



# Early Educators' Work Experiences and Job Satisfaction

Findings from the District of Columbia Child Care Policy Research Partnership

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Historically, efforts to improve child care quality and children's early learning experiences have focused primarily on educator training and enhancements to the physical care environment. Less attention has been paid to early educators' workplace experiences and professional well-being, yet these factors are important contributors. Recent research points to the connections between early educators' mental health, their satisfaction with work, and the quality of their interactions with children (Gerber et al. 2007; Grant et al. 2019; Johnson et al. 2019; Whitaker et al. 2015). Poor job quality—marked by low pay, limited employee benefits, and lack of professional recognition—also contribute to high turnover among early educators (Grant et al. 2019; Kwon et al. 2020; McMullen et al. 2020; Tout 2021). The COVID-19 pandemic and resulting staff shortages underscore the importance of this workforce and the need to implement strategies to support and retain qualified staff.

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 (box 1). 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.<sup>1</sup> All survey respondents worked in Capital Quality-rated child care facilities.

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## BOX 1

### DC Early Care and Education Workforce Survey Methods

This brief presents highlights from the DC Early Care and Education Workforce Survey fielded from February 24, 2021, through May 3, 2021. This voluntary, web-based survey was emailed to all lead and assistant teachers in licensed child development centers in the District of Columbia that participate in the Capital Quality rating and improvement system. The survey was also sent to all home caregivers and associate home caregivers in Capital Quality-participating child development homes and expanded child development homes in DC. Lead home caregivers whose names appear as directors or owners on the child care license were eligible to respond to some, but not all, survey sections, as they receive direct support from Capital Quality and have a different perspective than instructional staff members.

We obtained user account data from the Quorum e-learning database, maintained by the DC Office of the State Superintendent of Education, to identify early educators eligible for the survey. Of the 6,865 staff members in the Quorum data, 2,613 met our survey eligibility criteria. We conducted a census, emailing each of these 2,613 educators a study invitation and unique survey link. Then, we removed 94 people on the recruitment list whose email addresses were not active.

The survey asked early educators about their knowledge of and experiences with Capital Quality, their experience with virtual training during the COVID-19 pandemic, training topics they would benefit from and their preferred training format, and more sensitive questions related to the effects of the pandemic on their employment, physical and mental health, and economic well-being (box 2).

A total of 417 early educators responded to the survey, either partially or completely, for a total response rate of about 17 percent. Of these 417 educators, 387 (93 percent) worked at child development centers, 17 (4 percent) worked at child development homes, and 13 (3 percent) worked at expanded child development homes. A total of 200 (48 percent) participants were center lead teachers, 188 (45 percent) were center assistant teachers, 13 (3 percent) were associate home caregivers, 10 (2 percent) were lead home caregivers, and 6 (1 percent) were eligible directors from child development homes or expanded child development homes.

Also, of the 417 respondents, 344 consented to have their survey data linked with administrative data variables (e.g., facility quality designation, facility type, and educator position) we obtained from our study partners at the Office of the State Superintendent of Education. We used these administrative data to generate estimations for different subgroups.

We developed two survey weights to adjust for survey nonresponse. *Partial response weights* were used when a significant share of the full sample (two-thirds or more), including partial respondents, responded to the question at hand. *Complete response weights* were used when the nonresponse rate for the question was high and responses were primarily from those who completed the full survey. Neither weight changes estimates of the mean. Instead, we applied the correct weight for more accurate estimation of standard errors and future inferential work.

See the associated technical report<sup>a</sup> for full details on survey motivation and methods; response rates; characteristics of the survey sample; steps taken to weight, clean, and analyze survey data; and a copy of the survey instrument.

<sup>a</sup> Heather Sandstrom, Peter Willenborg, Fernando Hernandez-Lepe, Timothy Triplett, and Erica Greenberg, *District of Columbia Child Care Policy Research Partnership Study: Early Care and Education Workforce Survey* (Washington, DC: Urban Institute, 2022), <https://www.urban.org/research/publication/district-columbia-child-care-policy-research-partnership-study-early-care-and-education-workforce-survey>.

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## BOX 2

### Qualitative Findings of the DC Early Care and Education Workforce Survey

The survey concluded with the following open-ended prompts:

- Tell us how you are feeling about the pandemic and the discussions about racial injustice happening around us. Your voice matters.
- Based on this survey, do you have any final comments, ideas, or challenges to share?

Responses were optional. We obtained 37 valid responses from the first open-ended prompt and 129 valid responses from the second open-ended prompt. In total, 150 respondents provided a valid response to either or both open-ended prompts. Of the 150 valid responses, 17 percent were coded as relating to early educators' perceptions of their work environment and supports. These responses were coded into the following subthemes:

- need for better pay, benefits, and work hours
- desire for better workplace conditions
- desire for better training and professional development resources

We include a few of these responses throughout this brief to supplement the quantitative data obtained through the survey.

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## Job Earnings and Benefits

The survey collected information on respondents' job earnings and employee benefits. Some respondents reported an hourly wage, but for the majority, we calculated an hourly wage equivalent for each respondent who provided a valid wage, a pay frequency, and usual hours worked per week. The median hourly wage was about \$17.00 (table 1). Among those working in child development centers (CDCs), lead teachers made slightly more than assistant teachers (\$17.75 versus \$16.00 per hour in median wage). These wages are much lower than the median hourly wage in the DC-VA-MD-WV metropolitan statistical area of \$29.08 per hour.<sup>2</sup> Other occupations in the DC metro area with the same median wage include roofers, fence erectors, and cafeteria cooks.

