

## Early Care and Education Research Resources: Workforce Well-being and Retention (Annotated Version)

The Child Care and Early Education Research Connections collection catalogs resources that researchers, policymakers, and other professionals find and use for child care and early education research. The items outlined in this resource list examine the retention and well-being of the early care and education (ECE) workforce. They were published between 2016 and 2022 in the United States and are categorized by research topic.

This resource list contains a sampling of the research housed in the Research Connections collection. We have provided a topical curated list of additional resources in the Research Connections library for further reading. You may find additional resources in the Research Connections library by searching for keywords such as “compensation” or “turnover” and filtering the results by Topical Classification #5, Child Care and Early Education Provider Workforce.

### Resource List Topics

Topics in this research resource include the following:

- [Compensation](#)
- [Education and professional development](#)
- [Retention and turnover](#)
- [Well-being](#)
- [Workforce data](#)
- [Workforce inequities](#)

### Compensation

**Child Care Services Association, T.E.A.C.H. Early Childhood National Center. (2020).**

[T.E.A.C.H. Early Childhood® Child Care WAGE\\$®: Annual national program report 2020–2021: Education, equity & economics: A season of change.](https://www.teachechnationalcenter.org/wp-content/uploads/2021/11/CCSA-T.E.A.C.H.-Early-Childhood-National-Center2020-2021-Annual-Report.pdf)

<https://www.teachechnationalcenter.org/wp-content/uploads/2021/11/CCSA-T.E.A.C.H.-Early-Childhood-National-Center2020-2021-Annual-Report.pdf>

“This publication provides data from the Child Care Association’s T.E.A.C.H. Early Childhood® and Child Care WAGE\$® programs for fiscal year 2020–2021. Briefly, the T.E.A.C.H. Early Childhood® program provides scholarships for early childhood educators pursuing college degrees, and the Child Care WAGE\$® program provides salary supplements based on education level to low-paid early childhood educators.”

**Dichter, H., & LiBetti, A. (2021).** [Improving child care compensation: Backgrounder 2021. Build Initiative.](https://buildinitiative.org/wp-content/uploads/2021/12/Compensation-Build Initiative) [https://buildinitiative.org/wp-content/uploads/2021/12/Compensation-Build Initiative.](https://buildinitiative.org/wp-content/uploads/2021/12/Compensation-Build Initiative)

**Backgrounder-12-13-21.pdf**

“Increasing compensation in a systematic, sustainable way, while simultaneously addressing the pressing needs of the current workforce, is a complex undertaking. And there is no one right answer for all environments: a compensation strategy that is effective in one state may set off unintended consequences when implemented elsewhere. Others may layer the same set of strategies in different ways. *Improving Child Care Compensation Backgrounder 2021* explores eight strategies for increasing early childhood workforce compensation. Each section includes an overview of the strategy and considerations for its use, as well as profiles or examples of how states and municipalities have developed and implemented the strategy. The profiles highlight key design decisions that a state, municipality, or Tribe would have to grapple with, addressing details as broad as method of payment and as minute as funding formula calculations.”

**Gebhart, T., Carlson, J., Harris, P., & Richards, D. E. (2020).** [Workforce perceptions and experiences with the Alabama early care and education salary parity policy](https://www.childtrends.org/wp-content/uploads/2020/06/FCD-Alabama-Brief_ChildTrends_June2020.pdf). *Child Trends*. [https://www.childtrends.org/wp-content/uploads/2020/06/FCD-Alabama-Brief\\_ChildTrends\\_June2020.pdf](https://www.childtrends.org/wp-content/uploads/2020/06/FCD-Alabama-Brief_ChildTrends_June2020.pdf)

“Although there has recently been an increased focus on the benefits and challenges of implementing a salary or compensation parity policy, little has been written about how these policies affect the ECE workforce directly. The purpose of this brief is to describe the effect of salary parity on the experiences of pre-k teachers from community-based ECE programs in Alabama. First, we provide a brief overview of ECE parity policies and describe the salary parity policy in Alabama. Next, we describe our methodology and key takeaways from interviews with directors and lead teachers in Alabama. Several key takeaways emerged from our conversations with ECE directors and teachers in Alabama. (1) With salary parity in place, there is an increased interest among teachers in joining the ECE workforce. (2) Salary parity may also be a useful strategy for increasing workforce retention. (3) Salary parity improves teachers' economic well-being but does not include other supports that compensation parity could provide.”

**Hamer, D. (2021).** [Early childhood investments make early educator compensation more equitable and stabilize the child care sector](https://www.dcfpi.org/wp-content/uploads/2021/12/FY-2022-ECE-Toolkit.pdf). DC Fiscal Policy Institute. <https://www.dcfpi.org/wp-content/uploads/2021/12/FY-2022-ECE-Toolkit.pdf>

“The COVID-19 pandemic has left many of Washington D.C.'s early education centers underfunded and early education teachers underpaid. This brief discusses the DC Council's efforts to invest \$54 million for fiscal year 2022 in efforts to pay early education educators a more equitable salary and keep the public early education centers running.”

**Kilander, A., Garver, K. A., & Barnett, W. S. (2022).** [Unworthy wages: State-funded preschool teacher salaries and benefits](https://nieer.org/wp-content/uploads/2022/05/2021WorthyWageLeadTeacherCompensationReport.pdf). National Institute for Early Education Research. <https://nieer.org/wp-content/uploads/2022/05/2021WorthyWageLeadTeacherCompensationReport.pdf>

“For state-funded preschool programs, the compensation of teachers is a critical issue for program quality and effectiveness. If preschool programs are to attract and retain teachers comparable to those in primary schools, preschool teachers must receive comparable pay and benefits. This brief assesses compensation parity between state-funded preschool lead teachers and public school K–12 teachers. As state-funded preschool programs typically use mixed public-private delivery

systems, we separately examine compensation for preschool teachers in the public schools and in other (nonpublic) organizations (including for-profits and non-profits, some of which also offer Head Start). Data for this report are from the 2020–21 school year survey for the *State of Preschool Yearbook*.”

**Maine's Zero to Three Workgroup, & Maine Applied Research. (2022).** [State policy options for early childhood educator compensation](https://www.maine.gov/dhhs/sites/maine.gov.dhhs/files/inline-files/Final%20ECE%20Workforce%20Report%20Jan%202022.pdf). Maine's Zero to Three Workgroup; Maine Applied Research. <https://www.maine.gov/dhhs/sites/maine.gov.dhhs/files/inline-files/Final%20ECE%20Workforce%20Report%20Jan%202022.pdf>

“This report summarizes some of the most common policies that U.S. states have used for many years to increase compensation of ECE professionals: tax credits, wage supplements, and education awards. Its purpose is to create a common foundation of understanding for policymakers and stakeholders working on this issue. By design, this report is thorough but succinct. Each section has suggestions of further reading for those seeking additional information.”

