

Childcare Industry Workforce Needs Study

SAN DIEGO-IMPERIAL REGION

SEPTEMBER 2022

Table of Contents



Executive Summary	2
Introduction.....	4
Traditional Labor Market Information.....	6
Workforce Needs Survey	11
Insights & Recommendations	22
Appendix	27



Executive Summary



The Center of Excellence (COE) for the San Diego and Imperial Counties Community Colleges conducted a study to understand the workforce needs of childcare providers across the region. First, the COE analyzed historical and projected labor market data (i.e., traditional labor market information) to better understand employment trends for *Childcare and Early Childhood Education Occupations*, demand and supply of childcare facilities, and landscape of *Business Owners* in the industry. Then, the COE conducted an online quantitative survey with 339 childcare providers in San Diego and Imperial Counties that assessed future workforce needs, including projected job demand, wages, and difficult skills to find in job candidates. Additionally, the survey explored the impact of COVID-19 on centers/programs, important skills for entrepreneurship, and partnership opportunities with the colleges. A summary of this study's insights and recommendations for the San Diego and Imperial Counties Community Colleges is provided below:

1) There is strong demand for new childcare facilities and business entrepreneurs across the San Diego-Imperial region.

- > **Recommendation:** The community colleges could ensure that child development programs focus on business and entrepreneurship by modifying existing training programs for *Childcare and Early Childhood Education Occupations*. Modifications could include 1) Guidance in conducting staff management and recruitment; 2) Focus on explaining and clarifying licensing requirements; and 3) Assistance in obtaining financial resources.

2) Due to a decline in existing childcare facilities in the region, labor market data projections reflect an oversupply in San Diego County for *Childcare and Early Childhood Education Occupations*; however, survey responses, family needs, and legislative changes suggest an unmet demand for these positions across the region.

- > **Recommendation:** In addition to entrepreneurship training, the region's community colleges could support the existing workforce by expanding current programs to include offerings that focus on pathways to TK jobs. However, updating current curriculum will only partly address employers' workforce needs. Challenges to filling *Childcare and Early Childhood Education Occupations* will continue to persist if the community colleges do not work with community-based organizations, economic development councils, and workforce development agencies to increase the quality of life for these workers. Ensuring sociality mobility for students will be crucial in supplying qualified workers for the childcare industry, which also coincides with the third insight and recommendation below.

3) Current average entry-level wages for *Childcare and Early Childhood Education Occupations* are below the living wage in San Diego County, which continues to exacerbate employers' retention and recruitment challenges.

> **Recommendation:** The colleges and regional partners should support local childcare centers in their efforts to increase wages for staff. In the survey, 62 percent indicated that financial assistance was a top challenge, and 42 percent indicated it was "very likely/likely" they would apply for financial assistance in the next 12 months. Therefore, the community colleges could support employers by providing training and assistance with navigating, learning about, and applying for funding opportunities.

4) As demand for childcare spots rebound after the height of the pandemic, employers scramble to rehire staff to accommodate more children. However, employers have difficulty finding candidates with prior experience working with kids.

> **Recommendation:** The community colleges could focus on building collaborative relationships with providers that are beneficial for both centers and students. Most respondents (79 percent) expressed interest in partnering with the community colleges. The top activities they were interested in were: 1) Offering internships, 2) Participating in job fairs or posting job openings on campus, and 3) Mentoring students and providing practicum opportunities. In other words, providers want to hire community college students and want to provide students with on-the-job training opportunities.

5) Childcare industry professionals expressed interest in obtaining additional education and training, and most have already enrolled in community college courses and programs in the past.

> **Recommendation:** The community colleges could offer short-term, non-credit courses in the top topics that workers in the childcare industry expressed interest in and market these trainings specifically to those in licensed childcare and family care settings. The top trainings of interest were: 1) Safety training; 2) Diversity training; and 3) First aid and/or CPR. These trainings could incorporate some information that is tailored and relevant to workers in these settings.



Introduction

Childcare and early childhood education is an integral part of a thriving economy as it provides working families with the opportunity and flexibility to participate in the workforce.¹ This industry faces a persistent childcare crisis that is estimated to cost the U.S. \$57 billion in lost earnings and revenue, and these impacts are felt by employers, parents, and taxpayers alike.² For parents, the cost of childcare has grown exponentially across California and the San Diego-Imperial region. In San Diego County, the living wage for a family of four (e.g., two adults with one infant and one school-aged child) is \$26.73 per hour per adult,³ and childcare costs consume 32 percent of the family's total monthly budget. In Imperial County, the living wage for a similar family is \$17.97 per hour per adult, and childcare costs consume 31 percent of the monthly budget. This suggests that families spend a considerable portion of their income on childcare costs in the region, which makes it difficult for working parents to juggle the financial responsibilities of early education and care for their children.

Childcare is not only expensive, but demand for childcare centers and available spaces for children is also a critical issue in the region. An analysis conducted by the San Diego Foundation suggests that from the beginning of the pandemic to 2022,⁴ an estimated 1,956 spaces have been lost due to childcare center closures in San Diego County. As a result, 52 percent of all children in San Diego County and approximately 48 percent of children under five with working parents (or 74,035 children) would not have the option of childcare in a licensed facility.⁵ Additionally, approximately 66 percent of families in San Diego live in what is characterized as a childcare desert with fewer than three spots available for every 10 children under six.⁶ The lack of access to childcare is important, in part, because it affects parents' participation in the workforce, especially women, which has declined since the start of the pandemic and has yet to reach pre-pandemic participation rates.⁷ If providers continue to close their doors and new facilities fail to open, the demand and need for childcare providers will continue to be strained.

In addition to access and closures, providers that remained open through the pandemic confronted numerous challenges, including but not limited to: decreased and limited enrollment, mandated closures, and increased costs for cleaning supplies and protective equipment. One study found that 50 percent of childcare providers in San Diego County broke even in cost and profits, while 28 percent lost money during the height of the COVID-19 pandemic.⁸ In addition to these pandemic-induced effects, childcare providers and educators have historically been paid low

¹ "Want to Grow the Economy? Fix the Child Care Crisis," Council for a Strong America. strongnation.org/articles/780-want-to-grow-the-economy-fix-the-child-care-crisis

² "Want to Grow the Economy? Fix the Child Care Crisis," Council for a Strong America. strongnation.org/articles/780-want-to-grow-the-economy-fix-the-child-care-crisis

³ "Family Needs Calculator (formerly the California Family Needs Calculator)," Insight: Center for Community Economic Development, last updated 2021, insightccd.org/family-needs-calculator

⁴ "Impacts on Childcare Providers," The San Diego Foundation, workforce.sdfoundation.org/providers, last updated 2022

⁵ "Impacts on Childcare Providers," The San Diego Foundation, workforce.sdfoundation.org/providers, last updated 2022

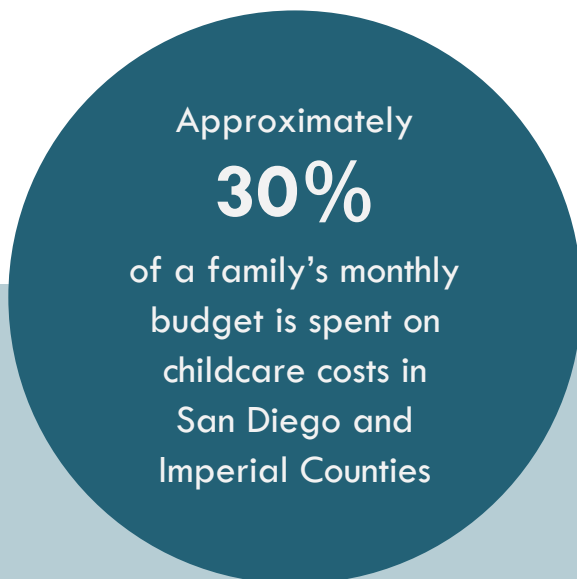
⁶ "The Struggle to Find Good Childcare," San Diego Workforce Partnership, childcare.workforce.org/struggle-to-find-good-child-care

⁷ "Parental Participation in a Pandemic Labor Market," frbsf.org/economic-research/publications/economic-letter/2021/april/parental-participation-in-pandemic-labor-market

⁸ "Impacts on Childcare Providers," The San Diego Foundation, workforce.sdfoundation.org/providers

wages, which contributes to high staff turnover and difficulty in recruiting a future workforce.⁹ These are only but a few of the challenges that the industry faces, which highlights the multi-faceted and complex nature of issues in childcare and early childhood education.

In an effort to understand the workforce needs of childcare providers and encourage meaningful discussions and partnerships in the region, the Center of Excellence (COE) for the San Diego and Imperial Counties Community Colleges commissioned Mod Research Consulting¹⁰ and Valoroo¹¹ to conduct a study with childcare providers across the San Diego-Imperial region. First, the research team analyzed traditional labor market information, which provided insight into historical data and trends related to *Childcare and Early Childhood Education Occupations*, demand for facilities, and demand for *Business Owners*. Then, the research team conducted an online quantitative survey with 339 childcare providers across the region to assess future workforce needs and potential demand, wages, and important skills that are difficult to find in job candidates. Correspondingly, this study explores the impact of COVID-19 on providers, important skills for entrepreneurship, and opportunities for the community colleges to partner with providers.



⁹ "An Inclusive Framework: Designing and Implementing Universal Prekindergarten in California," YMCA of San Diego County Community Support Services, pub.lucidpress.com/InclusiveFramework/#4tARfoJmtCVX

¹⁰ Mod Research Consulting, modresearchconsulting.com

¹¹ Valoroo, valoroo.com



Traditional Labor Market Information

Supply Gap Analysis of Childcare and Early Childhood Education Occupations

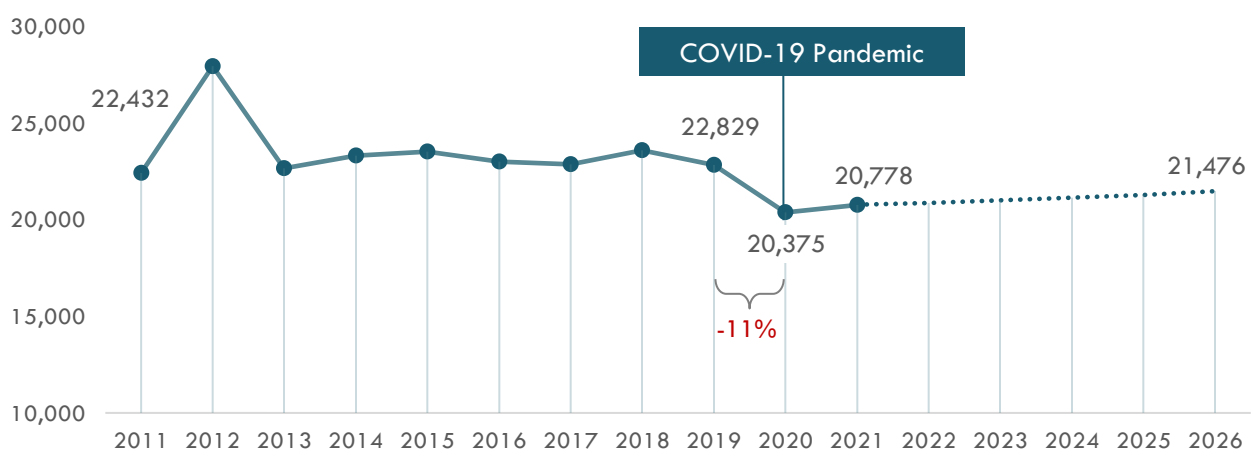
To better understand industry trends, this report analyzes traditional labor market information for the following occupational codes in the Standard Occupational Classification (SOC)¹² system. For the purpose of this study, the occupations in Exhibit 1 are referred to as *Childcare and Early Childhood Education Occupations*.

