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Minnesota Department of **Human Services**

Child Care Workforce in Minnesota

2011 Statewide Study of Demographics, Training and Professional Development

Final Report

August 2012

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Prepared by:
Jennifer Valorose and Richard Chase

Wilder Research
451 Lexington Parkway North
Saint Paul, Minnesota 55104
651-280-2700
www.wilderresearch.org

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Acknowledgments

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Summary

Study purposes and methods

The Minnesota Department of Human Services commissioned this study of the child care workforce in Minnesota to inform the on-going implementation of the child care professional development system, and to ensure that professional development opportunities are inclusive of and accessible to all providers. The study provides updated information about the size, stability and demographics of those serving children in licensed family child care homes, child care centers, preschools and school-age programs. It also assesses child care providers' needs, barriers and motivations for participating in training and professional development opportunities.

The Minnesota Child Care Resource and Referral (CCR&R) Network provided a data file of all the current licensed family child care providers and center-based programs. Researchers stratified the licensed family child care providers and programs by 7-county metropolitan area and greater Minnesota and then randomized the lists. Some program and demographic characteristics available from these data were analyzed.

The study included telephone surveys with 352 randomly selected licensed family child care providers; a two-part paper-and-pencil survey with 315 center-based programs and 1,166 directors and teaching staff; and six focus groups with 56 licensed family child care providers (without post-secondary education) in April 2012. Details on sample sizes, response rates and strengths and limitations of the study samples are in the full report; however results for centers and school-age programs should be interpreted with caution because of the lower response rate (less than 40 percent). Center-based programs includes licensed child care centers that serve infants through school-age children, school-age programs that care for children kindergarten through sixth grade during non-school hours, and preschool programs for children ages 3 – 5. Head Start programs are not included.

Size and stability of the child care workforce

Estimated size of child care workforce in Minnesota

Minnesota has about 10,800 licensed family child care providers and 2,100 center-based programs. Most licensed family child care providers (61 percent) are located in greater Minnesota; while most child care centers (67 percent) and school-age care programs (63 percent) are located in the 7-county metropolitan area. Preschools are about evenly split.

The estimated size of Minnesota's child care workforce is 43,000. This includes about 14,000 providers and paid assistants in licensed home-based child care settings, and 29,000 staff in center-based programs. Center-based staff is estimated at 2,300 directors, 12,200 teachers, 6,900 assistant teachers and 7,500 aides.

The teachers in child care centers are mostly (69 percent) full-time staff (35 or more hours per week), whereas most preschool teachers (67 percent) are part-time (less than 35 hours per week). Teachers in school-age programs are about evenly split.

Staffing stability and turnover rates

According to data collected and analyzed by the Licensing Division of the Minnesota Department of Human Services, the rate of licensed family child care business turnover in Minnesota was 11 percent in 2011, down from the last 12 years (15 percent in 1999, 16.4 percent in 2005, and 12.5 percent in 2006).

Data collected by Wilder Research for this study indicate that for the 12 months prior to this study, 71 percent of child care centers and 70 percent of school-age programs had at least some staff turnover. Fewer preschools experienced turnover (47 percent).

Turnover rates were calculated using the following equation: number of total staff who left in the previous 12 months or were hired in the last 12 months (whichever was lowest) divided by the number of staff employed at time of survey. Aides have the highest mean turnover rates in each type of site, ranging from 18 percent in preschools to 21 percent in school-age programs and 22 percent in centers. The mean turnover rates for all teachers (regardless of age group taught) are 17 percent in child care centers, 11 percent in school-age care sites and 8 percent in preschools.

Demographics of the child care workforce

Licensed family child care providers are nearly all female, with an average age of 44. Ninety-four percent are white. Thirteen percent report employment in addition to child care, which averages 16 hours per week at their other job.

The average age of teachers in child care centers is 38; it is 43 for teachers at preschools, and 38 for teachers in school-age programs. Most center-based teachers are white, including 88 percent of those in centers, 95 percent in preschools, and 93 percent in school-age programs.

In center-based programs, assistant teachers and aides are more diverse than teachers and directors with respect to race and ethnicity, and have shown a slight increase in diversity since 2000.

Child care experience

Over half (58 percent) of all licensed family child care providers in the state report having worked in licensed family child care programs for over 10 years, with a quarter (27 percent) reporting over 20 years of experience.

Half of all center-based staff (51 percent) report having worked in licensed child care programs or legally unlicensed school-age programs for more than 10 years. This includes 52 percent of center teachers, 62 percent of preschool teachers, and 57 percent of teachers in school-age programs.

