Characteristics and Work Experiences of Licensing Staff in Child Care and Early Education

TRLECE

The Role of Licensing in
Early Care and Education

Characteristics and Work Experiences of Licensing Staff in Child Care and Early Education

Diana E. Gal-Szabo, Diane M. Early, Dianne Maglaque, Kelly Maxwell, Jessica Conway, and Cassie Simons Gerson

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Overview

Introduction

Because many **child care and early education**[1] (CCEE) programs are required to be licensed to legally operate, it is important for the CCEE field to understand how **CCEE licensing** works. **Front-line licensing staff** are the individuals who routinely conduct **inspections** of **licensed CCEE** programs and assess which **licensing regulations** providers are (or are not) meeting. This report summarizes results from the first national survey of CCEE front-line licensing staff, designed to learn more about their backgrounds, roles, responsibilities, job satisfaction, work environment, and experiences with burnout.

This report starts with a brief description of CCEE licensing, as well as past research regarding front-line CCEE licensing staff. The introduction is followed by a high-level overview of our research methods, followed by research findings. The report concludes with suggestions for future research in CCEE licensing.

Purpose

This report summarizes data from the first-ever national survey about the backgrounds, roles, responsibilities, and perceptions of CCEE front-line licensing staff. We hope the findings from this report can help **licensing administrators** and others interested in licensing better understand licensing staff and can inform their efforts to support licensing staff. We also hope it informs future research about licensing.

Research questions

This report addresses four primary research questions:

1. What are the demographic characteristics and career backgrounds of CCEE front-line licensing staff?
2. What are the roles and responsibilities of CCEE front-line licensing staff? How much are they paid and what employment benefits do they receive?
3. How do CCEE front-line licensing staff perceive their work?
    a. Do they feel confident and prepared to work in various CCEE settings?
    b. Do they feel valued in their role?
    c. Are front-line staff experiencing burnout and is burnout related to other aspects of their experiences?
4. How do CCEE front-line licensing staff perceive CCEE licensing?

Methods

This report is based on a national survey of 1,153 CCEE front-line licensing staff from all 50 states, plus the District of Columbia (DC). All information is weighted to represent CCEE front-line licensing staff nationally (N=3,102).

Key findings and highlights

- Overall, we found that the racial and ethnic distribution of front-line licensing staff was similar to that of the **center**-based CCEE workforce (Park & Datta, 2023; Paschall et al., 2023) and that front-line staff have high levels of education and background experiences relevant to child care.

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[1] The first time we use a term that is defined in the glossary, it will appear in bold purple text. View the glossary section toward the end of this document for definitions.

- Almost all front-line licensing staff were state employees who received employment benefits like health insurance, retirement, and sick leave. Average annual full-time compensation was $61,776, which is less than the average compensation of other state employees nationally (Bureau of Labor Statistics, 2024). Few front-line staff reported that they receive regular pay increases.

- The average **caseload** of a front-line staff member was 67 programs, with over half of all front-line licensing staff reporting caseloads higher than the recommended maximum caseload of 50 to 60 programs per inspector (NARA 2020a).

- Front-line licensing staff who felt that their caseloads were reasonable and who felt more valued by coworkers, **CCEE providers**, and the public experienced lower levels of burnout. Additionally, front-line licensing staff who experienced higher levels of burnout were more likely to have looked for a new job in the past three months.

- Front-line licensing staff spent most of their time conducting inspections for **compliance** or renewal, investigating programs, traveling between sites, and completing administrative tasks.

- Front-line licensing staff believed that the primary purpose of their role was to ensure children's health and safety, but almost all indicated that their role had several purposes, including improving CCEE quality.

- Generally, front-line licensing staff felt confident in their abilities and prepared to work in various CCEE settings with providers who serve all age groups. Front-line staff also had generally positive overall perceptions of CCEE licensing.

Introduction

Child care and early education (CCEE) licensing is a key part of the systems of public supports and services available for young children and their families. Each state and territory establishes its own regulations for CCEE programs to legally operate and develops processes to monitor programs to ensure that regulations are met. Licensing regulations and processes are intended to ensure the health, safety, and well-being of children (Morgan, 2003). Licensing may also support quality improvement in CCEE settings beyond basic health and safety (Maxwell & Starr, 2019). Because many CCEE providers are required to be licensed to legally operate, it is important to understand how licensing works and what its strengths and challenges are from multiple perspectives. This report summarizes data from the first-ever national survey about the backgrounds, roles, responsibilities, and perceptions of the workforce that implements CCEE licensing—front-line licensing staff.

This study is part of the project The Role of Licensing in Early Care and Education (TRLECE). TRLECE is funded from 2019-2024 by the Office of Planning, Research, and Evaluation in the Administration for Children and Families. The project team includes staff from Child Trends and ICF. The team has conducted a variety of activities to strengthen the field's understanding of child care and early education licensing.

Front-line licensing staff are the individuals who routinely conduct inspections of licensed CCEE programs (and sometimes **license-exempt** programs) and assess which licensing regulations providers are meeting. These individuals may have other responsibilities as well; however, as long as one of their jobs is to routinely conduct licensing inspections, we consider them front-line licensing staff. Through their interactions with CCEE providers, front-line staff can help providers understand and meet licensing regulations. Despite the centrality of front-line staff in CCEE licensing, little is known about these individuals and their roles. We know that, as of 2017, 65% of states and territories required CCEE front-line staff to have at least a bachelor's degree and 50% of states required a degree or course work related to child care or education (NARA, 2020b). However, we do not know the distribution of degrees and areas of study among front-line staff nationally. We also do not know what front-line staff members' daily responsibilities are on a national level or how front-line staff perceive the purpose of their roles, especially with regard to supporting quality improvement. For example, some front-line staff may provide **technical assistance** (TA) to help providers meet or exceed licensing regulations or may connect providers with outside resources for quality support.

Front-line licensing staff likely have varied experiences with and perceptions of CCEE licensing. In the field of CCEE, concerns about job stress, burnout, and turnover for providers working with children are well documented (Farewell et al., 2023). CCEE directors' and teachers' intent to leave their job is associated with job satisfaction, emotional exhaustion, well-being, and working conditions (Carson et al., 2016; McMullen et al., 2020). These issues may be paralleled in the experiences of front-line licensing staff, although no one has examined this systematically. In a related social services field—child welfare—staff burnout is related to work pressure and relationships with coworkers and supervisors (Barford & Whelton, 2010; Lizano & Mor Barak, 2015). In this report, we examine associations between front-line staff's burnout and aspects of their work environment and intent to stay in their job. The more we understand how burnout, satisfaction, and the work environment are related for CCEE front-line licensing staff, the more we can understand how to better support these individuals.

Research Questions

This is the first national survey to ask CCEE front-line licensing staff about their backgrounds, roles, responsibilities, and perceptions. The study addressed four research questions using data from all 50 states and the District of Columbia (DC).[2]

1. What are the demographic characteristics and career backgrounds of CCEE front-line licensing staff?
2. What are the roles and responsibilities of CCEE front-line licensing staff? How much are they paid and what employment benefits do they receive?
3. How do CCEE front-line licensing staff perceive their work?
    a. Do they feel confident and prepared to work in various CCEE settings?
    b. Do they feel valued in their role?
    c. Are front-line staff experiencing burnout and is burnout related to other aspects of their experiences?
4. How do CCEE front-line licensing staff perceive CCEE licensing?

Methods

The study team administered a national survey to understand the backgrounds, roles, responsibilities, and perceptions of CCEE front-line licensing staff. For the purposes of this survey, we defined CCEE front-line licensing staff as individuals who routinely conduct inspections of licensed CCEE programs. They may have had other responsibilities as well, as long as one of their jobs was to routinely conduct licensing inspections.

We developed the survey through a review of existing surveys for other child care related professionals (e.g., the 2019 National Survey of Early Care & Education, the 2020 Child Care Licensing Study survey, Infant and Early Childhood Mental Health Consultation evaluation surveys) and in consultation with licensing experts, including state licensing staff members. Additionally, we worked with our partners in the Office of Planning, Research, and Evaluation, and the Office of Child Care at the Administration of Children and Families.[3] We invited all 3,102 CCEE front-line licensing staff from all 50 states and DC to participate in our survey using contact information we gathered directly from state CCEE licensing administrators and through online searches. We used email to distribute an individualized link to an online version of the survey and we followed up with non-respondents by email, phone calls, and text message. We offered a $25 gift card to those who responded to the survey. Data collection began on May 23, 2023, and ended on July 24, 2023.

Our final sample consisted of 1,153 respondents. Using the formula from the American Association of Public Opinion Research (AAPOR, 2023), this corresponds to a 42% response rate. We have applied response weights to all analyses to account for state-level differences in response rates, so the data presented here represent the entire population of CCEE front-line staff in the United States, to the extent possible.

We describe our detailed research methods, including survey construction, obtaining lists of front-line licensing staff, outreach, response rate calculations, and weights in our methodology report (Early et al., 2024).

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[2] Territories were not included in the current data collection because our 2021 interviews with licensing administrators (approved under generic OMB #0970-0356; Understanding Child Care Licensing Challenges, Needs, and Use of Data) indicated that CCEE licensing in the territories is quite different from CCEE licensing in states, with licensing agencies in the territories being smaller and typically working with fewer providers. We were concerned that the questions we developed for states would not apply to territories.

[3] We engaged OCC throughout the study because they oversee states' implementation of the federal Child Care and Development Fund, which includes some guidance about CCEE licensing.

Research Findings

Demographic characteristics

Because so little is known about front-line licensing staff, we start with a description of their demographic characteristics[4]:

- Front-line licensing staff were predominantly female (92%).

- Over half reported that they were White, non-Hispanic and about one-fifth indicated they were Black, non-Hispanic (See Figure 1). Approximately 13% indicated that they were Hispanic or Latino of any race. Based on estimates from the 2019 National Survey of Early Care and Education (NSECE), the racial/ethnic distribution of front-line licensing staff was generally similar to that of the center-based CCEE workforce s (Park & Datta, 2023; Paschall et al., 2023).

- Almost all front-line licensing staff reported speaking English with providers (over 99%). Additionally, 12% of front-line staff reported speaking Spanish with providers.

- Almost all front-line licensing staff had at least an associate's degree and, among those with any college experience, almost half had studied child development, psychology, family studies, early childhood education, or early or school-age care (See Figures 2 & 3). Child Care Aware of America recommends that licensing staff have a bachelor's degree in early childhood education or a related field (CCAoA, 2013); our results are in line with this recommendation.

- Most front-line licensing staff (72%) completed at least one college course in early childhood education.

- Few front-line licensing staff had a Child Development Associate (CDA; 8%) or School-Age and Youth Development Credential (5%).

Figure 1. CCEE Front-line Licensing Staff's Race & Ethnicity
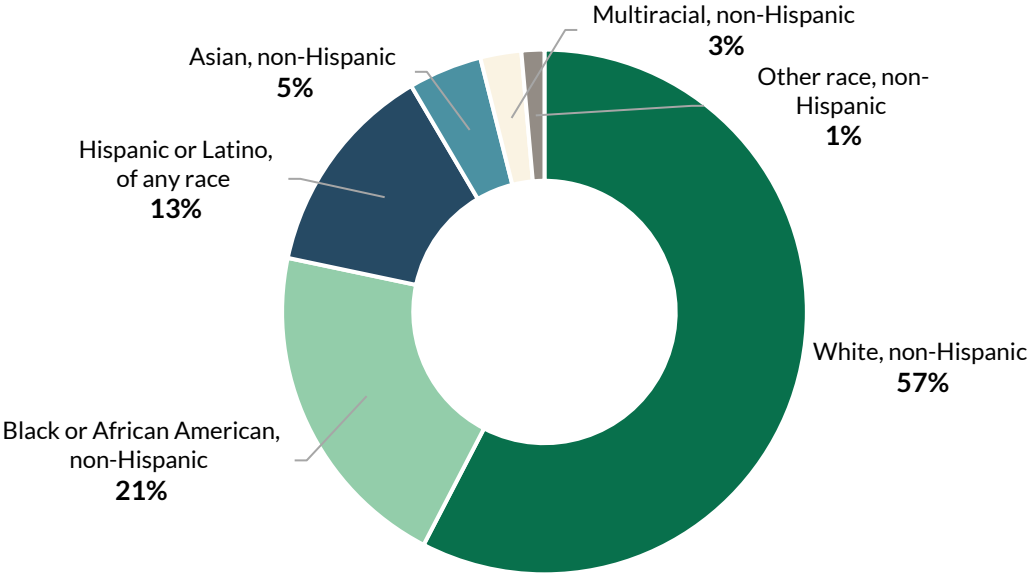
Source: TRLECE 2023 CCEE Front-line Licensing Staff Survey
Note: This figure is based on responses from 1,115 CCEE front-line licensing staff, weighted to represent the population of CCEE front-line licensing staff in the United States (N=3,102)

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[4] Appendix B contains more detailed statistics for all descriptive analysis.

Figure 2. CCEE Front-line Licensing Staff's Highest Level of Education

Associate's degree (AA, AS)
4%

| | | Bachelor's degree (BA, BS, AB) **61%** | Graduate or professional degree (e.g., MA, MS, PhD, EdD) **32%** |

Some college credit but no degree
3%

Source: TRLECE 2023 CCEE Front-line Licensing Staff Survey
Note: This figure is based on responses from 1,135 CCEE front-line licensing staff, weighted to represent the population of CCEE front-line licensing staff in the United States (N=3,102)

Figure 3. College Major for CCEE Front-line Licensing Staff who had Some College Credit or a Degree
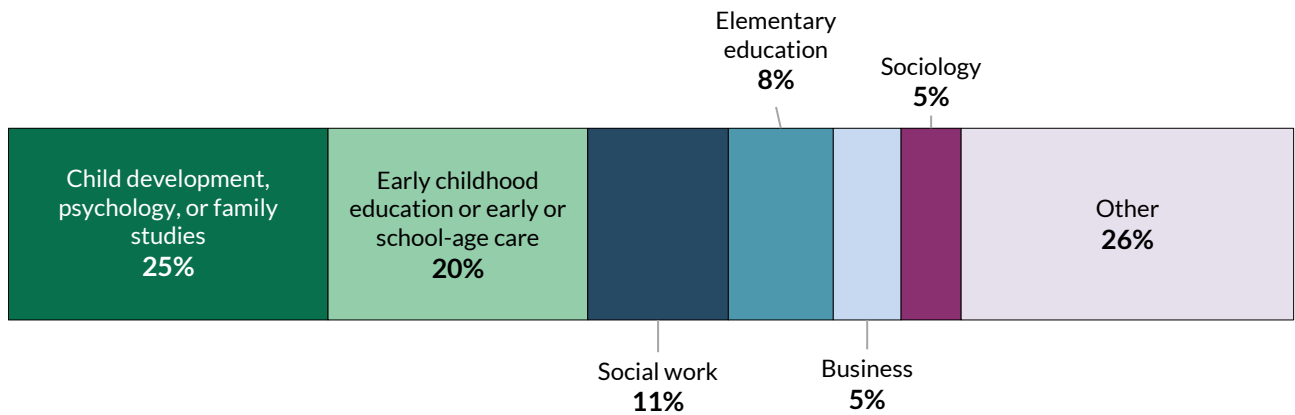
Elementary education
8%

Sociology
5%

| Child development, psychology, or family studies **25%** | Early childhood education or early or school-age care **20%** | | | | | Other **26%** |

Social work
11%

Business
5%

Source: TRLECE 2023 CCEE Front-line Licensing Staff Survey
Note: This figure is based on responses from 1,100 CCEE front-line licensing staff, weighted to represent the population of CCEE front-line licensing staff in the United States (N=3,102)

Career backgrounds

Front-line staff had been in their current licensing position for an average of 6.6 years, ranging from less than one year to 45.8 years. Front-line licensing staff had worked in any child care licensing position for an average of 8.6 years.