Exhibit 1. Occupational Titles and Definitions for *Childcare and Early Childhood Education Occupations*

Occupational Title (SOC)	O*NET ¹³ Occupational Definition
Childcare Workers (39-9011)	Attend to children at schools, businesses, private households, and childcare institutions. Perform a variety of tasks, such as dressing, feeding, bathing, and overseeing play.
Education and Childcare Administrators, Preschool and Daycare (11-9031)	Plan, direct, or coordinate academic or nonacademic activities of preschools or childcare centers and programs, including before- and after-school care.
Preschool Teachers, Except Special Education (25-2011)	Instruct preschool-aged students, following curricula or lesson plans, in activities designed to promote social, physical, and intellectual growth.
Special Education Teachers, Preschool (25-2051)	Teach academic, social, and life skills to preschool-aged students with learning, emotional, or physical disabilities. Includes teachers who specialize and work with students who are blind or have visual impairments; students who are deaf or have hearing impairments; and students with intellectual disabilities.

Between 2019 and 2020, there was an 11 percent decrease in the number of jobs for *Childcare and Early Childhood Education Occupations* across San Diego and Imperial Counties (Exhibit 2a). Between 2021 and 2026, it is projected that the number of jobs will increase by three percent, but will remain below pre-pandemic numbers.

Exhibit 2a. Number of Jobs for *Childcare and Early Childhood Education Occupations* (2011-2026)¹⁴



¹² The Standard Occupational Classification (SOC) system is used by federal statistical agencies to classify workers into occupational categories for the purpose of collecting, calculating or disseminating data. The report will use these titles to match those defined by this system. [bls.gov/soc](https://www.bls.gov/soc)

¹³ [onetonline.org](https://www.onetonline.org)

¹⁴ EMSI 2022.02; QCEW, Non-QCEW, Self-Employed.

Exhibits 2b and 2c provide a more detailed view of *Childcare and Early Childhood Education Occupations* in San Diego County and Imperial County, respectively, and disaggregate the projected number of jobs and annual job openings (i.e., demand) by occupation. In San Diego County, employers will need to hire 2,773 workers annually to fill new jobs and backfill jobs due to attrition caused by turnover and retirement, for example (Exhibit 2b). For comparison, the average demand for an occupation in San Diego County is 242 annual job openings. “Childcare Workers” are projected to have the most labor market demand between 2021 and 2026, with 2,121 annual job openings.

Exhibit 2b. Number of Jobs for Childcare and Early Childhood Education Occupations in San Diego County¹⁵

Occupational Title	2021	2026	% Net Job Change	Annual Job Openings
Childcare Workers	14,243	14,524	2%	2,121
Preschool Teachers, Except Special Education	4,945	5,378	9%	593
Education and Childcare Administrators, Preschool and Daycare	620	659	6%	53
Special Education Teachers, Preschool	43	57	33%	6
Total	19,851	20,618	4%	2,773

In Imperial County, employers will need to hire 118 workers annually to fill new jobs and backfill jobs due to attrition caused by turnover and retirement, for example (Exhibit 2c). For comparison, the average demand for an occupation in Imperial County is 12 annual job openings. “Childcare Workers” are projected to have the most labor market demand between 2021 and 2026, with 99 annual job openings.

Exhibit 2c. Number of Jobs for Childcare and Early Childhood Education Occupations in Imperial County¹⁶

Occupational Title	2021	2026	% Net Job Change	Annual Job Openings
Childcare Workers	747	690	-8%	99
Preschool Teachers, Except Special Education	137	131	-4%	15
Education and Childcare Administrators, Preschool and Daycare	38	31	-18%	3
Special Education Teachers, Preschool	5	5	0%	1
Total	927	857	-8%	118

¹⁵ EMSI 2022.02; QCEW, Non-QCEW, Self-Employed.

¹⁶ EMSI 2022.02; QCEW, Non-QCEW, Self-Employed.

Several institutions across the region train for these occupations. In the San Diego-Imperial region, 19 educational institutions offer training for *Childcare and Early Childhood Education Occupations*: 10 community colleges and nine non-community-college institutions (Exhibit 3). For a full list of the number of degrees and certificates awarded by institution, see Appendix A.

Exhibit 3. Number of Awards by Institution Type (PY 17-18 through PY 20-21)¹⁷

Community Colleges	Non-Community-College Institutions
Cuyamaca College	Ashford University
Grossmont College	Alliant International University-San Diego
Imperial Valley College	California State University San Marcos
MiraCosta College	National University
Palomar College	Northcentral University
San Diego City College	Point Loma Nazarene University
San Diego College of Continuing Education	San Diego State University
San Diego Mesa College	University of California – San Diego
San Diego Miramar College	United States University
Southwestern College	
1,580 Awards	1,916 Awards
Total Number of Degrees Awarded: 3,496	

A supply gap analysis comparing labor demand (i.e., annual openings) with labor supply (i.e., degrees awarded),¹⁸ suggests that there is an **oversupply** for *Childcare and Early Childhood Education Occupations* in San Diego County, with 2,773 annual openings and 3,424 awards. Conversely, there are **supply gaps** in Imperial County, with 118 annual openings and 72 awards, and across California, with 32,782 annual openings and 19,958 awards (Exhibit 4). Although this is a simple analysis comparing labor market supply and demand, it suggests that current programs are filling the need for these occupations in existing childcare facilities in San Diego County.

Exhibit 4. Comparing Demand (Annual Openings) vs. Supply (Annual Awards)¹⁹

	Demand (Annual Openings)	Supply (Annual Supply)	Supply Gap or Oversupply
San Diego County	2,773	3,424	651 Oversupply
Imperial County	118	72	46 Supply Gap
California	32,782	19,958	12,824 Supply Gap

¹⁷ EMSI 2022.02; QCEW, Non-QCEW, Self-Employed.

¹⁸ Labor supply can be found from two different sources: EMSI or the California Community Colleges Chancellor's Office MIS Data Mart. EMSI uses CIP codes while MIS uses TOP codes. Different coding systems result in differences in the supply numbers.

¹⁹ "Supply and Demand Tables," Centers of Excellence for Labor Market Research, coeccc.net/our-resources

Wages by Occupation

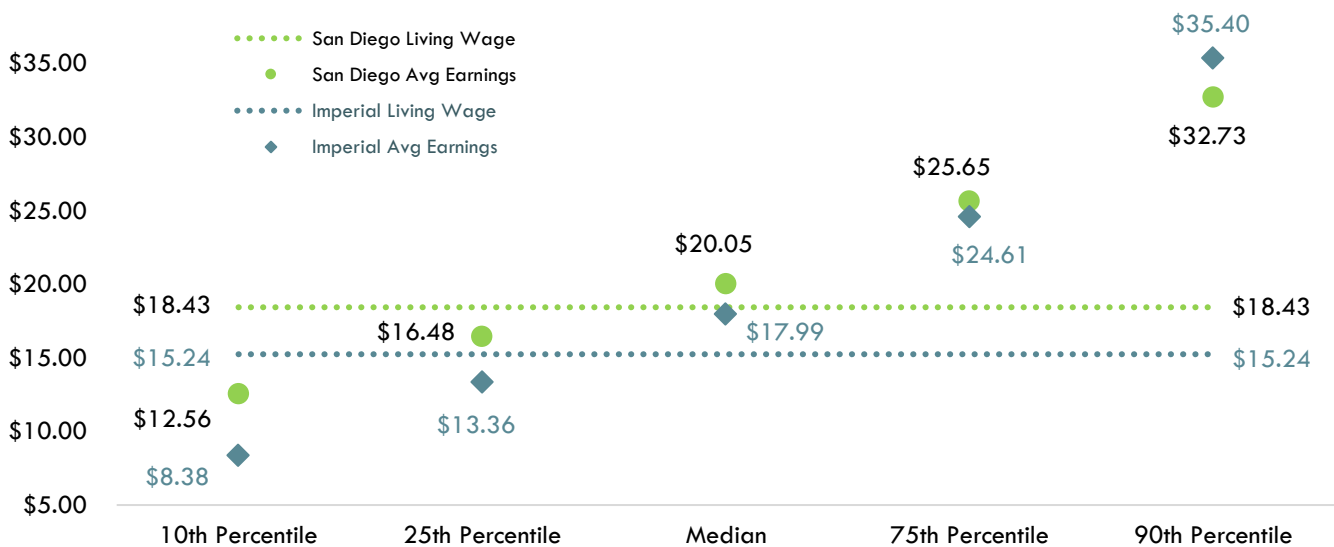
Exhibit 5a disaggregates hourly earnings by occupation and Exhibit 5b shows average hourly earnings. Entry-level hourly earnings for *Childcare and Early Childhood Education Occupations* in San Diego County are **\$16.48**, on average; this is less than the living wage for a single adult in San Diego County, which is **\$18.43** per hour.²⁰ Entry-level hourly earnings for these occupations in Imperial County are **\$13.36**, on average; this is less than the living wage for a family of two adults and two school-aged children in Imperial County, which is **\$15.24** per hour.

Exhibit 5a. Hourly Earnings by Occupation in the San Diego-Imperial Region²¹

Occupational Title	San Diego County		Imperial County	
	Entry-Level Hourly Earnings (25 th percentile)	Median Hourly Earnings (50 th percentile)	Entry-Level Hourly Earnings (25 th percentile)	Median Hourly Earnings (50 th percentile)
Education and Childcare Administrators, Preschool and Daycare	\$20.14	\$26.72	\$13.51	\$19.02
Special Education Teachers, Preschool	\$18.72	\$22.80	N/A	N/A
Preschool Teachers, Except Special Education	\$14.04	\$17.03	\$17.12	\$21.93
Childcare Workers	\$13.00	\$13.63	\$9.45	\$13.02
Total Average	\$16.48	\$20.05	\$13.36	\$17.99

"N/A" suggests there is insufficient data

Exhibit 5b. Average Hourly Earnings for *Childcare and Early Childhood Education Occupations* in the San Diego-Imperial Region²²



²⁰ "Family Needs Calculator (formerly the California Family Needs Calculator)," Insight: Center for Community Economic Development, last updated 2021. insightccd.org/family-needs-calculator

²¹ EMSI 2022.02; QCEW, Non-QCEW, Self-Employed.

²² EMSI 2022.02; QCEW, Non-QCEW, Self-Employed.

Supply Gap Analysis of Childcare Centers

To better understand demand for childcare centers, a supply gap analysis of the number of children under five (i.e., demand) and the number of available spots for children (i.e., supply) was conducted. In 2021,²³ there were 195,431 children under five and 89,633 available spots in a licensed childcare or licensed family childcare center²⁴ in San Diego County (Exhibit 6). In Imperial County, there were 13,365 children under five and 7,341 available spots (Exhibit 6).²⁵ Based on a basic analysis of demand (i.e., children under five) and supply (i.e., available spots), 54 percent of children (or 105,768 children) in San Diego County and 45 percent (or 6,024 children) in Imperial County would not have a spot available, suggesting that there is a **supply gap** for childcare centers in both counties. Please note that this serves as an estimate of the prospective number of children without a childcare spot in a licensed center, and does not account for children with a stay-at-home parent, children who are cared for by family members, or children enrolled in pre-kindergarten through a school district, for example.

