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

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</table>
National and Multistate Studies


American Community Survey (ACS)


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

Census

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


Current Population Survey (CPS)


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


Head Start Family and Child Experiences Survey (FACES)


**Head Start Impact Study (HSIS)**


**Head Start Program Information Report (PIR)**


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


National Child Care Staffing Study (NCCSS)


National Household Education Survey (NHES)

National Prekindergarten Study (NPS)

National Survey of Early Care and Education (NSECE)


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


**Profile of Child Care Settings (PCCS)**


50-State Studies


State and Local Studies

Alabama


Alaska (none)

Arizona


Arkansas

California


**Clara County 2006.** Berkeley: University of California, Berkeley, Center for the Study of Child Care Employment.


**Colorado**


**Connecticut**


**Delaware**


**District of Columbia**


**Florida**


Economic Policy Institute.


**Georgia**


**Hawaii**


Idaho


Illinois


**Indiana**


Indiana Association for the Education of Young Children. (n.d.). Working in child care in
Indiana: 2010 Indiana Child Care Workforce Study. Indianapolis, IN: Indiana Association for the Education of Young Children.


Iowa


**Kansas**


Raikes, H., Wilcox, B., Peterson, C. A., Hegland, S. M., Atwater, J., Summers, J., Thornburg, K. R.,
& et al. (2003). *Child care quality and workforce characteristics in four Midwestern states*. Omaha, NE: Gallup Organization.

**Kentucky**


**Louisiana**


Maine


Maryland


Maryland Family Network.


**Massachusetts**


**Michigan**


Mississippi (none)

Missouri


**Montana**


**Nebraska**


**Nevada**


**New Hampshire**

**New Jersey**


New Mexico

New York


North Carolina


North Dakota


North Dakota. Department of Public Instruction. (2014). North Dakota Early Care and Early Education Study. Bismarck: North Dakota, Department of Public Instruction.
Ohio


Oklahoma (none)

Oregon


Childhood Care and Education.


**Pennsylvania**


**Rhode Island**


South Carolina

South Dakota


Tennessee (none)

Texas


Utah
Child Care.

**Vermont**


**Virginia**


**Washington**


(Report No. 7.82). Olympia: Washington Department of Social and Health Services.


West Virginia (none)

Wisconsin


Madison: University of Wisconsin--Extension.


**Wyoming**


*Prepared by: Daniel Ferguson*

*Last updated: September 2018*

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