In their answers to the open-ended prompts, several respondents indicated that early educators deserve better pay and working conditions. "We are paid very badly, and we do not have any benefits. But even so, we work hard and love our children and put [up] our own money to buy supplies." They also mentioned that staff turnover is high because "teaching positions do not provide enough benefits for people to live comfortably" and "the general conditions that early childhood educators [face] are very poor."

TABLE 1

**Early Educators’ Payment before Taxes and Deductions, by Staff Position**

*Hourly wage equivalent, US dollars*

	Mean (\$)	Median (\$)	SD (\$)	Min (\$)	Max (\$)
<b>All respondents</b>	18.62	16.96	5.85	5.75	49.83
<b>Respondents from CDCs</b>	18.47	17.00	5.75	5.75	49.83
Lead teachers	19.43	17.75	6.45	8.43	49.83
Assistants	17.04	16.00	3.50	5.75	24.52

**Sources:** 2021 DC Early and Care Education Workforce Survey and Quorum administrative data obtained from the DC Office of the State Superintendent of Education to identify staff positions.

**Notes:** This question was asked to 358 respondents who indicated that they were working at the time of the survey or were not currently working but planned to return to their position. A total of 173 respondents provided valid wage information. This includes 166 respondents from CDCs (96 lead teachers and 70 assistant teachers) and 7 from CDHs/CDXs. We calculated an hourly wage equivalent for each respondent who provided a valid wage, a pay frequency, and usual hours worked per week. We omit subgroup estimates for CDH/CDX staff members from the table because of small sample sizes (fewer than 10 observations per cell), but they are included in the total. Complete weights were used in the analysis. CDC = child development center, CDH = child development home, CDX = expanded child development home, SD = standard deviation.

Only slightly more than half of respondents (56 percent) were eligible to receive health insurance through their employer (table 2). However, most respondents (86 percent) reported having some form of health insurance coverage, whether through their employer or another source.

A high share of respondents also reported having access to paid sick leave and paid personal leave (71 percent and 83 percent, respectively). However, less than half (43 percent) reported being able to take two weeks of paid time off for their own illness or that of a family member. These results are concerning given that at the time of the survey, COVID-19 guidelines recommended 14 days of quarantine for those who were sick or exposed.

TABLE 2

**Early Educators’ Employee Benefits, by Staff Position**

	Total (%)	CDC teachers (%)	CDC assistants (%)	All CDH/CDX staff (%)
<b>Insurance coverage</b>				
Currently has health insurance coverage	86	85	91	73
Eligible to receive health insurance through employer	56	55	63	—
<b>Paid leave</b>				
Has sick paid leave	71	73	75	—
Has paid vacation or personal leave	83	89	81	—
Has paid holidays	89	89	95	73
Would have at least 2 weeks of paid leave if family member gets sick	43	43	46	—

**Sources:** 2021 DC Early Care and Education Workforce Survey and Quorum administrative data obtained from the DC Office of the State Superintendent of Education to identify staff positions.

**Notes:** Sample sizes for these survey items ranged from 216 to 218. Cells with a value less than 10 are suppressed. Complete response weights were used in this analysis. CDC = child development center; CDH = child development home; CDX = expanded child development home.

## Perceived Quality of Workplace Culture in Centers

The survey also asked center staff questions about their workplace culture and program leadership. We observe a wide variation in responses (figure 1). Key takeaways include the following:

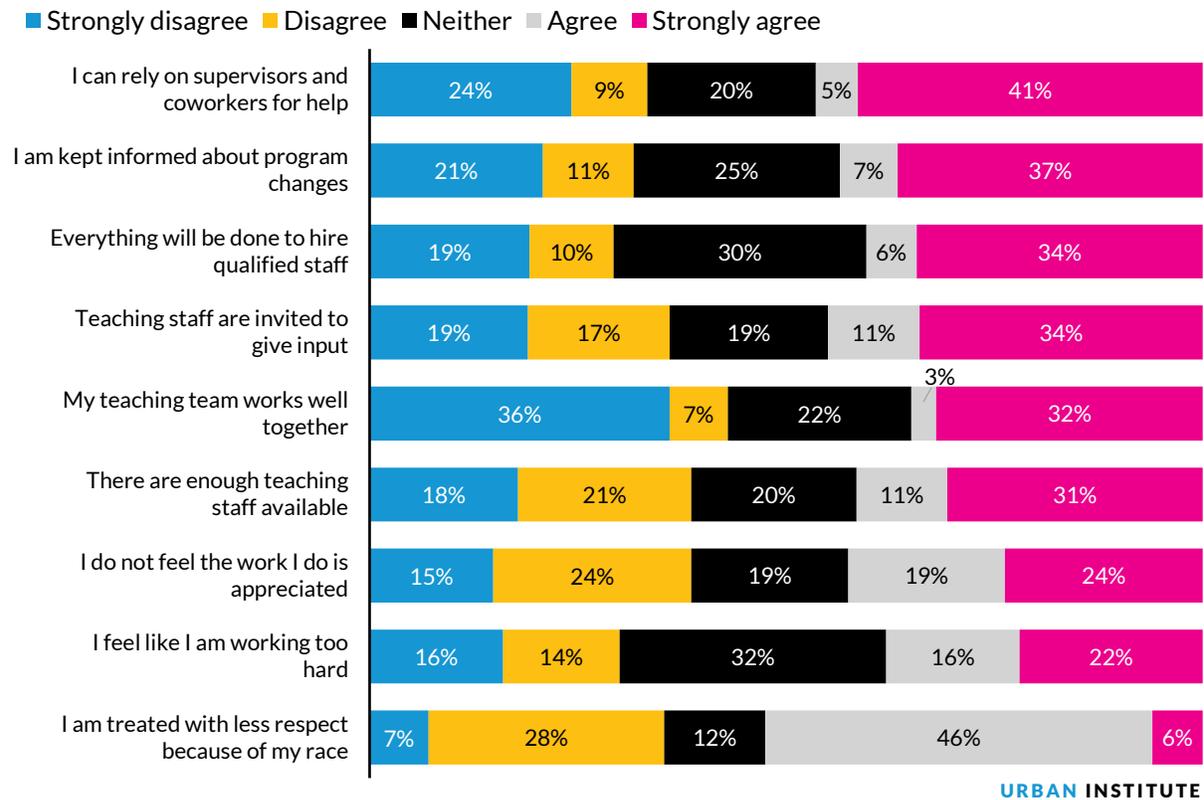
- Over half of center staff (52 percent) strongly agree or agree that they are treated with less respect because of their race.
- 43 percent strongly disagree or disagree that their teaching team works well together, while 35 percent strongly agree or agree.
- 43 percent strongly agree or agree that they do not feel the work they do is appreciated, while 39 percent strongly disagree or disagree.
- 39 percent strongly disagree or disagree that there are enough teaching staff available to help, while 42 percent strongly agree or agree.

