

The Early Care and Education Workforce and Workplace in Los Angeles County

A Longitudinal Analysis, 2020-2023

By Anna Powell, Wanzi Muruvi, Lea J.E. Austin, and Abby Copeman Petig



This report was generously sponsored by First 5 Los Angeles and the Los Angeles County Office of Education.

Table of Contents

List of Tables and Figures	2
Introduction	3
About the Study	3
Core Findings	4
Chapter 1. Workforce Trends Since 2020: Job Changes and Challenges	7
Job Changes	8
Recruitment Challenges	13
The Future of the Field	14
Discussion	15
Chapter 2. Program-Level Changes Since 2020: The “New Normal”	17
Family Child Care Provider Patterns	18
Child Care Center Patterns	24
Discussion	30
Chapter 3. Educator Well-Being: Personal and Professional	31
Emotional Well-Being	32
Physical Well-Being	36
Professional Well-Being	40
Discussion	48
Recommendations	50
Appendix	51
References	52

List of Tables and Figures

Table 1.1. Sample Demographics in Los Angeles County	8
Figure 1.1. Changes in ECE Job Role in Los Angeles County, 2020-2023	9
Table 1.2. Educators in the Same Type of Role, 2020-2023	10
Table 1.3. Center-Based Educators Working at the Same Site, 2020-2023	11
Table 1.4. Educators Who Left the ECE Workforce	12
Table 1.5. Staff Recruitment Challenges	13
Table 1.6. Expected Employment in Three Years in Los Angeles County	14
Table 1.7. Interest in PK-3 Credential in Los Angeles County	15
Table 2.1. Typical Enrollment in Family Child Care, By Provider License Size	18
Table 2.2. Family Child Care Providers Enrolling Each Age Group	19
Table 2.3. Family Child Care Staffing, By Provider License Size	20
Table 2.4. Family Child Care Assistant Turnover and Vacancy, By Provider License Size	21
Table 2.5. Operational Challenges for Family Child Care Providers	22
Table 2.6. Business Challenges for Family Child Care Providers	23
Table 2.7. Impact of TK Expansion on Family Child Care Providers	24
Table 2.8. Average Total Enrollment in Centers, By Program Funding Type	25
Table 2.9. Centers Enrolling Each Age Group	25
Table 2.10. Center Staffing, By Program Funding Type	26
Table 2.11. Center Turnover and Vacancy, By Program Funding Type	27
Table 2.12. Operational Challenges for Center-Based Programs	28
Table 2.13. Business Challenges for Center-Based Programs	29
Table 2.14. Impact of TK Expansion on Center-Based Programs	30
Table 3.1. Educators Reporting High Levels of Perceived Stress	33
Table 3.2. Educators Reporting Significant Depressive Symptoms	34
Table 3.3.1. Educators With Strategies to Manage Stress	35
Table 3.3.2. Educators With Sufficient Contact With Adults During the Week	36
Table 3.4. Educators With Chronic Health Issues	37
Table 3.5. Self-Reported Overall Health Rating	39
Table 3.6. Rewarding Experiences on the Job, Percent Indicating “Very Often”	41
Table 3.7. Current Challenges in the Classroom	42
Table 3.8. Educators With Choice in Professional Development	45
Table 3.9. Educators With Sufficient Networking Opportunities	46
Table 3.10. Student Loan Debt	48

Introduction

First 5 Los Angeles County partnered with the Center for the Study of Child Care Employment (CSCCE) to explore the state of child care centers and family child care (FCC) providers. As part of the California Early Care and Education Workforce Study, CSCCE conducted surveys in 2020 and 2023 to measure both individual- and site-level factors. In this report, we present highlights from longitudinal trends in each of the two levels (**Chapters 1 and 2**), as well as a portrait of current educator well-being (**Chapter 3**).

About the Study

Our study consists of surveys conducted in Los Angeles County at two time points. First, between October and December 2020, we surveyed a representative sample of 572 FCC providers and 419 center directors and a convenience sample of 436 center teachers and assistants. In 2023, we contacted the same sample to follow up on their status, successfully reaching a subset of respondents. Some educators had changed roles and thus switched samples in our study: for instance, some teachers become center directors. Some respondents were no longer in the early care and education (ECE) field and are excluded from most analyses. (For more information on role changes, refer to **Figure 1.1**.) All program leader data is weighted by region (Supervisor District); center directors are also weighted by infant/toddler license and FCC providers are weighted by small/large licensing status.¹ We use data from the *California Resource & Referral Network 2021 Portfolio* (California Resource & Referral Network, 2023) to calculate our weights.

In this report, we present findings by **provider type**: FCC provider, center director, and center teacher/assistant. We also disaggregate findings for a closer look, using dimensions such as **FCC size** (small or large license), **center funding type** (Head Start and Title 5, versus all other programs),² and educator **race/ethnicity** (Asian, Black, Latina,³ White, and multiethnic). In some cases, we do not present findings by race/ethnicity for all educators in Los Angeles County due to

¹ California grants two types of FCC licenses by maximum group size: small (six to eight children) and large (12 to 14 children).

² While some FCC providers participate in Head Start/Title 5 initiatives, our survey does not provide estimates for this subset of programs.

³ 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.

the number of respondents who answered a particular question (n<10). However, our tables frequently provide a comparison to our statewide sample with a much larger sample size.

Core Findings

Workforce Trends Since 2020

- The majority of educators in our 2020 sample were still working in the same type of role in 2023, with the exception of center assistant teachers: only 32 percent were still working in the same capacity.
- At least one in ten educators who participated in our 2023 survey were no longer members of the ECE workforce.
- About one half of center lead teachers were working at a different site in 2023, along with one third of center assistants.
- Current hiring challenges for program leaders include finding staff with desired qualifications or the inability to offer higher compensation.
- Most FCC providers plan to be open three years from now, and few expressed uncertainty about the future.
- While most center teachers/assistants plan to keep working in early care and education, only one half of them envision still working in the same center in three years.
- About one third of center teachers with a bachelor's degree would be interested in pursuing the PK-3 ECE Specialist Instruction Credential right away, and another third would be interested, if not for limits on their time or finances. Many educators across roles needed more information to form their opinion on this new credential.

Program-Level Changes Since 2020

FCC Providers

- Large FCC providers have not recovered total enrollment at pre-pandemic levels: average enrollments declined from 12.5 to 10.9.
- FCC enrollment has declined most among three-year-olds and infants relative to pre-pandemic levels.
- About 40 percent of FCC providers with paid staff have experienced turnover since January 2021. Additionally, 41 percent of FCC providers with staff say they are already feeling the effects of transitional kindergarten (TK) expansion on their staffing.
- Maintaining sufficient income is a challenge for 69 percent of providers. While this finding falls below the 78 percent registered during the height of the pandemic, it remains far above the 29 percent recorded pre-pandemic.

- When comparing 2020 with the 2021-2023 period, a similar share of FCC providers in Los Angeles County had to go without paying themselves (50 percent and 51 percent, respectively). A slightly greater proportion of FCC providers missed payments or took on debt in the 2021-2023 period than in 2020.

Centers

- Similar to FCC providers, child care centers experienced an initial drop and then partial recovery in total enrollment: 78 percent of centers now serve toddlers, and there has been a decline in enrollment for three-, four-, and five-year-olds.
- Center staffing likewise declined and only partially rebounded by 2023. Head Start/Title 5 programs declined from 13.7 positions pre-pandemic to 11.9 in 2023; other centers faced steeper losses from 12.1 to 8.5 positions.
- Head Start/Title 5 programs in Los Angeles more often experienced staff turnover and vacancies compared to the rest of the state.
- The proportion of centers facing enrollment challenges grew dramatically over the course of 2020 but improved partially by 2023: 48 percent of centers now struggle to maintain enrollment, compared to 21 percent pre-pandemic.
- Child care center business challenges affected a subset of programs in 2020, and a similar share experienced issues like missed vendor payments in the period of 2021 through 2023.
- So far, the impact of TK expansion is more visible on center enrollment than staffing. Our sample even shows a decline in enrollment for three-year-olds at some sites (30 percent of centers). Meanwhile, few centers have increased enrollment for infants or toddlers in response to TK expansion (6 percent).

Educator Well-Being

Personal Well-Being

- Approximately 69 percent of center teachers and assistants reported high levels of stress according to the Perceived Stress Scale (PSS-4), along with 49 percent of FCC providers. In addition, 60 percent of Black FCC providers in Los Angeles county reported high levels of stress.
- According to the Center for Epidemiologic Studies Depression Scale (CES-D-10), 43 percent of center teachers and assistants met the threshold for significant depressive symptoms, along with 23 percent of FCC providers. White center-based educators were somewhat more likely to report depressive symptoms (38 percent of directors and 43 percent of teaching staff).

- The most common health condition was some form of chronic pain: 40 percent of FCC providers, 45 percent of center directors, and 24 percent of teachers/assistants reported a diagnosis of arthritis, lower back pain, knee/hip pain, or a similar condition.
- Center directors tended to rate their health as “poor” slightly more often than other educators (13 percent, compared to 5 percent of teachers/assistants).

Professional Well-Being

- More than eight out of ten of respondents “very often” could see the difference their work was making for both the children and their parents. Only a simple majority, however, “very often” received praise from parents or felt respected for their work. Among FCC providers statewide, Asian, Black, and Latina providers were most likely to feel respected “very often.”
- “Working with children with challenging behaviors” was the most common teaching challenge for both FCC providers and center teaching staff. Black and Asian FCC providers (37 percent for both) were less likely to consider challenging behaviors an issue than White or Latina providers (43 and 42 percent, respectively).
- In an open-ended question on teaching challenges, educators described dealing with challenging behaviors, child/family well-being, difficulty with parents, and inadequate resources and/or staffing.
- A majority of educators across roles and settings agreed that they had a choice in professional development, and educators in Head Start/Title 5-funded programs were much more likely to have such a choice (73 percent of teachers/assistants).
- FCC providers were less likely to have taken on student debt (36 percent) than their center-based peers. Center teachers/assistants with loans were least likely to have paid off their debt (24 percent in Los Angeles County). At the time of our survey, White respondents were more likely to have paid off their student loan debt than most educators of color.