**National Head Start Association. (2022).** [Confronting Head Start's workforce crisis](https://nhsa.org/wp-content/uploads/2022/05/2022.05-Workforce-Brief.pdf). <https://nhsa.org/wp-content/uploads/2022/05/2022.05-Workforce-Brief.pdf>

“The Head Start and Early Head Start workforce is in crisis. Chronic low compensation, challenging job conditions, and better opportunities with employers who pay more are combining to create a vortex of spiraling need that demands immediate action.”

**National Center on Program Management and Fiscal Operations. (n.d.).** [Wage comparability: A guide for conducting a wage and fringe benefits comparability survey](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/wage-comparability-fringe-benefits-survey.pdf). U.S. Department of Health and Human Services, Administration for Children and Families. <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/wage-comparability-fringe-benefits-survey.pdf>

“A wage and fringe benefits comparability survey is an analysis of an employee compensation system in comparison to similar organizations that offer similar services and demographics. To establish and maintain high-quality program operations and services, Head Start and Early Head Start programs must attract and retain qualified personnel. Employee compensation is an important component of any program’s ability to maintain a skilled and motivated workforce. This guide assists programs to (1) Understand federal regulations related to employee compensation (2) Define what to consider before conducting a wage and fringe benefits comparability survey (3) Measure current data associated with prevailing wages and benefits within the service area against current program wages and benefits (4) Analyze the impact of the current wage structure against program staff recruitment, retention, and quality of service (5) Improve efforts to attract and retain qualified program staff (6) Develop and implement a process to measure the impact of wage and benefit on overall program quality.”

**University of Texas at Austin, Child and Family Research Partnership, Prenatal-to-3 Policy Impact Center. (2022).** [Prenatal-to-3 policy clearinghouse evidence review: Child care workforce compensation \(ER 14B.0122\)](https://pn3policy.org/wp-content/uploads/2022/01/ER.14B.0122_ChildCareWorkforceCompensation.pdf). [https://pn3policy.org/wp-content/uploads/2022/01/ER.14B.0122\\_ChildCareWorkforceCompensation.pdf](https://pn3policy.org/wp-content/uploads/2022/01/ER.14B.0122_ChildCareWorkforceCompensation.pdf)

“This evidence review began with a broad search of all literature related to the policy and its impacts on child and family wellbeing during the prenatal-to-3 period. First, we identified and

collected relevant peer-reviewed academic studies as well as research briefs, government reports, and working papers, using predefined search parameters, keywords, and trusted search engines. From this large body of work, we then singled out for more careful review those studies that endeavored to identify causal links between the policy and our outcomes of interest, taking into consideration characteristics such as the research designs put in place, the analytic methods used, and the relevance of the populations and outcomes studied. We then subjected this literature to an in-depth critique and chose only the most methodologically rigorous research to inform our conclusions about policy effectiveness. All studies considered to date for this review were released on or before November 12, 2021.”

**Winter, P., & Mena, C. (2018).** [Workplace connections: Gender equity, family-friendly policies, and early childhood care and education](http://www.bayareaeconomy.org/files/pdf/WorkplaceConnectionsWeb.pdf). Bay Area Council Economic Institute. <http://www.bayareaeconomy.org/files/pdf/WorkplaceConnectionsWeb.pdf>

“Employees and their families—regardless of their incomes—should be able to access services and benefits that allow them to prosper. The positive outcomes of implementing family-friendly policies such as paid parental leave and support for affordable early childhood care and education are immense, and continued delay in enacting changes to provide these supports ultimately hurts both businesses and families. Businesses and policymakers need to make it a priority to implement both private-sector practices and public policies that support employees in managing the competing demands of work and family.”

Explore more [resources on workforce compensation in this curated list](#) from Research Connections.

## Education and Professional Development

**Child Care Services Association, T.E.A.C.H., Early Childhood National Center. (2021).** [Affordability, accessibility, support and compensation: Higher education and the early childhood workforce](https://www.childcareservices.org/wp-content/uploads/Policy-Brief-Affordability-Accessibility-Support-and-Compensation-Higher-Education-and-the-Early-Childhood-Workforce.pdf). <https://www.childcareservices.org/wp-content/uploads/Policy-Brief-Affordability-Accessibility-Support-and-Compensation-Higher-Education-and-the-Early-Childhood-Workforce.pdf>

“This policy brief describes key components of the T.E.A.C.H. Early Childhood® scholarship program, which supports higher education, professional development, and training of early childhood educators. By integrating employers, employees, and colleges/universities, the program provides scholarship aid, college credits and degrees, counseling support, commitment to the employer, and compensation improvements. Federal and state policy recommendations for funding the program are presented.”

**First Five Years Fund. (n.d.).** [Strengthening the early learning workforce with apprenticeships](https://www.ffyf.org/wp-content/uploads/2019/07/FFYF_Apprenticeships_7_2019.pdf). [https://www.ffyf.org/wp-content/uploads/2019/07/FFYF\\_Apprenticeships\\_7\\_2019.pdf](https://www.ffyf.org/wp-content/uploads/2019/07/FFYF_Apprenticeships_7_2019.pdf)

“Well-qualified early childhood educators are a vital component to providing high-quality early learning and care opportunities for children from birth through age five. As policymakers have come to recognize the importance of these opportunities, state and federal laws have increased credentialing requirements for educators, which helps improve overall quality but can also make it more difficult to recruit and retain qualified teachers, particularly in low income and rural communities where qualified educator shortages are already pronounced. To address this issue,

some states have instituted early childhood education (ECE) registered apprenticeship programs. The apprenticeship model overlays well with the early childhood delivery system, providing on-the-job learning opportunities that feature a lead teacher to mentor and support less experienced staff who could be trained to become lead teachers or more effective support personnel. In this way, ECE apprenticeship programs provide an accessible way for educators to acquire the knowledge and skills they need, along a pathway to the credential or degree needed to advance their career.”

