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New York State Birth Through Five (NYSB5-R) Preschool Development Planning Grant: New York State's Early Childhood Care & Education Workforce Needs Assessment Report

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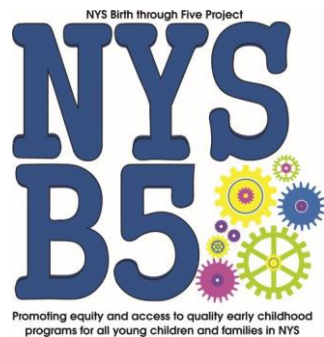
NEW YORK STATE COUNCIL ON CHILDREN AND FAMILIES

NEW YORK STATE BIRTH THROUGH FIVE (NYSB5-R)

PRESCHOOL DEVELOPMENT PLANNING GRANT

**New York State's Early Childhood Care &
Education Workforce**

Needs Assessment Report



August 2023

Conducted by



CENTER FOR HUMAN SERVICES RESEARCH
UNIVERSITY AT ALBANY State University of New York

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Introduction

As a component of the New York Preschool Development Birth Through Five (NYSB5) Planning Grant, this document presents a 2023 Needs Assessment for New York State’s Early Childhood Care and Education (ECCE) Workforce completed by the University at Albany, Center for Human Services Research (CHSR). This is the fifth in a series of Needs Assessments (2019, 2020, 2021, 2022) that have been produced with funding from the NYSB5 grants.

The goal of this report is to identify the current (2023) and ongoing support and training needs of the ECCE workforce. The previous Needs Assessments have included the perspectives of providers and parents. This 2023 Needs Assessment is focused on workforce supports and needs from the perspective of Early Childhood Care and Education professionals and students who are planning to enter the workforce, are currently attending post-secondary institutions, and are working towards their Child Development Associate (CDA) certification. It should be noted that while New York State has invested time, money, and resources into addressing the needs of the ECCE workforce over the last several years, this report is focused on identifying new or continuing gaps in addressing these needs.

Background

New York State’s ECCE system has suffered from numerous barriers to providing care and support for infants and young children in need. The shortage of available and affordable child care in many parts of the state has made it necessary for some parents to care for their children at home, or to use informal child care arrangements that may not provide high-quality care. A shortage of trained Early Intervention (EI) providers has resulted in diagnostic and service delays that affect many children’s future educational success and functioning in society.

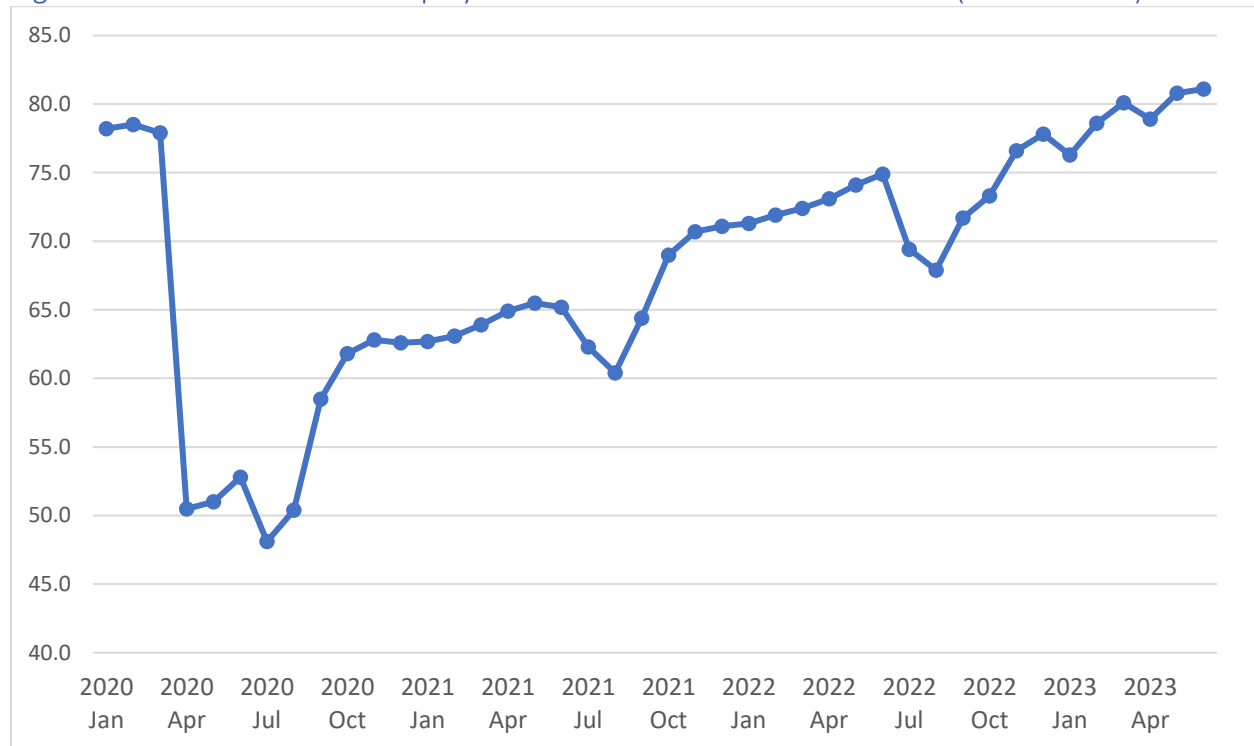
This shortage in accessible child care was exacerbated by the Covid-19 pandemic. Nationally, the U.S. child care sector was 9.7% smaller in September 2022 than it was in February of 2020.¹ Between January 2020 and July 2022, 3,524 child care programs closed in New York, resulting in even fewer available child care slots.² Similarly, according to the U.S. Bureau of Labor Statistics, child care services employment dropped from 78,500 in February of 2020 to a low of 48,100 in July of 2020, a **40% decrease**.

Activities undertaken with funding from the NYSB5 grants, as well as other statewide measures, are addressing child care accessibility issues. As a result of direct federal and state level intervention and support, the employment numbers have increased steadily since July 2021 to reach 81,000 in June 2023, exceeding pre-pandemic levels (see Figure 1 below).

¹ Dana Goldstein, “Why You Can’t Find Child Care: 100,000 Workers Are Missing,” *The New York Times*, October 13, 2022, sec. U.S., <https://www.nytimes.com/2022/10/13/us/child-care-worker-shortage.html>.

² “Rebuilding Our Future: Child Care Closures in New York During the Pandemic,” *The Children’s Agenda* (blog), accessed November 22, 2022, <https://thechildrensagenda.org/publications/rebuilding-our-future-child-care-closures-in-new-york-during-the-pandemic/>.

Figure 1: Child Care Services Employment in New York State – 2020-2023 (in Thousands)



Source: U.S. Bureau of Labor Statistics
<https://beta.bls.gov/dataViewer/view/timeseries/SMU36000006562440001>.

There are multiple causes of the lack of available child care slots in New York State prior to the Covid-19 pandemic. Low wages and the lack of employment benefits have been identified as the primary causes of individuals leaving the ECCE workforce prior to the COVID-19 pandemic.³ The ECCE workforce has historically been among the lowest compensated sectors of the U.S. economy.⁴ Additionally, the expansion of state-administered prekindergarten has resulted in some unintended negative consequences for those who work with infants and toddlers. Large numbers of four-year-olds have left home-, faith-, and center-based settings for state-administered prekindergarten programs. While in some cases, these openings have resulted in more available slots for younger children, many providers have not been able to make up for the lost revenue of fewer three- and four-year-olds (versus infants and toddler who require a

³ “Still Underpaid and Unequal - Center for American Progress,” accessed July 6, 2023, <https://www.americanprogress.org/article/still-underpaid-and-unequal/>.

⁴ U.S. Senate Committee on Health, Education, Labor and Pensions, “Supporting Working Families: The Need for Ongoing Support for the Nation’s Child Care Sector,” May 2023,

higher staff to child ratio) and have either had to close or raise their prices for infant and toddler care.⁵

In addition to the federal supports for child care enacted during the pandemic, New York State has taken a variety of measures to add and retain members of the ECCE workforce, as detailed in the 2022 Needs Assessment.⁶ QualityStarsNY (2009) and the Aspire Registry (2012) were established to provide parents, child care providers, and the child care workforce with documentation of high-quality programs and the professional qualifications of staff. The NYSB5 grants have supported the establishment of Career Centers in all ten regions of the state,⁷ which support individuals interested in working in early child care and education in obtaining training and finding positions in the field. Linkages between Child Care Resource and Referral Agencies (CCR&Rs) and community colleges have been established to enable students to obtain a credit-bearing CDA certification.⁸ The credit-bearing CDA supports job placement, and also allows for those already working in the ECCE workforce to obtain more advanced levels of training while using the credits earned from the CDA. Finally, an increase to the state minimum wage scheduled for 2024 will boost the income of child care workers.

While the minimum wage increase will result in higher pay for members of the ECCE workforce, it may also have negative consequences. It may result in increased costs of operation for child care businesses and may also result in the disqualification of large numbers of child care workers for benefits such as SNAP, Medicaid, and other social safety net programs.

Objectives

Overall Objective. This Needs Assessment report is focused specifically on the Early Childhood and Education workforce and the current challenges facing its members as the pandemic subsides.

Specific Objectives. This report provides:

- a review of 2022-2023 New York State and federal measures to support the ECCE workforce, including NYSB5 grant activities;
- an overview of the ECCE workforce:
 - available data on the workforce,
 - equity issues in workforce compensation,
 - changes in the workforce due to the advent of state-administered prekindergarten; and
- the needs of the future ECCE workforce, including:

⁵ Early Care and Education Consortium, "A Mixed-Delivery System is the Most Sustainable and Efficient Solution to Meet Policy Objectives," 7/2021, <https://www.ececonsortium.org/wp-content/uploads/2021/07/ECEC-Solutions-Paper-Mixed-Delivery.pdf>

⁶ See NYSB5.NAUpdate. 3.10.23 (in progress)

⁷ See <https://www.earlychildhoodny.org/cdsc/> for Career Center Information

⁸ See <https://www.earlychildhoodny.org/pdi/credentials.php>, <https://www.nccc.edu/child-development-associate/>, <https://sunysccc.edu/News/New-Credential-Program-Offers-Students-Avenue-to-Advance-in-Early-Childhood-Education-Field.html>,

- training opportunities (i.e., CDA, other credentials),
- expense and cost of training, and
- workplace compensation (i.e., salaries and benefits).

Methodology

To meet these objectives, this Needs Assessment report utilizes data accessed from various sources, including:

- testimony to the New York State Senate Standing Committee on Children and Families: Addressing the Child Care Crisis, 1/26/23;
- reports prepared by state partners including New York Works for Children, The Children’s Agenda, NYSB5 grant reports;
- workforce data drawn from the Aspire Registry;
- workforce data from the New York State Department of Labor and U.S. Bureau of Labor Statistics;
- interviews with members of the New York State Early Childhood Advisory Council (ECAC) Workforce Committee;
- interviews with staff at the New York Early Childhood Professional Development Institute; and
- findings from an online survey (administered by CHSR) of college students in early childhood programs (n = 117) attending post-secondary institutions across New York State.