Chapter 1. Workforce Trends Since 2020: Job Changes and Challenges



This report features data collected at two time points. **Table 1.1** provides the overview of our study samples in both 2020 and 2023. Between time points, our sample composition shifted somewhat. For instance, we were much less likely to reach center teaching staff under age 30 in 2023. While a few people aged out of this group, this shift mostly reflects attrition of young study participants—both from the sample and from the field. In 2023, we also have a greater concentration of Latina educators than in 2020. Meanwhile, there is little difference in the share of educators born in the United States across the two time points.

TABLE 1.1. SAMPLE DEMOGRAPHICS IN LOS ANGELES COUNTY

California Early Care and Education Workforce Study, 2020-2023

	Family Child Care Providers		Center Directors		Center Teaching Staff	
	2020 (N=572)	2023 (N=120)	2020 (N=419)	2023 (N=116)	2020 (N=436)	2023 (N=100)
Age						
29 yrs or younger	3%	1%	3%	3%	16%	3%
30 to 39 yrs	14%	20%	17%	13%	25%	25%
40 to 49 yrs	22%	27%	24%	27%	28%	31%
50 to 59 yrs	34%	24%	32%	27%	19%	26%
60 yrs or older	26%	29%	23%	30%	11%	15%
Country of Birth						
United States	50%	51%	74%	76%	74%	74%
Another country	50%	49%	26%	24%	26%	26%
Race/Ethnicity						
Asian	13%	12%	11%	7%	10%	6%
Black	19%	20%	11%	11%	9%	11%
Latina	43%	48%	26%	31%	49%	57%
Multiethnic	5%	3%	5%	4%	6%	7%
White	17%	12%	42%	41%	23%	18%
Other	4%	5%	4%	5%	3%	0%
Language Fluency						
English	86%	83%	99%	99%	99%	97%
Spanish	45%	47%	29%	29%	45%	49%
Chinese	4%	1%	2%	3%	2%	1%

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

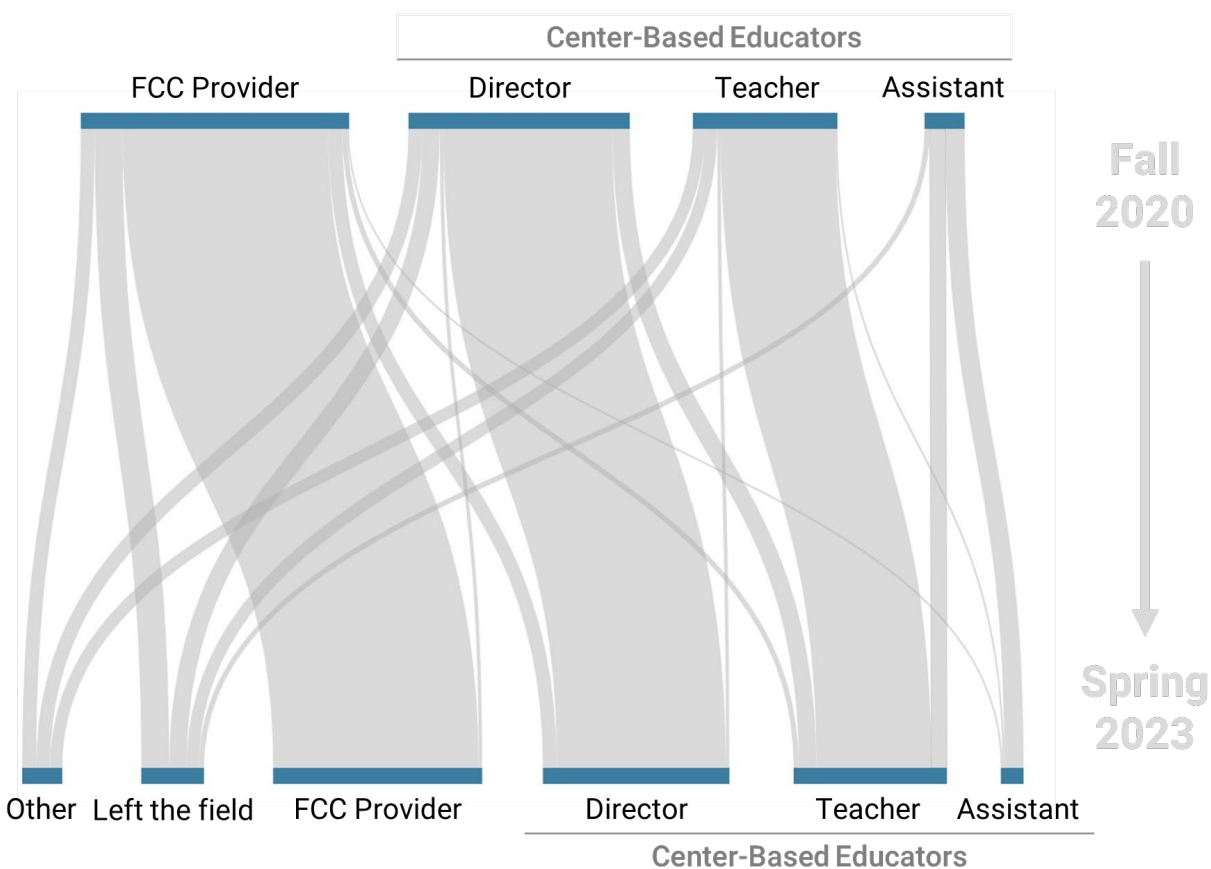
Job Changes

Between 2020 and 2023, some members of our sample changed job roles. **Figure 1.1** shows how members of the workforce transitioned into new positions, sometimes outside the field (including retirement). A portion of the sample also moved into a nonteaching or supervisory role within the field (Other), such as a coach or family engagement coordinator. Our survey almost certainly

underestimates exits from the field, since some educators provided us with work emails for their contact information.

FIGURE 1.1. CHANGES IN ECE JOB ROLE IN LOS ANGELES COUNTY, 2020-2023

California Early Care and Education Workforce Study, 2020-2023



Source: Center for the Study of Child Care Employment, University of California, Berkeley
 “Other” roles, such as coaches or family engagement coordinators, are still in the ECE field.

Table 1.2 provides additional information about job role changes, sharing the proportion of educators in the same type of role by center program funding type and race/ethnicity. Among FCC providers in Los Angeles County, Latinas were most likely to still be in the same type of role (89 percent), compared with only 53 percent of White providers. This gap is much larger in Los Angeles than statewide. Among center-based educators, Head Start/Title 5 staff were more likely to be in the same type of role. Black center teachers were the least likely statewide to be in the same role: only 44 percent. Assistant teachers of any race/ethnicity were even less likely to be in the same role: 32 percent in Los Angeles; 36 percent statewide.

TABLE 1.2. EDUCATORS IN THE SAME TYPE OF ROLE, 2020-2023

California Early Care and Education Workforce Study, 2020-2023

	FCC Provider	Center Director	Center Teacher	Center Assistant
Los Angeles County	N=105	N=97	N=68	N=18*
All respondents	79%	76%	83%	32%
Center Program Type				
Head Start/Title 5		83%	89%	37%
All other		75%	78%	**
Race/Ethnicity				
Black	79%	97%	**	**
Latina	89%	75%	78%	27%
White	53%	69%	95%	**
Statewide	N=621	N=574	N=394	N=138
All respondents	86%	74%	70%	36%
Center Program Type				
Head Start/Title 5		72%	75%	41%
All other		75%	67%	31%
Race/Ethnicity				
Asian	86%	93%	77%	56%
Black	88%	82%	44%	**
Latina	89%	77%	74%	35%
White	83%	69%	70%	29%
Multiethnic	87%	75%	67%	33%
Other	77%	80%	**	**

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

*Interpret with caution (n<50).

**Fewer than 10 respondents.

Many educators also changed programs between the two survey time points. **Table 1.3** focuses on center-based educators, showing the proportion working at the same site in 2023. In some cases, educators stayed at the same center but switched roles. In Los Angeles County, Head Start/Title 5 educators were slightly less likely to be working in the same center than others (for instance, 47 percent of Head Start/Title 5 teachers, compared to 66 percent of teachers in other programs). We discuss staff vacancies and turnover in **Chapter 2**.

TABLE 1.3. CENTER-BASED EDUCATORS WORKING AT THE SAME SITE, 2020-2023

California Early Care and Education Workforce Study, 2020-2023

	Center Director	Center Teacher	Center Assistant
Los Angeles County	N=96	N=66	N=18*
All respondents	47%	58%	66%
Center Program Type			
Head Start/Title 5	45%	47%	60%
All other	47%	66%	**
Race/Ethnicity			
Black	21%	**	**
Latina	29%	50%	65%
White	67%	56%	**
Statewide	N=573	N=389	N=137
All respondents	42%	52%	48%
Center Program Type			
Head Start/Title 5	38%	50%	55%
All other	43%	52%	42%
Race/Ethnicity			
Asian	62%	56%	75%
Black	28%	35%	**
Latina	33%	47%	48%
White	46%	55%	58%
Multiethnic	54%	52%	24%
Other	39%	**	**

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

*Interpret with caution (n<50).

**Fewer than 10 respondents.

Finally, we present the proportion of educators who are no longer members of the ECE workforce (excluding those who have taken a support role in an ECE setting). **Table 1.4** shows that very few Head Start/Title 5 directors left the field in Los Angeles. Center teachers in the same programs were also less likely to leave the field (9 percent in Los Angeles County, compared to 18 percent statewide).

TABLE 1.4. EDUCATORS WHO LEFT THE ECE WORKFORCE

California Early Care and Education Workforce Study, 2020-2023

	FCC Provider	Center Director	Center Teacher	Center Assistant
Los Angeles County	N=105	N=97	N=68	N=18*
All respondents	14%	16%	11%	13%
Center Program Type				
Head Start/Title 5		3%	9%	22%
All other		18%	13%	**
Race/Ethnicity				
Black	21%	3%	**	**
Latina	9%	4%	14%	19%
White	37%	30%	0%	**
Statewide	N=621	N=574	N=394	N=138
All respondents	11%	21%	18%	17%
Center Program Type				
Head Start/Title 5		23%	18%	19%
All other		20%	18%	14%
Race/Ethnicity				
Asian	6%	7%	15%	11%
Black	12%	12%	43%	**
Latina	9%	15%	19%	15%
White	15%	27%	15%	10%
Multiethnic	12%	22%	16%	31%
Other	13%	20%	**	**

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

*Interpret with caution (n<50).

