and Delaware moved from **edging forward** to **stalled**.

Overall, 28 states remain in the **stalled** category, without implementing substantial compensation strategies or financial relief measures in their ECE workforce policies, while a total of 15 states are **edging forward**. Notably, many states temporarily advanced compensation or financial relief for the early educator workforce using pandemic relief funding that expired between 2021 and 2023 (see [Appendix Table 3.8](#)). This *Index* assessment only includes initiatives that continue into 2024.

TABLE 3.3.1

Key to State Progress on Compensation and Financial Relief

CSCGE

Compensation & Financial Relief	Values & Partial Points		Maximum Points per Indicator
Compensation: Salary parity for publicly funded pre-K teachers?	Parity (all)	3	3
	Parity (some)	2	
	Partial parity or sub-parity (all)	1	
Compensation: Required standards (outside pre-K)?	Yes/No		3
Compensation: Standards guidelines or plans (outside pre-K)?	Guidelines: Yes/No	2	2
	Plans only: Yes/No	1	
Compensation: Earmarks for salaries in public funding (outside pre-K)?	Yes/No		1
Financial relief: Stipend or tax credit?	Yes/No		2
Financial relief: Bonus?	Yes/No		1
Total			12

0-4 points per category	Stalled
5-8 points per category	Edging Forward
9-12 points per category	Making Headway

*Note: These indicators are not intended to be comprehensive, but represent key steps all state leaders can take to advance within this policy area. For more information about these indicators and their data sources, see **Appendix 1: Data Sources & Methodology**.*

FIGURE 3.3.1

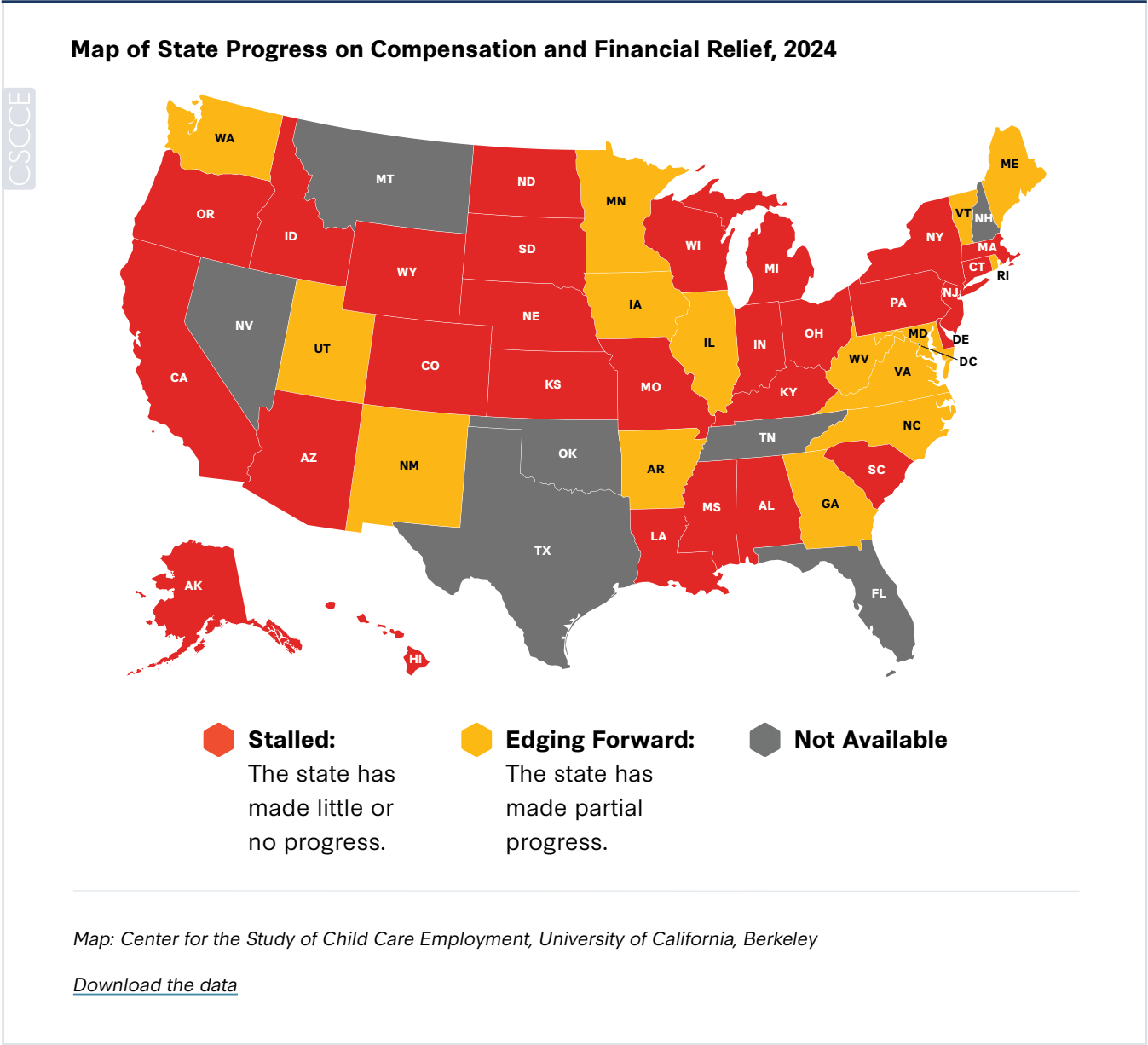


FIGURE 3.3.2

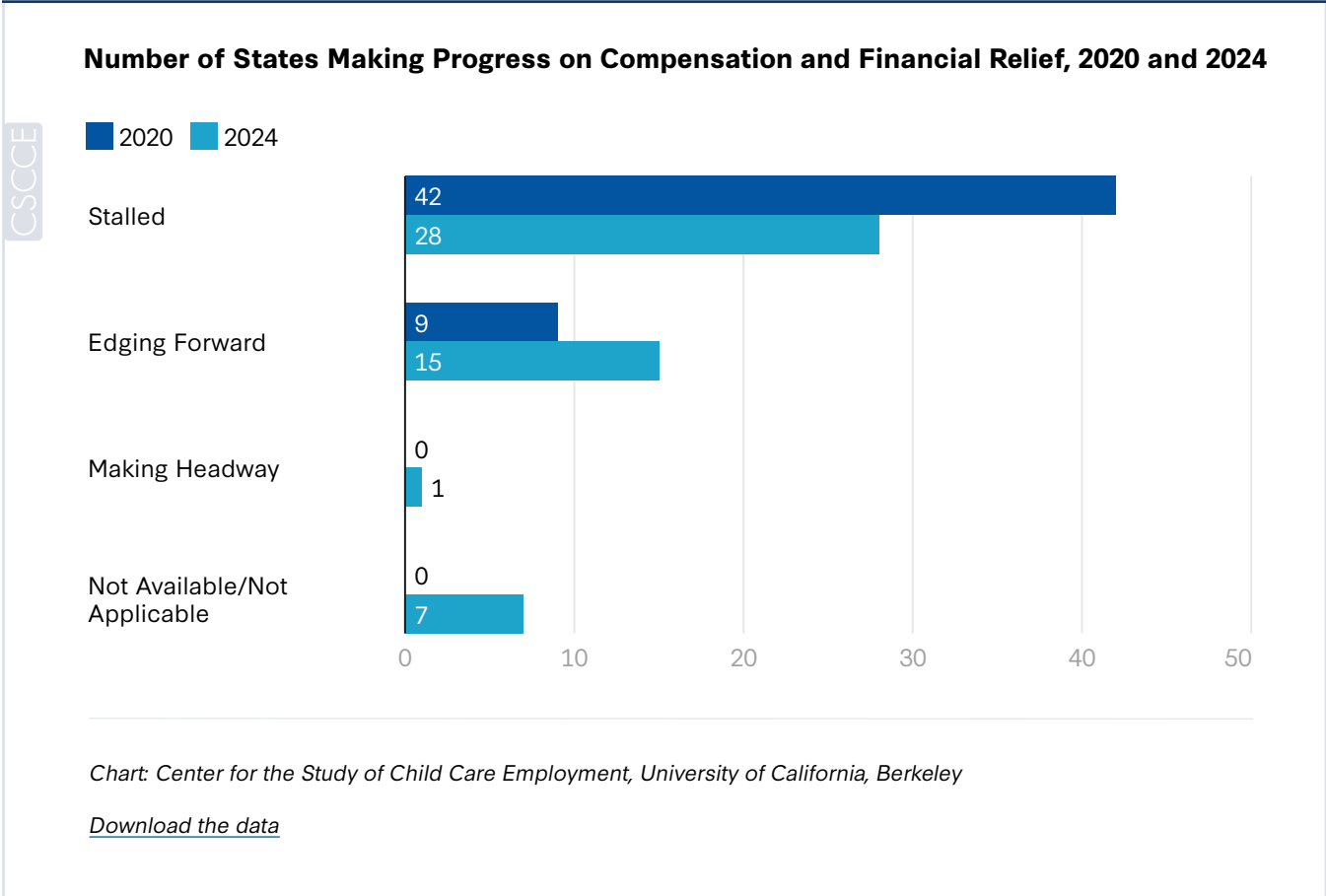
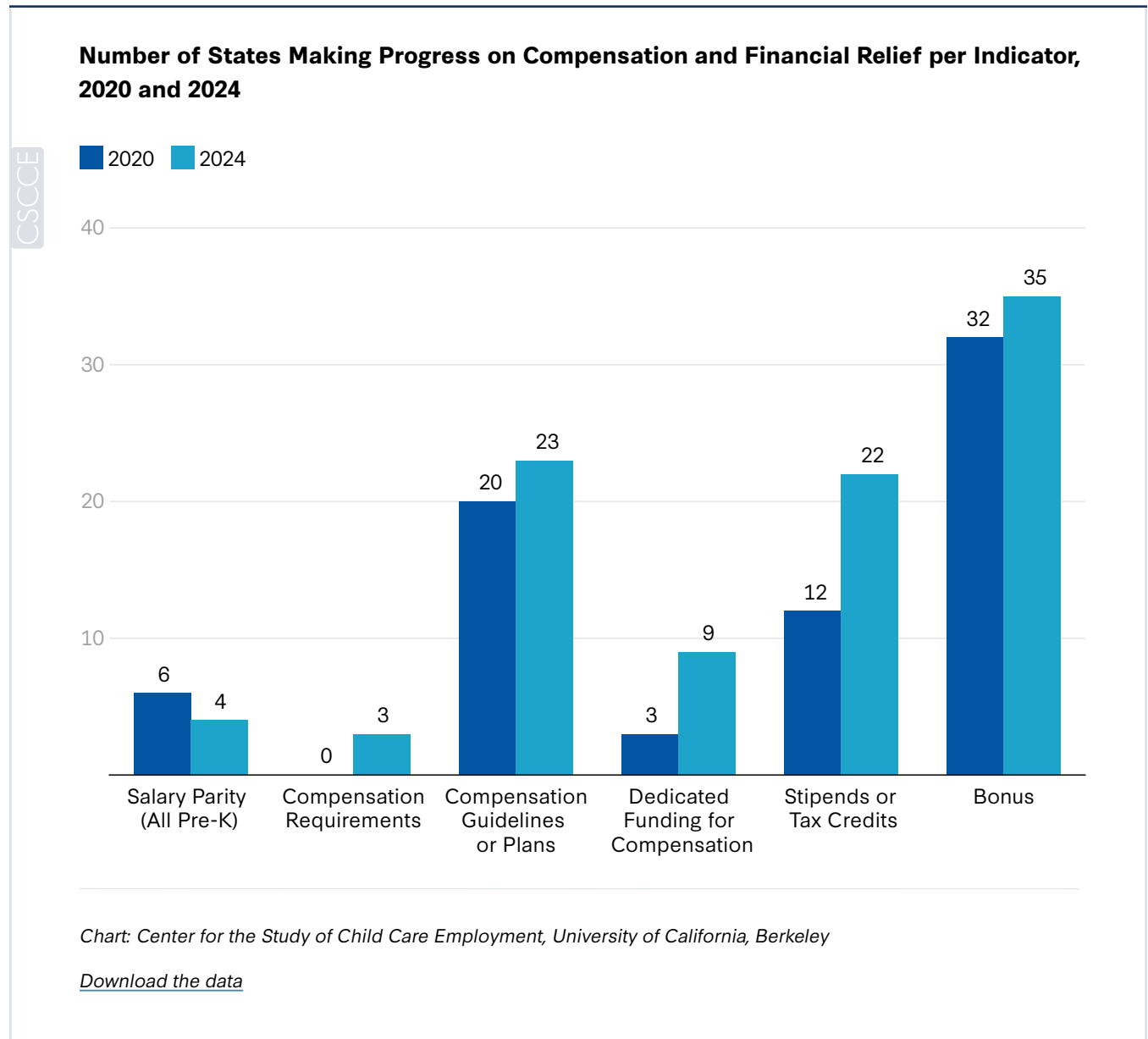


FIGURE 3.3.3



State Progress on Compensation and Financial Relief: Indicators

Indicator 1: Does the state require salary parity for publicly funded pre-K teachers?

Rationale: An appropriate benchmark for determining early childhood educator compensation standards is parity with K-3 teachers, recognizing that early education and care requires just as much skill and training as teaching older children in the birth-to-age-eight continuum.¹⁴⁵ Yet, even when working in publicly funded pre-kindergarten programs (pre-K), early educators are not necessarily guaranteed equivalent pay and benefits to public school teachers.

- Using the National Institute for Early Education Research (NIEER) *State of Preschool Yearbook*, we assess whether states require the same starting salary and salary schedule, prorated for differences in hours/days worked, for pre-K teachers as for K-3 teachers. In order to meet our indicator, this requirement must be applied to publicly funded pre-K teachers in all types of settings and all pre-K programs in the state.
- While we have focused on whether states meet the criteria for salary parity—both starting salary and salary schedule—parity in benefits and payment for professional responsibilities are aspects of parity that also require attention, but are not part of the current assessment (see **Table 3.3.3**).

Current Status Across States: As of the 2022-2023 school year, just four states met these criteria for pre-K salary parity in all settings/programs (Hawaii, Nevada, New Jersey, and Oklahoma).

- Additionally, 19 states required salary parity for some pre-K teachers (e.g., in public schools only or only in some of their pre-K programs, if the state had more than one).
- Minnesota, Oregon, and Tennessee met the criteria for partial or sub-parity, at least for some pre-K teachers, meaning that their requirements did not meet the full definition of parity (e.g., there are requirements for starting salary only, or they do not account for differences in hours worked).
- Six states do not have NIEER-assessed state pre-K programs, so no data were available for these states (Idaho, Indiana, Montana, New Hampshire, South Dakota, and Wyoming).¹⁴⁶ Since 2020, Utah established a pre-K program, but did not require salary parity.

Change Over Time: The number of states that met the criteria for pre-K salary parity in all settings/programs declined from six to four between 2020 and 2024. Alabama and Rhode Island were understood to require salary parity for all settings/programs in 2020, but in 2024, these states no longer meet the criteria for their community-based programs.¹⁴⁷

TABLE 3.3.2

Compensation Parity & Related Forms of Compensation Improvement: A Framework

CSCCE

Type of Compensation Improvement	Components of Compensation			
	Salary		Benefits	Payment for Professional Responsibilities
	Starting Salary	Salary Schedule ¹⁴⁸		
Parity (defined as equivalent)	Same, prorated for length and number of days	Same, prorated for length and number of days	Same package, same options for coverage for health, retirement, and vacation/holiday/sick leave	Same menu of supports and dosage for non-child contact responsibilities (e.g., planning time, professional development days)
Partial Parity (defined as equivalent for select components)	Same, prorated for length and number of days	Not same or absent	Equivalent options for some benefits, but not full package of benefits	Equivalent options for some supports, but not full menu of supports
Sub-Parity (defined as similar but not equivalent)	Same, not prorated	Same, not prorated or not same/absent	Same package of benefits, not equivalent value	Same menu of supports, not equivalent value
Alternative Forms of Compensation Improvement	Strategies that improve pre-K compensation in order to close the gap with teachers of older children but fall well short of parity. In theory, compensation improvement strategies could also set goals higher than earnings of K-12 teachers in public schools, though in practice this is rare. ¹⁴⁹			

Source: Whitebook, M., & McLean, C. (2017). In Pursuit of Pre-K Parity: A Proposed Framework for Understanding and Advancing Policy and Practice. Center for the Study of Child Care Employment, University of California, Berkeley & The National Institute for Early Education Research. <https://cscce.berkeley.edu/wp-content/uploads/publications/in-pursuit-of-pre-k-parity.pdf>.

Indicator 2: Does the state set required compensation standards for ECE settings outside of public pre-K programs?

Rationale: Compensation parity is not just for educators in public pre-K programs. All early educators of children birth to age five should be paid appropriately. To the extent that early educators have equivalent education and/or experience—and many already do—they should be paid equivalently to teachers of older children, regardless of the setting in which they teach.

Current Status Across States: The District of Columbia, Illinois, and Utah¹⁵⁰ have required minimum compensation standards for ECE settings beyond pre-K.

- The District of Columbia made national news with their Pay Equity Fund, which requires that participating ECE programs pay minimum salaries by role and education level, as established by the fund’s pay scale.
- In Illinois, licensed programs can access Smart Start Workforce Grants that fund minimum required wages (a “wage floor”) for teachers and assistant teachers, starting at \$17 per hour. Illinois is investing state funds to continue and build from grants they initiated with pandemic relief funding.
- In Utah, ECE programs could receive an “Enhanced Payment Rate” as part of their ARPA stabilization grants, but they were required to pay at least one half of their staff a minimum of \$15 per hour.

Change Over Time: In 2020, no states met this indicator. In 2024, two states (Illinois and Utah) and the District of Columbia set required compensation standards.

Indicator 3: Does the state have plans or guidelines for compensation in ECE settings outside of public pre-K programs?

Rationale: Since few states have implemented required compensation standards for ECE settings outside of pre-K, an important first step is to articulate these standards.

Current Status Across States: Fifteen states and the District of Columbia have articulated compensation standards or guidelines for early educators beyond pre-K teachers. For more detailed information, see **Appendix Table 3.4**.

- Thirteen states (Arizona, Arkansas, Colorado, Connecticut, Delaware, Illinois, Minnesota, New Mexico, North Carolina, Oregon, Rhode Island, Vermont, Washington) and the District of Columbia have developed proposed salary scales. The scales have been actively implemented in the District of Columbia and are being piloted in Arizona. Illinois has been piloting a scale and is now implementing a “wage floor” through their Smart Start Workforce Grants.
- Three states have developed salary targets as part of their efforts to estimate the true costs of high-quality early care and education for the purposes of increasing child care funding for programs (Massachusetts, New Mexico, Virginia).

- Six additional states (Alaska, Iowa, Maine, Maryland, New York, South Carolina) have convened advisory groups or made other plans to begin developing salary scales or other guidelines for compensation.

Change Over Time: Since 2020, there has been a net addition of two states that have either articulated compensation guidelines or have made plans to do so, increasing from 20 states to a total of 22. However, this scant improvement belies substantial movement: in 2020, only six states (Illinois, North Carolina, Oregon, Rhode Island, Vermont, and Washington) and the District of Columbia had articulated compensation guidelines. The other thirteen only had plans to do so. As of 2024, nine additional states have articulated compensation guidelines.

Indicator 4: Does the state require any public funding to be used for early educator wages/salaries in settings outside of public pre-K programs?

Rationale: Establishing compensation guidelines and standards is an important step, but states must also provide public funding for compensation. Funding should be specifically designated for compensation or be required to be used for compensation. Otherwise, even when reimbursement rates are raised or program grants are made available, funds may be used for other purposes, leaving compensation unaddressed.

Current Status Across States: Eight states and the District of Columbia designated funding specifically for early educator compensation. For more detailed information, see **Appendix Table 3.5**.

The District of Columbia's Pay Equity Fund, which is used to fund the required minimum pay scale, is one notable example.

- Six states (Illinois, Minnesota, Missouri, North Carolina, Utah, Wisconsin) are continuing programs begun with ARPA stabilization funding that expired in September 2023. While all states allowed ARPA grants to be used for compensation, only states that required ECE programs to use all or part of the funding they received for compensation are counted for *Index* purposes. Several of these states are using ARPA discretionary CCDF funding, which expires in September 2024, posing a risk to the continuation of these grants. However, states like Minnesota and Illinois have provided state funding to ensure continuity.
- Massachusetts has a rate reserve for early educator salaries in their child care subsidy funding and also provides supplemental funding to their Head Start programs in the form of grants, a portion of which must be used to support staff salary and benefits.
- Montana's QRIS requires programs to allocate a portion of their incentive dollars toward the base pay of early educators.

Change Over Time: Since 2020, six additional states (Illinois, Minnesota, Missouri, North Carolina, Utah, Wisconsin) and the District of Columbia met this indicator. The majority of these changes stem from innovations that occurred as a result of federal pandemic relief funding. One state (Alaska) no longer met this indicator.¹⁵¹

Indicator 5: Is there a statewide stipend or tax credit to supplement early educator pay?

Rationale: To the extent that compensation strategies have not yet been implemented, state leaders should consider introducing financial relief strategies as an interim measure. Stipends include programs that offer cash awards to educators on a repeated basis (e.g., monthly or annually), often along graduated supplement scales according to educational level. One such stipend program is Child Care WAGE\$®, licensed to states by the T.E.A.C.H. Early Childhood® National Center at Child Care Services Association. Other states have created their own stipend programs, such as REWARD in Wisconsin. Similarly, tax credits serve to supplement wages by providing refundable tax credits annually. Stipends and tax credits may be applied for and received by qualifying teachers, if funds are available (which is not guaranteed). These initiatives vary across states in the amount paid to early educators and the number of educators who benefit. For more information on stipend amounts, see **Appendix Table 3.6**.

Current Status Across States: Twenty states have a statewide stipend program, and three states (Colorado, Louisiana, and Nebraska) offer ECE teacher tax credits.¹⁵² As Nebraska offers both a stipend (WAGE\$) and a tax credit, a total of 22 states have a stipend and/or a tax credit program.

- Some states offer multiple stipends. For example, New Mexico has four distinct initiatives that supplement the pay of early educators.¹⁵³ Notably, these payments aim to fill the gap between educators' wages and minimum salaries that are aligned to parity with elementary school teachers and adjusted for education/experience. North Carolina also offers two separate stipend programs: WAGE\$ and Infant-Toddler Educator AWARD\$®; the latter program was introduced in Fall 2018 to specifically address low pay for infant-toddler teachers.¹⁵⁴

Change Over Time: Since 2020, there has been a net increase of 10 states with one or more stipend programs. Eleven states established new stipend programs (Arkansas, Iowa, Maine, Maryland, Massachusetts, Mississippi, Missouri, North Dakota, Oklahoma, Rhode Island, Virginia, and West Virginia), while Delaware lost its stipend program.

Indicator 6: Is there a statewide bonus to supplement early educator pay?

Rationale: Like stipends or tax credits, bonuses can provide a measure of financial relief to educators in the absence of wage increases. In contrast to stipends/tax credits, bonuses are typically smaller cash awards, usually provided as a one-off recognition, often of educational achievement. For more information on bonus amounts, see **Appendix Table 3.7**.

Current Status Across States: A total of 35 states offer statewide bonus programs.

- 21 of these bonus programs are linked to a T.E.A.C.H. Early Childhood® scholarship program, where bonuses are provided as scholarship recipients achieve an educational milestone.
- Nine states have multiple bonuses (Alabama, Connecticut, Maryland, Minnesota, Missouri, Nevada, Ohio, Utah, Washington).

Change Over Time: Since 2020, there has been a net increase of three states with bonus programs.

- Six states added a bonus program (Alaska, Hawaii, Maryland, New Mexico, New York, North Dakota).
- Delaware previously offered a bonus connected to their T.E.A.C.H. scholarship program in 2020, but this program has been discontinued.
- Two states that had bonus programs in 2020 (Montana and Oregon) did not have data available in 2024 and could not be assessed.

TABLE 3.3.3

Progress on Compensation and Financial Relief, By State and Territory, 2024

	Compensation Strategies				Financial Relief Strategies		2020 Progress
State	Salary Parity	Requirements	Guidelines or Plans	Earmarks	Stipend/ Tax Credit	Bonus	
Alabama	Parity (some)	No	No	No	No	Yes	Stalled
Alaska	No parity	No	Yes: plans only	No	No	Yes	Stalled
Arizona	No parity	No	Yes: guidelines	No	No	Yes	Stalled
Arkansas	No parity	No	Yes: guidelines	No	Yes	Yes	Edging Forward
California	Parity (some)	No	No	No	No	No	Stalled
Colorado	No parity	No	Yes: guidelines	No	Yes	Yes	Stalled
Connecticut	No parity	No	Yes: guidelines	No	No	Yes	Stalled
Delaware	Parity (some)	No	Yes: guidelines	No	No	No	Stalled
District of Columbia	Parity (some)	Yes	Yes: requirements and guidelines	Yes	Yes	Yes	Making Headway
Florida	No parity	Not Available	Not Available	No	No	Yes	Not Available
Georgia	Parity (some)	No	No	No	Yes	Yes	Edging Forward
Hawaii	Parity (all)	No	No	No	No	Yes	Stalled
Idaho	Not Applicable	No	No	No	No	Yes	Stalled
Illinois	No parity	No	Yes: requirements and guidelines	Yes	Yes	No	Edging Forward
Indiana	Not Applicable	No	No	No	No	Yes	Stalled
Iowa	Parity (some)	No	Yes: plans only	No	Yes	Yes	Edging Forward
Kansas	No parity	No	No	No	No	No	Stalled

TABLE 3.3.3 CONTINUED

Progress on Compensation and Financial Relief, By State and Territory, 2024

	Compensation Strategies				Financial Relief Strategies		2020 Progress
State	Salary Parity	Requirements	Guidelines or Plans	Earmarks	Stipend/ Tax Credit	Bonus	
Kentucky	Parity (some)	No	No	No	No	No	Stalled
Louisiana	No parity	No	No	No	Yes	No	Stalled
Maine	Parity (some)	No	Yes: plans only	No	Yes	Yes	Edging Forward
Maryland	Parity (some)	No	Yes: plans only	No	Yes	Yes	Edging Forward
Massachusetts	No parity	No	Yes: guidelines	Yes	No	No	Stalled
Michigan	No parity	No	No	No	No	Yes	Stalled
Minnesota	Partial parity (some)	No	Yes: guidelines	Yes	Yes	Yes	Edging Forward
Mississippi	Parity (some)	No	No	No	Yes	No	Stalled
Missouri	No parity	No	No	Yes	Yes	Yes	Stalled
Montana	Not Applicable	Not Available	Not Available	Yes	No	Not Available	Not Available
Nebraska	No parity	No	No	No	Yes	Yes	Stalled
Nevada	Parity (all)	Not Available	Not Available	No	No	Yes	Not Available
New Hampshire	Not Applicable	Not Available	Not Available	No	No	Not Available	Not Available
New Jersey	Parity (all)	No	No	No	No	No	Stalled
New Mexico	Parity (some)	No	Yes: guidelines	No	Yes	Yes	Edging Forward
New York	No parity	No	Yes: plans only	No	No	Yes	Stalled
North Carolina	Parity (some)	No	Yes: guidelines	Yes	Yes	Yes	Edging Forward

TABLE 3.3.3 CONTINUED

Progress on Compensation and Financial Relief, By State and Territory, 2024

	Compensation Strategies				Financial Relief Strategies		2020 Progress
State	Salary Parity	Requirements	Guidelines or Plans	Earmarks	Stipend/Tax Credit	Bonus	
North Dakota	No parity	No	No	No	Yes	Yes	Stalled
Ohio	No parity	No	No	No	No	Yes	Stalled
Oklahoma	Parity (all)	Not Available	Not Available	No	Yes	Yes	Not Available
Oregon	Partial parity (all)	No	Yes: guidelines	No	No	Not Available	Stalled
Pennsylvania	No parity	No	No	No	No	Yes	Stalled
Rhode Island	Parity (some)	No	Yes: guidelines	No	Yes	Yes	Edging Forward
South Carolina	Parity (some)	No	Yes: plans only	No	No	Yes	Stalled
South Dakota	Not Applicable	No	No	No	No	No	Stalled
Tennessee	Sub-parity (some)	Not Available	Not Available	No	Yes	Not Available	Not Available
Texas	Parity (some)	Not Available	Not Available	No	No	Yes	Not Available
Utah	No parity	Yes	Yes: requirements	Yes	No	Yes	Edging Forward
Vermont	Parity (some)	No	Yes: guidelines	No	No	Yes	Edging Forward
Virginia	Parity (some)	No	Yes: guidelines	No	Yes	No	Edging Forward
Washington	Parity (some)	No	Yes: guidelines	No	No	Yes	Edging Forward
West Virginia	Parity (some)	No	No	No	Yes	Yes	Edging Forward
Wisconsin	No parity	No	No	Yes	Yes	Yes	Stalled
Wyoming	Not Applicable	No	No	No	No	No	Stalled
TOTAL	4	2	23	9	22	35	

TABLE 3.3.3 CONTINUED

Progress on Compensation and Financial Relief, By State and Territory, 2024

	Compensation Strategies				Financial Relief Strategies		2020 Progress
Territory	Salary Parity	Requirements	Guidelines or Plans	Earmarks	Stipend/Tax Credit	Bonus	
American Samoa	Not Available	Not Available	Not Available	Not Available	Not Applicable	Not Available	Not Applicable
Guam	Not Available	Not Available	Not Available	Not Available	Not Applicable	Not Available	Not Applicable
Northern Mariana Islands	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available	Not Applicable
Puerto Rico	Not Available	Not Available	Not Available	Not Available	Not Applicable	Not Available	Not Applicable
U.S. Virgin Islands	Not Available	Not Available	Not Available	Not Available	Not Applicable	Not Available	Not Applicable

Notes: None of the five territories could be included in this assessment because of data availability issues. For more information on state pre-K parity policies, see Friedman-Krauss, A H., Barnett, W.S., Hodges, K.S., Garver, K.A., Jost, T.M., Weisenfeld, G., & Duer, J. (2024). The State of Preschool 2023: State Preschool Yearbook. *National Institute for Early Education Research*. <https://nieer.org/yearbook/2023>.



What Are Workforce Data?

For the purposes of the *Index*, workforce data include the state-level collection and use of key data on the size, characteristics, and working conditions of the early childhood workforce.

The absence of good data allows anecdote and bias to drive policy decisions. Without quality comprehensive data, it's impossible to answer key policy questions, much less develop estimates of the level of public funding needed to recruit and retain a qualified ECE workforce.¹⁵⁵

Nationwide, leaders lack answers to critical questions about educators who work with young children. Questions like: Who constitutes the early childhood workforce throughout the United States? How does the ECE workforce vary by state, Tribe, and territory? What are their current education and compensation levels? Which educators receive crucial supports like paid time for planning and reflection to improve their practice in the classroom? Are documented racial and other inequities in the field being eliminated, exacerbated, or remaining stagnant?¹⁵⁶

States, Tribes, and territories are routinely unable to answer these basic questions because data about the early childhood workforce are often limited in reach and scope.¹⁵⁷ This challenge is closely linked to public funding: public dollars only reach a fraction of ECE programs, and the same is often true of state data collection on the ECE workforce. Consequently, states, Tribes, and territories struggle to assemble a picture of their ECE workforce. Moreover, there is also no comprehensive, longitudinal data source for the United States on par with data collected on the K-12 teaching workforce.¹⁵⁸ There are bright spots, such as the National Survey of Early Care and Education (NSECE) and the National Workforce Registry Alliance (NWRA) Workforce Dataset (see the box on **National ECE Workforce Data**). However, individual states, Tribes, and territories remain the core drivers of ECE workforce data collection. For the 2024 *Index*, we collaborated with NWRA to provide the most up-to-date data on registries throughout the country.

States are increasingly recognizing the value of ECE workforce data for effective governance. Policymakers are tapping into resources like the Child Care Development Fund (CCDF) or the Preschool Development Grant Birth through Five (PDG B-5) to fund data collection. During the pandemic, states with an established registry were better positioned to understand the needs of the ECE workforce and funnel resources to them.¹⁵⁹ Many other communities, however, were not able to identify and reach members of their ECE workforce directly, and as the sector recovers, many states struggle to determine the reach of pandemic relief programs.

These state actions highlight what is possible, but they also underscore the need for a long-term commitment to an ECE workforce data strategy, including the funding, partnerships, and infrastructure necessary to sustain it.



National ECE Workforce Data

There are two primary national sources of data specific to early care and education. The National Survey of Early Care and Education (NSECE) is the only data source that provides a representative sample of early educators.

National Survey of Early Care and Education

Conducted by NORC at the University of Chicago, the National Survey of Early Care and Education (NSECE) provides a nationally representative, detailed portrait of the ECE workforce, along with data on the families who rely on early care and education.¹⁶⁰ The survey is funded by the Administration for Children and Families. The first survey took place in 2012, followed by another round in 2019. The survey is in the process of its third round of data collection in 2024. The design encompasses both center- and home-based early educators, including those who are not required to be licensed or registered in their particular state. However, due to the sample size, the data do not allow for comprehensive state-level analysis in most cases.

National Workforce Registry Alliance Dataset

In 2012, the National Workforce Registry Alliance (NWRA) set the ambitious goal of creating a national dataset by stitching together data from each state's workforce registry. This endeavor included setting standards for core data elements, followed by an in-depth process known as Partnership Eligibility Review (PER) to assess data quality. NWRA releases a report on the data every two years, and researchers may submit a request for data to conduct secondary analyses.¹⁶¹ The expansion of the NWRA dataset and corresponding PER process has encouraged growth and rigor in registries across the country. As of 2023, 16 states representing 642,130 professionals participated, with more states undergoing assessment to be incorporated in the dataset.¹⁶² However, NWRA's dataset relies on each state to maintain a commitment to data quality coverage of the full ECE workforce. To achieve a complete national dataset, the United States would need to either fund all states to meet the PER standard or provide funding to create a singular database for all early educators.

State Spotlight

In addition to the NSECE and NWRA datasets, there are two other national data sources that emerged during the pandemic.

National Association for the Education of Young Children Surveys

During the COVID-19 pandemic, the National Association for the Education of Young Children (NAEYC) began conducting national surveys of the ECE workforce. Through their broad membership, NAEYC's research team reaches a non-random sample of more than 10,000 early educators in a single survey, allowing for both national analysis and state-level disaggregation. The sample is not nationally representative, but they use a probability proportional to size (PPS) methodology to align their sample with the share of early educators by state. The purpose of the surveys differs somewhat from NSECE and other national sources: each survey explores policy-driven themes. For instance, NAEYC's January 2024 survey focused on the expiration of pandemic relief funding and the rising costs of liability insurance.¹⁶³

RAPID Survey Project

A new source of national ECE workforce data is in development with the RAPID Survey Project led by the Stanford Center on Early Childhood. RAPID emerged during the pandemic in 2020 as a philanthropy-funded research initiative. RAPID began by assembling a national dataset of parents with children under age six, with monthly surveys providing a running record of material hardship, well-being, and child care usage.¹⁶⁴ In 2021, RAPID began building a national ECE workforce dataset, allowing them to track similar topics over time for approximately 3,500 early educators. While the data do not match NSECE's status as statistically representative, the household and provider samples continue to grow and allow researchers to monitor changes month over month.¹⁶⁵

Tenets of Strong ECE Workforce Data

While there are many approaches to gathering data, nearly all states collect at least some ECE workforce data via either a registry, a survey, or both. Registries and surveys are not mutually exclusive. Given their respective strengths and limitations, both tools can be especially powerful when used together to develop a richer, more comprehensive understanding of the ECE workforce. This effort might include committing ongoing funds for a statewide registry—which captures demographics, wages, and professional learning for all early educators working directly with children—then conducting nimble, policy-driven surveys to tackle complex issues like well-being and turnover.

Workforce Registries: An ECE workforce registry is a multifaceted resource intended to serve as a hub for the professional development and support of the ECE workforce. Registries are typically funded at the state level using federal funding from CCDF or PDG B-5.¹⁶⁶ In addition to connecting early educators to training and resources, registries gather a wealth of data on more than 1 million active members of the ECE workforce. The types of data that are required vary state by state, but there is momentum towards standardization (see **National ECE Workforce Data**). A registry with adequate funding and staffing can generate valuable data on the demographics, education, and employment status of the ECE workforce.¹⁶⁷ However, registry participation is voluntary for many members of the ECE workforce. As a result, the data may represent only certain segments of the workforce (for instance, early educators working in programs participating in a quality rating and improvement, or QRIS, program).¹⁶⁸ To reach the full sector, states may establish a registry mandate and/or an incentive, ideally paired with technical support and resources to ensure all participants are enrolled. Finally, registries require analytical capacity to extract a snapshot of the workforce from their database. One way to achieve this scope is through a research partnership.¹⁶⁹

ECE Workforce Data Support State Action on Compensation and Financial Relief

In the 2020 *Index*, we reported that Ohio and Illinois were two of the eight states with a comprehensive registry that collected wage data. With the onset of the pandemic, **Ohio** was well positioned to use their registry to roll out Hero Pay, a stipend for early educators.¹⁷⁰ Similarly, **Illinois'** well-resourced, comprehensive registry supported both the design and evaluation of their Great START wage supplement program.¹⁷¹

Other states are strengthening their workforce data infrastructure to facilitate a compensation and financial relief strategy. In **Maine**, for example, the registry reached only some ECE workers prior to the pandemic. Using ARPA dollars, however, the state developed a wage supplement pilot that would pay \$200 per month to all eligible early educators, with the registry as a key resource to track and verify their eligibility. By late 2023, nearly all early educators in the state had joined the registry. Maine has extended the program with ongoing funding and now uses registry data to determine payments of up to \$540 per month, based on work experience, educational attainment, and training.¹⁷²

Workforce Surveys: A survey is another way a state, Tribe, or territory can understand early educators' characteristics. Systems leaders frequently tap into federal resources to fund surveys, sometimes on a cyclical basis such as once per year or every three to five years. Surveys are also designed to gather confidential, self-reported data that can facilitate the study of sensitive topics like workplace well-being, experiences of racism, and turnover intentions. However, surveys, like registries, vary in the quality of their data collection and the extent to which they are representative of all programs and teaching staff in a state. Reaching a cross-section of the full workforce requires baseline information on its members, which can be challenging in states without a registry. Moreover, greater interest in supporting early educators has led to an explosion in the number of surveys. In many cases, surveys are being launched without cross-project coordination and can be driven by different interests, depending on who funds a survey. As a result, survey fatigue is becoming a greater barrier to participation. Similar to a registry, a survey requires adequate staffing and resources to produce a strong survey tool, response rate, and analysis.

State Strategies for Workforce Data

The *Index* assesses state data collection mechanisms that have the potential to include the entire ECE workforce, like workforce registries or surveys.¹⁷³ While both registries and surveys have their strengths and limitations, either format can be used to fulfill the function of collecting data on the size and characteristics of the ECE workforce. Accordingly, states in the *Index* are able to meet our indicator criteria using either or both mechanisms.

In keeping with previous editions of the *Index*, we use a combination of methods to track states' progress. First, we conduct a search for ECE workforce survey and registry reports. We also gather input directly from states through an administrator survey. With the 2024 *Index*, however, we also collaborated with the National Workforce Registry Alliance to use their state data as our data source on registries. NWRA collected the data in 2023 during the development of their [landscape report](#).¹⁷⁴ For a deeper picture of the scope of each registry, refer to their full report.

As we review both survey and registry information, we focus on a few key indicators to establish whether states have in place at least some basic elements of data collection and reporting on the ECE workforce. Our review, however, does not include quality checks on the state's data collection or analysis. Some reports cover only basic information on the size and core demographics of the workforce, while others include educational attainment, wages, and benefits by job role or setting, for example. In the meantime, for guidance on standardizing and reporting core workforce data elements, state leaders can turn to material recently developed by CSCCE, NWRA, and Child Trends.¹⁷⁵ Additionally, NWRA has a registry-specific manual for establishing and maintaining quality data collection.¹⁷⁶



"Not having enough data on the workforce makes it difficult to pursue policy change and secure funding.... Being able to tie data to public funding helps me advocate for educators in my community."

Family Child Care Provider¹⁷⁷



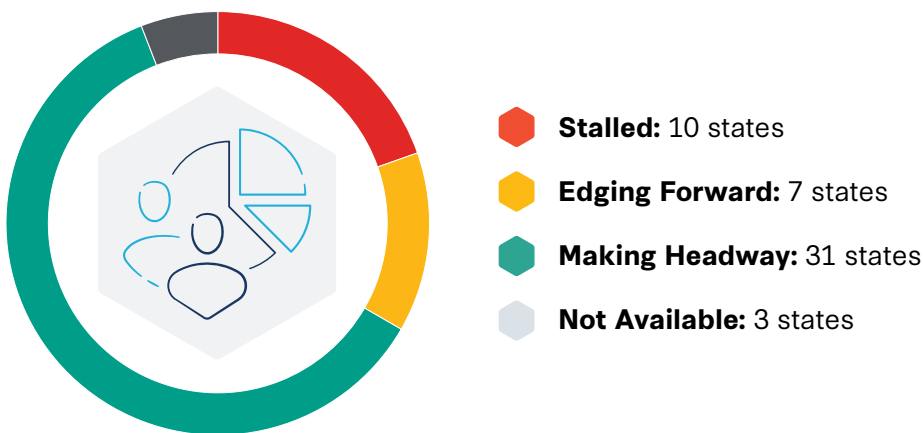
POLICY SOLUTIONS TO IMPROVE WORKFORCE DATA

- Maintain an active workforce registry that requires and facilitates participation from all members of the licensed and/or registered ECE workforce, including FCC providers.
- Conduct periodic surveys and/or focus groups to assess the state of the ECE workforce. Determine a cadence for collecting new data, for instance, every three to five years.
 - If your state does not have a robust registry or data system strategy, ensure your survey gathers demographics (age, race and ethnicity, language) and compensation (wages, health coverage, retirement savings).
 - If your state or region already has a comprehensive registry or data system, pivot to topic-driven surveys that respond to policy questions (e.g., current levels of turnover). Meanwhile, your data system can provide core details like demographics.
- Ensure that data systems support analysis and reporting and are used to:
 - Assess the impact of policy and funding decisions on early educators;
 - Inform local, state, and national ECE reform efforts in a timely manner; and
 - Build in regular assessment processes to uncover and address disparities in such areas as compensation, educational attainment, job advancement, and tenure, according to variables such as race and ethnicity, age, and geography.
- Support the integration of workforce data with broader early childhood data systems and governance, such as licensing databases, resource and referral databases, QRIS, early childhood health data, and K-12 data.
- Streamline data systems to minimize the burden on early educators.
- Make data available to early educators to promote access and transparency.

POLICY SOLUTIONS TO IMPROVE WORKFORCE DATA *(continued)*

- Dedicate ongoing funding to stewarding high-quality data, including adequate staffing and data infrastructure for workforce data collection, management, and analysis.
 - For example, prioritize workforce data system development and improvement in state Child Care Development Fund (CCDF) plans and other state and federally funded plans.
- Join with other state leaders to encourage federal leaders to:
 - Establish common terms and standardized input fields to be used across datasets to ensure comparability;
 - Improve federally funded datasets that include data on early educators to address existing shortfalls; and
 - Include early educators in decision-making discussions about how to ensure data are useful for educators as well as policymakers.

State Progress on Workforce Data



There are now 31 states **making headway**—more than any previous edition of the *Index*.

- Eight states have ended their survey data drought: California, Hawaii, Indiana, Montana, Ohio, Oregon, Utah, and Wyoming. This improvement brought three states up to **making headway** (California, Hawaii, and Utah), along with five additional states that reached **making headway** through gains in their registries (Maine, Oklahoma, Rhode Island, Tennessee, and West Virginia).¹⁷⁸
- Two states advanced to **edging forward**, thanks to new workforce surveys (Minnesota and Texas).
- The number of states ranked as **stalled** has declined from 17 to 10.
- Four states are working to establish or reboot their registry: Alabama, Kansas, New Mexico, and Rhode Island.
- Additionally, seven states' data were insufficient for ranking in 2020, earning them a rating of **not available**. In 2024, only three states had insufficient data, and all three are currently working towards new data collection: Alabama and Kansas are working on a registry, and Maryland is conducting a survey.

Some states lost ground, however:

- Three states no longer have a workforce registry, although their ranking on the indicators has not changed: both New Hampshire and South Dakota were already **stalled** in 2020 and remain stalled, but Virginia remains **making headway** due to a recent survey.¹⁷⁹
- Three states regressed from **making headway** to **edging forward** due to surveys that are now more than five years old: Michigan, North Dakota, and Vermont.