**Griffin, A., Robinson, S., Dixon, D., Gillispie, C., Hogan, L., & Recio, L. (2019).** [Increasing qualifications, centering equity: Experiences and advice from early childhood educators of color](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/our-work/public-policy-advocacy/increasing_qualifications_centering_equity.pdf). National Association for the Education of Young Children; Education Trust (American Association for Higher Education).  
[https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/our-work/public-policy-advocacy/increasing\\_qualifications\\_centering\\_equity.pdf](https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/our-work/public-policy-advocacy/increasing_qualifications_centering_equity.pdf)

“The NAEYC and Education Trust collaborated to research how educators of color are impacted by new policies that increase education requirements for the early childhood workforce. Focus groups of Latino and Black early childhood educators in New Jersey, North Carolina, and Wisconsin were questioned about how the policies have affected their career paths, the accessibility of higher education, the value of additional professional development, and the compensation concerns associated with the requirements. Policy recommendations are presented.”

**Hanno, E. C., McCoy, D. C., Sabol, T. J., & Gonzalez, K. E. (2021).** [Early educators' collective workplace stress as a predictor of professional development's impacts on children's development](https://doi.org/10.1111/cdev.13566). *Child Development*, 92(3), 833–843. <https://doi.org/10.1111/cdev.13566>

“Although professional development is widely used to improve the impacts of early childhood education, little is known about the conditions under which such interventions promote child outcomes. This study applies newly developed methods for quantifying intervention impact heterogeneity to understand whether educators’ collective workplace stress moderates professional development’s impacts on children’s language and literacy skills, executive functioning, and learning behaviors. Within a sample of 406 children from the National Center for Research on Early Childhood Education Professional Development Study (Mage = 4.17; 50% female; 50% Black, 32% Latinx, 11% White), professional development positively impacted child outcomes in centers where educators collectively reported high workplace stress but negatively impacted child outcomes in centers where educators collectively reported low workplace stress.”

**National Center on Early Childhood Development, Teaching, and Learning. (n.d.).** [Early childhood workforce: Career pathway goals and strategies for developing, improving, and evaluating higher education articulation agreements](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/early-childhood-workforce-articulation-strategies.pdf).  
<https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/early-childhood-workforce-articulation-strategies.pdf>

“As the Institute of Medicine and National Research Council report *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation* (2015) has noted, the work of educating young children is complex and ‘just when children would benefit most from high-quality experiences that build on each other consistently over time, the systems with which they interact are fragmented’ (p. 1). That fragmentation can become evident during work on early education career pathways and related articulation agreements. The report offers two recommendations that can guide this work. Recommendation 1: Strengthen competency-based qualification requirements for all care and education professionals working with children from birth through age 8. Recommendation 2: Develop and implement comprehensive pathways and multiyear timelines at the individual, institutional, and policy levels for transitioning to a minimum bachelor’s degree qualification requirement, with specialized knowledge and competencies, for all lead educators

working with children from birth through age 8. (Institute of Medicine and National Research Council, 2015, p. 6).”

**Power to the Profession National Task Force. (2020).** [Unifying framework for the early childhood education profession](http://powertotheprofession.org/wp-content/uploads/2020/03/Power-to-Profession-Framework-03312020-web.pdf). National Association for the Education of Young Children. <http://powertotheprofession.org/wp-content/uploads/2020/03/Power-to-Profession-Framework-03312020-web.pdf>

“Power to the Profession is a national collaboration to define the early childhood education profession, birth through age 8, across states and settings, by establishing a framework for career pathways, preparation, competencies, responsibilities, and compensation. The Unifying Framework—this document—is the result of this multiyear, professionalized effort. It is based on the recommendations from the series of eight Power to the Profession Decision Cycles; references the full Decision Cycle documents as sources; and demonstrates how they all come together to advance a unified, diverse, equitable, and effective early childhood education profession.”

**Power to the Profession National Task Force. (2020).** [Unifying framework for the early childhood education profession: Executive summary](http://powertotheprofession.org/wp-content/uploads/2020/03/Power-to-Profession-Framework-exec-summary-03082020.pdf). National Association for the Education of Young Children. <http://powertotheprofession.org/wp-content/uploads/2020/03/Power-to-Profession-Framework-exec-summary-03082020.pdf>

“Building on the charge in the National Academy of Medicine's seminal report, *Transforming the Workforce for the Children Birth Through Eight*, and in partnership with a diverse range of stakeholders and thousands of educators, advocates, and allies, 15 national organizations established the Power to the Profession initiative. The goal: Establish unity and clarity around the career pathways, knowledge and competencies, qualifications, standards, accountability, supports, and compensation to define the early childhood education profession across all states and settings.”

**Sandstrom, H., Casas, M., Willenborg, P., Lou, C., & Greenberg, E. (2022).** [Early educators' virtual training experiences and preferences during the COVID-19 pandemic: Findings from the District of Columbia Child Care Policy Research Partnership](https://www.urban.org/sites/default/files/2022-05/Early%20Educators%E2%80%99%20Virtual%20Training%20Experiences%20and%20Preferences%20during%20the%20COVID-19%20Pandemic.pdf). Urban Institute. <https://www.urban.org/sites/default/files/2022-05/Early%20Educators%E2%80%99%20Virtual%20Training%20Experiences%20and%20Preferences%20during%20the%20COVID-19%20Pandemic.pdf>

“This brief presents findings from a survey of early educators in the District of Columbia on their training needs and experiences during the pandemic. Data were collected in spring 2020, about one year after the pandemic hit, as part of the larger DC Child Care Policy Research Partnership Study with DC’s Office of the State Superintendent of Education (box 1). The survey set out to answer the following key questions on training: What were early educators’ virtual training experiences in the previous year? What was the level of participation over time? What topics were most common and when? On which topics do early educators feel like they need more training and support? What are early educators’ preferred methods for receiving training?”

**University of Texas at Austin, Child and Family Research Partnership, Prenatal-to-3 Policy Impact Center. (2022).** [Prenatal-to-3 policy clearinghouse evidence review: Child care workforce qualifications](https://pn3policy.org/wp-content/uploads/2020/07/ER.0920.015A_ChildCareWorkforceQualifications.pdf) (ER 0920.015A). [https://pn3policy.org/wp-content/uploads/2020/07/ER.0920.015A\\_ChildCareWorkforceQualifications.pdf](https://pn3policy.org/wp-content/uploads/2020/07/ER.0920.015A_ChildCareWorkforceQualifications.pdf)

“This evidence review began with a broad search of all literature related to the policy and its impacts on child and family well-being during the prenatal-to-3 period. First, we identified and

collected relevant peer-reviewed academic studies as well as research briefs, government reports, and working papers, using predefined search parameters, keywords, and trusted search engines. From this large body of work, we then singled out for more careful review those studies that endeavored to identify causal links between the policy and our outcomes of interest, taking into consideration characteristics such as the research designs put in place, the analytic methods used, and the relevance of the populations and outcomes studied. We then subjected this literature to an in-depth critique and chose only the most methodologically rigorous research to inform our conclusions about policy effectiveness. All studies considered to date for this review were released on or before March 31, 2020.”