*Fewer than 10 respondents.

By race/ethnicity, White program leaders were more likely to leave the ECE workforce: for instance, 37 percent of FCC providers and 30 percent of center directors in Los Angeles County. Statewide, Black center teachers were most likely among all staff to leave the ECE workforce.

Recruitment Challenges

Many program leaders face challenges in recruiting their teaching staff. **Table 1.5** shows the most common challenges leaders reported (among leaders with one or more challenges). In general, many responses from Los Angeles County resemble statewide responses: center directors are more likely than FCC providers to be challenged in hiring educators with the desired qualifications (94 percent and 71 percent, respectively). For FCC providers, challenges are specific those who work with a paid assistant (see **Table 2.3** for more information).

TABLE 1.5. STAFF RECRUITMENT CHALLENGES

California Early Care and Education Workforce Study, 2023

	FCC Provider	Center Director
Los Angeles County	N=57	N=82
Due to desired qualifications	71%	94%
Due to the compensation we are able to offer	64%	63%
Due to willingness to work during the pandemic	44%	48%
Due to hours needed	15%	12%
Due to health concerns	35%	16%
Due to desired language skills	30%	3%
Statewide	N=226	N=424
Due to desired qualifications	67%	93%
Due to the compensation we are able to offer	69%	56%
Due to willingness to work during the pandemic	54%	46%
Due to hours needed	11%	10%
Due to health concerns	29%	18%
Due to desired language skills	19%	6%

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

The two settings, however, face similar challenges in recruiting based on compensation (63 percent for center directors and 64 percent for FCC providers in Los Angeles). Center directors in Los Angeles were also somewhat more likely to face challenges in recruiting related to compensation than the full statewide sample (63 percent, compared to 56 percent). For FCC

providers, Los Angeles County respondents were more likely to be challenged in finding candidates with the desired language skills (30 percent, compared to 19 percent statewide).

The Future of the Field

Our survey asked educators to look three years into the future and consider where they would most likely be working (**Table 1.6**). We asked this question in both 2020 and 2023. For FCC providers, the majority planned to continue operating their program in both time points, though a slight decrease occurred over the time period (78 percent in 2020, compared to 66 percent in 2023). This finding corresponds with a drop in respondents selecting “don’t know” (14 percent in 2020, compared to 6 percent in 2023).

TABLE 1.6. EXPECTED EMPLOYMENT IN THREE YEARS IN LOS ANGELES COUNTY

California Early Care and Education Workforce Study, 2020-2023

	Family Child Care Providers		Center Teacher/ Assistant	
	2020 (N=572)	2023 (N=120)	2020 (N=436)	2023 (N=100)
Same program	66%	78%	53%	48%
Different center or FCC program	6%	1%	6%	7%
TK-12 classroom	2%	1%	5%	14%
Supporting children and families but not providing care	2%	2%	9%	6%
Outside of the ECE field	2%	5%	7%	4%
Retired	8%	7%	4%	7%
Don't know	14%	6%	16%	14%

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

Certainly, many FCC providers closed between the surveys; our data reflects this trend, but also suggests closures have slowed down. Meanwhile, for center teaching staff, a similar share of respondents selected “don’t know” in both time periods (16 percent in 2020 and 14 percent in 2023). Growing interest in employment in TK-12 has reduced the proportion of respondents planning to remain in the same program: 14 percent of center teachers/assistants saw themselves working in TK-12 in our 2023 sample.

To facilitate employment in TK and the early elementary years, California is on the cusp of rolling out a new public school teacher credential: the PK-3 Early Childhood Education Specialist Instructional Credential. Our survey included a brief description of the forthcoming opportunity, followed by a question gauging the respondent’s interest. **Table 1.7** shows the results by educational attainment.

TABLE 1.7. INTEREST IN PK-3 CREDENTIAL IN LOS ANGELES COUNTY

California Early Care and Education Workforce Study, 2020-2023

	FCC Provider	Center Director	Center Teacher/Assistant
Associate Degree	N=21*	N=14*	N=19*
Yes, I would pursue it as soon as it was available	25%	25%	16%
Yes, I am interested, but I do not have the money or time	8%	24%	32%
No, I am not interested	19%	33%	37%
Not sure/Need more information	49%	18%	16%
Bachelor’s Degree	N=34*	N=67	N=59
Yes, I would pursue it as soon as it was available	13%	12%	29%
Yes, I am interested, but I do not have the money or time	30%	15%	36%
No, I am not interested	31%	39%	12%
Not sure/Need more information	26%	35%	24%

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

*Interpret with caution (n<50).

Educators were split: a minority favored immediately pursuing the credential, while others needed more information or resources. FCC providers with an associate degree expressed the greatest need for more details (49 percent). FCC providers and center directors with a bachelor’s degree were most likely to be uninterested (31 and 39 percent, respectively).

Discussion

Our survey offers a rare window into movement within and out of the ECE workforce. We likely underestimate departures from the field, but we are able to examine some patterns across roles

and programs. For instance, center-based educators were more likely to be in a similar type of role than working at the same site. This finding suggests there was notable churn *between programs* contributing to turnover. Looking ahead, few workers are expecting to change sites or leave the workforce, but a notable subgroup are uncertain of their future. Preliminary interest in the PK-3 Early Childhood Education Specialist Instruction Credential is palpable—particularly among center teaching staff with a bachelor’s degree—but decisions in this regard are still taking shape as educators lack clarity on the details.

Chapter 2. Program-Level Changes Since 2020: The “New Normal”



In this chapter, we present findings on the stability of ECE programs: their staffing, enrollment, and operations, as well as the first look at disruptions as TK expands in California. We provide estimates for FCC providers and center-based programs independently, allowing us to situate the findings in their programmatic context. This chapter includes longitudinal findings from three time points: pre-pandemic (the start of 2020), mid-pandemic (late 2020), and post-pandemic (2023).⁴ To visually orient the reader, we label columns presenting findings from our 2020 survey with a teal background, in contrast to the dark blue for the 2023 survey.

Both FCC providers and center-based programs experienced dramatic swings in their enrollment and staffing in 2020. For descriptions of program stability during the onset of shelter-in-place in Spring 2020, refer to our COVID-19 Impact Study (CSCCE, 2020). As we discuss in this chapter, we

⁴ Pre-pandemic data were collected in the same survey as the other 2020 data. In other words, we asked survey respondents to answer questions for two time points at once: February and Fall 2020. The 2023 data were collected in a separate survey.

find a partial rebound to pre-pandemic levels in 2023, yet in some instances (such as enrollment in centers), challenges have only deepened since 2020. Operations have seen moderate improvement in some cases; however, with TK expansion in motion, current challenges will likely persist and perhaps worsen in 2024 and 2025.

Family Child Care Provider Patterns

Enrollment

Table 2.1 compares typical enrollment in family child care over time. Both large and small FCC providers experienced a dip and recovery, with small FCC providers meeting or exceeding the previous enrollment. Large FCC providers, however, have not fully recovered: in Los Angeles County, providers averaged 12.5 enrollments pre-pandemic and but only 10.9 enrollments in 2023. While the licensed capacity of a large FCC provider is 12 to 14 children and six to eight children for a small FCC provider, our survey measures total enrollment, including both part- and full-time attendance.

TABLE 2.1. TYPICAL ENROLLMENT IN FAMILY CHILD CARE, BY PROVIDER LICENSE SIZE

California Early Care and Education Workforce Study, 2020-2023

	2020, Start of Year	2020, End of Year	2023
Los Angeles County	N=550	N=445	N=113
Small FCC providers	6.0	5.4	6.7
Large FCC providers	12.5	9.4	10.9
All providers	9.8	7.9	8.7
Statewide	N=2,755	N=2,362	N=541
Small FCC providers	6.1	5.3	6.5
Large FCC providers	12.6	9.6	11.7
All providers	9.1	7.4	8.8

Source: Center for the Study of Child Care Employment, University of California, Berkeley
Total enrollment includes children who are enrolled either part or full time.

Table 2.2 shows the age groups served by FCC providers over time. The majority of providers included preschool-age children (age three to five) in all time points, but there have been some

shifts. FCC providers are enrolling three-year-olds less often in 2023 than before or during the pandemic, both in Los Angeles and statewide. Enrollment of four- and five-year-olds has increased in the county, from 68 percent pre-pandemic to 86 percent in 2023. That current estimate is much higher than our statewide sample of 66 percent. Meanwhile, Los Angeles County providers are somewhat less likely to be serving toddlers (78 percent, compared to 85 percent statewide).

Because of the small group sizes served by FCC providers, these findings may not reflect an intentional shift: in many cases, children join a program and remain until they reach school age (or older). Further on, in **Table 2.7**, we discuss intentional shifts in enrollment in response to TK expansion.

TABLE 2.2. FAMILY CHILD CARE PROVIDERS ENROLLING EACH AGE GROUP

California Early Care and Education Workforce Study, 2020-2023

	2020, Start of Year	2020, End of Year	2023
Los Angeles County	N=407	N=407	N=112
Infants (under 12 months)	50%	38%	42%
Toddlers (12 to 36 months)	84%	82%	78%
Age 3	71%	67%	58%
Age 4 or 5	68%	62%	86%
Statewide	N=2,151	N=2,151	N=541
Infants (under 12 months)	48%	37%	42%
Toddlers (12 to 36 months)	83%	82%	85%
Age 3	73%	68%	62%
Age 4 or 5	64%	59%	66%

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

Staffing

FCC providers may rely on paid or unpaid assistants. Among providers who hire for one or more positions, 75 percent felt recruiting/retention has grown more challenging since the pandemic. Both statewide and in Los Angeles County, the share of providers working alone has returned to pre-pandemic levels (28 percent in Los Angeles, 43 percent statewide). Among small FCC providers, our sample shows an increase in paid assistants (**Table 2.3**). Only 39 small FCC providers answered this question in 2023, however, so readers should interpret with caution.

