# INTRODUCTION

Realizing the promised impacts of quality early learning opportunities for children requires a well-prepared, well-supported, diverse early childhood workforce. This necessitates a system that creates equitable pathways to preparation, career development, and career advancement and ensures fair compensation for educators and caregivers across all early learning and care settings.

This document outlines a definition, goals, and statement of principles for establishing equity for California’s early childhood education (ECE) workforce.

## The Need for Early Childhood Workforce Equity Goals and Principles for California

Achieving equity for the ECE workforce will require intentionality and investment. Clearly stating goals and principles around equity for the workforce will help to shine a light on current inequities and affirm California’s commitment to creating fair, accessible, and supportive systems. Building, maintaining, and supporting a diverse ECE workforce must be an explicit objective of all State policy efforts. The goals and principles presented in this document should be used to shape state policies that impact the recruitment, preparation, professional development, and retention of the ECE workforce.

## Definition of Equity for the Early Childhood Workforce

California seeks to establish equity for the ECE workforce. Equity for the early childhood workforce means each member of the workforce, regardless of race, gender, geographic location, and setting in which she/he works, has access to professional learning opportunities that meet their needs; receives fair compensation and benefits based on their qualifications; and has authentic, unbiased, and straightforward pathways to career advancement.

To achieve this, California seeks to interrupt inequitable practices, examine biases, and create inclusive and just conditions for each and every member of the workforce.

## Background on the ECE Workforce in California

One of California’s early learning system’s greatest assets is the diversity of its workforce. California’s ECE workforce more closely resembles the children they teach than the K-12 workforce.[[1]](#footnote-1) Across settings, the racial and ethnic composition of the ECE workforce stands in contrast to California’s K-12 teaching workforce, in which more than 65 percent of teachers identify as white.[[2]](#footnote-2) In California, 56 percent of center-based teachers, 74 percent of licensed home-based/family child care providers, and 80 percent of license-exempt/family friend and neighbor (FFN) caregivers identify as non-white.[[3]](#footnote-3) Furthermore, 63 percent of center-based assistant teachers and 47 percent of center-based teachers speak a language other than English.[[4]](#footnote-4)

However, the diversity of the early childhood workforce is not reflected across all positions in the field. Women of color are disproportionately represented in the lowest-paid position and underrepresented in leadership roles and Black and Latinx early educators are more likely to earn lower wages than their White colleagues.[[5]](#footnote-5) For example, in California, more than half of Black and Latinx center-based teachers earn *less* than $15 per hour, whereas more than half of White center-based teachers earn *more* than $15 per hour.[[6]](#footnote-6)

Persistent low pay and difficult work conditions for the ECE workforce undermine efforts to support career advancement and professional development. Low pay limits the ability of the workforce to self-fund additional education or paid trainings. It can also result in the workforce holding multiple jobs and/or working long hours to make ends meet. This can result in limited access to professional development, which limits career advancement and pay increases.

Wages are low across the ECE workforce in California, and they are even lower in some care settings compared to others. The median hourly wage in California is just over $12 per hour for child care providers and $16 per hour for preschool teachers, compared to $38 per hour for kindergarten teachers.[[7]](#footnote-7) When these wages are adjusted to account for the cost of living, California ranks among the lowest paid states for those working in the early learning field.[[8]](#footnote-8) As a result, nearly 60 percentof the state’s ECE workforce relies on some type of public assistance.[[9]](#footnote-9) In addition, many segments of the ECE workforce in California do not receive health and retirement benefits, payment for personal or sick leave, or paid time off for planning or professional development.[[10]](#footnote-10)

Low wages and inequities across care settings are further exacerbated by structural bias and a disjointed system. The lack of a standard teaching credential for the ECE workforce in California and inconsistencies in professional requirements across the state’s publicly funded early learning settings make it challenging to decipher pathways to career advancement.[[11]](#footnote-11) Furthermore, there are likely place-based differences in access to professional growth opportunities that disproportionately impact the ability of some members of the workforce to advance to higher positions and/or receive higher levels of compensation. California lacks a comprehensive, up-to-date ECE workforce data system which would help identify important information about demographics, preparation and professional development, and wages across the field.