Prior to their current role, most front-line licensing staff (69%) had worked in a CCEE setting. As seen in Figure 4, more than half (59%) previously worked in a licensed CCEE center, whereas only 15% previously worked in a licensed **family child care or group child care home**. Only 15% previously worked in a license-exempt setting, in either license-exempt center-based care (12%) or license-exempt family/group care (6%). In their prior CCEE roles, 56% of front-line licensing staff had been a teacher or other staff member and 43% had been a director, assistant director, or owner. Additionally, 11% of front-line licensing staff previously worked in the field of licensing outside of CCEE. Of these, 52% worked in youth residential homes, 30% in senior care, and 17% in adoption or foster care.

Figure 4. CCEE Settings in Which CCEE Front-line Licensing Staff Have Previously Worked

Setting	Percentage
Licensed center-based child care	59%
License-exempt center-based child care	12%
Licensed family/group child care	15%
License-exempt family/group child care	6%
Head Start program	25%
School-based Preschool/pre-K	25%

Source: TRLECE 2023 CCEE Front-line Licensing Staff Survey
Note: This figure is based on responses from 1,134-1,137 CCEE front-line licensing staff, weighted to represent the population of CCEE front-line licensing staff in the United States (N=3,102)

Employer, compensation, and benefits

As seen in Figure 5, most front-line licensing staff were employed by the state CCEE **licensing agency**. Others were employees of a county CCEE licensing agency, employees of an organization that contracts with the state/county CCEE licensing agency, or independent contractors with the state or county CCEE licensing agency.

Figure 5. CCEE Front-line Licensing Staff Employers

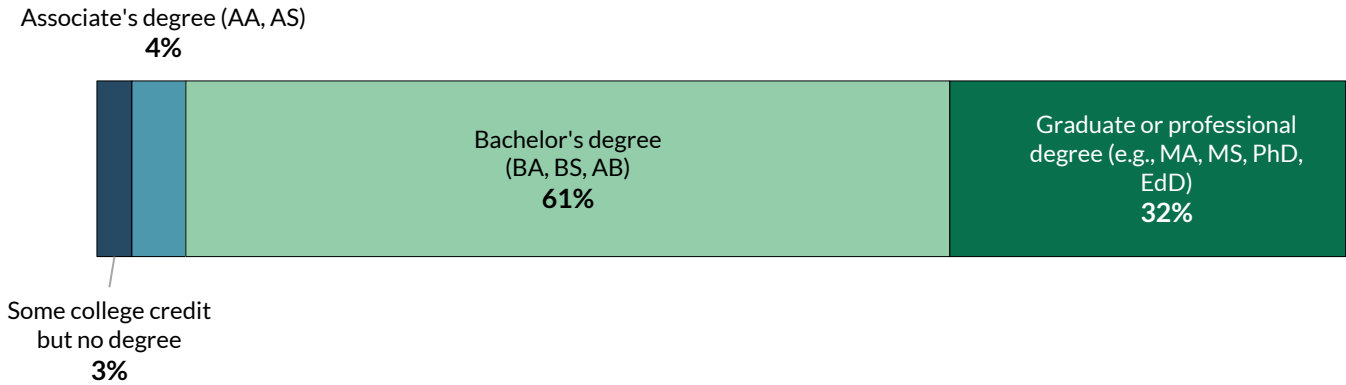| Employer	Percentage
Independent contractor	1%
Employee of a county licensing agency	7%
Employee of an organization that contracts with the licensing agency	5%
Employee of the state licensing agency	87%

Source: TRLECE 2023 CCEE Front-line Licensing Staff Survey
Note: This figure is based on responses from 1,149 CCEE front-line licensing staff, weighted to represent the population of CCEE front-line licensing staff in the United States (N=3,102)

Front-line licensing staff's average hourly wage was $29.70 and ranged from $12 to $60. This is equivalent to $61,776 annually for individuals who work full-time, assuming a 40-hour work week and 52 weeks of work per year. This is less than the average compensation of state government employees nationally (excluding schools and hospitals), whose average salary in May 2023 (at the time of data collection) was $68,110 (Bureau of Labor Statistics, 2024).

Almost all (over 99%) front-line licensing staff received some form of job benefits (Appendix B, Table B13). The most common job benefits included health insurance (94%), paid sick or personal leave (94%), retirement benefits (93%), and dental insurance (84%). Fewer front-line staff received pay increases either in the form of cost-of-living adjustments (54%) or merit raises (25%).

Caseloads

The National Association for Regulatory Administration's (NARA) 2020 best practice guidelines recommend that caseloads be no more than 50 to 60 programs per individual (NARA, 2020a). Among front-line staff, the average caseload was 67 programs,[5] with a range from 0[6] to 240. About half (54%) of front-line licensing staff had a caseload of over 60 programs, meaning over half had caseloads that were higher than NARA's recommendations. The National Center on Early Childhood Quality Assurance notes that caseload sizes vary based on a number of factors, including the time spent onsite, travel time, and additional responsibilities of front-line staff (NCECQA, 2018). In our survey, front-line licensing staff varied in their perceptions of how reasonable their caseload was; more than half of respondents agreed or strongly agreed that their caseload was reasonable and 27% disagreed or strongly disagreed (Figure 6). In general, front-line staff with higher caseloads perceived their caseloads as less reasonable (β = -0.005, p < 0.001).

Figure 6. CCEE Front-line Licensing Staff's Perception that Caseload is Reasonable

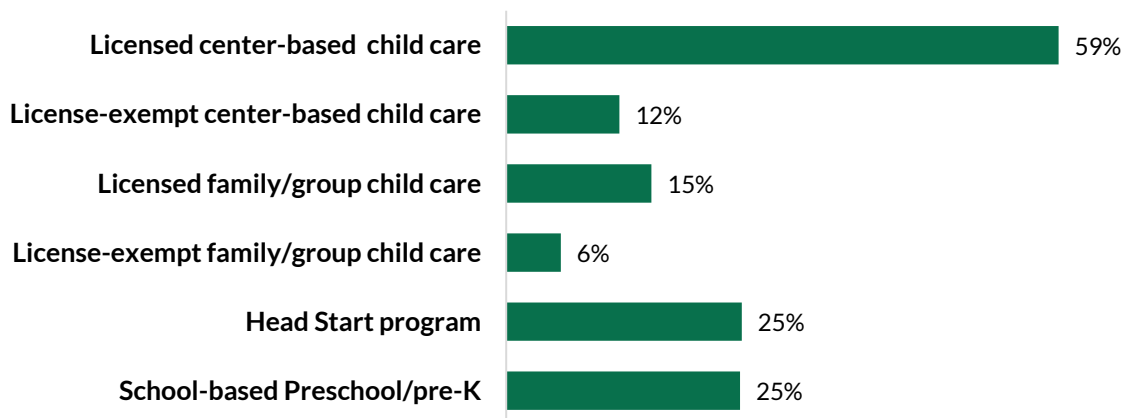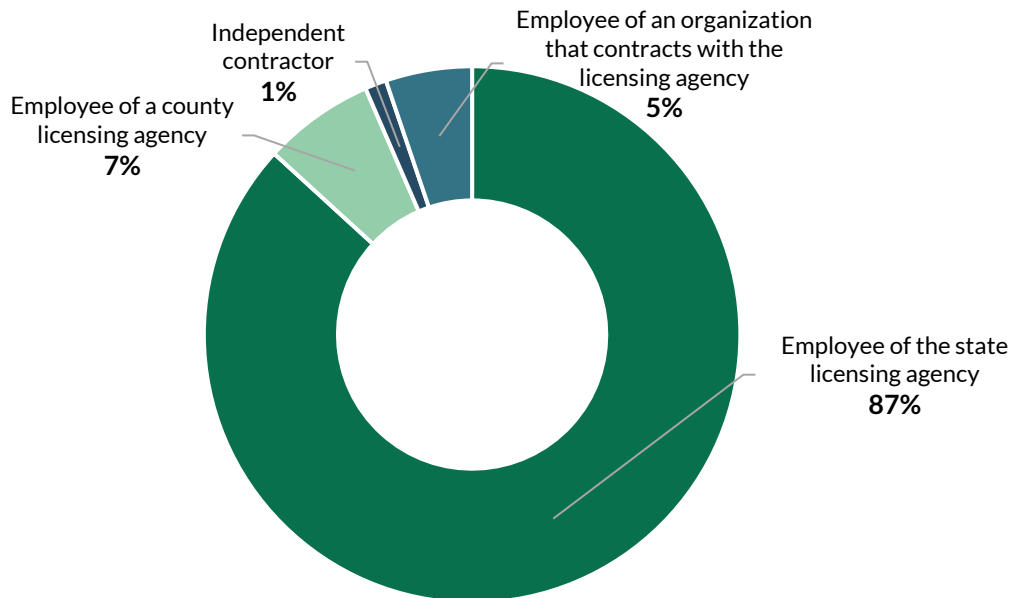**Source:** TRLECE 2023 CCEE Front-line Licensing Staff Survey
Note: This figure is based on responses from 1,150 CCEE front-line licensing staff, weighted to represent the population of CCEE front-line licensing staff in the United States (N=3,102)
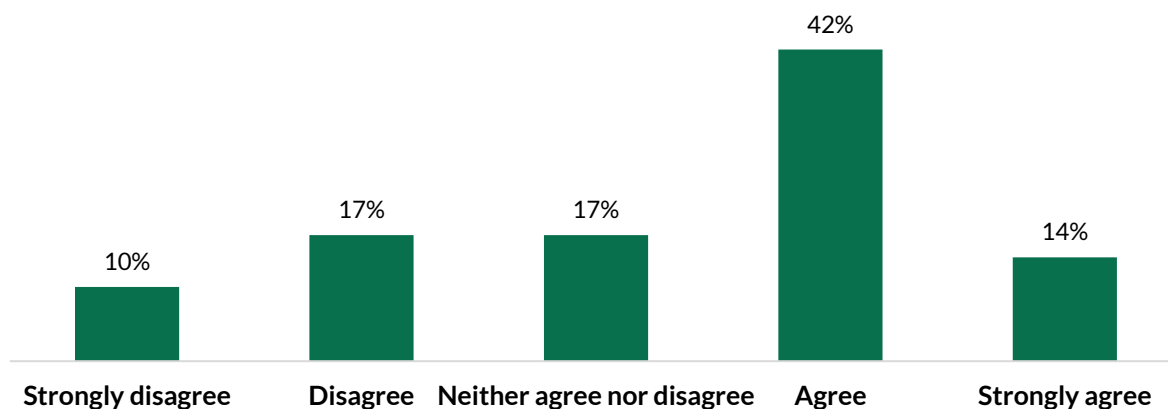
Licensing agencies may assign staff to only work in certain settings, like family child care homes, or to work across setting types. Most front-line licensing staff (71%) indicated that they work in both center-based and family child care settings. Only 15% of front-line staff had caseloads comprised exclusively of family child care and 14% had caseloads exclusively comprised of center-based child care.

In some states (n=37), the licensing unit is responsible for **monitoring** providers who operate legally without a license (i.e., license-exempt providers) and receive Child Care Development Fund (CCDF) subsidies. Our survey indicated that 19% of all front-line licensing staff worked with license-exempt providers.

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[5] The survey question asked front-line staff how many "programs" were in their caseload but did not define programs. We assume they were thinking of individual locations, but it is possible that some respondents counted a program with multiple locations as a single program.

[6] Front-line staff who reported caseloads of less than 1 or more than 200 were prompted to double check their response before continuing with the survey. If they kept the response as is after the prompt to review it, we accepted it. We believe that the 4 individuals who indicated a caseload of 0 were likely supervisors or individuals with other specialized roles who routinely conducted inspections but did not have a regularly assigned caseload.

General responsibilities

Figure 7 shows front-line licensing staff's job responsibilities. Almost all front-line staff conducted **routine inspections** for compliance (98%) and follow-up visits based on non-compliance/**violations** (98%). Most also conducted **complaint** investigations (95%), inspections for license renewal (88%), and pre-licensing visits to CCEE programs (83%).

Figure 7. CCEE Front-line Licensing Staff's Job Responsibilities
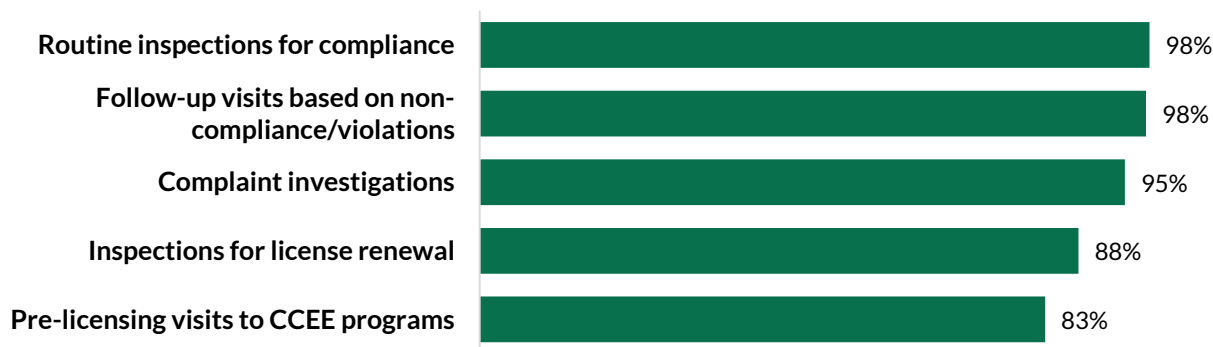
Routine inspections for compliance	98%
Follow-up visits based on non-compliance/violations	98%
Complaint investigations	95%
Inspections for license renewal	88%
Pre-licensing visits to CCEE programs	83%

Source: TRLECE 2023 CCEE Front-line Licensing Staff Survey
Note: This figure is based on responses from 1,143-1,149 CCEE front-line licensing staff, weighted to represent the population of CCEE front-line licensing staff in the United States (N=3,102)

We asked front-line licensing staff to indicate roughly what percentage of time they spent on various licensing activities (Figure 8). Respondents reported spending the most time on inspections for compliance or renewal. They also reported spending a lot of their time on administrative tasks and communication (e.g., processing CCEE licensing applications and amendments, scheduling, processing **incident** reports, coordinating with other entities, or communicating with providers or families), travel, and investigating programs. They spent the lowest percentage of their time on receiving and providing training and professional development (PD).