Professional development

Degrees and certificates completed

A quarter (23 percent) of Minnesota's early childhood educators (licensed family child care providers, and center and preschool staff) are estimated to have a bachelor's degree or higher in a child-related field.

Among all licensed family child care providers in the state, about 22 percent report having a bachelor's degree or higher, including 10 percent with child-related degrees.

Among center-based teachers, 53 percent in child care centers report having bachelor's degrees or higher, including 38 percent with child-related degrees; 83 percent in preschools report having bachelor's degrees or higher, including 62 percent with child-related degrees; and 63 percent in school-age care programs report having bachelor's degrees or higher, including 54 percent with child-related degrees. Fourteen percent of center teachers report having a Child Development Associate (CDA) Credential, followed by 7 percent of preschool teachers and 3 percent of school-age program teachers.

Among center-based directors, 71 percent in child care centers report having bachelor's degrees or higher, including 52 percent with child-related degrees; 76 percent in preschools report having bachelor's degrees or higher, including 55 percent with child-related degrees; and about 77 percent in school-age care programs report having bachelor's degrees or higher, including 49 percent with child-related degrees.

Focus group participants (licensed family child care providers without post-secondary education) cited time and money as reasons providers do not get a degree in early childhood. They feel parents are not willing to pay more for a provider with a Child Development Associate (CDA) Credential or degree.

Continuing education in early childhood

Sixteen percent of all licensed family child care providers in the state report completing college credits in child development or early childhood in the last 5 years.

As reported by center-based teachers, the percentage completing college credits in child development or early childhood in the last 5 years is as follows: 43 percent in child care centers, with a median of 21 hours; 40 percent in preschools, with a median of 20 hours; and 30 percent in school-age programs, with a median of 16 hours.

Online trainings

In the last two years, 28 percent of licensed family child care providers have taken online training. Another 42 percent would be interested in online training opportunities.

A quarter of center teachers report having taken online training in the last two years, and another 44 percent report being interested in online training. A third of preschool teachers report having taken online training, and another 38 percent are interested. A fifth of school-age program teachers report having taken online training, and another 56 percent are interested.

Focus group participants (licensed family child care providers without post-secondary education) noted that online trainings can be more convenient than in-person training. However, these providers report missing out on socializing and networking when they participate in online training, and some report lacking the computer skills to participate.

Relationship-based professional development

Fifteen percent of licensed family child care providers, 19 percent of teachers in centers, 47 percent of preschool teachers and 17 percent of teachers in school-age programs report using a mentor, coach or consultant in the past year. Twenty-three percent of center directors report using a mentor, coach or consultant in the past year, the highest percentage of any type of center-based staff.

Membership in professional organizations

About half (45 percent) of licensed family child care providers report belonging to a county licensed family child care association. In addition, 38 percent report belonging to the Adults and Childrens Alliance, a third to a local provider support group or network (33 percent) and a fifth to the Minnesota Licensed Family Child Care Association (21 percent). Most (85 percent) report their local association, whether a county association or a neighborhood group of providers, is very or somewhat helpful in providing professional development and support.

Two out of five (43 percent) child care center directors and half of preschool directors (48 percent) report belonging to either the Minnesota or National Association for the Education of Young Children (MnAEYC and NAEYC). Directors of center-based programs are more likely to belong to professional groups than teachers, who are more likely to than assistant teachers and aides.

Training motivations

When asked about what motivates them to get involved in professional development or training, about a third of licensed family child care providers report they are motivated by a desire to improve their quality of care in order to generally help children, and about a fifth are motivated by licensure or regulatory requirements.

Professional growth and performance improvement are the most common motivations center-based staff have for getting involved in professional development opportunities, followed by attraction to an interesting, new or different topic, and staying updated or learning best practices.

Focus group participants (licensed family child care providers without post-secondary education) said they participated in trainings because they need to meet their annual required training hours. Aside from fulfilling requirements, participants noted that networking with other providers, learning about new and interesting topics and getting help addressing specific issues are also motivations for attending trainings.

Sources of and experience with trainings

Among licensed family child care providers, 79 percent report they received at least some of their training in the past two years through a CCR&R agency. Of those who have received training through a CCR&R agency, 98 percent felt the trainings were useful.

About 44 percent of all center-based staff report receiving at least some child care training through a CCR&R agency in the last two years, including 60 percent of center teachers,

38 percent of preschool teachers and 30 percent of school-age program teachers. Among center-based staff who received training through a CCR&R in the previous two years, 94 percent reported it was useful.

