Early Childhood Workforce Studies

This resource was prepared for a Race to the Top – Early Learning Challenge (RTT-ELC) State in response to a request for information about States that have conducted workforce studies. States have conducted these studies in order to better understand the make-up and credentials of the workforce, as well as the environmental conditions, such as benefits, compensation and turnover rates among the early learning workforce. Information and data from these studies will help States with policy discussions, enable responsible decision making, and support work at the systems level that will develop a stronger workforce and ultimately higher quality early education for young children.

This response includes information about the recent Workforce studies in six States and one locality. It includes a description of each study and information about who conducted the study and how the State intends to use the study. This resource also includes information about conducting workforce studies, Federal resources related to the early care and education workforce, and about a national organization that addresses workforce issues.

ELC TA identified recent early childhood workforce studies from six States (Colorado, Indiana, Kansas, North Carolina, Vermont, and Wisconsin) and the city of Philadelphia. In five of the six States (Colorado, Indiana, Kansas, North Carolina, and Wisconsin), as well as Philadelphia, research was conducted by an organization or university within the State or locality.

Vermont was the only one of the six entities in this report that mentioned issuing a national Request for Proposals and selected a national research organization to conduct their study. Indiana used a statewide organization that adapted survey tools that were based on Child Care Services Association’s child care workforce study instruments.

State and Local Workforce Studies

Colorado

In their 2016 research study, Leadership: Leading Colorado’s Early Care and Education Workforce, Qualistar sought to better understand those early care and education professionals in leadership and administrative positions responsible for directing professionals in reaching optimal child development outcomes for children statewide. The results show a picture of those professionals who identified as the owner, director and/or principal of a business and/or school serving young children. This document includes recommendations that aim to support leaders as they manage change and lead improvements to the quality, access, and affordability of services for families of young children.
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- **Who conducted the study?** Qualistar Colorado. The Women’s Foundation of Colorado provided support, feedback and partnership for this research.

- **Contact information:** Contact Qualistar Colorado Staff

- **How are they using the results?** The information will guide future policy discussions.

Related resources:
- Report Fact Sheet
- Executive Summary

**Indiana**

The [2014 Indiana Child Care Workforce Study](#), prepared by the Indiana Association for the Education of Young Children, Inc. (Indiana AEYC) is the fourth statewide survey of the early care and education workforce in Indiana. This study, conducted from October 2014–February 2015, provides comprehensive data on early care and education teachers, assistant teachers, directors, and family child care home providers working in licensed child care centers, unlicensed registered ministries, and licensed family child care homes.


- **Who conducted the study?**
  - Indiana AEYC, in cooperation with the Indiana Family and Social Services Administration, Office of Early Childhood and Out of School Learning. The Indiana Business Research Center, Kelley School of Business at Indiana University conducted the data analysis and ensured data reliability. The Lake Data Center, Inc. Wickliffe, Ohio, performed data entry services.
  - Child Care Services Association, Inc., Chapel Hill, North Carolina gave permission to modify their copyrighted child care workforce study instruments for use in this study.

- **Contact information**
  - Indiana AEYC
  - 317-356-6884 or 800-657-7577
  - executive@iaeyc.org
  - [http://www.iaeyc.org](http://www.iaeyc.org)

- **How are they using the results?**
  - The data gathered through the 2014 Indiana Child Care Workforce Study provides information that enables decision-makers to evaluate and plan statewide initiatives to support child care professionals and the children whom they care for and educate daily.

**Kansas**

*Who Cares for Kansas Children: 2015 Child Care Workforce Study and State Child Care Profile* (2015) examined the status of the child care workforce in Kansas and was a follow-up to the Early Education Workforce Studies completed in 2002, 2005, 2006, and 2010. These studies revealed that,
in addition to child care being a critical factor in the future success of Kansas children, the child care industry is also an important part of the Kansas economy. Related resources include:

- Early Education Workforce Study webpage
- Links to 105 individual county 2015 profiles

• **Who conducted the study?** Child Care Aware® of Kansas

• **Contact information**
  Child Care Aware® of Kansas Resource Center
  877-678-2548
  info@ks.childcareaware.org

• **How are they using the results?** Information from the research helps set priorities for building and sustaining the early childhood workforce in Kansas.