TABLE 2.3. FAMILY CHILD CARE STAFFING, BY PROVIDER LICENSE SIZE

California Early Care and Education Workforce Study, 2020-2023

	2020, Start of Year	2020, End of Year	2023
Los Angeles County			
Small FCC Providers	N=163	N=163	N=39*
No assistants	56%	64%	39%
Paid only	29%	21%	44%
Unpaid only	10%	11%	6%
Combination	6%	5%	10%
Large FCC Providers	N=263	N=263	N=61
No assistants	12%	40%	16%
Paid only	64%	39%	54%
Unpaid only	9%	11%	6%
Combination	15%	9%	24%
All Providers	N=426	N=426	N=107
No assistants	29%	49%	28%
Paid only	51%	32%	49%
Unpaid only	9%	11%	6%
Combination	11%	7%	17%
Statewide			
All respondents	N=2,198	N=2,198	N=541
No assistants	41%	57%	43%
Paid only	38%	24%	31%
Unpaid only	12%	12%	12%
Combination	9%	6%	14%

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

*Interpret with caution (n<50).

Our 2023 survey introduced new questions about turnover and staff vacancy for FCC providers. **Table 2.4** shows the share of programs with: a) any assistant turnover since January 2021; b) at least one current vacancy; and c) current recruiting challenges. Providers in Los Angeles County were somewhat more likely than our statewide sample to have turnover among assistants, largely due to turnover for small FCC providers (31 percent, compared to 22 percent). Los Angeles

providers were also more likely to face current recruiting challenges as they worked to fill a vacancy.

TABLE 2.4. FAMILY CHILD CARE ASSISTANT TURNOVER AND VACANCY, BY PROVIDER LICENSE SIZE

California Early Care and Education Workforce Study, 2023

	Assistant Turnover Since January 2021	At Least One Current Vacancy	Current Recruiting Challenges
Los Angeles County	N=105	N =105	N=56
Small FCC providers	31%	36%	32%
Large FCC providers	51%	28%	28%
All providers	40%	32%	31%
Statewide	N=539	N=539	N=330
Small FCC providers	22%	31%	22%
Large FCC providers	53%	29%	19%
All providers	36%	30%	21%

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

Our survey also asked respondents about typical recruiting challenges. FCC providers in Los Angeles County had similar responses to our statewide sample: for instance, 71 percent struggled to find assistants with their desired qualifications, compared to 67 percent statewide. In the area of language skills, however, Los Angeles differed from the statewide sample: FCC providers were more likely to face recruitment challenges given their language needs than the rest of the state (30 percent, compared to 19 percent).

Program Operations and Stability

In **Table 2.5**, we estimate the proportion of FCC providers who faced certain operational challenges before, during, and after the pandemic. In general, providers in Los Angeles County were more likely to be experiencing any of the four challenges in 2023. In particular, maintaining sufficient income is a challenge for 69 percent of providers in Los Angeles. While this finding falls below the 78 percent reported during the height of the pandemic, it remains far above the 29 percent registered pre-pandemic. Similarly, the challenge of maintaining enrollment ballooned over the course of 2020 and has only slightly improved.

TABLE 2.5. OPERATIONAL CHALLENGES FOR FAMILY CHILD CARE PROVIDERS

California Early Care and Education Workforce Study, 2020-2023

	2020, Start of Year	2020, End of Year	2023
Los Angeles County	N=453	N=453	N=98
Maintaining sufficient income	29%	78%	69%
Maintaining enrollment	19%	72%	53%
Allocating funding for my own professional development	17%	64%	39%
Statewide	N=2,369	N=2,369	N=534
Maintaining sufficient income	5%	26%	63%
Maintaining enrollment	16%	65%	43%
Allocating funding for my own professional development	14%	56%	33%

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

Our survey also addressed business challenges such as missed payments to vendors or increased credit card debt to cover costs. **Table 2.6** compares the proportion of FCC providers who experienced each challenge over the course of 2020, compared to the time period of 2021 through 2023. While the latter period is much longer, we do find that challenges persisted beyond the onset of the pandemic in 2020. For instance, a similar share of FCC providers in Los Angeles County had to go without paying themselves in both time periods (50 percent and 51 percent, respectively). A slightly greater proportion of providers missed payments or took on debt in the 2021 through 2023 period than in 2020. Fortunately, among providers with assistants, missing paychecks for staff declined from 28 percent to 17 percent.

TABLE 2.6. BUSINESS CHALLENGES FOR FAMILY CHILD CARE PROVIDERS

California Early Care and Education Workforce Study, 2020-2023

	2020	2021 Through 2023
Los Angeles County	N=425	N=97
Unable to pay myself	50%	51%
Missed program rent, utility, or vendor payment	44%	53%
Took on credit card debt to cover program costs	37%	42%
Unable to pay staff members*	28%	17%
Took out a second mortgage to cover program costs	4%	2%
Statewide	N=2,186	N=499
Unable to pay myself	43%	44%
Missed program rent, utility, or vendor payment	34%	36%
Took on credit card debt to cover program costs	31%	40%
Unable to pay staff members*	21%	9%
Took out a second mortgage to cover program costs	2%	2%

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

*Excludes providers with no assistants at the time of each survey.

Impact of Transitional Kindergarten Expansion

In our survey, we asked FCC providers to explore how TK expansion has affected them so far. We find some providers have already experienced a staffing impact (41 percent), as assistants either took a job in TK or left to pursue teaching credentials. Enrollment impacts were even more common. In particular, 53 percent reported they now served fewer four-year-olds (46 percent statewide). This finding complicates the landscape seen in **Table 2.2**, which shows that enrolling three- and four-year-olds continues to be the norm. However, **Table 2.7** suggests the head count within the TK age group has fallen, and **Table 2.1** also indicates that overall enrollment is down for large FCC providers. Taken together, these findings suggest that fluctuations to enrollment have certainly begun and are likely to deepen. Moreover, FCC providers have not pivoted to absorb three-year-olds in favor of older children, though some have added infants or toddlers.

TABLE 2.7. IMPACT OF TK EXPANSION ON FAMILY CHILD CARE PROVIDERS

California Early Care and Education Workforce Study, 2023

	Los Angeles County	Statewide
Staffing	N=96	N=526
Any staffing impact	41%	38%
Enrollment	N=96	N=528
Fewer 3-year-olds	35%	30%
Fewer 4-year-olds	53%	46%
Started before/after-school care for TK students	20%	14%
Accepting more infants and toddlers	33%	26%
Started accepting infants or toddlers	10%	8%

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

Child Care Center Patterns

Enrollment

Similar to FCC providers, child care centers experienced an initial drop and then partial recovery in total enrollment from 2020 to 2023 (**Table 2.8**). In Los Angeles County, Head Start/Title 5 programs may have fared better than similar programs elsewhere in the state: these programs averaged 94 enrollments pre-pandemic, which fell to a low of 42 enrollments in late 2020 and increased to 75 enrollments in Spring 2023. Head Start/Title 5 programs around the state saw a similar effect, but they reported an average of only 55 enrollments in 2023.

Table 2.9 shows the age groups served in center-based programs over time. In Los Angeles County, there was a small decrease in programs serving infants or toddlers during the pandemic, but both trends have reversed. In fact, 78 percent of centers now serve toddlers, compared to 69 percent pre-pandemic. Meanwhile, the majority of sites continue to serve preschool-age children, but there has been a decline in enrollment for three- and four-/five-year-olds in Los Angeles County since 2020.

TABLE 2.8. AVERAGE TOTAL ENROLLMENT IN CENTERS, BY PROGRAM FUNDING TYPE

California Early Care and Education Workforce Study, 2020-2023

	2020, Start of Year	2020, End of Year	2023
Los Angeles County	N=405	N=344	N=111
Head Start/Title 5	94	42	75
All other funding	74	41	54
All centers	78	42	60
Statewide	N=1,929	N=1,681	N=509
Head Start/Title 5	96	48	55
All other funding	75	46	61
All centers	80	47	59

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

Note on Los Angeles County 2023 estimates: Readers should interpret with caution when reviewing data with small sample sizes, as they may not represent the broader population.

Total enrollment includes children who are enrolled either part or full time.

TABLE 2.9. CENTERS ENROLLING EACH AGE GROUP

California Early Care and Education Workforce Study, 2020-2023

	2020, Start of Year	2020, End of Year	2023
Los Angeles County	N=327	N=327	N=103
Infants (under 12 months)	24%	21%	24%
Toddlers (12 to 36 months)	69%	64%	78%
Age 3	94%	93%	87%
Age 4 or 5	94%	94%	86%
Statewide	N=1,615	N=1,615	N=509
Infants (under 12 months)	23%	21%	16%
Toddlers (12 to 36 months)	66%	63%	69%
Age 3	95%	94%	93%
Age 4 or 5	95%	95%	94%

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

Note on Los Angeles County 2023 estimates: Readers should interpret with caution when reviewing data with small sample sizes, as they may not represent the broader population.

Staffing

Similar to child enrollment, center staffing declined in 2020 and only partially rebounded by 2023 (Table 2.10). In fact, across many funding types and roles in Los Angeles County, staffing is similar to or lower than it was in late 2020. Approximately 83 percent of center directors felt that recruiting and/or retaining staff had grown more challenging since the pandemic.

TABLE 2.10. CENTER STAFFING, BY PROGRAM FUNDING TYPE

California Early Care and Education Workforce Study, 2020-2023

	2020, Start of Year	2020, End of Year	2023
Los Angeles County			
Head Start/Title 5	N=82	N=82	N=28*
Lead teachers	8.2	7.1	9.0
Assistants	5.5	4.7	2.9
Total staff	13.7	11.8	11.9
All Other Funding			
	N=274	N=274	N=67
Lead teachers	9.4	7.2	6.9
Assistants	2.7	1.8	1.6
Total staff	12.1	9.0	8.5
All Centers			
	N=356	N=356	N=116
Lead teachers	9.1	7.2	6.4
Assistants	3.3	2.5	1.6
Total staff	12.5	9.7	8.0
Statewide			
All Centers	N=1,740	N=1,740	N=509
Lead teachers	8.1	6.6	5.9
Assistants	3.1	2.4	2.4
Total staff	11.2	9.0	8.4

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

*Interpret with caution (n<50).