TABLE 3.4.1

Key to State Progress on Workforce Data

CSCCE

Workforce Data (Registry and/or Survey)	Values & Partial Points		Maximum Points per Indicator
Covers all settings?	Licensed +	7	7
	Licensed Only	5	
	All Other, Not Applicable, Not Available	0	
Collects compensation data?	Wages: Yes/No	1	2
	Benefits: Yes/No	1	
Collects data on race and ethnicity?	Yes/No		2
Summary data reported online?	Yes/No		1
Total			12

0-4 points per category	Stalled
5-8 points per category	Edging Forward
9-12 points per category	Making Headway

*Notes: These indicators are not intended to be comprehensive but represent key steps all state leaders can take to advance within this policy area. For more information about these indicators and their data sources, see **Appendix 1: Data Sources & Methodology**. The category for coverage called “Licensed Only” includes teaching staff and/or directors in licensed center- and home-based child care settings, whether via registry or survey. States assessed as “Licensed +” include teaching staff and/or directors in licensed center- and home-based child care settings as well as staff in one or more of the following settings: public pre-K programs, Head Start, and/or license-exempt child care. For an individual state, “Licensed +” may be a misnomer; in some states, pre-K and Head Start settings might also be required to participate in child care licensing, while in other states, they are governed by separate regulations.*

FIGURE 3.4.1

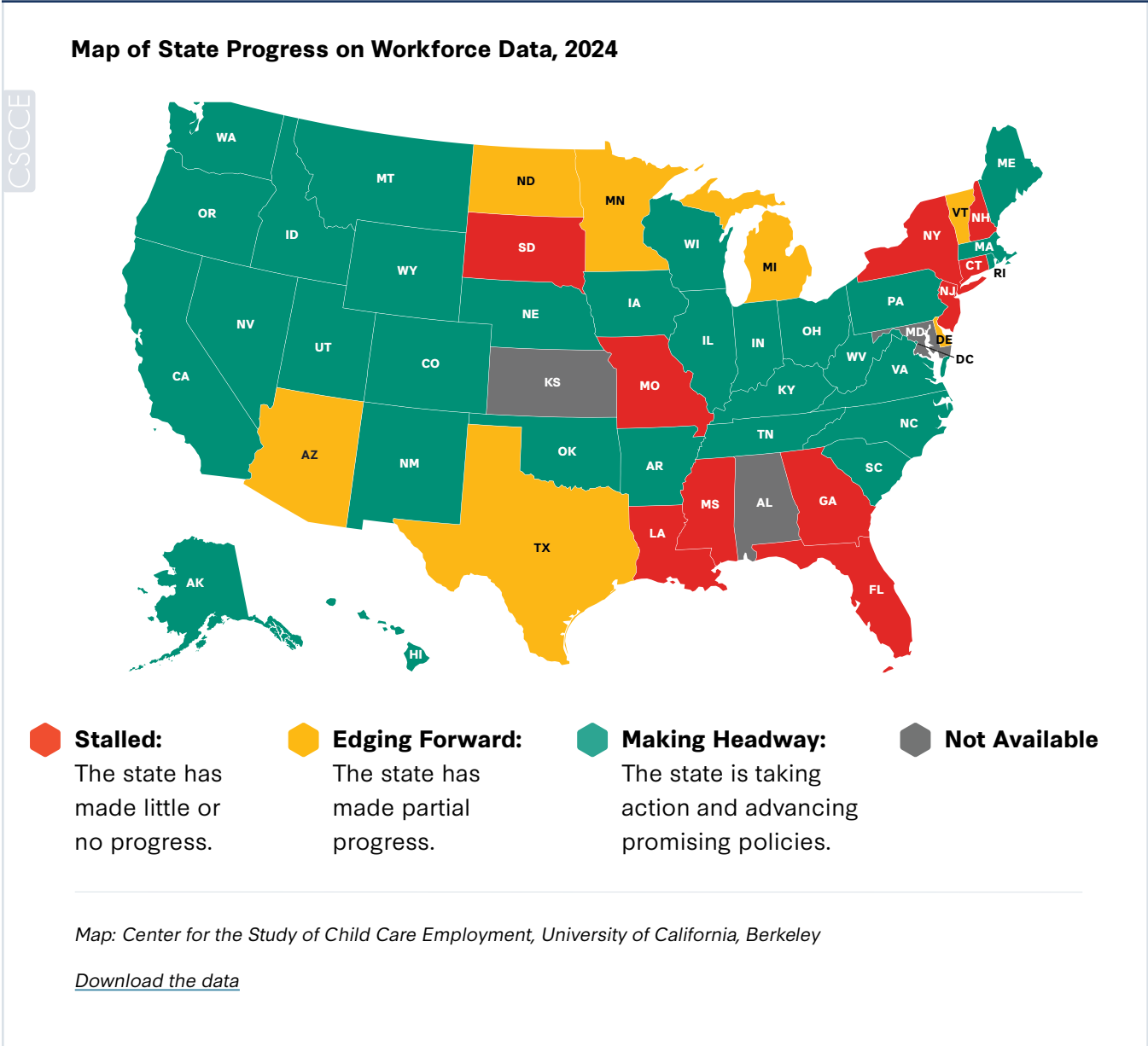


FIGURE 3.4.2

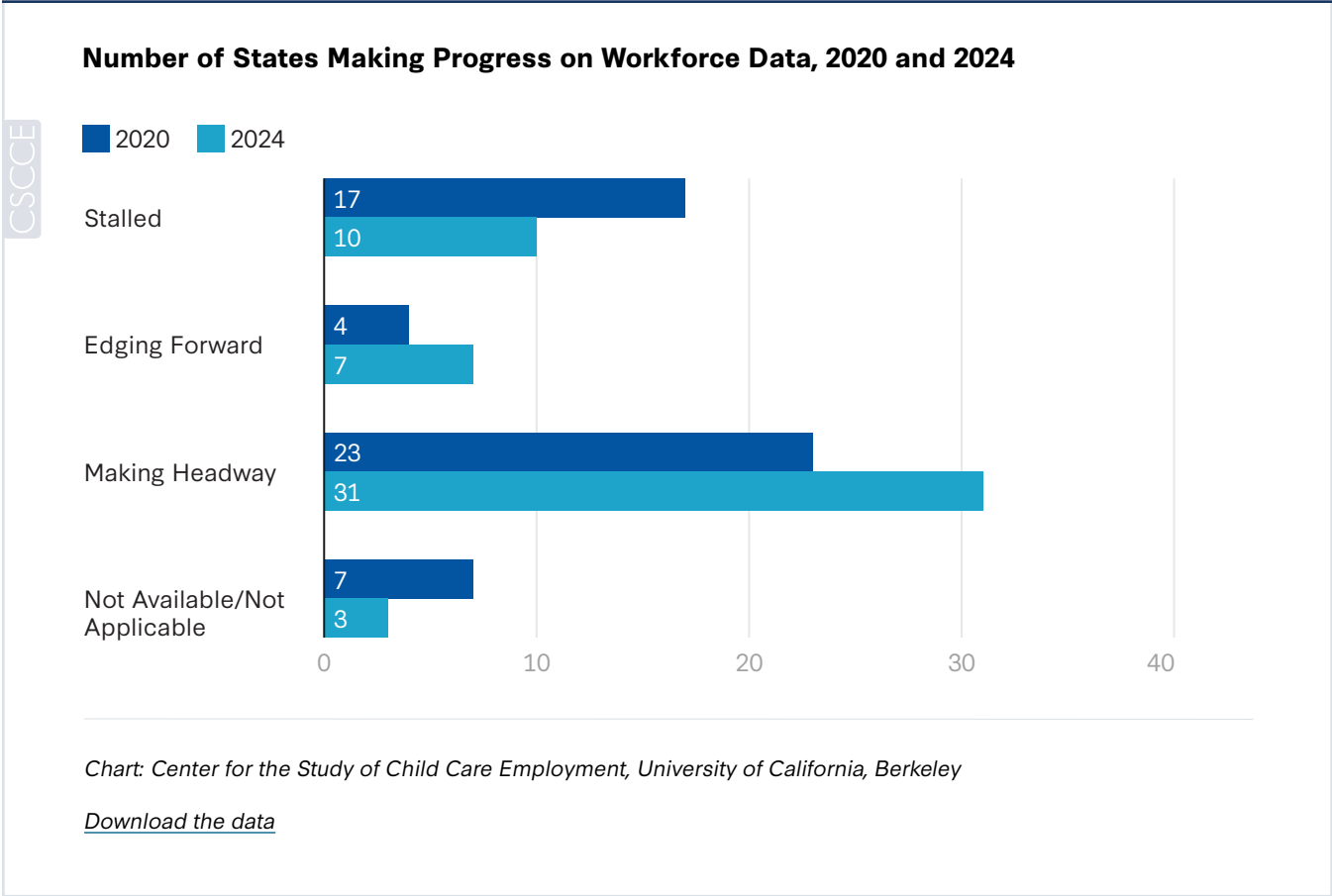
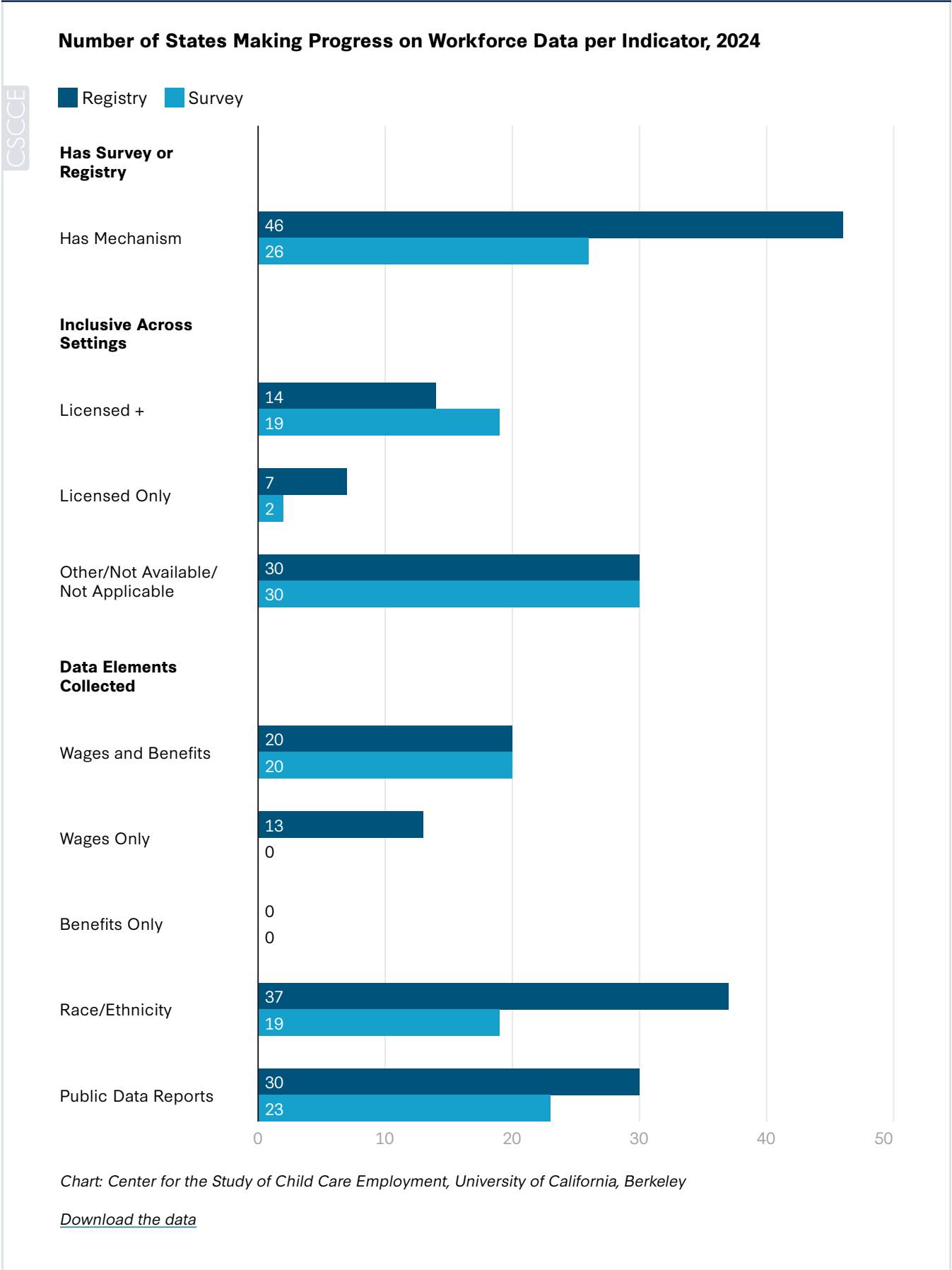


FIGURE 3.4.3



State Progress on Workforce Data: Indicators

Indicator 1: Does the state have a registry that requires participation of the ECE workforce across settings and/or a workforce survey that samples the ECE workforce across settings?

Rationale: Disparate administrative data sources, each covering only a slice of the workforce, make it very difficult for states to provide a comprehensive estimate of how many teachers are providing early care and education to children and to assess the impact of workforce initiatives. Workforce surveys and registries offer an opportunity for states to collect data on early educators across settings and funding streams.

Current Status Across States: In total, 46 states and the District of Columbia have an ongoing registry and/or a survey conducted recently (within the past five years). This finding includes 45 states with a registry that is active or currently in development and 26 states with a workforce survey. Maryland, Mississippi, New Hampshire, and South Dakota are the only four states that do not meet either criteria, though Maryland is currently conducting a survey.¹⁸⁰ Thirty-one states and the District of Columbia included at least licensed center- and home-based settings in their data collection, whether via registry, survey, or both (see [Appendix Tables 3.9](#) and [3.10](#)).

- *Licensed +:* Twenty-nine states and the District of Columbia had at least one formal data mechanism (registry and/or survey) with required participation (in the case of registries) or sampling (for workforce surveys) of licensed centers and home-based programs, as well as Head Start, pre-K, and/or license-exempt settings.¹⁸¹
- *Licensed Only:* Two states required registry participation or used a workforce survey to sample educators from licensed child care settings only.
- *Other/Not Available/Not Applicable:* Nineteen states did not meet criteria for the “Licensed Only” or “Licensed +” categories and did not receive points for participation. The states belong in one of the following categories:
 - *Other:* Thirteen of these 19 states required participation/sampling for a defined but more limited subset of the workforce for either their registry or workforce survey; allowed for voluntary registry participation across settings; and/or did not use a formal mechanism for workforce data.
 - *Not Available/Not Applicable:* Six states could not be assessed for this indicator. Four had neither a registry nor survey (Maryland, Mississippi, New Hampshire, and South Dakota), and two states (Kansas and Missouri) are unavailable due to insufficient information about their registries under development.

Indicator 2: Does the state’s mechanism for collecting workforce data include compensation?

Rationale: Given the many negative consequences of inadequate wages, including economic insecurity and increased turnover (see **Early Educator Pay & Economic Insecurity**), it is critical that states understand the breadth of the problem across settings.

Current Status Across States: In total, 39 states and the District of Columbia collected either wage or benefit data via their registry or survey.

- 29 states and the District of Columbia collected both wage and benefit data.
- 19 states collected wage data only.
- No states collected benefits data only.
- Seven states with registries and/or surveys collected neither wage nor benefits data.
- Four states could not be assessed for this indicator because they had neither a registry nor survey (Maryland, Mississippi, New Hampshire, and South Dakota).

Of the 27 states with recent workforce surveys, most include information on wages and benefits.

- 20 states collected data on wages using workforce surveys.
- 20 states collected data on benefits using workforce surveys.

Of the 45 states and the District of Columbia with registries:

- 33 states collected wage data using a registry.
- 19 states and the District of Columbia collected information on benefits using a registry.
- For five states, we lacked information on whether the registry includes wage or benefit data. Four of the states have a registry in development or redevelopment (Alabama, Kansas, New Mexico, and Rhode Island), and one state (Indiana) had incomplete information.

Indicator 3: Does the state’s mechanism for collecting workforce data include information on race and ethnicity?

Rationale: Understanding the demographics of the workforce is critical for bringing attention to and creating remedies for existing bias and inequitable opportunities for professional development and advancement.

Current Status Across States: In total, 41 out of 46 states with registries and/or surveys collected data on race and ethnicity via their registry or survey, with 15 of these states collecting these data through both mechanisms.

- 19 of the 26 states with recent workforce surveys collected data on race and ethnicity.
- 37 of the 45 states with registries collected these data. Four of the states have a registry in development or redevelopment (Alabama, Kansas, New Mexico, and Rhode Island), and one state (Indiana) had incomplete information.

Indicator 4: Does the state use the data collected to report publicly on the status of the workforce?

Rationale: One of the challenges of assessing state-level workforce data is that states do not always report aggregate data publicly. Yet, without this information, policymakers and advocates are unable to understand and evaluate the status of the ECE workforce and the barriers to improving working conditions.

Current Status Across States: In total, 42 states and the District of Columbia reported some aggregated data online via survey and/or registry.

- 23 out of 27 states with recent workforce surveys reported workforce data online.
- Nearly two thirds of the states with registries published this information—29 of the 45 states, plus the District of Columbia—though most states with registries report data internally or to partner agencies or may make data available upon request.



TABLE 3.4.2

Progress on Workforce Data, By State and Territory, 2024

State		Covers All Settings	Collects Compensation Data		Collects Race/ Ethnicity Data	Reports Aggregate Data Publicly Online	Overall Assessment
			Wages	Benefits			
Alabama	Registry	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
	Survey	Other	No	No	No	Yes	
Alaska	Registry	Other	Yes	Yes	Yes	Yes	Making Headway
	Survey	Licensed +	Yes	Yes	Yes	Yes	
Arizona	Registry	Other	Yes	Yes	Yes	No	Edging Forward
	Survey	Other	Not Available	Not Available	Yes	Yes	
Arkansas	Registry	Licensed only	Yes	Yes	Yes	No	Making Headway
	Survey	Licensed +	Yes	Yes	Yes	Yes	
California	Registry	Other	Yes	Not Available	Yes	No	Making Headway
	Survey	Licensed +	Yes	Yes	Yes	Yes	
Colorado	Registry	Licensed +	Yes	Yes	Yes	Yes	Making Headway
	Survey	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	
Connecticut	Registry	Other	Yes	No	Yes	Yes	Stalled
	Survey	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	
Delaware	Registry	Other	Yes	Yes	Yes	Yes	Edging Forward
	Survey	Other	No	No	Yes	Yes	
District of Columbia	Registry	Licensed +	Yes	Yes	No	Yes	Making Headway
	Survey	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	

TABLE 3.4.2 CONTINUED

Progress on Workforce Data, By State and Territory, 2024

State		Covers All Settings	Collects Compensation Data		Collects Race/Ethnicity Data	Reports Aggregate Data Publicly Online	Overall Assessment
			Wages	Benefits			
Florida	Registry	Other	Yes	No	Yes	Yes	Stalled
	Survey	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	
Georgia	Registry	Other	Yes	No	Yes	Yes	Stalled
	Survey	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	
Hawaii	Registry	Licensed +	No	No	No	No	Making Headway
	Survey	Licensed only	Yes	Yes	Yes	Yes	
Idaho	Registry	Other	Yes	No	Yes	Yes	Making Headway
	Survey	Licensed +	No	No	No	Yes	
Illinois	Registry	Licensed only	Yes	Yes	Yes	Yes	Making Headway
	Survey	Licensed +	Yes	Yes	Yes	Yes	
Indiana	Registry	Licensed +	Not Available	Not Available	Not Available	No	Making Headway
	Survey	Licensed +	Yes	Yes	No	Yes	
Iowa	Registry	Licensed +	Yes	Yes	Yes	Yes	Making Headway
	Survey	Licensed +	Yes	Yes	Yes	Yes	
Kansas	Registry	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
	Survey	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	
Kentucky	Registry	Licensed only	No	No	Yes	No	Making Headway
	Survey	Licensed only	Yes	Yes	No	Yes	

TABLE 3.4.2 CONTINUED

Progress on Workforce Data, By State and Territory, 2024

State		Covers All Settings	Collects Compensation Data		Collects Race/Ethnicity Data	Reports Aggregate Data Publicly Online	Overall Assessment
			Wages	Benefits			
Louisiana	Registry	Other	No	No	Yes	No	Stalled
	Survey	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	
Maine	Registry	Licensed +	No	No	Yes	Yes	Making Headway
	Survey	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	
Maryland	Registry	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Available
	Survey	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	
Massachusetts	Registry	Licensed +	Yes	Yes	Yes	No	Making Headway
	Survey	Licensed +	Yes	Yes	Yes	Yes	
Michigan	Registry	Other	Yes	Yes	Yes	Yes	Edging Forward
	Survey	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	
Minnesota	Registry	Other	Yes	Yes	Yes	No	Edging Forward
	Survey	Other	Yes	Yes	Yes	Yes	
Mississippi	Registry	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Stalled
	Survey	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	
Missouri	Registry	Not Available	Yes	No	Yes	No	Stalled
	Survey	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	
Montana	Registry	Licensed only	Yes	No	Yes	Yes	Making Headway
	Survey	Licensed +	Yes	Yes	No	Yes	

TABLE 3.4.2 CONTINUED

Progress on Workforce Data, By State and Territory, 2024

State		Covers All Settings	Collects Compensation Data		Collects Race/Ethnicity Data	Reports Aggregate Data Publicly Online	Overall Assessment
			Wages	Benefits			
Nebraska	Registry	Other	Yes	Yes	Yes	Yes	Making Headway
	Survey	Licensed +	Not Available	Not Available	Not Available	Not Available	
Nevada	Registry	Licensed +	Yes	Yes	Yes	Yes	Making Headway
	Survey	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	
New Hampshire	Registry	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Stalled
	Survey	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	
New Jersey	Registry	Other	Yes	No	Not Available	Yes	Stalled
	Survey	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	
New Mexico	Registry	Not Available	Not Available	Not Available	Not Available	Not Available	Making Headway
	Survey	Licensed +	Yes	Yes	Yes	Yes	
New York	Registry	Other	Yes	No	Yes	Yes	Stalled
	Survey	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	
North Carolina	Registry	Not Available	Not Available	Not Available	Not Available	Not Available	Making Headway
	Survey	Licensed +	Yes	Yes	Yes	Yes	
North Dakota	Registry	Other	Yes	Yes	Yes	Yes	Edging Forward
	Survey	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	

TABLE 3.4.2 CONTINUED

Progress on Workforce Data, By State and Territory, 2024

State		Covers All Settings	Collects Compensation Data		Collects Race/Ethnicity Data	Reports Aggregate Data Publicly Online	Overall Assessment
			Wages	Benefits			
Ohio	Registry	Licensed +	Yes	No	Yes	Yes	Making Headway
	Survey	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	
Oklahoma	Registry	Licensed +	Yes	Not Available	Yes	Yes	Making Headway
	Survey	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	
Oregon	Registry	Licensed only	No	No	Yes	Yes	Making Headway
	Survey	Licensed +	Yes	Yes	Yes	Yes	
Pennsylvania	Registry	Other	Yes	Yes	Yes	Yes	Making Headway
	Survey	Licensed +	Yes	Yes	Yes	No	
Rhode Island	Registry	Licensed only	Yes	Yes	Yes	Yes	Making Headway
	Survey	Licensed +	Yes	Yes	Yes	Yes	
South Carolina	Registry	Licensed +	Yes	No	Yes	Yes	Making Headway
	Survey	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	
South Dakota	Registry	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Stalled
	Survey	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	
Tennessee	Registry	Licensed +	No	No	Yes	Yes	Making Headway
	Survey	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	
Texas	Registry	Other	Yes	Yes	Yes	Yes	Edging Forward
	Survey	Other	Yes	Yes	Yes	Yes	

TABLE 3.4.2 CONTINUED

Progress on Workforce Data, By State and Territory, 2024

State		Covers All Settings	Collects Compensation Data		Collects Race/Ethnicity Data	Reports Aggregate Data Publicly Online	Overall Assessment
			Wages	Benefits			
Utah	Registry	Other	Yes	No	Yes	No	Making Headway
	Survey	Licensed +	Yes	Yes	Yes	Yes	
Vermont	Registry	Licensed +	No	No	No	Yes	Edging Forward
	Survey	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	
Virginia	Registry	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Making Headway
	Survey	Licensed +	Yes	Yes	Yes	Not Applicable	
Washington	Registry	Licensed +	No	No	Yes	Yes	Making Headway
	Survey	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	
West Virginia	Registry	Licensed only	Yes	Yes	Yes	Yes	Making Headway
	Survey	Not Applicable	Not Applicable	Not Applicable	Not Applicable	Not Applicable	
Wisconsin	Registry	Other	Yes	Yes	Yes	Yes	Making Headway
	Survey	Licensed +	Yes	Yes	Yes	Yes	
Wyoming	Registry	Other	Yes	Yes	Yes	No	Making Headway
	Survey	Licensed +	Not Available	Not Available	Not Available	Yes	

TABLE 3.4.2 CONTINUED

Progress on Workforce Data, By State and Territory, 2024

State		Covers All Settings	Collects Compensation Data		Collects Race/Ethnicity Data	Reports Aggregate Data Publicly Online	Overall Assessment
			Wages	Benefits			
American Samoa	Registry	Not Available	Not Available	Not Available	Not Available	Not Available	Not Applicable
	Survey	Not Available	Not Available	Not Available	Not Available	Not Available	
Guam	Registry	Not Available	Not Available	Not Available	Not Available	Not Available	Not Applicable
	Survey	Not Available	Not Available	Not Available	Not Available	Not Available	
Northern Mariana Islands	Registry	Not Available	Not Available	Not Available	Not Available	Not Available	Not Applicable
	Survey	Not Available	Not Available	Not Available	Not Available	Not Available	
Puerto Rico	Registry	Not Available	Not Available	Not Available	Not Available	Not Available	Not Applicable
	Survey	Not Available	Not Available	Not Available	Not Available	Not Available	
U.S. Virgin Islands	Registry	Not Available	Not Available	Not Available	Not Available	Not Available	Not Applicable
	Survey	Not Available	Not Available	Not Available	Not Available	Not Available	

Note: Ten states and all five territories could not be included in this assessment. States and territories that do not have a QRIS or whose QRIS is a pilot or under development have been labeled “Not Applicable.”



What Is Public Funding?

Public funding is federal, state, and local investment in the early care and education workforce and the broader ECE system.

To realize the vision of an early care and education (ECE) system in which all early educators are well compensated and supported to thrive requires a nationwide overhaul of the ECE system and vastly increased public investment.¹⁸² The current system overburdens parents financially, yet still underfunds programs and educators. Imagine if parents had to individually shoulder the cost of third grade for their child or if elementary school teachers' wages were determined by what parents could afford.

The needs of the ECE workforce were prioritized in unprecedented ways in the context of the COVID-19 pandemic. For example, programs received operational grants to cover personnel costs, including wages and benefits (see **States' Use of Pandemic Relief Funding**). This historic influx of flexible federal funding allowed state and program leaders to support the sector following the severe economic and psychological shocks of the pandemic. This funding also provided federal and state policymakers an opportunity to reimagine how early care and education is funded, both in the short and long term.

As these critical funds expire, simply restoring the pre-pandemic system is not the answer to the decades-long child care crisis. A transformative vision and public funding to implement that vision are critical to building a system that delivers on the promise of early education for all children, their families, and the educators they rely on. Many effective tools were tested during the pandemic, including the use of grants and contracts, as well as payments to providers based on enrollment rather than attendance. Both strategies are crucial to providing stable funding to ECE programs and are now part of official child care subsidy regulations.¹⁸³

The time is past due to overcome sticker shock about the costs of an effective and equitable ECE system that is appropriately funded. Federal programs like the Child

Care Development Fund (CCDF), Head Start, and Preschool Development Grants Birth-Five (PDG B-5) continue to be important sources of funding for early care and education. Nevertheless, state policymakers have considerable leeway—and therefore, the responsibility—to prioritize early care and education in their own state budgets. It is imperative that states articulate how the long-term funding vision outlined in the National Academies’ *Transforming the Financing of Early Care and Education*¹⁸⁴ can be applied in their state context to determine the level of national and state resources required to implement this vision.

“...State policymakers have considerable leeway—and therefore, the responsibility—to prioritize early care and education in their own state budgets.”

State Spotlight

Vermont Raises State Revenue for ECE Via Payroll Tax

Act 73, a historic child care bill for Vermont and the country, was passed into law in 2023.¹⁸⁵ The legislation enacted a new payroll tax to build a **Child Care Contribution Special Fund** that ensures sustained new investment in early care and education, including increased subsidies for programs and expanded eligibility for families. It follows 2021 legislation that mandated a financing study to understand the funding needed for significant reform of the ECE system, including ensuring that early educators receive compensation that is “commensurate with peers in other fields.”¹⁸⁶ While efforts to formalize minimum pay standards for early childhood educators in Vermont continue,¹⁸⁷ achieving a sustainable, dedicated state revenue source is a key step toward that vision.



A crucial step in determining the funding needed for early care and education is for states to engage in cost-modeling and the development of a multiyear plan for implementation. Many states now have their own cost models and/or cost studies that can be used in advocacy, planning, and child care subsidy rate setting.¹⁸⁸ States that don't already have a cost model can use 50-state resources, like P-5 Fiscal Strategies' 50-State Cost Model,¹⁸⁹ to understand how different staffing and salary criteria affect the overall cost of providing ECE services. It is critical that such cost models reflect appropriate conditions for the workforce.¹⁹⁰ Such conditions include supporting educators to achieve entry-level and advanced qualifications, work environments that facilitate effective teacher practice and protect their well-being, and appropriate increases in compensation that are sufficient to attract and retain skilled educators.¹⁹¹ State-by-state estimates developed by CSCCE and the Economic Policy Institute are a good starting point to understand likely costs at the state level (see **Appendix Table 3.13**).

Simultaneously, there are existing opportunities for states to devote additional funding to early care and education as a down payment toward the level of funding that will ultimately be required. State-funded pre-K has been a primary means of dedicated state ECE spending over the past several decades,¹⁹² but states can also contribute resources in other ways, such as additional spending on child care services.

Future editions of the *Index* may include additional or new state efforts to move toward a publicly funded system of early care and education for all children birth to five, such as Vermont's payroll tax or New Mexico's Early Childhood Education and Care Fund.¹⁹³ In the meantime, the 2024 *Index* continues to assess whether states are, at a minimum, devoting additional state funding above and beyond what is required to receive federal funding for early care and education.

“

Public funding is so important to get any of the other things we're talking about. We need the money first. Focus on public funding that ties the good of child care to what it does for society in order to get that public investment.”

Family Child Care Provider¹⁹⁴



WHAT CAN BE DONE: POLICY OPPORTUNITIES FOR CHANGE

- Identify the public funding needed to attract and retain qualified early educators and ensure equitable ECE access for all children and families.
 - Stop using market-based approaches to child care (i.e., prices determined by what families can afford to pay). Instead, use a [Cost Estimation Model](#)¹⁹⁵ to gauge the true costs of advancing workforce preparation, increasing workforce compensation supported by a salary scale, and improving working conditions, while also relieving the financial burden on families.
 - Through a Cost Estimation Model, states can identify the additional public funding required to close the gap between existing public funds and the true costs to accomplish necessary reforms. To understand the landscape of existing public funds, consider creating a [fiscal map](#).¹⁹⁶
 - At a minimum, working within the subsidy system, states can switch to an alternate methodology for determining CCDF rates (as per Housing and Human Services recommendations) that includes [accurate cost estimates](#)¹⁹⁷ to increase compensation and retain a high-quality workforce. However, subsidy reimbursement is just one funding mechanism and does not reach all child care programs.
- Commit to securing dedicated, sustainable funds to realize comprehensive reforms.
 - Policymakers can prioritize early care and education in state budgets in addition to (or in the absence of) increased federal funding.
 - Advocates can launch campaigns to inform policymakers and help educate the public about the costs of building an equitable system and the benefits of this investment as a [public good](#).¹⁹⁸
 - Engage voters to activate reforms by proposing ballot measures that set up [dedicated sources of revenue](#)¹⁹⁹ to fund early care and education locally and throughout the state.

WHAT CAN BE DONE: POLICY OPPORTUNITIES FOR CHANGE *(continued)*

- Use data as evidence to show that the additional public funding made available through pandemic relief funds helped stabilize the ECE system and workforce.
- Design and activate a phased implementation plan to equitably allocate new and existing funds to establish an ECE system that operates as a public good.
 - Build in annual fund adjustments to adjust for inflation, cost of living increases, and changes to regulations (e.g., minimum wage increases) and/or licensing and quality standards.
 - Consult providers to ensure that implementation plans are designed to advance equity and remedy existing disparities, while also aligning with the providers' immediate and long-term needs.
 - Partner with providers to develop feedback loops that inform and improve implementation through ongoing engagement, data collection, and analysis.
- Explore opportunities to invest directly in ECE programs using grants and contracts, learning from the implementation of American Rescue Plan Act (ARPA) stabilization grants.

State Progress on Public Funding



Overall, there was some progress on public funding across states since the 2020 *Index*. Fewer than one half of states remain **stalled**, compared with more than one half in 2020, while seven states are now **making headway**, compared with only two in 2020 (see **Figure 3.16**). This movement is most likely influenced by pandemic-era funding: 12 additional states reported extra CCDF spending during 2018-2020, compared with previous years, with the majority doing so in 2020 when CARES Act funding became available.

Between 2020 and 2024, 19 states improved their assessment by meeting one or both of the key public funding indicators:

- Six states (California, Maryland, Michigan, New Jersey, North Carolina, West Virginia) improved from **edging forward** to **making headway** by meeting both indicators.
- 13 states (Alaska, Delaware, Hawaii, Maine, Massachusetts, Minnesota, Nevada, New Hampshire, New Mexico, New York, Texas, Utah, Virginia) advanced from **stalled** to **edging forward**.

However, five states moved down in their assessment:

- Tennessee shifted from making headway to stalled, while Montana, Ohio, Rhode Island, and Vermont moved from **edging forward** to **stalled**, no longer meeting either of the public funding indicators.

TABLE 3.5.1

CSCCE

Key to State Progress on Public Funding		
Public Funding	Values	Maximum points per indicator
State reports extra Child Care Development Fund (CCDF) spending?	Yes/No	6
Pre-K per-child spending as % of K-12: Greater than 50%?	Yes/No	6
Total		12

0-4 points per category	Stalled
5-8 points per category	Edging Forward
9-12 points per category	Making Headway

Notes: These indicators are not intended to be comprehensive, but represent key steps all state leaders can take to advance within this policy area. For more information about these indicators and their data sources, see [Appendix 1: Data Sources & Methodology](#).



FIGURE 3.5.1

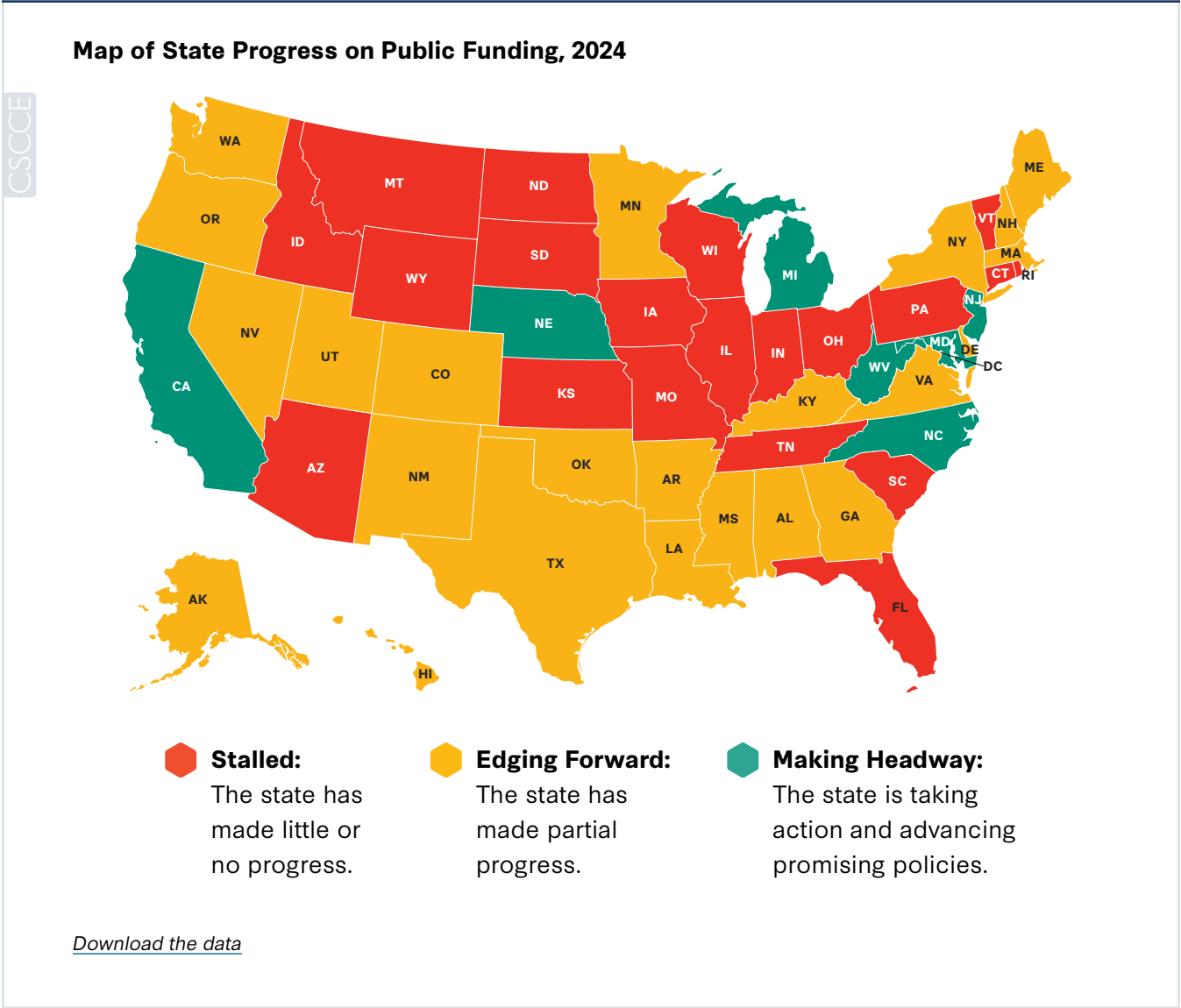


FIGURE 3.5.2

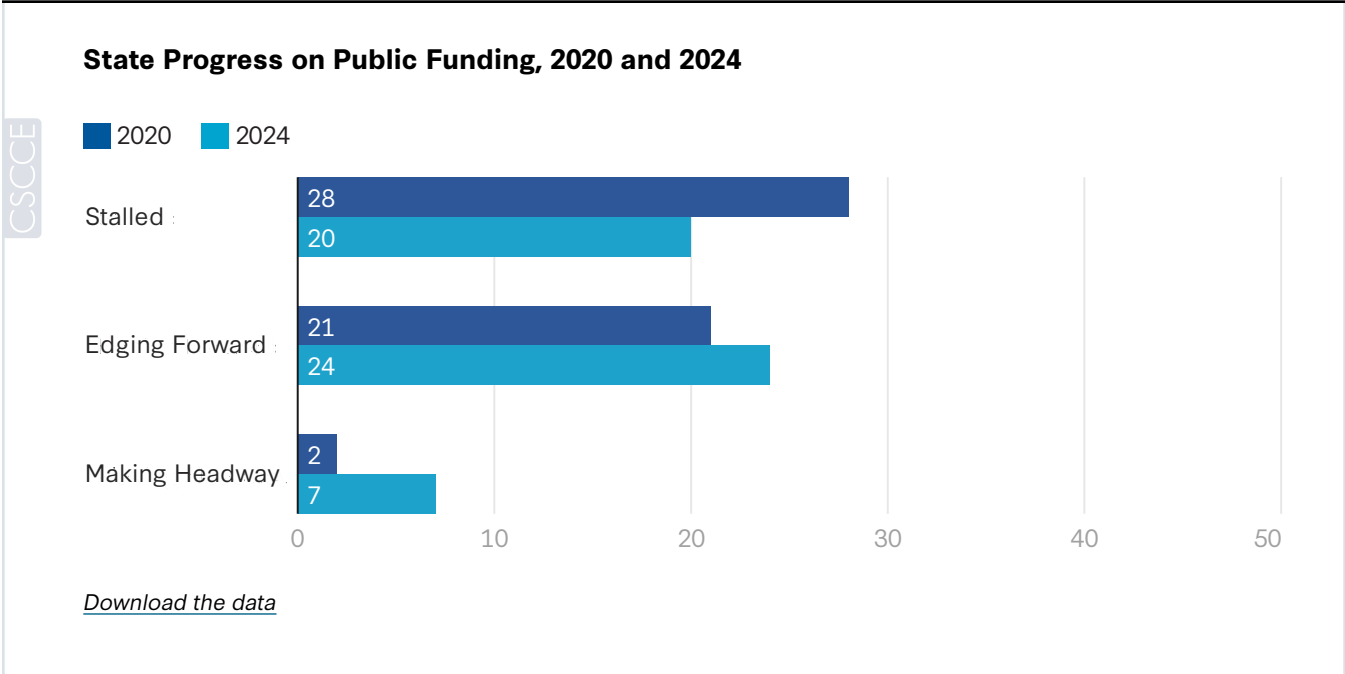
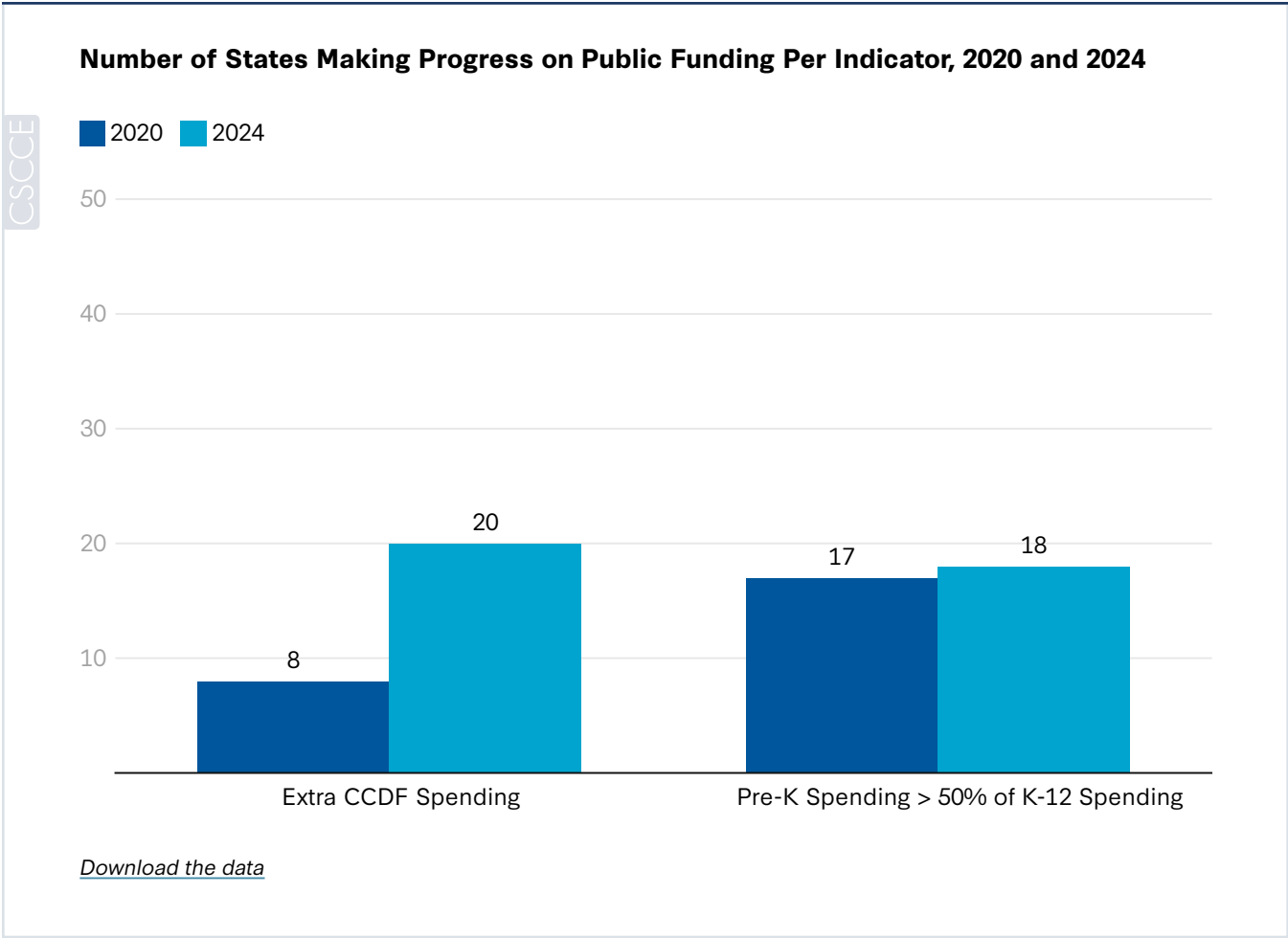


FIGURE 3.5.3



State Progress on Public Funding: Indicators

Indicator 1: Did the state report extra Child Care Development Fund spending?

Rationale: The Child Care Development Fund (CCDF), authorized by the Child Care and Development Block Grant (CCDBG), is a core source of federal funding for ECE services and for initiatives pertaining to the ECE workforce. CCDF funding remains far below what is needed to achieve high-quality ECE services. In order to receive all federal CCDF funds, states must spend a set match amount and meet Maintenance of Effort (MOE) requirements. We focus on whether states spent over and above the minimum requirement for matching or MOE funds for at least one of the preceding three fiscal years for which data are available (2018-2020), using CCDF expenditure data from the Center for Law and Social Policy (CLASP).²⁰⁰ Because states are not required to report whether they spend above the minimum required, the totals shown here may be underestimates.

Current Status Across States: A total of 19 states (Alaska, California, Colorado, Georgia, Louisiana, Maine, Maryland, Massachusetts, Michigan, Minnesota, Nebraska, New Hampshire, New Jersey, New Mexico, New York, North Carolina, Texas, Utah, and West Virginia) and the District of Columbia reported extra CCDF spending for early care and education beyond what is required to receive federal funds during at least one year in the 2018-2020 period. Seventeen of these states reported extra CCDF spending in 2020, which was likely influenced by states transferring funds between spending categories and funding streams as a result of the CARES Act.²⁰¹

Change Over Time: The total number of states that met this criteria increased by 15 states and the District of Columbia since the 2020 *Index*. Specifically, Alaska, California, Maine, Maryland, Massachusetts, Michigan, Minnesota, New Hampshire, New Jersey, New Mexico, New York, North Carolina, Texas, Utah, and West Virginia reported additional CCDF spending and joined previous states that met this criteria. Ohio, Tennessee, Vermont, and Washington no longer met the criteria because they did not report additional spending for any year during 2018-2020.

Indicator 2: Is pre-K spending per child more than 50 percent of K-12 spending per child?

Rationale: Of all the areas of early care and education, publicly funded pre-K has come the closest to being accepted as education and a public good for all children. Nonetheless, funding per child on pre-K is still lower than funding for older children.

Current Status Across States: Eighteen states spend at least half as much per child on public pre-K compared to per-child spending on public K-12 education. However, in some cases this finding may be due to low spending on K-12 rather than high spending on pre-K: 11 of these 18 states fall below the median per-child spending on K-12 across all states (\$17,077).

Change Over Time: Since 2020, there was a net increase of one additional state in which per-child pre-K spending is more than half of K-12 per-child spending.

- Thirteen states maintained a ratio of at least 50-percent pre-K to K-12 per-child spending and continued to meet this criteria for 2024.
- Five states (Delaware, Hawaii, Nevada, Virginia, and Washington) increased their ratio of pre-K funding and now meet the criteria for this indicator in 2020.
- On the other hand, three states (Montana, Rhode Island, and Tennessee) and the District of Columbia dipped below the threshold for this indicator.



TABLE 3.5.2

CSCCE

Progress on Public Funding, By State and Territory, 2024

State	State Reported Extra CCDF Spending	Ratio of Pre-K Spending More Than 50%	2024 Progress
Alabama	No	Yes	Edging Forward
Alaska	Yes	No	Edging Forward
Arizona	No	No	Stalled
Arkansas	No	Yes	Edging Forward
California	Yes	Yes	Making Headway
Colorado	Yes	No	Edging Forward
Connecticut	No	No	Stalled
Delaware	No	Yes	Edging Forward
District of Columbia	Yes	No	Edging Forward
Florida	No	No	Stalled
Georgia	Yes	No	Edging Forward
Hawaii	No	Yes	Edging Forward
Idaho	No	No	Stalled
Illinois	No	No	Stalled
Indiana	No	No	Stalled
Iowa	No	No	Stalled
Kansas	No	No	Stalled
Kentucky	No	Yes	Edging Forward

TABLE 3.5.2 CONTINUED

CSCCE

Progress on Public Funding, By State and Territory, 2024

State	State Reported Extra CCDF Spending	Ratio of Pre-K Spending More Than 50%	2024 Progress
Louisiana	Yes	No	Edging Forward
Maine	Yes	No	Edging Forward
Maryland	Yes	Yes	Making Headway
Massachusetts	Yes	No	Edging Forward
Michigan	Yes	Yes	Making Headway
Minnesota	Yes	No	Edging Forward
Mississippi	No	Yes	Edging Forward
Missouri	No	No	Stalled
Montana	No	No	Stalled
Nebraska	Yes	Yes	Making Headway
Nevada	No	Yes	Edging Forward
New Hampshire	Yes	No	Edging Forward
New Jersey	Yes	Yes	Making Headway
New Mexico	Yes	No	Edging Forward
New York	Yes	No	Edging Forward
North Carolina	Yes	Yes	Making Headway
North Dakota	No	No	Stalled
Ohio	No	No	Stalled
Oklahoma	No	Yes	Edging Forward

TABLE 3.5.2 CONTINUED

CSCCE

Progress on Public Funding, By State and Territory, 2024

State	State Reported Extra CCDF Spending	Ratio of Pre-K Spending More Than 50%	2024 Progress
Oregon	No	Yes	Edging Forward
Pennsylvania	No	No	Stalled
Rhode Island	No	No	Stalled
South Carolina	No	No	Stalled
South Dakota	No	No	Stalled
Tennessee	No	No	Stalled
Texas	Yes	No	Edging Forward
Utah	Yes	No	Edging Forward
Vermont	No	No	Stalled
Virginia	No	Yes	Edging Forward
Washington	No	Yes	Edging Forward
West Virginia	Yes	Yes	Making Headway
Wisconsin	No	No	Stalled
Wyoming	No	No	Stalled
Total	20	18	

TABLE 3.5.2 CONTINUED

CSCCE

Progress on Public Funding, By State and Territory, 2024

Territory	State Reported Extra CCDF Spending	Ratio of Pre-K Spending More Than 50%	2024 Progress
American Samoa	Not Applicable	Not Available	Not Applicable
Guam	Not Applicable	Not Available	Not Applicable
Northern Mariana Islands	Not Applicable	Not Available	Not Applicable
Puerto Rico	Not Applicable	Not Available	Not Applicable
U.S. Virgin Islands	Not Applicable	Not Available	Not Applicable

Sources: Ratio of pre-K to K-12 spending calculated by CSCCE using data from Friedman-Krauss et al. (2024). The State of Preschool 2023. National Institute for Early Education Research. <https://nieer.org/our-work/policy-landscapes/state-preschool-yearbook>. Excess spending 2018-2020 determinations were made using data provided by CLASP based on the U.S. Department of Health and Human Services. (2024). Child Care and Development Fund Program Data and Statistics. <https://www.acf.hhs.gov/occ/data/child-care-and-development-fund-statistics>.



Early Childhood Workforce Index 2024

Appendix 1: Data Sources & Methodology

Since 2016, the *Early Childhood Workforce Index* has tracked the status of the early care and education (ECE) workforce and related state policies in order to identify promising practices for improving early educator jobs. The *Index* is the only comprehensive report that documents these conditions and changes over time in all 50 states and the District of Columbia. The 2024 edition also includes a profile of the U.S. territories, as well as a profile of Tribes.

To view previous editions of the *Early Childhood Workforce Index*, see:

- [Early Childhood Workforce Index - 2020²⁰²](#)
- [Early Childhood Workforce Index - 2018²⁰³](#)
- [Early Childhood Workforce Index - 2016²⁰⁴](#)

Defining the Early Childhood Workforce

In this report, when we speak to policies, programs, and financing for the early childhood workforce, we generally align our boundaries of the workforce with those articulated by the International Labour Office (ILO) and the United Nations Educational, Scientific and Cultural Organization (UNESCO) in the International Standard Classification of Education (ISCED). The ISCED defines early educators as those who are “responsible for learning, education, and care activities of young children” and working in programs that are “usually school-based or otherwise institutionalized for a group of children (for example, center-, community-, or home-based), excluding purely private family-based arrangements that may be purposeful but are not organized in a program (for example, care and informal learning provided by parents, relatives, friends, or domestic workers).”²⁰⁵

Available U.S. data on the ECE workforce do not neatly align with the ISCED definition, but we have generally aligned our reporting on the size and characteristics of the ECE workforce with the ISCED definition where possible. One notable exception is that we include paid in-home care providers, such as nannies, in our estimates of the ECE workforce.

Throughout the report, we focus primarily on those who work in teaching and administrative roles in early care and education settings serving children prior to kindergarten. We also compare the status of early educators to those teaching older children in order to highlight disparities in working conditions for educators across the birth-to-age-eight spectrum of early childhood development.²⁰⁶

A wide variety of terms are used to refer to the early care and education sector and its workforce depending on the age of children served (e.g., infants and toddlers, preschool-age children), the location of the service (centers, schools, or homes), auspice and funding streams, job roles, and data sources. We use “early childhood workforce,” “early care and education (ECE) workforce,” or “early educators” to encompass all those who work directly with young children for pay in early care and education settings in roles focused on teaching and caregiving. We use more

specific labels, such as “Head Start teacher” or “home-based provider” when we are referring to a particular type of setting. In some cases, we are limited by the labels used in a particular data source. For example, we may refer to “childcare workers” and “preschool teachers” because we relied on data specific to subcategories of the workforce as defined and labeled by the Standard Occupational Classification of the U.S. Bureau of Labor Statistics.