Fifty-five percent of child care centers, 19 percent of preschools and 45 percent of school-age programs contract with a CCR&R agency to deliver in-house training. A third (34 percent) of child care centers, 30 percent of preschools and 41 percent of school-age programs report that they do all or most of their training in house. In general, center-based programs in greater Minnesota provide more training in-house than those in the 7-county metro, particularly preschools and school-age programs.

Program directors were asked about ways that their programs support and encourage staff to develop professionally. Centers most commonly make development plans or discuss development with staff (32 percent) and pay for training (20 percent). Preschools most commonly make development plans or discuss development with staff (36 percent), require training (21 percent), and pay for training (20 percent). School-age programs most commonly provide in-house training (50 percent) and provide time off for training or attending school (24 percent).

Types of support, training or education desired

The top three training needs and desires among both licensed family child care providers and center-based staff were: 1) working with children with specific needs, including both gifted and talented children and children with special needs, 2) training on behavior management and proper discipline and 3) knowing what behaviors/abilities constitute "normal" child development.

Over half of the child care workforce (61 percent of licensed family child care providers and 57 percent of center-based staff) would be interested in an in-depth training series involving two or three sessions. However, a fifth (21 percent) of licensed family child care providers and a third of center-based staff (37 percent) would only be interested if Continuing Education Units (CEUs) were offered. Focus group participants (licensed family child care providers without post-secondary education) liked the idea of a training series because it allows more in-depth exploration of a topic. However, they also noted that attending multiple sessions is more difficult because 1) it is a large time commitment, and 2) they may lose money or credits if something comes up and they are not able to attend one of the trainings.

Professional development problems and barriers

Two-thirds (66 percent) of licensed family child care providers report that finding convenient professional development opportunities is a problem. Half (46 percent) of licensed family child care providers report problems finding professional development opportunities in welcoming locations. Almost half (43 percent) of licensed family child care providers report that finding affordable professional development opportunities is a problem.

Finding convenient and affordable professional development opportunities is at least somewhat of a problem for more than two-thirds (71 percent) of center-based programs, as reported by directors. Two-thirds (66 percent) of child care centers also report having problems finding qualified staff with degrees and training in early childhood education.

The most common barriers to training and education, identified by both licensed family child care providers and center-based program staff are cost, scheduling, and transportation issues.

Key findings comparing the 7-county metropolitan area and greater Minnesota

■ Among all child care centers in the state, a greater proportion of those in the 7-county metro area are accredited than those in greater Minnesota (32 percent vs. 7 percent). Similarly, center-based programs in the 7-county metro area are more likely to be affiliated with a larger organization (such as a for-profit chain or school district), whereas those in greater Minnesota tend to be independent.

■ Licensed family child care providers in greater Minnesota have slightly higher capacity (both licensed and desired) and enrollment, averaging about one additional space and child on average, than those in the 7-county metro area. They also care for about one more child, on average, at any given time than those in the 7-county metro area.

■ Licensed family child care providers and centers in greater Minnesota are more likely to report caring for children served by the Child Care Assistance Program (43 percent vs. 23 percent for licensed family child care providers and 92 percent vs. 84 percent for centers) than those in the 7-county metro area, whereas preschools and school-age programs in the 7-county metro area are more likely than those in greater Minnesota to report caring for children served by the Child Care Assistance Program (45 percent vs. 33 percent for preschools; 92 percent vs. 85 percent for school-age programs).

■ Licensed family child care providers in greater Minnesota are more likely than those in the 7-county metro area to be using a formal curriculum (58 percent vs. 44

percent), and slightly more likely to use a learning approach (16 percent vs. 14 percent), and an instructional assessment (17 percent vs. 14 percent). Generally, center-based programs in the 7-county metro area are more likely to use formal curricula and follow a specific learning approach than those in greater Minnesota.

◾ Center-based programs in the 7-county metro area generally offer more professional development benefits to full- and part-time employees, specifically financial assistance for off-site training or credit-based courses, mentoring, on-site and off-site in-service trainings, loans and differential pay. Center-based programs in greater Minnesota, however, are more likely to offer wage supplements.

◾ Licensed family child care providers in the 7-county metro area are more likely than those in greater Minnesota to have a total household income of $50,000 or above (73 percent vs. 56 percent). Licensed family child care providers in greater Minnesota are twice as likely as those in the 7-county metro area to have another paid job (17 percent vs. 8 percent). Average wages at center-based programs are higher in the 7-county metro area than in greater Minnesota, ranging from $1 - $4 more per hour depending on the position.