Staffing is lower than pre-pandemic levels for both assistant and lead teachers, with the possible exception of Head Start and Title 5 programs in Los Angeles County. These programs may have recovered or slightly increased their lead teacher staffing, though assistant teacher staffing

remains down. For this particular variable, our sample size is small (n=28), so readers should interpret with caution.

With their leaner staff rosters, many sites have vacant teaching positions (**Table 2.11**). In Los Angeles County, it was particularly common for Head Start/Title 5 programs to have at least one vacancy in late 2020 (90 percent of the sites). Such staffing shortages remain relatively common in 2023 (73 percent of Head Start/Title 5 sites). For all other programs, there is little difference between Los Angeles and the rest of the state in 2023. Additionally, a similar proportion of programs experienced turnover among staff between January 2021 and 2023, with the exception of Head Start/Title 5 programs, which fared slightly better in Los Angeles (only 71 percent of sites reported turnover in 2023).

TABLE 2.11. CENTER TURNOVER AND VACANCY, BY PROGRAM FUNDING TYPE

California Early Care and Education Workforce Study, 2023

	Any Vacancy, End of 2020	Any Vacancy, 2023	Any Turnover Since January 2021
Los Angeles County	N=344	N=87	N=98
Head Start/Title 5	90%	73%	71%
All other funding	48%	52%	81%
All centers	58%	57%	79%
Statewide	N=1,708	N=521	N=509
Head Start/Title 5	73%	56%	87%
All other funding	57%	54%	84%
All centers	62%	54%	84%

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

Center directors in Los Angeles County expressed recruiting challenges similar to their peers statewide. For instance, 94 percent cited challenges in finding new hires with their desired qualifications. The primary difference for Los Angeles concerned salaries: directors were somewhat more likely to struggle to hire based on the compensation they could offer (63 percent, compared to 56 percent statewide).

Program Operations and Stability

Table 2.12 adds additional detail about staff retention in the context of program operations and stability. Compared to pre-pandemic, directors in Los Angeles County were more likely to see retention as a challenge (43 percent, compared to 34 percent).

TABLE 2.12. OPERATIONAL CHALLENGES FOR CENTER-BASED PROGRAMS

California Early Care and Education Workforce Study, 2020-2023

	2020, Start of Year	2020, End of Year	2023
Los Angeles County	N=445	N=445	N=95
Maintaining enrollment	21%	78%	48%
Retaining staff	34%	33%	44%
Allocating funds for staff's professional development needs	27%	48%	33%
Capacity to support children with special needs	38%	35%	8%
Capacity to support dual language learners	12%	16%	6%
Capacity to support diverse populations of children and families	14%	20%	38%
Digital literacy among staff	25%	35%	8%
Statewide	N=1,600	N=1,600	N=506
Maintaining enrollment	21%	74%	39%
Retaining staff	37%	38%	43%
Allocating funds for staff's professional development needs	32%	48%	34%
Capacity to support children with special needs	39%	40%	9%
Capacity to support dual language learners	16%	17%	9%
Capacity to support diverse populations of children and families	17%	21%	29%
Digital literacy among staff	24%	34%	9%

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

Most other challenges, however, ballooned in 2020 but have improved. For instance, the proportion of centers facing enrollment challenges grew dramatically over the course of 2020 and dropped by 2023: 48 percent of centers in Los Angeles now struggle to maintain enrollment.

Child care center business challenges affected a subset of programs in 2020, and a similar share experienced issues like missed vendor payments in the period of 2021 through 2023 (**Table 2.13**). Compared to family child care providers, center directors were much less likely to go without paying themselves in either time period—nonetheless, around one out of five directors made this financial sacrifice in Los Angeles County. Most respondents who went without pay were teacher-directors, rather than administrators or site supervisors.

TABLE 2.13. BUSINESS CHALLENGES FOR CENTER-BASED PROGRAMS

California Early Care and Education Workforce Study, 2020-2023

	2020	2021 Through 2023
Los Angeles County	N=294	N=79
Unable to pay myself	19%	20%
Missed program rent, utility, or vendor payment	23%	18%
Took on credit card debt to cover program costs	13%	14%
Unable to pay staff members	8%	4%
Statewide	N=1,512	N=413
Unable to pay myself	15%	11%
Missed program rent, utility, or vendor payment	18%	12%
Took on credit card debt to cover program costs	9%	10%
Unable to pay staff members	7%	2%

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

Impact of Transitional Kindergarten Expansion

Some center directors reported staffing impact from TK expansion, as educators either took jobs in TK or left to pursue teaching credentials. **Figure 2.14** shows little difference between Los Angeles County and statewide (20 and 22 percent of centers, respectively). So far, TK impact has been much harder on enrollment. Compared to FCC providers, center directors were much more likely to report a drop in four-year-olds (74 percent). Pivoting to three-year-olds is not a common phenomenon yet. On the contrary, some directors in our sample actually reported a decline in enrollment for this age group, as well. Meanwhile, few centers have increased enrollment for infants or toddlers. Because centers require a separate license to care for this age group, such a shift may take time—if it happens at all. The loss of four-year-olds—and some three-year-olds—

amplifies the findings in **Tables 2.8** and **2.9**, which show enrollment has declined and not recovered since early 2020.

TABLE 2.14. IMPACT OF TK EXPANSION ON CENTER-BASED PROGRAMS

California Early Care and Education Workforce Study, 2023

	Los Angeles County	Statewide
Staffing	N=98	N =506
Any staffing impact	20%	22%
Enrollment	N=97	N =501
Fewer 3 year olds	30%	18%
Fewer 4 year olds	74%	61%
Started before/after-school care for TK students	5%	7%
Accepting more infants and toddlers	6%	9%
Started accepting infants or toddlers	4%	2%

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

Discussion

In Los Angeles County, FCC providers and center-based programs have made only a partial return to their pre-pandemic state. The “new normal” includes heightened challenges with enrollment, which may simultaneously be fed by and contribute to staffing challenges. Centers in particular are leaner in size. The impacts of TK expansion have already been felt, at least in enrollment. Some preliminary evidence suggests that Head Start and Title 5 programs have stabilizing mechanisms, which aligns with previous research findings (see Kim, et al., 2022). However, pivoting to enroll younger children may not be a naturally occurring trend. A valuable first step would be to explore the decline in enrollment of three-year-olds among FCC providers and centers. Have parents of three-year-olds been less likely to enroll as the pandemic winds down? What do resource and referral agencies observe? How could they coordinate with providers, First 5, and county offices to focus on this age group? Do providers (including center teaching staff) need relevant professional development or coaching? Broaching these questions together may help programs weather this transitional phase in the early learning ecosystem.

Chapter 3. Educator Well-Being: Personal and Professional



Challenges to well-being are well documented in the early care and education workforce (Whitebook et al., 2016). Economic challenges, in particular, persist due to the continuing low wages in the sector.⁵ In this chapter, we provide a glimpse at less frequently documented dimensions of well-being: emotional, physical, and professional. We also examine variation along three key dimensions: provider type, center funding type (Head Start/Title 5 and others), and educator race/ethnicity.

We find that setting and role (for instance, center director versus teacher/assistant) are connected to the well-being of the ECE workforce. There are some differences by race/ethnicity, and greater disparity arises among center funding types (Head Start/Title 5 compared to all other programs). Taking these pieces together, we see that role, race, and funding type are connected to well-being

⁵ For an analysis of the economic well-being of the ECE workforce in California, see Powell, et al. (2022).

and to each other, since an educator’s personal background often correlates with the setting or funding type in which she works (Austin et al., 2019).

Emotional Well-Being

Our survey included two validated measures of emotional well-being: the Perceived Stress Scale (PSS-4; Warttig et al., 2013) and the Center of Epidemiologic Studies Depression Scale (CES-D-10; Roberts et al., 2019). For a list of the indicators included in these instruments, refer to the **Appendix**.

Perceived Stress

A score of 6 or higher on the PSS-4 corresponds to high levels of perceived stress. **Table 3.1** shows the proportion of early educators who met this criterion. In general, FCC providers were least likely to score a 6 or higher, both in Los Angeles County (49 percent) and statewide (48 percent). Center teachers and assistants, meanwhile, were most likely (69 percent in Los Angeles and 65 percent statewide).

Based on their scores on the PSS-4, teachers/assistants in centers operating under Head Start or Title 5 were somewhat more likely to have high levels of perceived stress, both in Los Angeles and statewide. For center directors in Los Angeles County, trends differ from those seen statewide: in Los Angeles, Head Start/Title 5 directors are less likely to have scores showing high stress (48 percent, compared to 61 percent of directors at other programs).

By race/ethnicity, we find some evidence of heightened scores for some educators of color. For instance, Black FCC providers in Los Angeles County scored 6 or higher 60 percent of the time, and 56 percent did so statewide. Black center teachers and assistants also scored highly on a statewide level (70 percent). Meanwhile, White and Latina educators were somewhat less likely to reach the threshold. Statewide, Asian FCC providers were most likely to do so (63 percent). Among center directors, meanwhile, Latina educators tended to score 6 or higher more often (62 percent in Los Angeles County).

TABLE 3.1. EDUCATORS REPORTING HIGH LEVELS OF PERCEIVED STRESS

California Early Care and Education Workforce Study, 2023

	FCC Provider	Center Director	Center Teacher/Assistant
Los Angeles County	N=79	N=84	N=78
All respondents	49%	60%	69%
Center Funding Type			
Head Start/Title 5	N/A	48%	71%
All other funding	N/A	61%	65%
Race/Ethnicity			
Black	60%	*	*
Latina	47%	62%	71%
White	52%	45%	60%
Statewide	N=505	N=494	N=421
All respondents	48%	59%	65%
Center Funding Type			
Head Start/Title 5	N/A	64%	67%
All other funding	N/A	57%	61%
Race/Ethnicity			
Asian	63%	51%	65%
Black	56%	56%	70%
Latina	44%	60%	68%
White	44%	58%	65%
Multiethnic	57%	63%	53%

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

Note: We measured high levels of perceived stress using the PSS-4 (Warttig et al., 2013).

*Fewer than 10 respondents.

Depression Scale

Our survey also included the CES-D-10, a self-report measure of depression (Roberts et al., 2019). A score of 10 or higher indicates the presence of significant depressive symptoms. **Table 3.2** reports the share of respondents who had a score of 10 or higher. Similar to the PSS-4, FCC providers were somewhat less likely to meet the threshold indicating the presence of significant depressive symptoms than center teachers/assistants and directors (23 percent, 43 percent, and 36 percent, respectively).