Figure 8. Percentage Time CCEE Front-line Licensing Staff Spend on Various Licensing Activities

- Inspections for compliance or renewal **39%**
- Administrative tasks and communication **22%**
- Travel **16%**
- Investigating programs **14%**
- Receiving training/PD **5%**
- Providing training/PD **3%**
- Other **1%**

Source: TRLECE 2023 CCEE Front-line Licensing Staff Survey
Note: This figure is based on responses from 1,064 CCEE front-line licensing staff, weighted to represent the population of CCEE front-line licensing staff in the United States (N=3,102)

Purpose of role

The survey asked front-line licensing staff about the purpose of their role, requesting they rate how strongly they agreed with a series of statements (e.g., "Part of my role is to ensure children are cared for in a healthy and safe environment"). Most front-line staff agreed or strongly agreed that each statement was part of their licensing role (Figure 9).

Figure 9. CCEE Front-line Licensing Staff's Purpose of Role
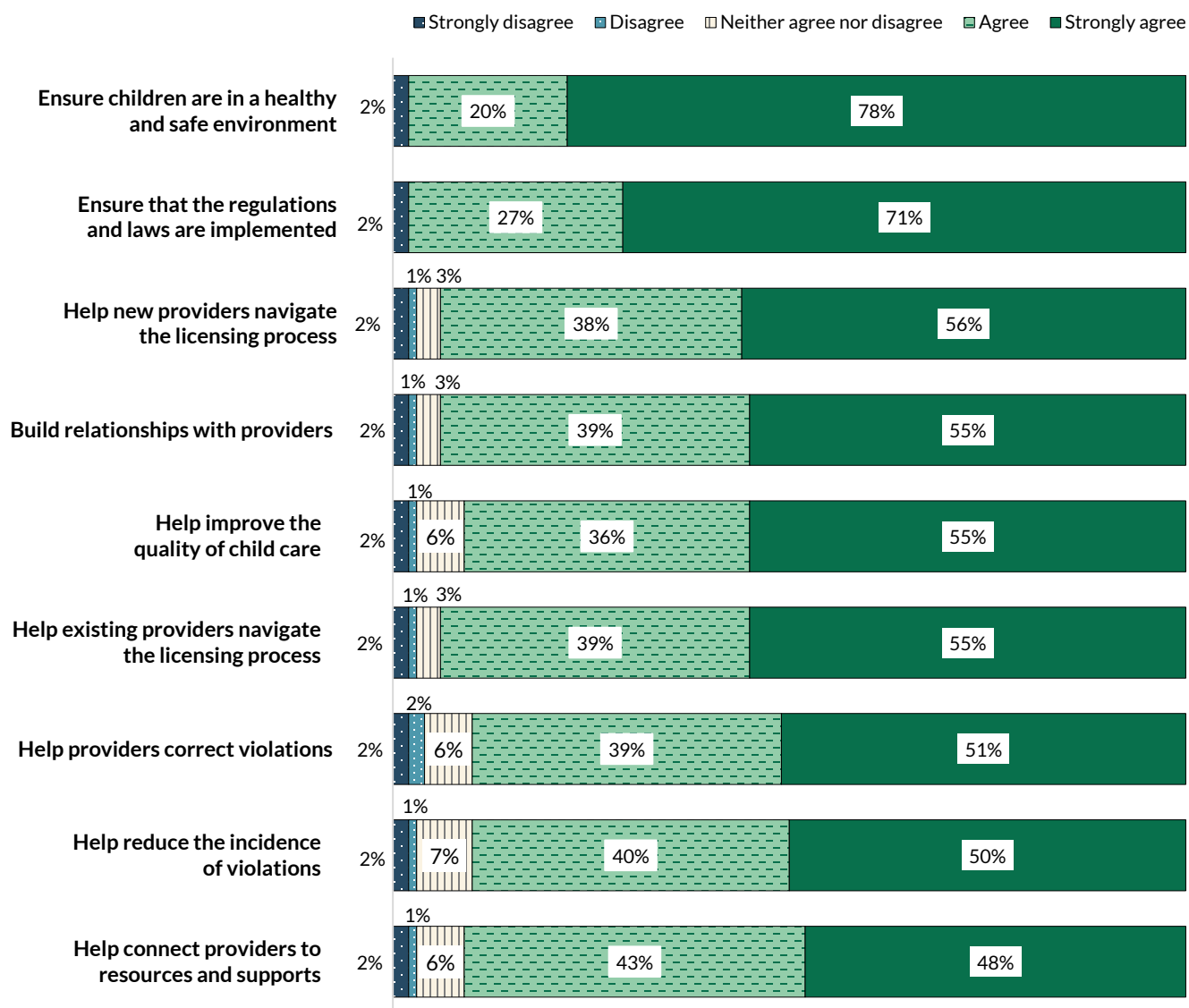
Source: TRLECE 2023 CCEE Front-line Licensing Staff Survey
Note: This figure is based on responses from 1,143-1,152 CCEE front-line licensing staff, weighted to represent the population of CCEE front-line licensing staff in the United States (N=3,102).

We also asked respondents to indicate the *primary* purpose of their role (Figure 10). Most (85%) front-line licensing staff indicated that the primary purpose of their licensing role was to ensure children are cared for in a healthy and safe environment. The second most common primary purpose identified was to ensure that the regulations and laws are implemented (10%).

Figure 10. CCEE Front-line Licensing Staff's Primary Purpose of Role

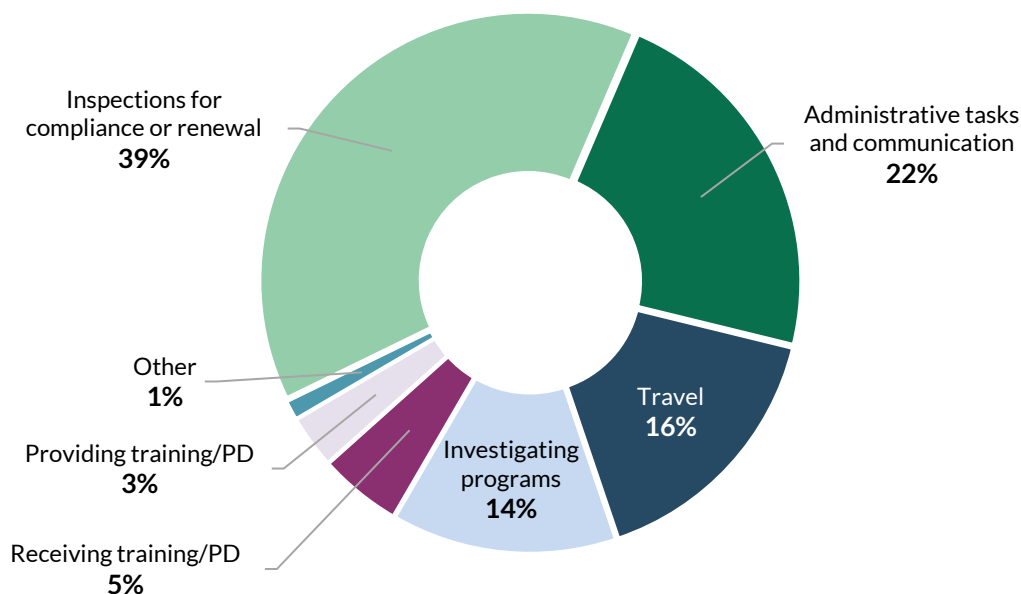| Category	Value
Ensure children are in a healthy and safe environment	85%
Ensure that the regulations and laws are implemented	10%
Help improve the quality of child care	3%
Help new providers navigate the licensing process	1%
Other	1%

Source: TRLECE 2023 CCEE Front-line Licensing Staff Survey
Note: This figure is based on responses from 1,145-1,150 CCEE front-line licensing staff, weighted to represent the population of CCEE front-line licensing staff in the United States (N=3,102)

Perceptions of CCEE licensing

We asked front-line licensing staff how strongly they agreed with a series of statements regarding CCEE licensing and CCEE licensing regulations (Figure 11). Front-line staff had generally positive perceptions of CCEE licensing, and most agreed that CCEE licensing helps support children's health and safety and helps providers deliver higher quality care. Most also agreed that regulations are reasonable to meet. However, about half of front-line staff agreed that licensing regulations sometimes conflict with other standards.

Figure 11. CCEE Front-line Licensing Staff's Perceptions of Licensing

Legend: Strongly disagree | Disagree | Neither agree nor disagree | Agree | Strongly agree

| Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
Licensing helps support children's health and safety	1%	2%	5%	48%	44%
Licensing helps providers deliver higher quality care	1%	6%	16%	46%	31%
Licensing regulations are reasonable to meet	1%	4%	16%	57%	22%
Licensing regulations sometimes conflict with other standards	7%	19%	27%	39%	8%
There are too many child care licensing regulations	18%	39%	27%	13%	3%

Source: TRLECE 2023 CCEE Front-line Licensing Staff Survey
Note: This figure is based on responses from 1,142-1,150 CCEE front-line licensing staff, weighted to represent the population of CCEE front-line licensing staff in the United States (N=3,102)

Role of front-line licensing staff in providing TA and referrals

Front-line licensing staff reported whether a series of responsibilities related to providing TA were part of their job (Figure 12). Almost all front-line staff indicated that it was part of their job to help providers understand the CCEE licensing regulations, understand the health and safety guidance, and achieve compliance with licensing regulations. Only about half of front-line staff indicated that it was part of their job to lead group trainings for CCEE providers and less than half reported helping providers apply for grants.

Figure 12. CCEE Front-line Licensing Staff's TA-Related Responsibilities

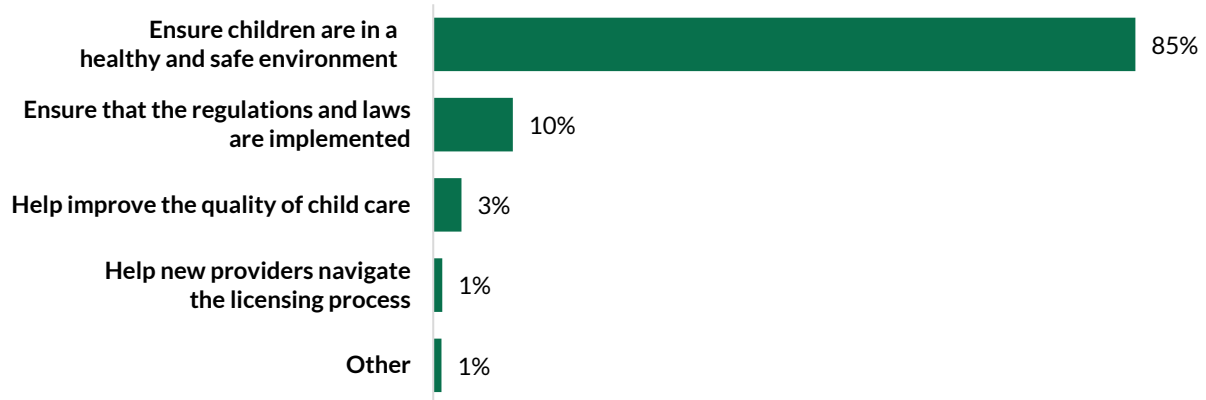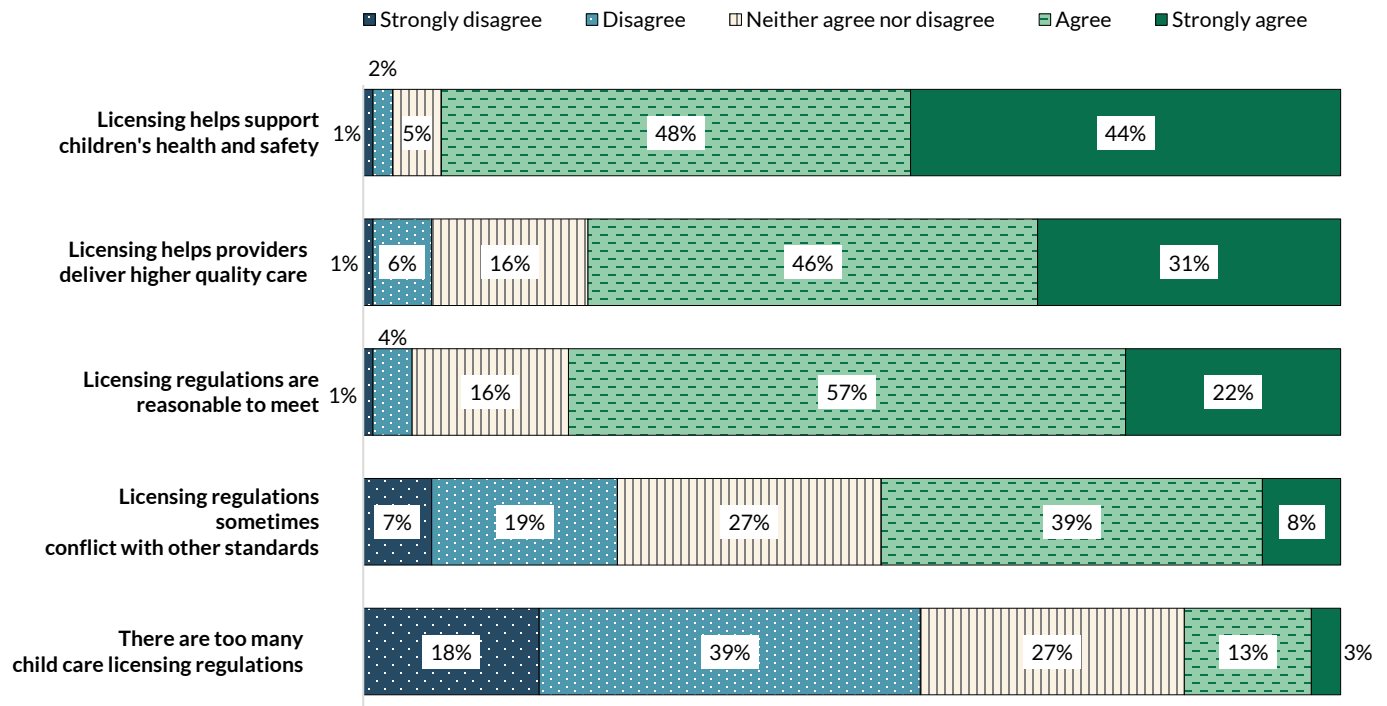| Responsibility	Percentage
Help providers understand the CCEE licensing regulations	100%
Help providers understand health and safety guidance	99%
Help providers achieve compliance with licensing regulations	99%
Guidance, resources, training, consultation to providers	96%
Make providers aware of available training	96%
Support providers in complying with other regulations	94%
Help providers improve quality and exceed licensing regulations	94%
Help providers understand COVID-19 guidance	90%
Leading group training for CCEE providers	55%
Help providers apply for grants	38%

Source: TRLECE 2023 CCEE Front-line Licensing Staff Survey
Note: This figure is based on responses from 1,124-1,151 CCEE front-line licensing staff, weighted to represent the population of CCEE front-line licensing staff in the United States (N=3,102)

Figure 13 shows how frequently front-line licensing staff referred providers to various agencies or organizations for help, support, or consultation. Front-line staff reported making referrals to many different entities. Most frequently, front-line staff made referrals to Child Care Resource and Referral (CCR&R) agencies, abuse and neglect departments (e.g., Department of Family Services), and state health departments. Front-line staff least frequently referred providers to the statewide afterschool network or afterschool association, Head Start grantee, or public pre-K.

