

# ***Where to next? How ECE workforce registries can inform and guide***

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# About me...



As of Sept 1, I am the Director of the Institute of Public Policy in the Truman School of Public Affairs at the University of Missouri.  
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*Physically-active Approaches to Early Number Learning* combines physical activity with principles of early numeracy development to improve preschoolers' knowledge of the symbol system of numbers.

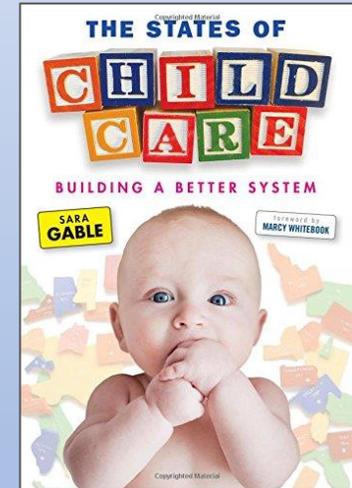


**One clap**



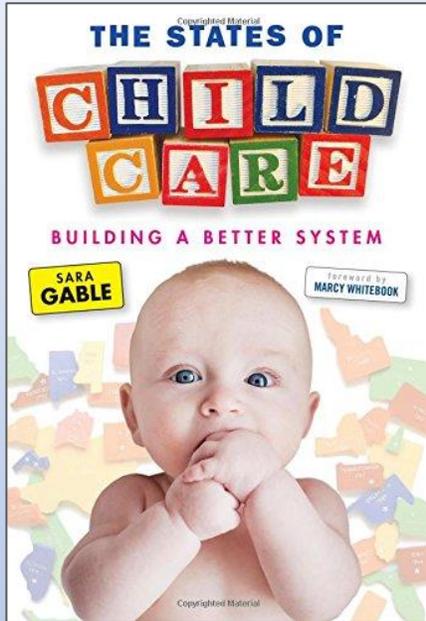
*Healthy Plants/Healthy Bodies* provides hands-on nutrition and plant science learning opportunities to improve preschoolers' vegetable intake and knowledge of plant science.

I volunteer my time and expertise to the community as a Court-Appointed Special Advocate for children in foster care.



<https://www.hepg.org/her-home/issues/harvard-educational-review-volume-84-number-4/herbooknote/the-states-of-child-care>

## *The States of Child Care (2014)*



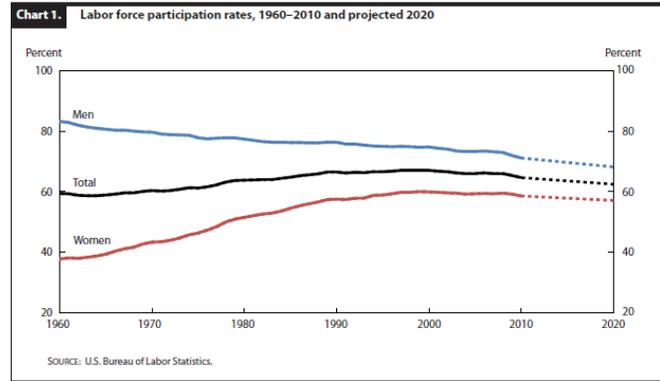
<https://www.hepg.org/her-home/issues/harvard-educational-review-volume-84-number-4/herbooknote/the-states-of-child-care>

- Long-standing barriers to a national system of child care: 1) Societal ambivalence toward maternal employment; 2) lack of shared understanding of child care’s function; and, 3) a workforce beset by poor pay and low expectations
- Proposed recommendations for improvement that focused on policy integration of ECE’s “function” (support parental employment and kindergarten readiness) and workforce development



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# Pre-COVID Context



52 Monthly Labor Review • January 2012

## 2019 BLS Employment Data

- Married couple households with children = 64.2% both parents employed.
- Father headed households = 85.2%
- Mother headed households = 75.4%
- Mothers with children under age 3 = 62.2%
- Mothers with children under age 6 = 66.4%
- Mothers with children ages 6 to 17 = 76.8%