Educator Quotes

Throughout the report are direct quotes from early educators. These quotes were collected during the virtual convenings, “Elevating Early Educator Voices in the 2024 Early Childhood Workforce Index,” hosted by CSCCE on May 20 and June 10, 2023.

Data & Methods for Chapter 2: The Early Childhood Workforce

Two major national surveys inform **Chapter 2** of the *Early Childhood Workforce Index*: the National Survey of Early Care and Education (NSECE) and the American Community Survey (ACS). Each survey has its own strengths and limitations, necessitating use of one or another for specific purposes. The 2024 *Index* also introduces a new methodology for defining the ECE workforce using the American Community Survey (see **Defining the ECE Workforce Using the ACS**, below).

National Survey of Early Care and Education (NSECE)

The *Early Childhood Workforce Index* provides a snapshot of the size and demographics of the early childhood workforce using the latest data from the National Survey of Early Care and Education. A nationally representative survey, the 2019 NSECE provides the most up-to-date information on the early care and education workforce in the United States that can be broken down by setting and job role. The NSECE represents teaching staff employed in center-based programs, including programs sponsored by public school districts or funded with Head Start dollars. The study also covers providers in home-based settings serving children under age 13, distinguishing between “home-based listed” and “home-based unlisted” providers. The “listed” providers are defined as individuals appearing on state or national lists of early care and education services, such as licensed, regulated, license-exempt, or registered home-based providers. “Unlisted” providers are individuals who regularly care for one or more children who are not their own for five or more hours per week in a home-based setting. While NSECE also collects data from unlisted providers who are unpaid, we dropped this segment of the workforce in our analysis, focusing only on those who are paid to care for and educate young children. We recognize, however, that unpaid individuals fulfill an important role in the lives of children and families and provide an essential service to our nation.

We also only keep home-based providers who serve children from birth to age five. We provide comparisons between 2012 and 2019 NSECE data when differences are notable.

American Community Survey (ACS)

The *Index* supplements our 2019 NSECE snapshot of the ECE workforce with additional national and state-level data from the Census Bureau’s American Community Survey, a nationally representative dataset of U.S. households that can be used to identify early educators according to the industry and occupation in which they are classified.

Defining the ECE Workforce Using the ACS

U.S. Census Bureau datasets provide a massive representative source of information on people living in the United States, but their classification of occupations and industries of workers do not clearly identify members of the early care and education workforce. For instance, it is not feasible to separate educators by job role within child care centers, nor is it feasible to distinguish licensed or registered home-based providers. Some researchers use self-employment status as a proxy for family child care, but we are unable to vet the accuracy of this assumption using publicly available data. Instead, analyzing data on the ECE workforce requires identifying pairings of **occupation** and **industry** codes, which are consistent across core Census datasets such as the American Community Survey (ACS) and the Current Population Survey (CPS).

Chapter 2 includes national and state-level estimates using the ACS five-year sample from 2022, which we analyzed using public use microdata accessed via IPUMS.²⁰⁷ Based on a careful examination of occupation and industry pairings, their prevalence, and their coding schema, CSCCE defines the ECE workforce as the set of pairings in **Appendix Table 1.1** below. To assess the ACS occupation coding schema, we analyzed the [Public-Use Sample of Occupation and Industry Write-ins](#) from ACS 2019.²⁰⁸ This file provides a snapshot of the original data collected in the ACS via open-text fields, which Census Bureau analysts review and classify under occupation and industry codes for analysis.

**American Community Survey Occupation-Industry Pairings
Describing the ECE Workforce**

ACS Occupation	ACS Industry	Common Write-in Occupations, 2019
4600 Childcare Workers	8740 Child Dare 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 Dare Care Services	"PRESCHOOL TEACHER," "EARLY CHILDHOOD TEACHER," "INFANT TEACHER"
2545 Teaching Assistants	8740 Child Dare Care Services	"PRESCHOOL TEACHING ASSISTANT," "3-YEAR-OLD INSTRUCTIONAL AIDE"
230 Education and Childcare Administrators	8740 Child Dare 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>).

The Census classification makes it easier to identify early educators by job role using a single occupation–industry pairing. For instance, when we evaluated occupation “2300 Preschool and kindergarten teachers,” our analysis suggested that limiting this occupation code to industry “8740 Child Day Care Services” was a good proxy for identifying preschool teachers alone. However, it is not feasible to identify all assistant teachers through a single pairing, since write-in data suggest they are coded to multiple pairings. Moreover, some write-in data refer to care for school-age children (e.g., occupation “AFTER SCHOOL DAYCARE ASST”). Because these descriptions are only available in the 2019 write-in sample data, we are not able to exclude child care workers in aftercare for school-age children. For national analysis by job role or by age of children served, the NSECE remains a more reliable source of data.

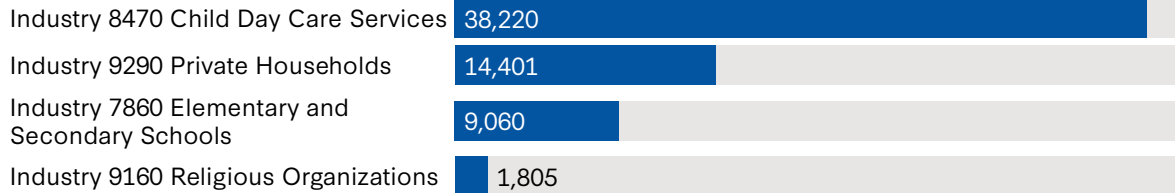
In order to provide an inclusive summary of the ECE workforce as a whole, we use the ACS (which can support both national and state-level analysis) to pool all individuals covered by the occupation–industry pairings in **Appendix Table 1.1**. We hold that these pairings most likely correspond to individuals employed to provide early care and education to a consistent group of young children. We also recommend analysts continue to use these pairings to avoid capturing kindergarten teachers or elementary school assistant teachers alongside early educators.

In the *Index*, we make use of both the individual occupation groups and our pooled ECE workforce group. **Appendix Figure 1.1** provides a breakdown of the pooled workforce by occupation–industry pairing.

American Community Survey Occupation-Industry Pairings Describing the ECE Workforce

CSCCE

Occupation 4600 Childcare Workers



Occupation 2300 Preschool and Kindergarten Teachers



Occupation 2545 Teaching Assistants



Occupation 0230 Education and Child Care Administrators



Chart: 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>).

[Download the data](#)

Including Nannies in the ECE Workforce

An estimated 13,586 “4600 Childcare workers” fall within industry “9290 Private Households” in the 2021 ACS. Write-in data from the 2019 ACS reveal these are virtually all individuals who described themselves as a nanny. These individuals operate under a different employment arrangement than educators who run an in-home program or teach in a child care center. Despite their unique situation, CSCCE includes nannies within the definition of the ECE workforce. Like teachers in group settings, nannies are professional workers providing care and education for young children.

Excluded Industry Pairings for Child Care Workers

The approach described in **Appendix Table 1.1** filters out child care workers found in other industries. The remaining workers—about 10 percent of respondents in occupation 4600—are scattered across industries such as “8590 Other Amusement, Gambling, and Recreation Industries,” “8290 Residential Care Facilities,” and “8570

Museums, Art Galleries, Historical Sites, and Similar Institutions.” Because each remaining pairing covers only a few thousand individuals nationwide, the Census provides sample write-in data for very few of them. As such, we are unable to evaluate the nature of their work.

Preschool Teachers, Teaching Assistants, and Directors

For the other three occupations included in **Appendix Table 1.1**, we omit all industries apart from “8740 Child Day Care Services.” Individuals classified in these occupations in other industries likely refer to individuals who do not work in early care and education. ACS write-in data support this interpretation: for instance, “2300 Preschool and kindergarten teachers” (found in “7860 Elementary and Secondary Schools”) nearly all self-described as kindergarten teachers. Similarly, of the 35 individuals under “0230 Education and childcare administrators” in the 2019 write-in sample data, only one person wrote that they acted as a principal in a preschool; the rest acted as a principal or administrator of an elementary school or equivalent.²⁰⁹ While omitting these pairings may screen out a small but significant group of workers who do belong in the ECE workforce group, we are unable to parse them from the overwhelming majority of other individuals who belong to the K-12 sector.

Self-Employed Child Care Workers

The role of a home-based or family child care (FCC) provider does not currently appear in any Census schema. Between 1992 and 1999, Census data included a separate industry for “Family child care homes,” but the classification was discontinued.²¹⁰ Despite this limitation of Census data, CSCCE holds that many self-employed members of the 4600 occupation code are likely FCC providers. Other researchers have sometimes estimated characteristics of the FCC provider workforce using self-employment status as an indicator.²¹¹ However, publicly available write-in data for the ACS do not provide a flag for self-employed individuals, so we are unable to vet this strategy. While this approach may provide a reasonable means for identifying likely FCC providers, it may also be capturing owners and operators of child care centers and even license-exempt providers like nannies.

Using the ACS to Estimate ECE Workforce Size

In the **State Profiles**, we include an estimated size of the early care and education workforce. We produced these estimates using the occupation–industry pairings described in **Appendix Table 1.1**, above. In other words, we aggregate child care workers, preschool teachers, child care directors, and child care assistants found in the “8740 Child Day Care Services” industry, along with child care workers found in three other industries—“7860 Elementary and Secondary Schools,” “9160 Religious Organizations,” and “9290 Private Households”—in our estimate of the workforce size.

Minimum Sample Size for Reporting

In the maps and tables using ACS data in the *Index*, we annotate state-level data with sample sizes below 200 with warning: “Interpret with caution; Census ECE sample n<200.” This sample size refers to the number of individuals in the ACS microdata, not the number of actual workers.

In **Chapter 2**, we report educator enrollment in public assistance programs in only 22 states. This selection reflects output from the public cost model developed by the UC Berkeley Labor Center, which requires a minimum sample of 1,000 individuals for reporting. For more information on the methodology, see **Public Safety Net Data**, below.

Comparing ACS Estimates to Bureau of Labor Statistics Data

In previous versions of the *Index*, we used wage data from the U.S. Bureau of Labor Statistics provided through the annual Occupational Employment and Wage Statistics (OEWS). However, because self-employed individuals are not counted in OEWS data, we have shifted to ACS estimates for the 2024 edition of the *Index*. Continuing to rely solely on OEWS data would cause us to overlook the profoundly low wages that home-based providers earn. Additionally, our estimated workforce size in the 2020 *Index* used OEWS data to estimate the size of the workforce, thus undercounting home-based providers.

Demographic Data in the NSECE and ACS

The five categories of race and ethnicity used throughout the *Index* are derived from two separate items that inquire about Latino or Hispanic origin and racial identity in both the 2022 ACS and the 2019 NSECE. In the 2019 NSECE, one item inquires about racial identity (e.g., Asian, Black, White) and another item asks about Hispanic or Latino identity. Educators who only selected Asian, Black, or White and chose “Not Hispanic or Latino” were categorized as Asian, Black, and White, respectively. Educators who reported being Hispanic or Latino and selected any racial categories were categorized as “Latina.” Because the ECE workforce is overwhelmingly composed of individuals who identify as women, we use the gender-specific term “Latina” to describe members of the workforce who identify as part of the Latin American diaspora. Educators who selected only American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander, or two or more of the response categories, and chose “Not Hispanic or Latino,” were categorized as “Other.” It should be noted that these categorizations may not fully reflect how people identify themselves.

Additionally, we know that data collection has not always accounted for gender diversity beyond a male/female binary, and the NSECE and ACS data are no exception. We gratefully acknowledge the contributions of early educators who identify as men, nonbinary, or another gender identity and recognize that the gendered oppression of women in the ECE workforce is related to the gender-based oppression of nonbinary, trans, and genderqueer educators.

Public Safety Net Data

The *Index* reports enrollments and expenditures for early educators and their families using public safety net programs. These estimates derive from the public cost model, an analysis developed and produced by the UC Berkeley Labor Center. The model quantifies the public cost of low-wage work by examining enrollment and expenditures for five of the largest means-tested safety net programs for which administrative data are available: Medicaid; the Children’s Health Insurance Program (CHIP); basic household income assistance under Temporary Assistance for Needy Families (TANF); the Earned Income Tax Credit (EITC); and the Supplemental Nutrition Assistance Program (SNAP). To estimate enrollment in one or more of these public programs—and the costs associated with that enrollment—the Labor Center combines Census data from ACS and CPS with administrative data.²¹²

Administrative Data Included in the Public Cost Model

Summative administrative data on actual enrollments and expenditures for each public safety net program are reported by federal agencies and released periodically to the public, typically on an 18- to 24-month delay. With the pandemic, some releases have been delayed further. As such, the model relies on data from the most recent two- to five-year period available. Refer to **Appendix Table 1.2** for the specific years of data used as inputs for the public cost analysis in the *Index*.

APPENDIX TABLE 1.2

Administrative Data Included in the Public Cost Model	
Safety Net Program	Fiscal Years
Medicaid	2018-2020
Children's Health Insurance Program (CHIP)	2017-2021
Temporary Assistance for Needy Families (TANF)	2017-2021
Federal Earned Income Tax Credit (EITC)	2017-2021
Supplemental Nutrition Assistance Program (SNAP)	2017-2021

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>).

CSCCE

Because more recent data were not available during the development of the 2023 *Index*, we describe these estimates based on the 2021 population and represent costs in 2021 dollars.

Comparison Groups

The *Index* compares public safety net enrollment for the ECE workforce to two other groups: first, teachers in elementary and middle schools, and second, all occupations. For the teacher comparison group, the Labor Center used occupation code “2310 Elementary/Middle school teachers” in combination with three possible industry codes: “7860 Elementary and Secondary Schools,” “9160 Religious Organizations,” and “9290 Private Households.”²¹³ For both comparison groups, the model includes workers who: a) worked at least 27 weeks per year and at least 10 hours per week; b) were in the labor force (not unemployed or out of the labor force); c) were not unpaid family workers; d) were age 16 or older; and e) had a non-zero income.

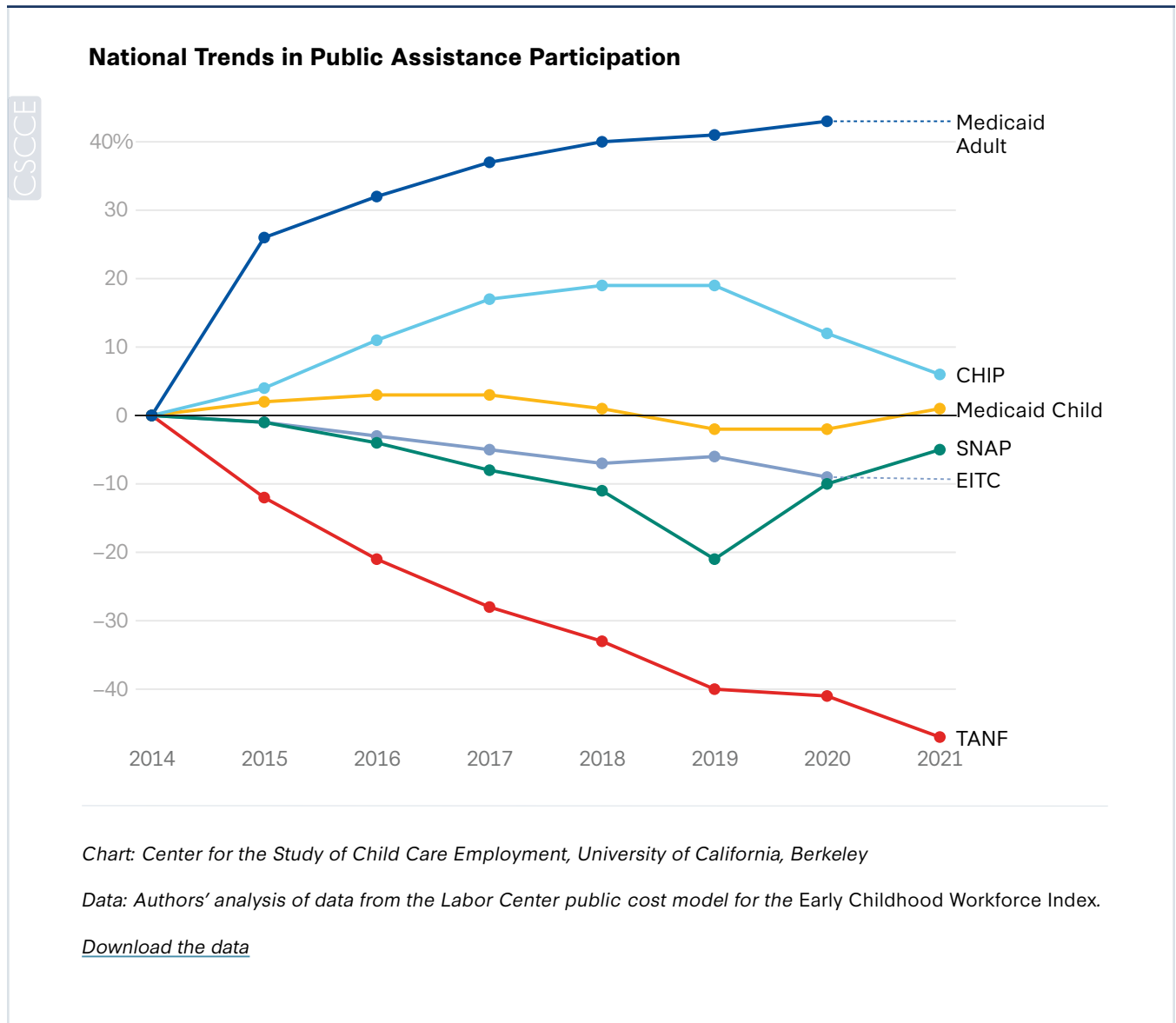
State-Level Analysis

The *Index* includes local public cost estimates for the ECE workforce and comparison groups in 22 states in **Appendix 2** and in certain state profiles. The reporting criteria for states derives from a minimum unweighted sample size requirement of 1,000 workers in early care and education found in ACS data.

Context: National Trends in Public Assistance Programs

The ECE workforce and their family members frequently benefit from public safety net programs. Nationally, these programs have seen substantial fluctuation in enrollment over time. **Appendix Figure 1.2** provides a snapshot comparing enrollment trends to a 2014 baseline. Medicaid enrollment for adults increased by 43 percent from 2014 to 2020, and CHIP increased 12 percent over the same period. In 2021, some program data were not yet available during the development of the *Index*. For SNAP and children’s Medicaid, however, enrollment trends reversed, and participation began to climb as families faced increased hardship during the pandemic. While not depicted on this chart, the Expanded Child Tax Credit served as an additional bulwark against economic hardship for many of these same families.

APPENDIX FIGURE 1.2



Public Cost Model Changes From the 2018 Index

The Labor Center completed a similar analysis for the 2018 edition of the *Index*. Because our methodology differs from the 2018 *Index*, a direct comparison is not possible between editions. Most critically, the inclusion criteria for the model has shifted since 2018, when the model was limited to “child care workers” in Census data (ACS occupation code 4600). The 2023 *Index* analyzes the full population described in **Appendix Table 1.1**.

Data & Methods for Chapter 3: State Policies to Improve Early Childhood Educator Jobs

The *Index* is organized around five essential areas of policy to support early educators:

- 1. Qualifications and educational supports:** Policies and pathways that provide consistent standards and support for educators to achieve higher education.
- 2. Work environment standards:** Standards to hold ECE programs accountable for providing safe and supportive work environments for early educators.
- 3. Compensation and financial relief strategies:** Initiatives and investments to ensure compensation equal to the value of early educators’ work.
- 4. Workforce data:** State-level collection of important data on the size, characteristics, and working conditions of the ECE workforce.
- 5. Public funding:** Public investment in the ECE workforce and broader ECE system.

In each of the five policy areas, the *Early Childhood Workforce Index* assesses states based on measurable policy indicators that represent state-level opportunities to enhance the lives of the many children and adults affected by ECE employment conditions. To summarize overall state action in each policy area, states are assigned to one of three tiers, based on their performance on the indicators:

- **Stalled:** The state is making limited or no progress;
- **Edging Forward:** The state is making partial progress; or
- **Making Headway:** The state is taking action and advancing promising policies.

Assessment Key for Policy Indicators	
0-4 points per category	Stalled
5-8 points per category	Edging Forward
9-12 points per category	Making Headway

For each policy area, up to 12 points can be assigned across the indicators for that area; the policy areas are intentionally equal in order to convey that progress in each policy area is essential. Indicators within individual policy areas may be assigned different point levels in order to convey importance. For example, in Workforce Data, points are heavily weighted toward the indicator on inclusiveness across settings in order to convey the critical importance of gaining a better picture of the overall size of the ECE workforce. For a list of indicators within each policy area, their associated points, and data sources, see **State Profile Data Sources** at the end of this appendix.

In all areas, indicators within each policy area focus on select supports and policies and are not exhaustive of all relevant state action within a policy area. Individual states may be engaging in other innovative practices that could not be assessed comprehensively across the nation. Additionally, other areas of policy that could not be included in the *Index*, such as affordable housing, are also important for educator well-being. Similarly, we have focused on whether states have an active policy in the categories selected, but we could not assess all details of these policies, such as eligibility or exclusions, level or amount of benefits, and other information that is nevertheless important for understanding the impact on early educators.

Early Childhood Workforce Policies: Data Sources

There is no single source of comprehensive information about early childhood workforce policies across all 50 states and the District of Columbia. For some indicators, CSCCE was able to use existing data available from nationwide databases and reports, such as the NIEER Preschool Yearbook²¹⁴ or the Quality Rating and Improvement Systems Compendium.²¹⁵ For this 2024 edition, CSCCE also partnered with the National Workforce Registry Alliance to analyze data on workforce registries across the country.

Data for the majority of the policy indicators for each state and the District of Columbia come from CSCCE’s original data collection processes, which involve two stages. During the first stage (April-July 2023), state ECE agency websites were reviewed to update and supplement information gathered for the 2024 *Index*. In the second stage (August 2023 to January 2024), a comprehensive *Index* state survey to collect state policy information was developed and fielded. The *Index* state survey was sent to one or more representatives from each state (child care licensing/subsidy administrators, QRIS administrators, registry administrators, etc.) to verify and supplement previously collected information.

We received completed state surveys from at least one representative in all but four states (Florida, Montana, New Hampshire, Tennessee). For any states in which we did not receive a response for a particular indicator, we reported publicly available information from state agency websites or information reported by other ECE organizations, such as the T.E.A.C.H. Early Childhood® National Center. When data for a particular indicator could not be verified by any of these sources, the indicator is classified as “Not Available.”

The U.S. territories and Tribes were also included in CSCCE’s scan of ECE agency websites and other background research, but were not included in CSCCE’s survey of states and the District of Columbia. Please refer to the [U.S. Territories Profile](#) and the [Tribal Profile](#) for information about data sources.

State Profile Data Sources

APPENDIX TABLE 1.3

CSCCE	Context, Pay, and Economic Security Indicators		
	Indicators	Data Sources	Notes
	Total child population under age 6	American Community Survey (ACS), 2022 5-Year Sample ²¹⁶	
	Workforce Size	American Community Survey (ACS), 2022 5-Year Sample ²¹⁷	Our workforce estimate includes child care workers in home- and center-based settings, including nannies, self-employed child care workers, preschool teachers, teaching assistants, and administrators. For more details, see Data & Methods for Chapter 2: The Early Childhood Workforce .
	Median wages, 2022	American Community Survey (ACS), 2022 5-Year Sample ²¹⁸	For more details, see Data & Methods for Chapter 2: The Early Childhood Workforce .
	% change in median wage, all occupations, 2019 vs. 2022	American Community Survey (ACS), 2017-2019 and 2020-2022 ²¹⁹	Data from single-year ACS are adjusted for inflation to 2022 using the Bureau of Labor Statistics' Consumer Price Index for All Urban Consumers (CPI-U).
	Living wage gap, 2022	American Community Survey (ACS), 2022 5-Year Sample ²²⁰ and MIT Living Wage data, 2023	For more details, see Data & Methods for Chapter 2: The Early Childhood Workforce . MIT Living Wage does not provide prior-year data, so we adjust the 2023 data to 2022 using the CPI-U.
	Poverty rates	American Community Survey (ACS), 2022 5-Year Sample ²²¹	For more details, see Data & Methods for Chapter 2: The Early Childhood Workforce .
	ECE workforce members and their households participating in public safety net programs, 2021	Public cost model analysis by the UC Berkeley Labor Center. ²²²	For more details, see Data & Methods for Chapter 2: The Early Childhood Workforce .

Early Childhood Workforce Policy Indicators

APPENDIX TABLE 1.4

CSCCE

Qualifications & Educational Supports					
Indicators	Values & Partial Points		Maximum Points per Indicator	Data Sources	Notes
Minimum qualification level (pre-K)?	Lead Teacher - BA: Yes/No	1	2	NIEER State of Preschool Yearbook, 2024 ²²³	State requires a bachelor's degree for all lead teachers in publicly funded pre-K programs.
	Assistant Teacher - CDA/ Equivalent or higher: Yes/ No	1			State requires at least a Child Development Associate® Credential (CDA) or equivalent for assistant teachers in publicly funded pre-K programs. We include both the CDA or its functional equivalent. There is no established consensus on an equivalent to a CDA. Eight semester college credits or 120 clock hours of training were used as the standard for comparing whether other minimum qualification requirements were equivalent to, less than, or exceed the CDA, in line with the Council for Professional Recognition standards, see Council for Professional Recognition. (2020). <i>CDA® Credentialing Program FAQs</i> . ²²⁴
Minimum qualification levels (licensed centers)?	Center Director - BA: Yes/No	1	3	CSCCE analysis of state licensing requirements, 2023-2024	State requires a bachelor's degree for directors of licensed child care centers.
	Lead Teacher - BA: Yes/No	1			State requires a bachelor's degree for teachers who may lead groups of children in licensed child care centers.
	Assistant Teacher - CDA/ Equivalent or higher: Yes/No	1			State requires at least a Child Development Associate® Credential (CDA) or equivalent for assistant teachers in licensed child care settings.
Minimum qualification levels (licensed home-based)?	Lead Teacher - BA: Yes/No	1	2		State requires a bachelor's degree for teachers who may lead groups of children in licensed child care homes.
	Assistant Teacher - CDA/ Equivalent or higher: Yes/ No	1		State requires at least a Child Development Associate® Credential (CDA) or equivalent for assistant teachers in licensed child care homes.	

Qualifications & Educational Supports

Indicators	Values & Partial Points		Maximum Points per Indicator	Data Sources	Notes
Scholarship to support educational pathways?	BA	1	3	CSCCE review of state agency websites and verification by state representatives, 2023-2024; T.E.A.C.H. Early Childhood® National Center administrative data, 2022 ²²⁵	Scholarship funds can be applied to fees and/or tuition for coursework for a Child Development Associate® Credential (CDA) or equivalent, associate degree, or bachelor's degree. Eight semester college credits or 120 clock hours of training were used as the standard for establishing equivalence with the CDA. Books, paid release time, travel reimbursement, supplies, and other supports may or may not be included. Some states have more than one scholarship program.
	AA	1			
	CDA or equivalent	1			
Collects data on scholarship recipients?	Yes/No		2		Scholarship program collects basic data on recipients that may include total number of recipients, as well as information on demographics, geographical area, etc.
Total			12		

APPENDIX TABLE 1.5

CSCCE

Work Environments					
Indicators	Values & Partial Points		Maximum Points per Indicator	Data Sources	Notes
In QRIS standards: Paid professional development time?	Centers: Yes/No	2	4	QRIS Compendium, 2024²²⁶	State's Quality Rating and Improvement System includes this marker of quality for center- or home-based providers.
	Homes: Yes/No	2			
In QRIS standards: Paid planning/ preparation time?	Centers: Yes/No	2	4		
	Homes: Yes/No	2			
In QRIS standards: Salary scale/ benefits?	Centers: Yes/No	2	4		
	Homes: Yes/No	2			
Total			12		

APPENDIX TABLE 1.6

CSCCE

Compensation & Financial Relief					
Indicators	Values & Partial Points		Maximum Points per Indicator	Data Sources	Notes
Compensation: Salary parity for publicly funded pre-K teachers?	Parity (all)	3	3	NIEER State of Preschool Yearbook, 2024 ²²⁷	State requires the same starting salary and salary schedule for teachers in state-funded pre-K programs as for teachers in K-12, including pro-rating for differences in working time.
	Parity (some)	2			State requires the same starting salary and salary schedule for some, but not all, publicly funded pre-K teachers, including pro-rating for differences in working time.
	Partial parity or sub-parity (all)	1			Partial Parity: State requires the same starting salary, but not the same salary schedule. Sub-Parity: Pro-rating to take account of differences in working time is either not included or not reported.
Compensation: Required standards (outside pre-K)?	Yes/No		3	CSCCE review of state agency websites and verification by state representatives, 2023-2024; T.E.A.C.H Early Childhood® National Center administrative data (WAGE\$), 2022 ²²⁸	State requires compensation standards outside of pre-K programs as a condition of public funding.
Compensation: Standards guidelines or plans (outside pre-K)?	Guidelines: Yes/No	2	2		State has articulated compensation standards or guidelines for programs outside of publicly funded pre-K.
	Plans only: Yes/No	1			State has plans to develop guidelines for compensation standards or guidelines outside of publicly funded pre-K.
Compensation: Dedicated public funding for compensation (outside pre-K)?	Yes/No		1		State dedicates funding to be used for compensation specifically, outside of publicly funded pre-K.
Financial Relief: Stipend or tax credit?	Yes/No		2		State offers a stipend or tax credit to supplement early educator pay. ²²⁹
Financial Relief: Bonus?	Yes/No		1	State offers a bonus, typically a one-time award, linked to educational attainment.	
Total			12		

APPENDIX TABLE 1.7

CSCCE

Workforce Data					
Indicators	Values & Partial Points		Maximum Points per Indicator	Data Sources	Notes
Inclusive across settings?	Licensed +	7	7	National Workforce Registry Alliance Registry Landscape, 2023 , ²³⁰ CSCCE review of state agency websites and verification by state representatives, 2023-2024;	State workforce registry ²³¹ requires participation for directors and teaching staff in licensed settings and one or more additional settings (public pre-K programs, Head Start, and/or license-exempt child care); OR state survey ²³² samples all licensed settings and one or more additional settings (public pre-K programs, Head Start, and/or license-exempt child care).
	Licensed Only	5			State registry requires participation for directors and teaching staff in licensed settings; OR state survey samples all licensed settings.
	All Other: Defined, Voluntary, Not Applicable	0			States that do not fulfill the criteria of either the “licensed” or “licensed +” categories receive no points, in order to convey the importance of collecting data across the ECE workforce, regardless of setting or program funding. In practice, these are states that do not have one of these data collection mechanisms; states that have workforce registries with voluntary rather than required participation for the “licensed” or “licensed +” settings described in the text; or states with either workforce registries or surveys that include some defined subset of the ECE workforce (e.g., registries that require membership for all early educators participating in state-funded professional development initiatives or surveys of public pre-K teachers).
Collects compensation data?	Wages: Yes/ No	1	2		State registry OR survey collects data on wages and/or benefits.
	Benefits: Yes/ No	1			
Collects data on race and ethnicity?	Yes/No		2	State registry OR survey collects data on race/ethnicity of the workforce.	
Summary data reported online?	Yes/No		1	State reports online information on the early childhood workforce from their registry OR survey.	
Total			12		

APPENDIX TABLE 1.8

Public Funding				
Indicators	Values & Partial Points	Maximum Points per Indicator	Data Sources	Notes
Pre-K per-child spending as % of K-12: Greater than 50%?	Yes/No	6	NIEER State of Preschool Yearbook, 2024 ²³³	State per-child spending on pre-K is more than 50% of state per-child spending on K-12. The NIEER Yearbooks are the most comprehensive source on pre-K spending by state but may underestimate sources of federal and local funding. Furthermore, they do not include special education funding, which may represent a not-insignificant proportion of total K-12 spending, depending on the state. However, there is no recent state-by-state data on K-12 special education funding, which could be used to adjust these totals to more adequately assess differences in pre-K and K-12 spending, excluding special education funding.
State reports extra CCDBG spending?	Yes/No	6	Communication with Center for Law and Social Policy (CLASP) , 2024 ²³⁴	State reported spending additional matching or Maintenance of Effort (MOE) funds for the federal Child Care Development Block Grant (CCDBG).
Total		12		



Early Childhood Workforce Index 2024

Appendix 2: Early Childhood Educator Workforce Tables

APPENDIX TABLE 2.1

Early Educator Workforce Size, By State, 2022

CSCCE

State	Estimated Workforce Size*	State	Estimated Workforce Size*
NATIONAL	1,776,300	Maryland	40,100
Alabama	25,800	Massachusetts	45,100
Alaska	4,800	Michigan	50,800
Arizona	28,900	Minnesota	39,600
Arkansas	16,700	Mississippi	16,300
California	205,500	Missouri	34,500
Colorado	30,900	Montana	5,100
Connecticut	25,400	Nebraska	17,200
Delaware	4,900	Nevada	9,800
District of Columbia	4,600	New Hampshire	7,100
Florida	89,200	New Jersey	58,400
Georgia	53,100	New Mexico	8,600
Hawaii	6,100	New York	136,100
Idaho	8,800	North Carolina	56,500
Illinois	75,800	North Dakota	6,800
Indiana	33,500	Ohio	58,600
Iowa	25,200	Oklahoma	21,000
Kansas	18,500	Oregon	21,700
Kentucky	21,900	Pennsylvania	68,700
Louisiana	19,800	Rhode Island	6,200
Maine	6,900	South Carolina	23,100

Early Educator Workforce Size, By State, 2022

State	Estimated Workforce Size*	State	Estimated Workforce Size*
South Dakota	6,700	Virginia	51,000
Tennessee	33,800	Washington	43,500
Texas	141,600	West Virginia	6,600
Utah	14,500	Wisconsin	33,300
Vermont	4,300	Wyoming	3,300

Source: Authors' analysis of American Community Survey public use microdata, retrieved from IPUMS USA (<https://doi.org/10.18128/D010.V14.0>).

Note: Our workforce estimate includes child care workers in home- and center-based settings, nannies, self-employed child care workers, preschool teachers, teaching assistants, and administrators. We use a combination of occupation and industry codes from the American Community Survey to identify members of the ECE workforce. For more information visit **Appendix 1: Methods**.

Primary Language Spoken at Home by Early Educators, By State, 2022

State					
Alabama	English - 96%	Spanish - 2%	**	**	**
Alaska*	English - 83%	Spanish - 10%	Aleut Eskimo - 3%	Micronesian Polynesian - 2%	Sub-Saharan Africa - 1%
Arizona	English - 68%	Spanish - 26%	French - 1%	Navajo - 1%	Hindi and related - 1%
Arkansas	English - 93%	Spanish - 6%	**	**	**
California	English - 49%	Spanish - 37%	Chinese - 3%	Filipino Tagalog - 2%	Hindi and related - 1%
Colorado	English - 81%	Spanish - 12%	Arabic - 2%	German - 1%	Sub-Saharan Africa - 1%
Connecticut	English - 72%	Spanish - 19%	Portuguese - 3%	French - 1%	Hindi and related - 1%
Delaware	English - 86%	Spanish - 9%	French - 1%	Hindi and related - 1%	Filipino Tagalog - 1%
District of Columbia	English - 71%	Spanish - 20%	Sub-Saharan Africa - 2%	French - 1%	Filipino Tagalog - 1%
Florida	English - 61%	Spanish - 33%	French - 2%	Portuguese - 1%	Arabic - 1%
Georgia	English - 87%	Spanish - 8%	Hindi and related - 1%	French - 1%	Sub-Saharan Africa - 1%
Hawaii	English - 73%	Filipino Tagalog - 9%	Spanish - 6%	Other Malayan - 2%	Hawaiian - 2%
Idaho	English - 87%	Spanish - 9%	Arabic - 2%	Swedish - 1%	**
Illinois	English - 74%	Spanish - 17%	Polish - 2%	Hindi and related - 1%	French - 1%
Indiana	English - 93%	Spanish - 5%	Arabic - 1%	**	**
Iowa	English - 90%	Spanish - 7%	Arabic - 2%	**	**
Kansas	English - 93%	Spanish - 4%	German - 1%	Vietnamese - 1%	**
Kentucky	English - 96%	Spanish - 2%	**	**	**
Louisiana	English - 93%	Spanish - 4%	French - 1%	**	**
Maine	English - 94%	French - 2%	Sub-Saharan Africa - 1%	Polish - 1%	Dutch - 1%
Maryland	English - 71%	Spanish - 14%	Hindi and related - 2%	Sub-Saharan Africa - 2%	French - 2%

Primary Language Spoken at Home by Early Educators, By State, 2022

State					
Massachusetts	English - 68%	Spanish - 17%	Portuguese - 4%	French - 2%	Chinese - 2%
Michigan	English - 91%	Spanish - 3%	Hindi and related - 2%	Arabic - 1%	**
Minnesota	English - 86%	Hamitic - 4%	Spanish - 3%	Tibetan - 1%	Dravidian - 1%
Mississippi	English - 97%	Spanish - 2%	Muskogean - 1%	**	**
Missouri	English - 96%	Spanish - 2%	**	**	**
Montana	English - 93%	Spanish - 2%	Native - 2%	Filipino Tagalog - 1%	French - 1%
Nebraska	English - 93%	Spanish - 4%	Dravidian - 1%	Filipino Tagalog - 1%	Navajo - 1%
Nevada	English - 71%	Spanish - 21%	Filipino Tagalog - 3%	Micronesian Polynesian - 1%	Portuguese - 1%
New Hampshire	English - 96%	Spanish - 2%	German - 1%	Dutch - 1%	Arabic - 1%
New Jersey	English - 62%	Spanish - 24%	Portuguese - 2%	Hindi and related - 2%	Filipino Tagalog - 1%
New Mexico	English - 62%	Spanish - 29%	Navajo - 3%	Native - 3%	**
New York	English - 63%	Spanish - 24%	Chinese - 2%	French - 2%	Russian - 1%
North Carolina	English - 90%	Spanish - 6%	Hindi and related - 1%	Dravidian - 1%	**
North Dakota	English - 98%	**	**	**	**
Ohio	English - 93%	Spanish - 2%	Hamitic - 1%	**	**
Oklahoma	English - 90%	Spanish - 5%	Hindi and related - 1%	Korean - 1%	Arabic - 1%
Oregon	English - 78%	Spanish - 16%	French - 1%	Vietnamese - 1%	Russian - 1%
Pennsylvania	English - 90%	Spanish - 6%	**	**	**
Rhode Island	English - 65%	Spanish - 28%	French - 2%	Portuguese - 2%	Turkish - 2%
South Carolina	English - 95%	Spanish - 3%	Dravidian - 1%	**	**
South Dakota	English - 97%	Spanish - 2%	German - 1%	**	**

Primary Language Spoken at Home by Early Educators, By State, 2022

State					
Texas	English - 62%	Spanish - 32%	Hindi and related - 1%	Filipino Tagalog - 1%	Chinese - 1%
Utah	English - 85%	Spanish - 11%	Portuguese - 1%	Vietnamese - 1%	**
Vermont*	English - 97%	French - 1%	Spanish - 1%	Portuguese - 1%	**
Virginia	English - 72%	Spanish - 14%	Hindi and related - 2%	Filipino Tagalog - 1%	Portuguese - 1%
Washington	English - 72%	Spanish - 14%	Chinese - 2%	Korean - 2%	Russian - 1%
West Virginia	English - 97%	Spanish - 1%	Sub-Saharan Africa - 1%	**	**
Wisconsin	English - 91%	Spanish - 5%	Tibetan - 1%	Polish - 1%	**
Wyoming*	English - 91%	Spanish - 6%	Japanese - 2%	Native - 1%	**

Source: Authors' analysis of American Community Survey public use microdata, retrieved from IPUMS USA (<https://doi.org/10.18128/D010.V14.0>).

*Interpret with caution (U.S. Census ECE sample $n < 200$).

**All other languages are less than 1%.

Race and Ethnicity of Early Educators, By State, 2022

CSCCE

State	American Indian/ Alaskan Native	Asian	Black	Latina of any race*	White	Multiracial**	Unspecified
Alabama	0%	1%	31%	4%	63%	2%	0%
Alaska***	14%	4%	10%	16%	41%	14%	1%
Arizona	3%	2%	6%	40%	47%	2%	0%
Arkansas	1%	1%	19%	8%	68%	4%	0%
California	0%	11%	7%	47%	31%	3%	0%
Colorado	0%	2%	6%	20%	67%	4%	1%
Connecticut	0%	3%	12%	23%	59%	2%	1%
Delaware	0%	3%	35%	9%	47%	6%	0%
District of Columbia	0%	4%	55%	23%	15%	2%	0%
Florida	0%	2%	19%	37%	38%	3%	0%
Georgia	0%	3%	36%	10%	48%	2%	0%
Hawaii	0%	42%	2%	15%	19%	19%	2%
Idaho	1%	1%	2%	16%	78%	2%	1%
Illinois	0%	4%	18%	20%	55%	3%	0%
Indiana	0%	1%	12%	6%	78%	3%	0%
Iowa	0%	0%	4%	11%	83%	1%	0%
Kansas	0%	2%	5%	8%	81%	4%	0%
Kentucky	0%	1%	8%	3%	85%	4%	0%
Louisiana	0%	1%	34%	6%	54%	3%	1%
Maine	2%	0%	2%	1%	93%	2%	0%

Race and Ethnicity of Early Educators, By State, 2022

CSCCE

State	American Indian/ Alaskan Native	Asian	Black	Latina of any race*	White	Multiracial**	Unspecified
Maryland	0%	7%	30%	15%	43%	4%	1%
Massachusetts	0%	5%	8%	20%	62%	3%	2%
Michigan	1%	3%	15%	6%	72%	3%	0%
Minnesota	0%	3%	10%	5%	78%	3%	0%
Mississippi	1%	1%	48%	2%	47%	1%	0%
Missouri	0%	2%	15%	4%	77%	2%	0%
Montana	5%	2%	0%	4%	84%	6%	0%
Nebraska	1%	2%	6%	6%	82%	3%	0%
Nevada	0%	7%	11%	31%	47%	3%	0%
New Hampshire	0%	0%	1%	4%	93%	2%	0%
New Jersey	0%	5%	13%	29%	49%	3%	1%
New Mexico	12%	1%	1%	55%	28%	2%	0%
New York	0%	6%	19%	27%	43%	3%	1%
North Carolina	1%	1%	28%	8%	59%	3%	0%
North Dakota	5%	0%	1%	2%	89%	3%	1%
Ohio	0%	2%	17%	4%	74%	3%	0%
Oklahoma	7%	3%	13%	8%	62%	6%	0%
Oregon	0%	3%	2%	22%	66%	7%	0%
Pennsylvania	0%	2%	13%	8%	74%	2%	1%
Rhode Island	0%	0%	4%	32%	59%	5%	1%

Race and Ethnicity of Early Educators, By State, 2022

State	American Indian/ Alaskan Native	Asian	Black	Latina of any race*	White	Multiracial**	Unspecified
South Carolina	0%	1%	28%	5%	64%	2%	0%
South Dakota	6%	0%	1%	5%	85%	3%	0%
Tennessee	0%	2%	16%	4%	75%	3%	0%
Texas	0%	4%	14%	42%	38%	2%	0%
Utah	0%	2%	2%	14%	81%	2%	0%
Vermont***	2%	0%	0%	2%	93%	3%	0%
Virginia	0%	8%	20%	16%	51%	3%	1%
Washington	1%	10%	5%	19%	57%	6%	1%
West Virginia	0%	0%	3%	3%	89%	4%	0%
Wisconsin	0%	3%	7%	7%	81%	2%	0%
Wyoming***	4%	0%	0%	21%	73%	2%	0%

Source: Authors' analysis of American Community Survey public use microdata, retrieved from IPUMS USA (<https://doi.org/10.18128/D010.V14.0>).

*Because the early care and education workforce is overwhelmingly composed of individuals who identify as women, we use the gender-specific term "Latina" to describe members of the ECE workforce who identify as part of the Latin American diaspora. However, we know that data collection has not always accounted for gender diversity beyond a male/female binary. We gratefully acknowledge the contributions of early educators who identify as men, nonbinary, or another gender identity and recognize that the gendered oppression of women in the ECE workforce is related to the gender-based oppression of nonbinary, trans, and genderqueer educators.

**Does not include Latina educators who selected multiple racial identities. Latina educators are grouped under "Latina of any race."

***Interpret with caution (U.S. Census ECE sample n<200).

Median Hourly Wage by Occupation, By State, 2022

State	ECE Workforce	Child Care Workers	Preschool Teachers	Elementary and Middle School Teachers	All Occupations
NATIONAL	\$13.07	\$11.81	\$13.74	\$31.80	\$22.92
Alabama	\$10.93	\$10.17	\$11.33	\$28.07	\$19.61
Alaska	\$13.08*	**	**	\$37.50	\$25.77
Arizona	\$12.98	\$12.32	\$12.98	\$26.74	\$21.79
Arkansas	\$11.04	\$10.46	\$11.42	\$27.44	\$19.07
California	\$15.66	\$13.67	\$17.66	\$41.03	\$25.39
Colorado	\$15.06	\$13.36	\$16.19	\$29.11	\$25.00
Connecticut	\$15.01	\$12.86	\$16.49	\$41.22	\$27.60
Delaware	\$13.89*	**	**	\$33.71	\$23.19
District of Columbia	\$18.23*	**	**	\$36.08	\$38.46
Florida	\$12.02	\$11.54	\$11.80	\$28.27	\$20.43
Georgia	\$11.44	\$10.00	\$11.77	\$30.49	\$21.49
Hawaii	\$14.16	\$11.00	**	\$34.62	\$24.04
Idaho	\$11.00	\$10.18	**	\$26.20	\$19.75
Illinois	\$13.33	\$11.91	\$14.58	\$33.38	\$24.04
Indiana	\$11.95	\$11.46	\$12.66	\$27.83	\$21.20
Iowa	\$11.30	\$10.89	\$11.80	\$30.00	\$21.49
Kansas	\$11.25	\$9.93	\$12.54	\$27.40	\$20.98
Kentucky	\$10.70	\$9.47	\$11.16	\$27.94	\$20.06
Louisiana	\$10.60	\$9.96	\$10.53	\$27.50	\$20.23

Median Hourly Wage by Occupation, By State, 2022

CSCCE

State	ECE Workforce	Child Care Workers	Preschool Teachers	Elementary and Middle School Teachers	All Occupations
Maine	\$13.51	\$13.12	\$13.51	\$27.94	\$22.08
Maryland	\$14.17	\$13.10	\$14.44	\$37.09	\$28.33
Massachusetts	\$16.95	\$14.77	\$17.67	\$40.38	\$29.12
Michigan	\$11.81	\$10.90	\$13.62	\$31.38	\$21.79
Minnesota	\$13.66	\$11.48	\$15.85	\$34.31	\$24.96
Mississippi	\$10.62	\$9.44	\$11.49	\$24.84	\$18.29
Missouri	\$11.71	\$10.60	\$12.70	\$26.15	\$20.88
Montana	\$10.90*	\$10.21	**	\$30.94	\$20.63
Nebraska	\$11.29	\$9.79	\$12.19	\$29.81	\$21.20
Nevada	\$13.25	\$11.92	\$13.27	\$30.47	\$21.67
New Hampshire	\$14.95	\$13.36	\$14.35	\$33.17	\$25.52
New Jersey	\$14.33	\$12.82	\$16.19	\$43.27	\$28.58
New Mexico	\$12.03	\$9.87	\$13.62	\$28.85	\$19.76
New York	\$14.90	\$13.55	\$17.22	\$44.90	\$26.81
North Carolina	\$12.31	\$11.69	\$12.47	\$26.15	\$20.79
North Dakota	\$11.46	\$10.39	**	\$32.46	\$22.08
Ohio	\$12.02	\$11.17	\$12.67	\$34.62	\$21.79
Oklahoma	\$11.04	\$10.89	\$10.81	\$24.76	\$19.47
Oregon	\$14.33	\$12.70	\$15.54	\$33.12	\$23.24
Pennsylvania	\$13.07	\$11.50	\$14.29	\$37.42	\$23.38

Median Hourly Wage by Occupation, By State, 2022

State	ECE Workforce	Child Care Workers	Preschool Teachers	Elementary and Middle School Teachers	All Occupations
Rhode Island	\$14.79	**	**	\$42.49	\$24.84
South Carolina	\$10.96	\$10.10	\$10.95	\$27.46	\$20.06
South Dakota	\$11.81	\$9.74	**	\$27.83	\$20.19
Tennessee	\$11.57	\$10.46	\$11.78	\$27.46	\$20.16
Texas	\$11.67	\$10.90	\$11.88	\$30.43	\$21.51
Utah	\$12.47	\$11.29	\$13.51	\$30.22	\$21.79
Vermont	\$13.25*	**	**	\$34.62	\$23.18
Virginia	\$13.41	\$12.99	\$13.75	\$31.18	\$24.94
Washington	\$15.46	\$14.69	\$16.15	\$39.23	\$27.20
West Virginia	\$11.43	\$10.39	**	\$27.50	\$19.48
Wisconsin	\$12.99	\$12.42	\$13.10	\$30.00	\$22.87
Wyoming	\$10.60*	**	**	\$32.42	\$21.25

Source: Authors' analysis of American Community Survey public use microdata, retrieved from IPUMS USA (<https://doi.org/10.18128/D010.V14.0>).