Explore more [resources on workforce professional development and education in this curated list](#) from Research Connections.

## Retention and Turnover

**Afterschool Alliance. (2022).** [Where did all the afterschool staff go?: A special brief on afterschool staffing challenges from the fall 2021 Afterschool in the Time of COVID-19 survey.](http://afterschoolalliance.org/documents/Afterschool-COVID-19-Wave-6-Brief.pdf) <http://afterschoolalliance.org/documents/Afterschool-COVID-19-Wave-6-Brief.pdf>

“In the new Afterschool in the Time of COVID-19 survey, conducted by Edge Research between Nov. 1 and Dec. 13, 2021, prior to the Omicron variant sweeping across the United States, the top two concerns among afterschool providers are finding staff to hire or staffing shortages and maintaining staff levels through health concerns and safety protocols. And while staffing challenges are not a new issue for the afterschool field, this survey confirms that now, more than ever, staffing is impacting the ability of providers to meet the needs of the children and families they serve.”

**Bassok, D., Doromal, J. B., Michie, M., & Wong, V. C. (2021).** [The effects of financial incentives on teacher turnover in early childhood settings: Experimental evidence from Virginia.](https://vecf.org/wp-content/uploads/2021/12/6de6fd54-e921-4c88-a452-ad7cabccc362.pdf) **University of Virginia, EdPolicyWorks.** <https://vecf.org/wp-content/uploads/2021/12/6de6fd54-e921-4c88-a452-ad7cabccc362.pdf>

“Despite the growing use of public dollars for early educator financial incentives, there are few rigorous studies on whether they can reduce teacher turnover. This report summarizes findings from an evaluation of a unique financial incentive program for early educators launched in Virginia in 2019. The evaluation provides the first-ever experimental evidence on whether offering financial incentives to early educators—in this case, up to \$1,500 if they continued to teach at their sites—led to reductions in turnover. We found pronounced effects on teacher turnover, particularly among child care teachers.”

**Bellows, L., Bassok, D., & Markowitz, A. J. (2021).** [Teacher turnover in early childhood education: Longitudinal evidence from the universe of publicly-funded programs in Louisiana](https://files.elfsightcdn.com/022b8cb9-839c-4bc2-992e-cefccb8e877e/11dfbeb8-c361-448e-9bbc-e4c63cc11635.pdf) (EdWorkingPaper No. 21-453). **Brown University, Annenberg Institute.** <https://files.elfsightcdn.com/022b8cb9-839c-4bc2-992e-cefccb8e877e/11dfbeb8-c361-448e-9bbc-e4c63cc11635.pdf>

“This paper provides a longitudinal examination of teacher turnover across all publicly funded, center-based early childhood sites in Louisiana. We follow 4,465 early educators teaching in fall 2016 up to seven times through the fall of 2019. We provide the first statewide estimates of within-year turnover in ECE, as well as the first statewide study tracking turnover rates in ECE over multiple years. We find high within-year turnover: about 10% of teachers observed in the fall are

not teaching the following spring. We also show that over 60% of fall 2016 teachers are no longer teaching at the same site in fall 2019. Turnover is particularly high among child care teachers, teachers of toddlers, and new teachers.”

**Bors, A., & Turner, J. (2020).** [Leaving the classroom: Addressing the crisis of NC's early childhood educator turnover](#). Child Care Services Association. [https://www.childcareservices.org/wp-content/uploads/2020/02/CCSA\\_2020\\_TchrTurnover\\_Brief\\_Final\\_Interactive-FINAL.pdf](https://www.childcareservices.org/wp-content/uploads/2020/02/CCSA_2020_TchrTurnover_Brief_Final_Interactive-FINAL.pdf)

“In the spring of 2019, as part of the Workforce Study data gathering, CCSA had the opportunity to solicit information from a group of former early childhood educators about their reasons for leaving their birth to five classrooms. This became possible when CCSA emailed a five-question survey to more than 35,000 individuals who had expressed interest in working in an early childhood classroom and had email addresses on file at the North Carolina Division of Child Development and Early Education (DCDEE). In addition, DCDEE had another list of approximately 35,000 people without email addresses, so CCSA made an attempt to reach them by telephone to ask the five-question survey. A total of 10,484 individuals responded to the survey with 3,013 (29%) no longer working in a birth-to-five classroom. As a result of this non-randomized survey, CCSA was able to glean information about former early childhood educators, identify some direction for future study, and provide recommendations.”

**Herman, E. R., Breedlove, M. L., & Lang, S. N. (2021).** [Family child care support and implementation: Current challenges and strategies from the perspectives of providers](#). *Child & Youth Care Forum*, 50, 1037–1062. <https://doi.org/10.1007/s10566-021-09613-5>

“Background: Quality early childhood education (ECE) sets the foundation for children’s healthy development. Families make choices regarding the ECE options available to them, and families who desire smaller, more personal, flexible, and less expensive options often select family child care (FCC) providers over center-based care. In addition, trending research in the United States indicates that there is a decline of FCC providers leading to a gap in the available resources for families. Objective: This study explored the experiences of family child care providers regarding the challenges and benefits of their profession. Methods: Two focus groups (N=27) comprised of licensed and unlicensed FCC providers were conducted to understand their perspectives on the perceived challenges and benefits of their work. Results: Using Bromer and Korfmacher’s conceptual model of high-quality support, we conducted a thematic analysis and found providers identified several challenges including feeling uncomfortable in their home, payment and scheduling issues, frustration with parents, limited resources, and role conflicts. Providers also described strategies for managing their family child care program including utilizing critical early childhood education learning strategies with children, separating personal and work spaces, using contracts, and the importance of networking with other professionals. Providers also shared benefits of FCC for the children in their care, themselves, and their own families. Conclusions: The findings align with Bromer and Korfmacher’s (2017) conceptual model and suggest a need for networking opportunities to provide information and support amongst FCC providers, improved resource sharing, more accessible funding opportunities, and the need for business training tools.”