TABLE 3.2. EDUCATORS REPORTING SIGNIFICANT DEPRESSIVE SYMPTOMS

California Early Care and Education Workforce Study, 2023

	FCC Provider	Center Director	Center Teacher/Assistant
Los Angeles County	N=72	N=74	N=68
All respondents	23%	36%	43%
Center Funding Type			
Head Start/Title 5	N/A	30%	43%
All other funding	N/A	36%	42%
Race/Ethnicity			
Black	25%	*	*
Latina	10%	21%	38%
White	*	38%	43%
Statewide	N=423	N=448	N=380
All respondents	25%	36%	39%
Center Funding Type			
Head Start/Title 5	N/A	41%	40%
All other funding	N/A	34%	39%
Race/Ethnicity			
Asian	40%	35%	46%
Black	32%	42%	29%
Latina	18%	30%	39%
White	26%	35%	40%
Multiethnic	33%	45%	33%

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

Note: We measured depressive symptoms using the CES-D-10 (Roberts et al., 2019).

*Fewer than 10 respondents.

Among center directors, the scores diverged by region and by type of program. In Los Angeles County, Head Start/Title 5 directors were somewhat less likely than their peers in other programs to meet the threshold (30 percent versus 36 percent), while the reverse was true statewide (40 percent versus 34 percent). Meanwhile, there was minimal difference by funding type for teachers/assistants at both the county and state levels.

In Los Angeles County, White center-based educators were somewhat more likely to meet the threshold indicating significant depressive symptoms (38 percent of directors and 43 percent of

teaching staff). Statewide, however, where more data are available for Asian and Black educators, we find scores of 10 or higher more frequently among Asian FCC providers and center teaching staff (40 percent and 46 percent, respectively). Among center directors, Black and multiethnic educators were most likely to report significant depressive symptoms (42 and 45 percent, respectively).

Mental Health Support

In addition to gauging educators’ mental health status, we asked about two supportive elements: strategies to manage stress and sufficient contact with other adults. **Tables 3.3.1** and **3.3.2** shows the proportion of educators who agree with each of the two statements. Agreement was high at both the Los Angeles County and statewide levels. Latina FCC providers and center directors were somewhat less likely to agree with the two statements. For instance, 69 percent of Latina respondents reported having strategies to manage stress, compared with 93 percent of White respondents.

TABLE 3.3.1. EDUCATORS WITH STRATEGIES TO MANAGE STRESS

California Early Care and Education Workforce Study, 2023

	FCC Provider	Center Director	Center Teacher/Assistant
Los Angeles County	N=82	N=91	N=80
All respondents	84%	85%	86%
Center Funding Type			
Head Start/Title 5	N/A	83%	84%
All other funding	N/A	86%	90%
Race/Ethnicity			
Black	95%	82%	*
Latina	82%	69%	82%
White	93%	93%	100%
Statewide	N=509	N=500	N=435
All respondents	84%	88%	86%

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

TABLE 3.3.2. EDUCATORS WITH SUFFICIENT CONTACT WITH ADULTS DURING THE WEEK

California Early Care and Education Workforce Study, 2023

	FCC Provider	Center Director	Center Teacher/Assistant
Los Angeles County	N=81	N=91	N=78
All respondents	89%	86%	91%
Center Funding Type			
Head Start/Title 5	N/A	91%	90%
All other funding	N/A	86%	93%
Race/Ethnicity			
Black	86%	100%	*
Latina	72%	83%	91%
White	89%	86%	88%
Statewide	N=511	N=500	N=432
All respondents	80%	90%	88%

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

*Fewer than 10 respondents.

Physical Well-Being

Chronic Health Issues

Our survey asked participants whether they had any chronic health conditions diagnosed by a medical professional. For a complete list of conditions, refer to the **Appendix**.

Table 3.4 shows the proportion of educators with one or more health conditions and by category of condition. One half to two thirds of educators reported at least one condition. The most common health condition was some form of chronic pain: 40 percent of FCC providers, 45 percent of center directors, and 24 percent of teachers/assistants in Los Angeles County. This category included arthritis, lower back pain, severe headaches, knee/hip pain, and recurring urinary tract infections.

Head Start/Title 5 center teachers were somewhat more likely to report one or more health conditions statewide (73 percent). For example, 44 percent of Head Start/Title 5 teachers/assistants reported chronic pain statewide, compared to 29 percent of teaching staff at all other centers. In Los Angeles County, the pattern held true, even though the proportion was

lower: 28 percent for teachers/assistants at Head Start/Title 5-funded centers, compared to 19 percent of teaching staff at all other centers.

TABLE 3.4. EDUCATORS WITH CHRONIC HEALTH ISSUES

California Early Care and Education Workforce Study, 2023

	FCC Provider	Center Director	Center Teacher/Assistant
Los Angeles County	N=78	N=79	N=67
All respondents	57%	68%	69%
Select conditions			
Chronic pain (e.g., lower back or knee pain, severe headaches)	40%	45%	24%
Cardiovascular condition(s)	12%	28%	22%
Obesity	18%	37%	39%
Type 2 diabetes	8%	10%	10%
Pulmonary condition(s)	6%	9%	16%
Statewide	N=470	N=460	N=386
All respondents	59%	67%	69%
Select conditions			
Chronic pain (e.g., lower back or knee pain, severe headaches)	40%	37%	38%
Cardiovascular condition(s)	18%	24%	22%
Obesity	21%	31%	27%
Type 2 diabetes	5%	8%	5%
Pulmonary condition(s)	10%	14%	17%

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

White educators were somewhat more likely to experience health challenges, though the incidence of health conditions among center teachers/assistants in Los Angeles did not vary much by race/ethnicity: 68 percent of White center teachers/assistants, compared to 67 percent of center teachers/assistants of color had one or more health conditions. Some gaps were wider on a statewide level. For instance, throughout California, 46 percent of White center teachers/assistants reported one or more forms of chronic pain, compared to 34 percent of educators of color.

Teachers of color, however, were somewhat more likely to experience cardiovascular conditions in Los Angeles (23 percent, compared to 17 percent of White teachers).

Self-Reported Health Rating

Our survey also included a question that invited educators to rate their overall health (poor, good, or excellent). **Table 3.5** shows their responses. Both in Los Angeles and statewide, “good” was the most common selection, and center directors tended to report “poor” slightly more often than the rest of the ECE workforce.

Educators working in Head Start/Title 5 programs were somewhat less likely to rate their health as “excellent.” For instance, in Los Angeles, 19 percent of Head Start/Title 5 center teachers/assistants selected “excellent,” compared to 23 percent of early educators in other centers. In general, however, most educators rated their health as “good.”

There were also some differences by race/ethnicity. White FCC providers were least likely to rate their health as “excellent,” particularly in Los Angeles County (7 percent, compared to 20 percent statewide). Among center directors, however, White educators were most likely to choose “excellent” (26 percent in Los Angeles County and statewide). Among center teachers, Latina educators were somewhat more likely to choose “excellent” (23 percent in Los Angeles County and 20 percent statewide). It should be noted that educators of color experience inequitable access to health care and other structural barriers, which adds nuance to the findings in these tables (Montoya et al., 2022).

TABLE 3.5. SELF-REPORTED OVERALL HEALTH RATING

California Early Care and Education Workforce Study, 2023

	FCC Provider	Center Director	Center Teacher/Assistant
Los Angeles County	N=82	N=85	N=78
Poor	9%	13%	5%
Good	73%	67%	74%
Excellent	18%	21%	21%
Proportion selecting “Excellent”			
Center Funding Type			
Head Start/Title 5	N/A	8%	19%
All other funding	N/A	24%	23%
Race/Ethnicity			
Black	24%	13%	*
Latina	14%	15%	23%
White	7%	26%	19%
Statewide	N=513	N=494	N=430
Poor	5%	7%	6%
Good	72%	71%	78%
Excellent	22%	21%	16%
Proportion selecting “Excellent”			
Center Funding Type			
Head Start/Title 5	N/A	17%	14%
All other funding	N/A	24%	20%
Race/Ethnicity			
Asian	23%	23%	12%
Black	26%	12%	13%
Latina	22%	19%	20%
White	20%	26%	17%
Multiethnic	25%	16%	7%

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

*Fewer than 10 respondents.

Professional Well-Being

Feeling Rewarded

To explore the sense of reward educators experience in their professional life, our survey included questions from the Child Care Worker Job Stress Inventory (Curbow et al., 2000). Educators were asked to use a four-point scale, where four corresponded with “very often,” to report how often they:

- Get praise from the parents for the work that they do;
- Feel respected for the work that they do;
- Feel like they are helping the children grow and develop;
- See that their work is making a difference with a child; and
- Feel the satisfaction of knowing that they are helping parents.

Table 3.6 shows the proportion of those who selected “very often” for each indicator. Educators in different roles and settings overwhelmingly indicated a strong connection to their impact on the growth and development of children. The majority of respondents also “very often” could see the difference their work was making, for both the children and their parents. Only a simple majority however, “very often” received praise from parents or felt respected for their work. Center teachers/assistants were least likely to feel respected—for instance, only 49 percent in Los Angeles County “very often” felt respected for their work.

Among FCC providers statewide, Asian, Black, and Latina providers were most likely to feel respected “very often,” at 74 percent, 64 percent, and 63 percent, respectively, compared to 50 percent of White providers. Among center teachers/assistants, White educators were more likely to feel respected in Los Angeles than educators of color (63 percent, compared to 46 percent), however, there was little difference in our statewide sample between White educators and educators of color. Additionally, both in the county and statewide, Head Start/Title 5 teachers/assistants were somewhat less likely to “very often” feel respected. In Los Angeles, 47 percent of Head Start/Title 5 teaching staff selected this option, compared to 53 percent of educators in other centers.