Exhibit 6. Prospective Number of Children Under Five without an Available Spot (2021)

San Diego County, 2021		Imperial County, 2021	
195,431 children under 5	89,633 available spots	13,365 children under 5	7,341 available spots
105,768 prospective number of children without an available spot in a licensed facility		6,024 prospective number of children without an available spot in a licensed facility	

Business Owners in the San Diego-Imperial Region

This study uses the number of active, licensed centers (i.e., childcare centers and family childcare homes) to estimate the number of *Business Owners* for the region's childcare industry. In 2021, there were 4,124 and 467 potential *Business Owners* in San Diego County and Imperial County, respectively (Exhibit 7). Between 2019 and 2021, there was an eight percent decrease in San Diego County and a 41 percent increase in Imperial County. Please note that this serves as an estimate of *Business Owners*, and may not represent those who own multiple centers, for example.

Exhibit 7. Estimated Number of Business Owners Based on Total Active Licensed Centers (2019-2021)²⁶

County	2019	2021	Change	% Change
San Diego County	4,479	4,124	-355	-8%
Imperial County	332	467	135	41%

²³ EMSI 2022.02; Children under 5 demographic data in San Diego County and Imperial County, 2019-2022.

²⁴ This study examines the most recent data available at the time of the analysis; however, please note that data sets are updated regularly and these numbers may change. "Child Care Data Tool – San Diego County, Family child care home spaces and Child care spaces (Infant and Preschool Only (0-5), Excludes Schoolage)," California Child Care Resource & Referral Network, rnetwork.org/research/child-care-data-tool/#10, accessed July 2022.

²⁵ "Child Care Data Tool – Imperial County, (Family child care home spaces and Child care spaces (Infant and Preschool Only (0-5), Excludes Schoolage)," California Child Care Resource & Referral Network, rnetwork.org/research/child-care-data-tool/#10, accessed July 2022.

²⁶ "Child Care Data Tool – Licensed Child Care Supply and Licensed Facilities, 2019-2021," California Child Care Resource & Referral Network, rnetwork.org/research/child-care-data-tool/#10, accessed July 2022.

Workforce Needs Survey



Overview of Survey Respondents

In addition to analyzing labor market information, this study examines qualitative and quantitative data collected directly from regional childcare providers through interviews and a survey. First, eight qualitative semi-structured interviews were conducted with providers to inform the development of the survey instrument.²⁷ Between May 2022 and June 2022, the research team captured 339 survey responses from childcare providers in San Diego and Imperial Counties. Exhibit 8 summarizes the types of occupations held by respondents and the most surveyed occupation was “Education and Childcare Administrator” (68 percent), while 20 percent were “Owners,” and seven percent were “Teachers.” The majority had been in the industry more than 10 years (76 percent). Although most indicated it was extremely unlikely/unlikely they would leave the industry in the next 24 months (80 percent), 12 percent indicated it was extremely likely/likely (Exhibit 9).

Exhibit 8. Job Titles of Survey Respondents (N=339)²⁸

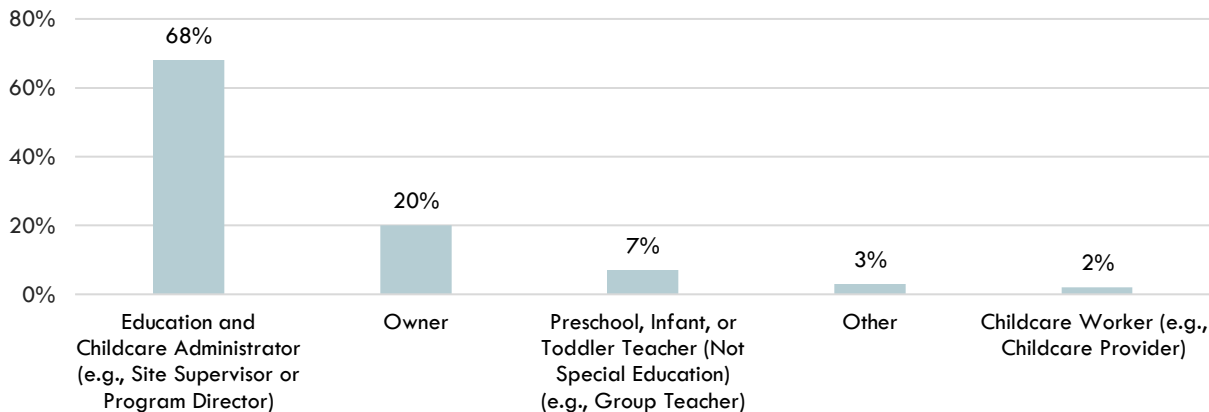
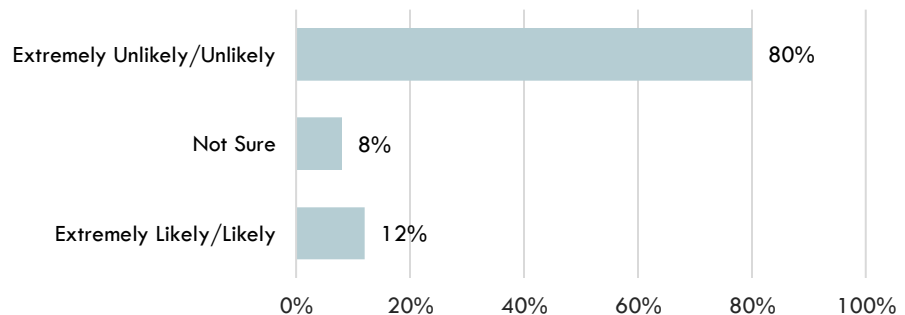


Exhibit 9. Time Employed in the Industry and Likelihood of Leaving the Industry (N=339)

Years Employed in the Industry

More than 10 years	76%
1 to 10 years	19%
Less than 1 year	5%

What is the likelihood that you will leave the childcare industry within the next 24 months?



²⁷ A description of the research methodology is presented in Appendix B. Appendix C summarizes themes and quotes from interviews.

²⁸ Participants were provided with occupational definitions shown in Exhibit 2 and asked to select the job title that most closely aligned with their role.

Childcare Centers/Programs

Exhibit 10 shows the type of facility in which respondents were employed. The majority were employed by a licensed childcare center (58 percent), licensed preschool (22 percent), or licensed family care/in-home daycare (15 percent). Exhibit 11 summarizes representation from each region (San Diego County=265 centers; Imperial County=21 centers).²⁹ Of these, 44 percent were centers/programs in central San Diego County. Most had been in business for more than 10 years (72 percent), while only two percent had been open less than one year (Exhibit 12).

Exhibit 10. Employed in Type of Facility (N=339)³⁰

Type of Facility	
Licensed childcare center	58%
Licensed preschool program	22%
Licensed family care/In-home daycare	15%
Early head start/Head start center	5%

Exhibit 11. Center/Program Region Based on Zip Codes (N=286)

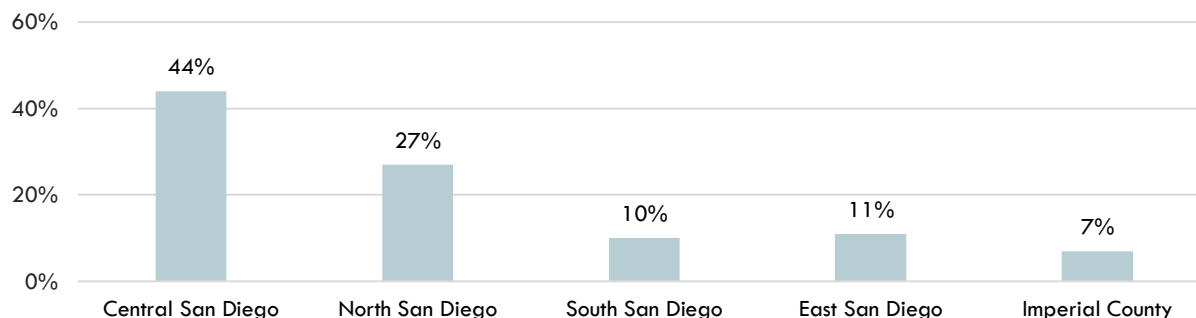


Exhibit 12. Length of Time Center/Program Has Been in Business (N=339)

To date, how long has the center/program been in business?

More than 10 years	72%	1 to 5 years	13%
6 to 10 years	14%	Less than 1 year	2%

*may not equal 100 percent due to rounding



I've been in the field 33 years...I've been at this center specifically 19 years.

Program Director, East San Diego County

²⁹ Not all respondents provided contact information/zip code. A summary of zip codes that were used for each region can be found in the "Subregional Profiles." myworkforceconnection.org/labor-market-information/reports

³⁰ Questions with a lower sample size may indicate skip logic or missing responses from the sample.

On average, cost for childcare was \$301.10 per week in San Diego County, and \$214.50 per week in Imperial County (Exhibit 13).³¹ The majority of centers served “three- to five-year-old children” (74 percent); 34 percent served “one- to two-year-old children”; and 42 percent served “less than 1 year old children” (Exhibit 14). About a third of the centers/programs had 11-20 employees (mean =16 employees). On average, there was a ratio of 3 staff to 14 children (Exhibit 15).

Exhibit 13. Average Cost of Childcare at Center/Program (N=186)



Exhibit 14. Ages Currently Serve at Center/Program (N=339)

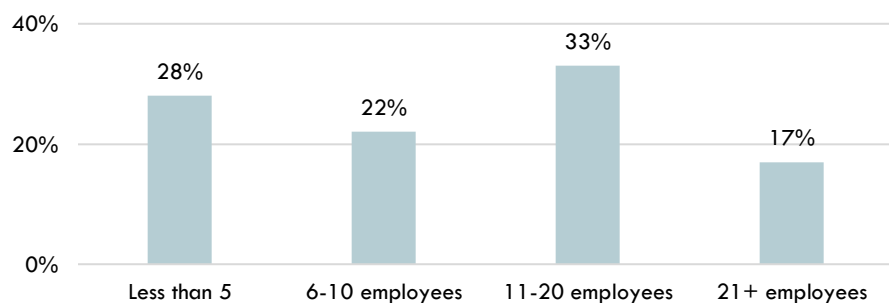
What ages does your center/program currently serve?

Ages	
Less than 1 year old	42%
1 to 2 years old	34%
2 to 3 years old	49%
3 to 5 years old	74%

Equals more than 100 percent as more than one option could be selected

Exhibit 15. Ratio of Staff to Children and Number of Employees Working at Center/Program (N=339)

How many full-time and part-time employees currently work at your center/program, including you?