The finding that staff do not feel their work is appreciated is reinforced by respondents' answers to the open-ended survey questions. Several respondents noted that their work is underappreciated and undervalued: "I feel sad, but I hope that there will come a day when we educators are truly recognized for our hard work and dedication." However, we also observe about one-third of respondents rating aspects of their workplace culture more positively. Staff experiences are shaped by multiple personal and program-level factors. Further work is needed to better understand this variation and how perceptions of early educator job quality may impact staff recruitment and retention efforts.

FIGURE 1

**Early Educators’ Perceptions of Workplace Culture in Child Development Centers**

How much do you agree or disagree with the following statements about working in this program?



Source: 2021 DC Early Care and Education Workforce Survey.

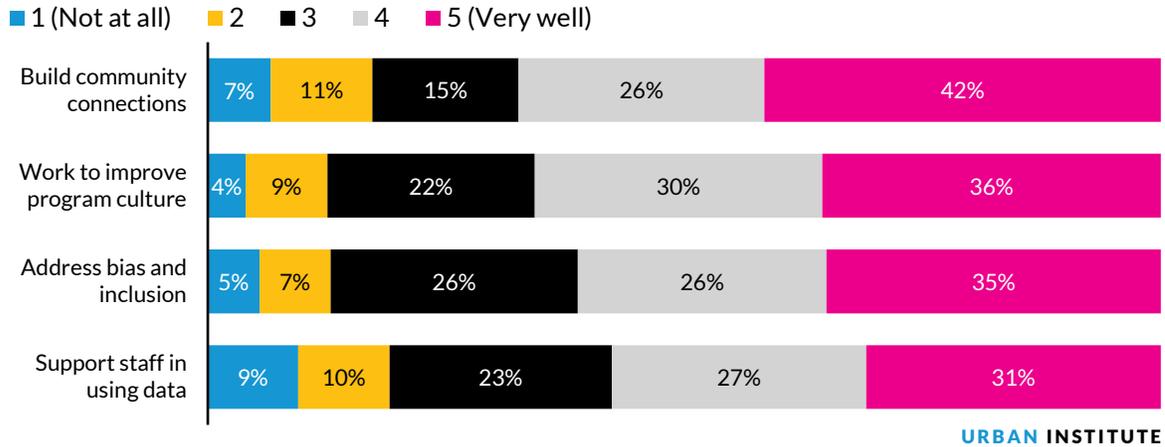
Notes: Sample sizes for these survey items ranged from 194 to 196. Complete response weights were used in this analysis.

Figure 2 shows how center staff rated their program’s leadership on a scale of one to five in the following areas: building community connections, improving program culture, addressing bias and inclusion, and supporting staff in using data to help with planning and decision-making. When we compare the four areas, we find that center staff felt their program’s leadership was strongest for building community connections (68 percent rated a four or five) but less strong for supporting staff in using data to help with planning and decision-making (58 percent rated a four or five).

FIGURE 2

### Early Educators' Perceptions of Workplace Leadership in Child Development Centers

Think about your program's leadership. How well does your program do the following things on a scale of 1 to 5?



Source: 2021 DC Early Care and Education Workforce Survey.

Notes: Sample sizes for these survey items ranged from 195 to 196. Complete response weights were used in this analysis.

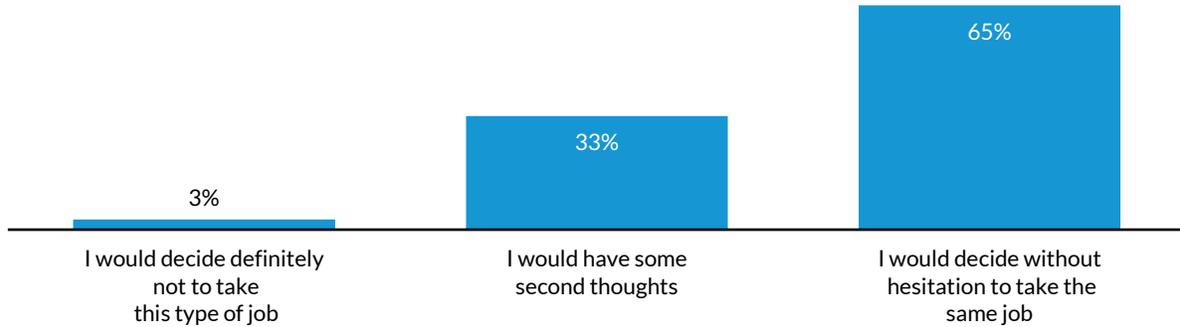
## Attitudes about Early Education Careers