* Interpret with caution (U.S. Census ECE sample $n < 200$).

**Data suppressed due to small sample size ($n < 100$).

Median Hourly Wage, 2022, and Change in Median Wage, By State, 2019-2022

	ECE Workforce		Elementary and Middle School Workforce		All Occupations	
State	Median hourly wage	Change in median wage	Median hourly wage	Change in median wage	Median hourly wage	Change in median wage
NATIONAL	\$13.07	4.6%	\$31.80	-2.0%	\$22.92	4.9%
Alabama	\$10.93	0.1%	\$28.07	0.2%	\$19.61	2.8%
Alaska	\$13.08*	-5.2%*	\$37.50	2.3%	\$25.77	3.6%
Arizona	\$12.98	9.2%	\$26.74	3.0%	\$21.79	4.3%
Arkansas	\$11.04	-2.9%	\$27.44	-6.9%	\$19.07	2.8%
California	\$15.66	9.6%	\$41.03	-0.1%	\$25.39	7.2%
Colorado	\$15.06	11.1%	\$29.11	0.8%	\$25.00	8.2%
Connecticut	\$15.01	8.4%	\$41.22	-5.9%	\$27.60	2.8%
Delaware	\$13.89*	12.5%*	\$33.71	-1.4%	\$23.19	5.2%
District of Columbia	\$18.23*	27.1%*	\$36.08	-1.8%	\$38.46	11.5%
Florida	\$12.02	1.8%	\$28.27	-1.0%	\$20.43	5.7%
Georgia	\$11.44	0.8%	\$30.49	-0.6%	\$21.49	4.0%
Hawaii	\$14.16	0%*	\$34.62	-1.6%	\$24.04	3.5%
Idaho	\$11.00	13.1%*	\$26.20	2.3%	\$19.75	7.3%
Illinois	\$13.33	3.3%	\$33.38	-1.4%	\$24.04	4.5%
Indiana	\$11.95	4.3%	\$27.83	-3.2%	\$21.20	4.5%
Iowa	\$11.30	4.9%	\$30.00	-9.3%	\$21.49	1.6%
Kansas	\$11.25	4.2%	\$27.40	0.0%	\$20.98	3.4%
Kentucky	\$10.70	6.3%	\$27.94	-2.0%	\$20.06	4.3%

Median Hourly Wage, 2022, and Change in Median Wage, By State, 2019-2022

	ECE Workforce		Elementary and Middle School Workforce		All Occupations	
State	Median hourly wage	Change in median wage	Median hourly wage	Change in median wage	Median hourly wage	Change in median wage
Louisiana	\$10.60	-7.4%	\$27.50	-9.4%	\$20.23	3.9%
Maine	\$13.51	3.7%*	\$27.94	-6.4%	\$22.08	6.2%
Maryland	\$14.17	-0.7%	\$37.09	-4.0%	\$28.33	4.8%
Massachusetts	\$16.95	5.4%	\$40.38	-2.8%	\$29.12	6.3%
Michigan	\$11.81	5.2%	\$31.38	-5.3%	\$21.79	5.4%
Minnesota	\$13.66	1.8%	\$34.31	-2.1%	\$24.96	6.1%
Mississippi	\$10.62	-0.1%	\$24.84	-8.6%	\$18.29	3.0%
Missouri	\$11.71	4.3%	\$26.15	-1.6%	\$20.88	3.7%
Montana	\$10.90*	1.4%*	\$30.94	1.6%	\$20.63	4.4%
Nebraska	\$11.29	2.6%	\$29.81	-5.3%	\$21.20	3.2%
Nevada	\$13.25	-9.6%*	\$30.47	-6.1%	\$21.67	1.6%
New Hampshire	\$14.95	7.6%*	\$33.17	-8.4%	\$25.52	6.8%
New Jersey	\$14.33	4.2%	\$43.27	-2.9%	\$28.58	3.6%
New Mexico	\$12.03	11.6%*	\$28.85	9.4%	\$19.76	8.5%
New York	\$14.90	12.3%	\$44.90	-0.8%	\$26.81	5.7%
North Carolina	\$12.31	-2.1%	\$26.15	-2.2%	\$20.79	4.9%
North Dakota	\$11.46	-20.9%*	\$32.46	-11.1%	\$22.08	-1.5%
Ohio	\$12.02	-2.6%	\$34.62	0.8%	\$21.79	2.4%

Median Hourly Wage, 2022, and Change in Median Wage, By State, 2019-2022

State	ECE Workforce		Elementary and Middle School Workforce		All Occupations	
	Median hourly wage	Change in median wage	Median hourly wage	Change in median wage	Median hourly wage	Change in median wage
Oklahoma	\$11.04	-5.9%	\$24.76	1.4%	\$19.47	2.1%
Oregon	\$14.33	5.7%	\$33.12	-2.5%	\$23.24	5.6%
Pennsylvania	\$13.07	6.1%	\$37.42	-0.4%	\$23.38	5.2%
Rhode Island	\$14.79	12.7%*	\$42.49	-4.8%	\$24.84	5.5%
South Carolina	\$10.96	2.8%	\$27.46	-2.7%	\$20.06	6.2%
South Dakota	\$11.81	12%*	\$27.83	-4.5%	\$20.19	4.4%
Tennessee	\$11.57	4.2%	\$27.46	-1.4%	\$20.16	4.8%
Texas	\$11.67	4.8%	\$30.43	-0.6%	\$21.51	3.4%
Utah	\$12.47	16.8%	\$30.22	4.7%	\$21.79	6.0%
Vermont	\$13.25*	-1.7%*	\$34.62	-8.5%	\$23.18	5.8%
Virginia	\$13.41	4.5%	\$31.18	-4.0%	\$24.94	6.7%
Washington	\$15.46	9.1%	\$39.23	13.8%	\$27.20	8.9%
West Virginia	\$11.43	4.6%*	\$27.50	-1.4%	\$19.48	4.8%
Wisconsin	\$12.99	3.0%	\$30.00	-5.0%	\$22.87	3.4%
Wyoming	\$10.60*	10.5%*	\$32.42	-3.2%	\$21.25	1.6%

Source: Authors' analysis of American Community Survey public use microdata, retrieved from IPUMS USA (<https://doi.org/10.18128/D010.V14.0>).

*Interpret with caution (U.S. Census ECE sample n<200).

Early Care and Education Median Hourly Wage Gap From Living Wage, Single Adult, By State, 2022

State	ECE Median Wage, 2022	Living Wage for Single Adult, 2022	ECE Living Wage Gap (Percent)	ECE Living Wage Gap (US\$)
Alabama	\$10.93	\$14.71	26%	\$3.78
Alaska	\$13.08*	\$16.12	19%	\$3.04
Arizona	\$12.98	\$16.71	22%	\$3.73
Arkansas	\$11.04	\$14.34	23%	\$3.30
California	\$15.66	\$19.97	22%	\$4.31
Colorado	\$15.06	\$18.07	17%	\$3.01
Connecticut	\$15.01	\$16.69	10%	\$1.68
Delaware	\$13.89*	\$16.32	15%	\$2.43
District of Columbia	\$18.23*	\$20.82	12%	\$2.59
Florida	\$12.02	\$16.66	28%	\$4.64
Georgia	\$11.44	\$16.66	31%	\$5.22
Hawaii	\$14.16	\$20.73	32%	\$6.57
Idaho	\$11.00	\$15.11	27%	\$4.11
Illinois	\$13.33	\$17.01	22%	\$3.68
Indiana	\$11.95	\$14.83	19%	\$2.88
Iowa	\$11.30	\$14.79	24%	\$3.49
Kansas	\$11.25	\$14.75	24%	\$3.50
Kentucky	\$10.70	\$14.52	26%	\$3.82
Louisiana	\$10.60	\$14.91	29%	\$4.31
Maine	\$13.51	\$15.54	13%	\$2.03

Early Care and Education Median Hourly Wage Gap From Living Wage, Single Adult, By State, 2022

State	ECE Median Wage, 2022	Living Wage for Single Adult, 2022	ECE Living Wage Gap (Percent)	ECE Living Wage Gap (US\$)
Maryland	\$14.17	\$18.43	23%	\$4.26
Massachusetts	\$16.95	\$20.07	16%	\$3.12
Michigan	\$11.81	\$15.29	23%	\$3.48
Minnesota	\$13.66	\$15.96	14%	\$2.30
Mississippi	\$10.62	\$14.49	27%	\$3.87
Missouri	\$11.71	\$14.82	21%	\$3.11
Montana	\$10.90*	\$14.78	26%	\$3.88
Nebraska	\$11.29	\$14.79	24%	\$3.50
Nevada	\$13.25	\$16.00	17%	\$2.75
New Hampshire	\$14.95	\$16.20	8%	\$1.25
New Jersey	\$14.33	\$17.59	19%	\$3.26
New Mexico	\$12.03	\$15.11	20%	\$3.08
New York	\$14.90	\$20.17	26%	\$5.27
North Carolina	\$12.31	\$15.82	22%	\$3.51
North Dakota	\$11.46	\$14.43	21%	\$2.97
Ohio	\$12.02	\$14.41	17%	\$2.39
Oklahoma	\$11.04	\$14.56	24%	\$3.52
Oregon	\$14.33	\$18.22	21%	\$3.89
Pennsylvania	\$13.07	\$15.43	15%	\$2.36
Rhode Island	\$14.79	\$16.47	10%	\$1.68

Early Care and Education Median Hourly Wage Gap From Living Wage, Single Adult, By State, 2022

State	ECE Median Wage, 2022	Living Wage for Single Adult, 2022	ECE Living Wage Gap (Percent)	ECE Living Wage Gap (US\$)
South Carolina	\$10.96	\$15.73	30%	\$4.77
South Dakota	\$11.81	\$14.24	17%	\$2.43
Tennessee	\$11.57	\$15.03	23%	\$3.46
Texas	\$11.67	\$15.78	26%	\$4.11
Utah	\$12.47	\$16.37	24%	\$3.90
Vermont	\$13.25*	\$15.81	16%	\$2.56
Virginia	\$13.41	\$17.90	25%	\$4.49
Washington	\$15.46	\$18.41	16%	\$2.95
West Virginia	\$11.43	\$14.64	22%	\$3.21
Wisconsin	\$12.99	\$15.10	14%	\$2.11
Wyoming	\$10.60*	\$14.70	28%	\$4.10

Source: Authors' analysis of American Community Survey public use microdata, retrieved from IPUMS USA (<https://doi.org/10.18128/D010.V14.0>).

Note: Living wage estimates derive from the MIT Living Wage Calculator (Glasmeier, A.K. [2023]. Living Wage Calculator. The Massachusetts Institute of Technology), which can be accessed at <http://livingwage.mit.edu/>. We use data provided by the 2023 Living Wage model, adjusted for inflation to 2022.

*Interpret with caution (Census ECE sample $n < 200$).

Early Care and Education Median Hourly Wage Gap From Living Wage, Single Adult and Child, By State, 2022

State	ECE Median Wage, 2022	Living Wage for Single Adult and Child, 2022	ECE Living Wage Gap (Percent)	ECE Living Wage Gap (US\$)
Alabama	\$10.93	\$29.94	-63%	\$19.01
Alaska	\$13.08*	\$33.33	-61%	\$20.25
Arizona	\$12.98	\$32.78	-60%	\$19.80
Arkansas	\$11.04	\$29.90	-63%	\$18.86
California	\$15.66	\$40.83	-62%	\$25.17
Colorado	\$15.06	\$37.80	-60%	\$22.74
Connecticut	\$15.01	\$35.47	-58%	\$20.46
Delaware	\$13.89*	\$33.59	-59%	\$19.70
District of Columbia	\$18.23*	\$40.05	-54%	\$21.82
Florida	\$12.02	\$33.82	-64%	\$21.80
Georgia	\$11.44	\$32.10	-64%	\$20.66
Hawaii	\$14.16	\$41.13	-66%	\$26.97
Idaho	\$11.00	\$31.21	-65%	\$20.21
Illinois	\$13.33	\$34.11	-61%	\$20.78
Indiana	\$11.95	\$29.94	-60%	\$17.99
Iowa	\$11.30	\$30.78	-63%	\$19.48
Kansas	\$11.25	\$30.77	-63%	\$19.52
Kentucky	\$10.70	\$30.42	-65%	\$19.72
Louisiana	\$10.60	\$30.79	-66%	\$20.19
Maine	\$13.51	\$32.75	-59%	\$19.24

Early Care and Education Median Hourly Wage Gap From Living Wage, Single Adult and Child, By State, 2022

State	ECE Median Wage, 2022	Living Wage for Single Adult and Child, 2022	ECE Living Wage Gap (Percent)	ECE Living Wage Gap (US\$)
Maryland	\$14.17	\$36.88	-62%	\$22.71
Massachusetts	\$16.95	\$42.84	-60%	\$25.89
Michigan	\$11.81	\$34.60	-66%	\$22.79
Minnesota	\$13.66	\$33.47	-59%	\$19.81
Mississippi	\$10.62	\$29.16	-64%	\$18.54
Missouri	\$11.71	\$30.71	-62%	\$19.00
Montana	\$10.90*	\$32.23	-66%	\$21.33
Nebraska	\$11.29	\$31.70	-64%	\$20.41
Nevada	\$13.25	\$33.66	-61%	\$20.41
New Hampshire	\$14.95	\$33.82	-56%	\$18.87
New Jersey	\$14.33	\$37.27	-62%	\$22.94
New Mexico	\$12.03	\$31.01	-61%	\$18.98
New York	\$14.90	\$39.09	-62%	\$24.19
North Carolina	\$12.31	\$33.59	-63%	\$21.28
North Dakota	\$11.46	\$30.45	-62%	\$18.99
Ohio	\$12.02	\$31.86	-62%	\$19.84
Oklahoma	\$11.04	\$30.98	-64%	\$19.94
Oregon	\$14.33	\$35.84	-60%	\$21.51
Pennsylvania	\$13.07	\$32.38	-60%	\$19.31

Early Care and Education Median Hourly Wage Gap From Living Wage, Single Adult and Child, By State, 2022

State	ECE Median Wage, 2022	Living Wage for Single Adult and Child, 2022	ECE Living Wage Gap (Percent)	ECE Living Wage Gap (US\$)
Rhode Island	\$14.79	\$33.47	-56%	\$18.68
South Carolina	\$10.96	\$29.45	-63%	\$18.49
South Dakota	\$11.81	\$30.20	-61%	\$18.39
Tennessee	\$11.57	\$29.40	-61%	\$17.83
Texas	\$11.67	\$31.88	-63%	\$20.21
Utah	\$12.47	\$33.67	-63%	\$21.20
Vermont	\$13.25*	\$33.16	-60%	\$19.91
Virginia	\$13.41	\$35.83	-63%	\$22.42
Washington	\$15.46	\$36.36	-57%	\$20.90
West Virginia	\$11.43	\$31.39	-64%	\$19.96
Wisconsin	\$12.99	\$32.90	-61%	\$19.91
Wyoming	\$10.60*	\$29.92	-65%	\$19.32

Source: Authors' analysis of American Community Survey public use microdata, retrieved from IPUMS USA (<https://doi.org/10.18128/D010.V14.0>).

Note: Living wage estimates derive from the MIT Living Wage Calculator (Glasmeier, A.K. [2023]. Living Wage Calculator. The Massachusetts Institute of Technology), which can be accessed at <http://livingwage.mit.edu/>. We use data provided by the 2023 Living Wage model, adjusted for inflation to 2022.

*Interpret with caution (Census ECE sample n<200).

Poverty Rates for Early Educators, K-8 Teachers, and All Occupations, By State, 2022

State	ECE Workforce	Elementary/Middle School Workforce	Ratio (ECE to Elementary/Middle)	All Occupations
NATIONAL	13.1%	2.3%	5.7	6.8%
Alabama	16.6%	2.8%	5.9	8.1%
Alaska	9.5%	3.2%	3.0	9.8%
Arizona	12.0%	2.3%	5.2	6.8%
Arkansas	17.1%	4.3%	4.0	8.3%
California	11.8%	2.4%	4.9	6.5%
Colorado	13.0%	2.0%	6.5	5.8%
Connecticut	12.5%	2.5%	5.0	6.1%
Delaware	6.9%	2.6%	2.7	5.9%
District of Columbia	29.0%	1.6%	18.1	7.5%
Florida	12.3%	2.4%	5.1	6.5%
Georgia	12.8%	2.9%	4.4	7.3%
Hawaii	11.8%	2.9%	4.1	6.7%
Idaho	18.3%	1.9%	9.6	7.2%
Illinois	13.1%	2.1%	6.2	6.3%
Indiana	12.3%	1.7%	7.2	6.9%
Iowa	11.9%	1.5%	7.9	7.2%
Kansas	13.0%	1.9%	6.8	7.7%
Kentucky	19.4%	2.3%	8.4	8.4%
Louisiana	13.9%	3.0%	4.6	9.8%

Poverty Rates for Early Educators, K-8 Teachers, and All Occupations, By State, 2022

State	ECE Workforce	Elementary/Middle School Workforce	Ratio (ECE to Elementary/Middle)	All Occupations
Maine	11.7%	1.7%	6.9	5.8%
Maryland	12.3%	2.3%	5.3	4.8%
Massachusetts	11.7%	2.4%	4.9	5.8%
Michigan	12.3%	2.9%	4.2	7.2%
Minnesota	10.8%	1.6%	6.8	5.5%
Mississippi	23.5%	3.7%	6.4	10.2%
Missouri	11.9%	2.5%	4.8	7.0%
Montana	16.1%	1.8%	8.9	7.7%
Nebraska	14.6%	2.3%	6.3	6.5%
Nevada	12.2%	1.2%	10.2	6.4%
New Hampshire	9.4%	0.2%	47.0	3.6%
New Jersey	11.1%	2.6%	4.3	4.9%
New Mexico	16.0%	4.3%	3.7	10.2%
New York	14.5%	2.6%	5.6	6.9%
North Carolina	12.6%	2.6%	4.8	7.8%
North Dakota	13.5%	0.8%	16.9	8.0%
Ohio	12.9%	1.3%	9.9	7.0%
Oklahoma	18.8%	2.5%	7.5	8.9%
Oregon	15.8%	2.6%	6.1	6.6%
Pennsylvania	12.2%	1.6%	7.6	6.4%

Poverty Rates for Early Educators, K-8 Teachers, and All Occupations, By State, 2022

State	ECE Workforce	Elementary/Middle School Workforce	Ratio (ECE to Elementary/Middle)	All Occupations
Rhode Island	12.0%	0.9%	13.3	6.6%
South Carolina	12.0%	2.2%	5.5	8.4%
South Dakota	15.0%	2.4%	6.3	7.6%
Tennessee	14.3%	2.2%	6.5	7.3%
Texas	13.3%	2.2%	6.0	7.5%
Utah	12.9%	3.2%	4.0	6.2%
Vermont	7.3%	3.5%	2.1	6.8%
Virginia	12.5%	2.0%	6.3	6.2%
Washington	13.8%	1.7%	8.1	5.5%
West Virginia	12.6%	1.3%	9.7	8.7%
Wisconsin	13.9%	1.7%	8.2	5.9%
Wyoming	10.6%	0.8%	13.3	7.1%

Source: Authors' analysis of American Community Survey public use microdata, retrieved from IPUMS USA (<https://doi.org/10.18128/D010.V14.0>).

*Interpret with caution (U.S. Census ECE sample $n < 200$).

Public Safety Net Household Participation and Annual Costs (National)

	Earned Income Tax Credit (EITC)	Supplemental Nutrition Assistance Program (SNAP)	Temporary Assistance for Needy Families (TANF)	Medicaid (Adult)	Medicaid/CHIP (Child)	Any Public Safety Net Program
ECE Workforce						
Participation Rate	37%	16%	1%	23%	15%	43%
Annual Cost	\$1,225M	\$622M	\$51M	\$2,016M	\$813M	\$4,726M
Administrators						
Participation Rate	20%	10%	<1%	13%	12%	28%
Annual Cost	\$51M	\$27M	3M	\$84M	\$57M	\$222M
Child Care Workers						
Participation Rate	42%	17%	<1%	26%	16%	46%
Annual Cost	\$635M	\$309M	\$27M	\$1,066M	\$344M	\$2,381M
Preschool Teachers						
Participation Rate	36%	15%	<1%	20%	15%	41%
Annual Cost	\$468M	\$228M	\$16M	\$658M	\$334M	\$1,704M
Teaching Assistants						
Participation Rate	43%	18%	<1%	28%	17%	47%
Annual Cost	\$119M	\$61M	\$5M	\$221M	\$81M	\$487M

Public Safety Net Household Participation and Annual Costs (National)

	Earned Income Tax Credit (EITC)	Supplemental Nutrition Assistance Program (SNAP)	Temporary Assistance for Needy Families (TANF)	Medicaid (Adult)	Medicaid/CHIP (Child)	Any Public Safety Net Program
Elementary/Middle School Workforce						
Administrators						
Participation Rate	8%	5%	<1%	8%	8%	15%
Annual Cost	\$98M	\$67M	\$10M	\$252M	\$212M	\$639M
Teachers						
Participation Rate	12%	6%	<1%	9%	8%	19%
Annual Cost	\$938M	\$528M	\$64M	\$1,878M	\$1,292M	\$4,700M
Teaching Assistants						
Participation Rate	31%	14%	<1%	20%	14%	38%
Annual Cost	\$773M	\$399M	\$41M	\$1,408M	\$667M	\$3,288M
All Occupations						
All Occupations						
Participation Rate	20%	10%	<1%	15%	10%	28%
Annual Cost	\$50,441M	\$30,485M	\$2,288M	\$92,702M	\$44,019M	\$219,935M

Source: Public safety net data are calculated using the Public Cost Model developed by the Labor Center at the University of California, Berkeley. To read more about the model, see Jacobs, K., Huang, K., MacGillvary, J., & Lopezlira, E. (2022). The Public Cost of Low-Wage Jobs in the US Construction Industry. *The Labor Center, University of California, Berkeley*. <https://laborcenter.berkeley.edu/the-public-cost-of-low-wage-jobs-in-the-US-construction-industry/>.

*Interpret with caution (U.S. Census ECE sample n<200).

Public Safety Net Household Participation (Select States)

	Earned Income Tax Credit (EITC)	Supplemental Nutrition Assistance Program (SNAP)	Temporary Assistance for Needy Families (TANF)	Medicaid (Adult)	Medicaid/CHIP (Child)	Any Public Safety Net Program
California						
ECE Workforce	34%	15%	2%	40%	16%	47%
Elementary/Middle School Teachers	11%	6%	<1%	20%	8%	22%
All Occupations	21%	11%	1%	30%	12%	34%
Colorado						
ECE Workforce	26%	10%	<1%	24%	13%	32%
Elementary/Middle School Teachers	9%	4%	<1%	13%	8%	15%
All Occupations	14%	6%	<1%	16%	9%	22%
Florida						
ECE Workforce	49%	24%	1%	11%	17%	50%
Elementary/Middle School Teachers	17%	9%	<1%	4%	9%	22%
All Occupations	27%	15%	<1%	7%	10%	32%
Georgia						
ECE Workforce	45%	20%	<1%	10%	17%	46%
Elementary/Middle School Teachers	15%	8%	<1%	4%	9%	21%
All Occupations	26%	13%	<1%	6%	11%	30%

Public Safety Net Household Participation (Select States)

	Earned Income Tax Credit (EITC)	Supplemental Nutrition Assistance Program (SNAP)	Temporary Assistance for Needy Families (TANF)	Medicaid (Adult)	Medicaid/CHIP (Child)	Any Public Safety Net Program
Illinois						
ECE Workforce	35%	18%	<1%	26%	13%	42%
Elementary/Middle School Teachers	11%	7%	<1%	11%	6%	17%
All Occupations	19%	11%	<1%	17%	9%	26%
Indiana						
ECE Workforce	33%	9%	<1%	26%	15%	36%
Elementary/Middle School Teachers	12%	4%	<1%	11%	7%	17%
All Occupations	19%	6%	<1%	16%	9%	24%
Iowa						
ECE Workforce	30%	13%	<1%	27%	19%	40%
Elementary/Middle School Teachers	9%	5%	<1%	10%	10%	20%
All Occupations	14%	8%	<1%	15%	11%	24%
Maryland						
ECE Workforce	34%	18%	1%	24%	13%	39%
Elementary/Middle School Teachers	9%	7%	1%	9%	5%	14%
All Occupations	16%	11%	1%	15%	8%	25%

Public Safety Net Household Participation (Select States)

	Earned Income Tax Credit (EITC)	Supplemental Nutrition Assistance Program (SNAP)	Temporary Assistance for Needy Families (TANF)	Medicaid (Adult)	Medicaid/CHIP (Child)	Any Public Safety Net Program
Massachusetts						
ECE Workforce	26%	17%	1%	31%	13%	41%
Elementary/Middle School Teachers	8%	7%	<1%	13%	6%	19%
All Occupations	13%	10%	<1%	19%	8%	27%
Michigan						
ECE Workforce	35%	16%	<1%	27%	13%	41%
Elementary/Middle School Teachers	11%	6%	<1%	11%	8%	17%
All Occupations	19%	10%	<1%	18%	8%	26%
Minnesota						
ECE Workforce	26%	9%	<1%	21%	14%	31%
Elementary/Middle School Teachers	7%	3%	<1%	8%	6%	12%
All Occupations	13%	5%	<1%	14%	8%	20%
Missouri						
ECE Workforce	38%	14%	<1%	8%	13%	41%
Elementary/Middle School Teachers	13%	6%	<1%	2%	7%	17%
All Occupations	20%	9%	<1%	5%	8%	24%

Public Safety Net Household Participation (Select States)

	Earned Income Tax Credit (EITC)	Supplemental Nutrition Assistance Program (SNAP)	Temporary Assistance for Needy Families (TANF)	Medicaid (Adult)	Medicaid/CHIP (Child)	Any Public Safety Net Program
New Jersey						
ECE Workforce	35%	10%	<1%	23%	14%	39%
Elementary/Middle School Teachers	11%	4%	<1%	10%	6%	15%
All Occupations	18%	6%	<1%	13%	9%	23%
New York						
ECE Workforce	40%	19%	1%	40%	17%	50%
Elementary/Middle School Teachers	10%	6%	<1%	15%	9%	21%
All Occupations	21%	11%	1%	26%	11%	32%
North Carolina						
ECE Workforce	39%	16%	<1%	13%	16%	43%
Elementary/Middle School Teachers	13%	7%	<1%	5%	8%	20%
All Occupations	22%	10%	<1%	8%	10%	28%
Ohio						
ECE Workforce	37%	15%	1%	27%	16%	37%
Elementary/Middle School Teachers	9%	4%	<1%	11%	7%	13%
All Occupations	19%	8%	<1%	16%	9%	23%

Public Safety Net Household Participation (Select States)

	Earned Income Tax Credit (EITC)	Supplemental Nutrition Assistance Program (SNAP)	Temporary Assistance for Needy Families (TANF)	Medicaid (Adult)	Medicaid/CHIP (Child)	Any Public Safety Net Program
Pennsylvania						
ECE Workforce	33%	17%	1%	21%	15%	38%
Elementary/Middle School Teachers	9%	6%	<1%	8%	9%	17%
All Occupations	17%	11%	1%	13%	9%	26%
Tennessee						
ECE Workforce	37%	13%	<1%	14%	15%	37%
Elementary/Middle School Teachers	13%	5%	<1%	5%	8%	16%
All Occupations	22%	8%	<1%	10%	10%	26%
Texas						
ECE Workforce	43%	15%	<1%	5%	14%	43%
Elementary/Middle School Teachers	14%	6%	<1%	2%	8%	20%
All Occupations	26%	10%	<1%	3%	11%	29%
Virginia						
ECE Workforce	35%	10%	1%	13%	11%	36%
Elementary/Middle School Teachers	10%	4%	<1%	5%	4%	15%
All Occupations	17%	6%	<1%	8%	7%	21%

Public Safety Net Household Participation (Select States)

	Earned Income Tax Credit (EITC)	Supplemental Nutrition Assistance Program (SNAP)	Temporary Assistance for Needy Families (TANF)	Medicaid (Adult)	Medicaid/CHIP (Child)	Any Public Safety Net Program
Washington						
ECE Workforce	28%	18%	1%	27%	15%	45%
Elementary/Middle School Teachers	7%	6%	<1%	12%	8%	20%
All Occupations	13%	10%	<1%	16%	9%	27%
Wisconsin						
ECE Workforce	30%	14%	<1%	24%	15%	39%
Elementary/Middle School Teachers	8%	5%	<1%	8%	8%	14%
All Occupations	14%	8%	<1%	12%	8%	22%

Source: Public safety net data are calculated using the Public Cost Model developed by the Labor Center at the University of California, Berkeley. To read more about the model, see Jacobs, K., Huang, K., MacGillvary, J., & Lopezlira, E. (2022). The Public Cost of Low-Wage Jobs in the US Construction Industry. *The Labor Center, University of California, Berkeley*. <https://laborcenter.berkeley.edu/the-public-cost-of-low-wage-jobs-in-the-US-construction-industry/>.

Note: We provide estimates for only some states due to the sample size requirements of the Public Cost Model.

Public Safety Net Annual Costs (Select States)

	Earned Income Tax Credit (EITC)	Supplemental Nutrition Assistance Program (SNAP)	Temporary Assistance for Needy Families (TANF)	Medicaid (Adult)	Medicaid/CHIP (Child)	Any Public Safety Net Program
California						
ECE Workforce	\$110M	\$59M	\$14M	\$345M	\$73M	\$600M
Elementary/Middle School Teachers	\$73M	\$47M	\$16M	\$336M	\$87M	\$560M
All Occupations	\$5,380M	\$3,358M	\$732M	\$18,239M	\$4,700M	\$32,408M
Colorado						
ECE Workforce	\$13M	\$6M	<\$1,000,000	\$33M	\$12M	\$64M
Elementary/Middle School Teachers	\$11M	\$6M	\$1M	\$43M	\$22M	\$83M
All Occupations	\$589M	\$365M	\$27M	\$1,887M	\$810M	\$3,678M
Florida						
ECE Workforce	\$91M	\$48M	\$1M	\$27M	\$32M	\$199M
Elementary/Middle School Teachers	\$78M	\$45M	\$2M	\$25M	\$59M	\$209M
All Occupations	\$4,052M	\$2,541M	\$57M	\$1,286M	\$1,901M	\$9,838M
Georgia						
ECE Workforce	\$52M	\$28M	\$1M	\$16M	\$18M	\$115M
Elementary/Middle School Teachers	\$49M	\$29M	\$1M	\$19M	\$37M	\$135M
All Occupations	\$2,262M	\$1,449M	\$28M	\$711M	\$1,143M	\$5,592M

Public Safety Net Annual Costs (Select States)

	Earned Income Tax Credit (EITC)	Supplemental Nutrition Assistance Program (SNAP)	Temporary Assistance for Needy Families (TANF)	Medicaid (Adult)	Medicaid/CHIP (Child)	Any Public Safety Net Program
Illinois						
ECE Workforce	\$47M	\$28M	<\$1,000,000	\$102M	\$23M	\$200M
Elementary/Middle School Teachers	\$33M	\$20M	<\$1,000,000	\$92M	\$32M	\$178M
All Occupations	\$1,882M	\$1,287M	\$10M	\$4861M	\$1247M	\$9287M
Indiana						
ECE Workforce	\$22M	\$7M	<\$1,000,000	\$54M	\$16M	\$99M
Elementary/Middle School Teachers	\$17M	\$6M	<\$1,000,000	\$56M	\$25M	\$105M
All Occupations	\$994M	\$359M	\$4M	\$2,826M	\$924M	\$5,107M
Iowa						
ECE Workforce	\$13M	\$6M	<\$1,000,000	\$32M	\$13M	\$65M
Elementary/Middle School Teachers	\$8M	\$4M	<\$1,000,000	\$21M	\$16M	\$50M
All Occupations	\$372M	\$234M	\$6M	\$960M	\$446M	\$2,017M
Maryland						
ECE Workforce	\$22M	\$15M	\$2M	\$67M	\$14M	\$121M
Elementary/Middle School Teachers	\$13M	\$12M	\$2M	\$53M	\$22M	\$102M
All Occupations	\$689M	\$616M	\$73M	\$2,519M	\$769M	\$4,666M

Public Safety Net Annual Costs (Select States)

	Earned Income Tax Credit (EITC)	Supplemental Nutrition Assistance Program (SNAP)	Temporary Assistance for Needy Families (TANF)	Medicaid (Adult)	Medicaid/CHIP (Child)	Any Public Safety Net Program
Massachusetts						
ECE Workforce	\$18M	\$14M	\$2M	\$59M	\$17M	\$109M
Elementary/Middle School Teachers	\$12M	\$11M	\$2M	\$54M	\$23M	\$102M
All Occupations	\$588M	\$603M	\$63M	\$2,494M	\$809M	\$4,557M
Michigan						
ECE Workforce	\$29M	\$15M	\$1M	\$54M	\$14M	\$114M
Elementary/Middle School Teachers	\$21M	\$12M	\$1M	\$47M	\$28M	\$108M
All Occupations	\$1,376M	\$869M	\$55M	\$2,987M	\$1,015M	\$6,302M
Minnesota						
ECE Workforce	\$19M	\$10M	\$1M	\$45M	\$28M	\$104M
Elementary/Middle School Teachers	\$10M	\$6M	\$1M	\$38M	\$26M	\$81M
All Occupations	\$558M	\$346M	\$35M	\$1,882M	\$908M	\$3,729M
Missouri						
ECE Workforce	\$24M	\$11M	<\$1,000,000	\$11M	\$20M	\$67M
Elementary/Middle School Teachers	\$19M	\$10M	<\$1,000,000	\$6M	\$35M	\$70M
All Occupations	\$960M	\$546M	\$12M	\$488M	\$1,096M	\$3,102M

Public Safety Net Annual Costs (Select States)

	Earned Income Tax Credit (EITC)	Supplemental Nutrition Assistance Program (SNAP)	Temporary Assistance for Needy Families (TANF)	Medicaid (Adult)	Medicaid/CHIP (Child)	Any Public Safety Net Program
New Jersey						
ECE Workforce	\$37M	\$13M	\$1M	\$79M	\$26M	\$156M
Elementary/Middle School Teachers	\$29M	\$13M	\$1M	\$74M	\$34M	\$151M
All Occupations	\$1,108M	\$530M	\$35M	\$2,628M	\$949M	\$5,250M
New York						
ECE Workforce	\$92M	\$52M	\$12M	\$316M	\$64M	\$535M
Elementary/Middle School Teachers	\$59M	\$40M	\$15M	\$264M	\$105M	\$483M
All Occupations	\$2,898M	\$1,991M	\$438M	\$11,574M	\$2,746M	\$19,647M
North Carolina						
ECE Workforce	\$47M	\$20M	<\$1,000,000	\$22M	\$33M	\$122M
Elementary/Middle School Teachers	\$34M	\$17M	<\$1,000,000	\$18M	\$43M	\$113M
All Occupations	\$1,813M	\$923M	\$10M	\$891M	\$1,473M	\$5,110M
Ohio						
ECE Workforce	\$46M	\$22M	\$2M	\$79M	\$29M	\$179M
Elementary/Middle School Teachers	\$25M	\$13M	\$2M	\$73M	\$40M	\$154M
All Occupations	\$1,777M	\$1,003M	\$79M	\$3,752M	\$1,519M	\$8,131M

Public Safety Net Annual Costs (Select States)

	Earned Income Tax Credit (EITC)	Supplemental Nutrition Assistance Program (SNAP)	Temporary Assistance for Needy Families (TANF)	Medicaid (Adult)	Medicaid/CHIP (Child)	Any Public Safety Net Program
Pennsylvania						
ECE Workforce	\$43M	\$29M	\$2M	\$84M	\$42M	\$200M
Elementary/Middle School Teachers	\$25M	\$20M	\$2M	\$68M	\$63M	\$178M
All Occupations	\$1,682M	\$1,380M	\$75M	\$3,931M	\$1,963M	\$9,031M
Tennessee						
ECE Workforce	\$26M	\$12M	<\$1,000,000	\$17M	\$19M	\$74M
Elementary/Middle School Teachers	\$23M	\$11M	\$1M	\$17M	\$34M	\$85M
All Occupations	\$1,246M	\$681M	\$18M	\$1,015M	\$1,099M	\$4,059M
Texas						
ECE Workforce	\$122M	\$53M	<\$1,000,000	\$24M	\$59M	\$258M
Elementary/Middle School Teachers	\$119M	\$55M	\$1M	\$34M	\$128M	\$336M
All Occupations	\$6,026M	\$2,990M	\$25M	\$1,343M	\$4,278M	\$14,663M
Virginia						
ECE Workforce	\$35M	\$10M	<\$1,000,000	\$22M	\$15M	\$82M
Elementary/Middle School Teachers	\$24M	\$9M	\$1M	\$20M	\$20M	\$73M
All Occupations	\$1,170M	\$444M	\$17M	\$943M	\$780M	\$3,353M

Public Safety Net Annual Costs (Select States)

	Earned Income Tax Credit (EITC)	Supplemental Nutrition Assistance Program (SNAP)	Temporary Assistance for Needy Families (TANF)	Medicaid (Adult)	Medicaid/CHIP (Child)	Any Public Safety Net Program
Washington						
ECE Workforce	\$21M	\$13M	\$1M	\$80M	\$21M	\$136M
Elementary/Middle School Teachers	\$11M	\$8M	\$1M	\$65M	\$31M	\$116M
All Occupations	\$689M	\$559M	\$58M	\$3,092M	\$1,141M	\$5,538M
Wisconsin						
ECE Workforce	\$18M	\$10M	\$1M	\$24M	\$16M	\$69M
Elementary/Middle School Teachers	\$11M	\$7M	\$1M	\$20M	\$20M	\$59M
All Occupations	\$636M	\$424M	\$35M	\$987M	\$688M	\$2,770M

Source: Public safety net data are calculated using the Public Cost Model developed by the Labor Center at the University of California, Berkeley. To read more about the model, see Jacobs, K., Huang, K., MacGillvary, J., & Lopezlira, E. (2022). The Public Cost of Low-Wage Jobs in the US Construction Industry. *The Labor Center, University of California, Berkeley*. <https://laborcenter.berkeley.edu/the-public-cost-of-low-wage-jobs-in-the-US-construction-industry/>.

Note: We provide estimates for only some states due to the sample size requirements of the Public Cost Model.

Early Childhood Workforce Index 2024

Appendix 3: State Policy Tables



Minimum Qualifications in Child Care Licensing Summary, By State and Territory, 2024

CSCCE

State	Center Directors	Center Teachers	Family Child Care Home Providers	Group Child Home Providers	Center Assistants/Aides	Home Provider Assistants/Aides
Alabama	CDA or equivalent	Some higher ed/training, but less than CDA or equivalent	Some higher ed/training, but less than CDA or equivalent	Some higher ed/training, but less than CDA or equivalent	None	Some higher ed/training, but less than CDA or equivalent
Alaska	Some higher ed/training, greater than CDA or equivalent, but less than AA	None	None	None	None	None
Arizona	Some higher ed/training, but less than CDA or equivalent	High school diploma/GED only	Not Applicable	Some higher ed/training, but less than CDA or equivalent	None	None
Arkansas	CDA or equivalent	Some higher ed/training, but less than CDA or equivalent	Some higher ed/training, but less than CDA or equivalent	Some higher ed/training, but less than CDA or equivalent	Some higher ed/training, but less than CDA or equivalent	None
California	Some higher ed/training, greater than CDA or equivalent, but less than AA	Some higher ed/training, but less than CDA or equivalent	Some higher ed/training, but less than CDA or equivalent	Not Applicable	Some higher ed/training, but less than CDA or equivalent	None
Colorado	Some higher ed/training, but less than CDA or equivalent	Some higher ed/training, but less than CDA or equivalent	Some higher ed/training, but less than CDA or equivalent	Some higher ed/training, but less than CDA or equivalent	High school diploma/GED only	None
Connecticut	Some higher ed/training, but less than CDA or equivalent	CDA or equivalent	None	High school diploma/GED only	None	None
Delaware	BA or above	CDA or equivalent	Some higher ed/training, but less than CDA or equivalent	Not Applicable	Some higher ed/training, but less than CDA or equivalent	High school diploma/GED only
District of Columbia	BA or above	AA	CDA or equivalent	Not Applicable	CDA or equivalent	CDA or equivalent
Florida	Some higher ed/training, greater than CDA or equivalent, but less than AA	CDA or equivalent	Some higher ed/training, but less than CDA or equivalent	CDA or equivalent	Not Applicable	Some higher ed/training, but less than CDA or equivalent
Georgia	CDA or equivalent	CDA or equivalent	CDA or equivalent	Not Applicable	None	None
Hawaii	CDA or equivalent	CDA or equivalent	None	CDA or equivalent	CDA or equivalent	CDA or equivalent
Idaho	None	None	Not Applicable	None	None	None

Minimum Qualifications in Child Care Licensing Summary, By State and Territory, 2024

CSCCE

State	Center Directors	Center Teachers	Family Child Care Home Providers	Group Child Home Providers	Center Assistants/Aides	Home Provider Assistants/Aides
Illinois	AA	AA	High school diploma/GED only	High school diploma/GED only	High school diploma/GED only	None
Indiana	AA	CDA or equivalent	CDA or equivalent	Not Applicable	None	None
Iowa	High school diploma/GED only	Some higher ed/training, but less than CDA or equivalent	None	None	Some higher ed/training, but less than CDA or equivalent	None
Kansas	High school diploma/GED only	High school diploma/GED only	High school diploma/GED only	High school diploma/GED only	None	None
Kentucky	High school diploma/GED only	High school diploma/GED only	High school diploma/GED only	Not Applicable	High school diploma/GED only	None
Louisiana	Some higher ed/training, greater than CDA or equivalent, but less than AA	None	None	Not Applicable	None	Not Applicable
Maine	Some higher ed/training, but less than CDA or equivalent	High school diploma/GED only	None	Not Applicable	High school diploma/GED only	None
Maryland	Some higher ed/training, greater than CDA or equivalent, but less than AA	Some higher ed/training, but less than CDA or equivalent	Some higher ed/training, but less than CDA or equivalent	Not Applicable	Some higher ed/training, but less than CDA or equivalent	None
Massachusetts	Some higher ed/training, greater than CDA or equivalent, but less than AA	Some higher ed/training, but less than CDA or equivalent	None	Not Applicable	None	None
Michigan	Some higher ed/training, greater than CDA or equivalent, but less than AA	Some higher ed/training, but less than CDA or equivalent	High school diploma/GED only	High school diploma/GED only	None	None
Minnesota	Some higher ed/training, but less than CDA or equivalent	Some higher ed/training, greater than CDA or equivalent, but less than AA	Some higher ed/training, but less than CDA or equivalent	Some higher ed/training, but less than CDA or equivalent	CDA or equivalent	None
Mississippi	CDA or equivalent	None	None	None	None	None

Minimum Qualifications in Child Care Licensing Summary, By State and Territory, 2024

CSCCE

State	Center Directors	Center Teachers	Family Child Care Home Providers	Group Child Home Providers	Center Assistants/Aides	Home Provider Assistants/Aides
Missouri	Some higher ed/training, but less than CDA or equivalent	None	None	Some higher ed/training, but less than CDA or equivalent	None	None
Montana	Some higher ed/training, but less than CDA or equivalent	Some higher ed/training, but less than CDA or equivalent	Some higher ed/training, but less than CDA or equivalent	None	Some higher ed/training, but less than CDA or equivalent	None
Nebraska	Some higher ed/training, but less than CDA or equivalent	Some higher ed/training, but less than CDA or equivalent	None	None	None	None
Nevada	CDA or equivalent	CDA or equivalent	CDA or equivalent	CDA or equivalent	CDA or equivalent	CDA or equivalent
New Hampshire	Some higher ed/training, greater than CDA or equivalent, but less than AA	CDA or equivalent	Some higher ed/training, but less than CDA or equivalent	None	None	None
New Jersey	CDA or equivalent	CDA or equivalent	None	Not Applicable	None	None
New Mexico	CDA or equivalent	Some higher ed/training, but less than CDA or equivalent	Some higher ed/training, but less than CDA or equivalent	Some higher ed/training, but less than CDA or equivalent	None	None
New York	CDA or equivalent	CDA or equivalent	None	None	None	None
North Carolina	CDA or equivalent	High school diploma/GED only	None	Not Applicable	None	None
North Dakota	CDA or equivalent	None	Some higher ed/training, but less than CDA or equivalent	None	None	None
Ohio	CDA or equivalent	Some higher ed/training, but less than CDA or equivalent	High school diploma/GED only	Not Applicable	Some higher ed/training, but less than CDA or equivalent	High school diploma/GED only
Oklahoma	Some higher ed/training, greater than CDA or equivalent, but less than AA	High school diploma/GED only	Some higher ed/training, but less than CDA or equivalent	Some higher ed/training, but less than CDA or equivalent	High school diploma/GED only	None
Oregon	CDA or equivalent	Some higher ed/training, but less than CDA or equivalent	None	None	None	None

Minimum Qualifications in Child Care Licensing Summary, By State and Territory, 2024

CSCCE

State	Center Directors	Center Teachers	Family Child Care Home Providers	Group Child Home Providers	Center Assistants/Aides	Home Provider Assistants/Aides
Pennsylvania	AA	AA	High school diploma/GED only	High school diploma/GED only	Some higher ed/training, but less than CDA or equivalent	None
Rhode Island	Some higher ed/training, greater than CDA or equivalent, but less than AA	High school diploma/GED only	Some higher ed/training, but less than CDA or equivalent	Some higher ed/training, but less than CDA or equivalent	High school diploma/GED only	Some higher ed/training, but less than CDA or equivalent
South Carolina	High school diploma/GED only	High school diploma/GED only	None	High school diploma/GED only	None	None
South Dakota	None	None	None	None	None	None
Tennessee	Some higher ed/training, but less than CDA or equivalent	High school diploma/GED only	Some higher ed/training, but less than CDA or equivalent	Some higher ed/training, but less than CDA or equivalent	None	None
Texas	Some higher ed/training, greater than CDA or equivalent, but less than AA	High school diploma/GED only	Some higher ed/training, but less than CDA or equivalent	Not Applicable	None	Not Applicable
Utah	Some higher ed/training, greater than CDA or equivalent, but less than AA	Some higher ed/training, but less than CDA or equivalent	Some higher ed/training, but less than CDA or equivalent	Some higher ed/training, but less than CDA or equivalent	None	Some higher ed/training, but less than CDA or equivalent
Vermont	Some higher ed/training, greater than CDA or equivalent, but less than AA	Some higher ed/training, greater than CDA or equivalent, but less than AA	CDA or equivalent	CDA or equivalent	Some higher ed/training, but less than CDA or equivalent	Some higher ed/training, but less than CDA or equivalent
Virginia	CDA or equivalent	Some higher ed/training, but less than CDA or equivalent	High school diploma/GED only	Not Applicable	None	None
Washington	CDA or equivalent	Some higher ed/training, greater than CDA or equivalent, but less than AA	CDA or equivalent	Not Applicable	CDA or equivalent	CDA or equivalent
West Virginia	CDA or equivalent	None	Some higher ed/training, but less than CDA or equivalent	Not Applicable	None	None

Minimum Qualifications in Child Care Licensing Summary, By State and Territory, 2024

CSCCE

State	Center Directors	Center Teachers	Family Child Care Home Providers	Group Child Home Providers	Center Assistants/Aides	Home Provider Assistants/Aides
Wisconsin	Some higher ed/training, but less than CDA or equivalent	Some higher ed/training, but less than CDA or equivalent	Some higher ed/training, but less than CDA or equivalent	Not Applicable	Some higher ed/training, but less than CDA or equivalent	None
Wyoming	Some higher ed/training, but less than CDA or equivalent	None	Some higher ed/training, but less than CDA or equivalent	Some higher ed/training, but less than CDA or equivalent	None	None

Territory	Center Directors	Center Teachers	Family Child Care Home Providers	Group Child Home Providers	Center Assistants/Aides	Home Provider Assistants/Aides
American Samoa	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
Guam	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
Northern Mariana Islands	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
Puerto Rico	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
US Virgin Islands	CDA or equivalent	CDA or equivalent	CDA or equivalent	CDA or equivalent	High school diploma/GED only	High school diploma/GED only

Source: CSCCE 2024 Early Childhood Workforce Index survey of states and scan of state agency websites.