Sources were reviewed and data were collected between January and June of 2023.

Findings

The findings are organized into three sections corresponding to the objectives identified above.

Section 1: A Review of Federal & New York State Measures to Support the Child Care Workforce

The previous four Needs Assessments (conducted between 2019 and 2022) were focused primarily on the need for high-quality and consistent child care for vulnerable parents and children. During this period, however, there was also a need to focus on the ECCE workforce due to the large number of individuals leaving the workforce and a limited number of new employees entering. Numerous actions were taken by the federal and state governments to improve training opportunities and compensation for the child care workforce during this time. These measures provide an essential context for the current Needs Assessment. Funding, programs, and services designed to support workforce development, further professionalize the workforce, and recognize and reward continuous child care program quality improvement were designed and delivered during this time.

Federal and State Level Funding

The state and federal government have provided almost \$900 million through several grants and programs to support the child care workforce. These supports and programs include the Stabilization 2.0 grants for Workforce Supports, the Child Care Deserts grants, the NYSB5 grants, and the recently approved New York State Workforce Retention Grant Program (see Table 1 below). As an example of how the American Rescue Plan Act attempted to shore up the ECCE workforce:

"The American Rescue Plan had a huge impact on child care. It gave us a glimpse of what could be possible. We were able to increase salaries with funding that came directly to child care and was not linked to public schools or low-income children. The challenge is how to sustain those increases now that the funding has come to an end. If we were to increase wages just to \$18 per hour, we would end up with a \$250,000 deficit."

--- Dawn Meyerski, Mt. Kisco Child Care Center, "Addressing the Child Care Crisis" 1/26/23

Table 1: Measures Taken in 2022-23 to Strengthen the Child Care Workforce

Dates	Description	Amount
July 5, 2022, through Dec. 14, 2022	Stabilization 2.0 for Workforce Supports allocates funds to child care providers to strengthen their infrastructure and support their workforce. At least 75% of each grant is to be spent on workforce support.	\$284 million
July 25, 2022, through June 30, 2024	Child Care Deserts grants to support both new providers (\$70 million) and existing providers (\$30 million). Round 1 of the Child Care Deserts grants were awarded on July 25, 2022. Over 17,000 providers applied for the grant, and 344 providers were awarded. Round 2 of the Child Care Deserts grants were awarded on February 10, 2023.	\$100 million
Dec. 31, 2022, through Dec. 30, 2023	New York State Preschool Development Birth through Five Grant (NYSB5). Federal funding to provide supports to parents and the child care workforce.	\$5 million
2023 through 2024	New York State budget allocates \$500 million for Workforce Retention Grant program Employer-Sponsored Child Care Pilot Program, "Employer Child Care Tax Credit" program	\$500 million \$4.8 million

The Stabilization Grants were seen as having been vital to the child care workforce by the ECAC Workforce Committee Coordinators interviewed for this report. They provided funds for each CCR&R across the state to hire a staff person to help providers access the grants and assist them with documentation and preparation of financial records that were needed to apply. Additionally, the State streamlined the award process so that payments could be made directly to providers, which avoided long wait times and complex administrative requirements. The revenue from the Stabilization Grants was a lifeline for many providers. In New York City (NYC), it came at a time when revenue from their contracts was severely delayed. In both NYC and

other parts of the state, it allowed programs to stay open and solvent during a time of great crisis and fluctuation in child care availability and accessibility. While it allowed programs to remain open and individuals to keep their jobs, the the Stabilization grants were not able to increase salaries per se because they were one-time opportunities.

The Child Care Deserts grants led to more home-based family and group family child care providers starting businesses. One of the Workforce Coordinators interviewed for this report pointed out that family child care programs were less complicated to open because the licensing process was not as onerous. In a family child care home, the individual and space must be licensed. In a child care center, the space, the entity, and the staff must be licensed — a more complex process. Family and group family programs do not typically employ a large staff, however, so while individuals may have been able to start or maintain a business, these grants did not necessarily lead to an expansion of the ECCE workforce.

Funding from the NYSB5 grants has enabled several important initiatives targeted to the ECCE workforce, including:

- Pyramid Model Hubs that provide training to programs in early childhood social emotional development;
- support for expansion of the Aspire Registry;
- distribution of Early Childhood Best Practices resources;
- expansion of the Early Childhood Career Centers;
- NYSB5 scholarships for NY State child care teachers and providers;
- Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood Awareness Training;
- Infant Mental Health Endorsement;
- P3 Summer Institute Trainings for prekindergarten through third-grade teachers;
- QualitystarsNY expansion;
- establishment of Staffed Family Child Care Networks; and
- The Early Childhood Shared Services Alliance.⁹

The New York State budget includes \$500 million in underutilized federal funds to create a state Workforce Retention Grant Program to support New York's child care workforce. The grants will be used for one-time bonuses to child care workers, to cover payroll tax assistance, and to support staff recruitment strategies, including sign-on bonuses for new employees, though again it will not include permanent salary increases.

Additionally, the budget includes \$4.8 million for a new Employer-Sponsored Child Care Pilot Program. An “Employer Child Care Tax Credit” will also be established for businesses that create new child care options and expand existing programs for their workers.

⁹ NYSB5 Short Term Outcomes Report_Final

The Child Care Availability Task Force

The Child Care Availability Task Force was first convened in December 2018 and issued its final report in 2021. In 2022, the State’s social services law was amended to reconvene the task force. The current task force is chaired by the acting commissioner of the New York State Office of Children and Family Services (OCFS), and the commissioner of the Department of Labor. The new task force is charged with addressing the shortage with in the ECCE workforce and with:

- evaluating the need for and availability of child care throughout the state;
- examining the impact of the COVID-19 pandemic on child care;
- advising the state in developing a framework leading to a phased-in rollout of universal child care;
- recommending potential solutions, partnerships, or other ways to address chronic child care workforce issues and other concerns; and
- assessing the implementation of policies supported by federally funded programs through various stimulus packages.

The task force is comprised of representatives from OCFS, the New York State Department of Labor, Council on Children and Families, Department of Taxation and Finance, Regional Economic Development Council, the State and City Universities of New York, State Education Department, as well as child care providers and unions, advocacy groups and stakeholders, the business community, and local departments of social services.¹⁰

Enhancing Workforce Development & Professionalization

Several programs, agencies, and institutions of higher education are also helping to support the workforce in a number of ways. CCR&R agencies have been invaluable in helping child care providers obtain training and licensure. The more recent addition of Career Centers in some of these CCR&Rs has been an important source of information and support for individuals who want to enter the ECCE workforce and grow within it. The Aspire Registry is helping the workforce demonstrate their professionalism and move upwards on the career ladder. QualitystarsNY is promoting an ethos of continuous quality improvement for providers and a reassuring stamp of approval for parents. Additionally, the expansion of credit-bearing CDA programs to community colleges across the state has enabled both inexperienced and experienced child care workers to become credentialed. The amount and quality of professional development opportunities has been expanded through the CCR&Rs, and the opportunity to receive virtual training has enabled many more providers and workers to participate. All of these initiatives are helping to both professionalize and support the ECCE workforce by giving them a career ladder to climb.

The benefits of professionalization to the workforce, in addition to greater competence, are increased respect from parents, administrators, and policy makers. Professionalization also allows the workforce and its advocates to make a powerful argument for increased compensation. Higher levels of professional certification (e.g., CDA certificate, B.A. in Early Childhood Education) should be receiving higher levels of compensation.

¹⁰ See <https://ocfs.ny.gov/programs/childcare/availability/CCATF-Relaunch-Legislation.pdf>

QualitystarsNY

QualitystarsNY (<https://qualitystarsny.org/>), a continuous quality improvement program in which child care providers can receive recognition for their commitment to professional development and program enhancement, expanded with NYSB5 grant funding. This is one of several initiatives undertaken by New York State to professionalize the child care workforce. This led to the development of the following resources:

- a full series Core Body of Knowledge and Early Learning Guidelines which are publicly available on the New York Works for Children website;¹¹ and
- Communities of Practice for professional development providers & leaders in Diversity, Equity & Inclusion and Social-Emotional Learning.

There are between 10,000 and 14,000 providers in the state with 1,100 providers currently participating in QualitystarsNY. In testimony to the New York State Senate Standing Committee on Children and Families in January of 2023, Dona Anderson of the New York Early Childhood Professional Development Institute (NYECPDI)¹² noted that 70% of QualitystarsNY members increased their star level across the rating cycle of three years.

QualitystarsNY is working to double the number of participating programs in 2023 and is supporting new and existing child care programs receiving Child Care Deserts funding from the OCFS. They have made investments in infrastructure, but need professional development, including additional coaching, to improve quality and support providers and programs around the state. Further, QualitystarsNY has a smaller foothold and impact in New York City, since NYC requires use of a separate Quality Rating System. Therefore, providers in New York City may be less aware of some of the benefits of QualitystarsNY, such as cost-free coaching and professional development to providers.

The Aspire Registry

The Aspire Registry (<https://www.nyworksforchildren.org/the-aspire-registry>) is an online portfolio that stores verified information about child care professionals' education, professional development, and experience in the child care field. Registration in Aspire is mandatory for child care workers and providers in New York City but is optional for workers and providers in the rest of New York State. Aspire registration is also mandatory for participants in QualitystarsNY.

Recent improvements to the Aspire Registry include:

- OCFS approval of a synchronous online learning to satisfy training requirements;

¹¹ <https://www.nyworksforchildren.org/>

¹²Public Hearing: "To receive testimony regarding the child care crisis in New York State, the lack of availability of child care, and any legislation or policy response to protect child care workers and families," NY State Senate, 1/11/2023.

- the addition of a new section to The Aspire Registry website that offers access to new virtual role-based resources called “Aspire Toolkits;”
- development by the NYS Association for Infant Mental Health of an entry level e-learning course for infant and early childhood mental health;
- a 3-day training (*Infusing Trauma Informed Practice*) by the New York Association for the Education of Young Children is being rolled out into professional development offerings; and
- new coaches earning the New York State Training and Technical Assistance Professional Credential.

Child Care Workforce Recruitment & Retention

To build the competency and capacity of the NYS early childhood workforce, NYCECPDI (<https://www.earlychildhoodny.org/>) designed and implemented an early childhood Career Center in New York City. The Career Center assists individuals who are obtaining an education in an early childhood field to support their entry into the early childhood work force. In the long term, it will help to develop a well-educated workforce that will be available to sustain sufficient early childhood programming for children in New York State. It provides a range of services to support the early childhood workforce, including career advisement, career seminars and workshops, teacher certification support, and study plan support, and connects with advisees multiple times a semester to reduce or mitigate challenges and barriers to success. Further, the Employment Network (<https://www.earlychildhoodny.org/cdsc/jobopportunities.php>) supports employers seeking applicants as well as job seekers and students looking for internships and job placements.