# North Star: Equity for the Early Childhood Workforce[[12]](#footnote-12)

California’s *North Star* is for the ECE workforce *at all levels* to reflect the diversity of the young children and families in the Golden State, to have equitable access to career advancement opportunities, and to be fairly compensated across all care settings. To achieve this, California is striving to improve systems and increase investment to:

1. Provide universal access to the resources needed by the workforce in all settings to advance along the Career Lattice.[[13]](#footnote-13)
2. Build upon California’s ECE Career Lattice to establish a common framework for career pathways, knowledge and competencies, qualifications, standards, and compensation.[[14]](#footnote-14)
3. Develop aligned, practice-based pre-service and in-service professional learning and supports that are accessible to the workforce in all settings. [[15]](#footnote-15)
4. Provide fair and competitive compensation to early childhood educators and caregivers according to their qualifications and experience, regardless of care setting.

# STATEMENT OF PRINCIPLES

Efforts to advance the California ECE workforce can use the following principles as a guide to increase equity and access for the ECE workforce:

1. California’s children have diverse strengths rooted in their unique culture, heritage, language, beliefs, and circumstances.[[16]](#footnote-16) Children’s first teachers and caregivers play a critical role in cultivating and honoring these strengths.
2. The cultural, racial, and linguistic diversity of California’s ECE workforce benefits the children in their care. Children have better outcomes when they have shared backgrounds and experiences with their teachers.[[17]](#footnote-17)
3. Cultural competency helps teachers form stronger attachments with children and engage their families, thus positively impacting children's growth and development.
4. Structural, social, and historical factors result in unequal access to the ECE workforce preparation pipeline and professional advancement opportunities. This includes disparities in high school graduation, college admissions, degree completion, hiring, and the quality of working conditions.[[18]](#footnote-18)
5. California’s ECE workforce should have equitable access to professional learning and supports in order to increase the number of well-prepared ECE professionals across all settings and ensure diversity of the field at all levels.
6. Building more equitable access to preparation and professional learning opportunities requires addressing the diverse needs and barriers of the ECE workforce in all settings.

# UNDERSTANDING AND ADDRESSING WORKFORCE BARRIERS: RESEARCH AND SURVEY FINDINGS

The goals and principles outlined above were informed by background research and preliminary findings from an informal survey on the barriers California’s ECE workforce faces related to advancement along the California ECE Career Lattice.[[19]](#footnote-19)

In table 1 on the following pages, research and initial findings from the workforce survey have been aligned to the statement of principles to present relevant information about the ECE workforce in California and to establish evidence around the need to take action to address issues of equity. Table 2 presents a description of current efforts underway in California to address these issues, and a list of considerations for future efforts and investments.