Figure 13. Referrals to Agencies and Organizations to Provide Help, Support or Consultation to CCEE Providers

Legend: ■ Never ■ Rarely ▦ Sometimes ▦ Often

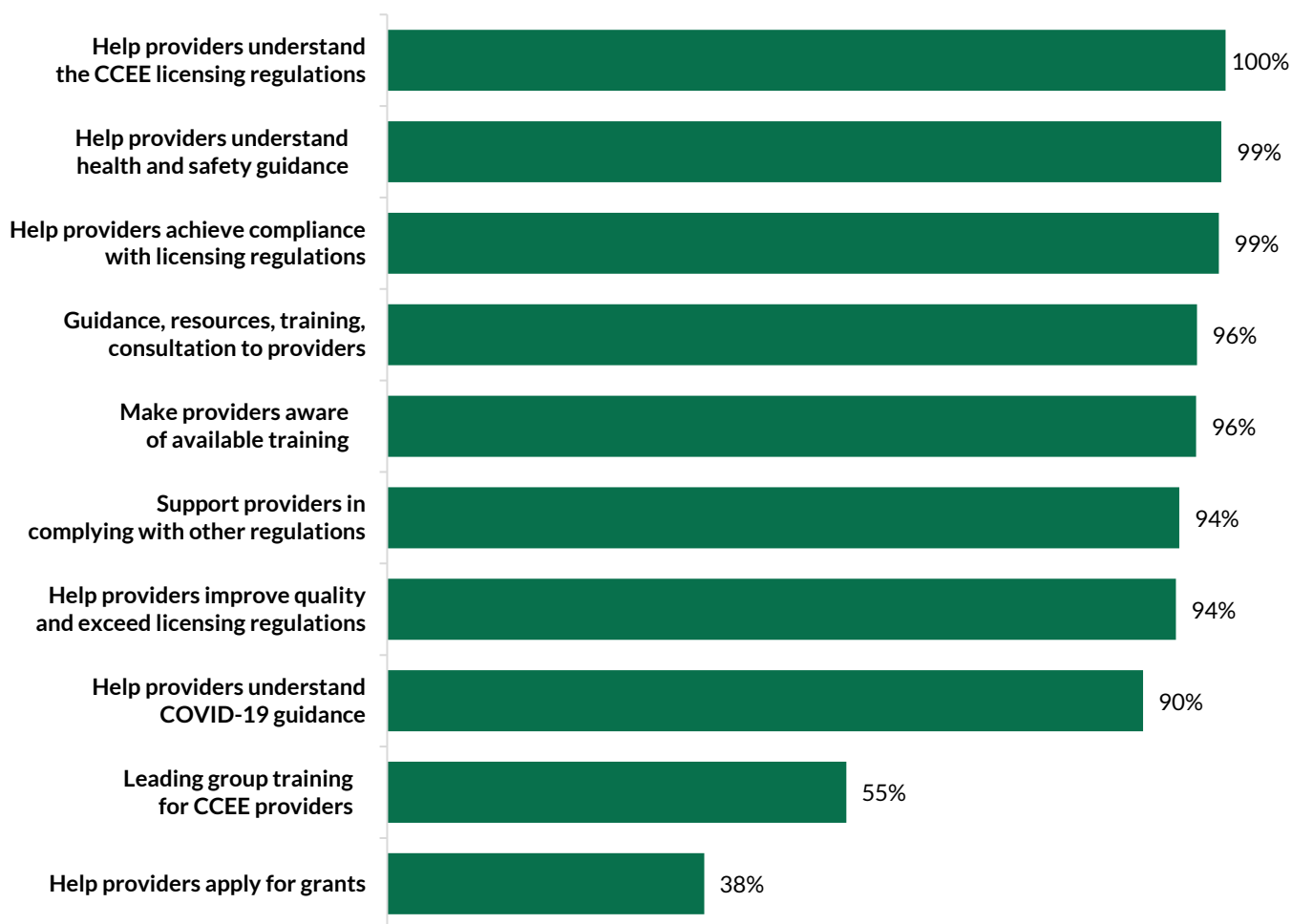| Agency/Organization	Never	Rarely	Sometimes	Often
CCR&R	7%	10%	38%	45%
Child and Adult Care Food Program	11%	20%	40%	29%
Health Department	9%	18%	46%	27%
Fire Department	14%	22%	38%	26%
Subsidy Program	18%	21%	39%	22%
Abuse and Neglect Department	9%	21%	49%	21%
Quality Rating and Improvement System/other quality initiative	25%	21%	34%	20%
Early Intervention Program	32%	29%	30%	9%
Public pre-K	47%	28%	20%	5%
Head Start Grantee	50%	31%	15%	4%
Statewide Afterschool Network or Afterschool Association	60%	25%	12%	3%

Source: TRLECE 2023 CCEE Front-line Licensing Staff Survey
Note: This figure is based on responses from 1,133-1,142 CCEE front-line licensing staff, weighted to represent the population of CCEE front-line licensing staff in the United States (N=3,102).

Confidence and feelings of preparedness

Almost all (93%) respondents agreed or strongly agreed that they were confident in their ability as front-line licensing staff (Appendix B, Table B24). Similarly, almost all (94%) front-line staff agreed or strongly agreed that they had a good understanding of CCEE licensing (Appendix B, Table B24).

Front-line licensing staff also reported feeling prepared to work in various settings and with all age groups (Figure 14). Almost all front-line staff also agreed or strongly agreed that they felt prepared to work with CCEE providers who work with infants and toddlers (94%) and school aged children (93%). Most front-line staff agreed or strongly agreed that they felt prepared to work with CCEE centers (90%) and family child care homes (92%).

Figure 14. CCEE Front-line Licensing Staff's Feelings of Preparedness to Work With Different Settings and Ages

Legend: ■Strongly disagree ▨Disagree ▥Neither agree nor disagree ▨Agree ■Strongly agree

I feel prepared to work with providers who work with infants and toddlers: 1% | 5% | 37% | 57%

I feel prepared to work with child care centers: 2% | 2% | 6% | 34% | 56%

I feel prepared to work with child care homes: 1% | 1% | 6% | 39% | 53%

I feel prepared to work with providers who work with school aged children: 1% | 1% | 5% | 41% | 52%
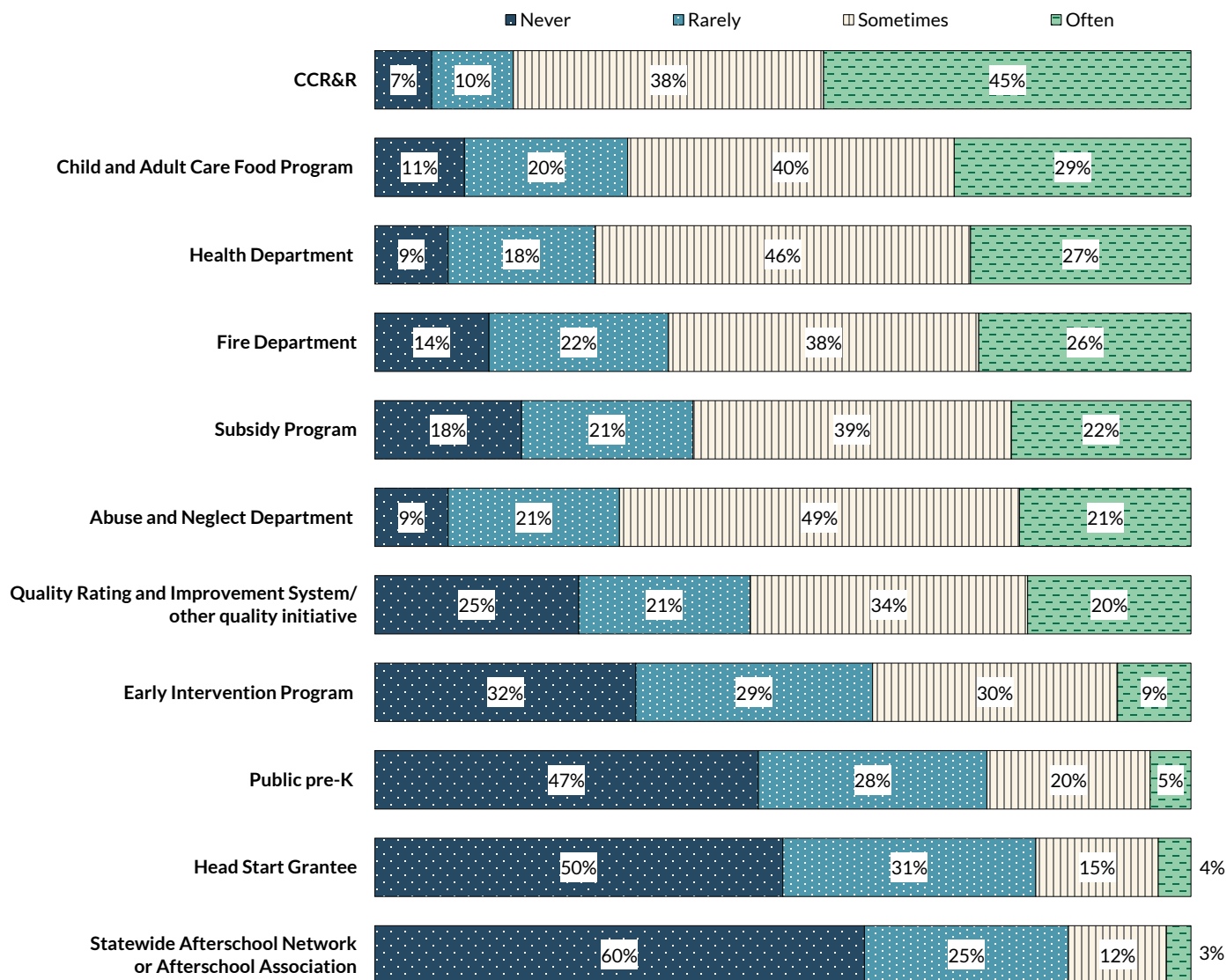
Source: TRLECE 2023 CCEE Front-line Licensing Staff Survey
Note: This figure is based on responses from 1,022-1,085 CCEE front-line licensing staff, weighted to represent the population of CCEE front-line licensing staff in the United States (N=3,102).

Feeling valued

Front-line licensing staff responded to a series of statements indicating the extent to which they felt valued in their role by various groups. Figures 15 – 17 show the items and how front-line staff responded. Most front-line licensing staff agreed or strongly agreed that they felt valued by coworkers, supervisors, and CCEE providers. Half of front-line staff agreed or strongly agreed that they felt valued by the leadership in their agency (Figure 15), and less than half agreed or strongly agreed that they felt valued by others in government or by the public (Figure 16).

Figure 15. CCEE Front-line Licensing Staff's Feelings of Being Valued by Coworkers, Supervisors, and Agency Leadership

Legend: ■Strongly disagree ▨Disagree ▥Neither agree nor disagree ▨Agree ■Strongly agree

I feel valued by my supervisor: 3% | 4% | 10% | 49% | 34%

I feel valued by my co-workers: 1% | 3% | 13% | 53% | 30%

I have help dealing with difficult providers and programs: 3% | 6% | 13% | 52% | 26%

My co-workers and I are treated with respect on a day-to-day basis: 3% | 9% | 18% | 49% | 21%

I feel valued by leadership in my agency: 10% | 12% | 28% | 37% | 13%

Source: TRLECE 2023 CCEE Front-line Licensing Staff Survey
Note: This figure is based on responses from 1,153 CCEE front-line licensing staff, weighted to represent the population of CCEE front-line licensing staff in the United States (N=3,102).
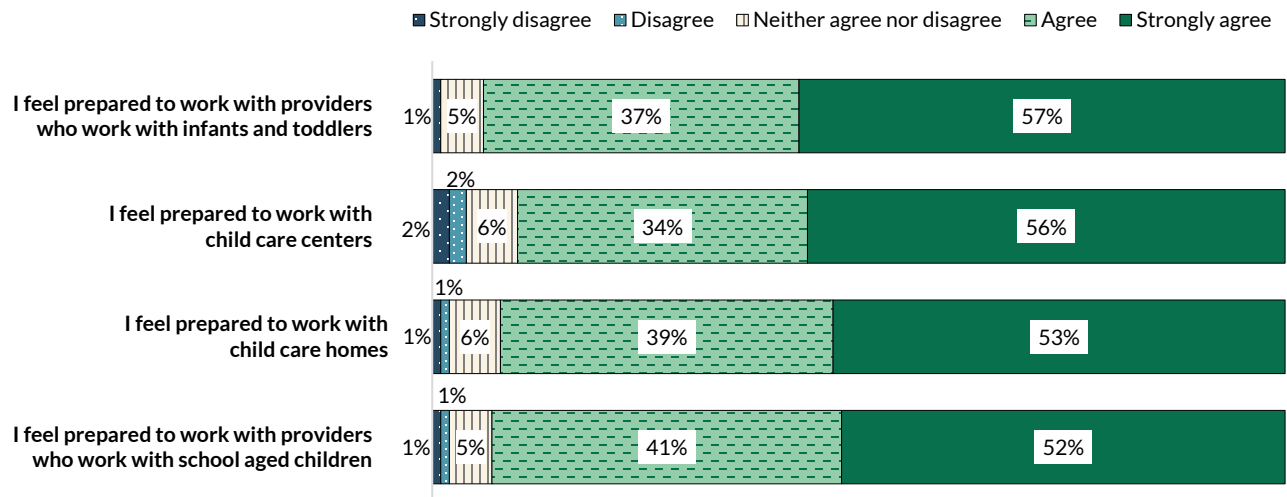
Figure 16. CCEE Front-line Licensing Staff's Feelings of Being Valued by State/Local Government and The General Public