Notes: CSCCE coding of individual state licensing requirements. Refers to minimum qualification that applies to work in the role/setting or that must be completed within a specified timeframe of beginning that role. Most regulations also include additional experience and higher possible qualification levels. In some cases, there are higher levels of minimum qualifications required for larger settings (e.g., centers of a certain size) or for certain roles (e.g., head teacher vs. teacher). In all tables, we include Child Development Associate® (CDA) Credentials or their functional equivalent. There is no established consensus on an equivalent to a CDA. Eight semester college credits or 120 clock hours of training were used as the standard for comparing whether other minimum qualification requirements were equivalent to, less than, or exceed the CDA, in line with the Council for Professional Recognition standards, see Council for Professional Recognition. (2020). CDA® Credentialing Program FAQs. <https://www.cdacouncil.org/credentials/faqs/apply-for-cda-faqs>. A variety of associate and bachelor's degrees in early childhood education or related fields are offered within and across states. Students pursuing associate degrees may earn an A.A., A.S., A.A.S., or A.A.T., depending on their location, institution, and career goals. Similarly, students pursuing a bachelor's degree may earn a B.A., B.S., or B.S.Ed. For the sake of brevity, references to associate and bachelor's degrees in all table and chart use "AA" and "BA" and are inclusive of the various types of degrees offered within a state.

APPENDIX TABLE 3.2

Scholarship Programs, By State and Territory, 2024

CSCCE

State	Scholarship Program(s)	Type of Scholarship(s) Available	"Other" Scholarship Type	Funding Source
Alabama	T.E.A.C.H. Alabama	CDA, AA, BA	Not Applicable	CCDF (general fund), PDG B-5
	Leadership in Childcare	CDA, AA, BA	Not Applicable	Not Available
Alaska	Child Development Associate® (CDA) Application/Renewal Award	CDA	Not Applicable	CCDF (general fund)
	Professional Development Reimbursement	AA, BA, Other	Certificate	Not Available
Arizona	First Things First College Scholarship for Early Childhood Professionals	CDA, AA, BA	Not Applicable	State/local Funds
	Professional Career Pathway Project	CDA, AA	Not Applicable	CCDF (general fund)
Arkansas	T.E.A.C.H. Arkansas	CDA, AA, BA, and Other	MA	CCDF (ARPA)
California	Early Childhood Education Student Career & Education Program Educational Support Grant	AA, BA, Other	Enrolled in courses to obtain or maintain Child Development Permit, professional development	CCDF (general fund)
	Early Education Teacher Development Grant	BA, Other	Child Development Permits, Child Development units, or teaching credentials	State/Local Funds
	Workforce Pathways Grant	AA, BA	Not applicable	CCDF (general fund), State/Local Funds
Colorado	T.E.A.C.H. Colorado	CDA, AA, BA, Other	Colorado Director Certificates, other certificates	ARPA (unknown type), State/Local Funds
	Rural R.U.N. Scholarship Program	CDA, AA	Not Applicable	Coronavirus State and Local Fiscal Recovery Funds
Connecticut	Office of Early Childhood (OEC) Assistance Program	CDA, AA, BA, Other	Director coursework required for licensing, CT Director Credential fees, college credits for school-age providers to comply with OEC Head Teacher requirement	CCDF (general fund)
Delaware	Early Childhood Innovation Center	CDA	120-hour prerequisite CDA training	State/Local Funds
District of Columbia	DC LEAD	AA, BA	Not Applicable	CCDF (ARPA), State/Local Funds
	CDA Training Scholarship	CDA	Not Applicable	State/Local Funds

Scholarship Programs, By State and Territory, 2024

CSCCE

State	Scholarship Program(s)	Type of Scholarship(s) Available	"Other" Scholarship Type	Funding Source
Florida	T.E.A.C.H. Florida	CDA, AA, BA, Other	MA, Credential	Not Available
Georgia	Department of Early Care and Learning (DECAL) Scholarships	CDA, AA, BA, Other	Technical Certificate of Credit, Technical College Diploma, MA	CCDF (ARPA), CCDF (general fund)
Hawaii	People Attentive to Children (PATCH) Scholarship	CDA, AA, BA, Other	PACE workshops (converted to college credits)	State/Local Funds
	Early Childhood Educator Stipend Program	CDA, AA, BA	Not Applicable	State/Local Funds
Idaho	IdahoSTARS Scholarships	CDA, AA, BA, Other	Single-course scholarship, GED test reimbursement, MA	CCDF (ARPA), CCDF (general fund)
Illinois	Early Childhood Access Consortium for Equity (ECACE) Scholarship Program	AA, BA, Other	MA; coursework towards certificate OR advancing in position (such as to lead teacher); graduate degree coursework	Not Available
	Gateways Scholarship Program	AA, BA, Other	Graduate degree	CCDF (general fund)
Indiana	T.E.A.C.H. Indiana	CDA, AA, BA, Other	MA, Aim4Excellence, Transition to Teaching	CCDF (general fund)
	Indiana Non-Formal CDA Project	CDA	Not Applicable	CCDF (general fund)
Iowa	T.E.A.C.H. Iowa	CDA, AA, BA	Not Applicable	CCDF (ARPA), CCDF (general fund)
Kansas	Kansas Child Care Training Opportunities (KCCTO) scholarship	CDA, AA, Other	Continuing Education Unit (CEU) training, ECE certificates, Director's Credentials, in-service training, professional development	CRRSA
Kentucky	Early Childhood Development Scholarship	CDA, AA, BA, Other	MA, Director's Certificate	CCDF (ARPA)
	The Non-College Scholarship Program	CDA	Not Applicable	Not Available
Louisiana	Louisiana Pathways Scholarship Program	CDA, AA, BA, Other	Technical Diploma; Technical Competency Area; courses to meet Quality Start staff qualifications or advance on LA Pathways Career Ladders; BESE-approved teaching certificate training courses; administrative training	Not Available
Maine	T.E.A.C.H. Maine	AA, BA	Not Applicable	CCDF (general fund)

Scholarship Programs, By State and Territory, 2024

CSCCE

State	Scholarship Program(s)	Type of Scholarship(s) Available	"Other" Scholarship Type	Funding Source
Maryland	Child Care Career and Professional Development Fund (CCCPDF)	AA, BA, Other	MA	State/Local Funds
Massachusetts	Early Childhood Educators Scholarship Program	CDA, AA, BA, Other	MA	Not Available
	Career Pathways Program	CDA	Not Applicable	Not Available
Michigan	T.E.A.C.H. Michigan	CDA, AA, BA, Other	MA, Building Foundations Scholarship (one approved Early Childhood Education course)	CCDF (ARPA), CCDF (general fund)
Minnesota	T.E.A.C.H. Minnesota	AA, BA, Other	Director's Certificate, student teaching stipend, earn college credit	State/Local Funds
	CDA Awards	CDA	Not Applicable	Not Available
	Minnesota Student Teacher Grants - Student Teachers in Shortage Areas and Underrepresented Student Teacher grants	BA	Not Applicable	State/Local Funds
	Grow Your Own Early Educators Program	CDA, AA, BA		State/Local Funds
Mississippi	None	Not Applicable	Not Applicable	Not Applicable
Missouri	T.E.A.C.H. Missouri	CDA, AA, BA	Entry Associate Degree	CCDF (ARPA), CRRSA, CCDF (general fund), PDG B-5
Montana	Professional Development Incentive Award	CDA, AA, BA, Other	College coursework from two credits up that lead to certification, apprenticeship certificate, CDA, AA, BA, MA, or continuing education	Not Available
Nebraska	T.E.A.C.H. Nebraska	CDA, AA, BA	Not Applicable	Not Available
Nevada	T.E.A.C.H. Nevada	AA, BA, Other	Certificate, stipends to assist eligible early educators in completing requirements to obtain ECE licenses through the Nevada Department of Education.	Not Available

Scholarship Programs, By State and Territory, 2024

CSCCE

State	Scholarship Program(s)	Type of Scholarship(s) Available	"Other" Scholarship Type	Funding Source
New Hampshire	Early Childhood Education Tuition Assistance	CDA, Other	Tuition for ECE courses in the Community College System of NH and through Granite State College, option to work towards NH Early Childhood Professional Credential	Not Available
	Early Childhood Education Preschool Development Tuition Assistance	CDA, other	Tuition for Early Childhood Education-specific courses taught by faculty possessing NH Early Childhood PD Specialist Credential, approved courses only at Community Colleges	PDG B-5
	T.E.A.C.H.	CDA, AA	Not Applicable	Not Available
New Jersey	New Jersey Child Care Information System (NJCCIS) Scholarships	CDA, AA, BA, Other	P-3	CCDF (general fund)
New Mexico	Early Childhood Education and Care Department (ECECD) Scholarship	CDA, AA, BA, Other	4 certificate options, MA and doctoral degrees	ARPA Stabilization Grant
New York	Educational Incentive Program	CDA, AA, BA, Other	College courses, trainings, other credential programs, conferences, coaching,	Not Available
	Early Childhood Workforce Scholarship: B5 CUNY-SUNY Early Childhood Workforce Scholarship	CDA, AA, BA, Other	Graduate degrees and certificates such as Director's Credential (CPAC)	PDG B-5
	QUALITYstarsNY Scholarship: Early Childhood Workforce Scholarship	CDA, AA, BA, Other	Graduate degrees and certificates such as Director's Credential (CPAC)	Not Available
North Carolina	T.E.A.C.H. North Carolina	CDA, AA, BA, Other	MA, Infant-Toddler and Preschool Certificate, Early Childhood Administration Credential, B-K Licensure, NC Residency Licensure	CCDF (ARPA), Private funds
North Dakota	None	Not Applicable	Not Applicable	Not Applicable
Ohio	T.E.A.C.H. Ohio	CDA, AA, BA	Not Applicable	CCDF (general fund), State/Local Funds
Oklahoma	Scholars for Excellence in Child Care Program	CDA, Other	Early Childhood Education certificates and credentials and Early Childhood Education or Child Development coursework	Not Available

Scholarship Programs, By State and Territory, 2024

CSCCE

State	Scholarship Program(s)	Type of Scholarship(s) Available	"Other" Scholarship Type	Funding Source
Oregon	Oregon's Family Child Care Scholarship	CDA, AA, BA, Other	Infant Mental Health Endorsement, graduate studies, conferences, higher-level training	Not Available
	Betty Gray Early Childhood Scholarship Program	CDA, Other	Community college course credit in Early Childhood Education, credential fees, training cohorts, conferences, foreign degree translation and evaluation	Not Available
	Early Learning Degree Pathway Scholarship	AA, BA, Other	Specific college certificate and MA/MS	Not Available
Pennsylvania	T.E.A.C.H. Pennsylvania	CDA, AA, BA, Other	PK-4 Teacher Certification, can be used towards a college degree or credential in early childhood education	CCDF (general fund)
	Rising STARS Tuition Assistance Program (RSTAP)	CDA, Other	Coursework for Infant/Toddler Credential, School-Age Credential, and Director's Credential	CCDF (general fund)
	Early Childhood Education Professional Development Organizations	CDA, AA, BA, Other	Credentials that stack into degree programs, may also include apprenticeship	CCDF (general fund)
Rhode Island	T.E.A.C.H. Rhode Island	CDA, AA, BA, Other	MA	Coronavirus State and Local Fiscal Recovery Funds, CCDF (general fund)
	RI Early Childhood Education and Training Program	AA, Other	Early Childhood Education Certificate	Not Available
South Carolina	T.E.A.C.H. South Carolina	AA, BA, Other	Coursework for Early Childhood Credential/School-Age Credential	CCDF (general fund)
South Dakota	Child Development Associate® Credential	CDA	Not Applicable	CRRSA, CCDF (general fund)
Tennessee	Tennessee Early Childhood Training Alliance (TECTA) scholarships	CDA, AA, BA, Other	Administrative Credential, Infant-Toddler Credential	Not Available
Texas	T.E.A.C.H. Texas	CDA, AA, BA, Other	CDA assessment fee	Not Available
Utah	T.E.A.C.H. Utah	AA, BA	Not Applicable	CRRSA, CCDF (general fund)
	Utah Registry for Professional Development (URPD) Scholarships	CDA, Other	Early Childhood Education courses and credentials	Not Available
	EarlyEdU Program	Other	Tuition for college-credit courses	Not Available

Scholarship Programs, By State and Territory, 2024

CSCCE

State	Scholarship Program(s)	Type of Scholarship(s) Available	"Other" Scholarship Type	Funding Source
Vermont	T.E.A.C.H. Vermont	CDA, AA, BA, Other	Early Childhood Education licensure, Apprentice Certificate in Early Childhood Education	CCDF (ARPA), ARPA Stabilization Grant, CCDF (general fund)
	Curtis Fund Commitment Scholarship	Other	Child Care Certificate	Not Available
	Education Gap Grant	Other	Up to \$1,000 to help with financial "gaps" in continuing education	Not Available
Virginia	Virginia Child Care Provider Scholarship Program (VCCPSP)	Other	Up to 8 undergrad college courses or max lifetime award of \$4,020	CCDF (general fund)
	Project Pathfinders	CDA, AA, BA, Other	High school dual enrollment, coursework toward Early Childhood Education Certificates and degrees, licensure renewal	Not Available
Washington	Washington Scholarship	BA, Other	State ECE Certificates; developmental coursework; Montessori credential	CCDF (general fund), State/Local Funds
	Early Achievers Grant	AA, Other	State ECE Certificates: Initial, Short and State	CCDF (general fund), State/Local Funds
West Virginia	West Virginia STARS Pathway Advancement Scholarship	AA, BA	Not Applicable	CCDF (general fund)
Wisconsin	T.E.A.C.H. Wisconsin	CDA, AA, BA, Other	Early Childhood Education courses, credentials	CCDF (ARPA), CCDF (general fund)
Wyoming	Wyoming Quality Counts Scholarship	CDA, AA, BA, Other	Post-Graduate Endorsement	Not Available

Territory	Scholarship Program(s)	Type of Scholarship(s) Available	"Other" Scholarship Type	Funding Source
American Samoa	Not Available	Not Available	Not Available	Not Available
Guam	Not Available	Not Available	Not Available	Not Available
Northern Mariana Islands	Not Available	Not Available	Not Available	Not Available
Puerto Rico	Not Available	Not Available	Not Available	Not Available
U.S. Virgin Islands	Not Available	Not Available	Not Available	Not Available

Source: CSCCE 2024 Early Childhood Workforce Index survey of states and scan of state agency websites.

APPENDIX TABLE 3.3

Apprenticeship Programs, By State and Territory, 2024

CSCCE

State	Apprenticeship Program(s)	Apprenticeship Program Status/ Geographic Scope	Program Registered with U.S. Department of Labor or State Equivalent?	Description of Qualifications Received
Alabama	Alabama Department of Early Childhood Education (ADECE) Apprenticeship	Northern Alabama	No	Short-Term Certificates in Early Childhood Education in Wallace State's Child Development Program (online) Associate in Science degree in General Studies with a concentration in Child Development (online) Bachelor's degree in Early Instructor at Athens State University (online)
Alaska	Not Available	In Development	Not Available	Not Available
Arizona	Arizona Early Childhood Educator Apprenticeship Pathway	Localized at participating colleges and eligible employers with Department of Economic Security contracts	Not Available	Central Arizona: 18 credits in Early Childhood Education courses; Foothill College: 23 quarter Early Childhood Education units
Arkansas	Not Available	In Development	Not Available	Coursework toward an associate or bachelor's degree in Early Childhood Education
California	Not Available	Localized	Yes	Varies: associate teacher permit, associate degree, or bachelor's degree
Colorado	Child Care Development Specialist Apprenticeship	Offered through Red Rocks Community College in greater Denver area	Yes	Certified Child Care Development Specialist and Colorado Early Childhood Professional Credential
Connecticut	Family Child Care Registered Apprenticeship Program	Not Available	Yes	CDA and credentials from National Association for Family Child Care
Delaware	Delaware State Apprenticeship Agency	Not Available	Yes	Not Available
District of Columbia	None	Not Applicable	Not Applicable	Not Available
Florida	Not Available	Localized at participating colleges	Yes	Child Care Apprenticeship Certificate and CDA equivalency; Child Care Development Specialist
Georgia	Not Available	In Development	Not Available	Not Available

Apprenticeship Programs, By State and Territory, 2024

CSCCE

State	Apprenticeship Program(s)	Apprenticeship Program Status/ Geographic Scope	Program Registered with U.S. Department of Labor or State Equivalent?	Description of Qualifications Received
Hawaii	Keiki O Ka 'Aina	Localized	Not Available	Not Available
Idaho	None	Not Applicable	Not Applicable	Not Available
Illinois	Smart Start - Illinois Early Childhood Apprenticeship Pilot	Statewide	Yes	Not Applicable
Indiana	None	Not Applicable	Not Applicable	Not Applicable
Iowa	Child Care Development Specialist Registered Apprenticeship Program	Statewide	Yes	Not Applicable
	Childcare Apprenticeship Program (youth apprenticeship)	Statewide	Yes	Not Available
Kansas	Early Childhood Associate Apprenticeship Program (ECAAP)	Statewide	Yes	Not Applicable
Kentucky	Child Development Specialist Youth Apprenticeship	Statewide	Not Available	National Journey Worker Credential
	Early Childhood Instructor Apprenticeship	Statewide	Not Available	National Journey Worker Credential
	Early Childhood Program Administrator/Director Apprenticeship	Statewide	Not Available	National Journey Worker Credential
Louisiana	None	Not Applicable	Not Applicable	Not Applicable
Maine	Early Childhood Education Registered Apprenticeship Program	Statewide	Yes	Early Childhood Specialist 1; Early Childhood Specialist 2
Maryland	Maryland Early EdCorp Program	In Development	Not Available	CDA and Child Care Credential Level 4
Massachusetts	Early Childhood Education Teacher Apprenticeship Program	Localized	Not Available	CDA and Early Childhood Education Teacher certification
	Neighborhood Villages Apprenticeship	Localized	Not Available	CDA
Michigan	Early Childhood Apprenticeship (Great Start to Quality)	Statewide	Yes	CDA

Apprenticeship Programs, By State and Territory, 2024

CSCCE

State	Apprenticeship Program(s)	Apprenticeship Program Status/ Geographic Scope	Program Registered with U.S. Department of Labor or State Equivalent?	Description of Qualifications Received
Minnesota	T.E.A.C.H. Early Childhood® Minnesota Apprenticeship Program	In Development	Yes	Not Available
Mississippi	None	Not Applicable	Not Applicable	Not Applicable
Missouri	LUME Early Childhood Apprenticeship	Statewide	Yes	CDA
Montana	Montana Early Childhood Apprenticeship Program (MECAP)	Localized, at three participating colleges	Yes	24 Early Childhood Education college credits; Child Care Development Specialist Credential; Level 4 on Registry Career Path
Nebraska	Not Available	In Development	Not Available	Not Available
Nevada	None	Not Applicable	Not Applicable	Not Applicable
New Hampshire	Early Childhood Apprenticeship Program	Statewide	Yes	CDA; 3,000 hours of work; 6 college classes
New Jersey	Early Childhood Care and Education (ECCE) Apprenticeship	Not Available	Not Available	Not Available
New Mexico	APRENDE Early Childhood Educator Apprenticeship Program	Statewide	Not Available	Associate degree; Child Development Certificate; and Early Childhood Professional Certificate
New York	Not Available	In Development	Not Available	Not Available
North Carolina	Building Bright Futures Apprenticeship Program	Statewide	Not Available	Not Available
North Dakota	None	Not Applicable	Not Applicable	Not Applicable
Ohio	Not Available	In Development	Not Available	Not Available
Oklahoma	Not Available	In Development	Not Available	Not Available
Oregon	Early Childhood Education Apprenticeship Program	Southwest Oregon	Not Available	Not Available

Apprenticeship Programs, By State and Territory, 2024

CSCCE

State	Apprenticeship Program(s)	Apprenticeship Program Status/ Geographic Scope	Program Registered with U.S. Department of Labor or State Equivalent?	Description of Qualifications Received
Pennsylvania	Registered Early Childhood Education Apprenticeship Program	Statewide	Yes	Participants have an existing CDA and progress to earn an associate or bachelor's degree; 4,000 hours of on-the-job training
Rhode Island	FCC Apprenticeship	Statewide	Yes	CDA and Certificate of Achievement
South Carolina	None	Not Applicable	Not Applicable	Not Applicable
South Dakota	None	Not Applicable	Not Applicable	Not Applicable
Tennessee	None	Not Applicable	Not Applicable	Not Applicable
Texas	Camp Fire Early Education Apprenticeship Program (EEAP)	Localized	Not Available	Early Childhood Educator Certificate I, II, or III
	Early Education Apprenticeship Program (EEA)	Localized	Not Available	CDA
Utah	None	Not Applicable	Not Applicable	Not Applicable
Vermont	Vermont Early Childhood Apprenticeship Program	Statewide	Yes	4,000 hours work, 18-21 college credits, CDA if desired, Certificate of completion as Child Development Specialist from Department of Labor
Virginia	Early Childhood Workforce – Registered Apprenticeship	Statewide	Yes	Not Available
Washington	Washington State Early Care and Education Apprenticeship	Not Available	Yes	Not Available
West Virginia	West Virginia Apprenticeship for Child Development Specialist (ACDS)	Statewide	Yes	Not Available
Wisconsin	Early Childhood Educator Apprentice	Localized, offered at five technical colleges	Yes	A Wisconsin credential in Infant-Toddler, Preschool, Administrator, Afterschool & Youth Development, or Family Child Care
Wyoming	None	Not Applicable	Not Applicable	Not Applicable

CSCCE

Apprenticeship Programs, By State and Territory, 2024

Territory	Apprenticeship Program(s)	Apprenticeship Program Status/ Geographic Scope	Program Registered with U.S. Department of Labor or State Equivalent?	Description of Qualifications Received
American Samoa	Not Available	Not Available	Not Available	Not Available
Guam	Not Available	Not Available	Not Available	Not Available
Northern Mariana Islands	Not Available	Not Available	Not Available	Not Available
Puerto Rico	Not Available	Not Available	Not Available	Not Available
U.S. Virgin Islands	Not Available	Not Available	Not Available	Not Available

Sources: CSCCE scan of state agency websites and Smith, L.K., Williams, T., & Mercado, K. (2023). Apprenticeships: Building a Strong Child Care Workforce Pipeline. *Bipartisan Policy Center*.

Notes: This is not a comprehensive list of registered apprenticeships for early childhood educators across the country. The information in this table is provided for informational purposes only; the Index does not currently assess states based on their apprenticeship programs.

Early Educator Salary Requirements, Guidelines, and Plans, By State and Territory, 2024

CSCCE

State	Requirements	Guidelines	Plans Only	Description of Guidelines, Requirements, or Plans
Alabama	No	No	Not Available	Not Applicable
Alaska	No	No	Yes	Not Available
Arizona	No	Yes	No	Salary scale being piloted by apprenticeship programs; Upcoming phase of state's PDG B-5 grant will utilize the salary scale.
Arkansas	No	Yes	Not Available	Arkansas provided an optional, suggested salary schedule in 2022.
California	No	No	No	Not Applicable
Colorado	No	Yes	No	The Colorado Early Childhood Compensation & Benefits Task Force developed proposed salary scales by role, education, and geographic location.
Connecticut	No	Yes	No	In response to Public Act 19-61: An Act Concerning a Proposed Early Childhood Educator Compensation Schedule, the Office of Early Childhood developed a salary schedule with proposed compensation levels for entry-level lead educators in state-funded programs. The Compensation Schedule report provides guidelines for programs and is not a requirement. The proposed schedule is informing the work of the Blue Ribbon Panel as estimates are made to advance compensation for providers whose credentials align with the Unifying Framework.
Delaware	No	Yes	No	Delaware has created a proposed annual salary scale based on meeting the minimum education requirements. These minimum education requirements are still being amended and will be incorporated in the updated licensing regulations for both child care centers and family child care homes.
District of Columbia	Yes	Yes	No	For child development facilities participating in the Early Childhood Educator Pay Equity Fund, minimum salaries are established by role and education level for FY24. Participating facilities must pay an assistant teacher without a CDA, a minimum of \$43,865; with a CDA, a minimum of \$51,006; and with an associate degree, a minimum of \$54,262. A lead teacher with a CDA must make a minimum of \$54,262; with an associate degree, a minimum of \$63,838; and with a bachelor's degree or higher, a minimum of \$75,103.
Florida	Not Available	Not Available	Not Available	Not Available
Georgia	No	No	No	Not Applicable
Hawaii	No	No	No	Not Applicable

Early Educator Salary Requirements, Guidelines, and Plans, By State and Territory, 2024

State	Requirements	Guidelines	Plans Only	Description of Guidelines, Requirements, or Plans
Idaho	No	No	No	Not Applicable
Illinois	Yes	Yes	No	2019 Consensus Statement on Early Childhood Educator Compensation includes an initial wage scale. An updated version is being used in the ExceleRate pilot.
Indiana	No	No	Not Available	Not Applicable
Iowa	No	No	Yes	A subcommittee of the Early Childhood Workforce (T.E.A.C.H. and WAGE\$) advisory committee is currently developing a recommended salary scale for center-based staff.
Kansas	No	No	No	Not Applicable
Kentucky	No	No	No	Not Applicable
Louisiana	No	No	Not Available	Not Applicable
Maine	No	No	Yes	PDG B-5 plans
Maryland	No	No	Yes	Plans are in place to use data from a statewide workforce survey for the development of a salary-scale model.
Massachusetts	No	Yes	No	As part of a recent cost study, the Department of Early Education and Care identified a set of target salaries.
Michigan	No	No	No	Not Applicable
Minnesota	No	Yes	No	Wage scale recommendations have been developed by a task force. Legislation passed in 2023 directs the Department of Human Services to implement the recommendations.
Mississippi	No	No	No	Not Applicable
Missouri	No	No	No	Not Applicable
Montana	Not Available	Not Available	Not Available	Not Available
Nebraska	No	No	No	Not Applicable
Nevada	Not Available	Not Available	Not Available	Not Available
New Hampshire	Not Available	Not Available	Not Available	Not Available

Early Educator Salary Requirements, Guidelines, and Plans, By State and Territory, 2024

CSCCE

State	Requirements	Guidelines	Plans Only	Description of Guidelines, Requirements, or Plans
New Jersey	No	No	Not Available	Not Applicable
New Mexico	No	Yes	No	An alternative methodology for subsidy rate setting is in use. The cost estimation for this rate setting includes target wage floors. Additionally, a proposed wage and career lattice was developed in 2023.
New York	No	No	Yes	Planning is in early stages.
North Carolina	No	Yes	No	The North Carolina Model Salary Scale sets recommended minimum standards for education levels and compensation. It is accompanied by a toolkit designed to support voluntary implementation.
North Dakota	No	No	No	Not Applicable
Ohio	No	No	No	Not Applicable
Oklahoma	Not Available	Not Available	Not Available	Not Available
Oregon	No	Yes	Not Available	A salary scale was developed for the purposes of cost modeling. The Baby Promise initiative for infant-toddler services includes salary guidelines.
Pennsylvania	No	No	No	Not Applicable
Rhode Island	No	Yes	No	Proposed wage scale as part of the 2023 Early Childhood Educator Compensation Study.
South Carolina	No	No	Yes	South Carolina is receiving federal technical assistance to work on a salary scale for the ECE workforce.
South Dakota	No	No	No	Not Applicable
Tennessee	Not Available	Not Available	Not Available	Not Available
Texas	Not Available	Not Available	Not Available	Not Available
Utah	Yes	No	No	Personnel costs were an eligible expense for monthly Stabilization Grants given to eligible providers. In order to receive the "Enhanced Payment Rate" that was part of the Stabilization Grant, programs were required to pay at least 51% of their staff a minimum of \$15 per hour.
Vermont	No	Yes	No	Proposed ECE Minimum Compensation Standards (2022)

Early Educator Salary Requirements, Guidelines, and Plans, By State and Territory, 2024

State	Requirements	Guidelines	Plans Only	Description of Guidelines, Requirements, or Plans
Virginia	No	Yes	No	While Virginia does not have a set wage scale, the state did identify "high-quality" salary targets in the cost model used to develop an alternative methodology for child care subsidy.
Washington	No	Yes	No	Report to the Washington State Legislature Compensation Technical Workgroup (2019).
West Virginia	No	No	Not Available	Not Applicable
Wisconsin	No	No	No	Not Applicable
Wyoming	No	No	No	Not Applicable

Territory	Requirements	Guidelines	Plans Only	Description of Guidelines, Requirements, or Plans
American Samoa	Not Available	Not Available	Not Available	Not Available
Guam	Not Available	Not Available	Not Available	Not Available
Northern Mariana Islands	Not Available	Not Available	Not Available	Not Available
Puerto Rico	Not Available	Not Available	Not Available	Not Available
U.S. Virgin Islands	Not Available	Not Available	Not Available	Not Available

Notes: Utah's requirements are no longer in effect as of June 2024, as funding for their Child Care Stabilization Grants expired and, to date, no new funding has been appropriated to continue the grants in the state.

Dedicated Funding for Early Educator Wages/Salaries, By State and Territory, 2024

CSCCE

State	Description of Dedicated Funding	Funding Source	End Date
Alabama	None	None	None
Alaska	None	None	None
Arizona	None	None	None
Arkansas	None	None	None
California	None	None	None
Colorado	None	None	None
Connecticut	None	None	None
Delaware	None	None	None
District of Columbia	Early Childhood Educator Pay Equity Fund: Starting in FY24, the Office of the State Superintendent of Education (OSSE) ceased making direct payments to early childhood educators and began distributing funds to child development facilities through a payroll funding formula. Facilities that opt-in to the program receive quarterly payments and are required to pay eligible early childhood educators wages or salaries that meet or exceed the minimum salaries set by OSSE.	State/Local Funds	Not Available
Florida	None	None	None
Georgia	None	None	None
Hawaii	None	None	None
Idaho	None	None	None
Illinois	Smart Start Workforce Grants are required to be used for wages, and programs receiving the grants are required to meet a wage floor for teachers and assistant teachers in grant-funded classrooms. These grants build from previous grant programs initiated with pandemic relief funding.	CCDF (ARPA), ARPA Stabilization Grant, State/Local Funds	Not Available
Indiana	None	None	None
Iowa	None	None	None
Kansas	None	None	None

Dedicated Funding for Early Educator Wages/Salaries, By State and Territory, 2024

CSCCE

State	Description of Dedicated Funding	Funding Source	End Date
Kentucky	None	None	None
Louisiana	None	None	None
Maine	None	None	None
Maryland	None	None	None
Massachusetts	1. A portion of the Head Start State Supplemental Grants must be used to support staff salary and benefits. 2. Child care subsidy rate reserve established for early educators' salaries.	Not Available	Not Available
Michigan	None	None	None
Minnesota	Great Start Compensation Support Payment Program: Building off the Child Care Stabilization Grant Program, which ended in June 2023, this permanent program issues monthly payments to eligible child care providers to fund increases in compensation and benefits.	State/Local Funds	Not Available
Mississippi	None	None	None
Missouri	Recruitment of Child Care Staff Grants to programs to be used to pay the salaries of new hires.	CCDF (ARPA)	ARPA funds expire September 2024
Montana	QRIS programs must allocate a certain percentage of their incentive dollars to support base pay of providers.	Not Available	Not Available
Nebraska	None	None	None
Nevada	None	None	None
New Hampshire	None	None	None
New Jersey	None	None	None
New Mexico	None	None	None
New York	None	None	None
North Carolina	Quarterly Child Care Stabilization Compensation Supports Grants: Programs selecting Option 2 of the grants agree to increase base pay and/or benefits. (Option 1 provides funds for staff bonuses.)	CCDF (ARPA), ARPA Stabilization Grant	December 2024
North Dakota	None	None	None

Dedicated Funding for Early Educator Wages/Salaries, By State and Territory, 2024

CSCCE

State	Description of Dedicated Funding	Funding Source	End Date
Ohio	None	None	None
Oklahoma	None	None	None
Oregon	None	None	None
Pennsylvania	None	None	None
Rhode Island	None	None	None
South Carolina	None	None	None
South Dakota	None	None	None
Tennessee	None	None	None
Texas	None	None	None
Utah	Child Care Stabilization Grant Enhancement provides additional funding (\$50 per licensed capacity slot) to providers that pay—or will pay, upon receipt of the Stabilization Grant—a minimum of \$15 per hour for more than half of their staff.	CCDF (ARPA), ARPA Stabilization Grant, CRRSA	June 2024
Vermont	None	None	None
Virginia	None	None	None
Washington	None	None	None
West Virginia	None	None	None
Wisconsin	Child Care Counts Payment Program B: Funding Workforce Recruitment and Retention provides grants to programs to be used for wages, bonuses, benefits, or other workforce recruitment/retention.	CCDF (ARPA), ARPA Stabilization Grant, CARES, CRRSA, Coronavirus State and Local Fiscal Recovery Funds	June 2025
Wyoming	None	None	None

CSCCE

Territory	Description of Dedicated Funding	Funding Source	End Date
American Samoa	Not Available	Not Available	Not Available
Guam	Not Available	Not Available	Not Available
Northern Mariana Islands	Not Available	Not Available	Not Available
Puerto Rico	Not Available	Not Available	Not Available
U.S. Virgin Islands	Not Available	Not Available	Not Available

Stipend and Tax Credit Programs, By State and Territory, 2024

CSCCE

State	Program	Award Amounts	Award Distribution	Funding Source
Alabama	None	None	None	Not Applicable
Alaska	None	None	None	Not Applicable
Arizona	None	None	None	Not Applicable
Arkansas	Stipend: Step Up to WAGE\$® Arkansas	Range: \$300-\$3,600	Biannual	ARPA (unknown type)
California	None	None	None	Not Applicable
Colorado	Tax Credit: Early Childhood Educator Income Tax Credit	Range: \$750-\$1,500 (2022); \$850-\$1,620 (2023)	None	State/Local Funds
Connecticut	None	None	None	Not Applicable
Delaware	None	None	None	Not Applicable
District of Columbia	Stipend: Quality Improvement Network	Range: \$528-\$2,112	Quarterly	Other federal funds (Head Start, Title I, ESSER, other)
Florida	Stipend: Not Available	Not Available	Not Available	Not Available
Georgia	Stipend: DECAL Scholars INCENTIVES	Range: \$1,500-\$2,500	Annual	CARES, CCDF (general fund)
Hawaii	None	None	None	Not Applicable
Idaho	None	None	None	Not Applicable
Illinois	Stipend: Great START (Strategy to Attract and Retain Teachers) Wage Supplement Program	Range: \$300-\$3,900	Biannual	CCDF (general fund)
Indiana	None	None	None	Not Applicable
Iowa	Stipend: Child Care WAGE\$® Iowa	Range: \$350-\$9,200	Every six months	CCDF (ARPA)
Kansas	None	None	None	Not Applicable
Kentucky	None	None	None	Not Applicable

Stipend and Tax Credit Programs, By State and Territory, 2024

State	Program	Award Amounts	Award Distribution	Funding Source
Louisiana	Tax Credit: School Readiness Tax Credit (School Readiness Directors and Staff Tax Credit)	Range: \$2,046-\$4,090	None	Not Available
Maine	Stipend: Early Childhood Educator Workforce Salary Supplement System	\$240-\$540 per month	Monthly	State/Local Funds
Maryland	Stipend: Maryland Child Care Credential Program	Range: \$200-\$1,500	Not Available	State/Local Funds
Massachusetts	None	None	None	Not Applicable
Michigan	None	None	None	Not Applicable
Minnesota	Stipend: Retaining Early Educators Through Attaining Incentives Now (REETAİN)	Range: \$500-\$3,000	Annual	CCDF (ARPA), CCDF (general fund), State/Local Funds
Mississippi	Stipend: Direct Incentive Payment	Range: \$400-\$800	Monthly	ARPA (unknown type)
Missouri	None	None	None	None
Montana	Stipend: Not Available	Not Available	Not Available	Not Available
Nebraska	Stipend: Child Care WAGES® Nebraska	Range: \$300-\$3,500	Every six months	Not Available
	Tax Credit: School Readiness Tax Credit	Range: \$2,300-\$3,500	None	Not Available
Nevada	None	None	Not Available	None
New Hampshire	Stipend: Not Available	Not Available	None	Not Available
New Jersey	None	None	Every six months	Not Applicable

Stipend and Tax Credit Programs, By State and Territory, 2024

CSCCE

State	Program	Award Amounts	Award Distribution	Funding Source
New Mexico	Stipend: Early Childhood Wage Supplement Program	Range: \$250-\$5,100	None	ARPA Stabilization Grant
	Stipend: Pre-K Parity Program	Range: Variable based on gap, with defined minimum salary according to education and experience.	Monthly	ARPA Stabilization Grant
	Stipend: Infant Toddler Pay Parity Program	Range: Variable based on gap, with defined minimum salary according to education and experience.	Monthly	Not Available
	Stipend: Head Start Pay Parity Program	Range: Variable based on gap, with defined minimum salary according to education and experience.	Monthly	State/Local Funds
New York	None	None	None	None
North Carolina	Stipend: Child Care WAGE\$ [®] Program	Range: \$450-\$6,250	Every six months	CCDF (general fund), State/Local Funds
	Stipend: Infant-Toddler Educator AWARD\$ [®]	Range: \$600-\$4,000	Every six months	CCDF (general fund)
North Dakota	Stipend: Workforce Retention Stipend	Range: \$150-\$3,600	Quarterly	Not Available
Ohio	None	None	None	None
Oklahoma	Stipend: Oklahoma Child Care Wage Supplement Program	Range: \$400-\$2,200	Every six months	CCDF (general fund)
Oregon	None	None	None	None
Pennsylvania	None	None	None	None
Rhode Island	Stipend: Early Educator Pandemic Retention Bonus Program	Range: \$3,000 per year	Quarterly	Coronavirus State and Local Fiscal Recovery Funds
	Stipend: Step Up to Child Care WAGE\$ [®] Pilot Program	Range: \$250-\$12,000	Every six months	PDG B-5
South Carolina	None	None	None	None
South Dakota	None	None	None	None

Stipend and Tax Credit Programs, By State and Territory, 2024

State	Program	Award Amounts	Award Distribution	Funding Source
Tennessee	Stipend: Child Care WAGE\$® Tennessee	Range: \$600-\$7,800	Annual	Not Available
Texas	Stipend: Not Available	Not Available	Not Available	Not Available
Utah	None	None	None	None
Vermont	None	None	None	None
Virginia	Stipend: RecognizeB5	Range: \$1,500 each payment	Biannual: February and June	CCDF (ARPA), PDG B-5, State/Local Funds
Washington	None	None	None	None
West Virginia	Stipend: WV STARS Pathway to Earnings	Range: \$75-\$2,000	Annual: Applicants may apply once per year in either April or October.	CCDF (general fund)
Wisconsin	Stipend: REWARD Wisconsin Stipend Program	Range: \$500-\$1,900	Every six months	CCDF (ARPA), CCDF (general fund)
Wyoming	None	None	None	None

Territory	Program	Award Amounts	Award Distribution	Funding Source
American Samoa	Not Available	Not Available	Not Available	Not Available
Guam	Not Available	Not Available	Not Available	Not Available
Northern Mariana Islands	Not Available	Not Available	Not Available	Not Available
Puerto Rico	Not Available	Not Available	Not Available	Not Available
U.S. Virgin Islands	Not Available	Not Available	Not Available	Not Available

Note: Some states offer stipends available at the local level or in multiple regions of the state, which are not included in this table.

APPENDIX TABLE 3.7

Bonus Programs, By State and Territory, 2024

CSCCE

State	Program Name	Award Amounts	Funding Source
Alabama	T.E.A.C.H. Early Childhood® Alabama Bonus	\$200-\$500	CCDF (general fund), PDG B-5
	T.E.A.C.H. Early Childhood® Alabama Retention Incentive	\$2,000-\$3,000	Not Available
Alaska	Alaska SEED Retaining Our Outstanding Teachers (ROOTS) Awards	\$3,000	CCDF (ARPA), CCDF (general fund)
Arizona	First Things First Bonus Program	\$150-\$1,500	State/Local Funds
Arkansas	T.E.A.C.H. Early Childhood® Arkansas Bonus	\$750	ARPA Stabilization Grant, CCDF (general fund)
California	None	None	None
Colorado	T.E.A.C.H. Early Childhood® Colorado Bonus	\$125-\$350	Not Available
Connecticut	Family Child Care CDA Credential Bonus	\$500	CCDF (general fund)
	Qualified Workforce Incentives	\$500-\$2,600	ARPA Stabilization Grant, PDG B-5
Delaware	None	None	None
District of Columbia	DC Leading Educators toward Advanced Degrees (DC LEAD) Incentive	\$1,500-\$3,000	State/Local Funds
Florida	T.E.A.C.H. Early Childhood® Florida Bonus	\$500-\$1,500	Not Available
Georgia	POWER-ED (Providing Our Workforce Essential Recognition for Educational Development)	\$1,000-\$3,000	CCDF (ARPA)
Hawaii	Staff Retention Award	\$1,000	CCDF (ARPA), ARPA Stabilization Grant
Idaho	IdahoSTARS Professional Development System Recognition	\$100-\$600	CCDF (general fund)
Illinois	None	None	None
Indiana	T.E.A.C.H. Early Childhood® Indiana Bonus	\$200-\$500	CCDF (general fund)
Iowa	T.E.A.C.H. Early Childhood® Iowa Bonus	\$200-\$1,000	CCDF (general fund)
Kansas	None	None	None
Kentucky	None	None	None

Bonus Programs, By State and Territory, 2024

State	Program Name	Award Amounts	Funding Source
Louisiana	None	None	None
Maine	T.E.A.C.H. Early Childhood®	\$250-\$600	Not Available
Maryland	Child Care Provider and Employee Bonus Program	\$500-\$1,000	ARPA Stabilization Grant
	Enhanced Child Care Support and Teacher Retention Award (ECSTRA) Retention Bonus Program	\$1,000-\$3,000	CCDF (ARPA)
Massachusetts	None	None	None
Michigan	T.E.A.C.H. Early Childhood® Michigan Bonus	\$150-\$400	CCDF (ARPA), CCDF (general fund)
Minnesota	Empower to Educate Program	\$300-\$900	CCDF (ARPA), CCDF (general fund)
	T.E.A.C.H. Early Childhood® Minnesota	\$250-\$300	CCDF (ARPA), CCDF (general fund), State/Local Funds
Mississippi	None	None	None
Missouri	T.E.A.C.H. Early Childhood® Missouri Bonus	\$250-\$450	CCDF (ARPA), CCDF (general fund), PDG B-5
	Retention of Child Care Staff Grant	\$500-\$4,000	CCDF (ARPA), ARPA Stabilization Grant
Montana	Not Available	Not Available	Not Available
Nebraska	T.E.A.C.H. Early Childhood® Nebraska Bonus	\$250-\$350	Not Available
Nevada	Early Childhood Staff Stipend Incentive Program	\$1,000	ARPA (unknown type)
	T.E.A.C.H. Early Childhood® Nevada Bonus	Not Available	Not Available
New Hampshire	Not Available	Not Available	Not Available
New Jersey	None	None	None
New Mexico	Advancing a Bilingual and Indigenous Workforce Stipend	\$1,500	State/Local Funds
New York	Workforce Retention Grant	\$2,300-\$3,000	CCDF (ARPA), CRRSA, State/Local Funds
North Carolina	T.E.A.C.H. Early Childhood® North Carolina Bonus	Not Available	Not Available

Bonus Programs, By State and Territory, 2024

CSCCE

State	Program Name	Award Amounts	Funding Source
North Dakota	Workforce Training Incentive	\$100-\$3,600	Not Available
Ohio	T.E.A.C.H. Early Childhood® Ohio Bonus	\$100-\$300	CCDF (general fund), State/ Local Funds
	POWER Ohio	\$200-\$5,000	CCDF (ARPA), CCDF (general fund)
Oklahoma	Oklahoma Registry Certificate of Achievement and Stipend Program	\$600-\$1,200	CCDF (general fund)
Oregon	Not Available	Not Available	Not Available
Pennsylvania	T.E.A.C.H. Early Childhood® Pennsylvania Bonus	\$600	State/Local Funds
Rhode Island	T.E.A.C.H. Early Childhood® Rhode Island Bonus	\$100-\$785	Coronavirus State and Local Fiscal Recovery Funds, CCDF (general fund)
South Carolina	SC BOO\$T	\$1,100-\$4,000	ARPA (unknown type)
South Dakota	None	None	None
Tennessee	Not Available	Not Available	Not Available
Texas	T.E.A.C.H. Early Childhood® Texas Bonus	\$200-\$1,500	Not Available
Utah	T.E.A.C.H. Early Childhood® Utah Bonus	\$300	CRRSA, CCDF (general fund)
	Professional Development Incentive	\$350-\$2,250	CCDF (ARPA), CRRSA, CCDF (general fund)
Vermont	T.E.A.C.H. Early Childhood® Vermont Bonus	\$250-\$400	CCDF (general fund)
Virginia	None	None	None
Washington	Child Care Aware Scholarship Incentive	Not Available	CCDF (general fund), State/ Local Funds
	Education Awards	\$50-\$400	State/Local Funds
West Virginia	WV STARS Scholarship Completion Bonus	\$500	CCDF (general fund)
Wisconsin	T.E.A.C.H. Early Childhood® Wisconsin Bonus	\$350-\$600	Not Available
Wyoming	None	None	None

CSCCE

Bonus Programs, By State and Territory, 2024			
Territory	Program Name	Award Amounts	Funding Source
American Samoa	Not Available	Not Available	Not Available
Guam	Not Available	Not Available	Not Available
Northern Mariana Islands	Not Available	Not Available	Not Available
Puerto Rico	Not Available	Not Available	Not Available
U.S. Virgin Islands	Not Available	Not Available	Not Available

APPENDIX TABLE 3.8

**Expired Pandemic Relief-Funded Compensation and Financial Relief Initiatives,
By State and Territory, 2024**

CSCCE

State	Type of Initiative	Name of Initiative	End Date
Alabama	Bonus	Child Care Workforce Stabilization Grant (CCWS)	September 30, 2023
Arizona	Dedicated Funding	Child Care Workforce Retention and Recruitment Grant	September 2021
	Dedicated Funding	Child Care Stabilization Grants + Workforce Amount	September 30, 2023
	Dedicated Funding	Arizona Child Care Assistance Provider Grant (AZCAP)	September 30, 2023
Connecticut	Dedicated Funding	Child Care Program Stabilization Funding	2021
	Bonus	Wage Supports for Early Childhood Educators	June 30, 2023
Delaware	Bonus	Delaware Child Care Bonus	2023
Florida	Stipend	Educator Disaster Relief Payments	April 15, 2022
	Dedicated Funding	Child Care Stabilization Grant Program	2022
Georgia	Bonus	Awards for Early Educators	July 1, 2023
Idaho	Stipend	Idaho Child Care Wage Enhancement	June 30, 2023
Illinois	Bonus	Child Care Workforce Bonus	SFY 2022
	Dedicated Funding	Child Care Strengthen and Grow Grants	September 2023
Iowa	Bonus	Recruitment and Retention Bonus	August 2023
Kansas	Bonus	Child Care Workforce Appreciation Bonus	December 10, 2022
Kentucky	Bonus	Hero Bonus	September 30, 2021
	Dedicated Funding	Stabilization Grants	2021
Maine	Stipend	Child Care Provider Stabilization Grants Staff Payments	September 30, 2022
Michigan	Dedicated Funding	Child Care Stabilization Grants	September 2022
Minnesota	Dedicated Funding	Stabilization Grants	June 2023

**Expired Pandemic Relief-Funded Compensation and Financial Relief Initiatives,
By State and Territory, 2024**

CSCCE

State	Type of Initiative	Name of Initiative	End Date
Montana	Bonus	Child Care Workforce Stipends for Teaching and Caregiving Staff	February 2023
Nebraska	Bonus	Workforce Recognition Stipend Program	2023
New Hampshire	Dedicated Funding	ARPA Stabilization Grants (CCASP)	Not Available
New Jersey	Bonus	Hiring and Retention Bonus Grant	December 2022
New Mexico	Dedicated Funding/Base Pay Raise	Competitive Pay for Professionals Program	August 31, 2023
	Bonus	One-Time \$1,500 Incentive Payment	December 1, 2021
Nevada	Dedicated Funding	Child Care Provider Stabilization Stipends	Not Available
North Carolina	Bonus	COVID-19 Child Care Payment	December 2020
North Dakota	Bonus	Career Pathway Incentive	September 30, 2023
Ohio	Stipend	Hero Pay Initiative	March 31, 2023
Oklahoma	Bonus	Workforce Support Grants	June 2023
Oregon	Bonus	Direct Relief Payments to Providers	December 31, 2023
	Dedicated Funding	Child Care Stabilization Grants	Not Available
Pennsylvania	Bonus	Workforce Support Grants	September 30, 2023
	Bonus	COVID-19 Pandemic Relief Award for Child Care Workers	February 12, 2021
Rhode Island	Dedicated Funding	CRRSA Stabilization Fund plus Compensation Enhancement	Not Available
	Dedicated Funding	ReInvigorate Child Care Stabilization Grants	2022
South Carolina	Dedicated Funding	SC Building Blocks – Stabilization Grants	2021
Utah	Bonus	Youth and Early Care Workforce Bonus	2022

Expired Pandemic Relief-Funded Compensation and Financial Relief Initiatives, By State and Territory, 2024

CSCCE

State	Type of Initiative	Name of Initiative	End Date
Vermont	Bonus	Child Care Workforce Retention Bonus	July 1, 2023
Washington	Dedicated Funding	Child Care Stabilization Grants	September 2022
West Virginia	Bonus	WV STARS Caregiver Staff Bonus	June 12, 2023
Wisconsin	Bonus	Workforce Retention and Recognition Stipend Program	July 2021
Wyoming	Bonus	ARPA Stabilization Grants: Quarterly Staff Bonuses	Not Available

Territory	Type of Initiative	Name of Initiative	End Date
American Samoa	Not Available	Not Available	Not Available
Guam	Not Available	Not Available	Not Available
Northern Mariana Islands	Not Available	Not Available	Not Available
Puerto Rico	Not Available	Not Available	Not Available
U.S. Virgin Islands	Not Available	Not Available	Not Available

Notes: This list does not include the many child care stabilization grants that allowed the use of funds for compensation (among other allowable uses), but highlights those that required or incentivized use of the funds for wages/salaries or benefits. Similarly, stabilization grants in some states (e.g., Colorado, New York, Ohio) that were dedicated to supports for the workforce more broadly, including training, are also not included in this list.