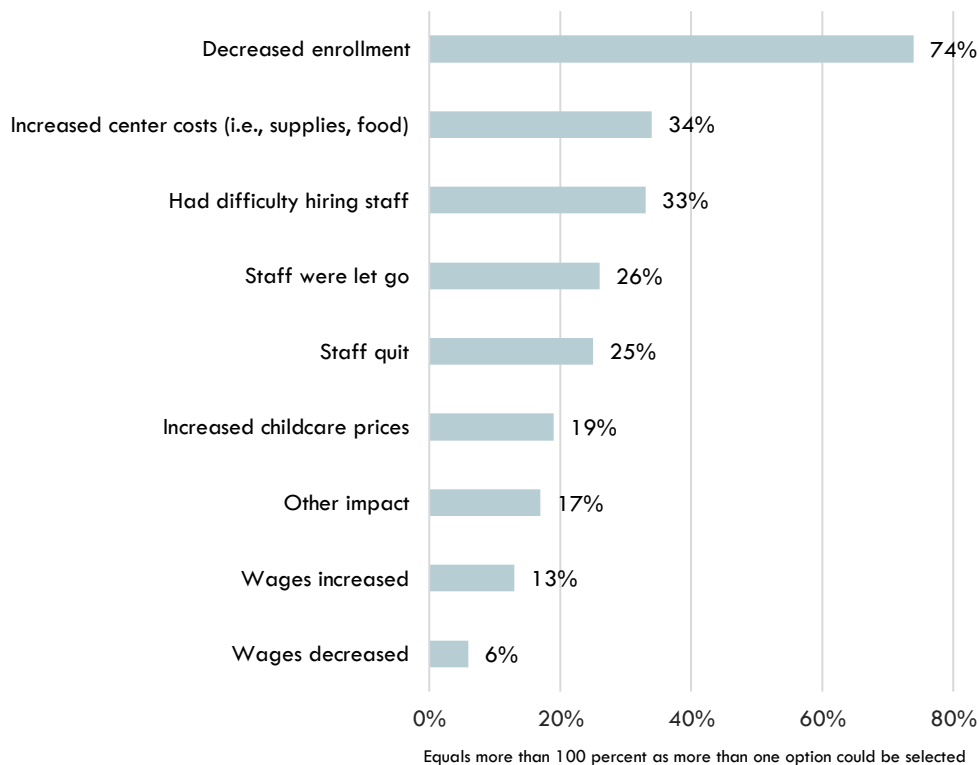
³¹ The average cost per week was aggregated across all age groups as not all centers/programs responded to this question. It should be noted that cost typically varies by age.

COVID-19 Pandemic Impact

The COVID-19 pandemic impacted centers/programs in a variety of ways. Exhibit 16 lists impacts that respondents selected in the survey, and the top impacts were: decreased children enrollment (74 percent); increased center costs (34 percent); and difficulty hiring staff (33 percent). Respondent also noted other impacts, which included: reduced working hours; center/program closure; and a fear of contracting COVID-19. Exhibit 17 shows strategies that business owners implemented in an effort to mitigate the negative impacts of the pandemic. Most often cited were cutting expenses (47 percent); lowering their own salaries (36 percent); and reducing employee hours (29 percent).

Exhibit 16. COVID-19 Impacts on Center/Program (N=315)

What impact(s) did your center/program experience as a result of the COVID-19 pandemic?



“
We were fully enrolled before [COVID-19] and then of course we closed down for about a year and half. When we first opened, we only had 5 children to start with. As we opened it quickly filled up because of the need.
Program Director, Imperial County

Exhibit 17. Business Owners' Strategies to Mitigate Pandemic Impacts, Ranked (N=55)

What business practices or strategies did you adopt in an effort to reduce the effects of the COVID-19 pandemic?

Cut expenses	47%	Trained employees in new skills	24%
Lowered my salary	36%	Other	16%
Reduced employee hours	29%	Increased marketing efforts	11%

Equals more than 100 percent as more than one option could be selected

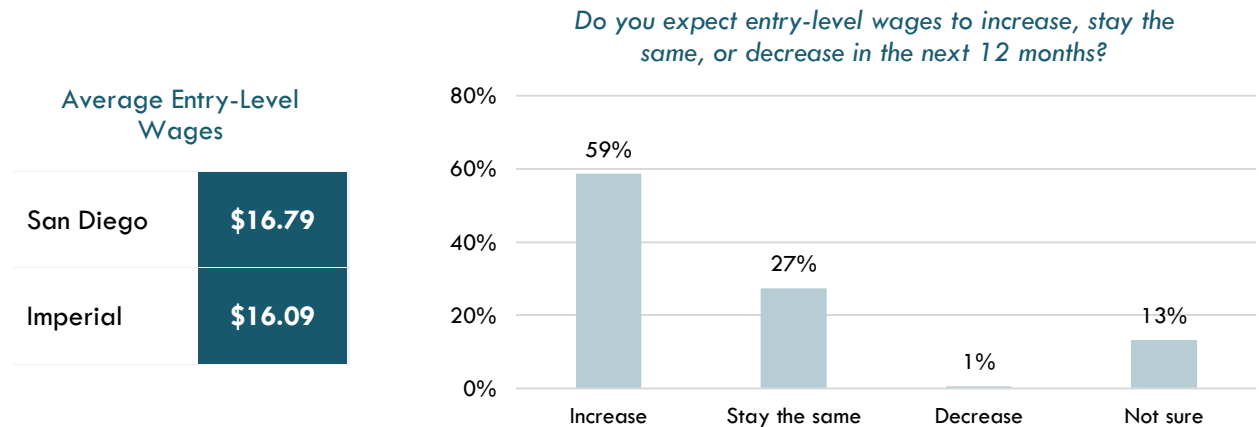
Workforce Needs

The survey asked respondents about projected labor market demand (i.e., estimated number of job openings in the next 12 months). Overall, 32 percent indicated that they do not expect to hire any employees in the next 12 months; however, 68 percent expect to hire one or more employees (Exhibit 18). In San Diego, centers estimated 832 job openings and 18 job openings in Imperial County in the next 12 months. When asked about wages for “Teachers” and “Childcare Workers,”³² participants reported average entry-level wages of \$16.79 in San Diego County and \$16.09 in Imperial County (Exhibit 19).³³ Fifty-nine percent of respondents, however, believe that wages will increase in the next 12 months.

Exhibit 18. Projected Demand (i.e., Job Openings) in the Next 12 Months (N=333)



Exhibit 19. Average Entry-Level Wages and Expected Wage Changes in the Next 12 Months (N=339)



“

I don't think there'll be any openings. I wish there was. Especially with teachers...they get sick, they need to leave...and it'd be nice to get an extra person. It's just not feasible right now because there aren't any people applying.

Program Director, Imperial County

“

Pay is increasing but the number of people applying for those jobs is decreasing. You put lower pay these days and you won't even get people to apply. If you look on Indeed you'll see most of the pay is anywhere from \$17-\$24.

Program Director, East San Diego County

³² “Teachers” and “Childcare Workers” were specified because these occupations had low wages, high demand, and typical entry-level education for these occupations is an associate degree and high school diploma or equivalent, respectively. EMSI 2022.02; QCEW, Non-QCEW, Self-Employed.

³³ The Living Wage in San Diego County is \$18.43 per hour; the Living Wage in Imperial County is \$15.24. insightcced.org/family-needs-calculator

Exhibit 20 shows the types of skills that “Teachers” and “Childcare Workers” ranked as important skills/credentials for their job, and the skills/credentials “Owners” and “Education and Childcare Administrators” ranked as difficult to find in job candidates. The important skills/credentials reported were early childhood education units; prior experience working with kids; and teamwork/collaboration. The least important was a bachelor’s degree or higher. For those who hire, the most difficult skills/credentials to find in candidates are prior experience working with kids; early childhood education units; and communication skills.



Child development units because they have to know the basics, but they have to know how to deal with kids and be safe. Be able to still be a wonderful great teacher. We've had some problems with some that can't control their class...it doesn't work.

Program Manager, South San Diego County

Exhibit 20. Important Skills/Credentials (N=87) and Difficult to Find in Job Candidates (N=252)

Rank	Important Skills/Credentials
1	Early childhood education units
2	Prior experience working with kids
3	Teamwork/Collaboration
4	Communication skills
5	Associate degree
6	Bi-Multi-lingual
7	Bachelor’s degree or higher

Rank	Difficult to Find in Job Candidates
1	Prior experience working with kids
2	Early childhood education units
3	Communication skills
4	Teamwork/Collaboration
5	Bachelor’s degree or higher
6	Associate degree
7	Bi-Multi-lingual



Hands on experience. I have a feeling that some of the people think that they're just going to come in and play and it's not like that. We're in a whole other level...it's working with them, talking to them, it's not just babysitting. [With experience they could] see if they really want to do this because it's not an easy job.

Owner, North San Diego County

Business & Entrepreneurship

Exhibit 21 displays the percentage of respondents that had ever considered childcare entrepreneurship or owned their own center in the past (excluding current owners). Most had not considered it and have never been interested (60 percent), but 40 percent had considered it and 15 percent still plan to open one. For respondents who planned to open a facility and still plan to/no longer plan to, the top reasons why they have not yet opened a center were: lack of financial assistance; various reasons; and difficulty in finding a site/facility (Exhibit 22).

Exhibit 21. Ever Considered Owning a Business or Opening a Center/Program (N=273)

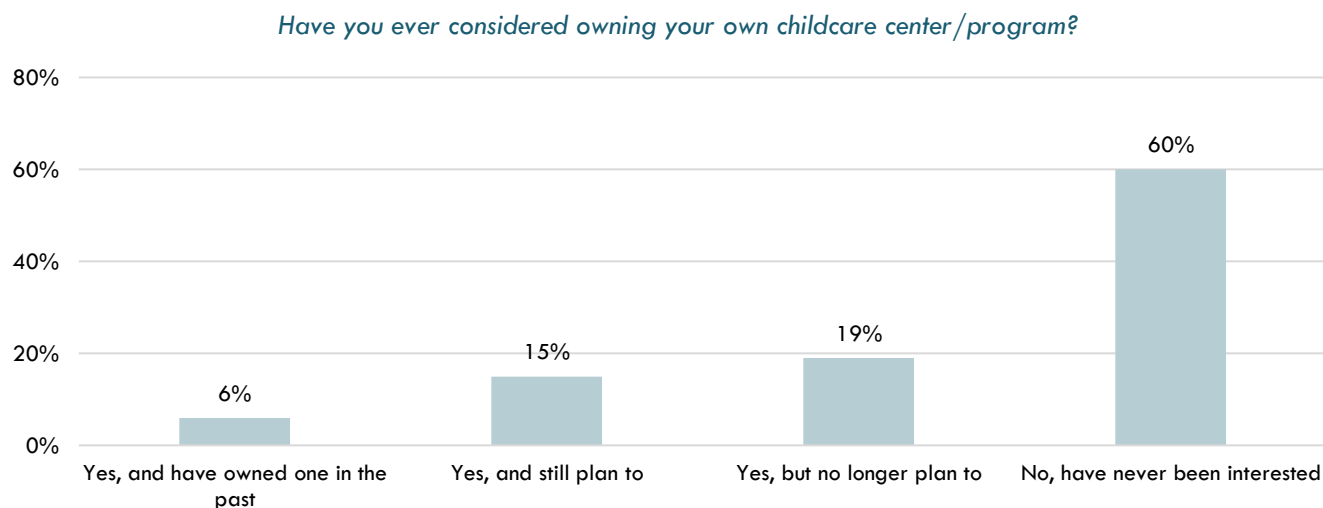


Exhibit 22. Reasons Why Have Not Opened A Center/Program, Ranked (N=93)

Which of the following are reasons why you [have not yet opened/no longer plan to open] your own childcare center/program?