Legend: ■ Strongly disagree ■ Disagree ☐ Neither agree nor disagree ▨ Agree ■ Strongly agree

I feel valued by the general public: 2% | 13% | 42% | 35% | 8%

I feel valued by others in state/local government: 9% | 15% | 44% | 26% | 6%
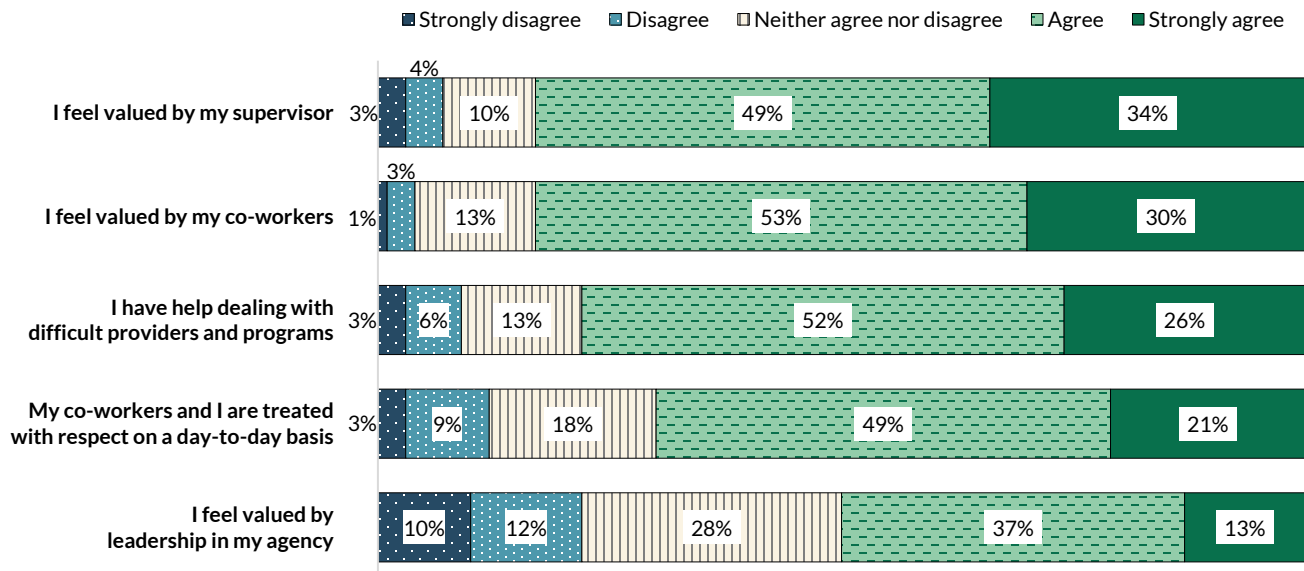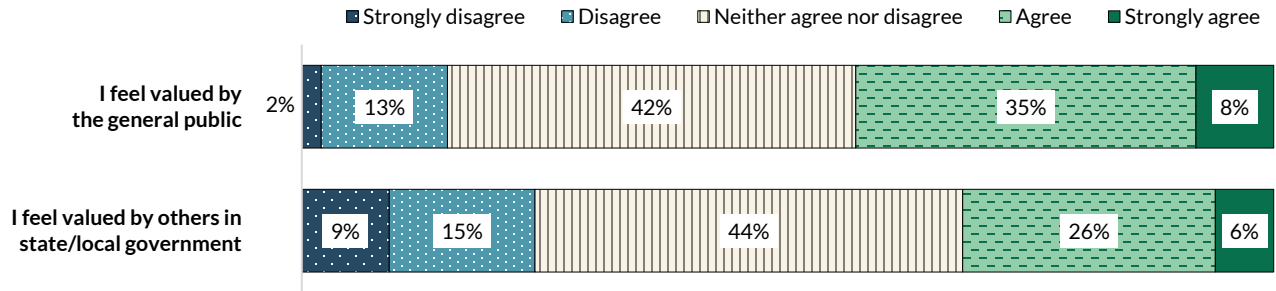
Source: TRLECE 2023 CCEE Front-line Licensing Staff Survey
Note: This figure is based on responses from 1,153 CCEE front-line licensing staff, weighted to represent the population of CCEE front-line licensing staff in the United States (N=3,102).

Figure 17. CCEE Front-line Licensing Staff's Feelings of Being Valued by CCEE Providers

Legend: ■ Strongly disagree ■ Disagree ☐ Neither agree nor disagree ▨ Agree ■ Strongly agree

I have positive relationships with most of the providers with whom I work: 3% | 54% | 43%

I feel valued by the providers with whom I work: 4% | 16% | 54% | 26%

Source: TRLECE 2023 CCEE Front-line Licensing Staff Survey
Note: This figure is based on responses from 1,153 CCEE front-line licensing staff, weighted to represent the population of CCEE front-line licensing staff in the United States (N=3,102).

We used statistical analysis to group the items about feeling valued into three scales to use in analyses later in this report: feeling valued by coworkers, supervisors, and agency leadership (M = 3.8); feeling valued by state/local government and the general public (M = 3.2); and feeling valued by CCEE providers (M = 4.2). As Figure 18 shows, front-line staff felt less valued by the government and public than they did by their coworkers, supervisors, and agency leadership ($p<0.001$) or by CCEE providers ($p<0.001$). They also felt more valued by CCEE providers than they did by their coworkers ($p<0.001$). The scores for each of the three scales ranged from 1 to 5 where higher scores indicated feeling more valued. See Appendix A for details regarding all statistical analyses.

Figure 18. Comparisons Between CCEE Front-line Licensing Staff's Feelings of Being Valued by Group

Y-axis: Feeling Valued (5 Strongly Agree to 1 Strongly Disagree)

- General public and state/local government: 3.2
- Coworkers, supervisors, and agency leadership: 3.8
- CCEE providers: 4.2

Source: TRLECE 2023 CCEE Front-line Licensing Staff Survey
Note: All groups are significantly different from one another, $p < .001$
This figure is based on responses from 1,153 CCEE front-line licensing staff, weighted to represent the population of CCEE front-line licensing staff in the United States (N=3,102).
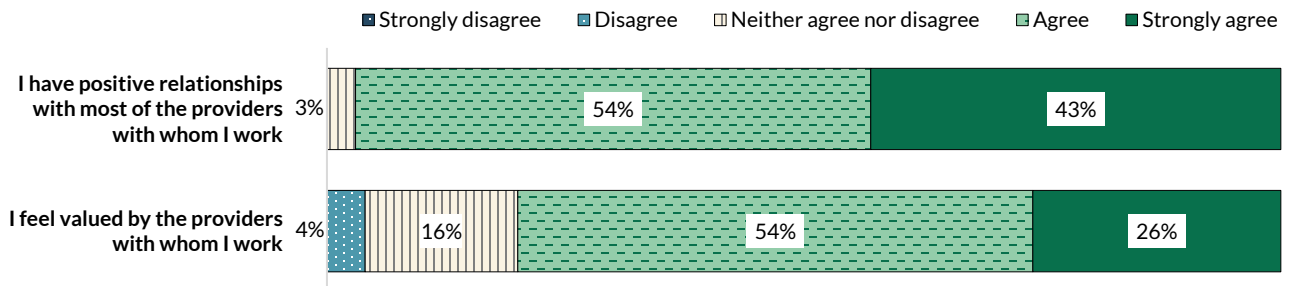
Burnout

To examine burnout (i.e., emotional exhaustion and decreased personal accomplishment), front-line licensing staff indicated the extent to which they agreed with a series of 10 items (Figure 19; Jorde-Bloome, 1988). Roughly two thirds of front-line licensing staff agreed or strongly agreed with most positively worded statements and disagreed or strongly disagreed with most negatively worded statements, indicating generally low levels of burnout.

We then created a score based on an average of these items (see Appendix A for more information) for use in the next section of this report. The average burnout score among front-line licensing staff was 2.0 (range: 1.0 to 4.2) on a 5-point scale where higher values indicated more burnout.

Figure 19. CCEE Front-line Licensing Staff Burnout

Legend: ■ Strongly disagree ■ Disagree □ Neither agree nor disagree ▨ Agree ■ Strongly agree

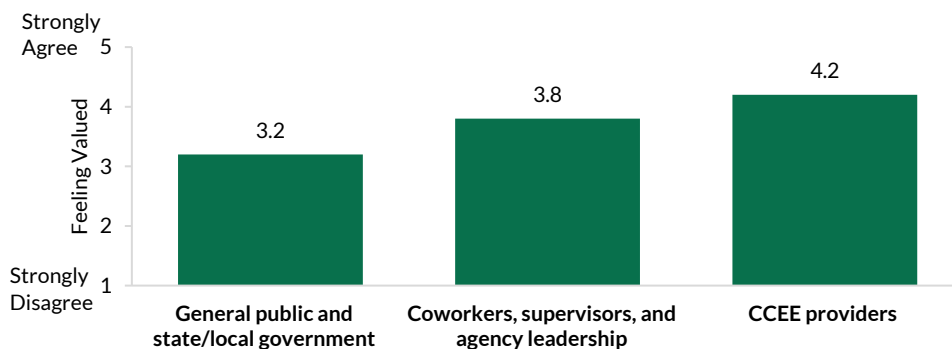| Statement	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I take pride in my work	1%		3%	42%	54%
I feel very committed to my work	1%		6%	45%	48%
I put a lot of extra effort into my work	1%	2%	11%	41%	45%
I intend to work in my current role for at least two more years	5%	6%	15%	40%	34%
It would be difficult for me to find another job as good as the one I have	8%	17%	33%	26%	16%
I often think of quitting	24%	30%	23%	17%	6%
I sometimes feel trapped in my job	32%	32%	19%	13%	4%
I'm just putting in time	36%	36%	18%	8%	2%
I don't really care what happens at my work after I leave	37%	40%	16%	5%	2%
It's hard to feel committed to my work	35%	43%	14%	6%	2%

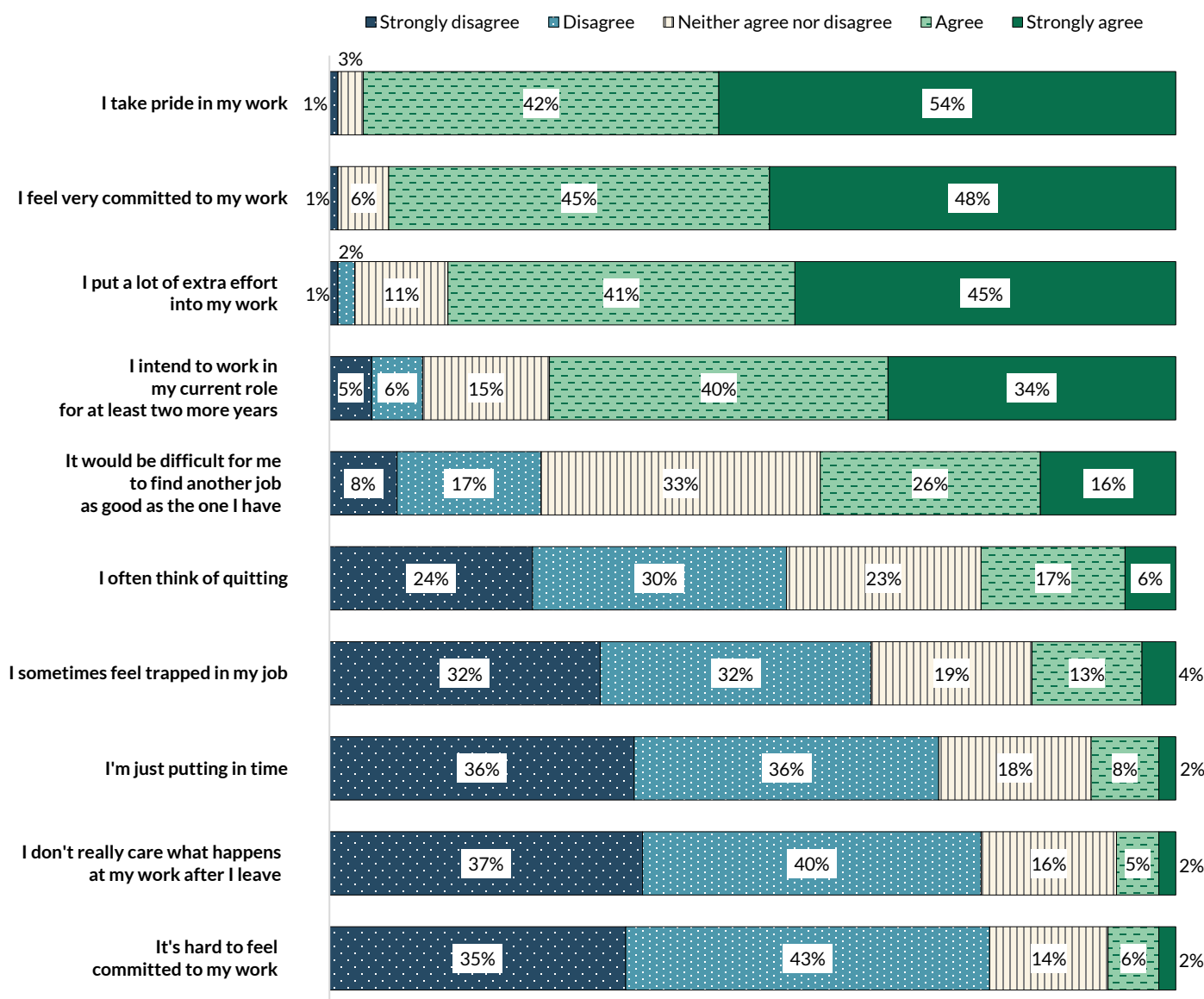**Source:** TRLECE 2023 CCEE Front-line Licensing Staff Survey
Note: This figure is based on responses from 1,153 CCEE front-line licensing staff, weighted to represent the population of CCEE front-line licensing staff in the United States (N=3,102).

Associations between burnout and front-line licensing staff's experiences

We examined associations between the burnout scale score and: a) whether front-line staff have looked for a new job; b) the extent to which front-line staff agreed that their caseload is reasonable; c) the extent to which front-line staff feel valued in their roles.[7] See Appendix C for detailed statistics.