The survey asked respondents whether, given what they know now, they would take their job again or recommend it to a friend. Despite reports of insufficient compensation and appreciation for their work, most respondents (65 percent) would decide to take their job again without hesitation (figure 3). One-third (33 percent) would have second thoughts, but few (3 percent) would not take an early education job again. The latter group was comprised almost exclusively of CDC assistant teachers. Looking across staff positions, we see that a higher share of respondents from child development homes or expanded child development homes (CDHs/CDXs; 94 percent) would take their job again without hesitation compared with respondents from CDCs (64 percent of lead teachers and 61 percent of assistants; not shown).

FIGURE 3

### Early Educators' Views about Taking Their Job Again

If you had to decide all over again whether to take the type of job you have now, what would you decide?



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Sources: 2021 DC Early Care and Education Workforce Survey.

Notes: The responding sample size for this survey item was 227. Complete response weights were used in this analysis.

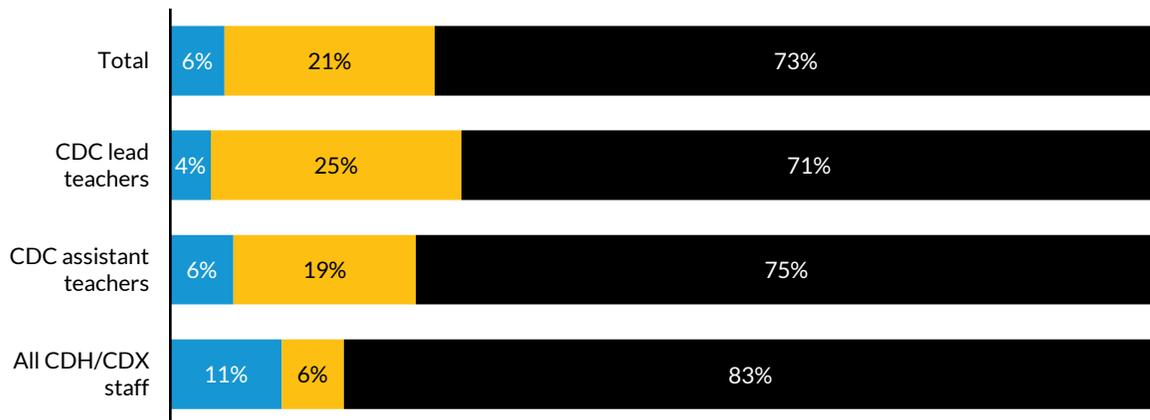
When respondents were asked if they would recommend their career to an interested friend, a large majority (73 percent) indicated that they would strongly recommend their job, whereas 21 percent would have doubts and 6 percent would advise against it (figure 4). Across position types, a larger share of respondents in CDHs and CDXs than in CDCs would strongly recommend their job but nearly twice as many would advise against it.

FIGURE 4

### Early Educators' Views about Recommending Their Job to a Friend, by Staff Position

If a friend was interested in working in a job like yours, what would you tell them?

- I would advise against it
- I would have doubts about recommending it
- I would strongly recommend it



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Sources: 2021 DC Early Care and Education Workforce Survey and Quorum administrative data obtained from the DC Office of the State Superintendent of Education to identify staff positions.

**Notes:** The responding sample size for this survey item was 226. Complete response weights were used in this analysis. CDC = child development center; CDH = child development home; CDX = expanded child development home.

## Job Satisfaction and Variation by Role and Program Quality

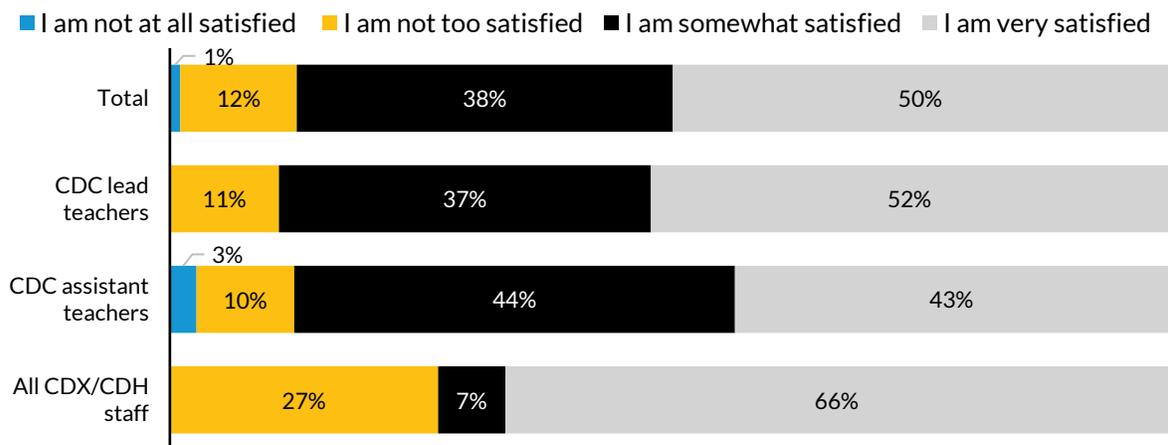
Despite some hesitation, respondents overall expressed job satisfaction. About 50 percent were very satisfied with their jobs, whereas 38 percent were somewhat satisfied and a smaller 13 percent expressed some dissatisfaction (figure 5).

