

Characteristics of Maryland's Early Care and Education Workforce

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This factsheet is the first in a three-part series presenting findings from a survey of 2,379 Maryland early care and education (ECE) workers conducted in Fall 2024. This factsheet provides an overview of the demographic characteristics of ECE workers in Maryland, including center directors, lead teachers, aides/floater, and family child care (FCC) providers. It includes worker age, family characteristics, and education and training background.

The second factsheet, "[Compensation and Benefits Among Maryland Child Care Providers](#)," examines survey respondents' compensation, perceptions of pay, and source of health insurance. The third factsheet, "[Maryland Child Care Providers' Workforce Supports and Retention](#)," explores the workplace supports available to ECE workers, their perceptions of feeling supported in their roles, and their intentions to remain in the field. Together, these three factsheets offer a comprehensive picture of Maryland's ECE workforce—who they are, their professional experience and compensation, and the factors shaping their retention in the field.

More about this research partnership:

Child Trends and the Maryland State Department of Education (MSDE) are collaborating on a four-year research partnership (2022-2026) to understand the ECE workforce in Maryland and changes to the Child Care Scholarship Program. For more information about the study and other publications, please visit the [project website](#). [Read here for information about the workforce study methods](#).

Many Maryland ECE workers have their own children.

Of the 1,723 center-based and FCC educators that provided demographic information, more than half (56%) are married or living with a partner.¹ One-quarter have at least one child 5 years or younger and over one-third have at least one child 6-17 years old (Figure 1). The median household income for all providers is between \$45,000 and \$54,999 per year.

Figure 2. Average age of ECE workforce (in years) by role

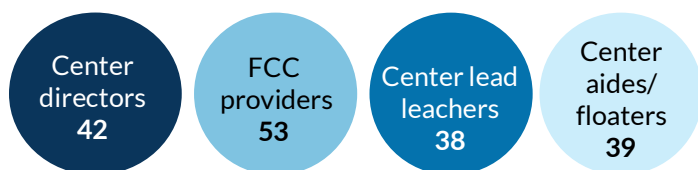
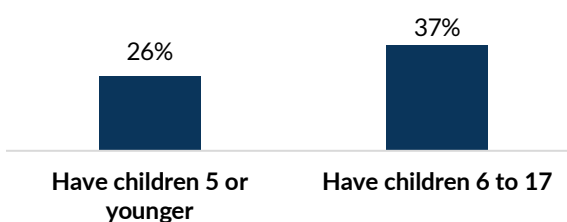


Figure 1. Percentage of ECE workforce with children*



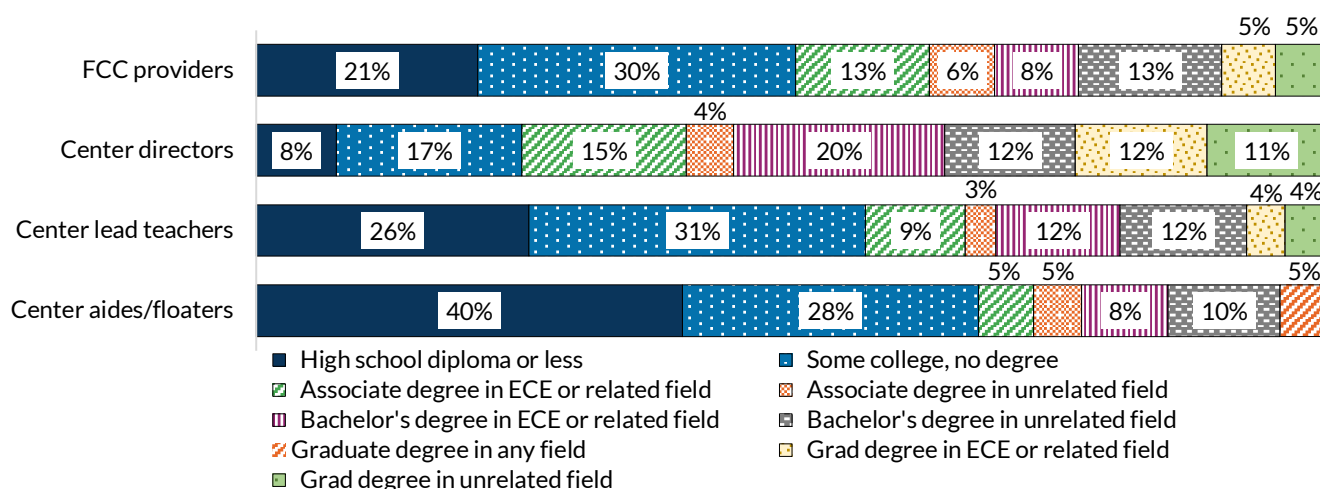
*Respondents could have children in both categories