Almost half (43%) of respondents had done something to look for a new job in the past three months. Figure 20 illustrates the association between burnout and the likelihood of front-line staff having looked for a job in the last three months.[8] Front-line staff who reported the highest level of burnout (score of 4.2) had a 92% probability of looking for a new job while staff with the lowest level of burnout (score of 1) had only a 15% probability of looking for a new job [*Odds Ratio: 4.46* (*SE* = 0.67); *p* ≤ 0.001].

Figure 20. Association Between Burnout and Likelihood of Looking for a New Job

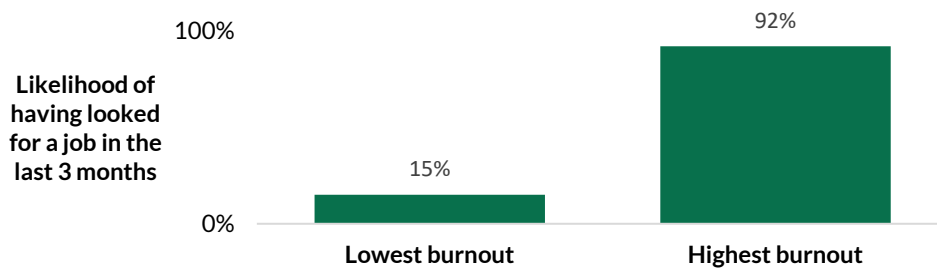**Source:** TRLECE 2023 CCEE Front-line Licensing Staff Survey
Note: This figure is based on responses from 1,136 CCEE front-line licensing staff, weighted to represent the population of CCEE front-line licensing staff in the United States (N=3,102).

21 illustrates the relation between the extent to which front-line staff agreed that their caseload was reasonable and their levels of burnout. Front-line licensing staff who felt their caseload was more reasonable reported lower levels of burnout [β_1 = - 0.15 *(SE = 0.01); p* ≤ 0.001]. Front-line staff who strongly agreed that their caseload was reasonable had a 26% lower level of burnout than staff who strongly disagreed that their caseload was reasonable.

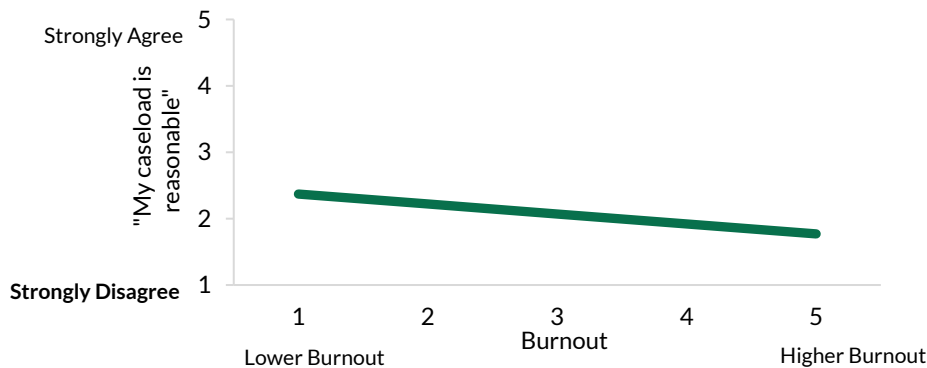*Figure 21. Association Between Front-line Staff's Perceptions of Caseload and Burnout*

Source: TRLECE 2023 CCEE Front-line Licensing Staff Survey
Note: This figure is based on responses from 1,153 CCEE front-line licensing staff, weighted to represent the population of CCEE front-line licensing staff in the United States (N=3,102).

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[7] The state ICCs for almost all of these outcomes exceeded .10, so we have used multi-level modeling accounting for state in all of these models.
[8] Because the outcome variable is binary, we conducted multi-level logistic regression. We are graphing the predicted probabilities for the highest and lowest values observed to simplify the presentation of the results.

Front-line licensing staff who felt more valued reported lower levels of burnout. As illustrated in Figure 22, this was true for all three aspects of feeling valued as measured by the three scales described above: feeling valued by coworkers, supervisors, and agency leadership [β_1 = -0.42 (SE = 0.03); p ≤ 0.05], feeling valued by state/local government and the general public [β_1 = - 0.23 (SE = 0.02); p ≤ 0.05], and feeling valued by providers [β_1 = - 0.25 (SE = 0.02); p ≤ 0.001].

Front-line staff who felt most strongly valued by coworkers, supervisors, and agency leadership had 53% lower levels of burnout that those who felt the least valued by this group. Feeling valued by state/local government and the general public and by CCEE providers was also related to lower levels of burnout. Staff who felt most strongly valued by the public/government and CCEE providers reported 37% and 36% less burnout, respectively, compared to those who felt least valued by these groups.

Figure 22. Association Between the Extent to which Front-line Staff Feel Valued and Burnout
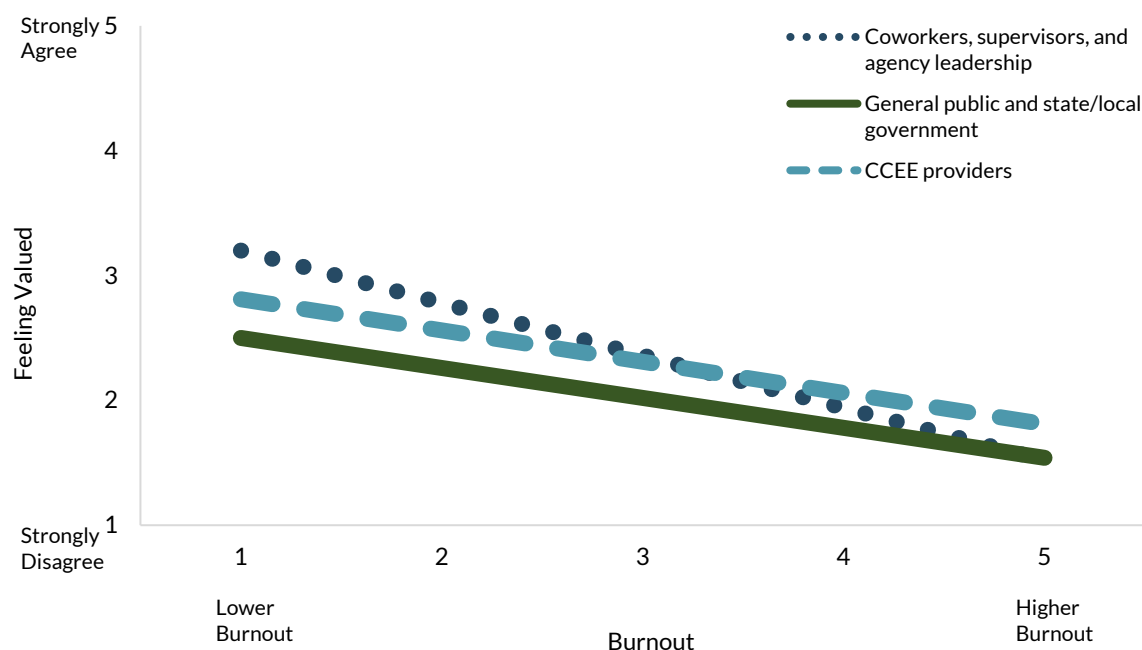
Source: TRLECE 2023 CCEE Front-line Licensing Staff Survey
Note: This figure is based on responses from 1,142 - 1,150 CCEE front-line licensing staff, weighted to represent the population of CCEE front-line licensing staff in the United States (N=3,102).

Study Limitations

The current study has several limitations. First, the study is correlational; thus, we cannot make causal inferences about the associations between the variables we present here. For example, we do not know whether higher levels of front-line licensing staff burnout cause individuals to look for new jobs. It could be that other things, like inflation or the job market, are leading to burnout and job searches. Additionally, these findings do not take individual state contexts or policies into account. Instead, we describe aggregate findings across all states and data have been weighted to be nationally representative. Further, our response rate was 42%. Although we applied weights to the responses to account for different response rates in different states, there remains a chance that the group who did not respond to our survey is systematically different than the group who did respond. Finally, it is important to note that this report only describes the views of front-line staff members, who are not necessarily representative of all staff working in licensing agencies.

Summary and Conclusions

In this report we present the first-ever national picture of the CCEE front-line licensing staff workforce. We include a description of front-line licensing staff backgrounds, roles, responsibilities, and perceptions of CCEE licensing. We summarize our key findings and overall conclusions below.

Key findings

Overall, we found that the racial/ethnic distribution of front-line licensing staff was similar to that of the center-based CCEE workforce, and that front-line staff have high levels of education and background experiences relevant to child care. Our findings suggest that the racial demographic characteristics of front-line staff were similar to those of center-based CCEE providers (Park & Datta, 2023; Paschall et al., 2023). We also found that, aligned with recommended best practices (CCAoA 2013; Payne 2011), most CCEE front-line licensing staff had at least a bachelor's degree, and almost half had majored in early childhood education or child development. Prior to their licensing role, more than half of front-line staff previously worked in a licensed CCEE center, but fewer had previously worked in a licensed family or group CCEE home.

Almost all front-line licensing staff were state employees who received employment benefits like health insurance, retirement, and sick leave. However, average annual full-time compensation was $61,776 which is slightly less than the compensation of other state employees, and few front-line staff reported that they receive regular pay increases.

Caseloads, on average, were slightly higher than recommended. The average caseload was 67 providers per licensing staff member and about half of front-line licensing staff had caseloads over 60. This is slightly higher than the recommended maximum caseload of 50 to 60 providers per inspector (NARA 2020a).

There is variability in the extent to which front-line licensing staff believed that their caseloads were reasonable and to which they felt valued in their roles. **Front-line licensing staff who felt that their caseloads were reasonable and who felt more valued by coworkers, CCEE providers, and the public experienced lower levels of burnout. Additionally, 43% of front-line staff had looked for a new job in the last three months. Front-line staff who experienced higher levels of burnout were more likely to have looked for a new job.**

Front-line licensing staff spent most of their time conducting inspections for compliance or renewal, investigating programs, traveling between sites, and completing administrative tasks. Front-line staff shared day-to-day responsibilities, as almost all front-line staff conducted inspections for compliance, did follow-up visits based on violations, and conducted complaint investigations. Most of front-line staff's time was spent on these core responsibilities, and less than 10% of their time was spent receiving or providing training or professional development.

Front-line licensing staff believed that the primary purpose of their role was to ensure children's health and safety and indicated that their role had several other purposes, including improving CCEE quality. In addition to ensuring health and safety, front-line staff indicated that many TA responsibilities are part of their jobs, and they reported that they regularly connect CCEE providers with other helpful resources such as Child Care Resource & Referral organizations.

Generally, front-line licensing staff felt confident in their abilities and prepared to work with providers who serve all age groups. Front-line staff also had generally positive overall perceptions of CCEE licensing and indicated they felt prepared to work in both centers and family child care homes. However, less than 20% had previous experience working in FCC settings compared to 60% who had previous experience working in licensed centers. This discrepancy is noteworthy given prior research findings indicating that some FCC providers experience challenges with licensing and licensing staff (e.g., disrespectful, not informed about FCC; Bromer et al., 2021).

Conclusions

This report presents a high-level description of who CCEE front-line licensing staff are, what they do, and how they view licensing. We hope the information in this report will help the broader CCEE field better understand the front-line licensing staff who work closely with CCEE providers so that CCEE leaders can continue to strengthen CCEE licensing.

The findings presented here are a starting point. In the future, we hope to answer more questions about CCEE licensing with these data. Future analyses could examine whether there are state-level characteristics such as state size or number of licensed providers, caseloads, or state **licensing procedures** (like **licensing guidance documents** or supports), that are related to how front-line licensing staff experience licensing. Additionally, future analyses could examine nuances in the data presented here, such as whether there are patterns among the responses that indicate that there are groups of CCEE front-line licensing staff who have more negative experiences and, if so, what might influence their views and experiences. Moreover, researchers could analyze how years of experience and settings in which front-line staff have previously worked might be related to their experiences as front-line staff. Future analyses could also examine questions from the TRLECE survey that were not presented in this report, such as front-line licensing staff's experiences with their own professional development and experiences with supervision, and front-line staff's open-ended responses to questions about licensing strengths, challenges, and areas for improvement.

It may also be helpful to look at these findings in conjunction with other reports the TRLECE team has written that provide broader context for the findings presented here. For example, our survey found that front-line licensing staff delivered TA to providers. More information about licensing and TA appears in the report, *Technical Assistance Offered Within Child Care and Early Education Licensing in Four States* (Villegas et al., 2024). Additionally, of the front-line licensing staff surveyed, 19% reported working with license-exempt programs. More information about how CCEE licensing agencies may work with license-exempt providers is in the report, *Four State Licensing Approaches to Supporting License-Exempt Child Care and Early Education Providers* (Gal-Szabo, et al., 2024). Further, the results in this report represent only the perceptions of CCEE front-line licensing staff. The report, *Licensing Staff and Provider Views on Child Care and Early Education* (Miranda et al., 2024) describes similarities and differences in perceptions of CCEE licensing among CCEE licensing administrators, front-line licensing staff, and CCEE providers. See the TRLECE project page for all TRLECE briefs and reports.

Finally, we hope that this first national picture of front-line licensing staff serves as a foundation for future research in CCEE licensing. For example, future research could examine front-line staff members' day-to-day work and experiences in more depth through time sampling or diary methodologies. Likewise, qualitative interviews could provide insights about front-line staff's responsibilities, challenges, supervision, and supports needed.

Glossary

Caseload: The number of CCEE providers assigned to an individual front-line CCEE licensing staff member.

Child care and early education: Caregiving and educational services for children from birth to age 13. CCEE includes center- and home-based settings for infants, toddlers, preschool- and school-aged children. CCEE refers to services for a larger age group than early care and education (ECE), which consists of services provided only for young children (birth to age 5 who are not yet in kindergarten). ECE programs are included within the definition of CCEE.

Child care and early education center: "Child care services for fewer than 24 hours per day per child in a nonresidential setting, unless care in excess of 24 hours is due to the nature of the parent(s)' work" (National Center on Early Childhood Quality Assurance, 2015a, p. 3).

Child care and early education licensing: Establishes regulations that must be met to legally operate a child care program. Child care licensing also monitors and enforces those regulations.

Child care and early education provider: An organization or individual that provides CCEE services (adapted from Child Care & Early Education Research Connections, n.d.).

Complaint: A concern or grievance about a CCEE provider that families or the public make to the licensing agency.

Compliance: Adherence to licensing regulations.

Family child care: "Child care provided for one or more unrelated children in a provider's home setting." (Child Care & Early Education Research Connections, n.d.). "Family child care" can be used to describe a provider (i.e., person) or a setting (i.e., home).