As we look at differences by facility type, we see that respondents from CDHs and CDXs differ from the rest (figure 5). Respondents from CDHs and CDXs were more polarized than those in CDCs, with higher shares reporting they were either very satisfied with their jobs or not too satisfied, and many fewer reporting they were only somewhat satisfied. Within CDCs, assistant teachers generally expressed less satisfaction than lead teachers.

**FIGURE 5**

### Early Educators' Job Satisfaction, by Staff Position

*All in all, how satisfied would you say you are with your job?*



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**Sources:** 2021 DC Early Care and Education Workforce Survey and Quorum administrative data obtained from the DC Office of the State Superintendent of Education to identify staff position.

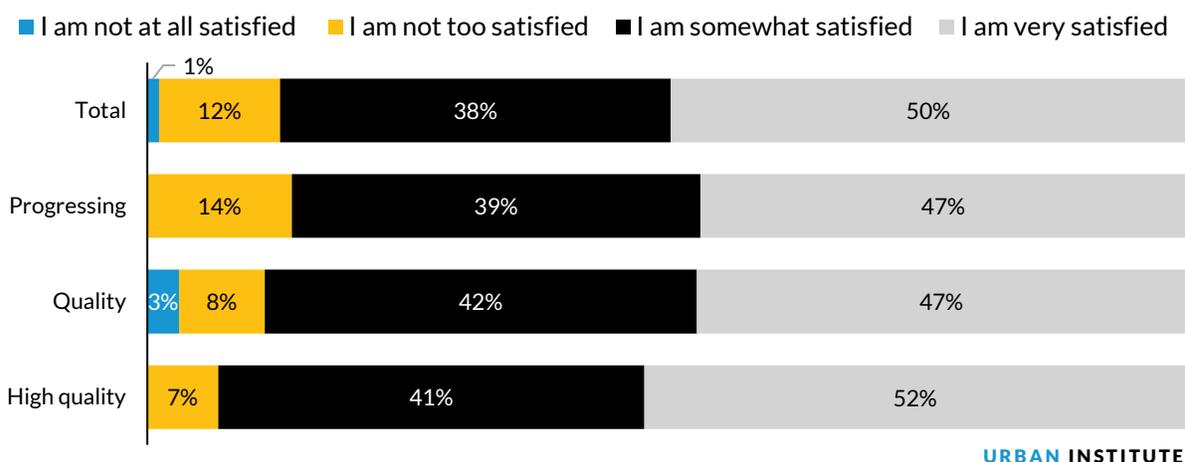
**Notes:** The responding sample size for this survey item was 222. Complete response weights were used in this analysis. CDC = child development center; CDH = child development home; CDX = expanded child development home.

Job satisfaction also varied by the Capital Quality designation of the facilities in which respondents worked (figure 6). Quality designations reflect evidence that the program provides a nurturing environment with supportive interactions that promote children's cognitive, physical, and socioemotional development. Designations range from developing through progressing, quality, and high quality, and newly participating facilities receive a preliminary designation until they are observed. Respondents

working in facilities with a high-quality designation reported the most overall satisfaction, with 93 percent very or somewhat satisfied with their jobs, followed by respondents from facilities with quality (89 percent) and progressing (86 percent) designations. More than half of respondents in high-quality facilities (52 percent) were very satisfied with their jobs. Some staff in quality-designated facilities (3 percent) reported that they are not at all satisfied with their jobs, whereas no staff in other designation types did.

**FIGURE 6**  
**Early Educators' Job Satisfaction, by Capital Quality Designation**

*All in all, how satisfied would you say you are with your job?*



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**Sources:** 2021 DC Early Care and Education Workforce Survey and Capital Quality administrative data obtained from the DC Office of the State Superintendent of Education.

**Notes:** The responding sample size for this survey item was 206, including 42 progressing facilities, 76 quality facilities, and 79 high-quality facilities. Too few respondents were employed in facilities with quality designations of “developing” (n = 1) and “preliminary” (n = 8), so these values are suppressed and not included in the figure. Complete response weights were used.

## Turnover Intentions

The survey collected information about early educators' career plans and recent job searches to measure their short-term intentions to stay in or leave their current positions.

### Two-Year Career Plans

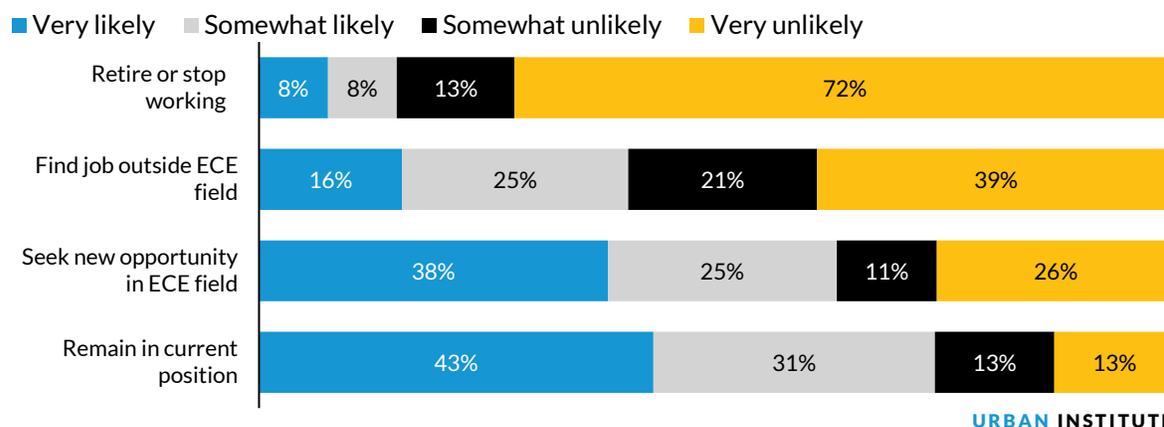
The survey asked respondents how likely they were within the next two years to retire, find a new job outside of the early care and education (ECE) field, find a new opportunity in ECE, or remain in their current position (these choices of career plans were not mutually exclusive; figure 7). At the time of the survey, almost three-fourths (74 percent) of respondents were very or somewhat likely to remain in their current position within the next two years. More than half (63 percent) were very or somewhat likely to seek a new opportunity within the ECE field. Further, many were very unlikely to retire or stop working (72 percent), and most were somewhat or very unlikely to find a job outside the ECE field (60 percent). These findings are consistent with respondents' previous answers to the question about how