**Lux, C. J., Noble, C., & Bird, N. R. (2022).** [Montana's early childhood educators: Recruiting and retaining an essential workforce](#). *Early Childhood Education Journal*. <https://doi.org/10.1007/s10643-022-01308-3>



“Shifting realities across the world have emphasized the need to change early childhood systems thinking. Specifically, a quality early childhood workforce was in high demand before the COVID-19 pandemic and will continue to be in demand until sustainable recruitment and retention efforts are achieved. Encouraging more professionals to enter and stay in the field of early childhood education involves building an understanding of the current workforce through analyzing the influence of age, role, education, wages, and access to incentives on career motivation. In this case study, a rich description of Montana’s early childhood workforce is presented along with recommendations to strengthen the state’s early childhood workforce systems. Results of survey and focus group data collection and analysis confirmed the pervasive compensation disparity that exists in the early childhood workforce and revealed the need for financial incentives to pursue and attain higher education degrees to help ensure the delivery of quality early childhood education. Specific recommendations for policy change include sharing the data across other state systems and with other nations for the purpose of supporting the growth and development of the early childhood workforce in the United States and beyond.”

**McCormick, K. I., McMullen, M. B., & Lee, M. S. C. (2022).** [Early childhood professional well-being as a predictor of the risk of turnover in Early Head Start & Head Start settings.](https://doi.org/10.1080/10409289.2021.1909915) *Early Education and Development*, 33(4), 567–588.  
<https://doi.org/10.1080/10409289.2021.1909915>

“Turnover is particularly worrisome in Early Head Start–Head Start (EHS-HS), where consistency in relational-care systems and stable environments are critical quality indicators. Key adults in EHS-HS settings, including teachers, administrators, specialists, and auxiliary personnel, impact young children and families by providing care, education, and essential resources. This study addressed risk of turnover (job satisfaction, intentions to remain in position or profession) in a nation-wide sample of EHS-HS professionals (N = 1,076) through the lens of early childhood professional well-being (ECPW). Research Findings: Three ECPW factors were identified: Community Belonging (CB;  $\alpha = 0.90$ ); Safety & Security (SS;  $\alpha = 0.84$ ); and Professional Identity (PI;  $\alpha = 0.76$ ). ANOVA results indicated administrators, professionals with college and graduate degrees, and those with over 20 years of experience in their settings and the field experienced the highest levels of ECPW. SEM confirmed that ECPW was predictive of risk of turnover. Practice and Policy: Results helped refine researchers’ earlier conceptualizations of ECPW. Implications of ECPW and risk of turnover in EHS-HS settings are discussed.”

**Sandstrom, H., Casas, M., Hernandez-Lepe, F., & Greenberg, E. (2022).** [Early educators' work experiences and job satisfaction: Findings from the District of Columbia Child Care Policy Research Partnership.](https://www.urban.org/sites/default/files/2022-05/Early%20Educators%E2%80%99%20Work%20Experiences%20and%20Job%20Satisfaction.pdf) Urban Institute.  
<https://www.urban.org/sites/default/files/2022-05/Early%20Educators%E2%80%99%20Work%20Experiences%20and%20Job%20Satisfaction.pdf>

“This brief shares findings from a survey of early educators working in child care facilities in the District of Columbia in 2021. The survey is part of the larger DC Child Care Policy Research Partnership with DC’s Office of the State Superintendent of Education. The brief summarizes early educators’ perspectives on various features of their programs and leadership, their job satisfaction, and their turnover intentions. The brief is part of a series sharing other survey findings, including effects of the pandemic on employment and well-being, virtual training experiences during the pandemic, and perspectives on DC’s new quality rating and improvement system (QRIS), Capital Quality. All survey respondents worked in Capital Quality–rated child care facilities.”

Sarver, S. L., Huddleston-Casas, C. A., & Wessels, R. (2020). [Elevating Nebraska's early childhood workforce: Report and recommendations of the Nebraska Early Childhood Workforce Commission](https://buffettinstitute.nebraska.edu/-/media/beci/docs/workforce-commission-report-pages-final.pdf?la=en). University of Nebraska, Buffett Early Childhood Institute. <https://buffettinstitute.nebraska.edu/-/media/beci/docs/workforce-commission-report-pages-final.pdf?la=en>

"In 2017, the Nebraska Early Childhood Workforce Commission came together to address how best to strengthen and expand Nebraska's early childhood workforce. The commission was a collaborative group of more than 40 public- and private-sector leaders representing systems that influence the overall quality and delivery of early care and education—including those involved in professional preparation and learning, early care and education delivery, and policymaking, as well as local business, philanthropic, and community leaders. The commission worked for the past three years in collaboration with others from across the state to identify the strengths and challenges of Nebraska's early childhood workforce and examine the potential of early care and education in the state."

Schaack, D., Donovan, C. V., Adejumo, T. O., & Ortega, M. (2022). [To stay or to leave: Factors shaping early childhood teachers' turnover and retention decisions](https://doi.org/10.1080/02568543.2021.1955779). *Journal of Research in Childhood Education*, 36(2), 327–345. <https://doi.org/10.1080/02568543.2021.1955779>

"This qualitative study sought to understand whether there were differences in how early childhood education (ECE) teachers who stayed in or left their jobs interpreted their job demands and resources. It also sought to understand factors that shaped teachers' turnover and retention decisions. Twenty-six teachers who worked in subsidized ECE programs that blended multiple public funding sources were interviewed, 14 of whom stayed in their jobs and 12 of whom left their jobs. We found teachers' reasons for leaving or staying were complex and took into consideration workplace and family factors. Teachers who stayed tended to share the same job frustrations as those who left, namely a misalignment between job demands and resources, but those who stayed were more willing to engage creatively in solving workplace problems. Teachers who stayed placed greater value on professional development opportunities than teachers who left, and these key job rewards factored into retention decisions. Teachers who left often felt that lacking key job resources undermined their sense of competence at being an effective teacher and viewed the psychosocial workplace climate less favorably than teachers who stayed. For many teachers, the value they placed on different job rewards was influenced by family factors."

University of Nebraska, Buffett Early Childhood Institute. (2021). [Elevating Nebraska's early childhood workforce: Report and recommendations of the Nebraska Early Childhood Workforce Commission: One-year update](https://buffettinstitute.nebraska.edu/-/media/beci/docs/one-year-update-final.pdf). <https://buffettinstitute.nebraska.edu/-/media/beci/docs/one-year-update-final.pdf>

"In this one-year update, the Nebraska Early Childhood Workforce Commission describes initiatives from January 2020–March 2021 to support their goals for improving the early childhood profession. A table is included that displays how each initiative supports one or more of the Commission's four goals, which are to increase workforce qualifications, funding, public engagement, and accountability infrastructure. The original goals and mission of the Commission are outlined in the original 2020 report, *Elevating Nebraska's Early Childhood Workforce*."