Front-line licensing staff: Individuals who routinely conduct licensing inspections of licensed CCEE programs. They may have other responsibilities as well, as long as one of their jobs is to routinely conduct licensing inspections.

Group child care: This term is used in the Child Care Licensing Study (CCLS); TRLECE uses this term only when referring to this setting type specified by CCLS data. Defined as "two or more individuals who provide child care services for fewer than 24 hours per day per child, in a private residence other than the child's residence, unless care in excess of 24 hours is due to the nature of the parent(s)' work" (National Center on Early Childhood Quality Assurance, 2015b, p.3).

Incidents: An event that places a child or children at risk that the CCEE provider is required to report by law or regulation (e.g., child injuries, accidents involving children).

Inspection: A visit to assess if a CCEE provider is meeting licensing regulations.

License-exempt: A determination by states/territories of providers who can operate legally without a license. License-exempt providers might include providers caring only for related children (e.g., person caring for grandchildren only), providers caring for a small number of children (e.g., one or two children), and facilities operating for only a few hours per day (e.g., serving children from 9-11am on Tuesdays and Thursdays only) or caring for children while adults are present (e.g., exercise facility caring for children while parent is exercising on site).

Licensed child care and early education: CCEE programs operated in homes or facilities that fall within the regulatory system of a state or community and comply with those regulations. Many states have different licensing and regulatory requirements (adapted from Child Care & Early Education Research Connections, n.d.).

Licensing administrator: The person who oversees the operation of the CCEE licensing agency.

Licensing agency: The agency responsible for regulating and licensing CCEE facilities. The term "licensing unit" may also be used.

Licensing guidance documents: Any public document that provides guidance, context, clarification, or information beyond the licensing regulations for more than one regulation, or any document that provides information about licensing processes or procedures.

Licensing procedures: Information about carrying out the functions of the licensing unit.

Licensing regulations: "Requirements that providers must meet to legally operate child care services in a state or locality, including registration requirements established under state, local, or Tribal law" (Child Care & Early Education Research Connections, n.d.). (Child Care & Early Education Research Connections uses this definition for "licensing or regulatory requirements.")

Monitoring: "The process used to enforce child care providers' compliance with licensing rules and regulations" (Child Care & Early Education Research Connections, n.d.).

Routine compliance inspection: An inspection of a CCEE provider for compliance with the regulations that occurs periodically throughout the year and is not part of the initial licensure or renewal (adapted from National Association for Regulatory Administration & National Child Care Information Center, 2006). The term "routine inspection" may also be used.

Technical assistance (TA): "The provision of targeted and customized supports by a professional(s) with subject matter and adult learning knowledge and skills to develop or strengthen processes, knowledge application, or implementation of services by recipients" (National Association for the Education of Young Children & National Association for Child Care Resource and Referral Agencies, 2011, p. 18).

Violation: Failure to comply with a licensing regulation.

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Appendix A. Analysis

Following descriptive analyses, we examined associations between burnout and three aspects of front-line licensing staff's experiences: a) whether they have searched for a new job; b) their perception of reasonableness of caseload; and c) the extent to which they feel valued in their role. Burnout was calculated as an average of 10 items on a 5-point scale (1 = strongly disagree to 5 = strongly agree) adapted from an existing validated scale (Jorde-Bloome, 1988). All items are listed in Appendix B. A higher average score indicated a higher level of burnout ($\alpha = 0.83$). Whether front-line licensing staff had searched for a new job was a binary variable (1 = yes, 0 = no). Perception of reasonableness of caseload was assessed using one item which asked front-line staff to indicate the extent to which they believed their caseload was reasonable (1 = strongly disagree to 5 = strongly agree).

To measure whether front-line licensing staff felt valued in their role, front-line staff indicated the extent to which they agreed with a series of 9 items using a 5-point scale (1 =strongly disagree to 5 = strongly agree). We used Exploratory Factor Analysis (EFA) to inform scale creation among these items. We selected a three-factor solution based on factor loadings paired with a review of the content of the items. Factor loadings ranged from 0.65 to 0.89 and the correlations among factors ranged from 0.31 to 0.46. The resulting three scales were: feeling valued by coworkers, supervisors, and agency leadership (5 items; $\alpha = 0.82$); feeling valued by state/local government and the general public (2 items; $\alpha = 0.77$); and feeling valued by CCEE providers (2 items; $\alpha = 0.76$). Higher scores on each scale indicated higher feelings of being valued. We also calculated multiple paired t tests across the three feeling valued scales to test the difference between mean scale scores. All items in each scale are listed in Appendix B.

We then calculated intraclass coefficients (ICCs) to test whether responses from the same state tended to be similar to one another, therefore necessitating multilevel models for the inferential statistics. To do this, we fit an unconditional means model which included the dependent variable and the random intercept (state), but no independent variable. We interpreted an ICC equal to or greater than 0.10 as indicative of meaningful similarity among responses within the same state (i.e., meaningful Level 2 variability attributable to state; Robson & Pevalin, 2016). ICCs for the variables in the burnout analyses ranged from 0.04 to 0.18. Because many of the variables of interest in the models had ICCs around 0.10, we used multilevel models to examine associations between burnout and front-line licensing staff's experiences (Robson & Pevalin, 2016). To account for missing data in the multi-level models, we used multiple imputation wherever possible. We ran the predictive model with state as the random intercept separately five times, once for each of the variables of interest (i.e., job search, reasonableness of caseload, and the three scales related to feeling valued). We conducted logistic regression for one of the models where the variable of interest was a binary outcome (i.e., whether they had looked for a new job in the past three months) for the other four models, we used linear regression. We also calculated predicted values for all models to compare predicted outcomes for respondents who gave low and high responses on the predictor variables.

Appendix B. Item Statistics and Standard Errors

Demographic characteristics

Table B1. CCEE Front-line Licensing Staff's Gender Identity

	Weighted Percentage who Selected this Option	Standard Error (SE)
Female	92.2%	0.90
Male	7.4%	0.87
Non-binary, gender fluid, or gender expansive	0.2%	0.18
A gender not listed here	0.2%	0.17

Table B2. CCEE Front-line Licensing Staff's Race/Ethnicity

	Weighted Percentage who Selected this Option	Standard Error (SE)
American Indian and Alaska Native, non-Hispanic	0.4%	0.15
Asian alone, non-Hispanic	4.6%	0.73
Black or African American alone, non-Hispanic	20.5%	1.37
Hispanic or Latino, of any race	13.2%	1.22
Native Hawaiian and Other Pacific Islander, non-Hispanic	0.2%	0.18
White alone, non-Hispanic	57.3%	1.65
Multiracial, non-Hispanic	2.5%	0.49
Other race alone, non-Hispanic	1.4%	0.40

Note: Participants could select all options that applied, so the total is greater than 100%

Table B3. Language(s) CCEE Front-line Licensing Staff Speak with Providers

	Weighted Percentage who Checked Yes	Standard Error (SE)
English	99.5%	0.27
Spanish	11.6%	1.12

Table B4. Highest Degree or Level of Education Completed by CCEE Front-line Licensing Staff

	Weighted Percentage who Selected this Option	Standard Error (SE)
High school graduate or equivalent	0.1%	0.09
Some college credit but no degree	2.8%	0.58
Associate's degree (AA, AS)	4.3%	0.64
Bachelor's degree (BA, BS, AB)	61.2%	1.59
Graduate or professional degree	31.7%	1.51

Table B5. CCEE Front-line Licensing Staff's College Major for the Highest Degree They Have or Have Studied For

	Weighted Percentage who Checked Yes	Standard Error (SE)
Business	5.4%	0.78
Child development, psychology, or family studies	25.4%	1.44
Early childhood education or early or school-age care	20.5%	1.32
Elementary education	8.2%	0.85
Sociology	4.7%	0.68
Social work	11.2%	1.02
Other		
Public health	2.0%	0.51
Recreation	0.3%	0.16
Policy	0.6%	0.28
Special education	0.6%	0.22
Art/Design/Fashion	0.4%	0.22

	Weighted Percentage who Checked Yes	Standard Error (SE)
Communications	0.9%	0.33
Counseling/therapy	2.1%	0.46
Leadership/administration	2.4%	0.50
English	0.3%	0.20
History	0.1%	0.08
Health/medical (any field)	0.8%	0.27
Hospitality	0.1%	0.06
Human Resources	0.4%	0.27
Human Services	1.8%	0.48
Law/Criminal Justice	3.9%	0.71
Liberal arts / General Studies	1.3%	0.43
Other Education	2.9%	0.55
Religious Studies	0.1%	0.11
Science/Engineering (any field)	0.7%	0.26
Secretarial	0.2%	0.11
Social Science (except psychology)	0.9%	0.36
Speech Pathology	0.2%	0.13
Computers/IT	0.5%	0.28
Miscellaneous	0.8%	0.28

Table B6. CCEE Front-line Licensing Staff's Experience With CCEE-Specific Education

	Weighted Percentage who Checked Yes	Standard Error (SE)
Completed any college coursework in early childhood education	71.6%	1.49
Child Development Associate (CDA) credential	7.8%	0.94
School-Age or Youth Development credential	5.0%	0.67

Career Backgrounds

Table B7. CCEE Front-line Licensing Staff's Years of Experience

	Average Number of Years	Standard Error (SE)
Years in current position	6.6	0.19
Years worked in any child care licensing position	8.6	0.26

Table B8. CCEE Settings in Which CCEE Front-line Licensing Staff Have Previously Worked

	Weighted Percentage who Checked Yes	Standard Error (SE)
Licensed center-based child care	58.6%	1.6
License-exempt center-based child care	12.0%	1.08
Licensed family/group child care	15.4%	1.17
License-exempt family/group child care	5.8%	0.80
Head Start Program	25.0%	1.44
School-based Preschool/pre-K	24.8%	1.41

Table B9. Roles in Which CCEE Front-line Licensing Staff Have Previously Worked

	Weighted Percentage who Checked Yes	Standard Error (SE)
Teacher	56.3%	1.62
Director, assistant director, or owner	42.5%	1.60

Table B10. CCEE Front-line Licensing Staff's Previous Experience in Licensing Outside of Child Care

	Weighted Percentage who Checked Yes	Standard Error (SE)
Youth residential homes	51.8%	5.11
Senior care	29.9%	4.93
Adoption/foster care	17.0%	3.44

Employer, compensation, and benefits

Table B11. CCEE Front-line Licensing Staff Employers

	Weighted Percentage who Checked Yes	Standard Error (SE)
Employee of the state child care licensing agency	86.7%	0.98
Employee of a county child care licensing agency	6.7%	0.69
Independent contractor with the state or a county child care licensing agency	1.3%	0.32
Employee of an organization that contracts with the state/county child care licensing agency	5.2%	0.65

Table B12. CCEE Front-line Licensing Staff's Compensation

	Average	Standard Error (SE)
Hourly pay	$29.70	0.30
Annual pay	$60,445.35	610.42

Table B13. CCEE Front-line Licensing Staff's Benefits

	Weighted Percentage who Checked Yes	Standard Error (SE)
Health insurance	93.5%	0.79
Retirement benefits	92.9%	0.88
Dental insurance	84.4%	1.19
Paid maternity leave	35.2%	1.56
Paid sick or personal leave	93.6%	0.84
Paid vacation	89.0%	1.07
Yearly cost-of-living raise	23.4%	1.36
Occasional cost-of-living raise	34.8%	1.53
Occasional merit raise	25.4%	1.44
None of the above	0.5%	0.26

Caseloads

Table B14. Number of Programs in CCEE Front-line Licensing Staff's Caseload

	Number of programs	Standard Error (SE)
Average caseload	67.2	1.62

Table B15. CCEE Front-line Licensing Staff's Perception of Caseload

	Weighted Percentage	Standard Error (SE)
My caseload is reasonable		
Strongly Disagree	9.8%	0.98
Disagree	17.2%	1.22
Neither Agree nor Disagree	16.6%	1.23
Agree	42.4%	1.60
Strongly Agree	13.9%	1.09

Table B16. Setting Type in CCEE Front-line Licensing Staff's Caseload

	Weighted Percentage	Standard Error (SE)
Only serving centers	14.1%	1.20
Only serving FCC	14.7%	1.05
Serving both types	71.2%	1.46

Table B17. License-Exempt Programs Included in CCEE Front-line Licensing Staff's Caseload

	Weighted Percentage who Checked Yes	Standard Error (SE)
License-exempt programs in caseload	19.3%	1.26

General Responsibilities

Table B18. CCEE Front-line Licensing Staff's Job Responsibilities

	Weighted Percentage who Checked Yes	Standard Error (SE)
Routine inspections for compliance	98.3%	0.37
Inspections for license renewal	87.8%	1.08
Complaint investigations	94.6%	0.66
Follow-up visits based on non-compliance/violations	97.7%	0.55
Pre-licensing visits of child care programs	82.9%	1.19
Leading group training for child care providers	54.6%	1.62
Providing guidance, resources, training, and/ or consultation to individual child care providers	96.3%	0.61
Make providers aware of available training	96.2%	0.68
Help providers achieve compliance with licensing regulations	98.9%	0.43
Help providers improve quality and exceed licensing regulations	93.8%	0.76
Help providers understand COVID-19 guidance	89.9%	0.96
Help providers understand health and safety guidance	99.2%	0.27
Support providers in complying with other regulations	94.2%	0.78
Help providers apply for grants	37.7%	1.5
Help providers understand the child care licensing regulations	99.7%	0.14

Table B19. Average Percentage Time CCEE Front-line Licensing Staff Spend on Various Licensing Activities

	Average Percentage Time	Standard Error (SE)
Inspections for compliance or renewal	38.7%	0.61
Investigating programs	13.6%	0.39
Administrative tasks and communication	22.4%	0.50
Receiving training/PD	5.0%	0.14

	Average Percentage Time	Standard Error (SE)
Providing training/PD	3.2%	0.13
Travel	16.0%	0.39
Other	1.1%	0.22

Purpose of role

Table B20. CCEE Front-line Licensing Staff's Purpose of Role

	Weighted Percentage	Standard Error (SE)
Ensure children are in a healthy and safe environment		
Strongly Disagree	2.0%	0.45
Disagree	-	-
Neither Agree nor Disagree	0.2%	0.11
Agree	20.0%	1.29
Strongly Agree	77.9%	1.33
Build relationships with providers		
Strongly Disagree	2.1%	0.47
Disagree	0.5%	0.19
Neither Agree nor Disagree	3.3%	0.64
Agree	38.9%	1.57
Strongly Agree	55.3%	1.61
Help new providers navigate the licensing process		
Strongly Disagree	2.4%	0.51
Disagree	0.9%	0.32
Neither Agree nor Disagree	3.4%	8
Agree	37.5%	1.57
Strongly Agree	55.7%	1.61
Help existing providers navigate the licensing process		
Strongly Disagree	2.4%	0.49
Disagree	0.9%	0.31
Neither Agree nor Disagree	2.9%	0.54

