

Child Care & Early Education

RESEARCH CONNECTIONS

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Understanding the Early Care and Education Workforce: Research-to-Policy Resources

Two recent reports from the National Academies of Sciences, Engineering, and Medicine—[Transforming the Workforce for Children Birth through Age 8](#) and [Transforming the Financing of Early Care and Education](#)—summarize the research evidence supporting the strong connection between children’s development and the knowledge and competencies of the early care and education workforce. At the policy level, this connection is reflected in increased federal attention to quality improvement activities, including professional development and training within the reauthorization of the Child Care and Development Block Grant Act of 2014 (CCDBG) and professional development and coaching requirements specified in the 2016 Head Start Program Performance Standards.

While recognizing the critical role that early care and education providers play in supporting children’s development, researchers and policymakers encounter challenges in accurately representing the size and characteristics of the workforce ([Whitebook, McLean, & Austin, 2018](#)). One problem has been measuring the workforce with sufficient clarity and consistency. For example, the definitions for early care and education workers in the [2018 Standard Occupational Classification system](#) (which is used by the federal government to classify workers into jobs and occupations), do not take into account the fact that many workers in the field provide basic care and supervision while also supporting children’s learning. Utilizing these classifications thus oversimplifies the workload of early care and education providers, and can lead to inaccurate representation of providers’ roles in supporting children’s development ([Workgroup on the Early Childhood Workforce and Professional Development, 2016](#)).



Over the past 15 years, a number of other methods have been utilized to catalog and define the early care and education the workforce ([Bruenig, Brandon, and Maher, 2003](#); [Institute of Medicine & National Research Council, 2012](#); [Maher et al., 2003](#)). Most recently, in 2012 the Office of Planning, Research and Evaluation in the Administration for Children and Families funded the [National Survey of Early Care and Education \(NSECE\)](#), which will be conducted again in 2019. The 2012 NSECE provided a nationally representative picture of individuals who provide early care and education services for children from birth through age five across center- and home-based settings.

When considered broadly, this body of work can inform a richer understanding of the groups and variations in the early care and education workforce and links to children's development. This understanding, in turn, may lead to identification of effective pathways to quality improvement through education and professional development opportunities for providers. Further, as [Whitebook et al. \(2018\)](#) note, without accurate data resources to support the workforce may not be deployed in the communities where they are needed most.

This bibliography offers a comprehensive list of published research on the size and characteristics of the early care and education workforce. To be included, a publication:

- Must describe features of the early care and education workforce, such as: size; demographic characteristics; wages, compensation, and benefits; experience, education, training and professional development; and retention and turnover;
- Must be intended to cover a particular geographic area, such as the nation, a region, state, county, or city; and
- Can cover the early care and education workforce as a whole, or a particular segment of it, such as Head Start, state prekindergarten, family child care, or after school.

To support exploration of issues of state-level interest, this bibliography is organized by the publications' geographic scope. National and multistate studies appear first, with publications organized by the dataset analyzed in the research. Next are fifty-state studies, which include publications that present separate information on the workforce in each state. State and local studies are last, organized by state.

If you know of early care and education workforce studies not included in this list, please contact us at contact@researchconnections.org.

National and Multistate Studies

50-State Studies

State and Local Studies

<u>Alabama</u>	<u>Hawaii</u>	<u>Massachusetts</u>	<u>New Mexico</u>	<u>South Dakota</u>
<u>Alaska</u>	<u>Idaho</u>	<u>Michigan</u>	<u>New York</u>	<u>Tennessee</u>
<u>Arizona</u>	<u>Illinois</u>	<u>Minnesota</u>	<u>North Carolina</u>	<u>Texas</u>
<u>Arkansas</u>	<u>Indiana</u>	<u>Mississippi</u>	<u>North Dakota</u>	<u>Utah</u>
<u>California</u>	<u>Iowa</u>	<u>Missouri</u>	<u>Ohio</u>	<u>Vermont</u>
<u>Colorado</u>	<u>Kansas</u>	<u>Montana</u>	<u>Oklahoma</u>	<u>Virginia</u>
<u>Connecticut</u>	<u>Kentucky</u>	<u>Nebraska</u>	<u>Oregon</u>	<u>Washington</u>
<u>Delaware</u>	<u>Louisiana</u>	<u>Nevada</u>	<u>Pennsylvania</u>	<u>West Virginia</u>
<u>District of Columbia</u>	<u>Maine</u>	<u>New Hampshire</u>	<u>Rhode Island</u>	<u>Wisconsin</u>
<u>Florida</u>	<u>Maryland</u>	<u>New Jersey</u>	<u>South Carolina</u>	<u>Wyoming</u>
<u>Georgia</u>				

National and Multistate Studies

Mayfield, W. A. (n.d.). [2012 Workforce Dataset: A review of workforce trends](#). Washington, DC: National Registry Alliance.