# 

| **Table 1: Statements of Principles, Research Insights, and Survey Evidence** |
| --- |
| **I. California’s children have diverse strengths rooted in their unique culture, heritage, language, beliefs, and circumstances. A child’s first teachers and caregivers play a critical role in cultivating and honoring these strengths.** |
| Learning is a social process and is shaped by culture, social interactions, and language.[[20]](#footnote-20) Children construct knowledge through their interactions with people and their environment, and they make meaning of their experiences through a cultural lens.[[21]](#footnote-21) |
| **II. The cultural, racial, and linguistic diversity of California’s early childhood workforce benefits the children in their care. Studies show that children have better outcomes when their teachers look like them and share similar backgrounds and experiences.[[22]](#footnote-22)** |
| Some evidence, especially with elementary-grade children, suggests that a racial match between teachers and children can be particularly beneficial for children of color (without being detrimental to White children).[[23]](#footnote-23)  Young children who are exposed to multiple linguistic contexts can learn multiple languages, which carries many cognitive, cultural, economic, and social advantages.[[24]](#footnote-24)  In California, 56 percent of center-based teachers, 74 percent of licensed home-based/family child care providers, and 80 percent of license-exempt/FFN caregivers identify as non-white.[[25]](#footnote-25) Additionally, 63 percent of center-based assistant teachers and 47 percent of center-based teachers speak a language other than English.[[26]](#footnote-26)  In California’s *Early Learning and Care Workforce, Barriers to Career Advancement Survey,* 2,296 completed the survey in English (92 percent), and 193 completed the survey in Spanish (8 percent). In addition, when asked if they spoke a language other than English (or Spanish in the case of those completing the survey in Spanish), survey respondents note speaking more than 35 different languages. |
| **III. Cultural competency helps teachers form stronger attachments with children and engage their families, thus positively impacting the child's growth and development.** |
| Implicit biases that teachers may hold about the children they care for are associated with lower rates of achievement and assignment to “gifted” services and disproportionately higher rates of suspension and expulsions, beginning in preschool, for African American children, especially boys.[[27]](#footnote-27)  *The Early Learning and Care Workforce, Barriers to Career Advancement Survey* results show that there is high participation in Social Emotional Learning professional development (PD), however more opportunities for this type of training are needed. Respondents also requested additional training on implicit bias and cultural competence. |
| **IV. Structural, social, and historical factors result in unequal access to the early childhood workforce preparation pipeline and professional advancement opportunities.** |
| The diversity of California’s ECE workforce is not distributed equitably across positions in the field, with women of color disproportionately represented in the lowest-paying jobs and underrepresented in leadership roles.[[28]](#footnote-28)  Black and Latinx Early Learning teachers are more likely to earn lower wages than their White colleagues. In California, more than half of Black and Latinx center-based teachers earn *less* than $15 per hour, whereas more than half of white center-based teachers earn *more* than $15 per hour.[[29]](#footnote-29)  The median hourly wage in California is just over $12 per hour for child care providers and $16 per hour for preschool teachers, compared to $38 per hour for kindergarten teachers.[[30]](#footnote-30)  Nearly 60 percentof the state’s early learning workforce relies on some type of public assistance.[[31]](#footnote-31)  Many segments of the ECE workforce in California do not receive health and retirement benefits, payment for personal or sick leave, or paid time off for planning or professional development[[32]](#footnote-32)  Evidence from the *Early Learning and Care Workforce, Barriers to Career Advancement Survey:*   * Those completing the survey in English expressed interest in leadership development opportunities at a higher rate than those completing the survey in Spanish (28 percent - En, 12 percent - Sp). * The most commonly cited barriers to engaging in professional development and career advancement were having sufficient money or time to invest in further training and education. * Those working directly with children that completed the survey in English had more formal educational attainment than those completing the survey in Spanish (1 percent having completed no college – En, Compared to 17 percent - Sp) |
| **V. Building more equitable access requires addressing the diverse needs and barriers of the early childhood workforce in all settings.**  **VI. California’s early childhood workforce should have equitable access to professional learning and supports in order to increase the number of well-prepared early childhood professionals across all settings and ensure diversity of the field at all levels.** |
| Research recommends targeted opportunities and supports for members of minority racial and ethnic groups and individuals who speak English as a second language. This strategy will disrupt systemic barriers to educational attainment that extend beyond their status as early educators.[[33]](#footnote-33)  Research suggests that fewer women of color and immigrant women have access to higher education opportunities that lead to the educational qualifications required for higher-paying roles.[[34]](#footnote-34)  Evidence from the *Early Learning and Care Workforce, Barriers to Career Advancement Survey:*   * English speakers expressed more interest in leadership development opportunities (28 percent - En, 12 percent - Sp). * Spanish speaking teachers and providers were less likely to take online trainings or professional learning opportunities (24 percent -Sp, 51 percent -En) * FCCHEN providers were less likely to take online trainings or professional learning opportunities compared to center-based educators (38 percent - FCCHEN, 49 percent - Preschool Staff). * Barriers to engaging in professional development vary by care setting, private child care/preschool staff, preschool care teaching staff, and family child care home owners/staff indicated that finding trainings and courses during convenient times was a barrier at higher rates. family child care home owners/staff were more frequently indicated that getting into the courses or training they need was a barrier. * Those that completed the survey in Spanish indicated that finding a training or course offered in languages other than English was a barrier at a significant rate (31 percent - Sp). * The workforce across settings participates in professional development activities in different ways, suggesting unequal access to professional development resources (Ex: home visitors were less likely to participate in trainings and workshops, FCCHEN providers were less likely to participate in online learning, private preschool staff were less likely to participate in college coursework. * Stipends or reimbursement for courses, training, or books; paid time off to attend classes and/or trainings; and pay that increases with higher levels of education and work experience were cited as being most helpful to individuals advancing in the ECE workforce. |