University of Nebraska, Buffett Early Childhood Institute. (2022). [Elevating Nebraska's early childhood workforce: Report and recommendations of the Nebraska Early Childhood Workforce Commission: Two-year update](https://buffettinstitute.nebraska.edu/-/media/beci/docs/workforce-commission-two-year-update.pdf). <https://buffettinstitute.nebraska.edu/-/media/beci/docs/workforce-commission-two-year-update.pdf>

“In this two-year update, the Nebraska Early Childhood Workforce Commission describes initiatives from April 2021–February 2022 to support their goals for improving the early childhood profession. A table is included that displays how each initiative supports one or more of the Commission’s four goals, which are to increase workforce qualifications, funding, public engagement, and accountability infrastructure. Additionally, the table displays how the initiatives align with similar goals of the Nebraska Early Childhood Strategic Plan, which is another statewide effort for improving access, quality, collaboration, and policy alignment in early childhood systems. The original goals and mission of the Commission are outlined in the original 2020 report, *Elevating Nebraska’s Early Childhood Workforce*.”

Explore more [resources on workforce retention and turnover in this curated list](#) from Research Connections.

## Well-Being

**Barajas-Gonzalez, R. G. (2021).** [Early care and education workforce stress and needs in a restrictive, anti-immigrant climate](#). Urban Institute.

[https://www.urban.org/sites/default/files/publication/104620/early-care-and-education-workforce-stress-and-needs-in-a-restrictive-anti-immigrant-climate\\_0.pdf](https://www.urban.org/sites/default/files/publication/104620/early-care-and-education-workforce-stress-and-needs-in-a-restrictive-anti-immigrant-climate_0.pdf)

“This descriptive study examines one specific set of sociopolitical stressors—those arising from the restrictive, anti-immigrant climate aggravated by the 2016 presidential election. The aims of this study are threefold: (1) to describe stressors the ECE workforce endures in an anti-immigrant climate, (2) to examine the association of immigration stressors with ECE workers’ well-being and perceived efficacy with children in distress, and (3) to examine school-based supports that might help mitigate the stressors that result from low wages and the hostile anti-immigrant climate.”

**Connors-Tadros, L., & DiCrecchio, N. (2019).** [The views of state early childhood education agency staff on their work and their vision for young children: Informing a legacy for young children by 2030](#). Center on Enhancing Early Learning Outcomes.

[http://ceelo.org/wp-content/uploads/2019/04/Legacy2030\\_DataBrief\\_Final.pdf](http://ceelo.org/wp-content/uploads/2019/04/Legacy2030_DataBrief_Final.pdf)

“CEELO convened a series of focus groups and conducted a national survey of state early childhood education agency staff, in partnership with the National Association of Early Childhood Specialists in State Departments of Education. Data for this report were collected from May through September 2018 in focus groups and a national survey of state early childhood education (ECE) agency staff. The report describes what we learned about state ECE agency staff. State ECE agency staff are typically white, women, 40 or older, highly educated, and have spent a number of years in the field of ECE. Although many were relatively new to their positions, predicted turnover within the next five years is high. This suggests we need to put more emphasis on succession planning and growing the field of future state early childhood policy leaders. The report further describes the complexity of state ECE agency staff work and identifies a number of factors that would enable them to better accomplish their work, including strong leadership, support around political and leadership transitions, and professional development supports to build their own skills and knowledge. State early childhood education agency staff indicated that social-emotional and mental health supports for young children and a well-qualified, well-compensated workforce were among their top policy priorities. Improving access to quality programs was the number one statistic that state early childhood education agency staff would like to see change by 2030.”

**Gebhart, T., Garrison, H., Franchett, A., Fojut, J., Richards, D. E., & Madill, R. (2020).**

**[Examining regional differences in the Arkansas early care and education workforce.](https://www.childtrends.org/wp-content/uploads/2020/06/Arkansas-Brief_ChildTrends_June2020.pdf)**  
**Child Trends.** [https://www.childtrends.org/wp-content/uploads/2020/06/Arkansas-Brief\\_ChildTrends\\_June2020.pdf](https://www.childtrends.org/wp-content/uploads/2020/06/Arkansas-Brief_ChildTrends_June2020.pdf)

“To better understand whether the geographic location of the ECE workforce might be associated with variations in well-being, Child Trends examined differences in Arkansas’s ECE workforce by region and by urbanicity. Measures of well-being were derived from a comprehensive statewide ECE workforce survey. For this study, Child Trends partnered with the University of Arkansas for Medical Sciences (UAMS). The purpose of this brief is to examine specific characteristics of the ECE workforce to see whether they vary across the state of Arkansas. The brief addresses two main questions: 1. Does the ECE workforce in Arkansas vary by region or by urbanicity with respect to what teachers and caregivers report about their well-being, the economic pressures they face, and their education levels? 2. What factors do stakeholders believe might contribute to variation in the characteristics of well-being, economic pressures, and education levels within the ECE workforce across Arkansas?”

**Hernandez-Lepe, F., Sandstrom, H., Casas, M., & Greenberg, E. (2022).** **[The pandemic’s effects on early educators’ employment and well-being: Findings from the District of Columbia Child Care Policy Research Partnership.](https://www.urban.org/sites/default/files/2022-05/The%20Pandemic%E2%80%99s%20Effects%20on%20Early%20Educators%E2%80%99%20Employment%20and%20Well-Being.pdf)** Urban Institute.  
<https://www.urban.org/sites/default/files/2022-05/The%20Pandemic%E2%80%99s%20Effects%20on%20Early%20Educators%E2%80%99%20Employment%20and%20Well-Being.pdf>

“This brief summarizes early educators’ experiences during the COVID-19 pandemic, including changes in employment and wages, supports they received, and challenges they faced. The findings come from a survey of early educators working in licensed child care facilities in the District of Columbia in early 2021. The survey is part of the larger DC Child Care Policy Research Partnership study with DC’s Office of the State Superintendent of Education. This brief is part of a series sharing other survey findings, including virtual training experiences during the pandemic, job satisfaction and workplace culture, and perspectives on DC’s new quality rating and improvement system.”