Mayfield, W. A. (2016). [National Workforce Registry Alliance 2015 dataset report: Early childhood workforce characteristics](#). Washington, DC: National Workforce Registry Alliance.

Mayfield, W. A. (2017). [National Workforce Registry Alliance: Executive summary of the 2017 dataset report for the early childhood workforce](#). Washington, DC: National Workforce Registry Alliance.

Saluja, G., Early, D., & Clifford, R. M. (2002). [Demographic characteristics of early childhood teachers and structural elements of early care and education in the United States](#). *Early Childhood Research & Practice*, 4(1).

United States. Department of Education., & United States. Department of Health and Human Services. (2016). [High-quality early learning settings depend on a high-quality workforce: Low compensation undermines quality](#). Washington, DC: U.S. Department of Education.

Weiss, E., & Brandon, R. N. (2010). [The economic value of the U.S. early childhood sector](#). Washington, DC: Partnership for America's Economic Success.

Whitebook, M., McLean, C., & Austin, L. E. (2016). [Early Childhood Workforce Index 2016](#). Berkeley: University of California, Berkeley, Center for the Study of Child Care Employment.

Whitebook, M., McLean, C., Austin, L. E., & Edwards, B. (2018). [Early Childhood Workforce Index 2018](#). Berkeley: University of California, Berkeley, Center for the Study of Child Care Employment.

American Community Survey (ACS)

Bassok, D., Fitzpatrick, M. D., & Loeb, S. (2011). [Disparities in child care availability across communities: Differential reflection of targeted interventions and local demand](#). Stanford, CA: Stanford University, Center for Education Policy Analysis. [ACS, Census]

Park, M., McHugh, M., Zong, J., & Batalova, J. (2015). [Immigrant and refugee workers in the early childhood field: Taking a closer look](#). Washington, DC: Migration Policy Institute. [ACS]

United States. Government Accountability Office. (2012). [Early child care and education: HHS and Education are taking steps to improve workforce data and enhance worker quality. \(GAO-12-248\)](#). Washington, DC: U.S. Government Accountability Office. [ACS, PIR]

American Indian and Alaska Native Head Start Family and Child Experiences Survey (AI/AN FACES)

Bernstein, S., Malone, L. M., Klein, A., Bush, C., Feeney, K., Reid, M., Lukashanets, S., & et al. (2018). [Descriptive data on Region XI Head Start children and families: AI/AN FACES fall 2015-spring 2016 data tables and study design. \(OPRE Report 2018-26\)](#). Washington, DC: U.S. Administration for Children and Families, Office of Planning, Research and Evaluation.

Census

Bassok, D., Fitzpatrick, M. D., & Loeb, S. (2011). [Disparities in child care availability across communities: Differential reflection of targeted interventions and local demand](#). Stanford, CA: Stanford University, Center for Education Policy Analysis. [ACS, Census]

Cost, Quality and Child Outcomes in Child Care Centers Study (CQO)

Helburn, S. W., Culkin, M. L., Morris, J. R., Mocan, H., Howes, C., Phillipsen, L. C., Bryant, D. M., & et al. (1995). [Cost, quality, and child outcomes in child care centers: Public report](#). Denver: University of Colorado at Denver, Department of Economics. [CQO]

Helburn, S. W., Culkin, M. L., Morris, J. R., Mocan, H., Howes, C., Phillipsen, L. C., Cryer, D., & et al. (1995). [Cost, quality and child outcomes in child care centers: Technical report](#). University of Colorado at Denver, Center for Research in Economic and Social Policy. [CQO]

Current Population Survey (CPS)