# Ongoing Efforts, Future Considerations, and Next Steps

| **Table 2: Current and Ongoing Efforts, Future Considerations, and Next Steps** | |
| --- | --- |
| **Current and Ongoing Efforts** | **Future Considerations and Next Steps** |
| **Master Plan For ECE:** California is developing a master plan to systematically identify financing and administration strategies that will result in a higher quality early learning and care system robust enough to serve all children (from all income levels). The plan will include a focus on developing an adequately compensated and supported workforce that is well-prepared to support children’s development and learning.  **Preschool Development Grant Birth Through Five (PDG B-5), Workforce Efforts:** California’s PDG B-5 strategic plan will include a focus on ways to strengthen and improve workforce compensation in a more equitable way. Other components of the state’s PDG B-5 work include efforts to strengthen supports for ECE professionals by working with the QRIS Consortium, the Lastinger Center at the University of Florida, and WestEd’s pilot of an integrated online professional learning platform to reduce duplication and integrate existing online tools. Coursework and training on this platform will be free to all users. California is also adapting the Program for Infant-Toddler Caregivers to an online format to more efficiently serve a broader range of the infant and toddler workforce. In addition, the state is partnering with Tribes to develop a peer learning and leadership network for all Tribes who provide early learning and care programs.  **Early Learning and Care Workforce Development Grant Program:** California’s 2019 enacted budget included $195 million for grants to support the child care and preschool workforce to advance their professional development and education in order to improve the quality of care and provide accessible avenues for child care professionals to move along the California ECE Career Lattice. It seeks to support the workforce’s attainment of increased education or English language proficiency, as well as professional development in early childhood instruction, child development, including developing competencies in serving children with exceptional needs and dual language learners. This funding will be allocated over the next four years.  **Reimbursement Rate Reform Workgroup:** The rate reform workgroup developed a set of guiding principles and policy proposals for addressing the state’s bifurcated reimbursement rate system. California currently has two different and unaligned systems for reimbursing early learning services: subsidized child care providers in programs governed by Title 22 Child Care Licensing standards are reimbursed using a regional market rate that accounts for geographic economic cost factors, while state-contracted early learning centers that are required to meet Title 5 standards, in addition to Title 22 standards, are reimbursed at a flat standard reimbursement rate. The workgroup’s proposal would address some of the inequities caused by the current dual-rate system.  **Family Child Care Unionization (SB 75 and AB 378)**: SB 75 declared the legislature’s intent to support future collective bargaining legislation and intent to enact future legislation granting family childcare providers the right to democratically choose a representative to meet and negotiate in a formal process with the state regarding the applicable scope of bargaining. AB 378, if signed by the Governor, would allow family child care workers and Family, Friend, and Neighbor license-exempt caregivers who serve subsidized families to collectively bargain with the state.  **ECE Workforce Study:** A study of the California ECE workforce landscape will be conducted in 2019 by the Center for the Study of Child Care Employment (CSCCE) in partnership with the California Resource and Referral Network, and with support from the California Department of Education (CDE), First 5 California, the Heising-Simons Foundation, and the David and Lucile Packard Foundation. The goal of this study is to provide baseline data at the local, regional, and statewide levels for an ongoing, comprehensive data system regarding the ECE workforce in California.  **Bilingual Educator investments:** The 2018 state budget allocated $5 million for early educators in licensed settings to receive training on effective strategies for supporting Dual Language Learners (DLLs). This investment complements the previous year’s $5 million for the Bilingual Teacher Professional Development Program for TK-12 teachers.[[35]](#footnote-35)  **F5CA DLL Study:** The First 5 California Dual Language Learner Study is an ongoing effort supporting DLLs by increasing early educators’, families’, and the general public’s knowledge about the benefits of bilingualism and home language. The study will also help identify effective workforce strategies for supporting California’s young DLLs.[[36]](#footnote-36) | * California needs to conduct additional research to validate initial findings on barriers to advancement along the California ECE Career Lattice. This could result in:   + More targeted approaches for more inclusive leadership development for specific populations.   + Targeting specific types of support to educators in different roles and settings. * While California has some of the following in place, and is making efforts to expand these supports through the initiatives and efforts described in the left column, additional work is needed to:   + Better utilize state and local partners to disseminate information about professional development and training opportunities to the early childhood workforce as part of licensing technical assistance and/or during annual licensing visits.   + Establish time and space for learning communities among administrators and staff including opportunities for reflection and learning about cultural responsiveness and instances of microaggressions or implicit bias.   + Expand cohort models to establish peer learning and support systems for members of the workforce that are engaging in career advancement activities.   + Provide ECE educators with an advisor to assist in developing individual professional development plans, support the workforce to identify the right professional development opportunities to advance along the career lattice, and provide ongoing advice about particularly useful trainings and coursework.   + Implement consistent matriculation, articulation, and transfer policies that provide credits for students’ previously completed early childhood courses and demonstrated competencies through prior work experience.   + Link general education requirements to child development coursework or other early education courses to help ECE educators complete their general education requirements.   + Ensure that all professional standards, career pathways, advisory structures, data collection efforts, and financing systems in state professional development systems are reviewed and assessed to determine whether each standard, policy, and process supports workforce diversity.   + Institute comparable compensation and benefits for the ECE workforce across early childhood settings for similar qualifications, experience, and expectations. |