### North Carolina

*Working in Early Care & Education in North Carolina: 2015 Workforce Study*, prepared by Child Care Services Association (CCSA), reports on a statewide survey of the early care and education workforce conducted from January through September 2015. This study provides comprehensive data on teachers, assistant teachers, and directors in early care and education centers and on the licensed early care and education programs in which they work. Licensed centers include programs operated by public schools, for-profit entities, and not-for-profit entities, including Head Start. Information gathered from this study is compared to similar studies conducted by CCSA in 2014, 2011 and 2003 that provides a perspective on changes over a longer period of time. This study was made possible with funding from the Division of Child Development and Early Education, through the State's RTT-ELC Grant. In the study, Appendix B includes comprehensive discussion of the survey methodology.

• **Who conducted the study?** - Child Care Services Association

• **Contact information,**
  Child Care Services Association
  P.O. Box 901, Chapel Hill, North Carolina 27514
  919-967-3272

• **How are they using the results?** - Child Care Services Association recognizes that in order to improve an early care and education system, comprehensive, accurate data which identifies the strengths and weaknesses of the system must first be collected.

• **Related resources**
  - Child Care Services Association’s Early Childhood Workforce Studies webpage includes information workforce studies that have been conducted in North Carolina at the State and county levels.
  - Child Care Services Association’s 2015 North Carolina Child Care Workforce Study webpage provides links to regional factsheets.
Vermont

**Vermont’s Early Childhood & Afterschool Workforce: Findings from the Vermont Early Childhood & Afterschool Workforce Surveys**, released by the Vermont Department for Children and Families and funded by their RTT-ELC grant, includes information about workforce demographics, education and credentials, wages and benefits, and aspirations of Vermont’s early childhood and afterschool workforce. Supporting a knowledgeable and skilled early childhood education workforce is a key component of the RTT-ELC grant, and the Workforce Survey Project is one of several of Vermont’s efforts to understand and support the early childhood and afterschool workforce. The appendices in the Vermont report have detailed information about their methodology.

- **Who conducted the study?** - Education Development Center, Inc., under contract with Vermont Child Development Division, Department for Children and Families, Agency of Human Services
- **Contact information**
  - Julie Cadwallader Staub, Grant Director, Vermont Early Learning Challenge – Race to the Top Grants. julie.cadwalladerstaub@vermont.gov
  - Carolyn Wesley, Project Manager, Vermont Early Learning Challenge – Race to the Top Grant. carolyn.wesley@vermont.gov
- **How are they using the results?** - The survey offered evidence regarding the educational level, compensation, and retention rates of child care professionals in Vermont and identified gaps in the professional development system across the state. This information is helping Vermont chart a course to build a stronger workforce.
- **Reference to an RFP?** In summer/fall 2014, a Request for Proposals to conduct the Workforce Survey Project was announced and the project was awarded to Education Development Center, Inc. (EDC).

Wisconsin

**Wisconsin’s Child Care Workforce: Wages, Benefits, Education and Turnover of the Professionals Working with Wisconsin’s Youngest Children** focuses on teachers and assistant teachers working at child care centers and self-employed family child care providers throughout the State. It draws on a 2015 survey developed and conducted by the Survey Center at the University of Wisconsin-Madison (UWSC) and the Center on Wisconsin Strategy (COWS), a research center also at UW-Madison.