satisfied they are with their jobs. Most early educators reported an attachment to their jobs and the ECE field, though about one in four have some intentions to leave their positions and one in six are very likely to leave the field.

FIGURE 7

### Early Educators' Career Plans for the Next Two Years

How likely is each of the following in the next two years?



Source: 2021 DC Early Care and Education Workforce Survey.

Notes: This question was limited to those currently in the workforce and excludes 11 respondents who were not currently working in child care at the time of the survey and did not plan to return to their previous positions. Respondents were allowed to respond to each possible career path option. Sample sizes ranged from 216 to 219. Complete response weights were used in this analysis. ECE = early childhood education.

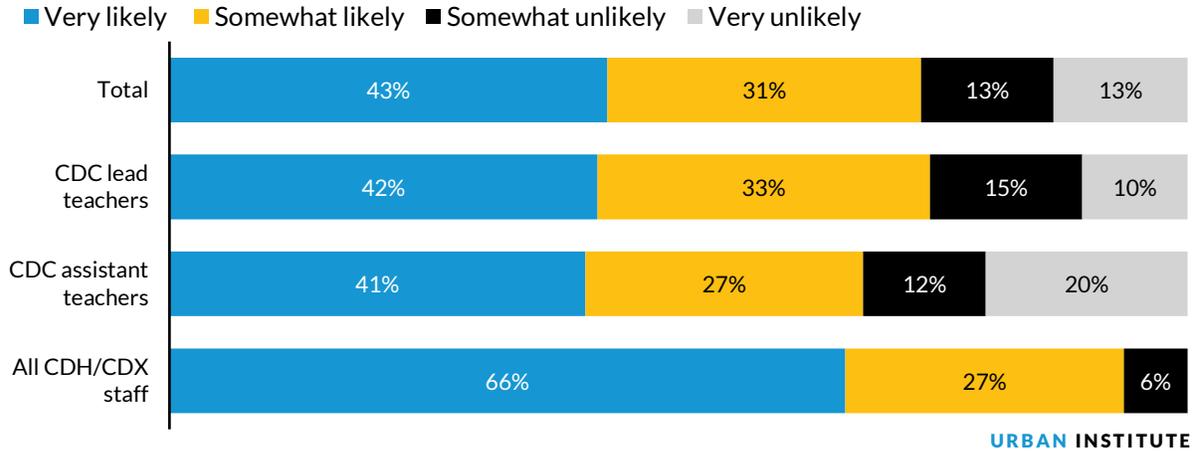
Figures 8 through 10 disaggregate respondents' likelihood of staying in their current position by staff position, their employer's quality designation, and bachelor's degree completion. As figure 8 shows, home-based staff report strong future retention: a higher share of staff from CDHs and CDXs combined (66 percent) reported that they were very likely to remain in their current position in the next two years than staff in CDCs (42 percent and 41 percent, for lead and assistant teachers, respectively). Further, no staff in CDHs or CDXs reported being very unlikely to stay in their position (i.e., they had less potential for turnover). Within CDCs, a higher share of assistant teachers (32 percent) reported being very or somewhat unlikely to remain in their current position than lead teachers (25 percent), indicating higher potential turnover among classroom assistants. However, this pattern could be by design and the result of assistants preparing to become lead teachers.

Early educators employed in high-quality designated programs showed the least potential for turnover, with 77 percent very or somewhat likely to stay in their position within the next two years, followed by early educators in quality (73 percent) and progressing programs (71 percent; figure 9).

FIGURE 8

**Early Educators’ Likelihood of Staying in Their Position, by Staff Position**

How likely is it that you will remain in your current position in the next two years?



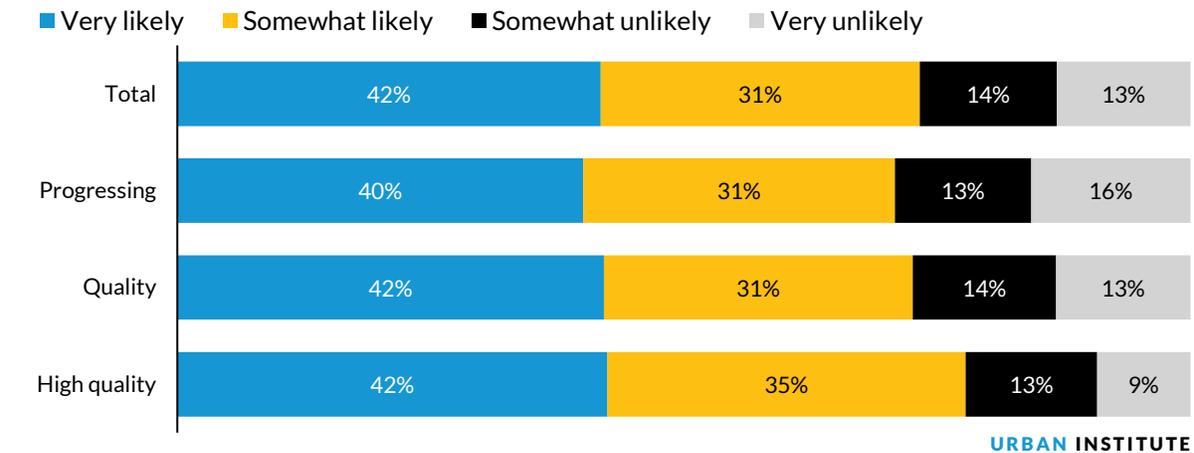
**Sources:** 2021 DC Early Care and Education Workforce Survey and Quorum administrative data obtained from the DC Office of the State Superintendent of Education to identify staff position.