◾ Licensed family child care providers in the 7-county metro area tend to have more years of experience than those in greater Minnesota (64 percent have over 10 years of experience vs. 54 percent of licensed family child care providers), and center-based teachers in the 7-county metro area have higher levels of education than those in greater Minnesota (59 percent have a bachelor's degree or higher in a child-related field compared with 31 percent).

◾ Licensed family child care providers and center-based teachers in greater Minnesota are more likely to access training through a CCR&R agency than licensed family child care providers and center-based teachers in the 7-county metro area (88 percent vs. 67 percent for licensed family child care providers; 63 percent vs. 43 percent for teachers).

◾ Centers in greater Minnesota report having more difficulty than those in the 7-county metro in finding affordable professional development (82 percent vs. 58 percent); convenient professional development (84 percent vs. 65 percent), and quality professional development (77 percent vs. 47 percent). Similarly, center and preschool teachers in greater Minnesota report more difficulty than those in the 7-county metro in finding professional development opportunities (63 percent vs. 49 percent for center teachers; 61 percent vs. 35 percent for preschool teachers).

Key changes since 2006

For the most part, the results of the 2011 Child Care Workforce Study are similar to the results found in 2006. Some notable differences include:

■ The number of licensed family child care homes and center-based programs has increased by 3 and 16 percent, respectively, while the number of family child care providers has decreased 4 percent and the number of center-based programs has increased 33 percent.

■ The percentage of center teachers that work full-time has decreased from 83 percent in 2006 to 69 percent in 2011.

■ Preschool programs have 15 fewer children enrolled, on average, and school-age care programs have 26 fewer children enrolled, on average, than they did in 2006.

■ In 2011, programs are generally offering more professional development benefits to all types of employees than in 2006. Eighty-eight percent of preschools report doing at least some staff training in house, up from 77 percent in 2006.

■ Education levels of center-based staff have slightly increased since 2006, with more teachers and directors having bachelor's degrees, though slightly fewer teachers have a Child Development Associate (CDA) Credential. Membership in professional groups has also increased.

Recommendations

Based on survey and focus group results and discussion with the study advisory committee, researchers offer the following recommendations.

Continue supporting efforts to increase the diversity of the child care workforce. A higher proportion of assistant teachers and aides in center-based programs are non-white than teachers and directors, but the percentage of non-white assistant teachers and aides has increased only slightly since 2000. Encourage and support licensed family child care providers and center-based assistant teachers and aides from various cultural communities to attain more education, training and teaching responsibility, while at the same time supporting the development of culturally-specific center-based programs.

Ensure quality and diversity of trainings offered. Child care practitioners seek professional development facilitated by trainers that are highly qualified in the content area, and offer new strategies and skills they can use with the children in their care. Trainers should have content expertise in the topic, be evaluated or credentialed as trainers, and have experience with children. Though the Minnesota Center for Professional Development currently has a system in place for approving trainers, not all providers are aware of, understand or use the system. Providers also requested a greater variety of training options to ensure that they are able to choose those that are relevant to their particular needs, and noted a high interest in topics related to child development, such as working with the specific needs of children, behavior management, and understanding "normal" child development.

Improve access to professional development and training opportunities. Increase access to professional development opportunities by subsidizing the cost of trainings to be more affordable. Licensed family child care providers and center-based staff also need multiple ways to access training. Hold trainings on a regular basis in several regular sites in each region that do not require extensive travel. Offer a variety of dates and times for each training and support more online training options.

Improve consistency of how training requirements are interpreted by licensors. County family child care licensors interpret and apply the state's training requirements differently, which is challenging for licensed family child care providers. Greater consistency among licensors and communication about which trainings and/or trainers are approved by the county toward licensing requirements would assist providers in accessing the trainings they need and want.

Continue supporting efforts to enhance the knowledge and skills of the child care workforce, while educating parents on the importance of high quality child care.

While Minnesota has a highly experienced child care workforce, the educational achievement levels are not as high. Obtaining an advanced degree is costly and time-consuming and providers see little incentive to investing the time and money. Supporting Teacher Education And Compensation Helps (TEACH) scholarships will assist child care providers in paying for a college degree or credential in early childhood education or child development. Simultaneously, parents need additional education on the importance of degrees and credentials in early childhood so providers have an incentive to pursue further education.