	Weighted Percentage	Standard Error (SE)
Agree	38.8%	1.58
Strongly Agree	55.0%	1.61
Help improve the quality of child care		
Strongly Disagree	2.2%	0.46
Disagree	1.5%	0.36
Neither Agree nor Disagree	5.5%	0.72
Agree	35.7%	1.56
Strongly Agree	55.1%	1.61
Ensure that the regulations and laws are implemented		
Strongly Disagree	2.0%	0.46
Disagree	0.4%	0.19
Neither Agree nor Disagree	0.4%	0.14
Agree	26.7%	1.44
Strongly Agree	70.5%	1.48
Help providers correct violations		
Strongly Disagree	2.2%	0.46
Disagree	1.5%	0.34
Neither Agree nor Disagree	5.8%	0.79
Agree	39.1%	1.57
Strongly Agree	51.4%	1.62
Help reduce the incidence of violations		
Strongly Disagree	2.1%	0.46
Disagree	1.1%	0.31
Neither Agree nor Disagree	6.9%	0.81
Agree	39.7%	1.59
Strongly Agree	50.2%	1.62
Help connect providers to resources and supports		
Strongly Disagree	2.1%	0.47
Disagree	1.2%	0.37

	Weighted Percentage	Standard Error (SE)
Neither Agree nor Disagree	6.2%	0.82
Agree	42.4%	1.60
Strongly Agree	48.1%	1.62

Table B21. CCEE Front-line Licensing Staff's Primary Purpose

	Weighted Percentage who Checked "Primary Purpose"	Standard Error (SE)
Ensure children are in a healthy and safe environment	82.9%	1.18
Build relationships with providers	0.47%	0. 21
Help new providers navigate the licensing process	1.0%	0.32
Help existing providers navigate the licensing process	0.4%	0.22
Help improve the quality of child care	3.1%	0.54
Ensure that the regulations and laws are implemented	9.3%	0.90
Help providers correct violations	-	-
Help reduce the incidence of violations	0.5%	0.22
Help connect providers to resources and supports	0.5%	0.23

Perceptions of CCEE licensing

Table B22. CCEE Front-line Licensing Staff's Perceptions of CCEE Licensing

	Weighted Percentage	Standard Error (SE)
The child care licensing system helps support children's health and safety		
Strongly Disagree	0.7%	0.27
Disagree	1.7%	0.40
Neither Agree nor Disagree	5.3%	0.72

	Weighted Percentage	Standard Error (SE)
Agree	48.5%	1.62
Strongly Agree	43.8%	1.62
The child care licensing system helps providers deliver higher quality care		
Strongly Disagree	1.0%	0.30
Disagree	6.0%	0.75
Neither Agree nor Disagree	16.5%	1.20
Agree	45.8%	1.61
Strongly Agree	30.6%	1.52
I think there are too many child care licensing regulations		
Strongly Disagree	18.2%	1.30
Disagree	39.5%	1.57
Neither Agree nor Disagree	26.6%	1.45
Agree	13.1%	1.05
Strongly Agree	2.6%	0.46
Child care licensing regulations sometimes conflict with other standards		
Strongly Disagree	7.4%	0.95
Disagree	19.2%	1.28
Neither Agree nor Disagree	26.7%	1.42
Agree	39.2%	1.58
Strongly Agree	7.5%	0.83
Child care licensing regulations are reasonable to meet		
Strongly Disagree	0.8%	0.27
Disagree	3.8%	0.59
Neither Agree nor Disagree	16.2%	1.16
Agree	57.1%	1.60
Strongly Agree	22.1%	1.38

Role of front-line licensing staff in providing TA and referrals

Table B23. CCEE Front-line Licensing Staff Referrals

	Weighted Percentage	Standard Error (SE)
Child Care Resource and Referral		
Never	6.7%	0.85
Rarely	10.1%	1.00
Sometimes	37.7%	1.55
Often	45.5%	1.62
Quality Rating and Improvement System/other quality initiative		
Never	24.6%	1.45
Rarely	21.1%	1.33
Sometimes	34.3%	1.53
Often	19.9%	1.28
Statewide Afterschool Network or Afterschool Association		
Never	60.1%	1.59
Rarely	24.6%	1.38
Sometimes	12.4%	1.10
Often	3.0%	0.56
Fire Department		
Never	14.6%	1.15
Rarely	21.7%	1.30
Sometimes	38.1%	1.58
Often	25.6%	1.45
Child and Adult Care Food Program		
Never	10.6%	1.02
Rarely	20.2%	1.34
Sometimes	40.0%	1.59
Often	29.2%	1.46
Health Department		
Never	9.1%	0.95

	Weighted Percentage	Standard Error (SE)
Rarely	18.5%	1.26
Sometimes	45.9%	1.62
Often	26.5%	1.44
Subsidy Program		
Never	17.5%	1.27
Rarely	21.0%	1.34
Sometimes	39.4%	1.59
Often	22.1%	1.29
Abuse and Neglect Department		
Never	8.7%	0.96
Rarely	20.8%	1.34
Sometimes	49.0%	1.63
Often	21.5%	1.31
Public pre-K		
Never	47.3%	1.63
Rarely	27.9%	1.45
Sometimes	19.9%	1.30
Often	4.9%	0.70
Head Start Grantee		
Never	50.3%	1.63
Rarely	30.5%	1.49
Sometimes	15.3%	1.17
Often	4.0%	0.65
Early Intervention Program		
Never	32.2%	1.55
Rarely	28.7%	1.47
Sometimes	29.9%	1.46
Often	9.2%	0.94

Confidence and feelings of preparedness

Table B24. CCEE Front-line Licensing Staff's Confidence and Feelings of Preparedness

	Weighted Percentage	Standard Error (SE)
I am confident in my ability as a licensor		
Strongly Disagree	0.5%	0.19
Disagree	1.5%	0.39
Neither Agree nor Disagree	5.6%	0.75
Agree	47.8%	1.62
Strongly Agree	44.8%	1.61
I have a good understanding of child care licensing		
Strongly Disagree	0.4%	0.17
Disagree	1.2%	0.37
Neither Agree nor Disagree	4.3%	0.67
Agree	47.4%	1.62
Strongly Agree	46.7%	1.62
I feel prepared to work with child care centers		
Strongly Disagree	1.7%	0.41
Disagree	2.5%	0.49
Neither Agree nor Disagree	5.8%	0.80
Agree	34.0%	1.64
Strongly Agree	55.9%	1.71
I feel prepared to work with child care homes		
Strongly Disagree	1.3%	0.38
Disagree	1.3%	0.39
Neither Agree nor Disagree	5.9%	0.81
Agree	38.7%	1.68
Strongly Agree	52.8%	1.72
I feel prepared to work with providers who work with infants and toddlers		
Strongly Disagree	0.7%	0.27

	Weighted Percentage	Standard Error (SE)
Disagree	0.6%	0.28
Neither Agree nor Disagree	4.8%	0.74
Agree	37.1%	1.61
Strongly Agree	56.8%	1.65
I feel prepared to work with providers who work with school aged children		
Strongly Disagree	0.7%	0.27
Disagree	1.5%	0.41
Neither Agree nor Disagree	5.1%	0.74
Agree	40.7%	1.64
Strongly Agree	52.0%	1.67

Feeling valued

Table B25. CCEE Front-line Licensing Staff's Feelings of Being Valued by Coworkers, Supervisors, and Agency Leadership (α = 0.82)

	Weighted Percentage	Standard Error (SE)
My coworkers and I are treated with respect on a day-to-day basis		
Strongly Disagree	3.5%	0.58
Disagree	8.8%	0.92
Neither Agree nor Disagree	18.0%	1.27
Agree	48.6%	1.62
Strongly Agree	21.1%	1.32
I have help dealing with difficult providers and programs		
Strongly Disagree	3.2%	0.59
Disagree	6.1%	0.80
Neither Agree nor Disagree	12.7%	1.10
Agree	52.4%	1.62
Strongly Agree	25.6%	1.39

	Weighted Percentage	Standard Error (SE)
I feel valued by my co-workers		
Strongly Disagree	0.9%	0.29
Disagree	2.8%	0.51
Neither Agree nor Disagree	13.4%	1.10
Agree	52.5%	1.62
Strongly Agree	30.5%	1.49
I feel valued by my supervisor		
Strongly Disagree	2.8%	0.53
Disagree	3.8%	0.60
Neither Agree nor Disagree	10.6%	1.00
Agree	48.7%	1.62
Strongly Agree	34.1%	1.54
I feel valued by leadership in my agency		
Strongly Disagree	10.3%	1.02
Disagree	11.8%	1.06
Neither Agree nor Disagree	28.0%	1.45
Agree	37.2%	1.56
Strongly Agree	12.8%	1.06

Table B26. CCEE Front-line Licensing Staff's Feelings of Being Valued by State/Local Government and the General Public (α = 0.77)

	Weighted Percentage	Standard Error (SE)
I feel valued by the general public		
Strongly Disagree	2.2%	0.44
Disagree	12.5%	1.10
Neither Agree nor Disagree	42.1%	1.59
Agree	34.7%	1.54
Strongly Agree	8.5%	0.95

	Weighted Percentage	Standard Error (SE)
I feel valued by others in state/local government		
Strongly Disagree	8.7%	0.97
Disagree	15.3%	1.21
Neither Agree nor Disagree	44.3%	1.60
Agree	25.8%	1.40
Strongly Agree	6.1%	0.76

Table B27. CCEE Front-line Licensing Staff's Feelings of Being Valued by Providers (α = 0.76)

	Weighted Percentage	Standard Error (SE)
I have positive relationships with most of the providers with whom I work		
Strongly Disagree	0.2%	0.12
Disagree	0.5%	0.24
Neither Agree nor Disagree	2.5%	0.52
Agree	53.8%	1.61
Strongly Agree	43.0%	1.60
I feel valued by the providers with whom I work		
Strongly Disagree	0.3%	0.15
Disagree	4.2%	0.66
Neither Agree nor Disagree	15.7%	1.20
Agree	54.2%	1.62
Strongly Agree	25.7%	1.43

Burnout

Table B28. CCEE Front-line Licensing Staff Burnout (α = 0.83)

		Weighted Percentage	Standard Error (SE)
I intend to work in my current role for at least two more years			
	Strongly Disagree	4.6%	0.72
	Disagree	6.3%	0.79
	Neither Agree nor Disagree	15.4%	1.24
	Agree	40.0.%	1.58
	Strongly Agree	33.8%	1.51
I often think of quitting			
	Strongly Disagree	24.1%	1.34
	Disagree	30.5%	1.51
	Neither Agree nor Disagree	22.8%	1.35
	Agree	16.8%	1.26
	Strongly Agree	5.9%	0.80
I'm just putting in time			
	Strongly Disagree	35.9%	1.54
	Disagree	36.2%	1.56
	Neither Agree nor Disagree	18.1%	1.27
	Agree	7.4%	0.89
	Strongly Agree	2.4%	0.54
I take pride in my work			
	Strongly Disagree	0.6%	0.23
	Disagree	0.3%	0.20
	Neither Agree nor Disagree	3.1%	0.56
	Agree	41.8%	1.59
	Strongly Agree	54.2%	1.61
I feel very committed to my work			
	Strongly Disagree	0.5%	0.19
	Disagree	0.4%	0.23

	Weighted Percentage	Standard Error (SE)
Neither Agree nor Disagree	6.7%	0.80
Agree	44.7%	1.61
Strongly Agree	47.8%	1.62
I put a lot of extra effort into my work		
Strongly Disagree	0.9%	0.30
Disagree	1.9%	0.41
Neither Agree nor Disagree	10.9%	0.97
Agree	41.5%	1.60
Strongly Agree	44.9%	1.62
It would be difficult for me to find another job as good as the one I have		
Strongly Disagree	7.7%	0.88
Disagree	17.1%	1.24
Neither Agree nor Disagree	33.6%	1.54
Agree	25.7%	1.39
Strongly Agree	16.0%	1.19
I don't really care what happens at my work after I leave		
Strongly Disagree	37.3%	1.57
Disagree	39.4%	1.57
Neither Agree nor Disagree	16.2%	1.22
Agree	5.1%	0.72
Strongly Agree	2.1%	2
It's hard to feel committed to my work		
Strongly Disagree	34.5%	1.54
Disagree	43.2%	1.60
Neither Agree nor Disagree	14.4%	1.12
Agree	6.2%	0.79
Strongly Agree	1.7%	0.43
I sometimes feel trapped in my job		

	Weighted Percentage	Standard Error (SE)
Strongly Disagree	32.3%	1.52
Disagree	31.9%	1.51
Neither Agree nor Disagree	18.7%	1.25
Agree	13.3%	1.10
Strongly Agree	3.9%	0.65

Appendix C. Multilevel Model Results

Table C1. Associations Between CCEE Front-line Licensing Staff's Burnout and Job Search

Model #1	Estimate	Standard Error (SE)	p
Odds Ratio	4.46	0.67	< 0.001

Table C2. Associations Between CCEE Front-line Licensing Staff's Perceptions of Reasonableness of Caseload and Burnout

Model #2	Estimate	Standard Error (SE)	p
Intercept (β_0)	2.52	0.05	< 0.001
Reasonableness of caseload	-0.15	0.01	< 0.001

Table C3. Associations Between CCEE Front-line Licensing Staff's Perceptions of Feeling Valued by Coworkers, Supervisors, and Agency Leadership and Burnout

Model #3	Estimate	Standard Error (SE)	p
Intercept (β_0)	3.62	0.10	< 0.001
Feeling valued by coworkers, supervisors and agency leadership	-0.42	0.03	< 0.001

Table C4. Associations Between CCEE Front-line Licensing Staff's Perceptions of Feeling Valued by State/Local Government and the General Public and Burnout

Model #4	Estimate	Standard Error (SE)	p
Intercept (β_0)	2.75	0.06	< 0.001
Feeling valued by state/local government and the general public	-0.23	0.02	< 0.001

Table C5. Associations Between CCEE Front-line Licensing Staff's Perceptions of Feeling Valued by Providers and Burnout

Model #5	Estimate	Standard Error (SE)	p
Intercept (β_0)	3.06	0.08	< 0.001
Feeling valued by providers	-0.25	0.02	< 0.001

Table C6. Associations Between CCEE Front-line Licensing Staff's Caseload and Perceptions of Reasonableness of Caseload

Model #6	Estimate	Standard Error (SE)	p
Intercept (β_0)	3.75	0.10	< 0.001
Caseload	-0.005	0.00	< 0.001