

Maryland Child Care Providers' Workforce Supports and Retention

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This factsheet is the third 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 explores the workplace supports available to ECE workers, their perceptions of feeling supported in their roles, and their intentions to remain in the field.

The first factsheet, "[Characteristics of Maryland's Early Care & Education Workforce](#)," provides an overview of the demographic characteristics of ECE providers in Maryland, focusing on provider age, family characteristics, and education and training background. The second factsheet, "[Compensation and Benefits Among Maryland Child Care Providers](#)," examines workers' compensation, perceptions of pay, and source of health insurance. 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.

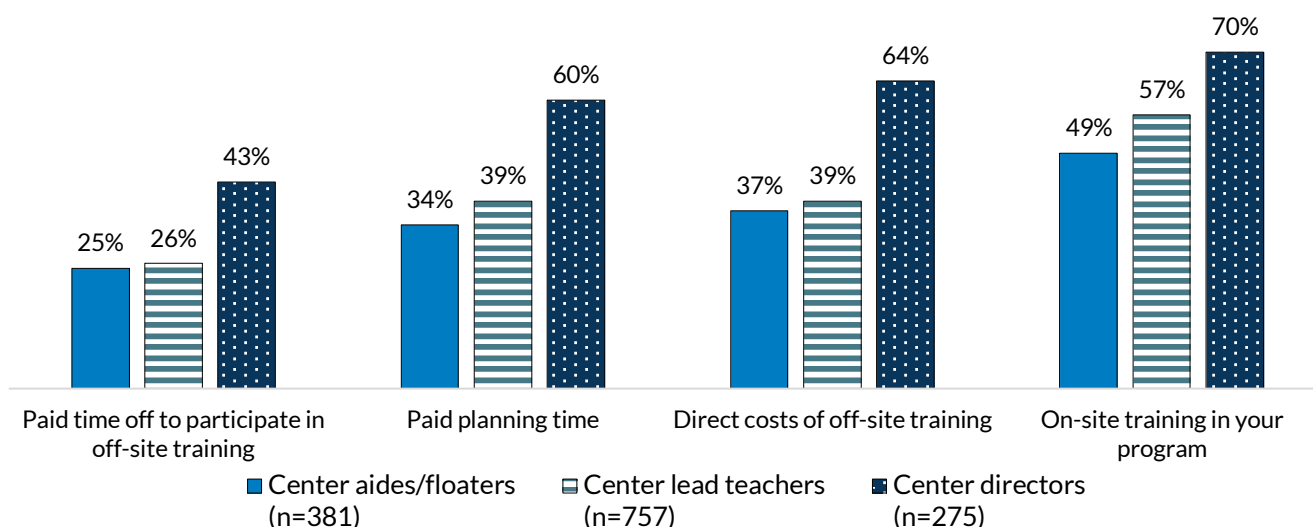
More about this research partnership:

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 survey methods](#).

Center directors reported more support for professional development than lead teachers and aides/floaters.

Only one-quarter of center aides/floaters and lead teachers said their program currently provides paid time off for them to participate in off-site trainings, compared to nearly half of center directors. Other supports—paid planning time, direct costs of off-site training, and on-site training—were also cited more often by center directors than by center aides/floaters or lead teachers.

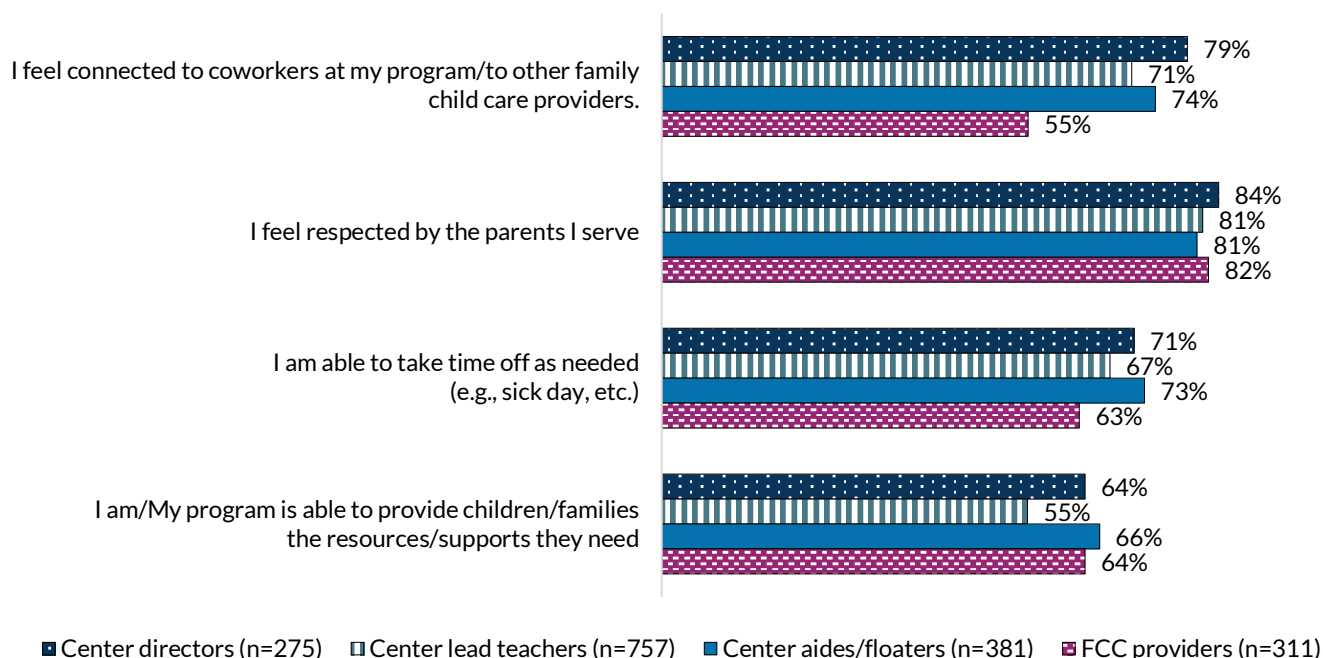
Figure 1. Percentage of respondents whose program currently provides each support to workers, by role



ECE educators feel respected by parents, but some lack referral resources for families.

Both center-based and FCC educators feel respected by the parents they serve. However, fewer FCC providers report feeling connected with peers (coworkers/other FCC providers) or being able to take time off as needed than center-based educators. FCC providers feel more equipped than center directors, center lead teachers, and aides/floaters to connect families to resources (Figure 2).

Figure 2. Percentage of respondents who “strongly agreed” or “agreed” with the following statements about their work environment, by role



FCC providers reported the strongest intent to remain at their site.

Survey respondents were asked to indicate the likelihood that they will be working at their current site in three years. FCC providers reported the strongest intentions to stay, with nearly three-quarters “very likely” or “moderately likely” to stay. In contrast, just about half of center lead teachers and aides/floaters reported they were “moderately likely” or “very likely” to remain. Center directors were slightly more likely than center lead teachers and aides/floaters to intend to stay (Figure 3).

Figure 3. Percentage of respondents “moderately likely” and “very likely” to remain at their current site in three years



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