<https://www.bls.gov/news.release/pdf/famee.pdf>



## 2019 NHES ECE/Child Care Participation Data

- ~ 59% of children 5 years and younger enrolled in at least one weekly non-parental care arrangement
- 62% attend child care center, preschool, or PreK program
- 37% relative care
- 18% non-relative care
- “Reliability of arrangement” rated “very important” by 87% of respondents [higher proportion than availability of provider (75%) and staff qualifications 72%)]

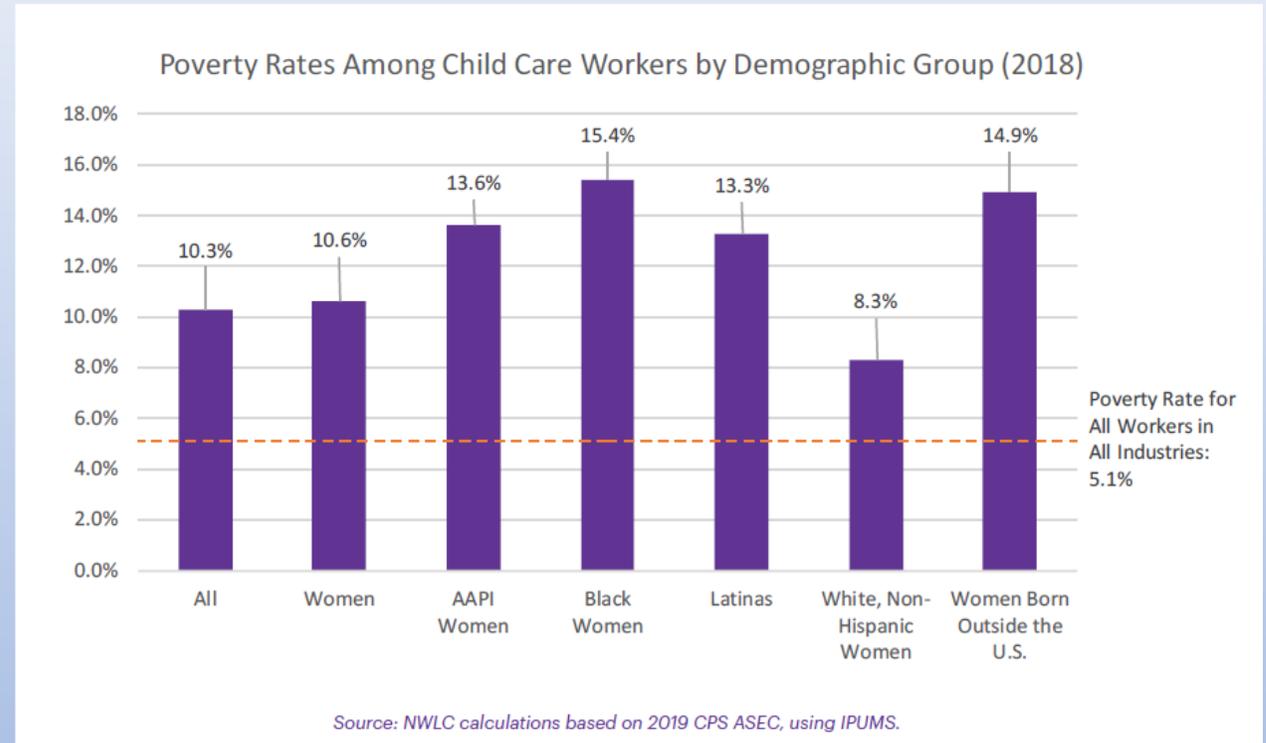
<https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2020075>

# Pre-COVID Context: The Child Care Workforce

The screenshot shows the Occupational Outlook Handbook page for Childcare Workers. The page includes a navigation menu with links like 'OOH HOME', 'OCCUPATION FINDER', and 'OOH FAQ'. The main heading is 'Childcare Workers'. Below this, there are tabs for 'Summary', 'What They Do', 'Work Environment', 'How to Become One', 'Pay', and 'Job Outlook'. The 'Summary' tab is active, displaying a table of 'Quick Facts: Childcare Workers'. The 'Job Outlook, 2019-29' row is highlighted with a red box, showing a 2% outlook, which is slower than average. Other facts include a 2019 median pay of \$24,230 per year, typical entry-level education of a high school diploma, and 1,146,400 jobs in 2019.

