

# “The forgotten ones”— The economic well-being of early educators during COVID-19 <sup>[1]</sup>

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## AVAILABILITY

Access full report [PDF] <sup>[2]</sup>

Access online <sup>[3]</sup>

## Excerpted from summary

This report provides a closer look at the well-being of the early care and education (ECE) workforce in California, using data collected by the Center for the Study of Child Care Employment (CSCCE) through the 2020 California Early Care and Education Workforce Study. For decades, low levels of public investment in this sector have kept the ECE workforce—largely women of color and immigrant women—in a grim financial bind. During the first year of the pandemic, the majority of early educators continued to work in person—risking their health and that of their families—while K-12 schools closed for distance learning. This report reveals new details on the economic realities of life as an early educator during the COVID-19 public health crisis.

**Region:** United States <sup>[4]</sup>

**Tags:** child care workforce <sup>[5]</sup>

wages <sup>[6]</sup>

investment <sup>[7]</sup>

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**Source URL (modified on 23 Feb 2022):** <https://childcarecanada.org/documents/research-policy-practice/22/02/%E2%80%9Cforgotten-ones%E2%80%9D%E2%80%94-economic-well-being-early-educators>

## Links

[1] <https://childcarecanada.org/documents/research-policy-practice/22/02/%E2%80%9Cforgotten-ones%E2%80%9D%E2%80%94-economic-well-being-early-educators> [2] <https://cscce.berkeley.edu/wp-content/uploads/2022/02/CSCCE-Economic-Well-Being-of-Early-Educators-During-COVID.pdf> [3]

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<https://childcarecanada.org/category/tags/child-care-workforce> [6] <https://childcarecanada.org/category/tags/wages> [7]

<https://childcarecanada.org/category/tags/investment>