Rank	Reason	Rank	Reason
1	Lack of financial assistance	4	Licensing requirements
2	Other reason	5	Lack of business knowledge/training
3	Difficulty finding a site/facility	6	Unclear health and safety standards

Other open-ended responses:

The instability of the economy and prices of gas

“

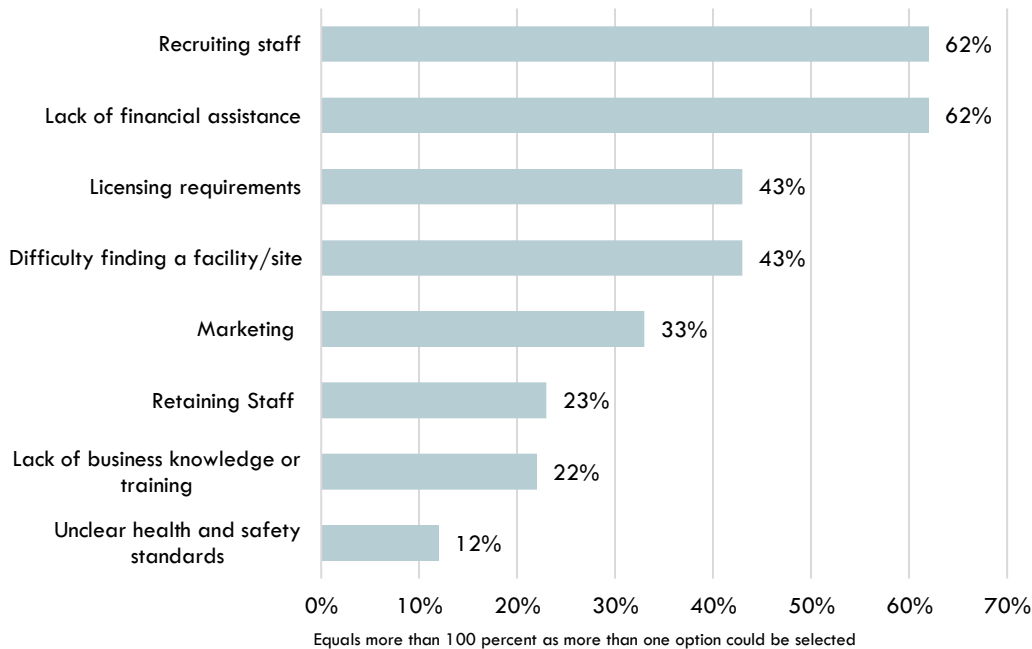
It's a lot of work

The timing isn't right and I'm afraid to

For owners, Exhibit 23 shows the top three challenges they experienced during the process of opening/running a center: recruiting staff; lack of financial assistance; and licensing requirements. Owners also selected the most important skills in opening/running a center, and the top three were: licensing requirements; accounting, bookkeeping, payroll; and staff management (Exhibit 24). When asked if they would apply for funding in the next 12 months, 42 percent of survey respondents selected it was “very likely/likely” (Exhibit 25).

Exhibit 23. Challenges in Opening Center/Program By Owners or Previous Owners (N=82)

What are the TOP THREE challenges you experienced in opening and/or running your own childcare center/program?



“
It is [difficult to hire]. We had so many flakey people and people apply to childcare jobs that have no child development units... We went through [a number] of candidates.
Owner, North San Diego County

Exhibit 24. Important Skills or Knowledge for Business Owners, Ranked (N=82)

Rank	Skill/Knowledge	Rank	Skill/Knowledge
1	Licensing requirements	4	HR/Employee recruitment
2	Accounting, bookkeeping, payroll	5	Marketing/Social Media
3	Staff management	6	Financial assistance/Loans

Exhibit 25. Applying for Funding in the Next 12 Months (N=264)

What is the likelihood that your center/program will apply for government grants or financial assistance in the next 12 months?

Very unlikely/unlikely	26%	Not sure	32%	Very likely/likely	42%
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“We do not wish to incur additional paperwork and/or oversight that government assistance necessitates.”

“[We] did not apply because it’s very inconvenient due to asking for too much documents and info and photos.”

Education & Partnerships with Community Colleges

Exhibit 26 summarizes the educational level that respondents completed: certification/certificate/early childhood education units (65 percent); a bachelor’s degree (49 percent); and/or an associate degree (34 percent). Most respondents also attended a community college in the region (74 percent), and the most attended colleges were Palomar College, Grossmont College, and San Diego City College (Exhibit 27).

Exhibit 26. Educational Attainment (N=339)

Please select EVERY level of education or degree that you have completed.

Education Level	
Certification, certificate, or early childhood education units	65%
Associate degree	34%
Bachelor's degree	49%
Master's degree or higher	22%

Equals more than 100 percent as more than one option could be selected

Exhibit 27. Attended Community Colleges in San Diego-Imperial Region (N=339)

Have you ever attended any of the community colleges in San Diego and Imperial Counties?

Community College	
Palomar College	21%
Grossmont College	15%
San Diego City College	14%
Southwestern College	13%
MiraCosta College	12%
San Diego Mesa College	11%
San Diego Miramar College	6%
Cuyamaca College	5%
Imperial Valley College	5%
San Diego College of Continuing Education	1%
I have not attended any community colleges in the region	26%

Equals more than 100 percent as more than one option could be selected

Exhibit 28 and Exhibit 29 summarize the reasons for attending or not attending a community college in the region. The top reason selected for attending a community college was to earn units, certificate, or degree AND transfer. The top reported reason for not attending a community college was that educational goals were already met.

Exhibit 28. Reason for Attending Community College (N=251)

What was the PRIMARY reason you attended community college?

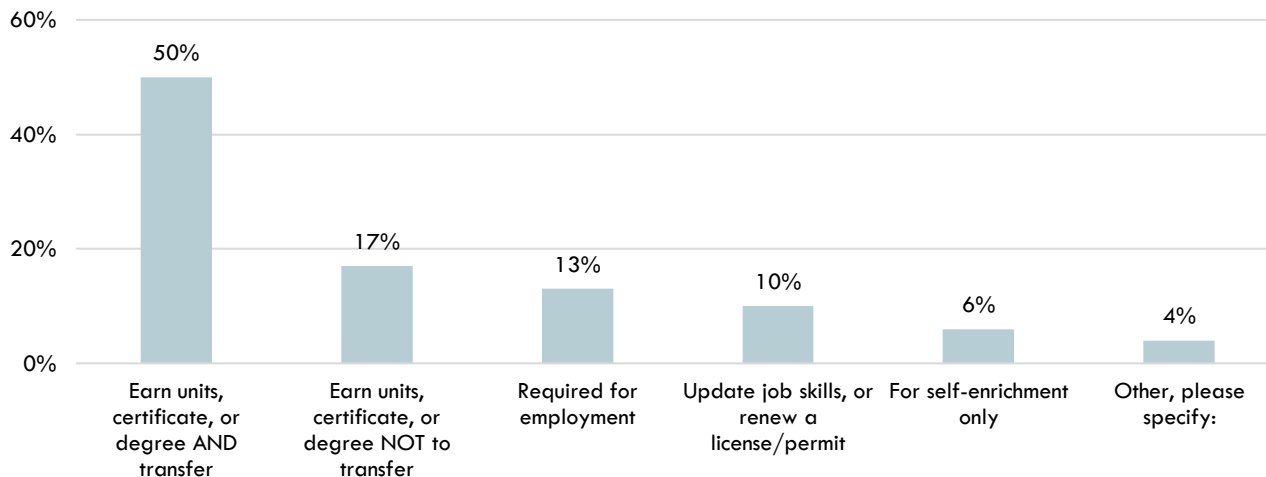


Exhibit 29. Reason for Not Attending Community College, Ranked (N=88)

Why have you never attended any community colleges in San Diego and Imperial Counties?

Rank	Skill/Knowledge
1	Educational goals are already met
2	Moved from another state
3	Hadn't considered it



“

That would be great if there was some sort of collaboration with the community colleges where the students can come do hours...I think it would benefit the site as well as the student because they would get kind of an idea of how it is to actually work with kids.

Program Director, Imperial County

Across respondents, 84 percent were interested in taking one or more professional development trainings or education courses. The topics of greatest interest were: safety training; diversity training; and first aid and/or CPR (Exhibit 30). Overall, respondents were open to partnering with the community colleges (79 percent), and the top partnership opportunities they were receptive to included: offering internships; participating in job fairs or posting job openings on campus; and student mentoring or practicum opportunities (Exhibit 31).

Exhibit 30. Interest in Continuing Education or Professional Training, Ranked (N=339)

Given your current professional goals, what type of continuing education or professional training would you be interested in?

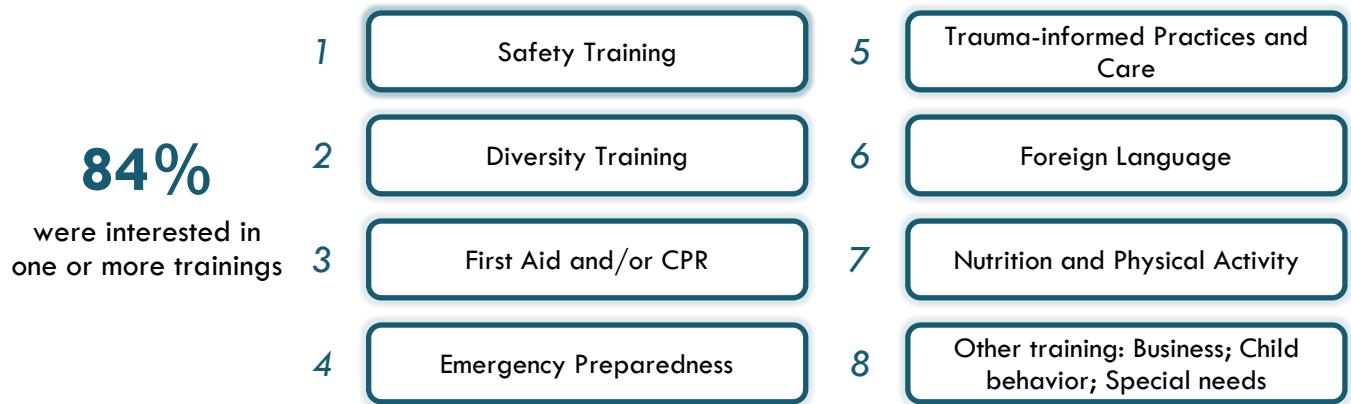
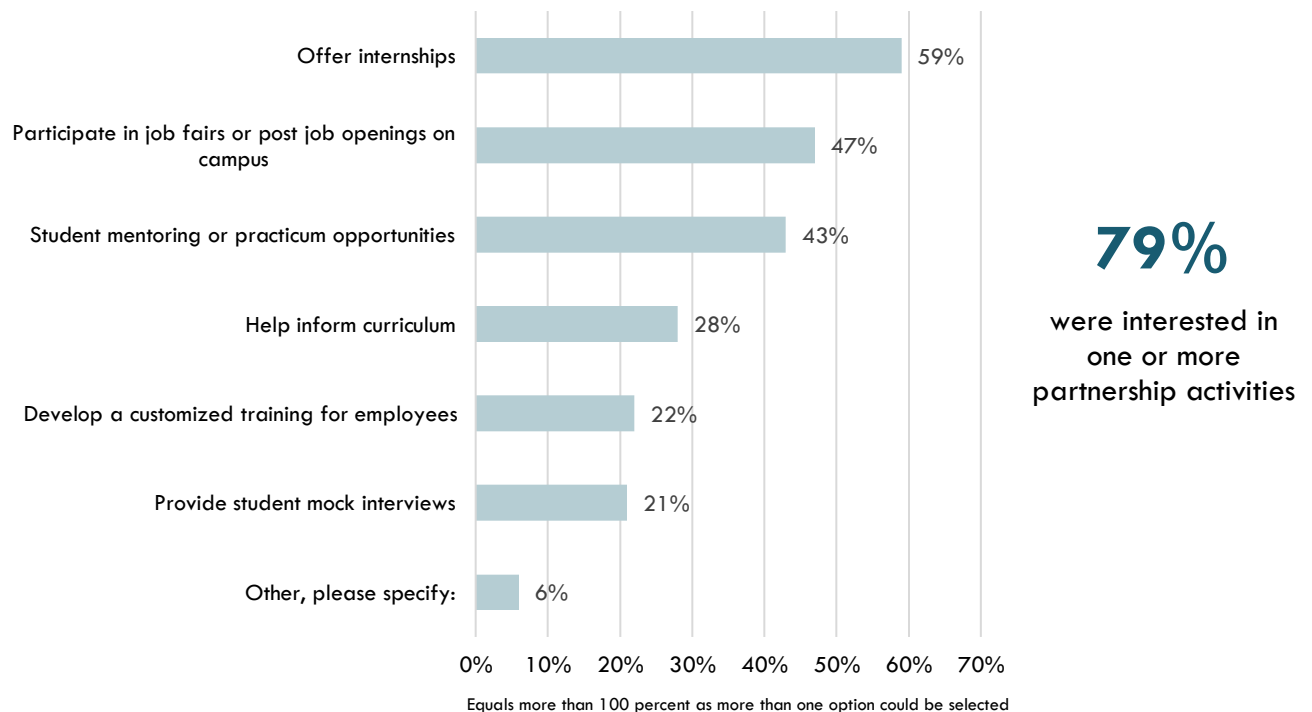


Exhibit 31. Partnering with the Community Colleges (N=339)

Would you be interested in partnering with the region's community colleges in any of the following activities?