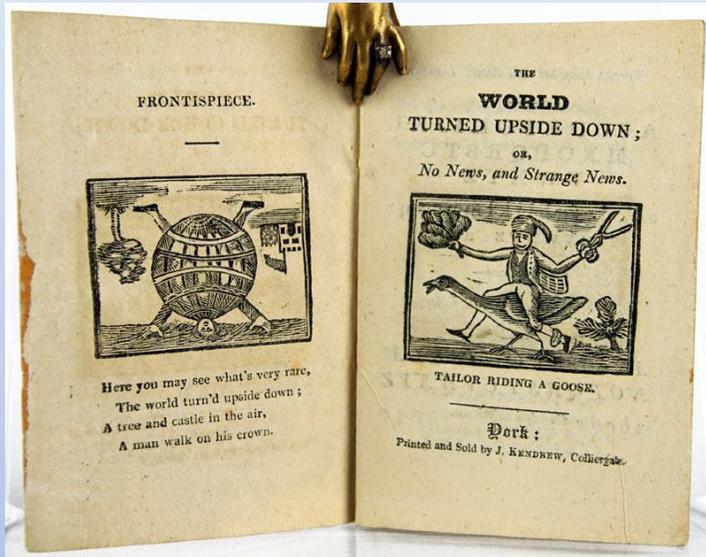
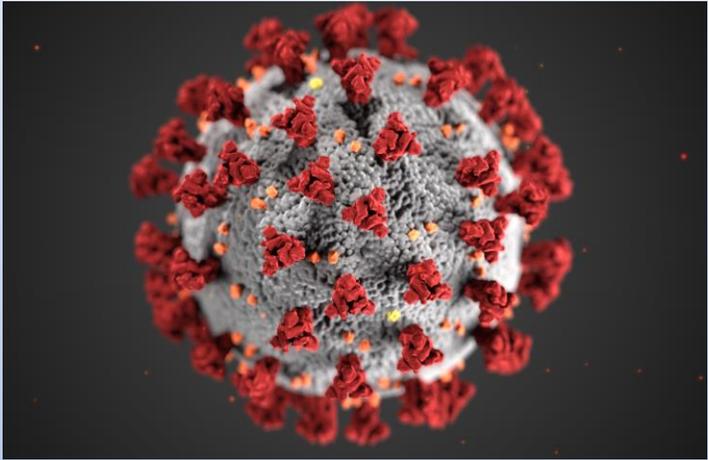
Quick Facts: Childcare Workers	
2019 Median Pay	\$24,230 per year \$11.65 per hour
Typical Entry-Level Education	High school diploma or equivalent
Work Experience in a Related Occupation	None
On-the-job Training	Short-term on-the-job training
Number of Jobs, 2019	1,146,400
Job Outlook, 2019-29	2% (Slower than average)
Employment Change, 2019-29	19,500