**Notes:** The responding sample size for this survey item was 218. Complete response weights were used in this analysis. CDC = child development center; CDH = child development home; CDX = expanded child development home.

FIGURE 9

**Early Educators’ Likelihood of Staying in Their Position, by Facility’s Quality Designation**

How likely is it that you will remain in your current position in the next two years?



**Sources:** 2021 DC Early Care and Education Workforce Survey and Capital Quality administrative data obtained from the DC Office of the State Superintendent of Education.

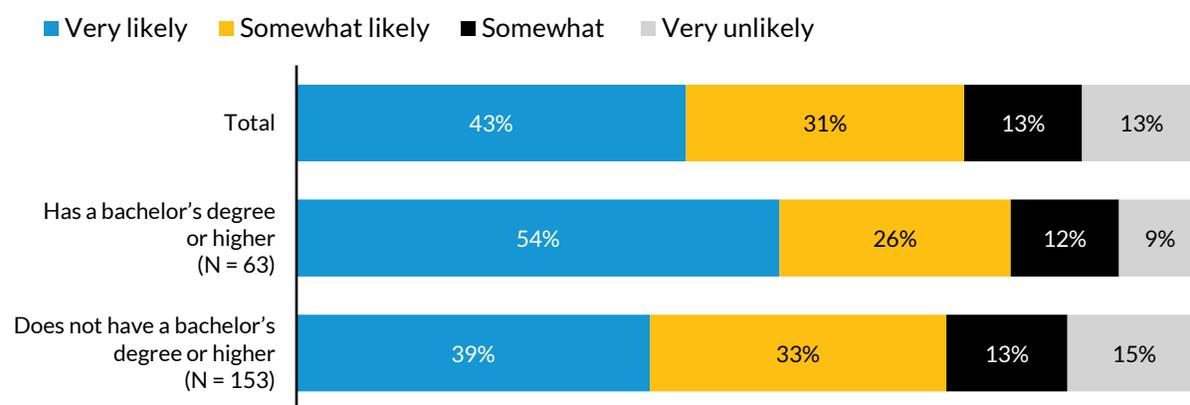
**Notes:** The responding sample size for this survey item was 202. Too few respondents were employed in facilities with quality designations of “developing” (n = 1) and “preliminary” (n = 8), so these values are suppressed and not included in the figure. Complete response weights were used in this analysis.

Early educators in DC vary widely in their highest educational attainment.<sup>3</sup> About 20 percent of early educators have a bachelor’s degree or higher. However, our survey captured a larger share of educators with at least a bachelor’s (33 percent) than in DC overall. Disaggregating by degree attainment, 54 percent of respondents with a bachelor’s degree or higher reported being very likely to remain in their position in the next couple of years (figure 10). This is 15 percentage points higher than those without a bachelor’s degree (39 percent). Among this sample, a four-year degree may relate to early educators’ commitment to their jobs, at least in the near future.

FIGURE 10

**Early Educators’ Likelihood of Staying in Their Position, by Bachelor’s Degree Attainment**

*How likely is it that you will remain in your current position in the next two years?*



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Source: 2021 DC Early Care and Education Workforce Survey.

Notes: The analysis is based on a sample size of 216. Complete response weights were used in this analysis.

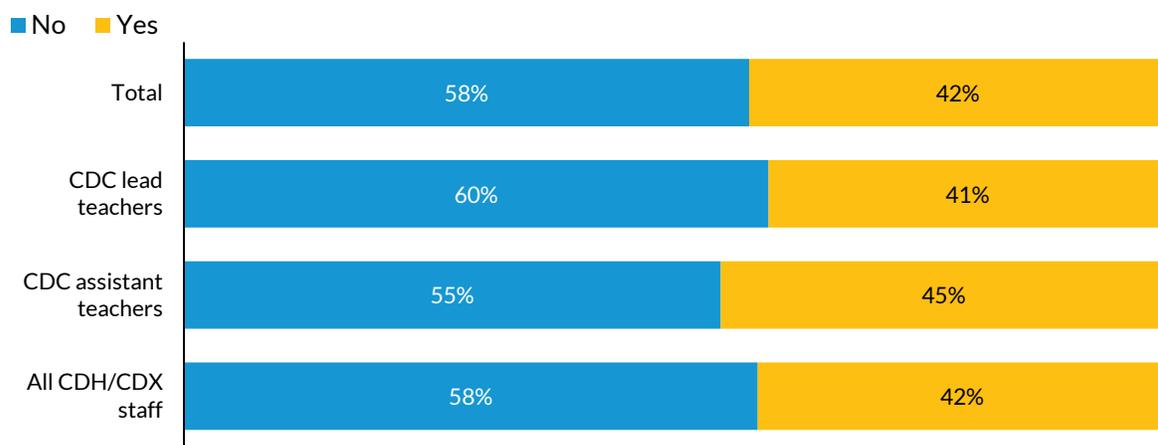
**Job Search**

Respondents were asked about their job search experiences in the last three months—whether they had recently searched for a new job and their reasons for doing so. Nearly half (42 percent) had looked for a new job in the past three months, with little variation across staff positions (figure 11). CDC assistant teachers (45 percent) were slightly more likely to have looked for a new job in the last three months, followed by all CDH and CDX staff combined (42 percent) and CDC lead teachers (41 percent).