Insights & Recommendations

The COE conducted this study to assist the regional community colleges with developing programs that address the workforce needs of the childcare industry. Based on key findings from traditional labor market information and the quantitative survey, this section includes insights and recommendations for the San Diego and Imperial Counties Community Colleges.

Insight #1. There is strong demand for new childcare facilities and business entrepreneurs across the San Diego-Imperial region.

In both counties, there is a supply gap between the number of prospective children under five that may need a childcare spot and the number of spots available; in 2021, 54 percent of children under five in San Diego County and 45 percent in Imperial County would not have a spot available based on the current number of licensed facilities. Although these percentages do not represent all children because some parents may have another childcare option, the large gap suggests that opening new facilities is necessary to account for the significant number of centers that have and may continue to close as a result of the pandemic.³⁴ Based on the number of active licensed facilities, the number of *Business Owners* between 2019 and 2021 decreased by eight percent in San Diego County and increased by 41 percent in Imperial County. Therefore, the pandemic negatively impacted the number of *Business Owners* in San Diego County, but the trend in Imperial County is promising. Nevertheless, given the need for new facilities in both counties, it is critical to train new *Business Owners* and identify the type of training that is valuable for entrepreneurship.

Recommendation: Based on this insight, the colleges could ensure that child development programs focus on business and entrepreneurship. This could be done by revising existing programs, as numerous community colleges already provide training for these occupations, to include the following: 1) Guidance related to staff management and recruitment since this was a critical challenge for new entrepreneurs and existing owners, and the pandemic further exacerbated staffing challenges; 2) Focus on explaining and clarifying licensing requirements since owners identified this as an important skill to know when opening a center and one interviewee expressed personal challenges when navigating the requirements for using a facility/site; 3) Assistance in obtaining financial resources, including how to apply for funding, complete reporting requirements, and find financial assistance programs across the state since owners identified this as a top challenge when opening a childcare center or program.

³⁴ "The Struggle to Find Good Childcare," San Diego Workforce Partnership, childcare.workforce.org/struggle-to-find-good-child-care

Insight #2. Due to a decline in existing childcare facilities in the region, labor market data projections reflect an oversupply in San Diego County for *Childcare and Early Childhood Education Occupations*; however, survey responses, family needs, and legislative changes suggest an unmet demand for these positions across the region.

According to traditional labor market information (LMI), demand (i.e., annual job openings) exceeds supply for *Childcare and Early Childhood Education Occupations* in Imperial County. While traditional LMI did not show a supply gap based on existing facilities in San Diego County, demand for these positions appears unmet due to: 1) a high demand for available childcare spots based on the high prospective number of children under five that need childcare (Exhibit 6); 2) a high demand for *Business Owners* that can open new centers (Exhibit 7); and 3) new legislation in California. Additionally, demand for *Childcare and Early Childhood Education Occupations* may be increasing among existing childcare facilities. According to the survey, 68 percent of centers planned to hire over the next 12 months, resulting in a relatively high number of openings: San Diego County planned to fill 832 job openings and Imperial County expected to fill 18 openings. Given that there were 4,591 licensed facilities across the region in 2021, the demand for these occupations in the next 12 months is expected to be greater than the estimated 850 openings, as our sample represented a small proportion of these centers (N=339). Furthermore, in 2021, California passed legislation that will transform transitional kindergarten (TK) into a universal program available across the state.³⁵ According to legislation, TK will be publicly available, include four-year-old children, and will be gradually phased by the 2025-26 school year;³⁶ some districts have already implemented the program in June 2022.³⁷ In response to these legislative changes, the California Commission on Teaching Credentialing is exploring accelerated educational pathways for TK positions, including a PK-3 Early Childhood Education (ECE) Specialist Credential.³⁸ As of the release of this report, this credential is still in development but is intended as an option for current Multiple Subject Credential holders and/or Child Development Teacher Permit holders with a bachelor's degree who want to transition to working in TK classrooms.³⁹ For those in *Childcare and Early Childhood Education Occupations*, transitioning could mean a 150 to 200 percent increase in wages, which may make it extremely challenging for childcare centers to recruit and retain employees that would benefit financially from transitioning.⁴⁰ In states like New Jersey, some speculate that the TK expansion was a large cause of even more childcare centers closing after the pandemic despite the state providing funds to private programs.⁴¹ Overall, these changes suggest that TK teachers will be in high demand and not enough workers will be able to fill that demand across the state, which would intensify the need for *Childcare and Early Childhood Education Occupations* across the region.

³⁵ California Department of Education, cde.ca.gov/ci/gs/em/kinderfaq.asp#program

³⁶ "How California's new universal transitional kindergarten program will be rolled out," EdSource, edsources.org/2021/how-californias-new-universal-transitional-kindergarten-program-will-be-rolled-out/657818#:~:text=Championed%20by%20Gov.,the%202025%2D26%20school%20year

³⁷ "Double or Nothing? Potential TK Wages for California's Early Educators," Center for the Study of Child Care Employment, calmatters.org/education/2022/04/transitional-kindergarten-california

³⁸ "Update on the Development of the PK-3 Early Childhood Education Specialist Credential," California Commission on Teacher Credentialing, ctc.ca.gov/docs/default-source/commission/agendas/2022-04/2022-04-3h.pdf?sfvrsn=5afb27b1_3

³⁹ "PK-3 Early Childhood Education Specialist Credential," California Commission on Teacher Credentialing, ctc.ca.gov/docs/default-source/commission/agendas/2022-04/2022-04-3h.pdf?sfvrsn=5afb27b1_3

⁴⁰ "Double or Nothing? Potential TK Wages for California's Early Educators," Center for the Study of Child Care Employment, csce.berkeley.edu/publications/data-snapshot/double-or-nothing-potential-tk-wages-for-californias-early-educators

⁴¹ "Child Cares Face a New Threat: Public Preschool," *Politico*, politico.com/news/2022/07/27/staff-preschools-child-care-staff-00048072

Recommendation: Industry and legislative changes suggest that demand will continue to increase not only for *Childcare and Early Childhood Education Occupations*, but also *Teacher/Education Occupations*, as the two are interconnected. The COE published a *Teacher/Education Occupations*⁴² study in June 2022, which also demonstrated that a supply gap exists for teaching occupations across the region. To respond to these changes, the region’s community colleges could support the existing workforce by expanding current programs to include offerings that focus on pathways to TK jobs. However, updating current curriculum will only partly address employers’ workforce needs. Challenges to filling *Childcare and Early Childhood Education Occupations* will continue to persist if the community colleges do not work with community-based organizations, economic development councils, and workforce development agencies to increase the quality of life for these workers. The community colleges do not have difficulty attracting students to programs related to *Childcare and Early Childhood Education Occupations*-10 percent of all Career Education or Career Technical Education (CE/CTE) program enrollments come from Child Development/Early Care and Education (TOP 130500) programs⁴³-but their students do have difficulty obtaining living wages; only 24 percent of 1,706 students who completed a Child Development/Early Care and Education (TOP 1305.00) program in 2019-20 attained a living wage.⁴⁴ Ensuring social mobility for students in one of the most popular programs in the community colleges will be crucial in supplying qualified workers for the childcare industry, which also coincides with the third insight and recommendation below.

Insight #3. Current average entry-level wages for *Childcare and Early Childhood Education Occupations* are below the living wage in San Diego County, which continues to exacerbate employers’ retention and recruitment challenges.

Traditional labor market information and survey responses suggest that average entry-level wages for *Childcare and Early Childhood Education Occupations* are below the living wage in San Diego. Fifty-nine percent of survey respondents, however, indicated that they expect these wages to increase in the next 12 months, suggesting that employers are recognizing that demand for workers may increase wages. One interview participant described that advertising a position with low wages drew very little interest from prospective job candidates, making recruitment very challenging. Another interviewee expressed concern over employees transitioning to other schools because mobility increased their wages, pointing out retention challenges. Given these findings, the aforementioned rationale that *Childcare and Early Childhood Education Occupations* may transition to TK positions may be a very realistic consequence as well, given that it would lead to a substantial increase in wages. Overall, these insights suggest that low wages need to be addressed to improve recruitment and retention challenges for *Childcare and Early Childhood Education Occupations*.

⁴² “Teacher/Education Occupations,” San Diego-Imperial Center of Excellence, myworkforceconnection.org/wp-content/uploads/2022/06/Teacher-Education-Occupations_2022-06-06.pdf

⁴³ Child Development/Early Care and Education (TOP 1305.00), PY2019-20, calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx

⁴⁴ Among completers and skills builders who exited, the percentage of students who attained a living wage. “California Community Colleges Strong Workforce Program,” California Community Colleges, calpassplus.org/LaunchBoard/Community-College-Pipeline.aspx

Recommendation: The colleges and regional partners should support local childcare centers in their efforts to increase wages for staff. In the survey, 62 percent indicated that financial assistance was a top challenge for “Owners”, and 42 percent indicated it was “very likely/likely” they would apply for financial assistance in the next 12 months. In open-ended responses and interviews, one barrier to applying for financial assistance was the extensive paperwork and documentation required in obtaining government funds; this administrative burden put additional strain on staff which discouraged centers from applying for funding. Therefore, the community colleges could support employers by providing training and assistance with navigating, learning about, and applying for funding opportunities. Also, the following is a non-exhaustive list of organizations that the community colleges could partner with to address low wages in the industry: 1) The San Diego County Child Care and Development Council⁴⁵ hosts meetings that are open to the public to plan, advise, and collaborate to strengthen childcare services across the region and published the Child Care Plan⁴⁶ that cited local reform for wages; 2) Children First San Diego Collective⁴⁷ meets monthly with parents, providers, and community members to discuss solutions to childcare challenges in the region; 3) YMCA Resource Center San Diego⁴⁸ provides a resource to connect childcare providers with financial opportunities; and 4) The Center for the Study of Child Care Employment⁴⁹ publishes research to support the childcare industry and in 2020 published a report that provided policy recommendations to address low wages.

Insight #4. As demand for childcare spots rebound after the height of the pandemic, employers scramble to rehire staff to accommodate more children. However, employers have difficulty finding candidates with prior experience working with kids.