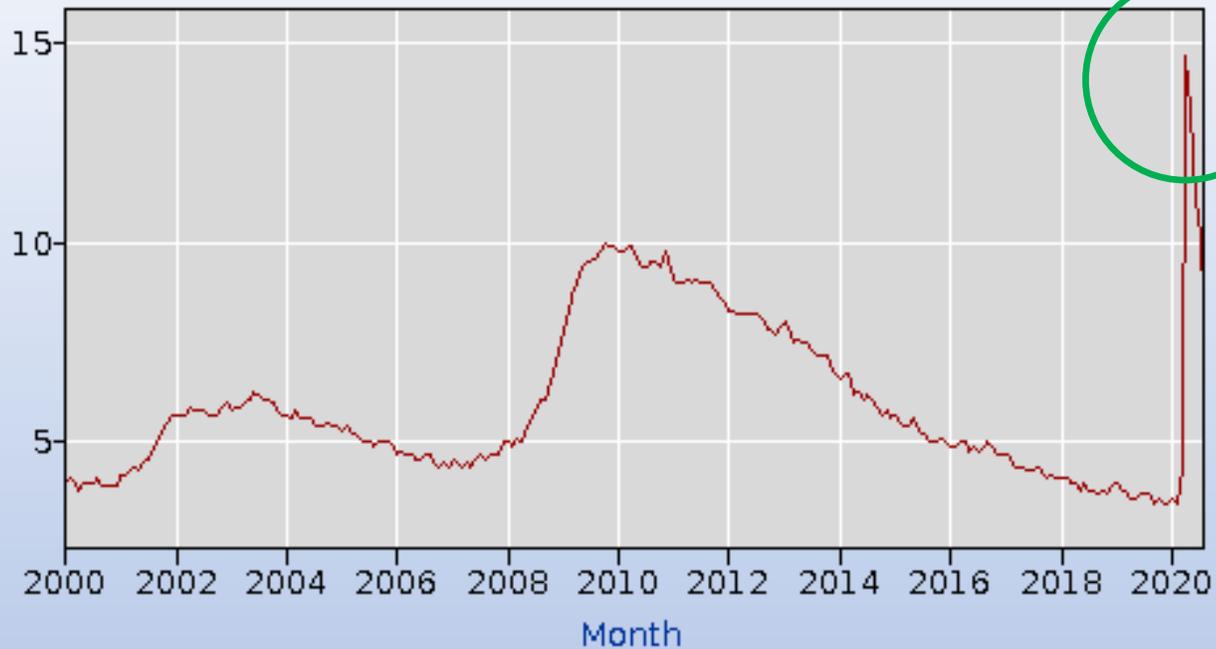
<https://www.bls.gov/ooh/personal-care-and-service/childcare-workers.htm>



Source: NWLC calculations based on 2019 CPS ASEC, using IPUMS.

<https://nwlc.org/issue/child-care/>





# COVID Unemployment Rates

Download:

Year	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
2000	4.0	4.1	4.0	3.8	4.0	4.0	4.0	4.1	3.9	3.9	3.9	3.9
2001	4.2	4.2	4.3	4.4	4.3	4.5	4.6	4.9	5.0	5.3	5.5	5.7
2002	5.7	5.7	5.7	5.9	5.8	5.8	5.8	5.7	5.7	5.7	5.9	6.0
2003	5.8	5.9	5.9	6.0	6.1	6.3	6.2	6.1	6.1	6.0	5.8	5.7
2004	5.7	5.6	5.8	5.6	5.6	5.6	5.5	5.4	5.4	5.5	5.4	5.4
2005	5.3	5.4	5.2	5.2	5.1	5.0	5.0	4.9	5.0	5.0	5.0	4.9
2006	4.7	4.8	4.7	4.7	4.6	4.6	4.7	4.7	4.5	4.4	4.5	4.4
2007	4.6	4.5	4.4	4.5	4.4	4.6	4.7	4.6	4.7	4.7	4.7	5.0
2008	5.0	4.9	5.1	5.0	5.4	5.6	5.8	6.1	6.1	6.5	6.8	7.3
2009	7.8	8.3	8.7	9.0	9.4	9.5	9.5	9.6	9.8	10.0	9.9	9.9
2010	9.8	9.8	9.9	9.9	9.6	9.4	9.4	9.5	9.5	9.4	9.8	9.3
2011	9.1	9.0	9.0	9.1	9.0	9.1	9.0	9.0	9.0	8.8	8.6	8.5
2012	8.3	8.3	8.2	8.2	8.2	8.2	8.2	8.1	7.8	7.8	7.7	7.9
2013	8.0	7.7	7.5	7.6	7.5	7.5	7.3	7.2	7.2	7.2	6.9	6.7
2014	6.6	6.7	6.7	6.2	6.3	6.1	6.2	6.1	5.9	5.7	5.8	5.6
2015	5.7	5.5	5.4	5.4	5.6	5.3	5.2	5.1	5.0	5.0	5.1	5.0
2016	4.9	4.9	5.0	5.0	4.8	4.9	4.8	4.9	5.0	4.9	4.7	4.7
2017	4.7	4.6	4.4	4.4	4.4	4.3	4.3	4.4	4.2	4.1	4.2	4.1
2018	4.1	4.1	4.0	4.0	3.8	4.0	3.8	3.8	3.7	3.8	3.7	3.9
2019	4.0	3.8	3.8	3.6	3.6	3.7	3.7	3.7	3.5	3.6	3.5	3.5
2020	3.6	3.5	4.4	14.7	13.3	11.1	10.2	8.4				