Improve awareness and usability of Professional Development Registry. With trainings being offered through colleges and universities, local CCR&R agencies, local associations and other community-based organizations, providers miss hearing about some opportunities. Provide a centralized source for providers to find out about trainings that is available via multiple formats (online, phone and handbook). The Professional Development Registry provides a centralized source for providers to find out about trainings, but few providers are aware of the Registry. Usability of the Registry could also be improved. Though users noted satisfaction with the Registry, in the focus groups, licensed family child care providers noted they did not use it because it was tedious or did not provide them with any benefit. The Minnesota Center for Professional Development could better inform providers of the benefits of the Registry and improve the Registry to ease entry of degrees, credentials, and trainings, with reminders of when required trainings are due.

Introduction

Study purposes

The Minnesota Department of Human Services (DHS), through its Child Development Services unit, commissioned this study of the child care workforce in Minnesota to inform the development and assessment of policies and programs related to Minnesota's early childhood and school-age care system. Study findings are intended to be useful for the on-going implementation of the child care professional development system that ensures professional development opportunities are inclusive of and accessible to all providers, including providers from underserved communities. Moreover, study findings are intended to be useful to community programs that provide support for child care programs and providers to better understand the populations they serve, better reach underserved communities and assess success in reaching all communities. The study information will also be used in training needs assessments and in efforts to provide targeted recruitment and retention strategies in local communities.

The goals of this study are twofold: 1) to provide updated demographic information about the child care workforce, including its size, stability and the demographics of those working in the child care field, and 2) to provide an assessment of providers' needs and motivations for participating in training and professional development opportunities.

This study includes child care and education professionals who are involved in the day-to-day lives of children enrolled in child care and education programs, including:[1]

■ **Licensed family child care providers** that are licensed by the state or tribal governments to provide care and education for children in their home.

■ **Child care centers** that are licensed to care for groups of children, infant through school-age, in their own building, community centers, places of worship or other facilities.

■ **School-age child care programs** that are licensed or legally unlicensed and care for children in kindergarten through sixth grade, typically before and after school, on school holidays and during the summer.

■ **Preschool programs** that are licensed or legally unlicensed and usually offer two- or three-hour sessions per day, a few days per week, to children ages 3 through 5.

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[1]   These definitions are used for this report and may not apply to other reports or documents.

Study methods

Surveys

Questionnaire development

Researchers developed four questionnaires, one for each of the following: 1) licensed family child care providers on their child care and themselves; 2) directors or main contact person at child care centers about their program; 3) directors or main contact person at preschools and school-age programs about their program; and 4) staff (directors, teachers, assistant teachers, and aides) at center-based programs about themselves. The questionnaires were built upon surveys developed by Wilder Research for the 2006 Child Care Workforce Study.

Data collection process

The Minnesota CCR&R Network provided Wilder Research a data file with all the current licensed family child care providers, child care centers, preschool sites and school-age care sites (excluding Head Start programs) in August 2011. Though School Readiness programs were not an intended target of this study, some School Readiness programs are included in the CCR&R Network database by local CCR&R agencies and were inadvertently included in the sample. The lists contained names, addresses and phone numbers, and were stratified by 7-county metro area and greater Minnesota and then randomized. From the randomized lists, researchers initially contacted the first 500 center-based programs and 576 licensed family homes and added 300 and 100 more, respectively, to reach the desired final number of completed surveys (300 center-based programs and 350 licensed family child care providers). The samples were in proportion to their numbers in the 7-county metro area and greater Minnesota for each type.

The center-based program surveys (sent to directors or main contact persons) gathered information at the site level. In nine cases, the survey was sent to a director at a central site or an administrative site, and the director completed the survey on behalf of all their sites. In these cases, data were adjusted to reflect the sites that were sampled.

The selected center-based programs and licensed family child care providers first received a letter that described the purpose of the study and the type of information that would be asked in the survey. The licensed family child care providers were then contacted by telephone to determine if they were eligible (currently in business) and to complete the questionnaire at a time convenient to their schedules. Using computer-assisted scheduling, researchers called each randomly selected provider up to 25 times at different times of the day and on different days of the week, including Saturday mornings and Sunday evenings. Interviews were conducted in English. For licensed family child care

providers with an email address, a Word-fillable document was sent to those who failed to respond to phone calls; 19 licensed family child care providers completed the survey using this method. The survey of licensed family child care providers ran from September through December 2011.