Bassok, D., Fitzpatrick, M. D., Loeb, S., & Paglayan, A. S. (n.d.). [The early childhood care and education workforce from 1990 through 2010: Changing dynamics and persistent concerns](#). Stanford, CA: Stanford University, Center for Education Policy Analysis. [CPS]

Bassok, D., Fitzpatrick, M. D., Loeb, S., & Paglayan, A. S. (2012). [The early childhood care and education workforce from 1990 through 2010: Changing dynamics and persistent concerns. \(CEPWC Working Paper Series No. 5\)](#). Charlottesville: University of Virginia, Center on Education Policy and Workforce Competitiveness. [CPS]

Blau, D. M. (1992). [The child care labor market](#). *Journal of Human Resources*, 27(1), 9-39. [CPS]

Gould, E. (2015). [Child care workers aren't paid enough to make ends meet. \(EPI Issue Brief No. 405\)](#). Washington, DC: Economic Policy Institute. [CPS]

Herzenberg, S., Price, M., & Bradley, D. H. (2005). [Losing ground in early childhood education: Declining workforce qualifications in an expanding industry, 1979-2004](#). Washington, DC: Economic Policy Institute. [CPS]

Smith, K., & Baughman, R. (2007). [Low wages prevalent in direct care and child care workforce](#).

[\(Policy Brief No. 7\)](#). Durham: University of New Hampshire, Carsey Institute. [CPS]

Early Head Start Family and Child Experiences Survey (Baby FACES)

Vogel, C., Boller, K., Xue, Y., Blair, R., Aikens, N., Burwick, A., Shrago, Y., & et al. (2011). [Learning as we go: A first snapshot of Early Head Start programs, staff, families, and children: Volume I: First report. \(OPRE 2011-7\)](#). Washington, DC: U.S. Administration for Children and Families, Office of Planning, Research and Evaluation. [Baby FACES]

Vogel, C., Caronongan, P., Thomas, J., Bandel, E., Xue, Y., Henke, J., Aikens, N., & et al. (2015). [Toddlers in Early Head Start: A portrait of 2-year-olds, their families, and the programs serving them: Volume I: Age 2 report. \(OPRE Report No. 2015-10\)](#). Washington, DC: U.S. Administration for Children and Families, Office of Planning, Research and Evaluation. [Baby FACES]

Vogel, C., Caronongan, P., Xue, Y., Thomas, J., Bandel, E., Aikens, N., Boller, K., & et al. (2015). [Toddlers in Early Head Start: A portrait of 3-year-olds, their families, and the programs serving them: Volume 1: Age 3 report. \(OPRE Report 2015-28\)](#). Washington, DC: U.S. Administration for Children and Families, Office of Planning, Research and Evaluation. [Baby FACES]

Head Start Family and Child Experiences Survey (FACES)

Aikens, N., Bush, C., Gleason, P., Malone, L. M., & Tarullo, L. B. (2016). [Tracking quality in Head Start classrooms: FACES 2006 to FACES 2014: Technical report. \(OPRE Report 2016-95\)](#). Washington, DC: U.S. Administration for Children and Families, Office of Planning, Research and Evaluation. [FACES]

Aikens, N., Tarullo, L. B., Hulseley, L., Ross, C., West, J., & Xue, Y. (2010). [ACF-OPRE report: A year in Head Start: Children, families and programs](#). Washington, DC: U.S. Administration for Children and Families, Office of Planning, Research and Evaluation. [FACES]

Hulseley, L., Aikens, N., Kopack, A., West, J., Moiduddin, E. M., & Tarullo, L. B. (2011). [Head Start children, families, and programs: Present and past data from FACES. \(OPRE Report 2011-33a\)](#). Washington, DC: U.S. Administration for Children and Families, Office of Planning, Research and Evaluation. [FACES]

Moiduddin, E. M., Aikens, N., Tarullo, L. B., West, J., & Xue, Y. (2012). [Child outcomes and classroom quality in FACES 2009. \(OPRE Report 2012-37a\)](#). Washington, DC: U.S. Administration for Children and Families, Office of Planning, Research and Evaluation. [FACES]

Moiduddin, E. M., Bush, C., Manley, M., Aikens, N., Tarullo, L. B., Malone, L. M., & Lukashanets, S. (2017). [A portrait of Head Start classrooms and programs in spring 2015: FACES 2014-2015 data tables and study design. \(OPRE Report 2017-101\)](#). Washington, DC: U.S. Administration for Children and Families, Office of Planning, Research and Evaluation. [FACES]