<https://data.bls.gov/timeseries/LNS14000000>

<https://data.bls.gov/pdq/SurveyOutputServlet>



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# COVID Child Care Participation

<https://www.wvtf.org/post/many-parents-uneasy-about-child-care-during-covid-19#stream/0>



<https://www.wpr.org/report-many-child-care-providers-closed-due-covid-19-how-many-can-reopen-unclear>



<https://hechingerreport.org/goodbye-sensory-tables-hello-air-hugs-child-care-in-the-coronavirus-era/>



<https://www.pbs.org/newshour/health/this-is-not-working-parents-juggling-jobs-and-child-care-under-covid-19-see-no-good-solutions>



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# COVID: Child Care Workforce

*Care-workers still somewhat invisible* (care-work is work with no immediate “product”; primarily provided by women; includes child care, education, elder care)...as per Gilliam’s remarks re: public concern primarily about children and not about teachers/caregivers.



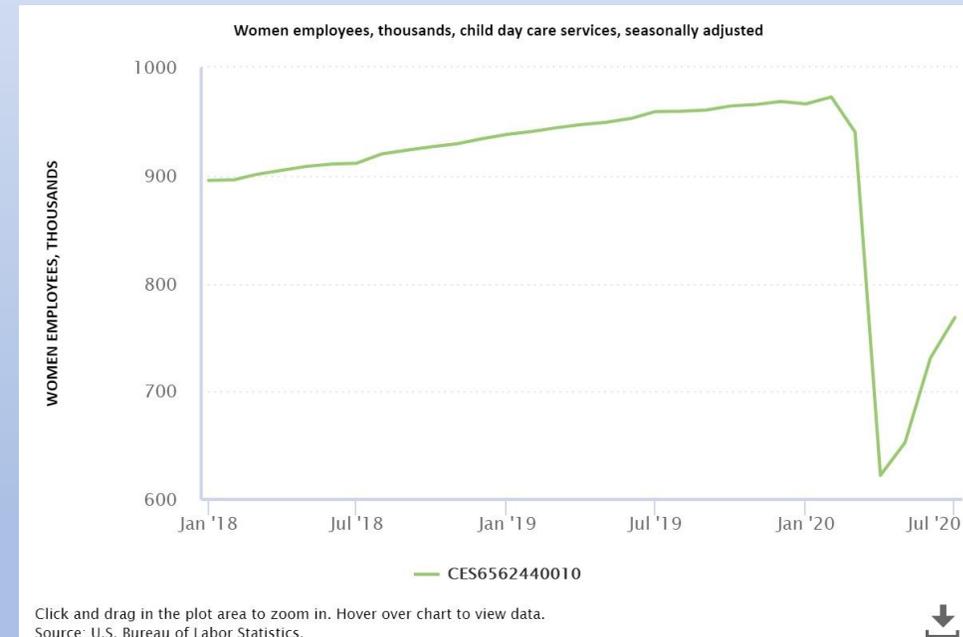
**NATIONAL WOMEN'S LAW CENTER**  
Justice for Her. Justice for All.