1. CSCCE, *California’s ECE Workforce: What We Know Now and the Data Deficit That Remains* (2018).<https://cscce.berkeley.edu/californias-ece-workforce/> [↑](#footnote-ref-1)
2. Ibid. [↑](#footnote-ref-2)
3. Ibid. [↑](#footnote-ref-3)
4. Center for the Study of Child Care Employment, University of California at Berkeley (CSCCE), *Early Childhood Workforce Index* (2018). [↑](#footnote-ref-4)
5. Ibid. [↑](#footnote-ref-5)
6. Ibid. In California, 39 percent of White center-based staff earn less than $15 an hour, compared to 57 percent of African-American staff and 59 percent of Latinx staff. [↑](#footnote-ref-6)
7. CSCCE, *Early Childhood Workforce Index* (2018). [↑](#footnote-ref-7)
8. Stipek, D., *Getting Down to Facts II: Strengthening California’s Early Childhood Education Workforce* (Chapter 4) (2018). [↑](#footnote-ref-8)
9. CSCCE, *Early Childhood Workforce Index* (2018). [↑](#footnote-ref-9)
10. CSCCE, *Teachers’ Voices: Work Environment Conditions that Impact Teacher Practice and Program Quality* (2016). [<https://cscce.berkeley.edu/teachers-voices-work-environment-conditions-that-impact-teacher-practice-and-program-quality/>] [↑](#footnote-ref-10)
11. First 5 California and California Department of Education, Transforming the Workforce for Children Birth Through Age 8: Implementation Plan for the State of California (2016). [<http://twb8-ca.net/#plan>] [↑](#footnote-ref-11)
12. These are adapted from the goals that were presented as part of the TWB8 constellation’s work with the National Governor’s Association and Council of Chief State School Officers on equity for the ECE Workforce. [↑](#footnote-ref-12)
13. The Career Lattice, approved by the California’s State Advisory Council for Early Education in June 2018, defines a progression of roles and the training and education necessary to demonstrate competence in a wide variety of positions in early learning. The Lattice identifies a common framework through which professionals can evaluate their progress towards their own career goals. It is meant to serve as a guide to help professionals in the early learning field to think about their career path and professional development. <https://www.cde.ca.gov/sp/cd/ce/documents/careerlattice.docx> [↑](#footnote-ref-13)
14. *Clearly articulated career pathways are critical for alleviating inconsistencies in compensation and career advancement among professionals with different levels of education, training, and experience.* Stipek, D., Getting Down to Facts II: Strengthening California’s Early Childhood Education Workforce (Chapter 4) (2018). [↑](#footnote-ref-14)
15. *Equitable access to professional development and coursework will require flexibility in modalities (online, hybrid, etc.), locations, and hours (i.e., nights and weekends for working students and adult learners).* National Association for the Education of Young Children. Advancing Equity in Early Childhood Education: A Position Statement of the National Association for the Education of Young Children. 2019. <https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/position-statements/naeycadvancingequitypositionstatement.pdf> [↑](#footnote-ref-15)
16. This language is taken from the Vermont Guiding Principles on Full and Equitable Participation [↑](#footnote-ref-16)
17. See, e.g., Institute of Labor Economics, *The Long-Run Impacts of Same-Race Teachers (March 2017).* <http://ftp.iza.org/dp10630.pdf> [↑](#footnote-ref-17)
18. Garza, Roxanne. “Why Increasing Teacher Diversity Will Improve Teacher Quality: An Interview with Etai Mizrav.” New America. June 25, 2019. [↑](#footnote-ref-18)
19. Survey methodology and limitations: The Early Learning and Care Workforce, Barriers to Career Advancement survey was developed by a constellation of partners as part of the Transforming the Workforce for Children Birth through Age Eight (TWB8) implementation effort in California. This work was funded through a grant that ELCD received from the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA). The survey received 2,489 responses (2,296 in English and 193 in Spanish). Of these responses, 1,504 respondents (1,373 English and 131 Spanish) indicated they work directly with children. The results in the table are limited to the respondents who indicated they work directly with children. These survey results have important limitations to consider. The survey was an online and opt-in survey, resulting in a respondent group that is not necessarily representative of the entire ECE workforce in California (convenience sample) and there was a low number of Spanish language responses in relation to total number of survey results. Finally, when asked about their role, respondents could select multiple roles (leading to duplication of results), and some role groups had low (significantly below-average) representation compared to other role groups. As such, the results of this survey are illustrative, and the findings will need to be validated before informing policy decisions.