**Markowitz, A. J., & Bassok, D. (2022).** **[Understanding the wellbeing of early educators in the wake of the Coronavirus pandemic: Lessons from Louisiana.](https://doi.org/10.1016/j.ecresq.2022.05.001)** *Early Childhood Research Quarterly*, 1–48. <https://doi.org/10.1016/j.ecresq.2022.05.001>

“Relative to existing reports about early educators’ wellbeing during COVID-19, our study has several notable strengths: (1) it uses data from two time points, including a pre-pandemic survey, and therefore can capture COVID-19–related changes; (2) it allows for direct comparisons across center-based child care and school-based pre-k settings; and (3) it uses surveys with relatively high response rates that may better capture the diverse experiences of early educators than the more ad-hoc samples commonly used during COVID-19. This more precise understanding of the experiences of early educators across settings both prior to and during the COVID-19 crisis can inform policymakers and other stakeholders looking to promote stable, high-quality early learning experiences for all children.”

**Morelen, D., Najm, J., Wolff, M., & Daniel, K. (2022).** **[Taking care of the caregivers: The moderating role of reflective supervision in the relationship between COVID-19 stress and the mental and professional well-being of the IECMH workforce.](https://doi.org/10.1002/imhj.21956)** *Infant Mental Health Journal*, 43, 55–68. <https://doi.org/10.1002/imhj.21956>

“The present study examined the relationships between COVID-19–related stress, mental health and professional burnout in the infant and early child mental health (IECMH) workforce and examined reflective supervision and consultation (RSC) as a potential protective factor in the context of COVID-19–related stress. Participants included 123 adults (n=121 female, modal age range 30–39 years) in the TN IECMH workforce (mean years of experience=13.6 years) surveyed in June/July 2020. Sector representation was quite varied (home visiting, child-care, child welfare, early intervention). Results indicated the majority (63%) of the sample was caring for someone else (e.g., child or elderly person) while working at home, 46% of the sample had depression symptoms (18% in the moderate-severe range), and 75% of the sample had anxiety symptoms (33% in the moderate-severe range). Higher COVID-19 stress was associated with higher internalizing symptoms and burnout levels, and this relationship was mediated by self-care behaviors such that the more COVID-19 stress one reported, the fewer self-care behaviors they engaged in, and the higher the risk for internalizing and burnout. Finally, the pathway from COVID-19 stress to self-care behaviors was moderated by RSC. IECMH professionals who received less than 1 year (or no experience) of RSC showed a significant decrease in self-care behaviors during times of low, average and high levels of COVID-19 stress compared to those who received 1 year or more of RSC. Implications for both policy and practice will be discussed.”

**Nagasawa, M., & Tarrant, K. (2021).** [COVID-19 and early childhood workforce emotional well-being: An exploratory investigation](https://educate.bankstreet.edu/cgi/viewcontent.cgi?article=1005&context=sc). Bank Street College of Education, Straus Center for Young Children & Families.  
<https://educate.bankstreet.edu/cgi/viewcontent.cgi?article=1005&context=sc>

“This paper presents findings from a mixed method, exploratory study that sought to understand how New York State’s early childhood (ECE) workforce was faring early in the COVID-19 pandemic (n = 3,555). This was a project of the New York City Early Childhood Research Network, a research practitioner partnership organized to create evidence-informed early childhood public policy. Among the key findings were high levels of reported stress, for instance those working remotely were approximately one-and-a-half times more likely to rate their emotional well-being negatively than those whose settings were closed (95% CI 1.157, 1.896) and a strong desire for mental health support. Towards gaining further understanding of respondents’ experiences, we used statistical analyses to inform the analysis of the survey’s textual data resulting in six themes: (1) Consequences of Social Distancing; (2) Commitment; (3) Time-Space Compression; (4) Working the Second Shift; (5) Mis/communication; and (6) Policies’ Effects on Well-Being. It is important to note that each of these themes included substantive evidence of resilience (e.g., creative transition to remote ECE, support for each other, support to families, etc.), but the focus in this paper is on the pandemic’s adverse effects because of (1) a general tendency to expect educators to show resilience as a part of their jobs and (2) because of the relative inattention being paid to educators’ well-being, both for themselves and the children they care for and teach.”

**Nagasawa, M. (2021).** [Listening to New York City’s early childhood educators: Towards a more equitable post-pandemic ECE system \(Research Report One\)](https://educate.bankstreet.edu/cgi/viewcontent.cgi?article=1007&context=sc). Bank Street College of Education, Straus Center for Young Children & Families.  
<https://educate.bankstreet.edu/cgi/viewcontent.cgi?article=1007&context=sc>

“This is a study of the well-being and stressors of New York City’s early childhood education employees during the COVID-19 pandemic. Surveys were conducted in 2020–2021 to see how early childhood education workers coped during the pandemic and what lessons can be learned to inform post-pandemic decisions in the city’s early education system.”

**United States, Office of Head Start. (2021).** [Supporting the wellness of all staff in the Head Start workforce \[Information memorandum\]](#) (Log No. ACF-IM-HS-21-05).

<https://eclkc.ohs.acf.hhs.gov/sites/default/files/im/downloads/acf-im-hs-21-05.pdf>

“OHS is committed to promoting and prioritizing needed supports for staff. Successfully supporting staff starts with staff wellness. As programs continue to move toward fully in-person services and address challenges brought on or worsened by the coronavirus disease 2019 (COVID-19) pandemic, prioritizing staff well-being is essential for all Head Start programs. This Information Memorandum (IM) describes the importance of, and requirements and recommendations for, building a culture of wellness across all Head Start programs.”

**Wolfe, A., Rowland, T., & Blackburn, J. C. (2022).** [“Essential one day and forgotten the next”: Perceptions of Ohio's early childhood workforce on their exclusion from the educator phase of COVID-19 vaccine distribution.](https://doi.org/10.1007/s10643-022-01351-0) *Early Childhood Education Journal*, 1–12. <https://doi.org/10.1007/s10643-022-01351-0>

“This study explores Ohio Early Childhood and Care (ECEC) workers’ perspectives about different prioritization for COVID-19 vaccine distribution between Ohio educators employed in ECEC and pre-k–12 settings. Days after Ohio's shutdown, ECEC programs began reopening for children of essential workers, and by June 2020, all ECEC programs could reopen with enhanced mitigation strategies, while the pre-k–12 workforce remained remote as they cautiously returned in-person ranging from 2 to 9 months later. Ohio was 1 of 4 states that, despite contrary Center for Disease Control guidance, excluded ECEC workers from the phase of vaccine distribution in which pre-k–12 workers were eligible. Data on ECEC employee perceptions of this difference were collected via anonymous online questionnaire from 194 ECEC workers. Qualitative analysis revealed six themes: 1. Participants compared themselves to pre-k–12, 2. believe they are valuable, 3. disagreed with the decision, 4. felt undervalued compared to pre-k–12, 5. felt exploited, and 6. suffered mental health effects. ECEC workers’ perspectives are valuable and should be included in decisions impacting them.”