AUGUST 2020 | FACT SHEET

## One in Five Child Care Jobs Have Been Lost Since February, and Women Are Paying the Price

BY CLAIRE EWING-NELSON

<https://nwlc.org/issue/child-care/>



<https://beta.bls.gov/dataViewer/view/timeseries/CES6562440010>



## PAST TENSE

Paid Child Care for Working Mothers? All It Took Was a World War  
When the men came home, the programs went away.

By Lydia Kiesling



Workers from the Kaiser shipyard dropping off their children at a company day care center. The school, open 365 days a year, was funded by a partnership with the federal government. Dec. 1, 1944. Credit...Oregon Historical Society

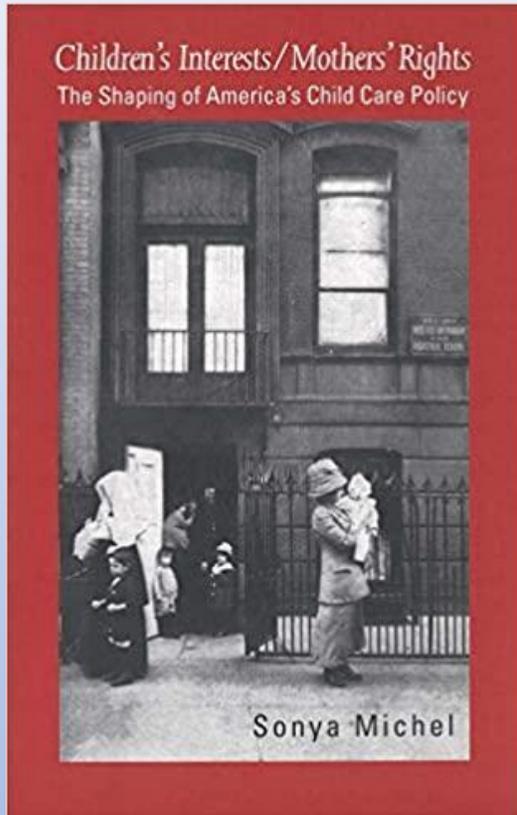
<https://www.nytimes.com/2019/10/02/us/paid-childcare-working-mothers-wwii.html>



After WWII, parents organized demonstrations, like this one in New York on Sept. 21, 1947, calling for the continuing funding of the centers. The city's welfare commissioner dismissed the protests as "hysterical." Credit...The New York Times

# Social Discourse re: Child Care after WWII

1. One began with present-day conditions of working mothers and their children. This was accomplished with government-sponsored *descriptive studies*.
2. Another approached the topic by projecting the nation's economy forward and deeming women's employment essential (arguing for *maternal* employment and child care made things a little more complex).
3. Feminist agenda: of course women want to work, especially because they are attaining more education; focus on women of privilege. Taken up in popular media; child care a private matter.
4. Psychologists' explored effects of maternal employment on children and mothers' subconscious motivations for work.



*Table 5.2*  
State Distribution of Nursery Schools and Day Care Centers, by Sponsorship, 1950

State	Total		Type of Sponsor						
	Number	%	Private	Community	Public education authorities	Church affiliates	Cooperatives	Laboratory	All other <sup>a</sup>
California <sup>b</sup>	626	18	174	—	286	17	75	10	64
New York	503	14	233	76	4	55	50	17	68
Illinois	227	6	151	40	4	17	8	5	2
Pennsylvania	172	5	127	—	5	2	3	16	19
New Jersey	152	4	64	61	—	—	19	2	6
Ohio	138	4	55	37	—	23	5	10	8
Michigan	113	3	38	—	6	9	10	7	43
South Carolina	113	3	51	25	—	19	—	1	17
Tennessee	113	3	40	25	10	21	3	9	5
Washington <sup>b</sup>	95	3	20	7	10	—	54	4	—
Maryland	92	3	46	18	—	4	16	5	3
Connecticut	88	3	76	4	—	2	1	3	2
Minnesota	83	2	25	41	—	10	—	4	3
Massachusetts	78	2	3	8	—	8	2	12	45
Missouri	75	2	24	21	8	12	—	8	2
Florida	75	2	51	13	—	3	5	3	—
Other 32 States and District of Columbia	782	22	352	125	27	62	12	104	100
Total	3,525	100	1,530	501	360	264	263	220	387