APPENDIX TABLE 3.9

Workforce Surveys, By State and Territory, 2024

State	Number of Surveys (2019-present)	Name of Survey(s)	Year Most Recent Survey Published	Year(s) of Data Represented (Most Recent)	Funding Source	URL*
Alabama	1	First Class Pre-K Teacher Survey Report 2019	2019	2019	Not Available	https://www.children.alabama.gov/wp-content/uploads/2021/09/First-Class-Pre-K-Teacher-Survey-Report-2019.pdf
		First Class Pre-K Director Survey Report 2019				https://www.children.alabama.gov/wp-content/uploads/2021/09/First-Class-Pre-K-Director-Survey-Report-2019.pdf
Alaska	1	Early Childhood and School-Age Educators Wage and Compensation Survey	2019	2019	CCDF (general fund)	https://www.threadalaska.org/seed/blog/recommendations-made-for-a-wage-and-compensation-model-for-alaska
Arizona	4	Candelen Home-Based Child Care Study	2024	2023	Private Funding	https://candelen.org/wp-content/uploads/2024/07/2024-HBCC-Report-1.pdf
		Comprehensive System of Personnel Development Recruitment and Retention Survey (2022)	2022	2022	Other federal funds (Head Start, Title I, ESSER, or other)	Not Available
		Comprehensive System of Personnel Development Recruitment and Retention Survey (2021)	2021	2021	Other federal funds (Head Start, Title I, ESSER, or other)	Not Available
		Comprehensive System of Personnel Development Recruitment and Retention Survey (2020)	2020	2020	Other federal funds (Head Start, Title I, ESSER, or other)	Not Available
Arkansas	1	2022 Arkansas Workforce Study: Instructional Staff in Early Childhood Care and Education	2022	2022	CCDF (general fund), Private Funding	https://medicine.uams.edu/familymedicine/research/red/research-evaluation/arkansas-workforce-study/
California	1	2020 California Early Care and Education Workforce Study	2021	2020	CCDF (general fund)	https://cscce.berkeley.edu/projects/california-early-care-and-education-workforce-study/

Workforce Surveys, By State and Territory, 2024

CSCCE

State	Number of Surveys (2019-present)	Name of Survey(s)	Year Most Recent Survey Published	Year(s) of Data Represented (Most Recent)	Funding Source	URL*
Colorado	0	Not Applicable	2017	2016	None	Not Applicable
Connecticut	0	Not Applicable	Not Applicable	Not Applicable	None	Not Applicable
Delaware	1	Delaware Early Learning Workforce Study Phase I	2022	2022	State/Local Funds	https://education.delaware.gov/wp-content/uploads/2022/11/HS-1-for-HB-377-Early-Childhood-Workforce-Study-Phase-I-Report-to-152nd-GA.pdf
District of Columbia	0	Not Applicable	Not Applicable	Not Applicable	None	Not Applicable
Florida	0	Not Applicable	2013	2012	None	Not Applicable
Georgia	0	Not Applicable	Not Applicable	Not Applicable	None	Not Applicable
Hawaii	1	Early Childhood Educator Compensation Equity Study	2022	2022	Private Funding	https://coe.hawaii.edu/ece3/initiatives/early-childhood-educator-compensation-equity-study/
Idaho	1	Early Care and Education Professional Survey/Child Care Owner and Director Survey 2022	2022	2022	CCDF (general fund)	https://idahostars.org/portals/61/docs/About-Us/WorkforceReport_2022.pdf
Illinois	2	2021 Salary and Staffing Survey of Licensed Child Care Facilities	2021	2021	CCDF (general fund)	https://www.dhs.state.il.us/page.aspx?item=59381
		2019 Salary and Staffing Survey of Licensed Child Care Facilities	2019	2019	CCDF (general fund)	https://www.dhs.state.il.us/page.aspx?item=125472
Indiana	1	2019 Indiana Workforce Study: Working in Child Care in Indiana	2019	2019	CCDF (general fund)	https://inaeyc.org/wp-content/uploads/2020/06/2019-Workforce-Study.pdf
Iowa	1	2022 Iowa Early Childhood Workforce Study	2023	2022	CCDF (general fund)	https://i2d2.iastate.edu/2023-iowa-child-care-workforce-study/
Kansas	0	Not Applicable	2018	2017	None	Not Applicable

Workforce Surveys, By State and Territory, 2024

CSCCE

State	Number of Surveys (2019-present)	Name of Survey(s)	Year Most Recent Survey Published	Year(s) of Data Represented (Most Recent)	Funding Source	URL*
Kentucky	2	2020 Kentucky Child Care Workforce Report	2021	2020	CCDF (general fund)	https://www.childcareawareky.org/research/
		Kentucky's 2019 Child Care Workforce Study	2020	2019	CCDF (general fund)	https://www.childcareawareky.org/research/
Louisiana	0	Not Applicable	Not Applicable	Not Applicable	None	Not Applicable
Maine	0	Not Applicable	Not Applicable	Not Applicable	None	Not Applicable
Maryland	0	Not Applicable	2017	2016	None	Not Applicable
Massachusetts	1	The Massachusetts Early Education and Care Workforce Survey 2019	2020	2019	Not Available	https://bpb-us-w2.wpmucdn.com/blogs.umb.edu/dist/3/4418/files/2020/10/UMass-Boston-EEC-Workforce-Survey-Report-October-2020-Final-Updated.pdf
Michigan	0	Not Applicable	2019	2018	None	Not Applicable
Minnesota	2	Early Care and Education Workforce Study 2023	2023	2023	PDG B-5	Not Available
		National Survey of Early Care and Education – Minnesota Supplement	2022	2019	CCDF (general fund)	Not Available
Mississippi	0	Not Applicable	Not Applicable	Not Applicable	None	Not Applicable
Missouri	0	Not Applicable	Not Applicable	Not Applicable	None	Not Applicable
Montana	1	Montana's Early Childhood Educators: Recruiting and Retaining an Essential Workforce	2022	2018	Not Available	https://link.springer.com/article/10.1007/s10643-022-01308-3#Sec4

Workforce Surveys, By State and Territory, 2024

CSCCE

State	Number of Surveys (2019-present)	Name of Survey(s)	Year Most Recent Survey Published	Year(s) of Data Represented (Most Recent)	Funding Source	URL*
Nebraska	1	Nebraska Early Childhood Program and Leadership Survey 2019	2019	2019	Not Available	Not Available
Nevada	0	Not Applicable	Not Applicable	Not Applicable	None	Not Applicable
New Hampshire	0	Not Applicable	Not Applicable	Not Applicable	None	Not Applicable
New Jersey	0	Not Applicable	Not Applicable	Not Applicable	None	Not Applicable
New Mexico	1	New Mexico Early Childhood Workforce Survey	2023	2019	Not Available	https://growingupnm.org/wp-content/uploads/2021/11/New-Mexico-Early-Childhood-Workforce-Survey-Report.pdf
New York	0	Not Applicable	Not Applicable	Not Applicable	None	Not Applicable
North Carolina	1	2019 North Carolina Child Care Workforce Study	2020	2019	CCDF (general fund), PDG B-5	https://www.childcareservices.org/research/workforce-studies/working-in-early-care-and-education-statewide-workforce-studies/2019-north-carolina-child-care-workforce-study/
North Dakota	0	Not Applicable	2016	2016	None	Not Applicable
Ohio	0	Not Applicable	Not Applicable	Not Applicable	None	Not Applicable
Oklahoma	0	Not Applicable	Not Applicable	Not Applicable	None	Not Applicable
Oregon	1	Early Educator Voices: Oregon (SEQUAL)	2023	2022	State/Local Funds	https://cscce.berkeley.edu/wp-content/uploads/2023/02/SEQUAL-Oregon-Report.pdf
Pennsylvania	2	The High Cost of Working in Early Childhood Education	2023	2022	Private Funding	https://www.childrenfirstpa.org/wp-content/uploads/2023/03/PA_Child_Care_Wages_1-23.pdf
		September 2023 Child Care Staffing Survey	2023	2023	Private Funding	https://startstrongpa.org/news-op-eds-releases/2024/1/26/historic-shortage-of-child-care-teachers-shrinks-child-care-availability-for-pa-families-by-26000-slots

Workforce Surveys, By State and Territory, 2024

CSCCE

State	Number of Surveys (2019-present)	Name of Survey(s)	Year Most Recent Survey Published	Year(s) of Data Represented (Most Recent)	Funding Source	URL*
Rhode Island	2	2023 Early Childhood Educator Compensation Report	2024	2023	PDG B-5	http://kids.ri.gov/cabinet/documents/RI%20DHS%20ECE%20Compensation%20Study%20Final%20Report,%202024.pdf
		Workforce Needs Assessment Report (PDG 2019)	2019	2019	PDG B-5	
South Carolina	0	Not Applicable	2018	2018	None	Not Applicable
South Dakota	0	Not Applicable	Not Applicable	Not Applicable	None	Not Applicable
Tennessee	0	Not Applicable	Not Applicable	Not Applicable	None	Not Applicable
Texas	1	Child Care in Crisis: Texas Case Study	2023	2022	CCDF (general fund), PDG B-5	https://pn3policy.org/child-care-in-crisis-texas-case-study-1/
Utah	1	Youth and Early Care Workforce Bonus	2022	2022	CRRSA	https://jobs.utah.gov/occ/plans.html
Vermont	0	Not Applicable	2015	2015	None	Not Applicable
Virginia	3	Virginia Workforce Survey - 2022 (UVA)	2022	2022	PDG B-5	Reports summarizing various providers findings: https://www.see-partnerships.com/virginia.html Regional reports: https://www.see-partnerships.com/readyregions.html
		Virginia Workforce Survey - 2021 (UVA)	2021	2021	PDG B-5	Reports summarizing various providers findings: https://www.see-partnerships.com/virginia.html Regional reports: https://www.see-partnerships.com/readyregions.html
		Virginia Workforce Survey - 2020 (UVA)	2020	2020	PDG B-5	Reports summarizing various providers findings: https://www.see-partnerships.com/virginia.html Regional reports: https://www.see-partnerships.com/readyregions.html

Workforce Surveys, By State and Territory, 2024

State	Number of Surveys (2019-present)	Name of Survey(s)	Year Most Recent Survey Published	Year(s) of Data Represented (Most Recent)	Funding Source	URL*
Washington	0	Not Applicable	Not Applicable	Not Applicable	None	https://www.prenatal5fiscal.org/washington
West Virginia	0	2021 Child Care Needs Assessment	2023	2021	CCDF (general fund), PDG B-5	Not Available
Wisconsin	1	Wisconsin Early Care and Education Workforce Study	2021	2021	PDG B-5	https://dcf.wisconsin.gov/childcare/pdg/sandbox
Wyoming	1	ECE Provider survey as part of the Wyoming Statewide Needs Assessment	2020	2019	PDG B-5	https://drive.google.com/file/d/1ADEHle9NxDaOGig5HiRxjCWrsPnzmpZ9/view

Territory	Number of Surveys (2019-present)	Name of Survey(s)	Year Most Recent Survey Published	Year(s) of Data Represented (Most Recent)	Funding Source	URL
American Samoa	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
Guam	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
Northern Mariana Islands	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
Puerto Rico	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available
U.S. Virgin Islands	Not Available	Not Available	Not Available	Not Available	Not Available	Not Available

*Note: Links have been verified at the time of publication but are not actively updated.

Registries, By State and Territory, 2024

State Name	Registry Name	Funding Source	URL*
Alabama	Alabama Pathways Professional Development Registry	CCDF (general fund)	https://alabamapathways.org/alabama-pathways-registry/
Alaska	Alaska SEED (System for Early Education Development)	CCDF (general fund)	https://www.threadalaska.org/seed-home
Arizona	Arizona Early Childhood Workforce Registry	State/Local Funds	https://www.azregistry.org/index.cfm
Arkansas	Arkansas Professional Development Registry	CCDF (general fund)	http://www.arkpdr.com/
California	California Early Care and Education Workforce Registry	State/Local Funds	https://caregistry.org/
Colorado	Colorado Shines Professional Development Information System	CCDF (general fund), PDG B-5, State/Local Funds, Federal Stimulus	https://www.coloradoshinespdis.com/s/
Connecticut	Connecticut Early Childhood Professional Registry	CCDF (general fund), PDG B-5	http://www.oecregistry.org/
Delaware	Delaware Institute for Excellence in Early Childhood Registry	CCDF (general fund)	https://dieecpd.org/
District of Columbia	Division of Early Learning Licensing Tool	CCDF (general fund)	osse.pl.powerschool.com
Florida	Children's Forum Professional Development Registry	CCDF (general fund)	http://www.floridaearlylearning.com/providers/professional-development/professional-development-registry
Georgia	Georgia Professional Development System	CCDF (general fund)	https://gapds.dec.al.gov/
Hawaii	Hawaii DHS Early Childhood Registry	CCDF (general fund)	https://www.patchhawaii.org/programs/dhs-hawaii-early-childhood-registry/
Idaho	IdahoSTARS Professional Development System Registry	CCDF (general fund)	https://idahostars.org/Child-Care-Providers/Professional-Development
Illinois	Gateways to Opportunity Registry	CCDF (general fund), PDG B-5	https://registry.ilgateways.com/
Indiana	I-LEAD, Indiana Licensing & Education Access Depot	Not Available	https://brighterfuturesindiana.org/ilead/what-is-i-lead
Iowa	I-PoWeR Iowa's Early Childhood and School Age Professional Workforce Registry	CCDF (general fund)	https://ccmis.dhs.state.ia.us/TrainingRegistry/TrainingRegistry/Public/
Kansas	Not Available	CCDF (general fund), ARPA (unknown type)	Not Available
Kentucky	Early Care and Education Training Records Information System (ECE-TRIS)	CCDF (general fund), State/Local Funds	https://tris.eku.edu/ece/content.php?CID=1

Registries, By State and Territory, 2024

CSCCE

State Name	Registry Name	Funding Source	URL*
Louisiana	Louisiana Pathways Early Learning Center Career Development System	CCDF (general fund)	http://pathways.nsula.edu/home-louisiana-pathways-child-care-career-development-system
Maine	Maine Roads to Quality Professional Development Network	CCDF (general fund), PDG B-5, State/Local Funds	http://mrtq-registry.org/
Maryland	Not Applicable	None	Not Applicable
Massachusetts	Professional Qualifications Registry (PQ Registry)	CCDF (general fund), State/Local Funds	https://www.eec.state.ma.us/PQRegistry/
Michigan	MiRegistry	CCDF (general fund), PDG B-5, State/Local Funds	https://www.miregistry.org/
Minnesota	Minnesota Achieve – The MN Center for Professional Development	State/Local Funds	http://www.mncpd.org/
Mississippi	Not Applicable	None	Not Applicable
Missouri	Missouri Professional Development System	State/Local Funds	https://earlyconnections.mo.gov/MOPD
Montana	Montana Early Childhood Project Practitioner Registry	CCDF (general fund)	https://www.mtecp.org/
Nebraska	Nebraska Early Childhood Professional Record System (NECPRS)	CCDF (general fund)	https://necprs.ne.gov/home
Nevada	The Nevada Registry	CCDF (general fund)	http://www.nevadaregistry.org/
New Hampshire	Not Applicable	None	Not Applicable
New Jersey	New Jersey Workforce Registry	CCDF (general fund)	https://www.njccis.com/njccis/home
New Mexico	Not Available	Not Available	Not Available
New York	The Aspire Registry	CCDF (general fund), PDG B-5	https://www.nyworksforchildren.org/the-aspire-registry/learn-more/
North Carolina	North Carolina Early Childhood Workforce Registry	PDG B-5	https://www.ncdhhs.gov/about/departments-initiatives/early-childhood/early-childhood-data/north-carolina-early-childhood-integrated-data-system
North Dakota	The Growing Futures Registry	CCDF (general fund), PDG B-5, State/Local Funds	https://www.ndgrowingfutures.org/
Ohio	Ohio Professional Registry (OPR)	CCDF (general fund), PDG B-5, State/Local Funds	https://occrpa.org/ohio-professional-registry/

Registries, By State and Territory, 2024

State Name	Registry Name	Funding Source	URL*
Oklahoma	Oklahoma Professional Development Registry	CCDF (general fund)	https://okregistry.org/
Oregon	The Oregon Registry (The Oregon Center for Career Development)	CCDF (general fund), PDG B-5, Private Funding, State/Local Funds	https://my.oregonregistryonline.org/
Pennsylvania	Pennsylvania Professional Development Registry	CCDF (general fund), PDG B-5, State/Local Funds	https://www.papdregistry.org/
Rhode Island	RISES (Rhode Island Start Early System)	Not Available	https://dhs.ri.gov/programs-and-services/child-care/workforce-registry#:~:text=The%20Rhode%20Island%20Start%20Early,improving%20administrative%20efficiency%20and%20reporting
South Carolina	SC Endeavors Registry	CCDF (general fund)	https://scendeavors.org/registry/get-started/
South Dakota	Not applicable	None	Not Applicable
Tennessee	Tennessee Professional Archive of Learning (TN PAL)	CCDF (general fund), State/Local Funds	https://www.tnpal.org/
Texas	Texas Workforce Registry	https://public.tecpds.org/texas-workforce-registry/	https://public.tecpds.org/texas-workforce-registry/
Utah	Utah Registry for Professional Development	CCDF (general fund)	https://careaboutchildcare.utah.gov
Vermont	Bright Futures Information System (BFIS)	CCDF (general fund), State/Local Funds	http://www.brightfutures.dcf.state.vt.us
Virginia	Not Applicable	None	Not Applicable
Washington	MERIT (Manage Education Registry Information Tool)	State/Local Funds	https://www.dcyf.wa.gov/services/earlylearning-profdev/merit
West Virginia	West Virginia STARS (State Training and Registry System)	CCDF (general fund), PDG B-5	https://wvstars.org/
Wisconsin	The Registry (Wisconsin's Recognition System for the Early Childhood Care and Education Profession)	CCDF (general fund), PDG B-5, State/Local Funds	http://www.wiregistry.org/
Wyoming	Wyoming Statewide Training and Resource System (STARS Registry)	CCDF (general fund)	https://wyregistry.org/

CSCCE

Registries, By State and Territory, 2024

Territory	Registry Name	Funding Source	URL
American Samoa	Not Available	Not Available	Not Available
Guam	Not Available	Not Available	Not Available
Northern Mariana Islands	Not Available	Not Available	Not Available
Puerto Rico	Not Available	Not Available	Not Available
U.S. Virgin Islands	Not Available	Not Available	Not Available

**Note: Links have been verified at the time of publication but are not actively updated.*

Pre-K and K-12 per Pupil Spending, By State and Territory, 2023

CSCCE

State	Pre-K Spending	K-12 Spending	Pre-K Spending as % of K-12 Spending
NATIONAL	\$8,294	\$18,426	45%
Alabama	\$10,881	\$15,694	69%
Alaska	\$4,839	\$22,668	21%
Arizona	\$5,413	\$13,232	41%
Arkansas	\$13,117	\$13,781	95%
California	\$15,554	\$20,557	76%
Colorado	\$6,458	\$19,039	34%
Connecticut	\$10,895	\$25,928	42%
Delaware	\$22,207	\$35,695	62%
District of Columbia	\$9,229	\$19,872	46%
Florida	\$3,142	\$13,845	23%
Georgia	\$5,646	\$13,987	40%
Hawaii	\$10,676	\$20,874	51%
Idaho	\$0	\$12,013	0%
Illinois	\$7,858	\$23,613	33%
Indiana	\$0	\$14,460	0%
Iowa	\$3,831	\$16,107	24%
Kansas	\$4,183	\$16,541	25%
Kentucky	\$11,420	\$15,576	73%
Louisiana	\$5,915	\$15,852	37%
Maine	\$9,063	\$21,136	43%

Pre-K and K-12 per Pupil Spending, By State and Territory, 2023

CSCCE

State	Pre-K Spending	K-12 Spending	Pre-K Spending as % of K-12 Spending
Maryland	\$11,772	\$18,769	63%
Massachusetts	\$4,038	\$24,627	16%
Michigan	\$11,854	\$16,814	71%
Minnesota	\$6,735	\$19,787	34%
Mississippi	\$8,573	\$12,934	66%
Missouri	\$4,333	\$14,090	31%
Montana	\$0	\$16,832	0%
Nebraska	\$11,634	\$15,218	76%
Nevada	\$9,897	\$15,121	65%
New Hampshire	\$0	\$21,719	0%
New Jersey	\$16,302	\$27,011	60%
New Mexico	\$8,008	\$16,506	49%
New York	\$6,101	\$34,492	18%
North Carolina	\$8,504	\$13,591	63%
North Dakota	\$4,776	\$20,185	24%
Ohio	\$4,000	\$17,095	23%
Oklahoma	\$11,046	\$12,865	86%
Oregon	\$16,132	\$19,737	82%
Pennsylvania	\$8,433	\$22,743	37%
Rhode Island	\$9,497	\$22,641	42%
South Carolina	\$4,147	\$17,556	24%
South Dakota	\$0	\$14,715	0%

Pre-K and K-12 per Pupil Spending, By State and Territory, 2023

State	Pre-K Spending	K-12 Spending	Pre-K Spending as % of K-12 Spending
Tennessee	\$6,211	\$13,926	45%
Texas	\$4,235	\$14,605	29%
Utah	\$4,817	\$12,973	37%
Vermont	\$9,639	\$27,995	34%
Virginia	\$9,480	\$17,058	56%
Washington	\$13,096	\$21,925	60%
West Virginia	\$10,446	\$17,003	61%
Wisconsin	\$6,953	\$17,302	40%
Wyoming	\$0	\$21,219	0%

Territories	Pre-K Spending	K-12 Spending	Pre-K Spending as % of K-12 Spending
Guam	\$8,170	Not Available	Not Available
Northern Mariana Islands	Not Available	Not Available	Not Available
Puerto Rico	\$0	Not Available	Not Available
U.S. Virgin Islands	\$0	Not Available	Not Available

Source: Pre-K and K-12 spending data compiled from Friedman-Krauss, A.H., Barnett, W.S., Hodges, K.S., Garver, K.A., Jost, T.M., Weisenfeld, G., & Duer J. (2024). The State of Preschool 2023: State Preschool Yearbook. National Institute for Early Education Research. <https://nieer.org/yearbook/2023>.

Note: The State of Preschool Yearbooks are the most comprehensive source on pre-K spending by state but may underestimate sources of federal and local funding. Furthermore, they do not include special education funding, which may represent a not-insignificant proportion of total K-12 spending, depending on the state. However, there is no recent state-by-state data on K-12 special education funding that could be used to adjust these totals to more adequately assess differences in pre-K and K-12 spending, excluding special education funding.

Values-Based ECE 0-5 Budget Estimates, By State

CSCCE

State	Total Cost: Lower-Bound Estimate	Total Cost: Upper-Bound Estimate	Cost per Child: Lower-Bound Estimate	Cost per Child: Upper-Bound Estimate
Alabama	\$4.7B	\$6.4B	\$27,000	\$29,000
Alaska	\$1.2B	\$1.6B	\$36,000	\$38,000
Arizona	\$6.3B	\$8.6B	\$24,000	\$26,000
Arkansas	\$2.9B	\$4.0B	\$25,000	\$27,000
California	\$29.7B	\$75.4B	\$30,000	\$39,000
Colorado	\$5.6B	\$7.6B	\$27,000	\$30,000
Connecticut	\$4.4B	\$6.0B	\$39,000	\$42,000
Delaware	\$1.0B	\$1.4B	\$31,000	\$34,000
District of Columbia	\$862.3M	\$1.2B	\$33,000	\$36,000
Florida	\$17.2B	\$23.5B	\$26,000	\$27,000
Georgia	\$11.1B	\$15.1B	\$28,000	\$30,000
Hawaii	\$1.7B	\$2.3B	\$30,000	\$32,000
Idaho	\$1.6B	\$2.3B	\$24,000	\$26,000
Illinois	\$14.8B	\$20.2B	\$31,000	\$34,000
Indiana	\$6.7B	\$9.2B	\$26,000	\$28,000
Iowa	\$3.1B	\$4.3B	\$26,000	\$28,000
Kansas	\$3.1B	\$4.2B	\$26,000	\$28,000
Kentucky	\$4.7B	\$6.4B	\$28,000	\$30,000
Louisiana	\$4.2B	\$5.8B	\$22,000	\$24,000
Maine	\$979.8M	\$1.3B	\$25,000	\$27,000
Maryland	\$8.0B	\$10.9B	\$36,000	\$39,000

Values-Based ECE 0-5 Budget Estimates, By State

CSCCE

State	Total Cost: Lower-Bound Estimate	Total Cost: Upper-Bound Estimate	Cost per Child: Lower-Bound Estimate	Cost per Child: Upper-Bound Estimate
Massachusetts	\$7.4B	\$10.1B	\$33,000	\$36,000
Michigan	\$11.4B	\$15.5B	\$33,000	\$36,000
Minnesota	\$6.7B	\$9.1B	\$31,000	\$34,000
Mississippi	\$2.7B	\$3.6B	\$23,000	\$25,000
Missouri	\$5.6B	\$7.6B	\$24,000	\$26,000
Montana	\$980.8M	\$1.3B	\$26,000	\$28,000
Nebraska	\$2.2B	\$3.0B	\$28,000	\$30,000
Nevada	\$2.9B	\$3.9B	\$26,000	\$28,000
New Hampshire	\$1.1B	\$1.5B	\$27,000	\$30,000
New Jersey	\$11.3B	\$15.4B	\$35,000	\$38,000
New Mexico	\$2.2B	\$3.0B	\$27,000	\$29,000
New York	\$26.1B	\$35.7B	\$36,000	\$40,000
North Carolina	\$9.1B	\$12.4B	\$25,000	\$27,000
North Dakota	\$854.0M	\$1.2B	\$27,000	\$29,000
Ohio	\$12.6B	\$17.2B	\$30,000	\$32,000
Oklahoma	\$3.4B	\$4.6B	\$21,000	\$23,000
Oregon	\$3.9B	\$5.3B	\$28,000	\$30,000
Pennsylvania	\$13.4B	\$18.3B	\$31,000	\$34,000
Rhode Island	\$1.2B	\$1.6B	\$35,000	\$38,000
South Carolina	\$4.5B	\$6.1B	\$25,000	\$27,000
South Dakota	\$843.5M	\$1.2B	\$23,000	\$25,000

Values-Based ECE 0-5 Budget Estimates, By State

State	Total Cost: Lower-Bound Estimate	Total Cost: Upper-Bound Estimate	Cost per Child: Lower-Bound Estimate	Cost per Child: Upper-Bound Estimate
Tennessee	\$6.6B	\$9.0B	\$27,000	\$29,000
Texas	\$34.6B	\$47.2B	\$29,000	\$31,000
Utah	\$3.9B	\$6.0B	\$28,000	\$30,000
Vermont	\$507.3M	\$689.8M	\$27,000	\$30,000
Virginia	\$10.2B	\$14.0B	\$33,000	\$36,000
Washington	\$9.4B	\$12.9B	\$34,000	\$37,000
West Virginia	\$1.5B	\$2.0B	\$24,000	\$26,000
Wisconsin	\$5.3B	\$7.2B	\$26,000	\$28,000
Wyoming	\$706.9M	\$959.3M	\$30,000	\$32,000

Source: Jointly produced by the Center for the Study of Child Care Employment and the Economic Policy Institute, see Gould, E., Whitebook, M., Mokhiber, Z., & Austin, L.J.E. (2020). Financing Early Educator Quality: A Values-Based Budget for Every State. Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/financing-early-educator-quality-a-values-based-budget-for-every-state/>.

Note: These figures were originally published in 2020 and have not since been updated to account for increasing costs in the intervening years.

APPENDIX TABLE 3.13

State Use of Pandemic Relief Funding to Support the ECE Workforce

CSCCE

State	ARPA Stabilization Grants	ARPA CCDF	Other (e.g., CARES, CCRSA)
Alabama	Provide bonuses and salary supplements to support the ECE workforce. Provide funding to centers and homes that could be used to increase quality. Provide staff bonuses or wage supplements. Replace or purchase equipment. Make improvements.	Provide increased provider payments and incentives linked to QRIS rating, workforce stabilization grants, and TASCC grants.	Grants to child care programs to purchase personal protective equipment (PPE), ECE materials, and supplement employee wages during the COVID-19 pandemic.
Alaska	1. Retaining Our Outstanding Teachers (ROOTS) stipends to educators. 2. COVID Quality Initiatives (QIs) to programs.	1. Retaining Our Outstanding Teachers (ROOTS) stipends to educators. 2. COVID Quality Initiatives (QIs) to programs.	Retaining Our Outstanding Teachers (ROOTS) stipends to educators.
Arizona	The increased federal COVID-19 pandemic funding prioritized child care stabilization and infrastructure building grants, ECE workforce stabilization, maintaining suspension of the child care waiting list, increasing provider reimbursement rates, and offering enhanced reimbursement rates for high-standard programs. These investments aimed to both increase the number of children accessing high-quality ECE programs and ensure that the child care programs remained open or expanded their capacity to serve more families. More than 3,000 child care providers received funds from the ARPA-funded Arizona Child Care Stabilization Grant (CCSG). Arizona's child care provider network received a total of approximately \$40 million in stabilization grants each month through June 2023, including \$18 million per month directly to support the ECE workforce. Monthly reporting to Arizona's Department of Economic Security (DES) showed that providers utilized the majority (more than 90 percent) of their CCSG funds to meet basic needs, focusing on personnel costs, rent, mortgage, and utilities. In addition DES partnered with the Local Initiatives Support Corporation (LISC) and First Things First (FTF), providing \$60 million in grants for nearly 500 additional child care stabilization and supply-building efforts. Eligible child care	See Stabilization Grants, funds used to continue similar types of support.	Not Available

State Use of Pandemic Relief Funding to Support the ECE Workforce

CSCCE

State	ARPA Stabilization Grants	ARPA CCDF	Other (e.g., CARES, CCRSA)
Arizona (continued)	providers used those grants to support providers in determining facility expansion and improvement needs and coordinating the implementation and completion of the facility expansion with and for the child care providers. While LISC projects did not provide direct financial support to the workforce, many of the projects significantly improved learning environments and enhanced the safety and functionality of spaces where educators facilitate learning every day. Many programs chose to add additional adult spaces, and educators reported increased well-being and an overall sense of pride in their programs as a result of these projects. This funding directly addresses the need to increase the capacity and quality of existing child care providers and will increase access to child care by supporting new providers to enter the child care ecosystem.	See Stabilization Grants, funds used to continue similar types of support.	Not Available
Arkansas	Not Applicable	ARPA Supplemental Discretionary Funds are being used to support the T.E.A.C.H. Early Childhood® Arkansas Scholarship Program and Step Up to WAGE\$® Program.	Not Applicable
California	1. Provide provider stipends. 2. ARPA stabilization funds were used to support the California State Preschool program (CSPP) by providing CSPP contractors with various one-time stipends and to increase reimbursement rates for CSPP contractors.	1. Stipend workforce incentives. 2. The legislature allocated funding for rate increases to subsidize programs with the understanding that this money would go to educators. However, there was not a specific workforce initiative. In addition, funds were used to “hold harmless” contractors so that their earned amount did not depend on enrollment or attendance. This allowed many contractors to continue to remain open and pay their employees during the pandemic. The “hold harmless” provision is currently in place, with an anticipated end at the end of the 2024-25 fiscal year.	1. Child Care Initiative Project expansion. 2. Funds were used to help fund closure days so that staff could still be paid and for hold harmless (as described previously). Funding was also used to purchase personal protective equipment (PPE) for the workforce.

State Use of Pandemic Relief Funding to Support the ECE Workforce

CSCCE

State	ARPA Stabilization Grants	ARPA CCDF	Other (e.g., CARES, CCRSA)
Colorado	1. Direct payments to providers. 2. Investments in free Early Childhood Education coursework, apprenticeships, and professional development and supports.	1. T.E.A.C.H. Early Childhood® Scholarships; free Early Childhood Education 101 and 103, apprenticeships; mentor program; Family, Friend, and Neighbor Program; Emerging and Expanding Grants. 2. Investments in free Early Childhood Education coursework that more than 5,000 teacher candidates and current educators have taken advantage of. These efforts are being deepened with the free Early Childhood Education AA degree/credential recently funded by the legislature for the next two years. Additional efforts to align state higher education degree pathways have been underway, with emerging efforts to create stackable credentials that build toward a BA degree as well as competency-aligned professional development that can be awarded credit toward a BA degree. Multiple work-based apprenticeship and place-based BA models have been launched to support both new teachers as well as seasoned teachers who have been unable to finish their BA degree due to a variety of systemic and financial barriers. Several strong IHE/district-based partnerships with “grow your own” strategies for dual enrollment college courses in high school have demonstrated impact at bringing young teachers into the field. Colorado strengthened the validity, reliability and responsiveness of the state’s system for reviewing Early Child Professional Credentials for the ECPC Tax Credit. For tax year 2022, this effort resulted in 25,512 professionals across Colorado who are eligible for the ECPC tax credit, which recognizes attainment of higher credential levels. Critical investments to build the coaching, mentoring, and early childhood mental health consultation capacity across Colorado.	CRSSA has supported targeted efforts toward Family, Friend, and Neighbor investments (advisory group and trainings), along with investment in a substitute fund.

State Use of Pandemic Relief Funding to Support the ECE Workforce

CSCCE

State	ARPA Stabilization Grants	ARPA CCDF	Other (e.g., CARES, CCRSA)
Connecticut	ARPA Stabilization bonuses allowed programs to remain open and continue to pay staff. In Stabilization Bonus Round 1, child care programs were offered an additional percentage of funding if they attested to using a portion of the funding to be paid directly to staff in addition to their hourly wages. Stabilization funding was used for Workforce Pipeline cohorts to train teachers on the job. Stabilization funding also supported CSU Lab School initiative hiring of additional staff.	ARPA funds were used for: Workforce Pipeline pilot program to train teachers while on the job; expansion of Qualified Workforce Incentives to programs that are not state-funded: scholarships and retention bonuses; enhancement of behavioral health services for the ECE workforce; and additional Stabilization Bonuses to programs that could then apply them to staff wages.	CRRSA funds were used to support the Workforce Pipeline pilot to build teacher supply. CRRSA funds were also used for Stabilization Bonuses where programs could apply these funds to staff wages. CRRSA funds were also used to build out higher ed Early Childhood Education coursework and Program Leadership Initiative (PLI) for ECE staff. CRRSA funds were used to cover the cost of cohorts for the University of Connecticut's PK-3 Leadership Program.
Delaware	Grants provided to child care programs to keep businesses from closing permanently in light of widespread staffing shortages and children's absences from care.	Funds were used to prop up the workforce and somewhat compete with other industries that attract workers with higher pay.	Early childhood programs received grants that they could choose to spend on their staff, including payroll and bonuses. This support allowed programs to acknowledge and fund the emergency overtime their staff contributed during the pandemic.
District of Columbia	ARPA stabilization grants were provided to facilities to use in a variety of ways, including for staff bonuses. Additional funds were available to facilities to apply for, which could be used for staff bonuses as reflected in their application. This support allowed facilities to offer bonuses for staff who were not eligible for the Early Childhood Educator Pay Equity Fund supplemental payments.	ARPA CCDF/CCDBG funds enabled OSSE to increase funding amounts for the DC LEAD and CDA scholarship programs, thereby allowing OSSE to support more educators in obtaining a CDA, associate degree, or bachelor's degree.	CRRSA funds were also used to support an increase in funding for the DC LEAD program in order to support as many scholars as possible. Without an increase in funds, the program would not have been able to support the number of scholars that it was able to.
Florida	Not Available	Not Available	Not Available
Georgia	Georgia provided STABLE grants to child care programs. The grant funds could be used to support teacher salary, including paying bonuses. Programs utilizing the stabilization funds could not reduce teacher salary or furlough.	Not Available	Not Available
Hawaii	ARPA Stabilization Grants funding are being used to provide retention bonuses.	There are retention bonuses in the works.	Not Applicable
Idaho	Not Applicable	Not Applicable	Not Applicable

State Use of Pandemic Relief Funding to Support the ECE Workforce

State	ARPA Stabilization Grants	ARPA CCDF	Other (e.g., CARES, CCRSA)
Illinois	Illinois was able to support the ECE workforce.	Not Available	The pandemic relief funds supported Illinois to be able to provide stable and predictable funding in order to improve the quality and support workforce development.
Indiana	Indiana's Office of Early Childhood and Out-of-School Learning (OECOSL) required that providers use 25 percent of their stabilization grants to support salaries, bonuses, and/or benefits to staff.	Not Available	OECOSL provided child care closure grants for programs that were forced to close due to COVID-19 positive cases. This support helped ensure that staff could be paid while not being able to work without having to charge tuition to families. OECOSL also launched an Employee Assistance Program, Building Wellness, utilizing relief and recovery funds as well as peer support groups. This initiative will continue to be a part of the CCDF/CCDBG Quality budget moving forward.
Iowa	Not Applicable	ARPA Supplemental Discretionary funds were used for a number of activities related to the ECE workforce including: continuing to fund the WAGE\$ program statewide; increasing annual funding for T.E.A.C.H.; offering recruitment and retention bonuses; reimbursing programs for staff training hours that are required within Iowa's QRIS system; and free first aid and CPR training for the workforce.	CRRSA was initially used to move the WAGE\$ program statewide.
Kansas	Provided financial support in a way that allowed providers to cover any needed expenses to keep their facilities operational.	Provided financial support in a way that allowed providers to cover any needed expenses to keep their facilities operational.	Kansas provided stabilization grants to providers with both CARES and CRRSA funds to help keep them operational.
Kentucky	Kentucky issued nine quarterly stabilization payments to the ECE sector. Payments were tiered based on the minimum hourly wage (Tier 1, at least minimum wage; Tier 2 received 10 percent more if they paid all staff at least \$10/hour; Tier 3 received 20 percent more if they paid all staff at least \$13/hour). These funds afforded providers the ability to increase staff wages.	Not Applicable	CRRSA funds were used to: cover the cost of the federally required background checks; offer free CPR and first aid training and certification to all child care providers; and offer Trauma-Informed Care and Resiliency Training to child care providers.

State Use of Pandemic Relief Funding to Support the ECE Workforce

CSCCE

State	ARPA Stabilization Grants	ARPA CCDF	Other (e.g., CARES, CCRSA)
Louisiana	Grants helped provide support to centers so they could stay open during the pandemic. Funds provided could be used for: Personnel Costs, including employee benefits (benefits, retirement contributions, staff bonuses, stipends, premium or hazard pay, overtime), paid vacation, leave, training and professional development for new and existing staff, employee transportation to/from work. Personal Protective Equipment (PPE), including masks, cleaning and sanitation supplies and services, cleaning crew costs, or the cost of tests purchased in response to the COVID-19 pandemic. COVID-19 Equipment and Supplies, any indoor or outdoor equipment or technology purchased in response to the COVID-19 pandemic. Operating Materials and Services, including food and equipment, food service, business operating costs; books, curricula, and any other materials used for education or in classrooms; licensing or business operating fees, including background checks and business licenses, and mental health supports.	Not Available	Not Available
Maine	Provided \$200 per month bonuses for ECE staff.	Not Available	Not Available
Maryland	2,080 child care centers received stabilization payments, which many centers used to pay personnel costs and keep programs staffed. Learn more at https://www.acf.hhs.gov/sites/default/files/documents/occ/Maryland_ARP_Child_Care_Stabilization_Fact_Sheet.pdf .	ARPA helped fund the Maryland Rebuilds Grant Program that provided supports to the ECE Workforce. Learn more at: https://earlychildhood.maryland-publicschools.org/MDRebuilds and https://news.maryland.gov/msde/maryland-state-department-of-education-msde-announces-new-maryland-rebuilds-grant-program-to-strengthen-and-expand-maryland-early-childhood-education/#:~:text=Maryland%20Rebuilds%20invests%20more%20than,readiness%2C%20growth%2C%20and%20success.	These funds helped stabilize the supply and keep programs open or financially stable when closed during COVID. The pandemic relief funds also enabled programs to pay staff when they were closed.

State Use of Pandemic Relief Funding to Support the ECE Workforce

CSCCE

State	ARPA Stabilization Grants	ARPA CCDF	Other (e.g., CARES, CCRSA)
Massachusetts	ARPA funds supported the C3 operational grants to programs.	Not Available	CRRSA funds were also used to support C3 grants.
Michigan	Not Available	Increase CDA candidate access to Professional Development Specialists. Increase access to reduced-barrier credit-bearing CDA training. Provide scholarships and training to support career tech ed high school students in CDA and MI-YDA credential attainment. Provide scholarship support for providers to complete license variance education requirements.	Provided bonus payments.
Minnesota	ARPA Stabilization Grant dollars allowed Minnesota to provide direct payments to child care providers to help stabilize them during the pandemic. Seventy percent of these funds had to be used to increase compensation for the child care workforce, so the funds allowed Minnesota to increase compensation—and presumably, workforce retention—in a way that otherwise would not have been possible. The clear importance of this support for programs allowed the state to successfully advocate for creation of the Great Start Compensation Support Payments Program, which will continue direct payments to programs to increase compensation on an ongoing basis.	Minnesota used ARPA CCDF/CCDBG funds to launch several new initiatives benefitting the child care workforce that would not have been possible without these funds. These include: Child Care Wayfinder, which provides start-up support and retention assistance for child care businesses; Empower to Educate, which supports people interested in entering the child care workforce with training, career development, and more; Shared Services pilots, which allowed several community partners to test strategies to provide child care programs with enhanced business training and development of a substitute pool; and expansions of REETAIN bonuses and T.E.A.C.H. scholarships. Many of these initiatives have now been sustained and expanded with state funds to continue providing support to the ECE field.	Using CARES funding in combination with State General Funds, Minnesota was able to provide several rounds of direct payments to stabilize child care programs prior to the launch of Child Care Stabilization Grants. These direct payments allowed Minnesota to provide some measure of stability to the child care field during the turbulent early days of the pandemic and began the process of building out an infrastructure to provide such payments, which was further refined with the establishment of the Child Care Stabilization Grant program.
Mississippi	Child care programs were able to offer increased pay, bonus payments, professional development opportunities, and mental health supports at their discretion with Stabilization Grant dollars.	Provided scholarships, bonus pay incentives, additional professional development, mental health supports.	Build-up supports for professional development and resource access.
Missouri	Provided retention grants to child care providers who receive subsidy payments.	Recruitment/new hires and retention stipends. Also scholarships and apprenticeships for staff working in child care programs.	CRRSA supported the expansion of T.E.A.C.H. CDA scholarships as well as YDC scholarships for afterschool staff.
Montana	Not Available	Not Available	Not Available

State Use of Pandemic Relief Funding to Support the ECE Workforce

CSCCE

State	ARPA Stabilization Grants	ARPA CCDF	Other (e.g., CARES, CCRSA)
Nebraska	Provided additional funds for workforce professional development.	Provided funds for the early childhood workforce.	Not Available
Nevada	Not Available	Not Available	Not Available
New Hampshire	Not Available	Not Available	Not Available
New Jersey	Portions of stabilization grants awarded to child care providers were mandated to be used for staff wages, etc.	Hiring and Retention Bonus Grants to child care teaching staff	Not Available
New Mexico	Part of stabilization funding was used for Competitive Pay for Professionals (CPP), but providers may have also used funding for workforce.	Not Available	All federal relief funding was used to fund the initiatives indicated.
New York	ARPA Child Care Stabilization Grant funding was used to implement stabilization grants to child care providers to further stabilize the workforce dealing with the challenges of COVID-19. The majority of the \$1B in stabilization funding that New York received was used to support the workforce in early childhood programs.	ARPA CCDF Discretionary funds were used in providing grants to 90,000 staff at more than 12,000 child care programs for one-time bonuses, as well as to support recruitment expenses of providers around the state.	CRRSA and ARPA (Stabilization and CCDF Discretionary) were combined to award \$1.4 billion to more than 15,000 eligible child care providers through the Child Care Stabilization Grants and the Workforce Retention Grant. These grants were necessary to keep child care providers open and safe during COVID-19. The first Child Care Stabilization grant (also known as Stabilization 1.0) was released on August 3, 2021, and \$1.074 billion was made available to eligible child care providers. Based on the success of the Child Care Stabilization 1.0 grants, New York's Office of Children and Family Services (OCFS) distributed another round of funds with the Stabilization 2.0 for Workforce Supports grant to child care providers to strengthen their infrastructure and support their workforce to recover from losses suffered during the COVID-19 shutdown. OCFS has awarded \$208 million to 12,578 child care providers through the Stabilization 2.0 for Workforce Supports grant.

State Use of Pandemic Relief Funding to Support the ECE Workforce

State	ARPA Stabilization Grants	ARPA CCDF	Other (e.g., CARES, CCRSA)
North Carolina	Not Available	Not Available	Not Available
North Dakota	Grants and workforce incentives and stipends	The funds were used for workforce training incentives.	The funds were used for the Workforce Retention Stipends and training incentives.
Ohio	Funds could be used for workforce recruitment and retention, bonuses, health benefits, and/or pay increases.	Funds were used to eliminate a waitlist for professionals to participate in Ohio's wage and retention program called POWER Ohio.	Hero Pay was paid to professionals. Several rounds of Pandemic Support Payments were made to child care programs.
Oklahoma	Not Available	Not Available	Not Available
Oregon	Not Available	Not Available	Not Available
Pennsylvania	Provided the ARPA Stabilization Grants (Indirect) and the Workforce Support Grant 1.0.	Increased MCCA base rates for subsidized child care (Indirect); reinstituted Non-Traditional Child Care Subsidy Add-On (Indirect); restructured family co-payment structure for subsidy program (Indirect); Workforce Support Grant 2.0.	Provider Stabilization Grants - CARES (Indirect). Provider Stabilization Grants and PRA Awards - CARES (Indirect). Provider Stabilization Grants and PPE Purchases - CRRSA (Indirect). Tech Grants (Indirect). Increase to MCCA base rates (Indirect).
Rhode Island	Included additional resources for salary increases.	Not Available	Additional T.E.A.C.H. Early Education® Scholarships and money for quality improvements and professional development/coaching.
South Carolina	South Carolina was able to provide a large amount of funding to providers. The state's model indicated that a requirement was for programs to allocate at least 25 percent of the funding directly to staff. Programs could choose to provide the extra funds as bonuses or as wage increases.	South Carolina was able to recruit and retain teachers working in regulated programs. In addition, classrooms were able to stay open as well as facilities that might otherwise have closed.	South Carolina was able to provide five rounds of operating grants to ensure the facilities remained open to serve children and families.
South Dakota	Encouraged funding usage to support workforce salary and benefits.	Provided mental health supports through vouchers available to the child care workforce. In contract for a vendor to complete a workforce study in South Dakota. Provided scholarship funding for students obtaining a two-year degree in the field of Early Care and Education.	CRRSA funding was used to support CDA scholarships, CPR scholarships, tax and business resources to family child care providers, and social emotional training for all child care providers.

State Use of Pandemic Relief Funding to Support the ECE Workforce

CSCCE

State	ARPA Stabilization Grants	ARPA CCDF	Other (e.g., CARES, CCRSA)
Tennessee	Not Available	Not Available	Not Available
Texas	Not Available	Not Available	Not Available
Utah	Personnel costs were an eligible expense for monthly Stabilization Grants given to eligible providers. Additionally, in order for programs to receive the "Enhanced Payment Rate" that was part of the Stabilization Grant, they were required to pay at least 51 percent of their staff a minimum of \$15 per hour.	Utah extended the ARPA Stabilization Grant funding using the ARPA CCDF/CCDBG funding to continue to provide monthly grants that could be used for personnel costs mentioned earlier. Utah funded additional scholarships around higher education degrees and courses in the early childhood field as well as conference registration scholarships. Additionally, this funding was used to provide mental health services for the ECE workforce.	Utah funded additional scholarships around higher education degrees and courses in the early childhood field as well as conference registration scholarships with CRRSA. We provided scholarships for annual subscriptions to an asynchronous online training platform to provide other options for earning annual training hours for child care licensing requirements, the state QRIS system, and for the CDA credential.
Vermont	Offered direct payments to child care providers to supplement income.	Added additional professional development on a wide variety of topics. Added more money to capacity-building grants. Added more of the special accommodation grants. New Coaching for QRIS system. Brought on more Strengthening Families™ sites.	Provided direct payments to support providers.
Virginia	Virginia has used ARPA funding to support Child Care Stabilization Grants.	Virginia used ARPA funding to support RecognizeB5. Virginia also used ARPA funding to support a large number of quality improvement initiatives that have increased opportunities for the ECE workforce, including the development of the LinkB5 data system, which is central to the state's quality systems.	These funds were used to support the same efforts as the ARPA funds.
Washington	Not Available	Increased the available funding for providers.	Provided several grant opportunities for providers.
West Virginia	Provided direct payments to child care providers and owners. Provided funding for child care for emergency workers, including child care providers.	Not Available	Not Available

State Use of Pandemic Relief Funding to Support the ECE Workforce

State	ARPA Stabilization Grants	ARPA CCDF	Other (e.g., CARES, CCRSA)
Wisconsin	Implemented the Child Care Counts Stabilization Payment Program to provide ongoing monthly payments to eligible providers. The documented impacts of this investment in the workforce is detailed in this report: https://dcf.wisconsin.gov/files/childcare/covid/pdf/coc-final-report.pdf	Wisconsin used ARPA funding to support the Child Care Counts Stabilization Payment Program	Federal funds were used to stabilize the child care section. More information available at: https://dcf.wisconsin.gov/covid-19/childcare/payments/data .
Wyoming	Provided funding for recruitment and retention, transportation, physical space improvement, and access to care.	Not Available	Not Available

Data source: 2024 Index survey of state administrators.