The Career Center model has been expanded statewide with a particular focus on under-resourced communities. There were 10,511 client contacts at the Career Centers around New York State between 2019 and June 2023.¹³ Career Centers around New York State have built relationships with local higher education institutions, mostly CUNY and SUNY Community Colleges, for advisees. One example of this is the relationship that was established between the Career Center at Brightside Up, a CCR&R in the Capital Region and Schenectady County Community College (SCCC). SCCC has established a CDA certification which is credit-bearing, unlike many other CDA programs. The credit-bearing CDA, including CDA for infants and toddlers, has been expanded to campuses across New York State.

Pyramid Model Implementation

The Pyramid Model is nationally known for incorporating best practices in social-emotional learning for young children. Using NYSB5 grant funding, five Pyramid Model Hubs were established in 2019. The hubs are located in the Capital District, the lower Hudson Valley, the Finger Lakes, Nassau County, and the Niagara area. These hubs recruited parents and caregivers to participate in Pyramid Model implementation, training, and coaching. The hubs conducted community-wide leadership team meetings and Pyramid 101 sessions for caregivers who work

¹³ Claudia Campanelli, Early Childhood Career Development Center, Email, August 18, 2023.

at family and group family-based child care homes. From the fourth quarter of 2020 through the fourth quarter of 2022, 3,549 programs in New York State have received some type of Pyramid training or coaching through these hubs.

During the pandemic, trainings moved to virtual implementation which allowed a broader audience of caregivers to attend the trainings. Additionally, because the training was broken up into two separate four-hour modules, participants may have had less difficulty assimilating the content.¹⁴ Pyramid implementation will continue with additional funding from other sources in the future.

Other Workforce Initiatives

Other measures that have contributed to professionalizing the child care workforce include:

- the launch of a NYSB5 CUNY/SUNY Early Childhood Workforce Scholarship;
- the design and implementation of a train-the-trainer series-based training on the ELGs;
- the completion of a career ladder for center-based educators and development of a companion salary structure for all 62 counties to prepare for compensation initiatives at state and federal levels;
- the offering of a Core Business Training series to home-based providers that addresses core business principals around funding, marketing, and managing multiple funding streams;
- the development of a “Blending and Braiding of Funding” training for child care centers, family child care homes and home visiting organizations; and
- the implementation of the NYECPDI Leadership Initiative, which provides coaching, intensive career advising, professional networking and learning communities for aspiring early childhood leaders.

Section Summary

During the pandemic, federal funding was used to support the child care sector, and although there were some difficulties for programs in obtaining the earlier grants, the State was able to streamline the process and the federal government allowed direct payments to be made to care providers. Without this assistance, the state would have lost more providers and the workforce would not have been able to rebound to the extent that it has.

In sum, over the past several years New York State has developed a large variety of training opportunities for the current and prospective ECCE workforce. The increase in virtual trainings during the pandemic made training more available to learners in different parts of the state and with schedules that may not have allowed them to attend in-person trainings. The expansion of the credit-bearing CDA certificate and scholarships for students have made it easier for aspiring child care workers to realize their ambitions. Enhancements to the Aspire Registry and the formation of Career Centers in CCR&Rs have supported those workers who want to move up

¹⁴ The Center for Human Services Research (March 2023). Short term outcomes report.

the career ladder. The resulting increased availability of training will contribute to continuous quality improvement and professionalization of the workforce at all levels in ECCE.

Section 2. An Overview of the ECCE Workforce

Demographics

The early childhood care and education workforce is diverse, not only in its ethnic and racial makeup, but in the types of child care facilities in which the workforce provides care. The mixed delivery system in New York State has evolved to include many different types of care based on age range, parent choice, parent income, facility type, public vs. private ownership, and religious or pedagogical belief.

Due to the diverse types of early child care and education environments, it is difficult to collect data about the workforce. Home-based providers are classified as small business owners and are not counted in occupational surveys¹⁵ by the federal or state governments as part of the workforce. Preschool teachers are counted as part of the educational workforce, while professionals who care for infants and toddlers are counted as part of the child care services industry. In surveys of specific industries, the “child care services” industry does not include preschool teachers or special education teachers who work with young children.

The Aspire Registry is an important source of data about the demographic makeup and the training experiences of the ECCE workforce. However, registration in Aspire is not required for ECCE professionals outside of New York City, so these data do not represent the whole state. If the NY State Bureau of Labor Statistics data are accurate, and the workforce in NY State was approximately 80,100 in July of 2023¹⁶; the 37,900 total Aspire registrants thus represent 47% of the total workforce, and an even higher percentage of the direct care workforce, since the state data includes workers who are not directly involved in care. Data from Aspire can thus provide a partial snapshot of the ECCE workforce.

Table 2: Aspire Registrants by Economic Region & Position Title

Economic Region	Position Title				Total	% of Total
	Assistant Teacher	Teacher	Assistant Director	Director		
Capital District	521	630	85	239	1475	4%
Central New York	302	333	50	131	816	2%
Finger Lakes	423	579	95	237	1334	4%
Hudson Valley	1514	1410	229	529	3682	10%

¹⁵ They are counted in industry-level surveys

¹⁶ The Aspire data on workforce region was retrieved in March 2023.

Long Island	1435	1623	292	547	3897	10%
Mohawk Valley	164	178	27	91	460	1%
New York City	10486	8252	1479	1873	22090	58%
North Country	270	228	35	112	645	2%
Southern Tier	257	320	44	157	778	2%
Western New York	954	719	97	319	2089	6%
Unknown	174	317	66	77	634	2%
Total	16500	14589	2499	4312	37900	100%

The regional breakdown in Table 2 shows that 58% of Aspire registrants are in New York City. Given that registration in Aspire is not mandatory in the rest of the state, roughly 40% of registrants from counties outside of New York City may indicate that the benefits of registration are being communicated and utilized by members of the workforce from other regions.

Table 3: Aspire Registrants by Gender & Position Title

Gender	Position Title				Total	% of Total
	Assistant Teacher	Teacher	Assistant Director	Director		
Female	14775	13280	2247	3835	34137	90%
Male	695	409	149	253	1506	4%
Non-binary	36	22	1	1	60	2%
Prefer not to answer	37	24	5	7	73	2%
Unspecified	14	16	4	3	37	1%
No answer	943	838	93	213	2087	6%
Total	16500	14589	2499	4312	37900	100.00% ¹⁷

Ninety percent of Aspire registrants are female, 4% are male, and the remainder are either non-binary, or preferred not to answer. Six percent of respondents did not respond to this question.

Table 4: Aspire Registrants by Race & Ethnicity, Position Title

Race & Ethnicity	Position Title				Total	% of Total
	Assistant Teacher	Teacher	Assistant Director	Director		
American Indian or Alaska Native	74	49	9	12	144	0%
Asian	1532	978	176	219	2905	8%
Bi-racial or Multi-racial	351	335	56	91	833	2%

¹⁷ The 6% of respondents who didn't answer this question are not included in the 100% total.

Black or African American	2923	2189	403	800	6315	17%
Hispanic or Latino	4754	2971	466	763	8954	24%
Native Hawaiian or other Pacific Islander	18	24	4	3	49	0%
Other	569	550	76	117	1312	3%
Unspecified	267	352	52	115	786	2%
White or Caucasian	5926	7104	1248	2182	16460	43%
[Left Blank]	86	37	9	10	142	0%
Total	16500	14589	2499	4312	37900	100%

Forty-three percent of Aspire registrants identified as White, 24% as Hispanic or Latino, 17% as Black or African American, 8% as Asian, 2% as Bi- or Multiracial, and under 1% as American Indian or Alaskan native or Native Hawaiian or other Pacific Islander.

Table 5 below shows all training events attended by Aspire registrants in 2022 by course category. Most registrants attended trainings in early childhood categories, some of which are required for licensing or for a CDA certificate.

Table 5: Course Category for Training Events and Attendance by Program Staff in 2022

Course Category	Count of 2022 Events Attended by Program Staff	Count of Total Program Staff Attendance Across Events*
Adult Education	134	646
Early Childhood	8508	90042
General Education	1913	2991
Leadership, Administration, and Management	496	2037
School Age/Youth Dev.	100	351
Total	11,151	96,067

*Attendance count includes duplicate program staff if the staff member attended multiple training events in 2022

Table 6 shows the number of training hours taken by Aspire registrants in 2022 and the specific OCFS topic areas in which the training was received. The topic areas in which most registrants completed training were Principles of Child Development and Child Day Care Program Development.

Table 6: Total Training Hours Taken by Program Staff in 2022 by OCFS Topic Areas

OCFS Topic Areas	Total Hours Completed in 2022 by Program Staff	Percentage of All Hours Completed in 2022 by Program Staff
------------------	--	--

Principles of Childhood Development	64170	27%
Nutrition and Health	24827	10%
Child Day Care Program Development	57538	24%
Safety and Security Procedures	37936	16%
Business Record Maintenance and Management	14691	6%
Child Abuse and Maltreatment Identification and Prevention	9830	4%
Statutes and Regulations Pertaining to Child Day Care	16153	7%
Statutes and Regulations Pertaining to Child Abuse and Maltreatment	2906	1%
Education and Information on the Identification Diagnosis and Prevention of Shaken Baby Syndrome	8553	4%
Adverse Childhood Experiences Focused on Understanding Trauma and on Nurturing Resiliency	3693	2%
Total	240296	100%

Counting the ECCE Workforce

As described above, there are challenges in determining an accurate count of the ECCE workforce in New York State. Subgroups within the child care workforce are categorized differently and according to that categorization are included in reports by industry or reports by occupation by the Bureau of Labor Statistics, the U.S. Census, and the New York State Department of Labor. This means that industry and occupational reports are not inclusive of the entire child care workforce.

For example, Figure 1 on page 3 reports on an industry survey and estimates the total number of employees in the child care services industry in New York State to be 81,100 in June of 2023. This statistic was retrieved from the U.S. Department of Labor’s State and Area Employment, Hours, and Earnings survey data. The 81,100 includes janitors, cooks, and other support staff who do not work directly with children. However, it is important to note that early educators, including all preschool teachers and special education teachers, are not counted as part of the child care industry. In sum, this survey includes members of the workforce who are not considered to be early child care and education professionals and excludes members of the workforce who are child care professionals.

In an occupational survey, the U.S. Bureau of Labor Statistics Occupational Employment and Wage Statistics for May 2022, it is reported that there were 74,130 members of the early child care and education workforce. This total includes 26,950 “Preschool Teachers,” 39,890 “Child Care Workers,” 3,470 “Special Education Teachers, Preschool,” and 3,820 “Education & Childcare Administrators” in New York State. However, the total does not include home-based providers.

An accurate count of the ECCE workforce would allow for a more informed allocation of funds, professional development opportunities, and support services.