TABLE 3.6. REWARDING EXPERIENCES ON THE JOB, PERCENT INDICATING “VERY OFTEN”

California Early Care and Education Workforce Study, 2023

	FCC Provider	Center Director	Center Teacher/Assistant
Los Angeles County	N=88	N=92	N=82
I get praise from the parents for the work that I do.	58%	59%	56%
I feel respected for the work that I do.	63%	54%	49%
I feel like I am helping the children grow and develop.	95%	92%	87%
I see that my work is making a difference with a child.	88%	83%	77%
I feel the satisfaction of knowing that I am helping parents.	91%	82%	64%
Statewide	N=525	N=504	N=438
I get praise from the parents for the work that I do.	63%	55%	51%
I feel respected for the work that I do.	60%	59%	49%
I feel like I am helping the children grow and develop.	91%	90%	90%
I see that my work is making a difference with a child.	88%	83%	84%
I feel the satisfaction of knowing that I am helping parents.	82%	78%	68%

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

Classroom Challenges

To better understand inputs to job changes and turnover, we asked about educators’ challenges in the classroom. **Table 3.7** shows the top challenges educators selected (some indicated more than one). “Working with children with challenging behaviors” was the most common teaching challenge. In general, FCC providers were less likely to identify items in the list as a challenge.

Educators of color were somewhat less likely to select “working with children with challenging behaviors” as a challenge in Los Angeles County. For instance, among center teachers/assistants, 66 percent of teachers of color selected this option, compared to 71 percent of their White peers.

While there was little difference among center teachers/assistants statewide, Black and Asian FCC providers (37 percent for both) were less likely to consider challenging behaviors an issue than White or Latina providers (43 and 42 percent, respectively). Center type once again played a role in responses: in Los Angeles, Head Start/Title 5 educators more often selected “working with children with challenging behaviors” as a challenge than those working in other centers (73 percent, compared to 60 percent).

TABLE 3.7. CURRENT CHALLENGES IN THE CLASSROOM

California Early Care and Education Workforce Study, 2023

	FCC Provider	Center Teacher/Assistant
Los Angeles County	N=89	N=81
Working with children with challenging behaviors	45%	68%
Finding time for planning	33%	60%
Conducting student assessments	21%	40%
Spending time with individual children	16%	38%
Finding ways to communicate with families	16%	19%
Finding time for observing children	15%	25%
Promoting social interaction among students	12%	15%
Statewide	N=519	N=438
Working with children with challenging behaviors	41%	63%
Finding time for planning	37%	54%
Conducting student assessments	21%	34%
Spending time with individual children	17%	40%
Finding ways to communicate with families	11%	20%
Finding time for observing children	16%	27%
Promoting social interaction among students	12%	13%

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

Our survey also included open-ended questions. One of these questions prompted, “Tell us more about the biggest professional challenges you face and what can be done to support you.” The second asked, “Thinking about your work directly with children, what are the biggest challenges and concerns for you when working with children and families right now?” Responses to these

questions produced some overlapping themes: challenging behaviors, child/family well-being, difficulty with parents, and inadequate resources and/or staffing. The boxes below provide a selection of quotes to illustrate these themes.

EDUCATORS SPEAK: CHALLENGES WITH CHILD BEHAVIORS

“I believe that COVID came and made all of us change a lot. There is a lot of stress that I see in families and children. Difficult and challenging behaviors in children increased a lot, and I can see that parents are very worried about the increase in the cost of living after COVID. Some of my parents had housing problems and became homeless.”

— Large FCC Provider, Latina, age 60

“I don’t know if it is COVID-related, but current student/children behaviors are definitely worse than before. And I have been working with children for over 25 years.”

— Large FCC Provider, Asian, age 47

“Children have behavior issues, and we see that parents may not have a discipline plan for addressing their child’s behavior.”

— Center Director, Head Start/Title 5 program, Latina, age 42

EDUCATORS SPEAK: CHALLENGES WITH CHILD/FAMILY WELL-BEING

“The children have to face many issues at home. When a problem comes up, I let them know I am here to help. Talk to me or your parents. [It’s] hard to help you if you don’t tell us why you are sad or mad. Kids are very honest, and I let them know that I am here for them.”

— Small FCC Provider, Black, age 48

“We have families in poverty, parents lacking parenting skills, children with behavior issues.”

— Large FCC Provider, Black, age 53

“Everyone seems overloaded and disconnected from life as it used to be. I see children with more social-emotional challenges and anxiety, and I feel parents aren’t sure what types of support their children need. They seem torn between giving what feels like too much of themselves and their time to their children and finding time to take care of themselves. It’s like a neverending vortex of conflicting emotions and needs for them.”

— Large FCC Provider, White, age 60

EDUCATORS SPEAK: DIFFICULTY WITH PARENTS

“My challenges include behavioral issues, parent denial or lack of taking responsibility for children’s behavior, and children three and over not being potty trained...”

— Center Director, Head Start/Title 5 program, Latina, age 52

“My biggest challenge is providing parents with resources. I would like to offer parent classes, but don’t know where to start.”

— Large FCC Provider, Asian, age 47

“Parents need more respect for the people that spend more time with your children. Spend quality time with your children, and don’t give in to temper tantrums. Take the advice that you asked me for.”

— Small FCC Provider, Black, age 48

EDUCATORS SPEAK: INADEQUATE RESOURCES AND/OR STAFFING

“I have no co-teacher. The only support I get from admin is office staff, not child development-educated student assistants.”

— Center Teacher, non-Head Start/Title 5 program, Latina, age 38

“Honestly, my biggest problem is I can’t afford to stop working, but my age will eventually be a problem. Retirement funds from the state that the union is bargaining for will be too late for me.”

— Large FCC Provider, White, age 68

“With coverage needs and teachers needing their downtime, it is very difficult for me independently to fit in a lot of meeting and/or professional development time, in order to discuss and strategize with the staff as a whole when we are experiencing concerns with a child and/or family. I feel stretched very thin and ideally would like to be able to afford one more full-time staff member to ease where my time and attention gets pulled daily.”

— Center Director, non-Head Start/Title 5 program, age 53

Professional Development

Another dimension of professional well-being in our survey concerns ongoing training and networking. A majority of educators across roles and settings agreed that they had a choice in professional development, but only around one half of educators had sufficient opportunities to connect with other ECE professionals (see **Tables 3.8** and **3.9**). In our survey, the format of this

question used a six-point scale of agreement (strongly disagree, disagree, somewhat disagree, somewhat agree, agree, and strongly agree), which we collapsed into two dimensions: agree and disagree.

Center teachers/assistants in Los Angeles County were less likely than other providers to agree that they had a choice in professional development (**Table 3.8**). Working in a Head Start/Title 5 program, however, corresponds to much higher levels of agreement (73 percent, compared to 63 percent of teaching staff in other centers). The same is found among directors: in Los Angeles, administrators in Head Start/Title 5 were substantially more likely to have choice in their professional development than other program leaders (92 percent, compared to 69 percent). Among center directors, Black respondents most often reported having a choice (90 percent), while fewer Latina respondents did (60 percent). White center teachers were least likely to agree that they could choose their professional development (56 percent).

TABLE 3.8. EDUCATORS WITH CHOICE IN PROFESSIONAL DEVELOPMENT

California Early Care and Education Workforce Study, 2023

	FCC Provider	Center Director	Center Teacher/Assistant
Los Angeles County	N=85	N=89	N=83
All respondents	85%	73%	69%
Center Funding Type			
Head Start/Title 5	N/A	92%	73%
All other funding	N/A	69%	63%
Race/Ethnicity			
Black	85%	90%	*
Latina	83%	60%	72%
White	*	75%	56%
Statewide	N=482	N=492	N=434
All respondents	76%	82%	77%

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

*Fewer than 10 respondents.

Around one half of educators in Los Angeles County had sufficient opportunities to connect and network with fellow ECE professionals (**Table 3.9**). While there was little difference by provider type at the county level, a greater share of directors statewide agreed they had sufficient opportunities to connect and network (57 percent). Similar to the professional development responses, educators working in Head Start/Title 5 centers tended to have more networking opportunities, especially directors (63 percent, compared to 45 percent of directors in other centers). By race/ethnicity, Latina educators in centers tended to report having networking opportunities, while Black and White center directors did not: for instance, only 33 percent of Black directors and 30 percent of White directors agreed that they had sufficient networking opportunities, compared to 50 percent of Latina directors.

TABLE 3.9. EDUCATORS WITH SUFFICIENT NETWORKING OPPORTUNITIES

California Early Care and Education Workforce Study, 2023

	FCC Provider	Center Director	Center Teacher/Assistant
Los Angeles County	N=84	N=90	N=82
All respondents	46%	49%	46%
Center Funding Type			
Head Start/Title 5	N/A	63%	49%
All other funding	N/A	45%	42%
Race/Ethnicity			
Black	55%	36%	*
Latina	41%	50%	45%
White	*	33%	44%
Statewide	N=499	N=492	N=428
All respondents	41%	57%	48%

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

*Fewer than 10 respondents.

Student Loan Debt

Many early educators have an associate or bachelor's degree, and to earn their degrees, they frequently needed to take on student loan debt. **Table 3.10** gives a portrait of the workforce and its relationship to student loans. FCC providers are less likely to have taken on student debt (36 percent of the Los Angeles County sample). Center teachers/assistants with loans are least likely to have paid off their debt (24 percent in Los Angeles County). While they tend to be younger than other members of the ECE workforce, the age difference is not the only driver of higher current debt. For instance, among teachers and assistants age 50 and older, only 27 percent have paid off their debt.

The median amount of student loans at the time of graduation was \$25,000 for center-based staff, both in the county and statewide. FCC providers, however, had a median of \$45,000 in loan debt upon graduation in Los Angeles County, but only \$15,000 statewide. In our sample, FCC providers in Los Angeles County were somewhat more likely to have a bachelor's degree or higher than other regions in the state (39 percent, compared to 32 percent statewide).

By center funding type, Head Start/Title 5 educators were less likely to have paid off their student loans (42 percent of directors, compared to 61 percent in other programs; 21 percent of teachers/assistants, compared to 31 percent in other programs). This trend mirrors the greater concentration of bachelor's degrees in Head Start/Title 5 centers.

At the time of our survey, White respondents were more likely to have paid off their student loan debt than most educators of color. Our deeper data at the statewide level shows that Asian educators often have similar rates of paying off debts, with Asian FCC providers being the most likely to have finished paying their loans (64 percent). Among center directors in Los Angeles County, Latina respondents were least likely to have paid off their loans, along with Black FCC providers (15 percent each). For center teaching staff, we turn to our larger sample size at the statewide level and find that Black educators were least likely to have paid off their loans (14 percent).