Explore more [resources on workforce well-being in this curated list](#) from Research Connections.

## Workforce Data

**Mayfield, W. A., & Cho, I. (2022).** [NWRA 2021 longitudinal workforce report.](https://www.registryalliance.org/wp-content/uploads/2022/05/08-NWRA_2021Data_ES.pdf) National Workforce Registry Alliance. [https://www.registryalliance.org/wp-content/uploads/2022/05/08-NWRA\\_2021Data\\_ES.pdf](https://www.registryalliance.org/wp-content/uploads/2022/05/08-NWRA_2021Data_ES.pdf)

“The 2021 National Workforce Registry Alliance (NWRA) dataset consists of data from 14 of 17 eligible registries: Arizona, Connecticut, Miami-Dade (Florida), Illinois, Maine, Minnesota, Missouri, Montana, Nevada, New Jersey, New York, Ohio, Pennsylvania, and Wisconsin. These PER (Partners in Employment Reporting) approved registries have met quality standards in the data collection and reporting on early childhood and out-of-school time workforce data. The dataset represents active registry participants as of January 1, 2019, through January 1, 2021, and includes individual records from 466,115 professionals, 76% of whom were employed at the time of the draw (356,206), working across 64,237 programs/facilities. Of the 14 participating states, registry participation was required for most of the workforce in eight states: Arizona, Illinois, Maine, Montana, Nevada, Ohio, Pennsylvania, and Wisconsin.”

**Mayfield, W. A., & Cho, I. (2022).** [The National Workforce Registry Alliance 2021 workforce dataset: Early childhood and school-age workforce trends with a focus on racial/ethnic equity.](https://www.registryalliance.org/wp-content/uploads/2022/05/NWRA-2022-ECE-dataset) National Workforce Registry Alliance. [https://www.registryalliance.org/wp-content/uploads/2022/05/NWRA-2022-ECE-](https://www.registryalliance.org/wp-content/uploads/2022/05/NWRA-2022-ECE-dataset)

**workforce-data-report-final.pdf**

“This report presents descriptive analyses of the early childhood and school-age workforce based upon the 2021 National Workforce Registry Alliance Dataset. Longitudinal analyses that examined changes in employment status, education, and role between the 2019 and 2021 datasets are also included. Because this study is a two-year snapshot, it does not provide reliable point-in-time data about the child care workforce supply. Those interested in supply information should work with local registries to provide more discrete, time-limited data. Like all other fields, the child care sector has suffered from historical and current inequities that have hampered the outcomes for children—particularly children of color, those with disabilities, and those whose home language is not English—as well as the workforce that serves them. Given NWRA’s commitment to advancing equity within the child care workforce, this report features two sets of analyses that examine racial/ethnic equity in the PER dataset. The first investigates the extent to which the registries’ workforce mirrors the working age (18–64) and young child (birth to five) populations. The second presents analyses that examine racial/ethnic differences in workers’ role, education, wages, and training.”

Explore more [resources on workforce data in this curated list](#) from Research Connections.

## Workforce Inequities

**Child Care Services Association, T.E.A.C.H. Early Childhood National Center. (2021).**

[\*Creating equity for and within the early childhood workforce.\*](#)

<https://www.childcareservices.org/wp-content/uploads/Policy-Brief-Creating-Equity-for-and-within-the-Early-Childhood-Workforce.pdf>

“This brief provides an overview of historical and current racial and ethnic inequities in the early childhood workforce, as well as policy recommendations that support equitable access to higher education and compensation for the workforce. The specific policy areas include (1) postsecondary education access and affordability, (2) equity, justice, and belonging in higher education, (3) quality improvement resources, (4) equitable compensation, (5) equity audits and assessments, and (6) leadership. In addition, there is a short description of T.E.A.C.H. Early Childhood National Center’s commitment to equity and social justice.”

**Danna-Poston, K., & Ybarra, E. (2021).** [\*Engaging Colorado’s FFN child care providers in early childhood systems.\*](#) Early Milestones Colorado. <https://earlymilestones.org/wp-content/uploads/2021/08/FFN-Report-Web.pdf>

“Colorado’s early childhood systems must provide stronger support for FFN providers during and beyond pandemic recovery. This work will require a better understanding of the effects of centuries of racial and cultural discrimination, as well as stronger engagement of the communities most impacted. This report summarizes key issues for FFN providers and recommendations to strengthen systems that promote positive, equitable outcomes for providers and the families they serve.”

**Lloyd, C. M., Carlson, J., Barnett, H., Shaw, S. H., & Logan, D. (2021).** [\*The time is right: Addressing inequity in compensation and preparation of the early care and education workforce: A white paper.\*](#) Child Trends.

[https://earlyedcollaborative.org/assets/2022/04/Mary-Pauper-updated-4\\_4\\_2022\\_FINAL.pdf#page=34](https://earlyedcollaborative.org/assets/2022/04/Mary-Pauper-updated-4_4_2022_FINAL.pdf#page=34)

“This paper highlights ways to better center equity when developing and implementing policies to improve compensation, preparation, and stability for ECE professionals. We review the challenges with a focus on the policies, systems, and institutions that have contributed to racial and gender inequities; describe policies and strategies enacted at various levels (e.g., local, state, Tribal, and federal) to improve compensation and preparation for ECE professionals; and present key considerations for developing and advancing policies that center racial equity in ways that promote systemic change.”

Explore more [resources on workforce inequities in this curated list](#) from Research Connections.

This project is supported by the Administration for Children and Families (ACF) of the United States Department of Health and Human Services (HHS) as part of a 5-year financial assistance award (Grant No. 90YE250) totaling \$3,953,308, with 100 percent funded by ACF/HHS. The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement by, ACF/HHS or the U.S. Government. For more information, please visit the ACF website at [Administrative and National Policy Requirements](#).



Child Care & Early Education  
**RESEARCH CONNECTIONS**

Promoting high-quality child care and early education research  
and informing policy through free access to thousands of publications

[ResearchConnections.org](https://www.researchconnections.org)