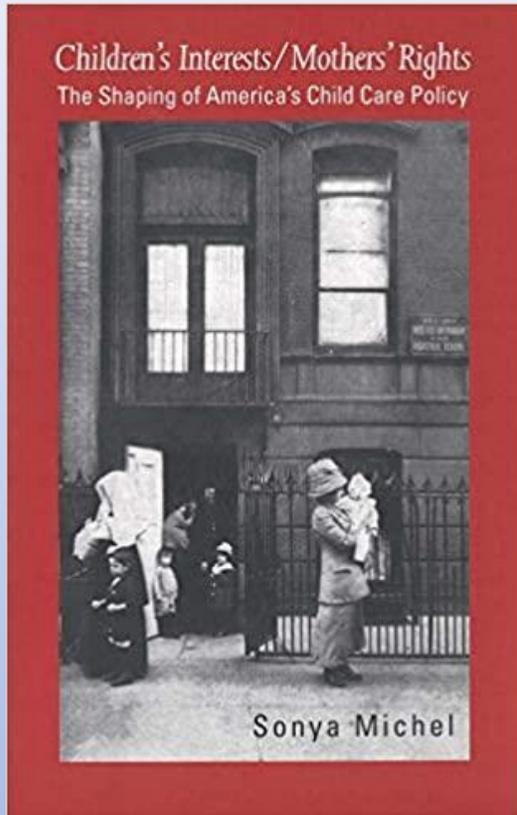
Source: *A Directory of Nursery Schools and Child-Care Centers in the United States*, Merrill-Palmer School, Detroit, 1951.

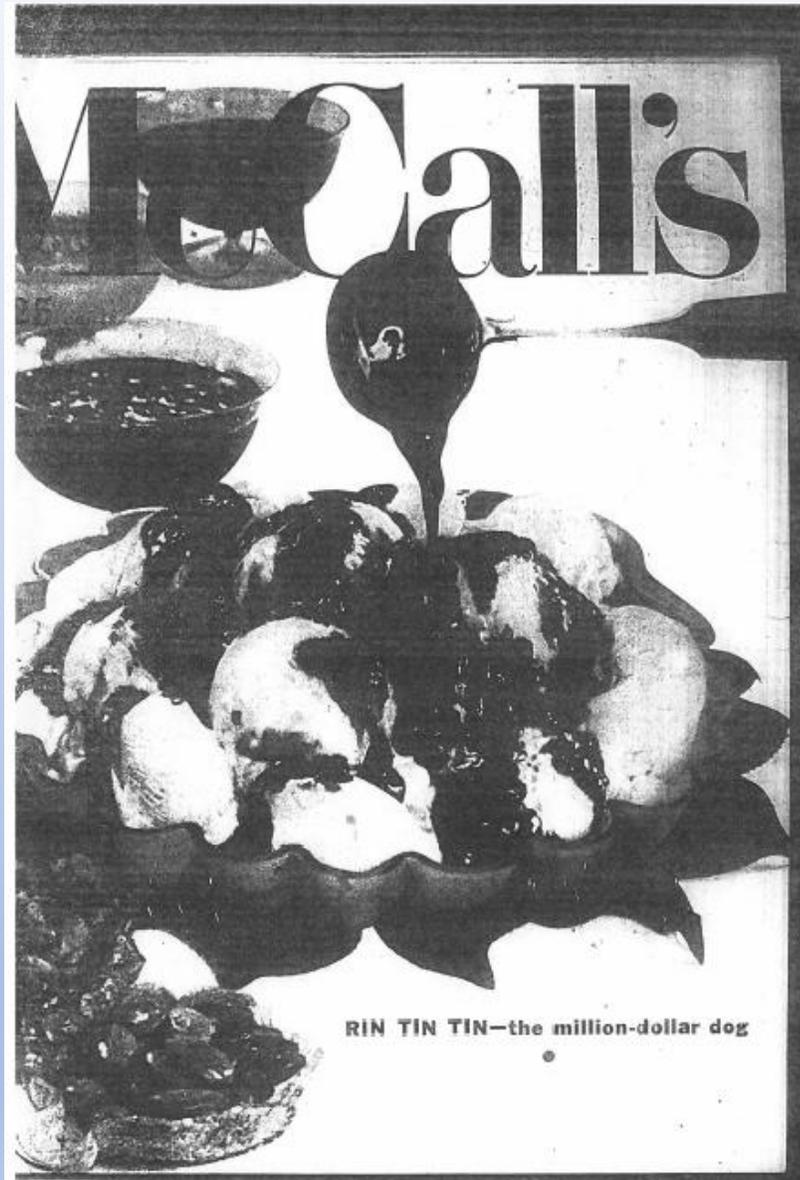
<sup>a</sup>Includes schools or centers sponsored by philanthropic agencies (46), industrial firms (17), schools for exceptional children (76), summer day camps (19), and nursery schools or centers not elsewhere classified (229).