**FIGURE 11**

**Early Educators’ Job Search, by Staff Position**

*In the past three months, have you done anything to look for a new job?*



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**Sources:** 2021 DC Early Care and Education Workforce Survey and Quorum administrative data obtained from the DC Office of the State Superintendent of Education to identify staff position.

**Notes:** The analysis is based on a sample size of 229. Complete response weights were used in this analysis. CDC = child development center; CDH = child development home; CDX = expanded child development home.

Respondents who looked for new work had varied reasons (table 3). The survey listed 10 possible motives and asked respondents to select all that applied. The top three reasons included finding a job that pays more (87 percent), wanting to see what other jobs are available (87 percent), and getting a second job (65 percent). Further, 51 percent wanted a job with less COVID-19 exposure. Other top reasons reported by more than half the sample related to better work conditions, more job security, better training and experience, and better work hours.

**TABLE 3**

**Early Educators’ Motives for A Recent Job Search, by Reason for Searching**

*Percentage of staff who looked for a new job in the last three months*

Motives	Percent (%)	SE
To find a job that pays more	87	4.3
To see what else is available	87	5.4
To find a second job	65	6.6
To find better work conditions	61	6.8
To find job with more job security	61	6.8
To find a job that offers better training and experience	57	6.9
To find a job with better hours	53	7.0
To find a job with less COVID-19 exposure	51	7.0
To reduce commute	41	6.8
To leave child care field	31	6.7

**Source:** 2021 DC Early Care and Education Workforce Survey.

**Notes:** Sample sizes ranged from 82 to 83. Respondents were able to choose all answers that applied. Partial response weights were used in this analysis. SE = standard error.

The survey then prompted respondents to select the one main reason they were looking for a job (table 4). The highest share of respondents (35 percent) indicated that they were looking for a job that pays more than their current one. The second-highest share (12 percent) reported wanting to leave the child care field altogether. These findings suggest that although a large majority of early educators in DC are satisfied with their career choice, their current roles in the child care field may not allow them to meet their financial needs.

**TABLE 4**

**Early Educators’ Main Reason for A Recent Job Search, by Reason for Searching**  
*Percentage of staff who looked for a new job in the last three months*

<b>Motives</b>	<b>Percent (%)</b>	<b>SE</b>
To find job that pays more	35	6.4
To leave child care field	12	5.1
To find a job with better hours	11	5.0
To find a second job	11	4.2
To find better work conditions	9	3.5
To see what else is available	6	3.9
To find a job with more job security	4	2.4
To find a job with less COVID-19 exposure	2	2.1
To find a job that offers better training and experience	2	1.5
Other	9	3.9

**Source:** 2021 DC Early Care and Education Workforce Survey.

**Notes:** The analysis is based on a sample size of 83. Partial weights were used in this analysis. SE = standard error.

## Conclusion

Job satisfaction is fairly high among early educators working in Capital Quality–participating facilities, yet a small group of early educators is not satisfied and not likely to recommend their job or take it again if given the choice. Turnover intentions were high, with about one-quarter planning to leave their positions in the next two years, though some planned to pursue other opportunities in the ECE field. About 42 percent recently looked for a new job, primarily to find a job with higher pay or a second job. Some respondents raised concerns about workplace culture and not feeling appreciated or valued. Qualitative responses elaborated on these issues.

Taken together, these findings suggest that many early educators find their jobs rewarding and enjoy this field of work, but they desire better compensation and more recognition for their services. In the context of the pandemic, they also shared concerns about personal safety and job security.

To address the child care crisis created by the pandemic, DC’s FY 22 Budget Support Act created a new Pay Equity Fund, funded at \$54 million in FY 22, for the purposes of increasing early childhood educator compensation, and established a task force to make recommendations for the implementation of the fund. In January 2022, the task force recommended that DC give early educators a one-time payment of \$10,000 to \$14,000 in 2022, and work with child development facilities to use Pay Equity Funds to enable child care employers to sustainably increase staff compensation in future years. These

efforts promise to improve pay parity for early educators and support their job satisfaction and retention in the field—at least in the short term. In addition to the identification of a sustainable funding source to support wages and benefits, new approaches to support staff appreciation, inclusion, and job safety and stability may be needed to ensure that all facilities have qualified, satisfied staff to support children and families in DC.

## Notes

- <sup>1</sup> The brief series covers topics related to effects of the COVID-19 pandemic on early educators' employment and well-being (Hernandez et al. 2022), early educators' experiences with virtual training during the pandemic (Sandstrom et al. 2022), and early educators' experiences with quality improvement (Willenborg et al. 2022).
- <sup>2</sup> Occupational Employment and Wage Statistics, "May 2020, Metropolitan and Nonmetropolitan Area Occupational Employment and Wage Estimates: Washington-Arlington-Alexandria, DC-VA-MD-WV," US Bureau of Labor Statistics, March 31, 2021, [https://www.bls.gov/oes/current/oes\\_47900.htm#25-0000](https://www.bls.gov/oes/current/oes_47900.htm#25-0000).
- <sup>3</sup> See our companion brief on staff training: Sandstrom et al. (2022).

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