Compensation

The compensation of child care educators in New York State varies widely depending on the type of facility where they work. Efforts to standardize job titles and to create career ladders and salary structures are made more complex by the fact that the workforce is compensated from so many different sources, each of which may have specific requirements for the distribution of funds. For example, there is a disparity between the salaries of prekindergarten teachers in state-administered public schools and those in community-based organizations (CBOs), non-profit organizations, and other programs that hire teachers who are not part of the teachers’ unions, even though the funding comes from the same source. Some child care workers in New York City centers have been granted pay parity with state-administered preschool teachers. However, parity doesn’t extend to home-based workers or providers, nor does it account for salary increases or benefits. Newly employed contracted workers at centers in New York City receive the same starting salary as public school prekindergarten teachers, but subsequent increases are not included in the agreement.

Home-based child care providers are usually not employees of any organization. They are owners of small businesses and receive direct payment from the state for children whose families qualify for child care assistance, and/or from families themselves. These providers must use the subsidy to pay their employees and maintain their facilities before they can “pay” themselves. If their costs are higher than the subsidy, providers lose money. The amount of the child care subsidy is not based on the cost of child care to the provider. Instead, it is based on a market-rate survey that determines how much providers are being paid for their services. Providers are asked what they charge parents for care, not what it costs them to provide care. They are under pressure to charge parents less than the cost of care for two primary reasons. The first is that they need to remain competitive with other providers in their area, including informal unlicensed providers. The second is that they often form close relationships with parents and find it difficult to raise their rates if they know parents can’t afford to pay them.

In addition to other financial pressures on providers, providers’ reimbursement from the Child Care Assistance Program (CCAP) is based on attendance and not on enrollment. This leads to problems when children are absent because providers don’t get paid for those days.

Table 7: Categories of Child Care Workers by Sources of Compensation

Category	Source of Compensation
Legally Exempt Home-based Child Care Provider	Local Departments of Social Services or NYC’s Administration for Children’s Services (ACS)
Home-based Child Care Provider	Child Care Block Grant (federal); CCAP program (state pays a percentage); private pay; Child and Adult Care Food Program ¹⁸

¹⁸ Child and Adult Care Food Program

Home-based Child Care Worker	Salary paid by home-based provider
Private Center-based Child Care Worker	Salary paid by child care center; funds for salary received through parents, state subsidy, or corporations who operate child care centers for employees
Publicly Funded Center-based Child Care Worker	Salary paid through CBO or ACS, TANF funding
Early Head Start/Head Start Child Care Workers	Salary paid through federal funding
Early Intervention Specialist	Salary paid by NY State Dept. of Health
Public School Preschool Teacher	Salary paid through school district
CBO Based Preschool Teacher	Salary paid through CBO through school district or NYC Public Schools
Public School 3-K teacher	NYC Public Schools (3-K is only in NYC)
CPSE Providers	State Dept. of Education

For workers who care for infants and toddlers, the compensation structure is just as complex. Their funds often come from a combination of public and private sources, so establishing pay parity for workers who have the same credentials and perform the same jobs in different types of facilities is a substantial challenge.

In summary, compensation for the current ECCE workforce depends not only on credentials, but also on the type of facility where individuals work and the source(s) of funding for that facility. The administrative challenges of standardizing job titles, job descriptions, and rates of compensation for the ECCE workforce are formidable and will require cooperation between the private sector, CBOs, federal, and state agencies. And finally, pay parity is both a necessity as well as a priority for New York State to increase the number of qualified candidates entering and staying in the ECCE workforce.

Section 3. The Needs of the Future ECCE Workforce: The 2023 Early Child Care and Education Student Survey

This section reports on the Early Child Care and Education Student Survey, administered by the CHSR in April 2023 to students in Early Childhood programs in New York State. Complete survey results are in Appendix A.

The specific goals of the survey were to identify the following:

- a. training needs (i.e., CDA, other credentials);
- b. expense of training; and
- c. need for increased salaries and benefits.

The student survey was distributed via email to colleges and universities in New York State that currently have a post-secondary program in early childhood care. One hundred and seventeen valid responses were received. A response was considered valid if it fit all of the following criteria:

- response was from a .edu email address
- the .edu email address was from a college or university located within New York State

- the geocoding of the response fell within the latitude and longitude of New York State

Profile of Survey Respondents

Respondents were overwhelmingly female (90%) and a majority were White (66.7%). Fourteen percent indicated that they were Hispanic/Latinx (see table 8).

Table 8: Racial Identity of Respondents

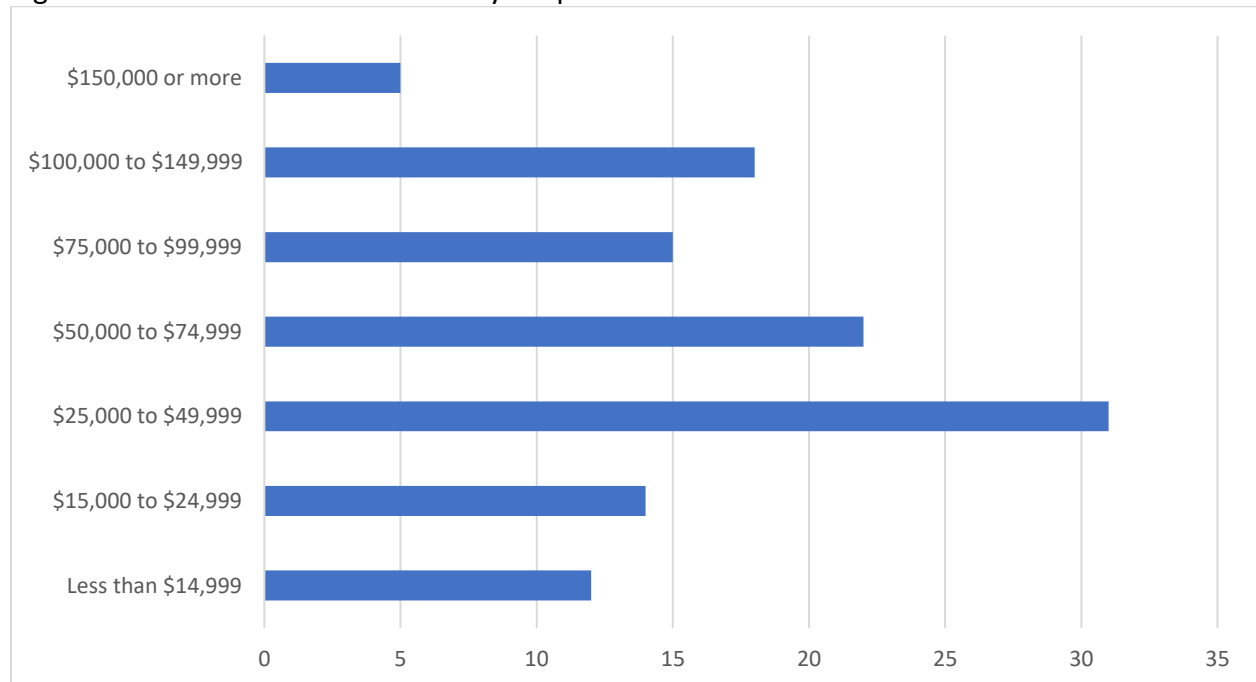
<i>Race</i>	<i>n</i>	<i>%</i>
American Indian/Alaska Native	2	2
Asian	8	7
Black/African-American	21	18
Native Hawaiian/Pacific Islander	0	0
White	78	67
Other	5	4
Prefer not to answer	5	4

Note: Percentages do not total 100%, due to participants' ability to select multiple options

Income Categories of Respondents

Over two-thirds of respondents (67.6%) reported that their total annual household income before taxes is under \$75,000. Almost 20% (19.7%) reported incomes over \$100,000 (see figure 1)

Figure 1. Household Income of Survey Respondents



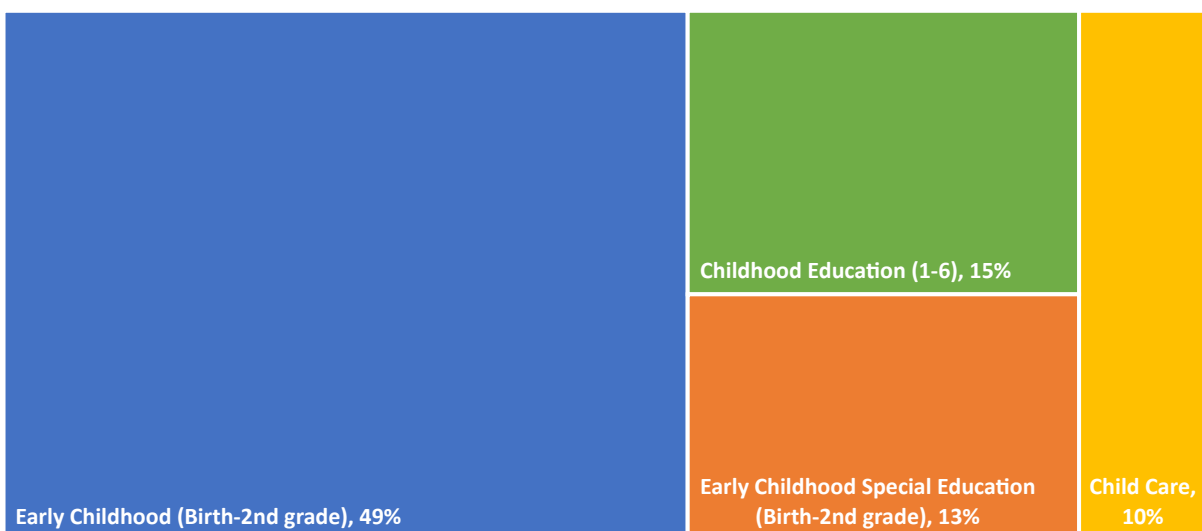
Professional Experience and Education

Most respondents (78.6%) currently work in the ECCE field. Over 80% have worked with young children (birth-5) for over 1 year.

Almost half (48.7%) of respondents indicated that their field of study was Early Childhood (birth – 2nd Grade). Other fields were Childhood Education (15.4%), Early Childhood Special Education (birth – 2nd Grade) (12.8%), and Child Care (10.3%) (see Figure 2). The remaining 12.8% were working on other early childhood related degrees. See Appendix A for the full list of fields of study.

Early Childhood Education degrees prepare students to teach children from birth through second grade, ages 0 through 8. Childhood Education degrees prepare students to teach grades 1 through 6. Early Childhood Special Education degrees prepare students to teach children from birth through second grade who have been diagnosed with a physical or learning disability. A Child Care certification is not a degree, but a certificate that qualifies a student to work in a child care setting.