In the survey, the top COVID-19 impact reported by nearly three-quarters of centers/programs was decreased enrollment during the pandemic. This was not surprising as many centers lowered enrollment to meet state-mandated requirements, and many parents worked from home due to the stay-at-home order.⁵⁰ Consequently, survey respondents reported that employee hours were reduced (29 percent), staff were let go (26 percent), or staff quit (25 percent). However, once children began to re-enroll and demand for childcare providers rose, rehiring for those positions was a challenge; 33 percent of centers/programs reported having difficulty hiring staff. One interviewee described this struggle and stated that the center/program could not accommodate more children due to licensing restrictions unless more staff were hired, but it was challenging to find workers in the current labor market. When asked about the skills or experience that are most difficult to find in candidates, survey respondents reported that “prior experience working with kids” was the most difficult skill to find, and it was ranked as the second most

⁴⁵ Child Care and Development Planning Council, San Diego County Office of Education, sdcoe.net/special-populations/early-education/child-care-and-development-planning-council

⁴⁶ “Child Care Plan,” Child Care and Development Planning Council, San Diego County Office of Education, resources.finalsite.net/images/v1643391435/sdcoenet/uskkfkbv8sqyztmyh5n/SanDiegoCountyChildCarePlan_4-30-21.pdf

⁴⁷ Children First Collective San Diego, sdchildrenfirst.org

⁴⁸ “Financial Assistance Resources for Child Care Providers and Families,” YMCA Resource Center San Diego, ymcasd.org/about-y/news-center/social-services/financial-assistance-resources-child-care-providers

⁴⁹ “Early Childhood Workforce Index 2020,” Center for the Study of Child Care Employment, csce.berkeley.edu/workforce-index-2020/introduction-policy-recommendations/key-findingsfgb

⁵⁰ State of California, gov.ca.gov/2021/06/11/as-california-fully-reopens-governor-newsom-announces-plans-to-lift-pandemic-executive-orders

important skill (only after the requirement of early childhood education units). Interview participants echoed this sentiment: They wanted to hire candidates who had prior classroom experience to ensure the candidates understood the requirements and challenges of the position. Some interviewees prioritized experience over other educational requirements, such as an associate degree or a bachelor's degree. One interviewee indicated that collaborating with community colleges could help students fulfill their field requirements and help centers meet and build relationships with students, which would support their hiring efforts.

Recommendation: The community colleges could focus on building collaborative relationships with providers that are beneficial for both centers and students. Most respondents (79 percent) expressed interest in partnerships, which included: offering internships, participating in job fairs or posting job openings on campus, and mentoring students and providing practicum opportunities (Exhibit 31). In other words, providers want to hire community college students and want to provide students with applied training opportunities. Interviewees also echoed this receptivity and shared that introductions to students before they graduate could help centers build relationships with prospective job candidates for *Childcare and Early Childhood Education Occupations*. This would also allow centers to provide the hands-on training that many employers strongly valued, and one interviewee exclaimed it could even serve to support centers experiencing staffing shortages.

Insight #5. Childcare industry professionals expressed interest in obtaining additional education and training, and most have already enrolled in community college courses and programs in the past.

When asked if they would be interested in continuing education or professional development, 84 percent of survey respondents indicated they would be interested in the following top three training topics: 1) Safety training; 2) Diversity training; and 3) First aid and/or CPR. Additionally, nearly three-quarters of respondents had already attended one or more community colleges in the region to: earn units, a certificate, or degree and to transfer (50 percent); to update job skills or renew a license/permit (10 percent); and for self-enrichment only (6 percent).

Recommendation: The community colleges could offer short-term, non-credit courses in the top topics that workers in the childcare industry expressed interest in (Exhibit 30) and market these trainings specifically to those in licensed childcare and family care settings. These trainings could incorporate some information that is tailored and relevant to workers in these settings. In addition, instead of creating new programs, the community colleges could partner with organizations in San Diego and Imperial Counties that already offer these types of courses and promote them to existing workers as professional development opportunities.

Appendix



Appendix A: Program Awards

Educational supply for an occupation can be estimated by analyzing the number of awards in related Taxonomy of Programs (TOP) or Classification of Instructional Programs (CIP) codes.⁵¹ Currently, there are eight TOP codes and 11 CIP codes with a program related to *Childcare and Early Childhood Education Occupations* in the San Diego-Imperial region (Exhibit A).

Exhibit A. Related TOP and CIP Codes with Programs for *Childcare and Early Childhood Education Occupations*

TOP or CIP Program Title
TOP 0801.00: Education, General
TOP 0809.00: Special Education
TOP 1305.00: Child Development/Early Care and Education
TOP 1305.20: Children with Special Needs
TOP 1305.40: Preschool Age Children
TOP 1305.50: The School Age Child
TOP 1305.80: Child Development Administration and Management
TOP 1305.90: Infants and Toddlers
CIP 13.0101: Education, General
CIP 13.0401: Educational Leadership and Administration, General
CIP 13.1001: Special Education and Teaching, General
CIP 13.1013: Education/Teaching of Individuals with Autism
CIP 13.1015: Education/Teaching of Individuals in Early Childhood Special Education Programs
CIP 13.1206: Teacher Education, Multiple Levels
CIP 13.1209: Kindergarten/Preschool Education and Teaching
CIP 13.1210: Early Childhood Education and Teaching
CIP 19.0706: Child Development
CIP 19.0708: Child Care and Support Services Management
CIP 19.0709: Child Care Provider/Assistant

⁵¹ TOP data comes from the California Community Colleges Chancellor's Office MIS Data Mart (datamart.cccco.edu) and CIP data comes from the Integrated Postsecondary Education Data System (nces.ed.gov/ipeds/use-the-data).

According to TOP data, ten community colleges supply the region with awards for this occupation: Cuyamaca College, Grossmont College, Imperial Valley College, MiraCosta College, Palomar College, San Diego City, San Diego College of Continuing Education, San Diego Mesa College, San Diego Miramar College, and Southwestern College. According to CIP data, nine non-community colleges supply the region with awards: Alliant International University-San Diego, Ashford University, California State University-San Marcos, National University, Northcentral University, Point Loma Nazarene University, San Diego State University, United States University, and University of California-San Diego (Exhibit B).

**Exhibit B. Number of Awards (Certificates and Degrees) Conferred by Postsecondary Institutions
(Program Year 2017-18 through Program Year 2020-21 Average)⁵²**

TOP6 or CIP	TOP6 or CIP Title	3-Yr Annual Average CC Awards (PY18-19 to PY20-21)	Other Educational Institutions 3-Yr Annual Average Awards (PY17-18 to PY19-20)	3-Yr Total Average Supply (PY17-18 to PY20-21)
0801.00	Education, General	37	0	37
	• Palomar	37	0	
1305.00	Child Development/Early Care and Education	814	0	814
	• Cuyamaca	0	0	
	• Grossmont	33	0	
	• Imperial	63	0	
	• MiraCosta	231	0	
	• Palomar	73	0	
	• San Diego City	0	0	
	• San Diego Cont. Ed.	376	0	
	• San Diego Miramar	7	0	
	• Southwestern	31	0	
1305.20	Children with Special Needs	9	0	9
	• Imperial	4	0	
	• MiraCosta	3	0	
	• Palomar	2	0	
1305.40	Preschool Age Children	416	0	416
	• Cuyamaca	64	0	
	• San Diego City	44	0	
	• San Diego Cont. Ed.	204	0	

⁵² "Supply and Demand," Centers of Excellence for Labor Market Research, coeccc.net/Supply-and-Demand.aspx. Note: Data is derived from the California Community Colleges Chancellor's Office (CCCCO) MIS Data Mart.

TOP6 or CIP	TOP6 or CIP Title	3-Yr Annual Average CC Awards (PY18-19 to PY20-21)	Other Educational Institutions 3-Yr Annual Average Awards (PY17-18 to PY19-20)	3-Yr Total Average Supply (PY17-18 to PY20-21)
	<ul style="list-style-type: none"> San Diego Mesa 	33	0	
	<ul style="list-style-type: none"> San Diego Miramar 	71	0	
1305.50	The School Age Child	7	0	7
	<ul style="list-style-type: none"> Palomar 	4	0	
	<ul style="list-style-type: none"> San Diego City 	3	0	
1305.80	Child Development Administration and Management	22	0	22
	<ul style="list-style-type: none"> Grossmont 	7	0	
	<ul style="list-style-type: none"> MiraCosta 	5	0	
	<ul style="list-style-type: none"> Palomar 	5	0	
	<ul style="list-style-type: none"> San Diego City 	2	0	
	<ul style="list-style-type: none"> San Diego Miramar 	3	0	
1305.90	Infants and Toddlers	275	0	275
	<ul style="list-style-type: none"> Cuyamaca 	3	0	
	<ul style="list-style-type: none"> Imperial 	5	0	
	<ul style="list-style-type: none"> Palomar 	3	0	
	<ul style="list-style-type: none"> San Diego Cont. Ed. 	248	0	
	<ul style="list-style-type: none"> Southwestern 	16	0	
13.0101	Education, General	0	204	204
	<ul style="list-style-type: none"> Ashford University 	0	192	
	<ul style="list-style-type: none"> Northcentral University 	0	8	
	<ul style="list-style-type: none"> University of California-San Diego 	0	4	
13.1001	Special Education and Teaching, General	0	53	53
	<ul style="list-style-type: none"> Alliant International University-San Diego 	0	48	
	<ul style="list-style-type: none"> National University 	0	5	
13.1013	Education/Teaching of Individuals with Autism	0	10	10
	<ul style="list-style-type: none"> Alliant International University-San Diego 	0	10	

TOP6 or CIP	TOP6 or CIP Title	3-Yr Annual Average CC Awards (PY18-19 to PY20-21)	Other Educational Institutions 3-Yr Annual Average Awards (PY17-18 to PY19-20)	3-Yr Total Average Supply (PY17-18 to PY20-21)
13.1015	Education/Teaching of Individuals in Early Childhood Special Education Programs	0	7	7
	<ul style="list-style-type: none"> Alliant International University-San Diego 	0	7	
13.1206	Teacher Education, Multiple Levels	0	33	33
	<ul style="list-style-type: none"> Alliant International University-San Diego 	0	31	
	<ul style="list-style-type: none"> United States University 	0	2	
13.1210	Early Childhood Education and Teaching	0	1,416	1,416
	<ul style="list-style-type: none"> Ashford University 	0	1,048	
	<ul style="list-style-type: none"> California State University-San Marcos 	0	65	
	<ul style="list-style-type: none"> National University 	0	146	
	<ul style="list-style-type: none"> San Diego State University 	0	157	
19.0706	Child Development	0	193	193
	<ul style="list-style-type: none"> Alliant International University-San Diego 	0	2	
	<ul style="list-style-type: none"> Ashford University 	0	127	
	<ul style="list-style-type: none"> Point Loma Nazarene University 	0	64	
San Diego County Total				3,424
Imperial County Total				72
Total				3,496

Appendix B: Methodology

The research team employed a mixed-method research design that included both qualitative and quantitative components. First, an advisory group with regional stakeholders and qualitative interviews with childcare providers were conducted to understand more broadly key issues facing the industry and to identify key questions to explore as part of the research project. These qualitative findings were then used to inform a quantitative survey that was disseminated across the region.

ADVISORY GROUP

In March 2022, the region gathered an advisory group [or workgroup] to provide overall guidance and consultation for this research project. The workgroup met to discuss primary research questions, considerations, and context for this research project to researchers, including illuminating key issues facing the industry and providers, providing points of contact across the region, and sending resources from other organizations that could help inform the project.

The advisory group discussed the following research questions during the discussion:

- What is labor market information (LMI) for occupations in childcare and early childhood education, and what does a supply gap analysis of these occupations suggest (i.e., demand compared to supply)?
- How are the colleges collecting information about wages, and are wages increasing/decreasing?
- Do students that graduate from their programs start their own businesses/centers, and what types of barriers are they facing during that process?
- What barriers are employers facing in this industry while trying to hire candidates?
- What skills, courses, or additional professional training are employers looking for in candidates?
- How has COVID-19 impacted centers in our region, including enrollment, closures, safety concerns?
- What other key questions do the colleges have for providers to better understand how the community colleges can support this industry?