<sup>b</sup>State public school funds depended on current legislative appropriations and were eliminated in some sessions after this report.

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RIN TIN TIN—the million-dollar dog

Fifteen years ago one out of ten mothers worked.  
Today one out of four mothers has a job. Is the trend good or bad?

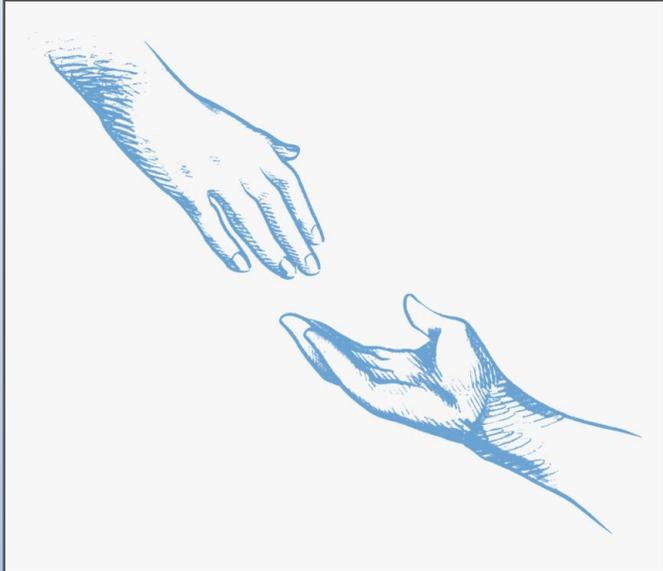
## Is a working mother a threat to the home?

by ELIZABETH POPE



Using the Chat Box, please share your thoughts on this question: “During this time of the COVID-19 pandemic, when child care is the topic of conversation, what are people saying about it?”

# How can ECE Workforce Registries Contribute to and Shape the Social Discourse re: Child Care after COVID-19?



**Reaching In:** the Alliance’s 2020 State of Registries survey; Gilliam’s “emergency” study that will provide a snapshot of child care during COVID-19

**Reaching Out:** linking Alliance study with NAEYC Power to the Profession; Gilliam’s study linkages with Johns Hopkins’ surveillance data, Census data, and cellphone data; TN’s stakeholder groups; key = linking variables (e.g., zip codes; GPS data)





Using the Chat Box, please share your thoughts on this question: “How can your state’s child care workforce registry shape the social discourse and state/federal policy about child care by reaching in and reaching out?”

# NC's Approach to Early Care and Education System Building



1. Shared vision: Support parental employment and provide high quality early care and education
2. Leadership and engagement: On the ground and at the top)
3. Best Practices: Reflection and intentionality, calculated risk-taking, willingness to manage controversy
4. Poised and ready: stayed the course yet flexible, too (e.g., PreK movement; what is now termed *agility*)

# *Thank you!*

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