Figure 2: Respondents' Fields of Study

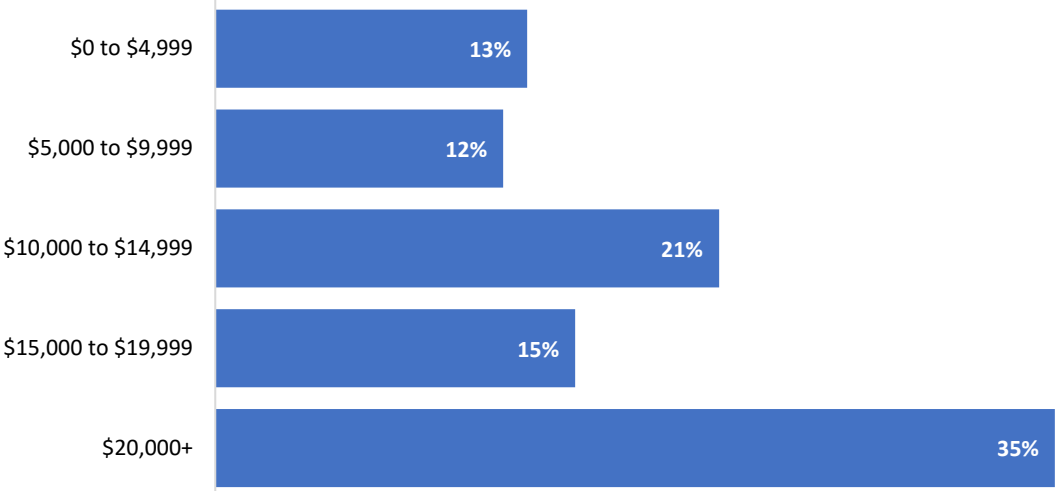


Sixty percent of respondents reported having an Associate degree, a Bachelor's degree, or a Master's degree. An additional 22% of these reported having either a certificate (12.8%) or another credential (9.4%). A little less than one-third (31.6%) reported having none of those qualifications.

Most (58.9%) respondents had been working towards their credential for between six months and two years. Almost one-third had been working towards their credential for two years or more (30.7%).

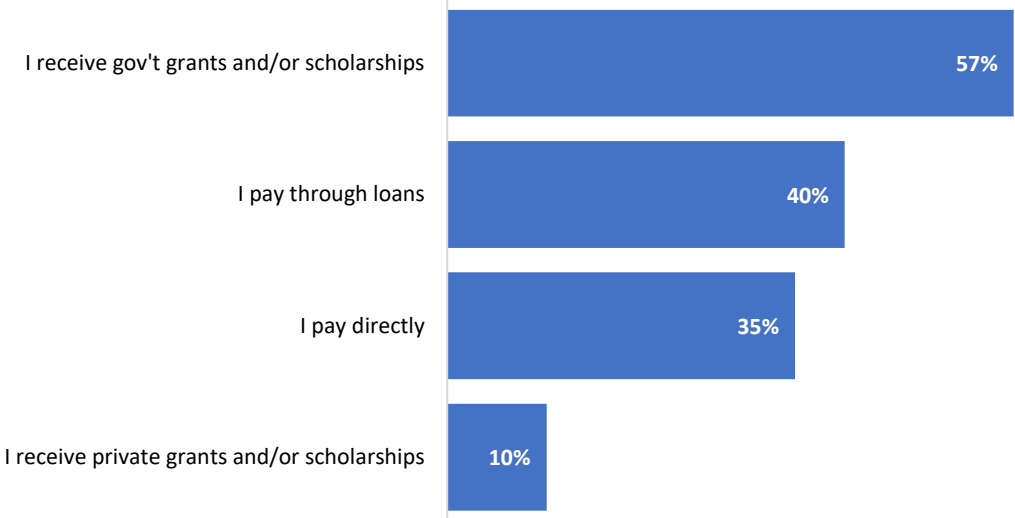
Over one-third of respondents (35%) attended educational programs estimated by them to cost \$20,000 or more to obtain their credential (see Figure 3).

Figure 3: Total Cost of Program Upon Completion for Students in Early Childhood Fields



A majority of students received either government grants/scholarships (57.4%) and/or loans (40.0%) to help pay for their education (see Figure 4). While 77% of respondents indicated that they were aware of resources such as the Education Incentive Program, the NYSB5 Early Childhood Workforce Scholarship, the Excelsior Scholarship, and the Tuition Assistance Program, 23% indicated that they were not aware of any of these resources.

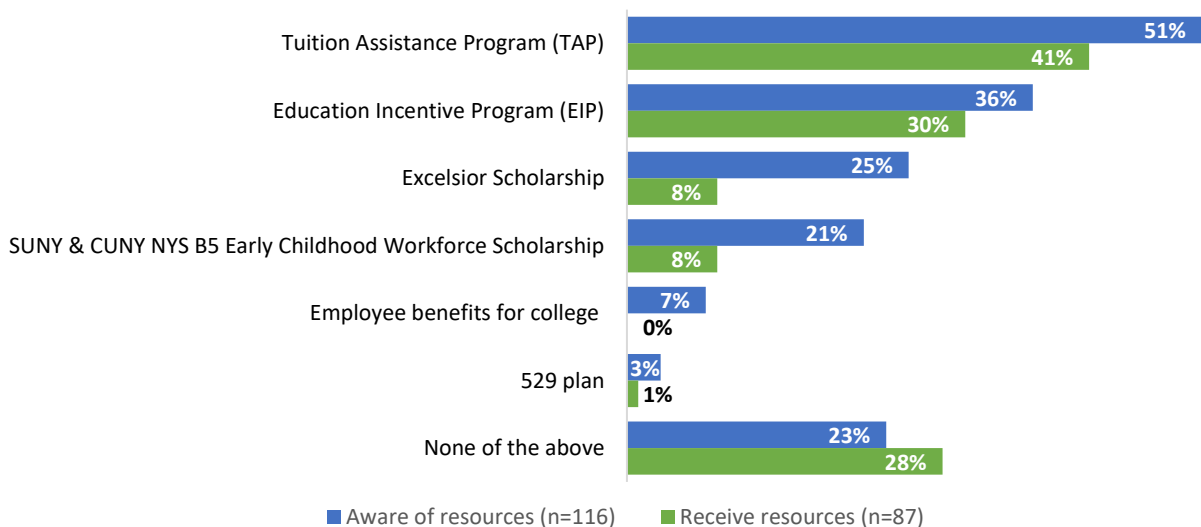
Figure 4: How Students Pay for Their Program



Note: Percentages do not total 100%, due to participants' ability to select multiple options

Of those respondents who were aware of these programs and scholarships, 41% indicated that they received assistance from the Tuition Assistance Program (TAP), 30% indicated that they receive assistance from the Education Incentive Program (EIP), 8% receive assistance from the NYSB5 Scholarship, 8% receive assistance from the Excelsior Scholarship, and 1% from a 529 plan. Just over a quarter stated that they do not receive assistance from any of these sources (see Figure 5).

Figure 5: Resources which Students are Aware of/ Receive Assistance from to Pay for Their Education



Note: Percentages do not total 100%, due to participants' ability to select multiple option

Respondents who receive assistance from TAP, EIP, and the Excelsior Scholarship were asked what their experience has been with these funding resources. Overall responses to this question were extremely positive. Respondents mentioned ease of the application process, and being able to finish their credential without borrowing money. A few responses are mentioned below:

- "I haven't needed to take out any loans so far because of FAFSA and TAP"
- "My experience with these funding resources has been excellent. When combined with FAFSA, they have covered most of my tuition and fees"
- "Mostly professional and supportive, a little confusing and cumbersome but well worth the effort of graduating debt free"
- "(Name deleted) assures that I know about all of the scholarship opportunities for myself and my staff. I am leading by example and taking advantage of the scholarships to become a better director"
- "The Excelsior Scholarship has alleviated a lot of stress for me financially and provided me with a quality education"
- "I have had a semi-good experience with TAP. When I have had issues, however, with TAP it has been hard to contact them"

When asked about their motivation for being enrolled in their current program, two-thirds of respondents indicated that they currently work with young children and would like to continue. An additional 13% had already worked with young children and were interested in working with them again.

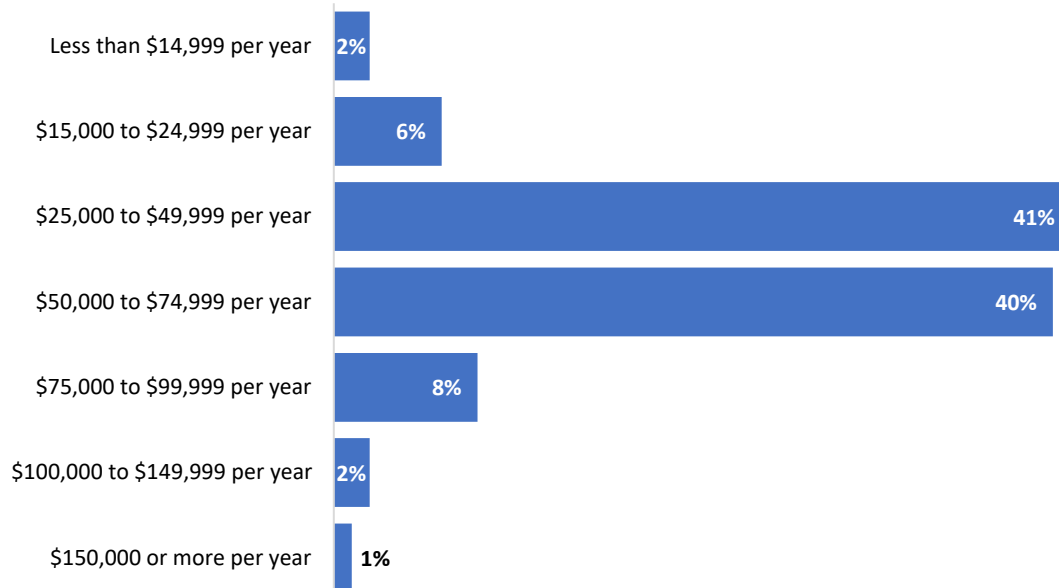
Table 9: Motivation for Enrollment in Current Program

Motivation	n	%
I currently work with young children and would like to continue	77	66
I want to learn about early childhood education	58	50
I want to learn about early childhood development	48	41
I want to get a raise	25	21
I want to get promoted at my current job	25	21
I want to get a new job	24	21
I have worked with children in the past and would like to work with them again	15	13
I want to work with young children for the first time	13	11
I need it to keep my current job	13	11
Someone told me I had to	1	1
Other	6	5

Note: Percentages do not total 100%, due to participants' ability to select multiple options

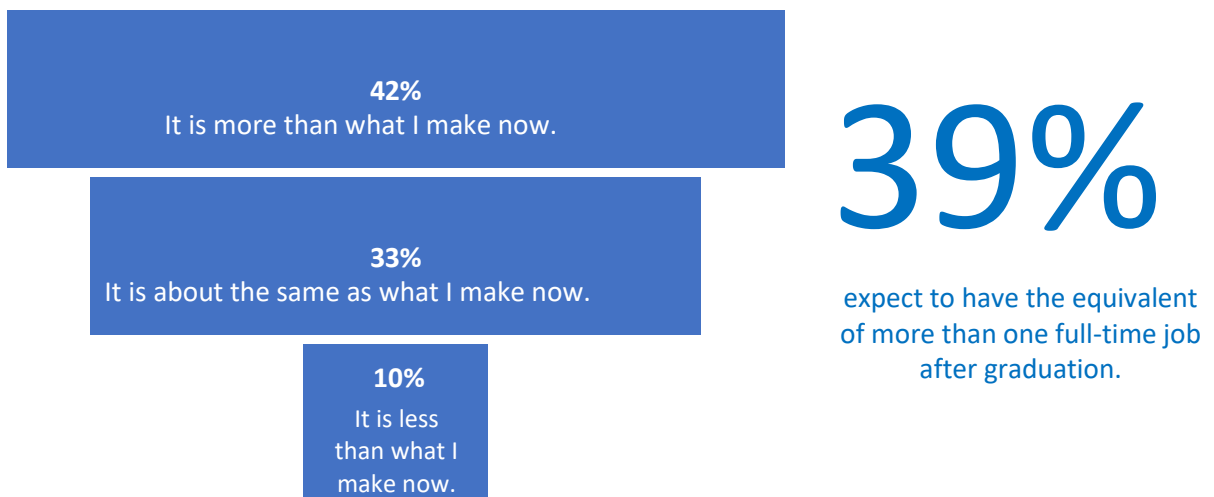
Most respondents (81.2%) expected their salaries after receiving their credential to be between \$25,000 to \$75,000 annually. Of this group, 41.0% expected their salaries to be between \$25,000 and \$49,999, and 40.2% expected their salaries to be between \$50,000 and \$74,999 (see Figure 6).