QUALITATIVE INTERVIEWS

In April 2022, the research team conducted eight qualitative interviews with childcare providers across South, North, East, and Central San Diego County and Imperial County. No less than one interview was conducted with a provider from each of these regions to ensure representation across San Diego-Imperial Counties. The interview process was a 30-minute phone conversation that was audio recorded to ensure accuracy in notes. Recordings were later reviewed to extract meaningful quotes and identify thematic patterns across the data. These findings were used to inform the development of the quantitative survey instrument, including the types of questions asked, and response options.

Appendix C lists various themes and quotes from interviewees.

QUANTITATIVE SURVEY

The research questions, as well as discussions from the advisory group and qualitative interviews informed the development of the survey. Some questions included skip logic and programming that was tailored to specific job titles, including questions that were only viewed by owners about business challenges. The advisory group was sent a draft of the quantitative survey to review prior to launch, and edits were reviewed and incorporated. The survey was launched in May 2022.

The research team compiled a list of approximately 1,100 childcare providers across San Diego and Imperial Counties that included contact information for each center. Recruitment efforts for this research study included calling centers from the list, distributing emails, and disseminating the survey link through regional contacts (including the advisory group). The survey took approximately 15 to 20 minutes to complete and survey respondents were entered in a raffle to win one of five \$20 gift cards as a “thank you” for their time; winners were selected and sent the gift cards in July 2022.

Appendix C: Interview Themes and Quotes

Interviews with childcare providers elucidated a variety of experiences as a result of COVID-19, hiring challenges, workforce needs, receptivity to collaborating with the colleges, and openness to apply for funding opportunities. Select quotes from interviews are featured below.

Exhibit C. Qualitative Interview Themes and Quotes From Interview Participants

Theme	Quotes	
Effects of the Pandemic on Providers	Longer hours	"Kids are there way longer. I think that before parents would drop off kids on their way to work and pick up after work. But I think now with parents working from home they drop them off as soon as they wake up and pick them up right before we close." [hours have changed since the pandemic] – Director, Central San Diego County
	Staffing shortages/ Impact on kids	"Honestly, I think we're understaffed because we do serve children with behavioral issues. I feel like if we had an extra person that would be great, or even an extra two people. We've seen since the pandemic the children...have lost a lot because of the pandemic. They weren't here, they weren't socializing and I'm seeing a lot of problems with speech or hyperactivity. So sometimes the three of us is not enough." – Owner, North San Diego County
	More responsibilities	"It was kind of hard because you had to do the six feet separating with the kids. They didn't understand it why they couldn't hug each other or touch each other. So we had to explain over and over. The other part is that...we have to go out and get them and ask a series of questions if they don't have any symptoms...it's hard because you're rushing. It gets chaotic at times." – Owner, North San Diego County
	Parental stress	"With Covid-19, with everything being so expensive, the parents are extremely stressed and along with that so are the children so we have extra difficulties." – Program Director, Imperial County
	Reduced employee hours/ Lowered enrollment	"I can say that honestly thank god I didn't lost my job. I was working full time even though we don't have that much kids but I never stopped working during the pandemic. The only difference was that us, a few teachers we just cut up their hours a little bit, not as much, but everybody was still working, just with less hours, just for the time that it was pandemic." – Director, South San Diego County
	Increased costs	"Supplies, from all supplies, food, anything, definitely during the pandemic we had to purchase all paper products, paper towels, plastic ware, we've cut back on that because...everything's kind of died down a bit, but we still have the cost of extra gloves, extra cleaning, extra disinfectant, extra masks, extra masks for kids because parents don't bring them. It's just a lot of extra costs." – Office Manager, South San Diego County
	Increased costs	"We're spending double what we used to spend before [the pandemic]." – Office Manager, South San Diego County

Workforce Needs	Current staff	"We've always been three employees." – Owner, North San Diego County
	Wages	"The reason that they leave...the pay isn't what they expected, I guess. Here in Imperial County - there are teachers, site supervisors, instructional aides in Riverside County make much more than here in Imperial County." – Director, Imperial County
	Wages	"From what I hear - the longer you've been here then you're up in the pay...that's about it I don't know that I see differences in wage based on your education level. Wages did increase [due to the pandemic], but they increased because of the cost of living...there are steps and cost of living adjustments." – Owner, North San Diego County
	Low wages	"The teachers right now are not getting paid what they deserve. Our jobs as a teacher is extremely difficult. People think that when you work in preschool it's fun and cute and they're so cute and so little and they are, and I'm not saying they aren't [the kids] but there's a lot more to it. Especially right now." - Program Director, Imperial County
	Openings	"There are plans of hiring more people if we keep getting more kids, definitely. But I can't tell you if it will happen in one month because kids come but we don't know when another kids is going to come." – Director, South San Diego County
	Hiring challenges	"We did do hiring for a short period of time where we just gave up because the candidates and the people coming through were just not ok. They either stopped calling or didn't come or wanted to do more of babysitting. When you're a childcare center it's more than that. It's teaching, you're a cleaner, there's so many things you do...meals, classes, etc. that's not what they wanted to do." – Office Manager, South San Diego County
Important qualifications/ skills	Communication	"Not only do we deal with children but we also deal with the parents. Especially in head start we're dealing with low-income families which I'm not saying they're different than other parents but there's extra needs there. And we do work with different ethnicities so knowing about diversity is really important as well." – Program Director, Imperial County
	Experience working with kids	"Instead of sending them out straight from college where they're just going from college trying to find a job a lot of childcare just like us, we don't want to hire someone that has never been in a childcare center or even just taking care of more than four kids at a time. So when they get here it's like they really don't know what they're doing. Each of them we can see them grow and change." – Office Manager, South San Diego County
	Experience working with kids	"For me the most important is that the person who's going to be working with kids, they have to love the kids. They have to be able to be patient. You have to be patient and you have to love kids more than that. Because people can have their degree but they're not really wanting to work with kids, they don't have that patience." – Director, South San Diego County
	Experience working with kids	"The only thing that's going to help a person with kids is by experience. Experience their own time with kids." – Office Manager, South San Diego County

	Experience working with kids	"Book knowledge is good but hands on in this field is even better. We take kids from community college and let them do three-month training at the school whatever they need to do at the school." [apprenticeship programs/students from community college come and work] – Director, East San Diego County
	Early childhood education units/degree	"A person that has a degree and has knowledge of early childhood education of course is really important." – Program Director, Imperial County
	Early childhood education units	"Child development units because they have to know the basics, but they have to know how to deal with kids and be safe. Be able to still be a wonderful great teacher. We've had some problems with some that can't control their class...it doesn't work." – Office Manager, South San Diego County
	Early childhood education units	"No, no it's [not important to have a degree], just development units to start...As of right now, we have work experience workers. As long as it's a field they're trying to go into." – Office Manager, South San Diego County
Challenges or concerns about opening a childcare center	Not interested	"I don't plan on leaving the home daycare side of the business to go and open a center and rent a building somewhere else. That's not in my radar." – Director, Central San Diego County
	Marketing/ Funding	"We would have one or two private kids from the neighborhood but everything was word of mouth. Slowly, Craigslist became a thing and we could advertise on Craigslist to get more private kids. So the challenge was really more of funding to get it started but because you start with only six kids you don't really have much and during that first year you can start to add things that you know you're going to need when you have the bigger license for 12 kids." – Director, Central San Diego County
	Marketing	"If it's a preschool, competition of other schools, corporate schools, private schools. The challenge is the name of your school, you'll know in any early education program you want consistency and structure and you want longevity. People go for that." [discussing challenges people face when starting a center] – Director, East San Diego County
	Funding	"My biggest challenge was funding in the beginning and then following the rules with those government programs because they have much more strict rules than licensing." – Director, Central San Diego County
	Never thought about it	"I never have thought of going into business for myself. I've never thought of going that route." – Owner, North San Diego County
	Funding	"In order for you to do your own daycare you really need funds and the funds are just not there. And not only that it's so expensive for the parents to get quality childcare. To have quality childcare you need funds and that's just not there." – Program Director, Imperial County
	Never thought about it	"Honestly, I haven't thought about that. When I started working with kids my only goal was, I want to learn and learn more about this field, I want to get my units, I want to get my degree but I never thought about opening my own [childcare business]." – Director, South San Diego County

	Finding a site/facility	"The city was the biggest thing. We actually came from our family childcare with eight of our own kids. It's really hard to take a building and try to turn it into a childcare. It's easier if you just find a building and it's already ready to go for childcare." – Office Manager, South San Diego County
Important skills for business operations	Marketing	"People don't want to put their kids somewhere that's a startup business. That's a challenge...The schools name has a reputation and people refer people to this school. That's a big bonus. Your advertising doesn't just come from putting up flyers. Your advertisement comes from parents saying my son goes to this school and we really love it." – Director, East San Diego County
	Marketing	"It was kind of naturally. We were recommended by other kids; the kids that graduated from preschool then that moved to kindergarten and they have friends. It's mostly by recommendation and people who stop by and they come from our website. I think some are from our Facebook page, so that's how people/new kids are coming." – Director, South San Diego County
	Marketing	"It's either word of mouth or walk by or see our signs." – Office Manager, South San Diego County
Collaboration with the colleges	Educational training opportunities	"I would be interested in other courses like working with kids with special needs. It seems like it's a trend that keeps rising so something [a course] that could be about working with them...that would interest me." – Owner, North San Diego County
	Open to providing internship/practicum opportunities	"It would be great if they could do their field practices [students] and our offices could give them a chance...to get hands on experience. I have a feeling that some of the people think that they're just going to come in and play and it's not like that. We're in a whole other level...it's working with them, talking to them, it's not just babysitting. [They could] see if they really want to do this because it's not an easy job." – Owner, North San Diego County
	Open to providing internship/practicum opportunities	"That would be great if there was some sort of collaboration [with CC's] where the students can come do hours and I think it would benefit the site as well as the student because they would get kind of an idea of how it is to actually work with kids." – Program Director, Imperial County
Funding opportunities	Extensive funding requirements and paperwork	"If I have a teacher filling out paperwork [for funding] well then while they're filling out paperwork, my kids are losing out on their teacher interaction." – Director, East San Diego County
	Extensive funding requirements and paperwork	"That's the downside, because it's federally funded and state funded, we have to show proof that we are giving quality care so on that side there is a ton of paperwork that the site supervisor does as well as the teachers in the classroom to prove that what we're doing is the correct way, that the funds are used properly." – Program Director, Imperial County
	Extensive funding requirements and paperwork	"I don't want any part of it. Maybe someone else and in the future if there is more government money." – Director, East San Diego County
	Did not qualify	"We have applied for many grants but have only qualified for one or two them. Government funding we would have to look more into that before we can make a decision whether or not we wanted to do that route." – Office Manager, South San Diego County

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For the full report, please visit: myworkforceconnection.org/labor-market-information/reports/

Important Disclaimers

All representations included in this report have been produced from primary research and/or secondary review of publicly and/or privately available data and/or research reports. This study examines the most recent data available at the time of the analysis; however, data sets are updated regularly and may not be consistent with previous reports. Efforts have been made to qualify and validate the accuracy of the data and the report findings; however, neither the Centers of Excellence for Labor Market Research (COE), COE host district, nor California Community Colleges Chancellor's Office are responsible for the applications or decisions made by individuals and/or organizations based on this study or its recommendations.