The center-based program survey had two parts. First, directors were mailed one program-level questionnaire, 10 staff surveys to distribute to their staff, and business reply envelopes. They were asked to make additional copies or contact Wilder if more than 10 staff people worked at that site. Researchers then phoned program directors to follow-up with those who did not return surveys and worked with them to collect individual questionnaires from each staff member at their site. Program directors were called and emailed multiple times to coax them to complete the surveys. The center-based program and staff surveys ran from November 2011 through May 2012.

As an incentive to participate, programs were entered into a drawing for a $250 VISA gift card, and individual staff and licensed family child care providers were entered into a drawing for one of ten $100 VISA gift cards.

Strengths and limitations of the survey data

Figure 1 shows information about the study samples, including sample numbers, response rates, and sampling error, which ranges from five to nine percent. Random sampling eliminates bias by giving each licensed child care provider and center-based program an equal possibility of being selected and responding. To ensure the sample represents the geographic regions, researchers stratified the lists by 7-county metro area and greater Minnesota before randomizing. Randomization gives strength to the study results.

Among the four types of child care surveyed, data best represent licensed family child care providers, given the higher response rate and lower margin of error. Data fairly well represent center-based programs, but should be interpreted with caution because of the lower response rate (less than 40 percent) among centers and school-age programs.

To test the representativeness of the licensed family child care sample, researchers compared respondents, non-respondents, and non-sampled licensed family child care providers on two variables from the Minnesota CCR&R Network database: whether they report caring for children served by Minnesota's Child Care Assistance Program, and location (7-county metro area or greater Minnesota).

> The three groups are statistically similar with regard to the proportion who report caring for children served by the Child Care Assistance Program.

> The respondents over-represent licensed family child care providers in the 7-county metro area (46 percent were from the 7-county metro, compared with 36 percent for non-respondents and 39 percent for the non-sampled licensed family child care providers).

Figure 2 shows the number of center-based programs that distributed and returned questionnaires from individual staff and the number of questionnaires returned for each type of staff. A fairly high percentage of center-based programs that completed a program-level survey also returned staff surveys (75 percent of centers, 72 percent of preschools and 70 percent of school-age care programs). Staff from an additional 35 centers, 21 preschools and 8 school-age programs completed staff surveys even though their directors did not complete a program-level survey. The results should be interpreted with caution because the responding center-based programs represent smaller proportions of the initial samples of center-based programs. It is possible that respondents represent more stable and well-functioning center-based programs since being overwhelmed with their workload was a common reason directors and staff did not complete surveys. Several other child care surveys were also in the field during parts of the data collection time period.

1. Study samples

Licensed family child care providers and programs	Number (adjusted)[1]	Percent 7-county metro area	Number sampled and eligible	Number and percent responding[2]	Percent 7-county metro area	Margin of error (plus or minus)
Licensed family child care homes	10,778	39%	677	352 (52%)	45%	5%
Child care centers	961	67%	364	133 (37%)	65%	8%
Preschools	592	56%	213	93 (44%)	59%	9%
School-age programs	578	63%	249	89 (36%)	65%	9%

[1]Adjusted from original numbers provided by Minnesota Child Care Resource & Referral on August 3, 2011, based on percent screened as eligible in sample.

[2]This includes all sites that responded, including directors that completed one form on behalf of multiple sites.

2. Staff surveys received

Programs with a corresponding program-level survey	Programs represented	Directors	Teachers	Assistant Teachers	Aides
Child care centers	100 (75%)	69	285	54	62
Preschools	67 (72%)	26	129	42	29
School-age care	62 (70%)	109	83	55	58
Total					
Child care centers	135	88	339	62	75
Preschools	88	29	159	47	38
School-age care	70	113	92	58	66

Data from the Minnesota CCR&R Network

Additional data elements were provided by the Minnesota CCR&R Network database (also known as NACCRRAware), including:

- Desired and licensed capacity, and enrollment by age group

- Accreditation

- Currently caring for or willing to care for children served by the Child Care Assistance Program (child care centers, preschools and licensed family child care providers)

- Use of curricula, learning approach and instructional assessments (child care centers and licensed family child care providers)

- Use of United States Department of Education's Child and Adult Care Food Program (child care centers and licensed family child care providers)

- Type of license (licensed family child care providers)

- Demographics of licensed family child care providers (years of experience working in licensed child care programs, level of education, race/ethnicity, gender)

The CCR&R Network provided these data on all licensed family child care providers, child care centers, preschools, and school-age care programs in their database on August 3, 2011. The CCR&R Network updates these data at least annually by surveying licensed family child care providers and center-based programs at the beginning of each calendar year. Thus, these data are from early 2011 and limited to what was available in the CCR&R Network database. Accreditation status is independently verified with the accrediting bodies to ensure accuracy.