Figure 6. Post-Graduation Salary Expectations



While 41.9% of respondents expected to earn higher salaries after receiving their credential, one-third (33.3%) did not expect a salary increase, and 10.3% expected to earn less than they earn at their current job (see Figure 7). Additionally, 39% of respondents expected to have the equivalent of more than one full-time job after graduation.

Figure 7: Post-Graduation Salary Change Expectations

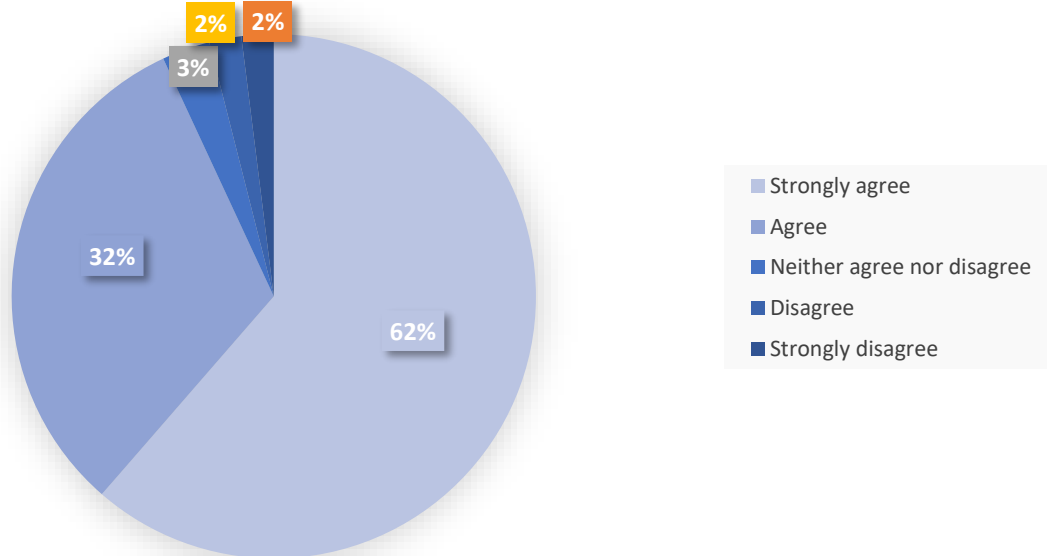


Expectations for Job or Job Title to Change

Over 74% of respondents expected their job or title to change as a result of completing their current program.

Almost all respondents (92%) agreed/strongly agreed that their program is appropriately preparing them for a professional career in the field of ECCE (see Figure 8).

Figure 8: The program I am currently enrolled in is appropriately preparing me for my career.



The most frequently chosen needs for additional training were in social-emotional development/infant mental health, administrative responsibilities, atypical development, and positive behavioral strategies. Respondents also added two areas of interest: special education and early childhood research.

Table 10: Needs for Additional Education, Training, and/or Professional Development

Topics	n	%
Social-emotional development/Infant Mental Health	34	29
Administrative responsibilities (hiring, contracts, policies, etc.)	34	29
Atypical development	33	28
Positive behavioral strategies- Pyramid	33	28
First Aid/CPR	28	24
Preschooler (3-5 years) development	26	22
Early Childhood Curricula	26	22
Early Childhood Literacy	26	22
Infant (birth- 12 months) development	25	21
Toddler (13 months- 2 years) development	25	21
Medication Administration	25	21
Health and safety regulations	22	19
School-age (6+ years) child development	19	16
Finance/Business	18	15
Other	4	3
None of the above	8	7
I don't know	8	7

Note: Percentages do not total 100%, due to participants' ability to select multiple options

Career Coaching

Only 25% of students (n = 29) reported receiving any career coaching outside of their educational programs. Of those who did receive coaching, 97% indicated that the coaching had affected them either “very positively” (35%) or “positively” (62%).

The students who had received coaching outside of their program were asked how coaching has impacted them. Selected comments are below; all comments are in Appendix A.

- “It has helped me to focus on specifically what goals I have and action steps to assist me in achieving them.”
- “Having a veteran from the field guiding me and pointing me in the right direction has saved me a lot of time in courses and course work.”
- “I participated in several book groups and learning communities through the professional development activity which gave me the confidence to finally start my grad studies after 20 years.”
- “Offers exposure to professionals working in a variety of fields, providing insight into different career trajectories and networking opportunities.”

Section Summary

- Two-thirds of respondents to the ECCE survey self-identified as White, so the results of this survey are not representative of all students in fields.
- Approximately one-third of respondents attend educational programs that will cost \$20,000 or more to complete.
- Forty percent of respondents have taken out loans to help pay for their education, with almost half of students (48%) expecting to make \$50,000 or less after graduation.
- Over half of respondents receive either government grants/scholarships (57%) to help pay for their education.
- Almost one quarter (23%) were not aware of resources available to help with tuition
- Over one-third of respondents (39%) expect to have the equivalent of more than one full-time job after graduation.

Conclusions

New York State has made significant advances in addressing the child care crisis. Unfortunately, a large proportion of the funding that has helped to bolster the industry is temporary. The Workforce Stabilization grants which helped providers recruit and retain staff ended on **DATE**. The \$500 million Workforce Retention Grant program will help between 2023-2024, but will then expire.¹⁹ The current challenge is to identify a sustainable financial model and to

¹⁹ “Child Care Cliff: 3.2 Million Children Likely to Lose Spots with End of Federal Funds,” The Century Foundation, June 21, 2023, <https://tcf.org/content/report/child-care-cliff/>.

administer this funding equitably to workers in child care centers, home-based providers, and preschool teachers.

High quality training and professional development is available, but not all members of the workforce are aware of it, and schedules and cost may also be a barrier. Tuition support is available for individuals who wish to enter the child care field, but not all are aware of it. The Aspire Registry and QualitystarsNY have contributed to the increased professionalization of the workforce, but limited participation in these programs reduces the overall impact.

Sustained support for increased compensation for all members of the ECCE workforce is necessary, and sustained support is required to address the current shortage of child care in New York State. Additionally, an informed implementation plan for how funds are disbursed and to whom is critical to ensure that the ECCE workforce is successfully supported.

Finally, there is an absence of unified, accurate, and accessible data about the ECCE workforce. Without an accurate overview of child care and education metrics in all New York State counties it is difficult to target supports and professional development efficiently.

Recommendations

The Children's Agenda, recognized ECCE policy experts, and other organizations, have recommended the following steps for addressing the broken market:

1. wage supplements as an interim measure for child care providers while New York State develops a comprehensive approach to adopting a cost of care reimbursement model;
2. utilizing tiers of higher wage supplements based on education, experience, and credentials; and
3. developing a new model of child care funding based on the true cost of care.²⁰⁾

In addition, the following recommendations are provided based on the current Needs Assessment review and data collection work:

- Restructure provider reimbursement policies so they are based on enrollment; not on attendance.²¹
- Increase funding to CCR&Rs to maintain and expand the Career Centers after the NYSB5 grant funding ends. The CCR&Rs have been at the same funding level since 2012

²⁰ The Children's Agenda, "Fixing New York's Broken Child Care Market," Policy Brief (The Children's Agenda, December 15, 2022), <https://thechildrensagenda.org/publications/fixing-new-yorks-broken-child-care-market/>.

²¹ Child Care Aware of America, "Demanding Change: Repairing Our Child Care System," Child Care Aware® of America, March 2022, <https://www.childcareaware.org/demanding-change-repairing-our-child-care-system/>.

- Nearly a quarter of respondents to the ECCE Student Survey indicated that they had no knowledge of any resources that could assist them with their tuition (these resources included the Education Incentive Program, the NYSB5 Early Childhood Workforce Scholarship, the Excelsior Scholarship, and the Tuition Assistance Program). Communication about these resources needs to be improved.
- Publicize the benefits of the Aspire Registry for the child care workforce, not only to workers, but to educators and students in early childhood and CDA programs.
- Consider incentivizing and requiring workers and providers to participate in the Aspire Registry.
- Publicize the benefits of QualitystarsNY, including no-cost professional development, to child care providers.
- Consider advocating for recent immigrants to be eligible for tuition assistance to work towards a CDA credential.
- Continue providing professional development opportunities virtually, free of charge, and at several times during the day, so workers can access them easily.

It is essential that increased investment in the child care workforce enacted prior to and during the pandemic continue to support consistent and accessible child care in New York State. The funding for most of the initiatives discussed in this report will expire in the near future. It is critical that New York State identify the means to continue them, and to institute a system of compensation that is based on the cost of care.

Additionally, the State could consider an advertising campaign to recruit more workers and providers into the child care industry. The campaign could emphasize tuition grants and scholarships for students entering specific child care-oriented programs, like the credit-bearing CDA. For the current workforce, the Workforce Retention Grant Program could provide incentives to remain in the industry. Such a campaign could emphasize the ongoing efforts to increase workforce compensation based on the degree of experience and training that workers have achieved and the actual cost of care.