- **Who conducted the study?** The survey was designed and administered by the University of Wisconsin Survey Center and COWS. COWS also conducted the data analysis and developed the report.
- **Contact information:**
  - Wisconsin Early Childhood Association
  - 800-783-9322
  - 414-278-9322
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- **How are they using the results?** The study documents issues that need to be addressed to build a strong system of quality child care in Wisconsin.
- **Any reference to an RFP?** No

**Philadelphia**

The Early Childhood Education Workforce Transformation Initiative’s report, *Early Childhood Education Teachers 2.0: Strategies to Transform the Profession: A Preliminary Report from the Early Childhood Education Workforce Transformation Initiative*, set out to learn more and to design strategies for realizing a teacher workforce that is fully qualified and of sufficient size to deliver quality early childhood education. Findings reveal that inadequate ECE teacher compensation is a critical barrier to teacher recruitment, preparation, retention, advancement, and effectiveness; the quality of programs, and positive child outcomes.

- **Who conducted the study?** The ECE Workforce Transformation Initiative (ECEWTI)
- **Contact information**
  
  ECEWTI is a partnership of
  
  o Delaware Valley Association for the Education of Young Children (DVAEYC), [http://www.dvaeyc.org/contact](http://www.dvaeyc.org/contact)
  
  o Montgomery Early Learning Centers (MELC), [http://melc.org/contact-us/](http://melc.org/contact-us/)
  
  o Public Health Management Corporation (PHMC) [http://www.phmc.org/site/contact-14](http://www.phmc.org/site/contact-14)

- **How are they using the results?** ECEWTI set out to learn more about the ECE workforce in Philadelphia and to design strategies for realizing a teacher workforce that is fully qualified and of sufficient size to deliver quality ECE.

**Conducting Early Childhood Workforce Studies**


  This factsheet provides guidance on conducting workforce studies that describe center-based administrators and teaching staff. It lists questions that funders should consider before conducting or funding an early childhood workforce study.


  This document provides RTT-ELC States and other States with the information they need about reliable data about their workforce.
Federal Resources Related to the Early Childhood Education Workforce


  This white paper proposes changes to the titles, definitions, and placement of the detailed occupations involving the early childhood care and education workforce in the Standard Occupational Classification. Existing problems make it difficult to know the size of this workforce and its characteristics, such as level of education and training.


  This report describes the gap in pay for early education teachers and the impact that inequity has on schools’ ability to attract and retain experienced, high-quality staff with higher levels of education. Visit the U.S. Department of Education Early Learning website for more information.


  This technical report uses data from the National Survey of Early Care and Education (NSECE) to provide nationally representative estimates of all home-based care to children ages birth through five years and not yet in kindergarten. About a million paid and an additional 2.7 million unpaid home-based providers are responsible for young children not their own for at least five hours each week.


  This report uses data from NSECE to construct nationally representative estimates of all center-based care to children birth through age five years, not yet in kindergarten. It describes center-based early care and education programs by such key characteristics as enrollment size, ages of children served, revenue sources, auspice and sponsorship, and hours of operation. It also provides national estimates of total children enrolled in these programs.
National Organizations with Information About the Early Childhood Workforce

Center for the Study of Child Care Employment (CSCCE)
510-643-8293
cscceinfo@berkeley.edu

The Center for the Study of Child Care Employment focuses on achieving comprehensive public investments that enable the early childhood workforce to deliver high-quality care and education for all children. It conducts research and policy analysis about the characteristics of those who care for and educate young children and examines policy solutions aimed at improving how our nation prepares, supports, and rewards early educators to ensure young children’s optimal development.

- The Early Childhood Workforce index provides a baseline description of early childhood employment conditions and policies on a State-by-State basis. It is divided into three topical sections: earnings and economic security; early childhood workforce policies; and family and income support policies across occupations.

The State of the Early Childhood Workforce Initiative (SECW) is an initiative of the Center for the Study of Child Care Employment. Launched in 2016, SECW is a multi-year project to spotlight the early childhood workforce. The Initiative seeks to identify and advance new strategies as well as track promising efforts to secure livable and equitable wages, supportive work environments, and educational opportunities for all early educators. SECW includes the following set of resources as well as future resources under development:

- Interactive Map
- State Profiles
- Communication Tools

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