Moiduddin, E. M., Klein, A., Tarullo, L. B., West, J., & Aikens, N. (2017). [*A portrait of Head Start programs: Findings from FACES 2009. \(OPRE Report 2017-72\)*](#). Washington, DC: U.S. Administration for Children and Families, Office of Planning, Research and Evaluation. [FACES]

O'Brien, R. W., D'Elio, M., Vaden-Kiernan, M., Magee, C., Younoszai, T., Keane, M., Connell, D. C., & et al. (2002). [*A descriptive study of Head Start families: FACES technical report I*](#). Washington, DC: U.S. Administration on Children, Youth, and Families, Commissioner's Office of Research and Evaluation. [FACES]

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Walter, M., & Lippard, C. N. (2017). [*Head Start teachers across a decade: Beliefs, characteristics, and time spent on academics*](#). *Early Childhood Education Journal*, 45(5), 693-702. [FACES]

Zill, N., Resnick, G., Kim, K., O'Donnell, K., Sorongon, A., McKey, R., Pai-Samant, S., & et al. (2003). [*Head Start FACES 2000: A whole-child perspective on program performance*](#). Washington, DC: U.S. Administration for Children and Families, Child Outcomes Research and Evaluation. [FACES]

Zill, N., Resnick, G., Kim, K., O'Donnell, K., Sorongon, A., Ziv, Y., Alva, S., & et al. (2006). [*Head Start Performance Measures Center Family and Child Experiences Survey \(FACES 2000\) technical report*](#). Washington, DC: U.S. Administration for Children and Families, Office of Planning, Research and Evaluation. [FACES]

Head Start Impact Study (HSIS)

Puma, M., Bell, S., Cook, R., & Heid, C. (2010). [*Head Start Impact Study: Final report*](#). Washington, DC: U.S. Administration for Children and Families, Office of Planning, Research and Evaluation. [HSIS]

Head Start Program Information Report (PIR)

Bassok, D. (2012). [*Raising teacher education levels in Head Start: Are there program-level tradeoffs? \(CEPWC Working Paper Series No. 3\)*](#). Charlottesville: University of Virginia, Center on Education Policy and Workforce Competitiveness. [PIR]

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Hamm, K. (2006). [More than meets the eye: Head Start programs, participants, families, and staff in 2005. \(Head Start Series Brief No. 8\)](#). Washington, DC: Center for Law and Social Policy. [PIR]

Hamm, K., & Ewen, D. (2005). [Still going strong: Head Start children, families, staff, and programs in 2004. \(Head Start Series Brief No. 6\)](#). Washington, DC: Center for Law and Social Policy. [PIR]

Hamm, K., & Ewen, D. (2006). [From the beginning: Early Head Start children, families, staff, and programs in 2004. \(Head Start Series Brief No. 7\)](#). Washington, DC: Center for Law and Social Policy. [PIR]

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[in 2003. \(Head Start Series Brief No. 5\).](#) Washington, DC: Center for Law and Social Policy. [PIR]

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Hoffmann, E., & Ewen, D. (2007). [Supporting families, nurturing young children: Early Head Start programs in 2006. \(Head Start Series Brief No. 9\).](#) Washington, DC: Center for Law and Social Policy. [PIR]

Mohan, A., & Walker, C. (2016). [Early Head Start participants, programs, families, and staff in 2014.](#) Washington, DC: Center for Law and Social Policy. [PIR]

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Walker, C. (2014). [Early Head Start participants, programs, families and staff in 2013](#). Washington, DC: Center for Law and Social Policy. [PIR]

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National Center for Early Development & Learning Multi-State Study of Pre-Kindergarten and the Study of State-Wide Early Education Programs (NCEDL)

Early, D., Barbarin, O., Bryant, D. M., Burchinal, M., Chang, F., Clifford, R. M., Crawford, G. M., & et al. (2005). [Pre-kindergarten in eleven states: NCEDL's Multi-State Study of Pre-Kindergarten and study of State-Wide Early Education Programs \(SWEEP\): Preliminary descriptive report](#). Chapel Hill, NC: National Center for Early Development & Learning. [NCEDL]