Appendix A: 2023 ECCE Student Survey

Do you currently have degree(s) and/or certificate(s) in any of the following fields? (Select all that apply)

Degree/Certificate	n	%
Early Childhood (Birth-2nd grade)	21	17.9
Child Care	14	12.0
Childhood Education (1-6)	11	9.4
Child Development Associate (CDA) credential	11	9.4
Literacy Education (Birth-6th grade)	7	6.0
Teaching Assistant Certificate Program	7	6.0
Early Childhood Special Education (Birth-2nd grade)	6	5.1
Infant Toddler Credential	6	5.1
Children's Program Administrator Credential	4	3.4
Child and Family Studies	3	2.6
Childhood Special Education Dual Degree (grades 1-6)	3	2.6
Early Childhood One Year Certificate	3	2.6
Art Education	2	1.7
Bilingual Education Extension	2	1.7
Early Childhood Special Education-Dual Degree (Birth-2nd grade)	2	1.7
Inclusive Early Childhood Education (Birth-2nd grade)	2	1.7
Music Education (all grades)	2	1.7
Teacher of English to Speakers of Other Languages	2	1.7
Admin and Supervision	1	0.9
Childhood Special Education (grades 1-6)	1	0.9
Deaf and Hearing Impaired	1	0.9
Urban Early Childhood Education (B-2)	1	0.9
Urban Early Childhood Special Education (B-2)	1	0.9
Infant Toddler Certificate of Completion	1	0.9
Inclusive Childhood Education (grades 1-6)	0	0.0
Other	9	7.7
None of the above	47	40.2

Note: Percentages do not total 100%, due to participants' ability to select multiple options

Other, please specify:

Other (please specify)

Psychology

Behavioral Science

Paralegal Studies

Psychology and history

Preschool credential

Early Childhood Education 2-year college certificate

Teacher Education

Spanish literature

SLP

What type of degree/certificate do you currently have? (Select all that apply)

Degree/Certificate Type	n	%
Associate's Degree	30	25.6
Bachelor's Degree	36	30.8
Certificate	15	12.8
Credential	11	9.4
Master's Degree	4	3.4
Ph.D.	0	0.0
Other	0	0.0
None of the above	37	31.6

Note: Percentages do not total 100%, due to participants' ability to select multiple options

What degree/certificate do you expect when you graduate from your current program? (Select all that apply)

Degree/Certificate Type	n	%
Associate's Degree	35	29.9
Bachelor's Degree	47	40.2
Certificate	10	8.5
Credential	8	6.8
Master's Degree	30	25.6
Ph.D.	3	2.6
Other	0	0.0

Note: Percentages do not total 100%, due to participants' ability to select multiple options

What is your field of study? (Select all that apply)

Field of Study	n	%
Early Childhood (Birth-2nd grade)	57	48.7
Childhood Education (1-6)	18	15.4
Early Childhood Special Education (Birth-2nd grade)	15	12.8
Child Care	12	10.3
Child and Family Studies	9	7.7
Early Childhood Special Education-Dual Degree (Birth-2nd grade)	9	7.7
Child Development Associate (CDA) credential	7	6.0
Children's Program Administrator Credential	7	6.0
Literacy Education (Birth-6th grade)	6	5.1
Admin and Supervision	5	4.3
Childhood Special Education Dual Degree (grades 1-6)	5	4.3
Inclusive Early Childhood Education (Birth-2nd grade)	5	4.3
Bilingual Education Extension	4	3.4
Childhood Special Education (grades 1-6)	4	3.4
Music Education (all grades)	4	3.4
Inclusive Childhood Education (grades 1-6)	3	2.6
Art Education	2	1.7

Infant Toddler Certificate of Completion	2	1.7
Infant Toddler Credential	2	1.7
Urban Early Childhood Education (B-2)	2	1.7
Deaf and Hearing Impaired	1	0.9
Early Childhood One Year Certificate	1	0.9
Teacher of English to Speakers of Other Languages	1	0.9
Teaching Assistant Certificate Program	1	0.9
Urban Early Childhood Special Education (B-2)	0	0.0
Other	0	0.0
None of the above	0	0.0

Note: Percentages do not total 100%, due to participants' ability to select multiple options

How long have you been working toward this degree/credential/certificate?

Time	n	%
Less than 6 months	12	10.3
6 months to 1 year	30	25.6
Over a year to less than 2 years	39	33.3
2 to 4 years	26	22.2
Over 4 years	10	8.5

What is your expected graduation date? (MM/YY)

Date	n	%
2023		
January	2	1.7
February	1	0.9
March	1	0.9
April	1	0.9
May	13	11.1
June	2	1.7
August	3	2.6
October	1	0.9
December	10	8.5
2024		
January	1	0.9
April	1	0.9
May	21	17.9
June	6	5.1
July	1	0.9
September	1	0.9
December	6	5.1
2025		
February	1	0.9
May	5	4.3
June	2	1.7
December	1	0.9

2026		
May	4	3.4
August	1	0.9
2028		
May	2	1.7
Entered in wrong format	9	7.7
Missing	21	17.9

Approximately how much will this program have cost, in total, when you complete it?

Cost	n	%
\$0 to \$4,999	15	12.8
\$5,000 to \$9,999	14	12.0
\$10,000 to \$14,999	24	20.5
\$15,000 to \$19,999	18	15.4
\$20,000+	41	35.0
Missing	5	4.3

How do you pay for the program? (Select all that apply)

Payment	n	%
I directly pay for the program	40	34.8
I pay for the program through loans	46	40.0
I receive government grant(s) and/or scholarship(s) to pay for the program	66	57.4
I receive private grant(s) and/or scholarship(s) to pay for the program	11	9.6
Another individual pays for the program	13	11.3
My current employer pays for the program	5	4.3
Other	1	0.9
Missing	2	1.7

Note: Percentages do not total 100%, due to participants' ability to select multiple options

Other, please specify:

Other (please specify)

- I'm still awaiting my scholarship

Are you aware of the following resources in New York to help pay for your education? (Select all that apply)

Resources	n	%
Education Incentive Program (EIP)	42	36.2
SUNY & CUNY NYS B5 Early Childhood Workforce Scholarship	24	20.7
Excelsior Scholarship (for instate SUNY and CUNY)	29	25.0
Tuition Assistance Program (TAP)	59	50.9
Employee benefits for college (at some agencies)	8	6.9
529 plan	4	3.4
None of the above	27	23.3

Missing 1 0.9

Note: Percentages do not total 100%, due to participants' ability to select multiple options

Do you receive assistance from any of these resources in New York to help you pay for your education? (Select all that apply)

(Displayed only to those who selected something other than "None of the above" in the previous question (N=87)).

Resources	n	%
Education Incentive Program (EIP)	26	29.9
SUNY & CUNY NYS B5 Early Childhood Workforce Scholarship	7	8.0
Excelsior Scholarship (for instate SUNY and CUNY)	7	8.0
Tuition Assistance Program (TAP)	36	41.4
Employee benefits for college (at some agencies)	0	0.0
529 plan	1	1.1
None of the above	24	27.6

Note: Percentages do not total 100%, due to participants' ability to select multiple options

What has your experience been with these funding resources?

(Displayed only to those who selected something other than "None of the above" in the previous question (N=63)).

- Good no complaints
- Got some money from TAP but not enough to cover all
- Choose the type of financial aid that suits you and carefully prepare the application materials, including your resume, academic transcripts, letters of recommendation, etc.
- Easy to use and receive
- I haven't needed to take out any loans so far because of FASFA and TAP
- My experience has been positive with these resources
- It was relatively easy and stress free
- Very easy
- Good, I got to go back without taking out loans
- My experience with these funding resources has been excellent. When combined with FAFSA, they have covered most of my tuition and fees
- Easy to use
- My experience using this funding resource has been extremely helpful
- Very positive and helpful
- Excellent
- The ones I received; they were uncomplicated. The other ones I'm confused about the implications of having to work at a certain place to receive funds
- So far, the funding for my semesters of college have been completely covered with some money left over that I received in a refund. I have no complaints thus far
- Sometimes very quick and easy to apply
- Great and helpful

- It has been great
- Mostly professional and supportive, a little confusing and cumbersome but well worth the effort of graduating debt free
- Just started with it so far so good
- Positive
- Successful and extremely helpful
- I've only received TAP for the upcoming Fall semester so far
- Good at first but took me longer to complete and ran out of funding
- They help but it all has to be paid back with time, schooling is way too expensive
- Christine Duffy-Webb assures that I know about all of the scholarship opportunities for myself and my staff. I am leading by example and taking advantage of the scholarships to become a better director
- My experience has been great. These funding resources have really helped me to get my education and make my dreams come true
- It's been smooth, TAP is always as helpful as they can be when it comes to school funding
- They have been great! They have helped me so much financially
- Good experience
- EIP is an excellent educational program and I use it constantly to refresh old topics and learn new ones. However, for my Bachelor's Degree and Master's Degree, I had student loans that I could not finish paying yet
- Very helpful
- Save money and buy used books or other necessities when necessary
- Completing application and then submit proof of passing grade
- Good
- My experience has been good. I have not had any problems, so far
- Good so far
- I have had a semi-good experience with TAP. When I have had issues, however, with TAP it has been hard to contact them
- It was recommended by the school
- The Excelsior Scholarship has alleviated a lot of stress for me financially and provided me with a quality education
- I still pay about 4,000 out of pocket, but overall I'm grateful
- Everything has been positive, no issue came up
- TAP helps toward tuition, and I had Excelsior toward my Associate's degree, but because I took some time off between my Associate's and Bachelor's, I did not qualify for the Excelsior scholarship this year
- They have been great at helping me get through my studies
- Excellent and convenient. Grateful
- It is great to lessen the financial burden of education for me
- Decent

What motivated you to enroll in this program? (Select all that apply)

Motivation	n	%
I want to work with young children for the first time	13	11.1
I currently work with young children and would like to continue	77	65.8
I have worked with children in the past and would like to work with them again	15	12.8
I want to learn about early childhood development	48	41.0
I want to learn about early childhood education	58	49.6
I want to get promoted at my current job	25	21.4
I want to get a new job	24	20.5
I want to get a raise	25	21.4
I need it to keep my current job	13	11.1
Someone told me I had to	1	0.9
Other	6	5.1

Note: Percentages do not total 100%, due to participants' ability to select multiple options

Other, please specify:

Other (please specify)

- My mother motivated me to ever since I was young
- I make \$28,000 a year as a Teaching Assistant where the teachers make more than double what I make starting. I work extremely hard at a full-time job that I enjoy and I can't afford to move out of my parent's house and live paycheck to paycheck
- My brother and I struggled in school, and I want to help students be successful and feel safe where we didn't
- Need to be a Director
- Starting new position as a director
- I want to start my own program

What do you expect your full-time equivalent salary or hourly pay to be in the field of early childhood care and education once you graduate?

Salary	n	%
Less than \$14,999 per year /Less than \$7.25 per hour	2	1.7
\$15,000 to \$24,999 per year/\$7.25 to \$12 per hour	7	6.0
\$25,000 to \$49,999 per year/\$13 to \$24 per hour	48	41.0
\$50,000 to \$74,999 per year/\$25 to \$36 per hour	47	40.2
\$75,000 to \$99,999 per year/\$37 to \$48 per hour	9	7.7
\$100,000 to \$149,999 per year/\$49 to \$72 per hour	2	1.7
\$150,000 or more per year/\$73+ per hour	1	0.9
Missing	1	0.9

Is this salary/hourly rate more, less, or the same as your current salary/hourly rate?