Notes: This table summarizes state administrator responses to specific survey questions relating to the use of various pandemic relief funding. Unlike other data included in this report, this table does not include broader background research on state actions. As a result, it should not be considered a fully comprehensive account of states' actions relating to the use of pandemic relief funds for the workforce.

State Concerns About the End of Pandemic Relief Funding and Impact on ECE Workforce Initiatives

State	Concerns
Alabama	Additional funding is needed to continue supports for the ECE workforce, which is already in crisis mode. I am concerned that turnover will increase if ECE workforce compensation is not addressed.
Alaska	There is a lack of consistent and sustainable funding.
Arizona	With ARPA Discretionary, CRRSA, and CARES Act funds, Arizona's ECE network also initiated specific programs and policies that will be scaled back, modified, or discontinued following the expiration of ARPA Discretionary in 2024 unless alternative funding sources are identified. The current Department of Economic Security (DES) state budget request seeks CCDF spending authority and no expansions beyond the current program eligibility. With this request, Arizona anticipates maintaining the current base rate for child care subsidies until FY 2026 and will need to implement a waiting list on or shortly before July 1, 2024. Implementation of a waiting list is expected to result in an average of 5,200 fewer children being served per month. In addition, with this flat budget request, DES will need to reduce the quality enhancement rate for child care providers achieving high quality from 50 percent to 35 percent starting in July 2024, likely resulting in fewer high-quality providers serving children and families. The reduction in the quality enhancement rate will also make it difficult for providers that continue to accept subsidies to maintain the wage increases and other compensation packages that were funded with federal relief funds. Implementing a child care waiting list or reducing the child care reimbursement rates will have a dire impact on Arizona's economy due to direct productivity losses and foregone revenue as parents have to take time off work or leave the workforce altogether to care for their children; to the health, safety, and well-being of Arizona's children and families; and to further depleting the child care industry and its network of small businesses and family child care home providers.
Arkansas	None
California	1. The liquidation dates. 2. After ARPA funding ends, the hold harmless provision will end, and contractors will need to ensure that they earn their contracts through the enrollment of children.
Colorado	1. All programs will end, and there are no plans for funding beyond stimulus dollars. However, need is still very high. 2. Sustainability of initiatives that have demonstrated evidence for recruiting and retaining a diverse early childhood workforce in Colorado.
Connecticut	Due to the intentional and strategic use of CCDF ARPA funds, less than 1 percent of Connecticut's child care programs closed. The end of this funding puts the initiatives targeting our workforce in future jeopardy.
Delaware	We are no longer able to give recruitment and retention bonuses to the workforce with our other state and federal funds.
District of Columbia	Sustained funding increases to support the workforce, including support for scholarship programs is something DC's Office of the State Superintendent of Education remains focused on. This is particularly important given the minimum education requirements and needs that exist for the workforce to have continued support through scholarships in meeting the minimum education requirements.
Georgia	Not Available
Hawaii	We have nothing in the works to increase base pay, provide regular stipends/bonuses, or even possible future one-time bonuses. Advocates in the community are using the end of the funding to push for state-funded supports.

State Concerns About the End of Pandemic Relief Funding and Impact on ECE Workforce Initiatives

State	Concerns
Idaho	Not Available
Illinois	Not Available
Indiana	Not Available
Iowa	While continued annual funding for the WAGE\$ and T.E.A.C.H. initiatives has been identified, other initiatives identified do not currently have sustainable funding beyond ARPA identified and might not be able to be continued.
Kansas	Providers may struggle to continue with changes to their increased staffing expenses that were made during the time when these additional funds were available.
Kentucky	Providers cannot afford to continue to pay staff at these increased rates. Many providers are fearful they will have to cut wages and/or close their programs because they will no longer be able to compete with other industries, such as retail and hospitality.
Louisiana	Not Available
Maine	None. The state picked up and created the Early Childhood Educator Workforce Salary Supplement System.
Maryland	Maryland is working closely with the General Assembly to ensure that investments can be sustained by state funds. For apprenticeship programs, Maryland has been working to get programs registered with the Maryland Department of Labor or the U.S. Department of Labor to make these initiatives more sustainable.
Massachusetts	The state legislature is now looking for funding to sustain the grant program initiated with federal funds.
Michigan	Not Available
Minnesota	Minnesota has been quite successful in appropriating state general funds and allocating regular CCDF funds to continue the initiatives described above, including direct payments to programs through the Compensation Support Payments program and the other supports for programs and the workforce. Because of this, we are not facing the same funding cliff as many other states. However, we continue to hear from providers that even the current level of support is not sufficient to address their needs, particularly around workforce recruitment, retention, and compensation, so we continue to work to bolster the efforts currently in place.
Mississippi	Our scholarship program and bonus incentive program will be terminated at the end of ARPA funds.
Missouri	How to sustain enrollment in scholarships and apprenticeship programs. How to maintain momentum for starting up/expanding child care programs, recruiting new staff and helping assist in their education to grow a qualified and diverse workforce, and retaining current staff and supporting their continued professional development.
Nebraska	Early childhood providers will need to find funding to pay for services they were receiving at no cost, such as professional development.
New Jersey	Not Available
New Mexico	ARPA funding and federal funding in general allows New Mexico to pay providers without the significant restrictions that often accompany federal or state funding, including the ability to pay in advance or to pay without burdensome requirements on providers.

State Concerns About the End of Pandemic Relief Funding and Impact on ECE Workforce Initiatives

State	Concerns
New York	The investments that New York was able to make to support the workforce provided much-needed support that child care providers are not able to provide themselves, such as longevity bonuses and recruitment signing bonuses. Without these tools, New York is concerned about providers' ability to attract and retain a highly skilled workforce.
North Dakota	The state will not be able to continue workforce stipends.
Ohio	Not Available
Pennsylvania	Not Available
Rhode Island	Rhode Island is concerned about the federal funding cliff.
South Carolina	There is no other available state funding to support the child care operations and teacher supply.
South Dakota	None
Utah	It is unlikely that we will be able to continue stabilization grants, additional scholarships, or mental health services with regular funding streams after September 2024. We understand that workforce issues will continue after that time and workforce-related supports will still be needed. There are concerns about possible layoffs, working in classrooms with higher ratios and group sizes, and bringing on new staff with reduced wages or benefits.
Vermont	We are lucky that Vermont is pretty progressive and is thinking about the ECE workforce. However, funding is always tricky. We know we won't be able to fund everything at the same extraordinary levels so we are talking—now—about how to move dollars around. It will mean some hard decisions.
Virginia	As with most states, Virginia is actively seeking solutions to sustain workforce supports and services in the evolving funding landscape.
Washington	Not Available
West Virginia	Not Available
Wisconsin	Provider surveys suggest that without continued support from programs, such as Child Care Counts, providers will be unable to sustain wages/benefits, much less raise them. This will further exacerbate staffing shortages that are already causing closed classrooms, reduced hours, longer waitlists, and fewer families served.
Wyoming	The funds were for a limited time, and there is no sustainability within them.

Data source: 2024 Index survey of state administrators.

State Plans to Address the ARPA Funding Cliff to Support the ECE Workforce

CSCCE	State	Plans	Funding Source Summary	URL*
	Alabama	Not Available	Not Available	Not Available
	Alaska	One-time state general fund for FY24.	State/Local Funds	Not Available
	Arizona	Arizona's Department of Economic Security (DES) has made a commitment to using CCDF quality set-aside funds to support the second year of Wage Enhancement Grants that will allow the first cohort of apprentices to complete their pathway and receive the completion incentive. The Arizona Department of Education has committed funds from the PDG B-5 grant to support the second cohort of apprentices through their two-year pathway. Additional workforce supports, such as professional development, scholarships for early childhood professionals, and expulsion prevention services, will continue with quality set-aside funding and PDG B-5 funding, but no new state funding has been allocated to sustain initiatives funded by relief funds. There are also a few communities in Arizona that have launched initiatives to create additional child care programs to increase access to high-quality care for families.	CCDF Quality Set-Aside, PDG B-5, State/Local Funds	https://centralaz.edu/divisions-programs/azeceapprenticeship/
	Arkansas	None	None	None
	California	The Child Care Providers United (CCPU) contract with California will inform standards around wages and benefits.	CCDF (general fund), State/Local Funds, PDG B-5	https://childcareprovidersunited.org/our-contract/
	Colorado	Launched a teacher salary increase, a living wage pilot. Also supporting the ECE workforce through cost modeling, marketing, and qualification alignments.	PDG B-5, CCDF (general fund), State/Local Funds	https://cdec.colorado.gov/cccap-teacher-salary-increase
	Connecticut	Continuation of 25% Accreditation Bonus. Continuation of increased access to state child care subsidy program and the Qualified Workforce Incentive.	State/Local Funds, CCDF (general fund)	https://www.ctoec.org/financial-supports-child-care-staff/

State Plans to Address the ARPA Funding Cliff to Support the ECE Workforce

CSCCE	State	Plans	Funding Source Summary	URL*
	Delaware	None	None	None
	District of Columbia	Scholarship programs have been historically funded with local funds, with an increase in funds if federal funding was available, including through PDG B-5, ARPA, and CRRSA. DC's Office of the State Superintendent of Education is committed to providing support to educators in obtaining the education credentials required to meet the minimum education requirements and is working to identify funds to support increased baseline funding for these programs.	None	None
	Georgia	Current temporary ARPA-funded programs are being evaluated to determine impact and attainment of desired outcomes.	CCDF (general fund)	None
	Hawaii	None	None	None
	Idaho	None	None	None
	Illinois	Smart Start Illinois will create additional preschool slots, provide more stable funding for child care providers that will go towards increasing teacher salaries and maintaining high-quality programs, and reach more vulnerable families with early support and resources.	State/Local Funds	Not Available
	Indiana	None	None	None
	Iowa	Iowa has budgeted to continue current annual funding levels of the WAGE\$ and T.E.A.C.H. programs.	CCDF (ARPA)	None
	Kansas	Not Available	Not Available	Not Available
	Kentucky	\$50 million to offer an additional stabilization payment to child care providers in December 2023.	State/Local Funds	Not Available
	Louisiana	Not Available	Not Available	Not Available

State Plans to Address the ARPA Funding Cliff to Support the ECE Workforce

CSCCE	State	Plans	Funding Source Summary	URL*
	Maine	Not Available	Not Available	https://www.maine.gov/dhhs/ocfs/provider-resources/early-childhood-educator-workforce-salary-supplement-program
	Maryland	Not Available	Not Available	Not Available
	Massachusetts	State budgets in FY23 and FY24 have included state funding for C3 Grants.	Not Available	https://www.mass.gov/info-details/commonwealth-cares-for-children-c3-grants
	Michigan	Not Available	Not Available	Not Available
	Minnesota	Great Start Compensation Support Payments, Child Care Wayfinder, Empower to Educate, expanded funding for T.E.A.C.H. and REETAIN, child care apprenticeship program, adding child care as an industry to the state's Dual Training Pipeline program, wage scale development, Grow Your Own Early Childhood Educators program, Mixed-Delivery Action Labs and Compensation Parity Prototype.	State/Local Funds, CCDF (general fund), PDG B-5	https://www.childcareawaremn.org/wp-content/uploads/2023/05/Final-2023-Legislative-Update-FINAL.pdf
	Mississippi	Professional development opportunities and quality improvement standards around teacher qualifications.	TANF	None
	Missouri	Missouri is continuing to support and expand T.E.A.C.H. Early Education® scholarships.	PDG B-5, CCDF (general fund)	https://dese.mo.gov/childhood/outreach/pdg
	Nebraska	Not Available	Not Available	Not Available
	New Jersey	None	None	None
	New Mexico	New Mexico raised rates to ensure providers who serve children in subsidy have sufficient funding to pay the workforce.	State/Local Funds, CCDF (general fund)	None
	New York	None	None	None
	North Dakota	Continuation of grants and training incentives.	State/Local Funds	https://www.hhs.nd.gov/cfs/early-childhood-services/grants-contracts
	Ohio	Provide specific supports to the workforce through the PDG B-5 grant.	PDG B-5	https://www.acf.hhs.gov/sites/default/files/documents/ecd/State%20of%20Ohio%20PDG%20B-5%20Profile.pdf

State Plans to Address the ARPA Funding Cliff to Support the ECE Workforce

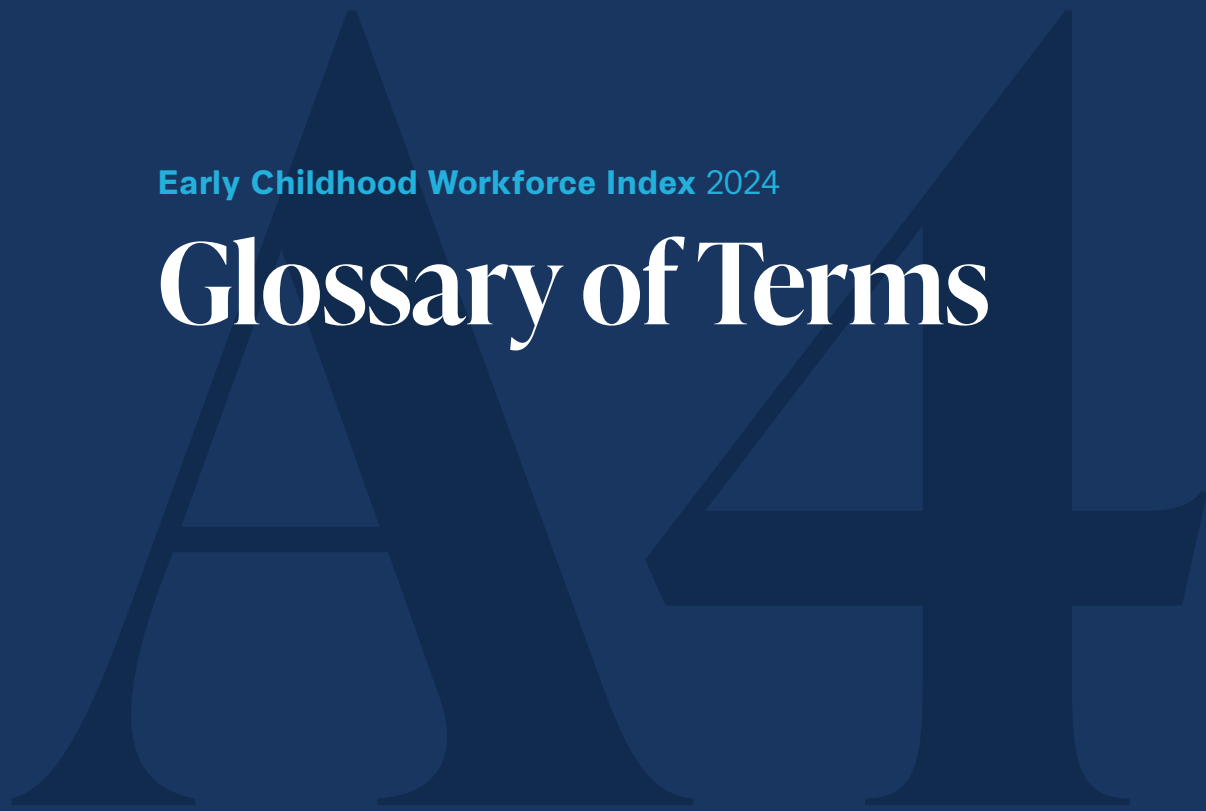
State	Plans	Funding Source Summary	URL*
Pennsylvania	The 2023-24 Enacted State Budget plans an increase for the Subsidy Child Care Program (Child Care Services, more than \$90 million increase).	State/Local Funds	https://www.budget.pa.gov/Publications%20and%20Reports/CommonwealthBudget/Documents/2023-24%20Budget%20Documents/Enacted%20GF%20Track%20-%20GovRevised%20WEB%20TRACK.pdf
Rhode Island	None	None	None
South Carolina	None	None	None
South Dakota	None	None	None
Utah	None	None	None
Vermont	Not Available	CCDF (general fund), State/Local Funds	https://dcf.vermont.gov/cdd/laws-rules/h.217
Virginia	Not Available	Not Available	Not Available
Washington	Not Available	PDG B-5, CCDF (general fund), State/Local Funds	https://www.dcyf.wa.gov/about/government-affairs/fair-start-for-kids-act
West Virginia	Not Available	Not Available	Not Available
Wisconsin	None	None	None
Wyoming	None	None	None

Data source: 2024 Index survey of state administrators.

*Note: Links have been verified at the time of publication but are not actively updated.

Early Childhood Workforce Index 2024

Glossary of Terms



Apprenticeships

Alternative instructional and training models to deliver education, including alternatives to the higher education system and those that aim to deliver higher education coursework and experiences in nontraditional models or formats. Apprenticeships combine classroom-based learning and on-the-job training and typically require increased wages upon achievement of certain criteria or milestones.

Source: [*Strengthening the Knowledge, Skills, and Professional Identity of Early Educators: The Impact of the California SEIU Early Educator Apprenticeship Program*](#)²³⁵

ARPA

The American Rescue Plan Act (ARPA) was a \$1.9 trillion COVID-19 relief package with \$39 billion in child care relief funding. This dedicated child care funding provided \$15 billion for the Child Care and Development Block Grant (CCDBG) and \$24 billion for a child care stabilization fund.

Source: [*CCAoA Statement in Response to Congress Passing American Rescue Plan*](#)²³⁶

Base Wage or Salary

The basic amount of money that someone is paid for doing a job, not including any extra amounts, such as overtime payments or bonuses. May also be referred to as base pay.

Source: [*Cambridge Dictionary*](#)²³⁷

Benefits

In addition to annual salaries or hourly wages, benefits are considered a part of compensation. Benefits may include health insurance, retirement plans, sick leave, vacation leave.

Bonuses

As used in the *Index*, a bonus refers to a cash award provided as a one-off supplementary payment, sometimes but not always in recognition of a particular educational achievement (such as completion of a degree or credential). May also be referred to as an award or incentive.

Source: [*2020 Early Childhood Workforce Index, Compensation & Financial Relief*](#)²³⁸

CCDF

The Child Care Development Fund (CCDF) is a federal and state partnership program authorized under the Child Care and Development Block Grant Act (CCDBG) and administered by states, territories, and Tribes with federal funding from the Administration for Children and Families' Office of Child Care. It is used to provide financial assistance to low-income families to access child care and to invest in the ECE workforce and the overall quality of child care services.

Source: [*What is the Child Care and Development Fund \(CCDF\) - Office of Child Care*](#)²³⁹

CDA

The Child Development Associate® (CDA) Credential is a nationally recognized credential in early childhood education, administered by the Council for Professional Recognition. The CDA is a post-secondary, competency-based credential requiring 120 hours of formal early childhood education or training, 480 hours of professional work experience with young children, and an exam.

Source: [*FAQs - CDA Council*](#)²⁴⁰

Compensation

A term used to encompass the entire range of wages and benefits, both current and deferred, that employees receive in return for their work, as defined by the U.S. Bureau of Labor Statistics. In addition to wages, compensation includes an array of benefits, such as health insurance, paid sick leave, and retirement contributions.

Source: [*2020 Early Childhood Workforce Index, Compensation & Financial Relief*](#)²⁴¹

Compensation Initiatives

Initiatives that increase workers' base annual salaries or hourly wages and/or provide benefits such as health insurance or retirement plans. May also be referred to as compensation strategies.

Source: [*2020 Early Childhood Workforce Index, Compensation & Financial Relief*](#)²⁴²

Compensation Parity

The state or condition of being equal especially regarding status or pay. In current ECE debates, it typically refers to comparability between early educator pay and K-3 teacher pay. May also be referred to as parity.

Source: [*2020 Early Childhood Workforce Index, Compensation & Financial Relief*](#)²⁴³

Cost Estimation Model

A cost estimation model is a dynamic tool that provides estimates of the financial cost of operating a child care program based on variations such as program size, geographic location, and quality standards. A cost estimation model may be informed by provider data collected via a cost study. May also be referred to as a cost model.

Source: [*Using cost estimation to inform child care policy*](#)²⁴⁴

Cost Study

A study to collect data from providers about their current program operating costs, providing a point-in-time cost estimate, as compared with the dynamic nature of a cost estimation model.

Source: [*Using cost estimation to inform child care policy*](#)²⁴⁵

Early Childhood Workforce

Individuals who work directly with young children for pay in early care and education settings in roles focused on teaching and caregiving. May also be referred to as early care and education (ECE) workforce or early educators. Home-based providers may also be referred to as family child care (FCC) providers.

Source: [*2020 Early Childhood Workforce Index, Introduction & Policy Recommendations*](#)²⁴⁶

Educational Supports

Policies and pathways that provide consistent standards and resources for educators to achieve higher education, such as: cohort models; flexible class schedules; and financial support for tuition, books, and other costs.

Source: [*2020 Early Childhood Workforce Index, Qualifications & Educational Supports*](#)²⁴⁷

Model Work Standards

A set of guidelines and assessment tools that describe a high-quality work environment for early educators in child care programs.

Source: [*The Model Work Standards, Center-Based*](#)²⁴⁸

See also: [*Model Work Standards, Family Child Care*](#)²⁴⁹

PDG B-5 Grant

Federal Preschool Development Grant Birth through Five (PDG B-5) grants are available to states and territories to support early childhood services for children from birth to age five. Funds must be applied for and can be used to support a needs assessment, strategic planning, family engagement, quality improvement, workforce compensation and supports, and direct services for young children.

Source: [*Preschool Development Grant Birth through Five \(PDG B-5\)*](#)²⁵⁰

QRIS

A Quality Rating and Improvement System (QRIS) is a systemic approach to assess, improve, and communicate the level of quality in early and school-age care and education programs.

Source: [About QRIS](#)²⁵¹

Salary Scale

A salary scale sets benchmarks for clearly differentiated salary increments based on qualifications and years of experience that guide salary increases over time. May also be referred to as salary schedule, salary or wage guidelines.

Source: [Bold on Early Educator Compensation: Lessons from State Actions](#)²⁵²

Scholarships

Scholarship programs support educational pathways for early childhood educators to achieve foundational knowledge (a Child Development Associate® Credential or equivalent) and to achieve higher education (associate and bachelor's degrees). Scholarships typically cover some portion of financial costs (tuition and fees) and may also offer additional supports like access to counseling or paid release time.

Source: [2020 Early Childhood Workforce Index, Qualifications & Educational Supports](#)²⁵³

Statewide Policies

In the *Index*, statewide policies refer to those policies that originate in, are funded by, or are implemented via the state's executive or legislative bodies and are inclusive of the majority of the state, geographically.

Stipends

As used in the *Index*, a stipend refers to a supplemental or non-base wage cash award that an educator may receive more than once (e.g., every six months or every year), often intended to support retention. An example is the WAGE\$ Program, developed by the T.E.A.C.H. Early Childhood® National Center, operating in several states. May also be referred to as a wage or salary supplement.

Source: [2020 Early Childhood Workforce Index, Compensation & Financial Relief](#)²⁵⁴

Tax Credits

A type of supplemental or non-base-wage cash award similar to stipends, applied for and received via a state's annual income tax return process.

T.E.A.C.H. Early Childhood Program

T.E.A.C.H. (Teacher Education and Compensation Helps) Early Childhood® is a comprehensive scholarship model operating in 20+ states. Developed by the T.E.A.C.H. Early Childhood® National Center, the scholarships typically include the cost or partial cost of tuition, books, and travel; paid release time; counseling; and a bonus or wage increase upon completion of a specified number of course credit hours.

Source: [*T.E.A.C.H. Early Childhood Program*](#)²⁵⁵

Workforce Registry

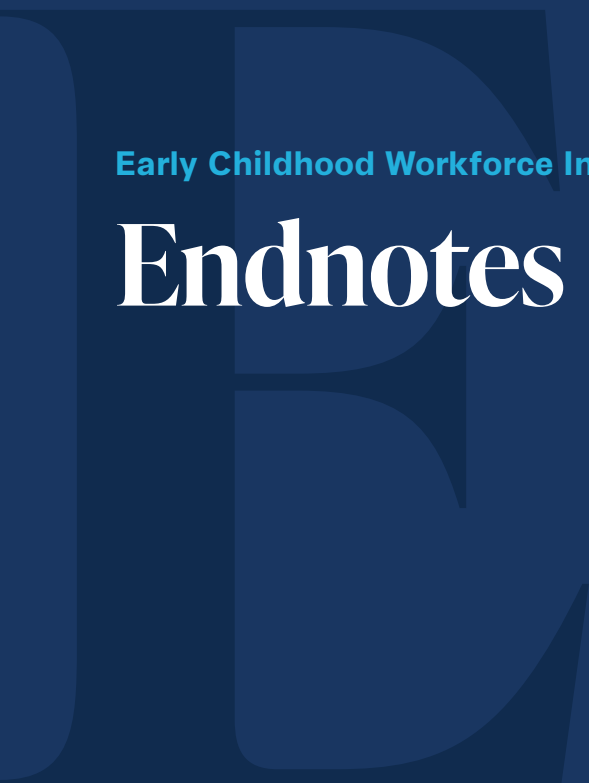
An ECE workforce registry is a database or data system that collects and tracks information from individual early childhood and school-age staff about their demographics, education, and employment status. In many states, registries serve as critical workforce and professional development infrastructure, connecting educators to licensing, training, and professional supports, as well as verifying eligibility, providing direct payments, and serving as a communication channel.

Source: [*2020 Early Childhood Workforce Index, Workforce Data*](#)²⁵⁶

Workforce Survey

Online, phone, or in-person surveys of directors and teaching staff that capture information on educators' characteristics, working conditions, perceptions, and/or experiences.

Source: [*2020 Early Childhood Workforce Index, Workforce Data*](#)²⁵⁷



Early Childhood Workforce Index 2024

Endnotes



Endnotes

- 1 McLean, C., Austin, L.J.E., Whitebook, M., Olson, K.L., & Edwards, B. (2020). *Early Childhood Workforce Index – 2020*. Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/workforce-index-2020/>.
- 2 Whitebook, M., McLean, C., Austin, L.J.E., & Edwards, B. (2018). *Early Childhood Workforce Index – 2018*. Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/projects/early-childhood-workforce-index-2018/>.
- 3 Whitebook, M., McLean, C., Austin, L.J.E., & Edwards, B. (2016). *Early Childhood Workforce Index – 2016*. Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/projects/early-childhood-workforce-index-2016/>.
- 4 Quote from a virtual convening of early educators, “Elevating Early Educator Voices in the 2024 *Early Childhood Workforce Index*,” hosted by CSCCE on June 10, 2023.
- 5 Center for the Study of Child Care Employment. (2022). *Early Educator Engagement and Empowerment (E4) Toolkit*. Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/publications/report/early-educator-engagement-and-empowerment-e4-toolkit/>.
- 6 Lloyd, C.M., Carlson, J., Barnett, H., Shaw, S., & Logan, D. (2021). *Mary Pauper: A Historical Exploration of Early Care and Education Compensation, Policy, and Solutions*. Child Trends. <https://earlyedcollaborative.org/what-we-do/mary-pauper/>.
- 7 The White House, Council of Economic Advisers. (2024, June 27). *Impacts of the Expiration of Federal Child Care Stabilization Funding and the Mitigating Effects of State-Level Stopgap Funding*. <https://web.archive.org/web/20250120032650/https://www.whitehouse.gov/cea/written-materials/2024/06/27/impacts-of-the-expiration-of-federal-child-care-stabilization-funding-and-the-mitigating-effects-of-state-level-stopgap-funding/>.
- 8 Center for the Study of Child Care Employment & American Federation of Teachers Educational Foundation. (2019). *Model Work Standards for Teaching Staff in Center-Based Child Care*. <https://cscce.berkeley.edu/creating-better-child-care-jobs-model-work-standards/>; Center for the Study of Child Care Employment & American Federation of Teachers Educational Foundation. (2019). *Model Work Standards for Early Educators in Family Child Care*. <https://cscce.berkeley.edu/creating-better-child-care-jobs-model-work-standards/>.
- 9 New Mexico State Investment Council. (n.d.) *Early Childhood Education and Care Fund*. <https://www.sic.state.nm.us/investments/permanent-funds/early-childhood-education-and-care-fund/>.
- 10 Office of the State Superintendent of Education. (n.d.) *Early Childhood Educator Pay Equity Fund: Information for Facility Leaders and Staff*. <https://osse.dc.gov/fy24ecepayequity>.
- 11 Datta, R. A., Milesi, C., Srivastava, S., & Zapata-Gietl, C. (2021). *Home-Based Early Care and Education Providers in 2012 and 2019: Counts and Characteristics*. OPRE Report No. 2021-85. Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services; Datta, R. A., & Zapata-Gietl, C. (2023). *Workers in Center-Based Early Care and Education Classrooms in 2012 and 2019: Counts and Characteristics*. OPRE Report No. 2023-193. Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.
- 12 CSCCE is committed to eliminating oppressive language and using bias-free terms. Under this philosophy, for example, all terms used to describe race are capitalized, highlighting their use as a racial signifier rather than an adjective.
- 13 Kim, Y., Austin, L. J. E., & Hess, H. (2024). *The Multilayered Effects of Racism on Early Educators in California: An Examination of Disparities in Wages, Leadership Roles, and Education*. Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/publications/report/effects-of-racism-on-california-early-educators/>; Paschall, K., Madill, R., & Halle, T. (2020). *Professional Characteristics of the Early Care and Education Workforce: Descriptions by Race, Ethnicity, Languages Spoken, and Nativity Status*. OPRE Report No. 2020-107. Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. <https://acf.gov/sites/default/files/documents/opre/demographic-characteristics-ECE-dec-2020.pdf>.
- 14 Austin, L. J. E., Edwards, B., Chávez, R., & Whitebook, M. (2019). *Racial Wage Gaps in Early Education Employment*. Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/publications/brief/racial-wage-gaps-in-early-education-employment/>.
- 15 Whitebook, M., McLean, C., & Austin, L. J. E. (2016). *Early Childhood Workforce Index – 2016*. Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/projects/early-childhood-workforce-index-2016/>.

- 16 About 33 percent of children birth to age five have at least one parent who speaks a language other than English at home, based on the U.S. Census Bureau's pooled 2015-2019 American Community Survey. See Migration Policy Institute. (n.d.). *Young Dual Language Learners in the United States and by State*. <https://www.migrationpolicy.org/programs/data-hub/charts/us-state-profiles-young-dlls>.
- 17 Quote from a virtual convening of early educators, "Elevating Early Educator Voices in the 2024 *Early Childhood Workforce Index*," hosted by CSCCE on June 10, 2023.
- 18 The four categories of race and ethnicity used throughout this section are derived from two separate items in both the 2019 NSECE and ACS that inquire about Latino or Hispanic origin and racial identity. For our analyses, we categorize the educators who selected only Asian, Black, or White and chose "Not Hispanic or Latino" as Asian, Black, and White, respectively. We categorize the educators who reported being Hispanic or Latino and selected any racial category as "Latina." Since the ECE workforce is predominantly composed of individuals who identify as women, we use the gender-specific term "Latina" to describe members of the workforce who identify as part of the Latin American diaspora. It should be noted that these categorizations may not fully reflect how people identify themselves. **See Appendix 1: Data Sources & Methodology** for detailed information on the race and ethnicity measure.
- 19 Paschall, K., Madill, R., & Halle, T. (2020). *Demographic Characteristics of the Early Care and Education workforce: Comparisons with Child and Community Characteristics*. OPRE Report No. 2020-108. Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. <https://acf.gov/sites/default/files/documents/opre/demographic-characteristics-ECE-dec-2020.pdf>.
- 20 National Center for Education Statistics. (2023, May). *Characteristics of Public School Teachers*. Condition of Education. U.S. Department of Education, Institute of Education Sciences. <https://nces.ed.gov/programs/coe/indicator/clr>.
- 21 Austin, L. J. E., Edwards, B., Chávez, R., & Whitebook, M. (2019). *Racial Wage Gaps in Early Education Employment*. Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/publications/brief/racial-wage-gaps-in-early-education-employment/>.
- 22 Paschall, K., Ekyalongo, Y.Y., & Padilla, C.M. (2023). *Professional Characteristics of the Center-based Child Care and Early Education Workforce in 2012 and 2019: Descriptions by Race and Ethnicity, Languages Spoken, and Nativity Status*. OPRE Report #2023-205. <https://www.acf.hhs.gov/sites/default/files/documents/opre/2023-205%20Workforce%20Demographics%20snapshot.pdf>.
- 23 For a detailed exploration of the history of child care in our country, visit the Early Childhood History, Organizing, Ethos and Strategy (ECHOES) website, a project of the Center for the Study of Child Care Employment, at <https://cscce.berkeley.edu/projects/echoes/>; Lloyd, C.M., Carlson, J., Barnett, H., Shaw, S., & Logan, D. (2021). *Mary Pauper: A historical exploration of early care and education compensation, policy, and solutions*. Child Trends. <https://earlyedcollaborative.org/what-we-do/mary-pauper/>.
- 24 Muruvi, W., Powell, A., Kim, Y., Copeman Petig, A., & Austin, L.J.E. (2023). *The Emotional and Physical Well-Being of Early Educators in California*. Early Educator Well-Being Series. Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/publications/report/ca-emotional-physical-wellbeing-2023/>.
- 25 Authors' analysis of American Community Survey public use microdata, retrieved from IPUMS USA (<https://doi.org/10.18128/D010.V14.0>).
- 26 Quote from a virtual convening of early educators, "Elevating Early Educator Voices in the 2024 *Early Childhood Workforce Index*," hosted by CSCCE on June 10, 2023.
- 27 Herzenberg, S., Price, M., & Bradley, D. (2005). *Losing Ground in Early Childhood Education: Declining Workforce Qualifications in an Expanding Industry 1979-2004*. Economic Policy Institute. https://www.epi.org/publication/study_ece_summary/.
- 28 Authors' analysis of American Community Survey public use microdata, retrieved from IPUMS USA (<https://doi.org/10.18128/D010.V14.0>). We use the CLASSWKRD variable in our four-industry frame to identify the subset of occupation code 4600 (child care workers) who are self-employed and unincorporated. For more information on our definition of the ECE workforce in the ACS, including the occupation-industry code schema we use, refer to the **Methods** section in **Appendix 1: Data Sources & Methodology**.
- 29 Workgroup on the Early Childhood Workforce and Professional Development. (2016). *Proposed Revisions to the Definitions for the Early Childhood Workforce in the Standard Occupational Classification*. OPRE Report 2016-45. Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. https://www.acf.hhs.gov/sites/default/files/documents/opre/soc_white_paper_june_2014_518_508.pdf.

- 30 Bureau of Labor Statistics, U.S. Department of Labor, Occupational Employment and Wage Statistics. www.bls.gov/oes/.
- 31 National Women's Law Center. (2023). *Early Educators' Wage Growth Lagged Behind Other Low-Paid Occupations, Jeopardizing the Supply of Child Care as Relief Dollars Expire*. <https://nwlc.org/resource/educators-wage-growth-lagged-behind-other-low-paid-occupations-jeopardizing-the-supply-of-child-care-as-relief-dollars-expire/>; Gould, E., & deCourcy, K. (2023). *Low-wage workers have seen historically fast real wage growth in the pandemic business cycle*. Economic Policy Institute. <https://www.epi.org/publication/swa-wages-2022/>.
- 32 Glasmeier, A.K. (2023). *Living Wage Calculator*. Massachusetts Institute of Technology. <https://livingwage.mit.edu/>.
- 33 Amadon, S., Maxfield, E., Simons Gerson, C., & Keaton, H. (2023). *Health Insurance Coverage of the Center-Based Child Care and Early Education Workforce: Findings from the 2019 National Survey of Early Care and Education*. OPRE Report #2023-293. Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services.
- 34 Lucas, K.D. (2023). *Retirement for early educators: Challenges and possibilities*. Federal Reserve Bank of Boston.
- 35 National Association for the Education of Young Children. (2024). *Compensation Means More Than Wages: Increasing Early Childhood Educators' Access To Benefits*.
- 36 Quote from a virtual convening of early educators, "Elevating Early Educator Voices in the 2024 Early Childhood Workforce Index," hosted by CSCCE on June 10, 2023.
- 37 Montoya, E., Austin, L.J.E., Powell, A., Kim, Y., Copeman Petig, A., & Muruvi, W., (2022). *Early Educator Compensation: Findings from the 2020 California Early Care and Education Workforce Study*. Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/publications/report/early-educator-compensation/>.
- 38 Muruvi, W., Powell, A., Kim, Y., Copeman Petig, A., & Austin, L.J.E. (2023). *The Emotional and Physical Well-Being of Early Educators in California*. Early Educator Well-Being Series. Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/publications/report/CA-emotional-physical-wellbeing-2023>.
- 39 Child Care Providers United. (2023). *Child Care Providers United Contract*. <https://childcareprovidersunited.org/>.
- 40 Montoya, E., Austin, L.J.E., Powell, A., Kim, Y., Copeman Petig, A., & Muruvi, W., (2022). *Early Educator Compensation: Findings from the 2020 California Early Care and Education Workforce Study*. Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/publications/report/early-educator-compensation/>.
- 41 Quote from a virtual convening of early educators, "Elevating Early Educator Voices in the 2024 Early Childhood Workforce Index," hosted by CSCCE on June 10, 2023.
- 42 Office of the State Superintendent of Education. (2024). *Early Childhood Educator Pay Equity Fund*. <https://osse.dc.gov/ecepayequity>.
- 43 Authors' analysis of public use microdata, retrieved from IPUMS CPS (Flood, S. King, M., Rodgers, R., Ruggles, S., Warren, J.R., Backman, D., Chen, A., Cooper, G., Richards, S., Schouweiler, M., & Westberry, M. [2023]. *IPUMS CPS: Version 11.0 [dataset]*. IPUMS. <https://doi.org/10.18128/D030.V11.0>). Note: This dataset is too small to support state-level analysis, so we limit our estimates to the national level.
- 44 Public safety net data are calculated using the public cost model developed by the Labor Center at the University of California, Berkeley. To read more about the model, see Jacobs, K., Huang, K., MacGillvary, J., & Lopezlira, E. (2022). *The Public Cost of Low-Wage Jobs in the US Construction Industry*. The Labor Center, University of California, Berkeley. <https://laborcenter.berkeley.edu/the-public-cost-of-low-wage-jobs-in-the-US-construction-industry/>.
- 45 National Survey of Early Care and Education Project Team. (2013). *Number and Characteristics of Early Care and Education (ECE) Teachers and Caregivers: Initial Findings from the National Survey of Early Care and Education (NSECE)*. OPRE Report #2013-38. Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services; Montoya, E., Austin, L.J.E., Powell, A., Kim, Y., Copeman Petig, A., & Muruvi, W. (2022). *Early Educator Compensation: Findings From the 2020 California Early Care and Education Workforce Study*. Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/publications/report/early-educator-compensation/#:~:text=Income%20and%20Wages,of%20center%20teachers%20and%20directors>.
- 46 National Survey of Early Care and Education. (2019). Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. <https://www.acf.hhs.gov/opre/project/national-survey-early-care-and-education-2019-2017-2022>.

- 47 National Survey of Early Care and Education Project Team. (2013). *Number and Characteristics of Early Care and Education (ECE) Teachers and Caregivers: Initial Findings from the National Survey of Early Care and Education (NSECE)*. OPRE Report #2013-38. Office of Planning, Research and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services <https://acf.gov/opre/report/number-and-characteristics-early-care-and-education-ece-teachers-and-caregivers-initial>.
- 48 Austin, L.J.E., Edwards, B., Chávez, R., & Whitebook, M. (2019). *Racial Wage Gaps in Early Education Employment*. Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/publications/brief/racial-wage-gaps-in-early-education-employment/>; McLean, C., Austin, L.J.E., Whitebook, M., & Olson, K.L. (2021). *Early Childhood Workforce Index – 2020*. Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/workforce-index-2020/>.
- 49 Quote from a virtual convening of early educators, “Elevating Early Educator Voices in the 2024 *Early Childhood Workforce Index*,” hosted by CSCCE on June 10, 2023.
- 50 RegionTrack, Inc. (2024). *Child Care in State Economies: 2024 Update. Part 2: Recent Trends in Child Care Industry Revenue and Employment*. Committee for Economic Development. <https://education.ced.org/child-care-in-state-economies?page=part-2>.
- 51 McLean, C., Austin, L.J.E., Whitebook, M., & Olson, K. L. (2021). State Policies Overview. *Early Childhood Workforce Index 2020*. Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/workforce-index-2020/state-policies-to-improve-early-childhood-educator-jobs/state-policies-overview/>.
- 52 Early Childhood History, Organizing, Ethos and Strategy, a project of the Center for the Study of Child Care Employment (2022). Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/projects/echoes/>.
- 53 Previous editions of the *Early Childhood Workforce Index* tracked these and other broader social and labor policies in the 50 states and the District of Columbia. The 2024 edition no longer includes this analysis, but other sources, such as the [Pre-natal-to-3 State Policy Roadmap](#), can be used as a reference.
- 54 Thirteen of the 14 states that added a new scholarship program have existing scholarship programs that have continued since 2020. California and Colorado did not meet indicator definitions for scholarships and were excluded from analysis in 2020. However, changes to their scholarship programs make them eligible for a 2024 assessment.
- 55 Center for the Study of Child Care Employment (CSCCE) & American Federation of Teachers Educational Foundation (AFTEF). (2019). *Model Work Standards for Teaching Staff in Center-Based Child Care*. <https://cscce.berkeley.edu/creating-better-child-care-jobs-model-work-standards/>; Center for the Study of Child Care Employment (CSCCE) & American Federation of Teachers Educational Foundation (AFTEF). (2019). *Model Work Standards for Early Educators in Family Child Care*. <https://cscce.berkeley.edu/creating-better-child-care-jobs-model-work-standards/>.
- 56 Office of the State Superintendent of Education. (n.d.) *Early Childhood Educator Pay Equity Fund: Information for Facility Leaders and Staff*. <https://osse.dc.gov/fy24ecepayequity>.
- 57 DC Health Link. (2022). *HealthCare4ChildCare Through DC Health Link: Affordable Health Coverage for Early Childhood Education Providers and Their Teams*. <https://www.dchealthlink.com/healthcare4childcare>; Washington State Department of Children, Youth, and Families. (2022, July 29). *Spread the Word About \$0 Health Care Premiums for Child Care Workers*. <https://www.dcyf.wa.gov/news/spread-word-about-0-health-care-premiums-child-care-workers>.
- 58 Child Care Providers United. (2023). *Child Care Providers United Contract*. <https://childcareprovidersunited.org/>.
- 59 Illinois Professional Development System. (n.d.) *Smart State Workforce Grants*. <https://www.ilgateways.com/smart-start/smart-start-workforce-grants>.
- 60 Vermont Department of Children and Families. (2023). Act 76 (H. 217). <https://dcf.vermont.gov/cdd/laws-rules/h.217>.
- 61 New Mexico State Investment Council. (n.d.) *Early Childhood Education and Care Fund*. <https://www.sic.state.nm.us/investments/permanent-funds/early-childhood-education-and-care-fund/>.
- 62 Lynch, K.E., & Boyle, C.F. (2023). *What Is the Child Care Funding Cliff?* Congressional Research Service. <https://crsreports.congress.gov/product/pdf/IN/IN12243>.
- 63 National Academies of Sciences, Engineering, and Medicine. (2018). *Transforming the Financing of Early Care and Education*. The National Academies Press. <https://doi.org/10.17226/24984>.
- 64 U.S. Department of Health & Human Services, Administration for Children & Families, Office of Child Care. (2022, June). *ARP Child Care Stabilization Funding State and Territory Fact Sheets*. https://acf.gov/sites/default/files/documents/occ/State_and_Territory_ARP_Child_Care_Stabilization_Fact_Sheet.pdf.

- 65 RAPID Survey Project. (2023). *Child Care Providers Worry About ARPA Funds Ending*. RAPID Survey Project, Stanford University. <https://rapidsurveyproject.com/our-research/child-care-providers-worry-about-arpa-funds-ending>.
- 66 RegionTrack, Inc. (2024). *Child Care in State Economies: 2024 Update. Part 2: Recent Trends in Child Care Industry Revenue and Employment*. Committee for Economic Development. <https://education.ced.org/child-care-in-state-economies?page=part-2>.
- 67 The White House, Council of Economic Advisors. (2024, June 27). *Impacts of the Expiration of Federal Child Care Stabilization Funding and the Mitigating Effects of State-Level Stopgap Funding*. <https://web.archive.org/web/20250120032650/https://www.whitehouse.gov/cea/written-materials/2024/06/27/impacts-of-the-expiration-of-federal-child-care-stabilization-funding-and-the-mitigating-effects-of-state-level-stopgap-funding/>.
- 68 CSCCE 2024 *Early Childhood Workforce Index* survey of state administrators.
- 69 CSCCE 2024 *Early Childhood Workforce Index* survey of state administrators.
- 70 CSCCE 2024 *Early Childhood Workforce Index* survey of state administrators.
- 71 The White House, Council of Economic Advisors. (2024, June 27). *Impacts of the Expiration of Federal Child Care Stabilization Funding and the Mitigating Effects of State-Level Stopgap Funding*. <https://web.archive.org/web/20250120032650/https://www.whitehouse.gov/cea/written-materials/2024/06/27/impacts-of-the-expiration-of-federal-child-care-stabilization-funding-and-the-mitigating-effects-of-state-level-stopgap-funding/>.
- 72 Quote from a virtual convening of early educators, “Elevating Early Educator Voices in the 2024 *Early Childhood Workforce Index*,” hosted by CSCCE on June 10, 2023.
- 73 Institute of Medicine & National Research Council. (2015). *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation*. The National Academies Press. <https://www.nap.edu/catalog/19401/transforming-the-workforce-for-children-birth-through-age-8-a>.
- 74 Institute of Medicine & National Research Council. (2015). *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation*. The National Academies Press. <https://www.nap.edu/catalog/19401/transforming-the-workforce-for-children-birth-through-age-8-a>.
- 75 National Academies of Sciences, Engineering, and Medicine. (2018). *Transforming the Financing of Early Care and Education*. The National Academies Press. <https://doi.org/10.17226/24984>.
- 76 Center for the Study of Child Care Employment. (2022). *Enduring Inequities*. Early Childhood History, Organizing, Ethos, and Strategy (ECHOES) project. <https://cscce.berkeley.edu/projects/echoes/enduring-inequities/>; Unidos US. (2020). *Latina Teachers and the “BA Challenge:” Impacts and Conditions of Increasing Requirements in Early Childhood Education*. <https://unidosus.org/publications/2053-latina-teachers-and-the-ba-challenge-impacts-and-conditions-of-increasing-requirements-in-early-childhood-education/>; National Association for the Education of Young Children. (2019). *Increasing Qualifications, Centering Equity: Experiences and Advice from Early Childhood Educators of Color*. https://www.naeyc.org/sites/default/files/wysiwyg/user-74/increasing_qualifications_centering_equity.pdf.
- 77 Kipnis, F., Whitebook, M., Almaraz, M., Sakai, L., & Austin, L.J.E. (2012). *Learning Together: A Study of Six B.A. Completion Cohort Programs in Early Care and Education. Year 4*. Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/publications/report/learning-together-a-study-of-six-b-a-completion-cohort-programs-in-ece-year-4-report/>.
- 78 Petig, A., Chávez, R., & Austin, L.J.E. (2019). *Strengthening the Knowledge, Skills, and Professional Identity of Early Educators: The Impact of the California SEIU Early Educator Apprenticeship Program*. Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/strengthening-the-knowledge-skills-and-professional-identity-of-early-educators/>.
- 79 Whitebook, M., Schaack, D., Kipnis, F., Austin, L.J.E., & Sakai, L. (2013). *From Aspiration to Attainment: Practices That Support Educational Success, Los Angeles Universal Preschool’s Child Development Workforce Initiative*. Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/publications/report/from-aspiration-to-attainmentpractices-that-support-early-childhood-degree-attainment-los-angeles-universalpreschools-child-development-workforce-initiative/>; Sakai, L., Kipnis, F., Whitebook M., & Schaack, D. (2014). Yes They Can: Supporting Bachelor Degree Attainment for Early Childhood Practitioners. *Early Childhood Research and Practice*, 16(1-2). <https://ecrp.illinois.edu/v16n1/sakai.html>; Chu, M., Martínez-Griego, B., & Cronin, S. (2010). A Head Start/College Partnership: Using a Culturally and Linguistically Responsive Approach to Help Working Teachers Earn Degrees. *Young Children*, 65(4). <https://www.proquest.com/scholarly-journals/head-start-college-partnership-using-culturally/docview/762466066/se-2>.