Focus groups

Researchers conducted six focus groups in April 2012 with licensed family child care providers with less formal education, a group identified by the advisory group to be of particular interest. The 56 participants, including one man and six women of color, were asked about their training experiences, barriers to training, and professional development needs. The focus groups were held in Bloomington, Minneapolis, Duluth, Rochester, St. Cloud, and St. Paul.

When recruiting for each of the focus groups, researchers selected licensed family child care providers from each location (by zip code) who did not have post-secondary education or a Child Development Associate (CDA) Credential, based on data from the Minnesota Child Care Resource & Referral (CCR&R) Network. This is different than in 2006 when focus groups were

done with culturally diverse licensed child care providers and staff at center-based programs. The lists were randomized and the licensed family child care providers were invited by phone to attend the group, except in St. Cloud and Duluth where they were invited by letter, as the hosting organizations managed the RSVP calls.

Focus group participants received a $25 Target gift card for attending a 90-minute group. Snacks were provided. Focus groups were conducted in English. Researchers recorded each focus group conversation. The content of the conversations was analyzed and researchers looked for common themes across the six groups.

Results of the focus groups are not representative of all child care providers, but provide a more detailed perspective on the opinions of some licensed family child care providers without post-secondary education.

Report structure

This report presents results for licensed family child care providers as a whole; three types of center-based programs (child care centers, preschools and school-age care programs), and four types of staff within each type of center-based program (directors, teachers, assistant teachers and aides). Column totals in each data table may not total 100 percent due to rounding or, as noted, when multiple responses are allowed. The text primarily focuses on licensed family child care providers and teachers in center-based programs. Findings from the focus groups are incorporated throughout this report.

Researchers conducted statistical tests to see if results differed by location (7-county metropolitan area versus greater Minnesota), and whether or not the program or provider reports caring for children served by the Child Care Assistance Program.[2]

> The statistically significant differences (p<.05) are indented in this format at the end of each topical section.

Researchers also analyzed results to assess changes in the child care workforce from the studies conducted by Wilder Research in 1999 and 2006. Data are from the surveys conducted for this study unless otherwise noted.

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[2] Statistical analysis of differences between center-based programs that care for children served by the Child Care Assistance Program and programs that do not care for children served by the Child Care Assistance Program was limited to centers and preschool since such a large percentage of school-age programs serve children on Child Care Assistance Program. Due to small sample sizes of center-based staff in different positions, statistical analysis was only done for teachers by region.

Size of child care workforce in Minnesota

Number of licensed family child care providers and center-based programs

Starting with the number of licensed family child care providers and programs listed in the Minnesota CCR&R database in August 2011 and deducting the proportions of each type found to be not providing child care at the time of the survey, researchers estimate Minnesota has about 12,900 licensed family child care homes and center-based programs, 5 percent more providers than in 2006. The increase was smaller for family child care homes than for center-based programs, 3 and 16 percent, respectively. Most licensed family child care homes (61 percent) are located in greater Minnesota, while most child care centers (67 percent) and school-age care programs (63 percent) are located in the 7-county metropolitan area. Preschools are about evenly split between greater Minnesota and the 7-county metro area.

3. Number of licensed family child care providers and center-based programs

	Number	Percentage in 7-county metro area
Licensed family child care homes	10,778	39%
Child care centers	961	67%
Preschools	592	56%
School-age care programs	578	63%
Total	12,909	43%

Note: Adjusted from original numbers provided by Minnesota CCR&R Network based on percent eligible in samples.

Number of partners and paid assistants among licensed family child care providers

Seven percent of licensed family child care providers have business partners who provide care with them. When there is a business partner, it is usually just one. Sixteen percent have one or more paid assistants. This is similar to 1999 and 2006.

> Licensed family child care providers who report caring for children served by the Child Care Assistance Program are more likely to have paid assistants (23 percent vs. 13 percent).