Early, D., Bryant, D. M., Pianta, R. C., Clifford, R. M., Burchinal, M., Ritchie, S., Howes, C., & et al. (2006). [Are teachers' education, major, and credentials related to classroom quality and children's academic gains in pre-kindergarten?](#) *Early Childhood Research Quarterly*, 21(2), 174-195. [NCEDL]

National Child Care Staffing Study (NCCSS)

Howes, C., Whitebook, M., & Phillips, D. A. (1992). [Teacher characteristics and effective teaching in child care: Findings from the National Child Care Staffing Study](#). *Child & Youth Care Forum*, 21(6), 399-414. [NCCSS]

Whitebook, M., Howes, C., & Phillips, D. A. (1990). [Who cares?: Child care teachers and the quality of care in America](#). Washington, DC: Center for the Child Care Workforce. [NCCSS]

Whitebook, M., Howes, C., & Phillips, D. A. (1998). [Worthy work, unlivable wages: The National Child Care Staffing Study, 1988-1997](#). Washington DC: Center for the Child Care Workforce. [NCCSS]

Whitebook, M., Phillips, D. A., & Howes, C. (1993). [The National Child Care Staffing Study: Revisited four years in the life of center-based child care](#). Washington, DC: Center for Child Care Workforce. [NCCSS]

National Household Education Survey (NHES)

Burton, A., Whitebook, M., Young, M., Bellm, D., Wayne, C., Brandon, R. N., & Maher, E. J. (2002). [Estimating the size and components of the U.S. child care workforce and caregiving population: Key findings from the child care workforce estimate: Preliminary report](#). Washington, DC: Center for the Child Care Workforce. [NHES]

National Prekindergarten Study (NPS)

Gilliam, W. S., & Marchesseault, C. M. (2005). [From capitol to classrooms, policies to practice: State-funded prekindergarten at the classroom level: Part 1: Who's teaching our youngest students?: Teacher education and training, experience, compensation and benefits, and assistant teachers](#). New Brunswick, NJ: National Institute for Early Education Research. [NPS]

National Survey of Early Care and Education (NSECE)

Greenberg, E., Healy, O., & Derrick-Mills, T. (2018). [Assessing quality across the center-based early care and education workforce: Evidence from the National Survey of Early Care and Education](#). Washington, DC: Urban Institute. [NSECE]

Guzman, L., Hickman, S., Turner, K., & Gennetian, L. A. (2018). [Who is caring for Latino children?: The characteristics of early care and education teachers and caregivers serving a high proportion of Hispanic children. \(Publication No. 2018-24\)](#). Bethesda, MD: National Research Center on Hispanic Children & Families.

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DC: U.S. Administration for Children and Families, Office of Planning, Research and Evaluation. [NSECE]

Madill, R., Halle, T., Gebhart, T., & Shuey, E. (2018). [Supporting the psychological well-being of the early care and education workforce: Findings from the National Survey of Early Care and Education. \(OPRE Report No. 2018-49\)](#). Washington, DC: U.S. Administration for Children and Families, Office of Planning, Research and Evaluation.

National Survey of Early Care and Education Project Team. (2013). [Number and characteristics of early care and education \(ECE\) teachers and caregivers: Initial findings from the National Survey of Early Care and Education \(NSECE\). \(NSECE Research Brief, OPRE Report 38\)](#). Washington, DC: U.S. Administration for Children and Families, Office of Planning, Research and Evaluation. [NSECE]

National Survey of Early Care and Education Project Team. (2015). [Who is providing home-based early care and education?. \(OPRE Report No. 2015-43\)](#). Washington, DC: U.S. Administration for Children and Families, Office of Planning, Research and Evaluation. [NSECE]

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Profile of Child Care Settings (PCCS)

United States. Department of Education. Office of the Under Secretary. (1991). [A profile of child care settings: Early education and care in 1990](#). Washington, DC: U.S. Department of Education, Office of the Under Secretary. [PCCS]

Whitebook, M., Phillips, D. A., & Howes, C. (2014). [Worthy work, STILL unlivable wages: The early childhood workforce 25 years after the National Child Care Staffing Study](#). Berkeley: University of California, Berkeley, Center for the Study of Child Care Employment. [NSECE, PCCS, PIR]

50-State Studies

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*Prepared by: Daniel Ferguson
Last updated: September 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.