Response	n	%
It is more than what I make now	49	41.9
It is about the same as what I make now	39	33.3
It is less than what I make now	12	10.3

I am currently unemployed or looking for work	14	12.0
Other	0	0.0
Missing	3	2.6

Do you expect to have the equivalent of more than one full time job after graduation?

Response	n	%
Yes, one additional full-time job	10	8.5
Yes, at least one additional part time job with regular hours	19	16.2
Yes, at least one seasonal or part time job with occasional hours	17	14.5
No, I only expect to work one full time job	65	55.6
No, I only expect to work one part time job	1	0.9
No, I do not expect to work after graduation	1	0.9
Not sure	3	2.6
Missing	1	0.9

I expect my title or job to change as a result of completing my current program.

Response	n	%
Strongly agree	51	43.6
Agree	36	30.8
Neither agree nor disagree	21	17.9
Disagree	6	5.1
Strongly disagree	3	2.6

The program I am currently enrolled in is appropriately preparing me for a professional career in the field of Early Childhood Care and Education.

Response	n	%
Strongly agree	72	61.5
Agree	37	31.6
Neither agree nor disagree	3	2.6
Disagree	2	1.7
Strongly disagree	2	1.7
Missing	1	0.9

Are there any topics or areas where you need or would like additional education, training, and/or professional development? (Select all that apply)

Topics	n	%
Social-emotional development/Infant Mental Health	34	29.1
Administrative responsibilities (hiring, contracts, policies, etc.)	34	29.1
Atypical development	33	28.2
Positive behavioral strategies- Pyramid	33	28.2
First Aid/CPR	28	23.9
Preschooler (3-5 years) development	26	22.2
Early Childhood Curricula	26	22.2
Early Childhood Literacy	26	22.2

Infant (birth- 12 months) development	25	21.4
Toddler (13 months- 2 years) development	25	21.4
Medication Administration	25	21.4
Health and safety regulations	22	18.8
School-age (6+ years) child development	19	16.2
Finance/Business	18	15.4
Other	4	3.4
None of the above	8	6.8
I don't know	8	6.8

Note: Percentages do not total 100%, due to participants' ability to select multiple options

Other, please specify:

Other (please specify)

- Early childhood research
- Special Education Resources
- Special Education and knowledge of Autism and its spectrums
- I like the degree I am working on. I am thinking I may want a second degree to extend the grade levels that I can work with.

Do you currently receive any career coaching outside of your educational program?

Response	n	%
Yes	29	24.8
No	83	70.9
I don't know	5	4.3

How has the coaching impacted you?

(Displayed only to those who selected "Yes" in the previous question (N=29)).

Response	n	%
Very positively	10	34.5
Positively	18	62.1
Neither positively nor negatively	1	3.4
Negatively	0	0.0
Very negatively	0	0.0

Please tell us more about your answer to how coaching has impacted you.

(Displayed only to those who answered the previous question (N=29)).

- It has helped me to focus on specifically what goals I have and action steps to assist me in achieving them
- Working as a substitute teacher, I am able to talk to seasoned teachers in the field and get their input
- Having a veteran from the field guiding me and pointing me in the right direction has saved me a lot of time in courses and course work
- The outside coaching has not provided me with any new ideas or information

- Mentorship
- Helpful to get suggestions for curriculum
- The coach will not only help me in my study, but also guide me in my life. The coach will guide me when I am under psychological pressure
- I work at a daycare where I am trained to know development and safety information for children. Through my training I learned what sticks out to potential employers and how to network
- I participated in several book groups and learning communities through the professional development activity which gave me the confidence to finally start my grad studies after 20 years
- My coach is a very detailed teacher, and she takes her time! This will allow me to be an amazing assistant in the classroom
- Understanding and great knowledgeable training
- Offers exposure to professionals working in a variety of fields, providing insight into different career trajectories and networking opportunities
- I have an advisor from EIP. this advisor helps me with resources
- It has allowed me to further my learning and care for the children I care for
- I am not sure if I answered this correctly, I receive training at work (local school district) and the training, many times, reinforces what I learn in my courses
- I have been mentored at my employment which specifically impacted me by educating me on how neurodivergent children learn and interact with their peers, as well as how to educate them. I watched the preschool pyramid course for my training which helped me develop positive behavioral strategies
- I am a part of training at the childcare center I work at, and it has helped with my classroom management and child skills
- I am sure of what I want in a career
- Gave me a chance to reflect from a different point of view
- I have had a teacher helping me and coaching me on how best to proceed with my course of study

Do you currently work in the field of early childhood care and education?

Response	n	%
Yes, full time	62	53.0
Yes, part time with regular hours each week	19	16.2
Yes, seasonally or part time with irregular hours	11	9.4
No	25	21.4

What program/setting do you currently work in? (Select all that apply)

(Displayed only to those who did not select "No" in the previous question (N=92)).

Program/setting	n	%
Child Care in a center-based program	38	41.3
Before or After School Program	12	13.0
Head Start	10	10.9

Early Head Start	9	9.8
Home Visiting Program (e.g., Healthy Families, Nurse Family Partnership, HIPPIY, Parents as Teachers, ParentChildPlus, Early Head Start, County Health Department, etc.)	6	6.5
New York City Department of Education Preschool (Pre-K for All or Three K for All)	6	6.5
Preschool Special Education	6	6.5
Child care in my own home	5	5.4
Licensed child care in a home setting (someone else's home)	5	5.4
Other Prekindergarten/preschool program	5	5.4
Universal PreKindergarten in a public school	4	4.3
Early Intervention	3	3.3
Nursery School	2	2.2
Universal PreKindergarten in another setting	1	1.1
Migrant and Seasonal Head Start	0	0.0
Unlicensed child care in someone else's home	0	0.0
Other	14	15.2
I don't know	0	0.0
None of the above	3	3.3

Note: Percentages do not total 100%, due to participants' ability to select multiple options

Other, please specify:

Other (please specify)

- Public School
- Substitute
- Substitute teacher for K-6
- Elementary Special Education Teacher
- Kindergarten
- BOCES Elementary School
- Child Care Connections
- Child Care Resource and Referral agency
- Summer camp (GSWNY)
- I worked in the elementary school until October 2022, then I took a TA position in the middle/high school. I have worked with elementary aged students for 11 years
- Summer Camp
- Currently working in a public school as a teaching assistant
- Kindergarten in a public school
- Kindergarten class

Do you plan to work in the same setting after you graduate?

Displayed only to those who did not select "No" two questions back (N=92).

Response	n	%
Yes	51	55.4
No	23	25.0

Not sure

18

19.6

Select the role or title that best describes your current position.

Position	n	%
Assistant Teacher/Aide	40	34.1
Lead Teacher	20	17.1
Family Child Care Provider	4	3.4
Group Family Child Care Provider	4	3.4
Home Visitor	4	3.4
Before or After school Provider	2	1.7
Group Family Child Care Assistant	2	1.7
Master Teacher	1	0.9
Social Worker	1	0.9
Early Intervention Service Provider	0	0.0
Mental Health Consultant	0	0.0
Special Education Therapist	0	0.0
Visiting Nurse	0	0.0
I am currently unemployed or looking for work	12	10.3
Other	27	23.1

Note: Percentages do not total 100%, due to participants' ability to select multiple options

Other, please specify:

Other (please specify)

- Substitute Teacher
 - Parent Involvement/Social Services Coordinator
 - School cleaner
 - Childcare director
 - Student Teacher
 - Stay at home mom, previously a preschool assistant, preschool head teacher, and nanny
 - Director
 - Assistant director of daycare center
 - CCR&R, Trainer
 - Per Diem Teacher Aide
 - Barista
 - Executive Director
 - Assistant Director
 - Early Childhood Specialist
 - I have a job as a waitress/bartender, but have worked at a daycare and been a nanny a couple times
 - Student
 - Administrative assistant
 - Nanny
 - Assistant Director
 - Director
 - Head start manager
 - Educational Specialist
 - Director
 - Family Worker
 - Intern
 - 1 to 1
 - Retail
-

What age group of children do you work with? (Select all that apply)

(Displayed only to those who did not select “I am currently unemployed or looking for work” in the previous question (N=104)).

Age Group	n	%
Infants (birth- 12 months)	26	25.0
Toddler (13 months-2 years)	44	42.3
Preschool (3-5 years)	61	58.7
School-aged children (6+ years)	38	36.5
I do not currently work with children	10	9.6

Note: Percentages do not total 100%, due to participants’ ability to select multiple options

How long have you worked in your current position?

(Displayed only to those who did not select “I am currently unemployed or looking for work” two questions back (N=104)).

Time	n	%
Less than 1 year	34	32.7
1 year to less than 3 years	42	40.4
3 years to less than 6 years	15	14.4
6 years to less than 10 years	6	5.8
10 years or more	7	6.7

How long overall have you worked with children (ages birth through five years old) in the early care/education system?

Time	n	%
Never	8	6.8
Less than 1 year	15	12.8
1 year to less than 3 years	31	26.5
3 years to less than 6 years	21	17.9
6 years to less than 10 years	16	13.7
10 years or more	26	22.2

Are you currently registered in the Aspire registry?

Response	n	%
Yes	51	43.6
No	48	41.0
Not sure	17	14.5
Missing	1	0.9

What is your gender?

Response	n	%
Female	105	89.7
Male	10	8.5
Prefer to self-describe	1	0.9
Prefer not to answer	1	0.9

Prefer to self-describe:

Other (please specify)

- Non-binary

Are you Hispanic or Latinx?

Response	n	%
Yes	16	13.7
No	100	85.5

Prefer not to answer	1	0.9
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Which best describes your racial identity? (Select all that apply)

Race	n	%
American Indian/Alaska Native	2	1.7
Asian	8	6.8
Black/African-American	21	17.9
Native Hawaiian/Pacific Islander	0	0.0
White	78	66.7
Other	5	4.3
Prefer not to answer	5	4.3

Note: Percentages do not total 100%, due to participants' ability to select multiple options

Other, please specify:

Other (please specify)

- Mexican
- Arab
- Mixed white and Hispanic
- Middle Eastern
- Trinidadian

Is English your primary language?

Response	n	%
Yes	105	89.7
No	10	8.5
Missing	2	1.7

What is your primary language:

- German
- Portuguese
- Portuguese
- Mixtec -indigenous language
- Arabic
- Spanish
- Chinese
- Spanish
- Spanish
- Pashto

Which of the following income categories best describes your total annual household income before taxes?

Income	n	%
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Less than \$14,999	12	10.3
\$15,000 to \$24,999	14	12.0
\$25,000 to \$49,999	31	26.5
\$50,000 to \$74,999	22	18.8
\$75,000 to \$99,999	15	12.5
\$100,000 to \$149,999	18	15.4
\$150,000 or more	5	4.3

How many people live in your household?

Response	n	%
1	14	12.0
2	30	25.6
3	28	23.9
4+	45	38.5