

Child Care & Early Education

RESEARCH CONNECTIONS

<http://www.researchconnections.org>

Child Care and Early Education for Lesbian, Gay, Bisexual, and Transgender (LGBT) Families: Research-to-Policy Resources

The early care and education (ECE) system serves a diverse range of families from many different backgrounds, structures, and capacities. [There are varying estimates](#), but between 2 and 4 percent of American adults identify as LGBT, and this percentage [has grown](#) over the past five years. In 2016, Gallup estimated that [nearly 2 million Americans](#) were in same-sex marriages or were living with a same-sex partner. [Estimates](#) based on 2011 American Community Survey data indicate that the number of children under 18 being raised by an LGBT parent ranges from 2 to 4 million, with approximately 200,000 being raised by same-sex couples. [Analyses](#) of 2013 National Health Interview Survey data yield similar estimates.

In recognition that working with this growing population presents special considerations for providers, the [National Center on Parent, Family and Community Engagement](#), which is part of the U.S. Department of Health and Human Services' Administration for Children and Families [early childhood training and technical assistance system](#), produced a [resource series](#) to help ECE programs build strong relationships with LGBT parents and families.

This Research-to-Policy Resource List compiles empirical research on American LGBT families' experiences with ECE and providers' experiences and preparation for working with LGBT families. The three reviews that begin the list summarize the research literature published through 2012. The remaining resources on the list include the research literature published after the period covered by those reviews. They have been divided into those that focus on LGBT families and those that focus on providers.



Reviews of Research Conducted Prior to 2012

- [Early childhood educators working with children who have lesbian, gay, bisexual and transgender parents: What does the literature tell us?](#)
- [Homophobia, sexism, and early childhood education: A review of the literature](#)
- [Lesbian and gay parents in early childhood settings: A systematic review of the research literature](#)

Research Published since 2012 on the ECE Experiences of LGBT Families

- [Lesbian, gay, and heterosexual adoptive parents' perceptions of inclusivity and receptiveness in early childhood education settings](#)
- [Lesbian, gay, and heterosexual adoptive parents' experiences in preschool environments](#)
- [Parent-school relationships and young adopted children's psychological adjustment in lesbian-, gay-, and heterosexual-parent families](#)
- [Preschool selection considerations and experiences of school mistreatment among lesbian, gay, and heterosexual adoptive parents](#)
- [Struggling to move beyond acknowledgment: Celebrating gay and lesbian families in preschool environments](#)

Research Published since 2012 on ECE Provider Perspectives on Serving LGBT Families

- ["The changers and the changed": Preparing early childhood teachers to work with lesbian, gay, bisexual, and transgender families](#)
- [Early childhood administrators' attitudes and experiences in working with gay- and lesbian-parented families](#)
- [Examining preschool teachers' attitudes, comfort, action orientation and preparation to work with children reared by gay and lesbian parents](#)
- [Gay and lesbian families in the early childhood classroom: Evaluation of an online professional development course](#)
- [School social work and early childhood student's attitudes toward gay and lesbian families](#)
- [Struggling to move beyond acknowledgment: Celebrating gay and lesbian families in preschool environments](#)

Prepared by: Daniel Ferguson

Last updated: May 2018

Research Connections is a partnership between the National Center for Children in Poverty at the Mailman School of Public Health, Columbia University, and the Interuniversity Consortium for Political and Social Research at the Institute for Social Research, the University of Michigan, supported by a grant from the Office of Planning, Research and Evaluation in the Administration for Children and Families, U.S. Department of Health and Human Services. Contents are solely the responsibility of the authors and do not necessarily represent the official views of the Office of Planning, Research and Evaluation, the Administration for Children and Families, or the U.S. Department of Health and Human Services.