TABLE 3.10. STUDENT LOAN DEBT

California Early Care and Education Workforce Study, 2023

	FCC Provider	Center Director	Center Teacher/Assistant
Los Angeles County	N=89	N=86	N=80
Took out student loans	36%	52%	51%
Amount of student loans at graduation (median)	\$45,000	\$25,000	\$25,000
Loans are paid in full*	32%	54%	24%
Detail: Educators with loans paid in full			
Center Funding Type			
Head Start/Title 5	N/A	42%	21%
All other funding	N/A	61%	31%
Race/Ethnicity			
Black	15%	57%	**
Latina	36%	15%	24%
White	41%	**	**
Statewide	N=477	N=472	N=409
Took out student loans	29%	50%	42%
Amount of student loans at graduation (median)	\$15,000	\$25,000	\$25,000
Loans are paid in full	44%	48%	35%

Source: Center for the Study of Child Care Employment, University of California, Berkeley
 These figures are not adjusted for inflation and may reflect a variety of graduation years.

*Among educators who took out loans.

**Fewer than 10 respondents.

Discussion

Well-being challenges often flow from structural inequities that exist within and outside of early care and education. For mental and physical health, access to quality care to alleviate these challenges is not evenly distributed. For instance, while FCC providers are somewhat less likely to report one or more chronic health conditions, they are also somewhat less likely to have health

insurance (Montoya et al., 2022). This difference may deepen the impact of an injury or a new condition.

In their role as owners and operators of a business, FCC providers face pressures similar to both directors and teachers in centers, yet they also tend to work longer hours and frequently have no assistance (CSCCE, 2022). Despite their unique and complex workload, however, FCC providers are less likely to demonstrate significant levels of stress or depression. This finding points to the unique resilience required to lead an in-home program, as well as the long tenure of most FCC providers. As shown in **Table 3.6**, FCC providers also report feeling rewarded and appreciated more often than center-based educators. These findings align with the recent *Landscape of Home-Based Child Care in Los Angeles County* (Padillo & Savage, 2023).

Educators' race/ethnicity often correlates with their role or the setting in which they work. This chapter sheds light on some of the differences in well-being by race/ethnicity, but clear gaps also emerge when examining by center funding type. Head Start/Title 5 programs in California are well resourced compared to other ECE settings, with much lower student-teacher ratios and better wages and benefits (Montoya et al., 2022). Other programs in California are largely privately funded, with a subset accepting voucher-funded students. Head Start, in particular, comes with additional wraparound supports for students. These investments are intended to offset the greater needs of low-income families that enroll. Despite the supports, however, this chapter demonstrates that Head Start/Title 5 teachers may also bear higher levels of stress and student loan debt. At the same time, employment in Head Start/Title 5 comes with greater flexibility in accessing professional development and sharing in community with other ECE professionals.

Recommendations

Keep thinking about compensation, compensation, compensation. Wages are a common driver of hiring and retention challenges. Strategies that directly increase educator earnings can help reduce churn and turnover.

Los Angeles County’s current focus on home-based providers is crucial. While FCC provider closures appear to be slowing down since 2020, FCC providers continue to struggle to maximize their income and stabilize their business model.

Help programs navigate losses to enrollment for both centers and FCC providers.

Enrollments have made only a partial recovery since the onset of the pandemic, and TK expansion will accelerate losses to preschool-age rosters. Programs need support in pivoting to enroll more three-year-olds (or younger students, where interest and licensing align).

Continue allocating resources for the personal and professional well-being of educators.

Educators are resilient and feel a deep sense of reward for their work—and they also continue to feel stressed, depressed, and undervalued. Embedding wellness into county initiatives helps honor their needs.

Appendix

The Perceived Stress Scale (PSS-4; Warrtig et al., 2013) in **Table 3.1** includes the following:

- In the last month, how often have you felt that you were unable to control the important things in your life?
- In the last month, how often have you felt confident about your ability to handle your personal problems?
- In the last month, how often have you felt that things were going your way?
- In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?

The Center of Epidemiologic Studies Depression Scale (CES-D-10; Roberts et al., 2019) in **Table 3.2** includes the following items:

- I was bothered by things that usually don't bother me.
- I had trouble keeping my mind on what I was doing.
- I felt depressed.
- I felt that everything I did was an effort.
- I felt hopeful about the future.
- I felt fearful.
- My sleep was restless.
- I was happy.
- I felt lonely.
- I could not "get going."

Table 3.4 reports the proportion of educators with a chronic illness. Our survey included the following options:

Asthma (moderate to severe)	Neurologic conditions, such as dementia	Type 1 diabetes mellitus
Cancer	Obesity (body mass index [BMI] of 30 or higher)	Type 2 diabetes mellitus
Cerebrovascular disease	Pulmonary fibrosis	Arthritis
Chronic kidney disease	Serious heart conditions, such as heart failure, coronary artery disease, or cardiomyopathies	Lower back pain
COPD	Sickle cell disease	Severe headache
Cystic fibrosis	Thalassemia	Knee and/or hip pain
Hypertension or high blood pressure		Recurring urinary tract infections
Immunocompromised state		Other (please specify)
Liver disease		

References

- Austin, L.J.E., Edwards, B., & Whitebook, M. (2019). *Racial Wage Gaps in Early Education Employment*. University of California, Berkeley.
<https://cscce.berkeley.edu/publications/brief/racial-wage-gaps-in-early-education-employment/>
- California Resource & Referral Network (2023). *California Resource & Referral Network 2021 Portfolio*. https://rrnetwork.org/research/child_care_portfolio
- Center for the Study of Child Care Employment (CSCCE). (2020). *A Regional Look at California Child Care at the Brink: Understanding the Impact of COVID-19*. University of California, Berkeley. <https://cscce.berkeley.edu/publications/data-snapshot/regional-snapshot-california-child-care-at-the-brink-covid-19/>
- Center for the Study of Child Care Employment (CSCCE). (2022). *Profiles of the California Early Care and Education Workforce, 2020*. University of California, Berkeley.
<https://cscce.berkeley.edu/publications/fact-sheet/profiles-of-the-california-early-care-and-education-workforce-2020/>
- Curbow, B., Spratt, K., Ungaretti, A., McDonnell, K., & Breckler, S. (2000). Child Care Worker Job Stress Inventory (CCW-JSI) [Database record]. APA PsycTests.
<https://doi.org/10.1037/t60670-000>
- Kim, Y., Montoya, E., Austin, L.J.E., Powell, A., & Muruvi, W. (2022). *Early Care and Education Programs During COVID-19: Persistent Inequities and Emerging Challenges*. Center for the Study of Child Care Employment, University of California, Berkeley.
<https://cscce.berkeley.edu/publications/report/early-care-and-education-programs-during-covid-19/>
- 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/>
- Padillo, O., & Savage, S. (2023). *The Landscape of Home-Based Child Care in Los Angeles County: A Framework for Future Planning*. Child Care Resource Center. <https://www.ccala.net/wp-content/uploads/2023/06/CCALA-HBCC-Landscape-Analysis-2023.pdf>

- Powell, A., Chávez, R., Austin, L.J.E., Montoya, E., Kim, Y., & Copeman Petig, A. (2022). *“The Forgotten Ones”—The Economic Well-Being of Early Educators During COVID-19*. Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/publications/brief/the-forgotten-ones-the-economic-well-being-of-early-educators-during-covid-19/>
- Roberts, A.M., Gallagher, K.C., Daro, A.M., Iruka, I.U., & Sarver, S.L. (2019). Workforce well-being: Personal and workplace contributions to early educators’ depression across settings. *Journal of Applied Developmental Psychology* 61, 4-12. <http://dx.doi.org/10.1016/j.appdev.2017.09.007>
- Warttig, S.L., Forshaw, M.J., South, J., & White, A.L. (2013). New, normative, English-sample data for the Short Form Perceived Stress Scale (PSS-4). *Journal of Health Psychology* 18(12), 1617-1628. DOI: 10.1177/1359105313508346
- Whitebook, M., King, E., Philipp, G., & Sakai, L. (2016). *Teachers’ Voices: Work Environment Conditions That Impact Teacher Practice and Program Quality*. Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/wp-content/uploads/publications/2016-Alameda-SEQUAL-Report-FINAL-for-Dissemination-v2.pdf>

The Early Care and Education Workforce and Workplace in Los Angeles County

© 2023 Center for the Study of Child Care Employment. All rights reserved.

Update January 2024: This report was updated to incorporate minor grammatical corrections and to update the list of report funders.

Suggested Citation

Powell, A., Muruvi, W., Austin, L.J.E., Copeman Petig, A. (2023). *The Early Care and Education Workforce and Workplace in Los Angeles County*. Center for the Study of Child Care Employment, University of California, Berkeley. <https://cscce.berkeley.edu/publications/report/LA-county-workforce-study>

Acknowledgements

This report was funded by First 5 Los Angeles County and the Los Angeles County Office of Education. We extend our thanks to the local leaders who contributed to this report:

Miriam Spiegel, First 5 Los Angeles County

Becca Patton, First 5 Los Angeles County

Debra Colman, Office for the Advancement of Early Care and Education, Los Angeles County Department of Public Health

Zenaida Meza, Office for the Advancement of Early Care and Education, Los Angeles County Department of Public Health

Luis Bautista, Los Angeles County Office of Education

Lindsey Hanlon, Los Angeles County Office of Education

The data for this paper come from the California Early Care and Education Workforce Study, a multiyear project generously supported by First 5 California, the California Department of Education, the Heising Simons Foundation, the David and Lucile Packard Foundation, and the Blue Shield Foundation. We express thanks to our colleague Yoonjeon Kim for her feedback and to Ivy Phan for data review.

The views presented herein 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.

Editor: Deborah Meacham

About CSCCE

The Center for the Study of Child Care Employment (CSCCE), founded in 1999, is the national leader in early care and education workforce research and policy. CSCCE provides research and analysis on the preparation, working conditions, and compensation of the early care and education workforce. We develop policy solutions and create spaces for teaching, learning, and educator activism. Our vision is 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.

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
(510) 642-2035 | cscce.berkeley.edu