- 80 For more information on T.E.A.C.H. Early Childhood®, see <https://teachecnationalcenter.org/>. For an extensive look at local apprenticeships in California, see Copeman Petig, A., Chávez, R., & Austin, L.J.E. (2019). *Strengthening the Knowledge, Skills, and Professional Identity of Early Educators: The Impact of the California SEIU Early Educator Apprenticeship Program*. Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/strengthening-the-knowledge-skills-and-professional-identity-of-early-educators/>; Gardner, M., Melnick, H., Meloy, B., & Barajas, J. (2019). *Promising Models for Preparing a Diverse, High-Quality Early Childhood Workforce*. Learning Policy Institute. https://learningpolicyinstitute.org/sites/default/files/product-files/Early_Educator_Preparation_REPORT.pdf.
- 81 Smith, L.K., Williams, T., & Mercado, K. (2023). *Apprenticeships: Building a Strong Child Care Workforce Pipeline*. Bipartisan Policy Center. https://bipartisanpolicy.org/download/?file=/wp-content/uploads/2023/08/BPC_WOIA_Apprenticeship_Report_RV2.pdf.
- 82 Authors' analysis of the 2019 National Survey of Early Care and Education (NSECE).
- 83 Kim, Y., Austin, L.J.E., & Hess, H. (2024). *The Multilayered Effects of Racism on Early Educators in California: An Examination of Disparities in Wages, Leadership Roles, and Education*. Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/publications/report/effects-of-racism-on-california-early-educators>.
- 84 Quote from a virtual convening of early educators, "Elevating Early Educator Voices in the 2024 Early Childhood Workforce Index," hosted by CSCCE on May 20, 2023.
- 85 Institute of Medicine & National Research Council (2015). *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation*. The National Academies Press. <https://doi.org/10.17226/19401>.
- 86 Kentucky and New Mexico were not assessed in 2020 because we no longer had information for an indicator (whether data on scholarship recipients is collected), which would have resulted in a change in assessment from **edging forward** in 2018 to **stalled** in 2020. However, in 2024, this information is available again, but remains unchanged from 2018. New Jersey and West Virginia improved their assessment status from **stalled** to **edging forward** due to new information confirming their collection of data on scholarship recipients.
- 87 Of the 14 states that added a new scholarship program, 13 states have existing scholarship programs that have continued since 2020. California and Colorado did not meet indicator definitions for scholarships and were excluded from analysis in 2020. However, changes to their scholarship programs make them eligible for a 2024 assessment.
- 88 Among the states for which we have obtained data on funding sources, 13 states indicated that they used ARPA stabilization or ARPA CCDF funds for one or more scholarship programs. Five more states that did not indicate using those particular funds did report use of Coronavirus State and Local Fiscal Recovery Funds (SLFRF) and/or Coronavirus Response and Relief Supplemental Appropriations (CRRSA) funds to support their scholarship programs.
- 89 Although not addressed in the *Index*, cities may also set their own qualification requirements, especially for local-level pre-K programs, see CityHealth & National Institute for Early Education Research. (2019). *Pre-K in American Cities*. <https://www.cityhealth.org/prek-in-american-cities/>.
- 90 Friedman-Krauss, A.H., Barnett, W.S., Hodges, K.S., Garver, K.A., Jost, T.M., Weisenfeld, G.G., & Duer, J.K. (2024). *The State of Preschool 2023: State Preschool Yearbook*. National Institute for Early Education Research. <https://nieer.org/yearbook/2023>.
- 91 Friedman-Krauss, A.H., Barnett, W.S., Hodges, K.S., Garver, K. A., Jost, T.M., Weisenfeld, G.G., & Duer, J.K. (2024). *The State of Preschool 2023: State Preschool Yearbook*. National Institute for Early Education Research. <https://nieer.org/yearbook/2023>.
- 92 A few states, such as Maine, Mississippi, and New Mexico, require an associate degree for assistant teachers in public pre-K programs; such states also received credit for our indicator for going above the minimum criteria of a CDA or equivalent.
- 93 The *Index* focuses on minimum requirements established for all licensed programs. Many states include higher qualification standards in their QRIS, which are required for a program to get a higher quality rating.
- 94 The change in Nevada's status was due to our classification, not a change in regulatory requirements by the state.
- 95 Nevada was misclassified in 2020 and was adjusted for the 2024 *Index* resulting in a change to a CDA or equivalent. Washington's minimum requirements for all educators, including assistant teachers in home-based programs, changed between 2020 and 2024 from a high school diploma/GED to a CDA or equivalent.
- 96 Colorado's T.E.A.C.H. Early Childhood® scholarship program was not included in our 2020 assessment because at the time it was supported entirely through philanthropic funding. Since then, Colorado has used funding from ARPA and the Colorado Department of Early Childhood to support the program and is therefore included in the 2024 *Index*.
- 97 T.E.A.C.H. Early Childhood® National Center. (2023). *T.E.A.C.H. Early Childhood® & Child Care WAGE\$® 2021-2022 State Profile Compendium*. <https://www.teachecnationalcenter.org/wp-content/uploads/2022/12/FY22-Compendium-FINAL-12.9.22-3.pdf>.

- 98 Additionally, we previously could not determine whether Wyoming collects data on scholarship recipients, but in 2024, data confirmed the state does not.
- 99 Schlieber, M., Knight, J., Adejumo, T., Copeman Petig, A., Valencia López, E., & Pufall Jones, E. (2023). *Early Educator Voices: Oregon. Work Environment Conditions That Impact Early Educator Practice and Program Quality*. Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/publications/report/educator-voices-oregon/>; Schlieber, M., Copeman Petig, A., Valencia López, E., & Pufall Jones, E. (2023). *Early Educator Voices in Florida: Flagler and Volusia Counties. Work Environment Conditions That Impact Early Educator Practice and Program Quality*. Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/publications/report/early-educator-voices-in-florida-counties/>.
- 100 Cassidy, D.J., King, E.K., Wang, Y.C., Lower, J.K., & Kintner-Duffy, V.L. (2017). Teacher work environments are toddler learning environments. *Early Childhood Development and Care*, 187(11), 1666–1678. <https://doi.org/10.1080/03004430.2016.1180516>; Institute of Medicine & National Research Council. (2015). *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation*. The National Academies Press. <https://www.nap.edu/catalog/19401/transforming-the-workforce-for-children-birth-through-age-8-a>; Whitebook, M., Phillips, D. & Howes, C. (2014). *Worthy Work, STILL Unlivable Wages: The Early Childhood Workforce in 25 years after the National Childcare Staffing Study*. Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/publications/report/worthy-work-still-unlivable-wages/>.
- 101 Schlieber, M., Knight, J., Adejumo, T., Copeman Petig, A., Valencia López, E., & Pufall Jones, E. (2023). *Early Educator Voices: Oregon. Work Environment Conditions That Impact Early Educator Practice and Program Quality*. Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/publications/report/educator-voices-oregon/>
- 102 Schlieber, M., Knight, J., Adejumo, T., Copeman Petig, A., Valencia López, E., & Pufall Jones, E. (2023). *Early Educator Voices: Oregon. Work Environment Conditions That Impact Early Educator Practice and Program Quality*. Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/publications/report/educator-voices-oregon/>.
- 103 Kwon, K-A., Ford, T.G., Salvatore, A.L., Randall, K., Jeon, L., Malek-Lasater, A., Ellis, N., Kile, M.S., Horm, D.M., Kim, S.G., & Han, M. (2022, November 10). Neglected Elements of a High-Quality Early Childhood Workforce: Whole Teacher Well-Being and Working Conditions. *Early Childhood Education, Journal*, 50, 157–168. <https://doi.org/10.1007/s10643-020-01124-7>; Smith, S., & Lawrence, S. (2019, March). *Associations with Children’s Experience, Outcomes, and Workplace Conditions: A Research-to-Policy Brief*. Child Care and Early Education Research Connections. https://www.nccp.org/wp-content/uploads/2020/05/text_1224.pdf.
- 104 Quote from a virtual convening of early educators, “Elevating Early Educator Voices in the 2024 *Early Childhood Workforce Index*,” hosted by CSCCE on May 20, 2023.
- 105 As of 2023, the union membership rate was 7 percent of child care workers, compared with 13 percent for preschool/ kindergarten teachers and 45 percent of elementary and middle school teachers, see Hirsch, B., Macpherson, D., & Even, W. (2024, January 18). *Union Membership and Coverage Database from the CPS. Union Membership, Coverage, Density, and Employment by Occupation, 2023*. <https://unionstats.com/>.
- 106 Collins, C., & Gomez, A.L. (2023, April). *Unionizing Home-Based Providers to Help Address the Child Care Crisis*. The Center for Law and Social Policy. https://www.clasp.org/wp-content/uploads/2023/04/4.3.2023_Unionizing-Home-Based-Providers-to-Address-the-Child-Care-Crisis.pdf.
- 107 Collins, C., & Gomez, A.L. (2023, April). *Unionizing Home-Based Providers to Help Address the Child Care Crisis*. The Center for Law and Social Policy. https://www.clasp.org/wp-content/uploads/2023/04/4.3.2023_Unionizing-Home-Based-Providers-to-Address-the-Child-Care-Crisis.pdf.
- 108 Jones Lawrence, B. (2023, September 14). *Child Care Contract: A Step Toward Equity and a Promise for Systemic Change*. Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/blog/child-care-contract-a-step-toward-equity-and-a-promise-for-systemic-change/>.
- 109 Head Start, ECLKC. (2024, February). *Final Rule Supporting the Head Start Workforce and Consistent Quality Programming*. Head Start Policy and Regulations. U.S. Department of Health and Human Services, Administration for Children and Families. <https://eclkc.ohs.acf.hhs.gov/policy/article/final-rule-supporting-head-start-workforce-consistent-quality-programming>.
- 110 Center for the Study of Child Care Employment (CSCCE) & American Federation of Teachers Educational Foundation (AFTEF). (2019). *Model Work Standards for Teaching Staff in Center-Based Child Care*. <https://cscce.berkeley.edu/creating-better-child-care-jobs-model-work-standards/>; Center for the Study of Child Care Employment (CSCCE) & American Federation of Teachers Educational Foundation (AFTEF). (2019). *Model Work Standards for Early Educators in Family Child Care*. <https://cscce.berkeley.edu/creating-better-child-care-jobs-model-work-standards/>.

- 111 Each of these examples were identified through state administrator responses to CSCCE's 2024 *Early Childhood Workforce Index* survey.
- 112 Other federal ECE initiatives, like the Department of Defense child care program, do not include explicit standards for work environments for providers that receive their funds nor are such standards required by the federal Child Care Development Block Grant. For information on voluntary national accreditation standards, see Whitebook, M., McLean, C., Austin, L.J.E., & Edwards, B. (2018). *Early Childhood Workforce Index – 2018*. Center for the Study of Child Care Employment, University of California, Berkeley. <http://cscce.berkeley.edu/topic/early-childhood-workforce-index/2018/>.
- 113 Jenkins, J., Duer, J., & Connors, M. (2021). Who participates in quality rating and improvement systems? *Early Childhood Research Quarterly* 54(1), 219–227. <https://doi.org/10.1016/j.ecresq.2020.09.005>; Lieberman, A. (2017, June 2). Even With More Research, Many Q's Remain about QRIS. *New America*. <https://www.newamerica.org/education-policy/edcentral/even-more-research-many-qs-remain-about-qris/>.
- 114 Hollett, K.B., & Frankenberg, E. (2022). A critical analysis of racial disparities in ECE subsidy funding. *Education Policy Analysis Archives*, 30(14). <https://doi.org/10.14507/epaa.30.7003>; Jenkins, J., Duer, J., & Connors, M. (2021). Who participates in quality rating and improvement systems? *Early Childhood Research Quarterly* 54(1), 219–227. <https://doi.org/10.1016/j.ecresq.2020.09.005>.
- 115 Department of Early Education and Care. (2024). *Promoting High Quality Early Education and Care*. Massachusetts Executive Office of Education. <https://www.mass.gov/info-details/promoting-high-quality-early-education-and-care>.
- 116 International Labour Organization (ILO). (2013). *ILO policy guidelines on the promotion of decent work for early childhood education personnel*. Meeting of Experts on Policy Guidelines on the Promotion of Decent Work for Early Childhood Education Personnel, Geneva, 12–15 November 2013/International Labour Office, Sectoral Activities Department. https://www.ilo.org/sites/default/files/wcmsp5/groups/public/@ed_dialogue/@sector/documents/normativeinstrument/wcms_236528.pdf; Center for the Study of Child Care Employment (CSCCE) & American Federation of Teachers Educational Foundation (AFTEF). (2019). *Model Work Standards for Teaching Staff in Center-Based Child Care*. <https://cscce.berkeley.edu/creating-better-child-care-jobs-model-work-standards/>; Center for the Study of Child Care Employment (CSCCE) & American Federation of Teachers Educational Foundation (AFTEF). (2019). *Model Work Standards for Early Educators in Family Child Care*. <https://cscce.berkeley.edu/creating-better-child-care-jobs-model-work-standards/>.
- 117 California Legislation Information (n.d.). Health and Safety Code Division 2, Chapter 3.4, Article Remedies for Employer Discrimination. https://leginfo.ca.gov/faces/codes_displayText.xhtml?lawCode=HSC&division=2.&title=&part=&chapter=3.4.&article=3.
- 118 Department of Early Education and Care. (2024). *Promoting High Quality Early Education and Care*. Massachusetts Executive Office of Education. <https://www.mass.gov/info-details/promoting-high-quality-early-education-and-care>.
- 119 Build Initiative & Child Trends. (2024). *Quality Compendium*. <https://qualitycompendium.org/>.
- 120 Center for the Study of Child Care Employment. (2022). *Early Educator Engagement and Empowerment (E4) Toolkit*. Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/publications/report/california-e4-toolkit/>.
- 121 U.S. Department of Labor. (2024). *Guidance on Supportive Services for Child Care and Long-Term Care*. https://web.archive.org/web/20240522213749/https://www.dol.gov/sites/dolgov/files/OPA/GoodJobs/Docs/508_Guidance_on_Supportive_Services_for_ChildCare_PART%204_04282024.pdf.
- 122 U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. (2024, August 23). *Final Rule Supporting the Head Start Workforce and Consistent Quality Programming*. <https://eclkc.ohs.acf.hhs.gov/policy/article/final-rule-supporting-head-start-workforce-consistent-quality-programming>.
- 123 Miller, C.C. (2024, February 25). With Pandemic Money Gone, Child Care Is an Industry on the Brink. *New York Times*. <https://www.nytimes.com/2024/02/25/upshot/child-care-centers-struggling.html>.
- 124 U.S. Department of Health and Human Services, Administration for Children and Families, Office of Child Care. (2022). *Using CCDF to Improve Compensation for the Child Care Workforce*. <https://acf.gov/sites/default/files/documents/occ/CCDF-ACF-IM-2022-02.pdf>.
- 125 Brown, J.H., & Herbst, C.M. (2023). *Minimum Wage, Worker Quality, and Consumer Well-Being: Evidence from the Child Care Market*. IZA Institute of Labor Economics. <https://docs.iza.org/dp16257.pdf>; Bassok, D., Doromal, J.B., Michie, M., & Wong, V.C. (2021). *The Effects of Financial Incentives on Teacher Turnover in Early Childhood Settings: Experimental Evidence from Virginia*. EdPolicyWorks, University of Virginia. <https://files.elfsightcdn.com/022b8cb9-839c-4bc2-992e-cefccb8e877e/6de6fd54-e921-4c88-a452-ad7cabccc362.pdf>; Schochet, O. (2024, May 8). Findings Show Washington, DC's Early Childhood Educator Pay Equity Fund Continues to Support DC's Child Care and Early Education Workforce.

Mathematica. <https://www.mathematica.org/blogs/washington-dcs-early-childhood-educator-pay-equity-fund-supports-workforce>.

- 126 Center for the Study of Child Care Employment. (2021, November 17). *Explore Our Database with Strategies for Using ARPA and Public Funds for ECE Workforce Compensation*. <https://cscce.berkeley.edu/blog/compensation-tracker/>.
- 127 For an in-depth assessment of pre-pandemic compensation and financial relief initiatives, see McLean, C., Whitebook, M., & Roh, E. (2019). *From Unlivable Wages to Just Pay for Early Educators*. Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/publications/report/from-unlivable-wages-to-just-pay-for-early-educators/>.
- 128 Compensation was an allowable use of stabilization grants in all states. States that incentivized or required the use of program grants for compensation and were still active at the time of *Index* data collection include Illinois, Minnesota, Missouri, North Carolina, Utah, and Wisconsin.
- 129 Office of the State Superintendent of Education. (n.d.). *Early Childhood Educator Pay Equity Fund: Information for Facility Leaders and Staff*. <https://osse.dc.gov/fy24ecepayequity>.
- 130 Schochet, O. (2024, May 8). Findings Show Washington, DC’s Early Childhood Educator Pay Equity Fund Continues to Support DC’s Child Care and Early Education Workforce. *Mathematica*. <https://www.mathematica.org/blogs/washington-dcs-early-childhood-educator-pay-equity-fund-supports-workforce>.
- 131 Fakile, T. (2024, June 12). DC Council Unanimously Passes FY25 Budget. *DC News Now*. <https://www.dcnewsnow.com/news/local-news/washington-dc/dc-council-unanimously-passes-fy25-budget/>.
- 132 Sesay, Y. (2024, May 13). DC Early Childhood Centers Rally Against Mayor’s Proposed Budget Cuts. *DC News Now*. <https://www.dcnewsnow.com/news/local-news/washington-dc/dc-early-childhood-centers-rally-against-mayors-proposed-budget-cuts/>.
- 133 Colorado Department of Early Childhood. (n.d.). *CCCAP: Teacher Salary Increase*. <https://cdec.colorado.gov/cccap-teacher-salary-increase>.
- 134 ExceleRate Illinois. (n.d.). *Pilot Project*. <https://www.excelerateillinoisproviders.com/pilot-project>; Center for Early Learning Funding Equity. (2024). *How the ExceleRate™ Pilot is Strategically Funding Quality Improvement in Early Learning in Illinois*. <https://www.excelerateillinois.com/>.
- 135 Center for Early Learning Funding Equity. (2024). *How the ExceleRate™ Pilot is Strategically Funding Quality Improvement in Early Learning in Illinois*. https://celfe.org/wp-content/uploads/2024/05/CEL24-006-ExceleRate-Proof-Point-Piece_REV.pdf.
- 136 Information on this pilot was shared via the 2024 *Early Childhood Workforce Index* survey of state administrators. See also Central Arizona College. (n.d.). *Arizona Early Childhood Educator Apprenticeship Pathway*. <https://centralaz.edu/divisions-programs/azeceapprenticeship/>; Flores, B. (2023, November 16). *Arizona’s First Early Childhood Educator Apprenticeship Program Provides Participants with Opportunity, Lifelong Child Care Career Certification* [Press Release]. Arizona Department of Economic Security. <https://des.az.gov/featured-story/arizonas-first-early-childhood-educator-apprenticeship-program-provides-participants>.
- 137 DC Health Link. (2022). *HealthCare4ChildCare Through DC Health Link: Affordable Health Coverage for Early Childhood Education Providers and Their Teams*. <https://www.dchealthlink.com/healthcare4childcare>; Washington State Department of Children, Youth, and Families. (2022, July 29). *Spread the Word About \$0 Health Care Premiums for Child Care Workers*. <https://www.dcyf.wa.gov/news/spread-word-about-0-health-care-premiums-child-care-workers>.
- 138 Child Care Providers United. (n.d.). *Retirement Fund*. <https://childcareprovidersunited.org/retirement-fund/>.
- 139 Powell, A., & Dade, A. (2023). *What the Bluegrass State Can Teach Us About Increasing Access to Child Care*. Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/publications/brief/kentucky-model/>.
- 140 Loewenberg, A. (2024, April 2). In Effort to Entice Child Care Staff, More States Follow Kentucky’s Lead. *New America*. <https://www.newamerica.org/education-policy/edcentral/in-effort-to-entice-child-care-staff-more-states-follow-kentuckys-lead/>.
- 141 Virginia Department of Education. (2023). *Estimating the Cost of High-Quality Early Childhood Care and Education*. <https://www.childcare.virginia.gov/reports-resources/research-reports-and-resource/virginia-s-cost-estimation-model>; New Mexico Early Childhood Education and Care Department. (2023). *New Mexico Child Care Cost Model*. <https://www.nmececd.org/new-mexico-child-care-cost-model/>.
- 142 Quote from a virtual convening of early educators, “Elevating Early Educator Voices in the 2024 *Early Childhood Workforce Index*,” hosted by CSCCE on May 20, 2023.

- 143 Austin, L.J.E., Edwards, B., Chávez, R., & Whitebook, M. (2019). *Racial Wage Gaps in Early Education Employment*. Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/racial-wage-gaps-in-early-education-employment/>.
- 144 Vanover, S. (2022, September 22). *Celebrating New Benefits for Child Care Employees*. Kentucky Youth Advocates. <https://kyyouth.org/celebrating-new-benefits-for-child-care-employees/>.
- 145 Institute of Medicine & National Research Council. (2015). *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation*. The National Academies Press. <https://www.nap.edu/catalog/19401/transforming-the-workforce-for-children-birth-through-age-8-a>.
- 146 Friedman-Krauss, A.H., Barnett, W.S., Hodges, K.S., Garver, K.A., Jost, T.M., Weisenfeld, G., Duer, J. (2024). *The State of Pre-school 2023: State Preschool Yearbook*. National Institute for Early Education Research. <https://nieer.org/yearbook/2023>.
- 147 As of the 2023 *State of Preschool Yearbook*, Alabama and Rhode Island are no longer counted as providing an equivalent salary scale for community-based pre-K teachers, only starting salary, which is why their policies do not meet the criteria of parity for all pre-K teachers. However, both states continue to implement measures to provide comparable pay. In Alabama, a salary supplement is provided for master's degree-level teachers and according to years of experience. In Rhode Island, pre-K teachers in community-based settings are paid on par with public school teachers for the initial steps of the salary scale, but public school salaries grow at a faster rate than the salaries in community-based programs.
- 148 Defined as a scale with clearly differentiated salary increments based on qualifications and years of experience, which provides guidance for salary increases over time.
- 149 For example, in San Antonio, Texas, see Lantigua-Williams, J. (2016, March 8). How San Antonio is Navigating the Tricky Politics of Pre-K. *The Atlantic*. <http://www.theatlantic.com/education/archive/2016/03/san-antoniopre-k/472821/>.
- 150 Utah's requirements are no longer in effect as of June 2024, as funding for their Child Care Stabilization Grants expired, and to date, no new funding has been appropriated to continue the grant. However, as the initiative was still in effect for part of 2024, Utah was given credit in the 2024 *Index* for meeting this indicator.
- 151 Respondents to the 2020 *Index* survey reported that Alaska had a state child care grant provided to child care resource and referral agencies designated for increasing compensation, but the continued existence of this initiative could not be verified during 2024 *Index* data collection.
- 152 The *Index* includes stipend initiatives that are available in more than one half of the counties or regions in the state. For example, while North Carolina WAGE\$ is available to counties statewide, not all counties choose to offer the stipend initiative.
- 153 For an in-depth look at New Mexico's approach to compensation, see Dade, A., McLean, C., Muñoz, S., & Chávez, R. (2024). *Bold Vision, Educator Power, and Focus on Compensation: Laying Groundwork for Transformation in New Mexico*. Early Educator Compensation Case Study Series. Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/publications/case-study/new-mexico/>.
- 154 For an in-depth look at North Carolina's approach to compensation, see Dade, A., McLean, C., Muñoz, S., & Chávez, R. (2024). *Collaboration and Creativity Despite Constraints: North Carolina's Decades-Long Push for Early Educator Compensation*. Early Educator Compensation Case Study Series. Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/publications/case-study/compensationcasestudy-northcarolina/>.
- 155 McLean, C., & King, C. (2019, October 10). *A Workforce Data Deficit Hinders Improved Preparation, Support, and Compensation of Early Childhood Educators*. Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/a-workforce-data-deficit-hinders-improved-preparation-support-and-compensation-of-early-childhood-educators/>.
- 156 Moving forward, it is critical that state data systems allow for nuanced analyses in order to disrupt inequities: at the national level, wage disparities exist for various groups within early care and education, including educators of color and infant-toddler teachers, as well as between educators working in schools and those working in community-based settings. See Whitebook, M., McLean, C., Austin, L.J.E., & Edwards, B. (2018). *Early Childhood Workforce Index – 2018*. Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/topic/early-childhood-workforce-index/2018/>.
- 157 Whitebook, M., McLean, C., & Austin, L.J.E. (2018). *The Workforce Data Deficit*. Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/the-workforce-data-deficit/>.
- 158 For example, the School and Staffing Survey (SASS), now the National Teacher and Principal Survey (NTPS) provides an ongoing means of examining the characteristics and work environment of the K-12 workforce across the United States, see National Center for Education Statistics. (n.d.). *The National Teacher and Principal Survey*. Institute of Education Sciences. <https://nces.ed.gov/surveys/ntps/>.

- 159 Funding source data provided by the National Workforce Registry Alliance.
- 160 For more information on the NSECE, see U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation. (2024). *National Survey of Early Care and Education*. <https://www.acf.hhs.gov/opre/research/project/national-survey-of-early-care-and-education-2019>.
- 161 The National Workforce Registry Alliance. (2023). *The Early Childhood Workforce Dataset*. <https://www.registryalliance.org/our-work/data/>.
- 162 The National Workforce Registry Alliance. (2022). *2021 Alliance Longitudinal Workforce Report*. <https://www.registryalliance.org/category/data/>.
- 163 National Association for the Education of Young Children. (2024). *NAEYC ECE Workforce Surveys*. <https://www.naeyc.org/ece-workforce-surveys>.
- 164 RAPID Survey Project. (n.d.). *Latest Data & Trends*. Center on Early Childhood, Stanford University. <https://rapidsurveyproject.com/latest-data-and-trends>.
- 165 RAPID Survey Project. (n.d.). *About Us*. Center on Early Childhood, Stanford University. <https://rapidsurveyproject.com/aboutus>.
- 166 The National Workforce Registry Alliance. (n.d.). *Professional Registries*. <https://www.registryalliance.org/about-us/workforce-registries/>; The National Workforce Registry Alliance. (2024). *2023 Workforce Registry Landscape Report*. https://www.registryalliance.org/wp-content/uploads/2024/02/KBB-FINAL-Copy-of-ECE-Workforce-Registry-Landscape_2023-5.pdf.
- 167 See Kipnis, F., & Whitebook, M. (2011). *Workforce Information: A Critical Component of Coordinated State Early Care and Education Data Systems*. Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/publications/report/workforce-information-a-critical-component-of-coordinated-state-early-care-and-education-data-systems/>.
- 168 Wiegand, E.R., George, R.M., Porcelli, V., & Miller, C. (2024). *Understanding the Child Care and Early Education Workforce: The Need for More and Better Data OPRE Report 2023-190*. Office of Planning, Research, and Evaluation, Administration for Children and Families, U.S. Department of Health and Human Services. https://www.acf.hhs.gov/sites/default/files/documents/opre/41672_HHS_OPRE_BASE_Brief_Data-Scan_v14_RELEASE_508.pdf.
- 169 U.S. Department of Health and Human Services, Office of the Assistant Secretary for Planning and Evaluation & NORC at the University of Chicago. (2023). *Early Childhood Workforce “Data for Impact” Convening: Exploring Partnerships, Strategies, and Opportunities to Build and Strengthen Workforce Data Use*. <https://aspe.hhs.gov/sites/default/files/documents/684ffd5579e129682046e528028c8a9d/ec-workforce-data-impact-convening-brief.pdf>; Olson, K., Dade, A., & McLean, C. (2022, November 7). *Supporting Early Educator Compensation Through Strong Data Collection*. Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/blog/supporting-early-educator-compensation-through-strong-data-collection/>.
- 170 The Ohio Child Care Resource and Referral Association. (n.d.). *Hero Pay*. <https://occrra.org/workforce-development/>.
- 171 Gateways to Opportunity. (n.d.). *Great START Wage Supplement Program*. Illinois Professional Development System. <https://www.ilgateways.com/financial-opportunities/great-start>.
- 172 Maine Department of Health and Human Services. (n.d.). *Early Childhood Educator Workforce Salary Supplement System*. <https://www.maine.gov/dhhs/ocfs/provider-resources/early-childhood-educator-workforce-salary-supplement-program>.
- 173 Our *Index* is focused primarily on ECE teaching staff and leadership, but from a broader perspective, an early childhood workforce data collection mechanism could include a wider variety of personnel, such as coaches, trainers, and home visitors.
- 174 Belcher, K. (2024). *2023 Workforce Registry Landscape Report*. The National Workforce Registry Alliance. <https://www.registryalliance.org/2023-registry-landscape-report/>.
- 175 Belcher, K., King, C., McLean, C., & Montoya, E. (2024). *Guidance for Reporting Data on Your Early Care and Education Workforce*. Center for the Study of Child Care Employment, University of California, Berkeley; Early Childhood Data Collaborative at Child Trends; & the National Workforce Registry Alliance. <https://cscce.berkeley.edu/publications/brief/guidance-for-reporting-data-on-your-early-care-and-education-workforce/>.
- 176 The National Workforce Registry Alliance. (n.d.). *Partners in Employment Reporting*. <https://www.registryalliance.org/our-work/per/>.
- 177 Quote from a virtual convening of early educators, “Elevating Early Educator Voices in the 2024 *Early Childhood Workforce Index*,” hosted by CSCCE on June 10, 2023.
- 178 In June 2024, Rhode Island also became the most recent state to pass legislation with registry funding and mandatory participation.

- 179 The first two were already **stalled** in 2020, so their score is unchanged; Virginia, however, conducted a survey that preserved its score of **making headway**.
- 180 Maryland State Department of Education. (2024). *Maryland Child Care Workforce Follow-Up Survey*. <https://marylandpublic-schools.org/about/Pages/MCCWSurvey/index.aspx>.
- 181 This finding marks a substantial increase from the 2020 *Index*, where only 14 states received a rating of **Licensed +**. A combination of factors drive this change: first, 11 states conducted a survey that met the criteria, and nine states' registries expanded their setting coverage to **Licensed +**, as well. In the case of registries, we use data provided by NWRA, which does not specify if participation requirements apply to all teaching staff in a given program type. We have erred on the side of full coverage when registries are marked required for Head Start, pre-K, or license-exempt settings.
- 182 Gould, E., & Blair, H. (2020). *Who's Paying Now? The Explicit and Implicit Costs of the Current Early Care and Education System*. Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/publications/report/whos-paying-now-the-explicit-and-implicit-costs-of-the-current-early-care-and-education-system/>.
- 183 Ferrette, T., Girouard, D., Estlund, M., Wilensky, R., Saxena, A., & Schulman, K. (2024). *The Child Care and Development Fund 2024 Rule: Detailed Summary and State Examples*. The Center for Law and Social Policy. https://www.clasp.org/wp-content/uploads/2024/05/2024_CCDF-2024-Rule-Detailed-Summary-and-State-Examples.pdf.
- 184 National Academies of Sciences, Engineering, and Medicine (NASEM). (2018). *Transforming the Financing of Early Care and Education*. The National Academies Press. <https://doi.org/10.17226/24984>.
- 185 Vermont Department of Children and Families. (2023). Act 76 (H. 217). <https://dcf.vermont.gov/cdd/laws-rules/h.217>.
- 186 Vermont General Assembly. (2023). No. 45. An Act Relating to Child Care Systems and Financing (H. 171). <https://legislature.vermont.gov/Documents/2022/Docs/ACTS/ACT045/ACT045%20As%20Enacted.pdf>; Karoly, L.A., Strong, A., & Doss, C.J. (2023). *Vermont Early Care and Education Financing Study: Estimated Costs, Financing Options, and Economic Impacts*. RAND. https://www.rand.org/pubs/research_reports/RRA2213-1.html.
- 187 Vermont Association for the Education of Young Children. (n.d.). *Project Leadership*. <https://www.vtaeyc.org/project-leadership/>.
- 188 Children's Funding Project. (n.d.). *Cost Model Resources*. https://static1.squarespace.com/static/5b75d96ccc8fedfce4d3c5a8/t/601825b5a4dbda565b319f21/1612195253684/Cost+Model+Resources_CFP.pdf; Prenatal to Five Fiscal Strategies. (2023). *Fiscal Modeling Studies*. <https://www.prenatal5fiscal.org/fiscal-modeling>.
- 189 Prenatal to Five Fiscal Strategies. (2023). *50-State Child Care Cost Model*. <https://www.prenatal5fiscal.org/childcarecostmodel>.
- 190 Center for the Study of Child Care Employment. (2019). *The Model Work Standards*. <https://cscce.berkeley.edu/publications/report/creating-better-child-care-jobs-model-work-standards/>.
- 191 Austin, L.J.E., Whitebook, M., & Dichter, H. (2019). *Financing Early Educator Teacher Quality: A Closer Look at Assumptions That Drive Variations in Estimating the Cost of Services*. Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/files/2019/07/CSCCE-Financing-EarlyEducator-Quality.pdf>.
- 192 Friedman-Krauss, A.H., Barnett, W.S., Garver, K.A., Hodges, K.S., Weisenfeld, G.G., & Gardiner, B.A. (2020). *The State of Preschool 2019*. National Institute for Early Education Research. <http://nieer.org/state-preschool-yearbooks/2019-2>.
- 193 New Mexico Early Childhood Education and Care Department. (2024, February 16). *New Mexico Continues to Lead the Nation in Early Childhood Investment*. <https://www.nmececd.org/2024/02/16/new-mexico-continues-to-lead-the-nation-in-early-childhood-investment/>.
- 194 Quote from a virtual convening of early educators, "Elevating Early Educator Voices in the 2024 *Early Childhood Workforce Index*," hosted by CSCCE on May 20, 2023.
- 195 Capito, J., & Workman, S. (2021). *Using cost estimation to inform child care policy: How to develop a cost estimation model that reflects the cost of care and the true needs of the child care system*. Prenatal to Five Fiscal Strategies. https://www.prenatal5fiscal.org/_files/ugd/8fd549_62d3a75d3ede423abebc6b1841e8c328.pdf
- 196 Children's Funding Project. (n.d.). *Fiscal Mapping*. <https://childrensfundingproject.org/our-work/fiscal-mapping/#:~:text=A%20fiscal%20map%20is%20a,investments%20in%20children%20and%20youth>.
- 197 Gould, E., Whitebook, M., Mokhiber, Z., & Austin, L.J.E. (2020). *Financing Early Educator Quality, A Values-Based Budget for Every State*. Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/publications/report/financing-early-educator-quality-a-values-based-budget-for-every-state/>.
- 198 Lawrence, B.J., & Sharrock, E. (2021). *Establishing Early Care & Education as a Public Good*. Bank Street College of Education. <https://educate.bankstreet.edu/cgi/viewcontent.cgi?article=1007&context=bsec>.

- 199 Louisiana Policy Institute for Children. (2019). *Prioritizing Our Future: How cities and state dedicate funds for early care and education*. <https://static1.squarespace.com/static/5b75d96ccc8fedf4d3c5a8/t/609d6bd632bdfc6bf-78c5bb0/1620929496155/LPIC%2BFinal%2Bpaper.pdf>.
- 200 Personal communication with Stephanie Schmit, Alisha Saxena, and Rachel Wilensky, Center for Law and Social Policy, May 2024.
- 201 U.S. Department of Health and Human Services, Administration for Children and Families. (2022, August 15). *CCDF Expenditures Overview for GY 2020 as of 09/30/2020*. <https://www.acf.hhs.gov/occ/data/ccdf-expenditures-overview-gy-2020-9-30-2020>.
- 202 McLean, C., Austin, L.J.E., Whitebook, M., & Olson, K.L. (2021). *Early Childhood Workforce Index – 2020*. Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/workforce-index-2020/>.
- 203 Whitebook, M., McLean, C., Austin, L.J.E., & Edwards, B. (2018). *Early Childhood Workforce Index – 2018*. Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/topic/early-childhood-workforce-index/2018/>.
- 204 Whitebook, M., McLean, C., & Austin, L.J.E. (2016). *Early Childhood Workforce Index – 2016*. Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/early-childhood-workforce-2016-index/>.
- 205 International Labour Office, Sectoral Activities Department. (2014). *ILO Policy Guidelines on the Promotion of Decent Work for Early Childhood Education Personnel*. International Labour Office. <https://www.ilo.org/media/547866/download/>.
- 206 Early childhood as a developmental stage of learning for children includes the period from birth to age eight. However, existing education systems, policy structures, and professional organizations are typically bifurcated between those working with children age five and under (prior to school age) and those working with children age five to eight in the school system (grades K-3). For more information, see Institute of Medicine & National Research Council. (2015). *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation*. The National Academies Press. <https://www.nap.edu/catalog/19401/transforming-the-workforce-for-children-birth-through-age-8-a>.
- 207 Authors’ analysis of American Community Survey public use microdata, retrieved from IPUMS USA (<https://doi.org/10.18128/D010.V14.0>).
- 208 U.S. Census Bureau. (2022). *Industry and Occupation Indexes*. <https://www.census.gov/topics/employment/industry-occupation/guidance/indexes.html>.
- 209 U.S. Census Bureau. (2022). *Industry and Occupation Indexes*. <https://www.census.gov/topics/employment/industry-occupation/guidance/indexes.html>.
- 210 Herzenberg, S., Price, M., & Bradley, D. (2005). *Losing Ground in Early Childhood Education: Declining Workforce Qualifications in an Expanding Industry, 1979-2004*. Economic Policy Institute. https://www.researchgate.net/profile/Stephen-Herzenberg/publication/237470430_Losing_Ground_in_Early_Childhood_Education_Losing_Ground_in_Early_Childhood_Education_Losing_Ground_in_Early_Childhood/links/5932ad3ea6fdcc89e7b9e6b3/Losing-Ground-in-Early-Childhood-Education-Losing-Ground-in-Early-Childhood-Education-Losing-Ground-in-Early-Childhood.pdf.
- 211 RegionTrack. (2024). *Child Care in State Economies: 2024 Update*. The Conference Board. <https://education.ced.org/child-care-in-state-economies>.
- 212 For a detailed description of the model and its design, see Jacobs, K., Huang, K., MacGillivray, J., & Lopezlira, E. (2022). *The Public Cost of Low-Wage Jobs in the US Construction Industry*. UC Berkeley Labor Center, University of California, Berkeley. <https://laborcenter.berkeley.edu/the-public-cost-of-low-wage-jobs-in-the-US-construction-industry/>. The analysis in the *Index* differs slightly from the model applied to the construction industry: the UC Berkeley Labor Center no longer adjusts Census data using the Occupational Employment and Wage Statistics figures due to the lack of significant difference in outputs.
- 213 Technical note: The UC Berkeley Labor Center uses the occ_2010 variable rather than occ.
- 214 Friedman-Krauss, A.H., Barnett, W.S., Hodges, K.S., Garver, K.A., Jost, T.M., Weisenfeld, G., & Duer, J. (2024). *The State of Preschool 2023: State Preschool Yearbook*. National Institute for Early Education Research. <https://nieer.org/yearbook/2023>.
- 215 Build Initiative & Child Trends. (2024). *Quality Compendium: A Catalog and Comparison of Quality Improvement Systems (QIS)*. <https://qualitycompendium.org/>.
- 216 Authors’ analysis of American Community Survey public use microdata, retrieved from IPUMS USA (<https://doi.org/10.18128/D010.V14.0>).
- 217 Authors’ analysis of American Community Survey public use microdata, retrieved from IPUMS USA (<https://doi.org/10.18128/D010.V14.0>).

- 218** Authors' analysis of American Community Survey public use microdata, retrieved from IPUMS USA (<https://doi.org/10.18128/D010.V14.0>).
- 219** Authors' analysis of American Community Survey public use microdata, retrieved from IPUMS USA (<https://doi.org/10.18128/D010.V14.0>).
- 220** Authors' analysis of American Community Survey public use microdata, retrieved from IPUMS USA (<https://doi.org/10.18128/D010.V14.0>).
- 221** Authors' analysis of American Community Survey public use microdata, retrieved from IPUMS USA (<https://doi.org/10.18128/D010.V14.0>).
- 222** Public safety net data are calculated using the public cost model developed by the Labor Center at the University of California, Berkeley. To read more about the model, see Jacobs, K., Huang, K., MacGillvary, J., & Lopezlira, E. (2022). *The Public Cost of Low-Wage Jobs in the US Construction Industry*. The Labor Center, University of California, Berkeley. <https://laborcenter.berkeley.edu/the-public-cost-of-low-wage-jobs-in-the-US-construction-industry/>.
- 223** Friedman-Krauss, A.H., Barnett, W.S., Hodges, K.S., Garver, K.A., Jost, T.M., Weisenfeld, G., & Duer, J. (2024). *The State of Preschool 2023: State Preschool Yearbook*. National Institute for Early Education Research. <https://nieer.org/yearbook/2023>.
- 224** Council for Professional Recognition. (2020). *CDA® Credentialing Program FAQs*. <https://www.cdacouncil.org/credentials/faqs/apply-for-cda-faqs>.
- 225** Personal communication with Julie Rogers, T.E.A.C.H. Early Childhood® National Center, April 2023.
- 226** Build Initiative & Child Trends. (2024). *Quality Compendium: A Catalog and Comparison of Quality Improvement Systems (QIS)*. <https://qualitycompendium.org/>.
- 227** Friedman-Krauss, A.H., Barnett, W.S., Hodges, K.S., Garver, K.A., Jost, T.M., Weisenfeld, G., & Duer, J. (2024). *The State of Preschool 2023: State Preschool Yearbook*. National Institute for Early Education Research. <https://nieer.org/yearbook/2023>.
- 228** Personal communication with Julie Rogers, T.E.A.C.H. Early Childhood® National Center, April 2023.
- 229** A stipend refers to a supplemental or nonwage cash award that an educator may receive more than once (e.g., every six months, every year), often intended to support retention.
- 230** We collaborated with the National Workforce Registry Alliance to provide the most up-to-date data on registries around the country. To read more about their data, see Belcher, K. (2024). *2023 Registry Landscape Report*. The National Workforce Registry Alliance. <https://www.registryalliance.org/2023-registry-landscape-report/>.
- 231** An ECE workforce registry is a data and professional development system designed to track demographic, employment, training, education and professional development information for the ECE workforce, see The National Workforce Registry Alliance. (2024). *Professional Registries*. <https://www.registryalliance.org/about-us/workforce-registries/>.
- 232** State workforce surveys were included in the 2024 *Index* only if they were conducted within the past five years (2019-2024).
- 233** Friedman-Krauss, A.H., Barnett, W.S., Hodges, K.S., Garver, K.A., Jost, T.M., Weisenfeld, G., & Duer, J. (2024). *The State of Preschool 2023: State Preschool Yearbook*. National Institute for Early Education Research. <https://nieer.org/yearbook/2023>.
- 234** Excess spending 2018-2020 determinations were made using data provided by CLASP based on the U.S. Department of Health & Human Services, Administration for Children & Families, Office of Child Care. (2024). *Child Care and Development Fund Statistics*. <https://www.acf.hhs.gov/occ/data/child-care-and-development-fund-statistics>.
- 235** Petig, A., Chávez, R., & Austin, L.J.E. (2019). *Strengthening the Knowledge, Skills, and Professional Identity of Early Educators: The Impact of the California SEIU Early Educator Apprenticeship Program*. Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/strengthening-the-knowledge-skills-and-professional-identity-of-early-educators/>.
- 236** Child Care Aware of America. (2021, March 10). *CCAoA Statement in Response to Congress Passing American Rescue Plan* [Press release]. <https://info.childcareaware.org/media/ccaoa-statement-in-response-to-congress-passing-american-rescue-plan>.
- 237** Cambridge Dictionary. (n.d.). *Base pay*. <https://dictionary.cambridge.org/us/dictionary/english/base-pay>.
- 238** McLean, C., Austin, L.J.E., Whitebook, M., & Olson, K.L. (2021). Compensation & Financial Relief. In *Early Childhood Workforce Index 2020*. Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/workforce-index-2020/state-policies-to-improve-early-childhood-educator-jobs/early-childhood-educator-workforce-policies/compensation-financial-relief/>.

- 239** U.S. Department of Health & Human Services, Administration for Children & Families, Office of Child Care. (2016, December 14). *What is the Child Care and Development Fund (CCDF)?* <https://www.acf.hhs.gov/occ/faq/what-child-care-and-development-fund-ccdf-0>.
- 240** Council for Professional Recognition. (2020). *CDA® Credentialing Program FAQs*. <https://www.cdacouncil.org/credentials/faqs/apply-for-cda-faqs>.
- 241** McLean, C., Austin, L.J.E., Whitebook, M., & Olson, K.L. (2021). Compensation & Financial Relief. In *Early Childhood Workforce Index 2020*. Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/workforce-index-2020/state-policies-to-improve-early-childhood-educator-jobs/early-childhood-educator-workforce-policies/compensation-financial-relief/>.
- 242** McLean, C., Austin, L.J.E., Whitebook, M., & Olson, K.L. (2021). Compensation & Financial Relief. In *Early Childhood Workforce Index 2020*. Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/workforce-index-2020/state-policies-to-improve-early-childhood-educator-jobs/early-childhood-educator-workforce-policies/compensation-financial-relief/>.
- 243** McLean, C., Austin, L.J.E., Whitebook, M., & Olson, K.L. (2021). Compensation & Financial Relief. In *Early Childhood Workforce Index 2020*. Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/workforce-index-2020/state-policies-to-improve-early-childhood-educator-jobs/early-childhood-educator-workforce-policies/compensation-financial-relief/>.
- 244** Capito, J., & Workman, S. (2021). *Using Cost Estimation to Inform Child Care Policy*. Prenatal to Five Fiscal Strategies. https://www.prenatal5fiscal.org/_files/ugd/8fd549_62d3a75d3ede423abebc6b1841e8c328.pdf.
- 245** Capito, J., & Workman, S. (2021). *Using Cost Estimation to Inform Child Care Policy*. Prenatal to Five Fiscal Strategies. https://www.prenatal5fiscal.org/_files/ugd/8fd549_62d3a75d3ede423abebc6b1841e8c328.pdf.
- 246** McLean, C., Austin, L.J.E., Whitebook, M., & Olson, K.L. (2021). Introduction & Policy Recommendations. In *Early Childhood Workforce Index 2020*. Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/workforce-index-2020/introduction-policy-recommendations/key-findings/>.
- 247** McLean, C., Austin, L.J.E., Whitebook, M., & Olson, K.L. (2021). Qualifications & Educational Supports. In *Early Childhood Workforce Index 2020*. Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/workforce-index-2020/state-policies-to-improve-early-childhood-educator-jobs/early-childhood-educator-workforce-policies/qualifications-educational-supports/>.
- 248** Center for the Study of Child Care Employment. (2019). *Model Work Standards for Teaching Staff in Center-Based Child Care*. Center for the Study of Child Care Employment, University of California, Berkeley. https://cscce.berkeley.edu/wp-content/uploads/publications/The-Model-Work-Standards-Center-Based_FINAL.pdf.
- 249** Center for the Study of Child Care Employment. (2019). *Model Work Standards for Early Educators in Family Child Care*. Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/wp-content/uploads/publications/The-Model-Work-Standards-FCC-FINAL.pdf>.
- 250** U.S. Department of Health & Human Services, Administration for Children & Families, Office of Early Childhood Development. (2024). *Preschool Development Grant Birth through Five (PDG B-5)*. <https://www.acf.hhs.gov/ecd/early-learning/preschool-development-grants>.
- 251** National Center on Early Childhood Quality Assurance. (n.d.). *About QRIS*. <https://ecquality.acf.hhs.gov/about-qris>.
- 252** Dade, A., & McLean, C. (2023). *Bold on Early Educator Compensation Learning Community 2022: Lessons from State Actions*. Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/publications/brief/learning-community-lessons-from-state-actions/>.
- 253** McLean, C., Austin, L.J.E., Whitebook, M., & Olson, K.L. (2021). Qualifications & Educational Supports. In *Early Childhood Workforce Index 2020*. Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/workforce-index-2020/state-policies-to-improve-early-childhood-educator-jobs/early-childhood-educator-workforce-policies/qualifications-educational-supports/>.
- 254** McLean, C., Austin, L.J.E., Whitebook, M., & Olson, K.L. (2021). Compensation & Financial Relief. In *Early Childhood Workforce Index 2020*. Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/workforce-index-2020/state-policies-to-improve-early-childhood-educator-jobs/early-childhood-educator-workforce-policies/compensation-financial-relief/>.
- 255** Child Care Services Association & T.E.A.C.H. Early Childhood® National Center. (2024). *T.E.A.C.H. Early Childhood*. <https://www.teachechnationalcenter.org/teach-early-childhood/>.

- 256** McLean, C., Austin, L.J.E., Whitebook, M., & Olson, K.L. (2021). Workforce Data. In *Early Childhood Workforce Index 2020*. Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/workforce-index-2020/state-policies-to-improve-early-childhood-educator-jobs/early-childhood-educator-workforce-policies/workforce-data/>.
- 257** McLean, C., Austin, L.J.E., Whitebook, M., & Olson, K.L. (2021). Workforce Data. In *Early Childhood Workforce Index 2020*. Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/workforce-index-2020/state-policies-to-improve-early-childhood-educator-jobs/early-childhood-educator-workforce-policies/workforce-data/>.