Maryland ECE workers typically have a high school diploma or some college.

Most instructional staff (FCC providers, center-based lead teachers, and floaters/aides) attained a high school diploma or some college (see Figure 3). Center directors typically have at least some college coursework and were more likely than instructional staff to have a bachelor's degree in ECE or a related field.

¹ Among all center-based and family child care educators, 54% of center-based staff and 67% of family child care providers are married or living with a partner.

Figure 3. Highest level of education obtained by role

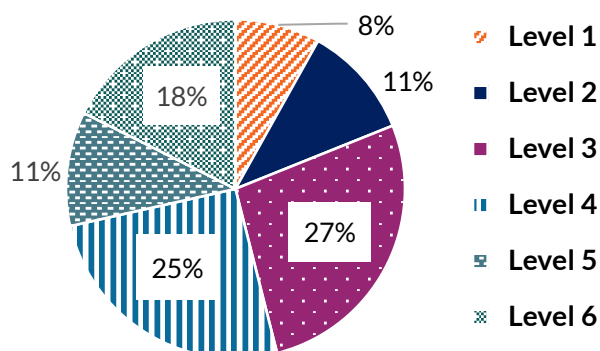


Note. n=1,723; 275 center directors, 757 lead teachers, 381 center aides/floaters, and 311 FCC providers. For center aides/floaters, all graduate degrees were collapsed due to the small sample size (<10). Very few respondents had less than a high school diploma. The greatest prevalence was among center aides/floaters (5%)

Many of Maryland's ECE workforce have formal credentials.

Half of respondents hold a Maryland Child Care Credential (50%, n=865), a tiered credential that individuals can earn by completing required training hours, professional activities and, at higher levels, coursework and years of experience. Requirements increase across six levels for the Staff Credential and four levels for the Administrator Credential. Most credentialed ECE providers (87%) had a Staff Credential. Of those with a Staff Credential, 92% achieved a level 2 Staff Credential or higher, which means they had, at minimum, 45 clock hours of Core of Knowledge training, with at least 20 of those hours in child development, and completion of one Professional Activity Unit in the 12 months before applying (see Figure 4).

Figure 4. Percentage of credentialed staff by Maryland Child Care Staff Credential levels (n=630)



Nearly one in four ECE workforce members hold a Child Development Associate (CDA) credential (n=353). Specific CDAs are available for different settings: infant/toddler, preschool, birth to five, family child care, and home visiting. Among center directors, center lead teachers, and center aides/floaters, having a preschool CDA was most common; among FCC providers, a family child care CDA was most common.

The Maryland ECE workforce is experienced.

The typical center director or FCC provider in Maryland's workforce brings 20 years of experience, compared to a median of 10 years for center lead teachers and 7 years for center aides/floaters.

Over half of respondents entered the ECE field because it was their personal calling, mission, or career.*



59% felt it was their personal calling, mission, or career



49% wanted to help children and their families



12% wanted to earn money



11% believed it was a step towards a related career

*Respondents could select all reasons that applied.

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