    When comparing English and Spanish responses to questions about the types of professional development respondents have completed in the past 12 months, barriers to engaging in professional development, and the types of supports that would be most useful, we find significant differences between the language groups (p<.01, paired t-test). When analyzing these responses by role, we also find survey responses are significantly different based on role (p<.01, two-way ANOVA test). [↑](#footnote-ref-19)
20. Rogoff, B., A. Dahl, & M.A. Callanan. 2018. “The Importance of Understanding Children’s Lived Experience.”

    Developmental Review 50 (Part A): 5–15. doi.org/10.1016/j.dr.2018.05.006. [↑](#footnote-ref-20)
21. Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation, (Institute of Medicine and National

    Research Council. 2015. doi.org/10.17226/19401 [↑](#footnote-ref-21)
22. See, e.g., Institute of Labor Economics, *The Long-Run Impacts of Same-Race Teachers (March 2017).* <http://ftp.iza.org/dp10630.pdf> [↑](#footnote-ref-22)
23. Downer, J.T., P. Goble, S.S. Myers, & R.C. Pianta. 2016. “Teacher–Child Racial/Ethnic Match Within PreKindergarten Classrooms and Children’s Early School Adjustment.” Early Childhood Research Quarterly 37: 26–38. [https://eric.ed.gov](https://eric.ed.gov/)/fulltext/ED580920.pdf. [↑](#footnote-ref-23)
24. Promoting the Educational Success of Children and Youth Learning English: Promising Futures (2017; doi.org/10.17226/24677) [↑](#footnote-ref-24)
25. CSCCE, *California’s ECE Workforce: What We Know Now and the Data Deficit That Remains* (2018).<https://cscce.berkeley.edu/californias-ece-workforce/> [↑](#footnote-ref-25)
26. CSCCE, *Early Childhood Workforce Index* (2018). [↑](#footnote-ref-26)
27. Reid, J.L., S.L. Kagan, & C. Scott-Little. 2017. “New Understandings of Cultural Diversity and the Implications for Early Childhood Policy, Pedagogy, and Practice.” Early Child Development and Care, DOI: 10.1080/03004430.2017.1359582 [↑](#footnote-ref-27)
28. Center for the Study of Child Care Employment, University of California at Berkeley (CSCCE), *Early Childhood Workforce Index* (2018). [↑](#footnote-ref-28)
29. Ibid. In California, 39 percent of White center-based staff earn less than $15 an hour, compared to 57 percent of African-American staff and 59 percent of Latinx staff. [↑](#footnote-ref-29)
30. Ibid. [↑](#footnote-ref-30)
31. Ibid. [↑](#footnote-ref-31)
32. CSCCE, *Teachers’ Voices: Work Environment Conditions that Impact Teacher Practice and Program Quality* (2016). [<https://cscce.berkeley.edu/teachers-voices-work-environment-conditions-that-impact-teacher-practice-and-program-quality/>] [↑](#footnote-ref-32)
33. Whitebook, M., McLean, C., Austin, L. J., & Edwards, B. (2018). Early Childhood Workforce Index 2018. *Center for the Study of Child Care Employment, University of California at Berkeley*. 12. [↑](#footnote-ref-33)
34. Park, M., M. McHugh, J. Batalova, & J. Zong. 2015. Immigrant and Refugee Workers in the Early Childhood Field: Taking a Closer Look. Washington, DC: Migration Policy Institute.

    <https://www.migrationpolicy.org/research/immigrant-and-refugee-workers-early-childhood-field-taking-closerlook>. [↑](#footnote-ref-34)
35. <https://earlyedgecalifornia.org/what-the-5-million-in-new-dll-professional-development-means-for-early-childhood-educators/> [↑](#footnote-ref-35)
36. <http://www.ccfc.ca.gov/partners/investments.html> [↑](#footnote-ref-36)