4. Number of partners and paid assistants among licensed family child care providers

Number of partners, not including paid assistants, who provide child care	N=352
None	93%
One	6%
Two	<1%
Three or more	<1%
Number of paid assistant caregivers	**N=352**
None	84%
One	11%
Two	3%
Three or more	2%

Center-based staff hours worked

Based on information provided by directors for all their staff, 69 percent of teachers in centers are full-time staff (35 or more hours per week), down from 2006 (83 percent). Fewer teachers in preschools (33 percent) and school-age programs (53 percent) are full-time staff. Aides in school-age care programs (87 percent) tend to work fewer hours (less than 21 hours per week) than aides in preschools and child care centers (53 percent).

5. Length of work week among center-based program staff

Hours per week work for pay	Directors	Teachers	Assistant Teachers	Aides
Centers	**N=198**	**N=866**	**N=262**	**N=412**
Less than 21 hours/week	8%	9%	24%	53%
21 – 34 hours/week	16%	22%	33%	21%
Over 34 hours/week	77%	69%	43%	27%
Preschools	**N=64**	**N=251**	**N=116**	**N=93**
Less than 21 hours/week	19%	23%	44%	53%
21 – 34 hours/week	27%	44%	27%	39%
Over 34 hours/week	55%	33%	29%	9%
School-age	**N=114**	**N=541**	**N=646**	**N=541**
Less than 21 hours/week	9%	18%	72%	87%
21 – 34 hours/week	33%	29%	20%	11%
Over 34 hours/week	58%	53%	8%	2%

Note: Ns represent number of staff reported by center-based program directors in survey.

Estimated size of child care workforce in Minnesota

Researchers estimate the size of the child care workforce in Minnesota at 43,056 in 12,909 sites (see Appendix for calculations). This number includes 14,157 providers and paid assistants in the licensed family child care workforce (a decrease of about 4 percent since 2006), and 28,899 staff in the center-based child care workforce (an increase of about 33 percent since 2006). Overall, this is an 18 percent increase in the workforce since 2006.

6.   Estimated size of center-based child care workforce

	Directors	Teachers	Assistant Teachers	Aides	Total
Centers	1,240	6,910	1,989	3,191	13,329
Preschools	485	1,883	764	704	3,836
School-age	601	3,376	4,138	3,618	11,733
Total	2,326	12,168	6,891	7,513	28,899

Note: Size of the center-based child care workforce was derived by multiplying the average number of staff for each type of position (i.e., number of current staff divided by the corresponding number of completed program-level surveys) times the total number of programs.

Staffing stability and turnover in past year

Studies have shown that stable relationships with non-parental caregivers can be a positive factor for children's growth and development.[3] Child care staffing stability is associated with caregiver responsiveness and the ability of children to develop secure attachments with adults. Thus, low staff turnover is considered an indicator of quality child care.

According to data collected and analyzed by the Licensing Division of the Minnesota Department of Human Services, the rate of licensed family child care business turnover in Minnesota was 11 percent in 2011, down from the last 12 years (15 percent in 1999, 16.4 percent in 2005, and 12.5 percent in 2006).

To examine staffing stability and turnover for a full year, this study asked center-based program directors to provide staffing information for the 12 months prior to when they took the survey.[4] On average, child care centers had 15 staff employed at the time of the survey, added four new

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[3]   Ahnert, L., Pinquart, M. & Lamb, M.E. (2006). Security of children's relationships with nonparental care providers: A meta-analysis. *Child development, 77*, 664-679.
        Whitebook, M. & Sakai, L. (2003). Turnover begets turnover: An examination of job and occupational instability among child care center staff. *Early Childhood Research Quarterly, 18*, 273.

[4]   This is different than in 2006, when directors were asked about staffing levels, hiring, and staff leaving during the prior calendar year (2005), so comparisons are not exact.

staff and lost about three staff in the 12 months prior. Preschools, on average, had six to seven staff, and each added and lost a staff member, on average, in the 12 months prior. School-age care sites, on average, had 20 staff employed, though 10 was the median number of staff per site. School-age sites added, on average, five new staff and lost about four staff in the 12 months prior. As in 2006 and 1999, the highest average number of staff leaving are aides, ranging as high as 60 leaving a single program.

7. Center-based programs by staff sizes

	Centers N=133	Preschools N=93	School-age N=89
Mean of total staff size	14.5	6.5	20.3
Median of total staff size	13	4.3	10.0
Proportion of programs by total staff size			
1-3	3%	39%	9%
4-8	29%	38%	34%
9-13	20%	14%	29%
14-18	23%	7%	3%
19 or more	24%	3%	25%

8. Number of center-based staff employed, hired and leaving in last 12 months

	Number of staff currently employed		Number of staff hired in last 12 months		Number of staff who left in last 12 months	
	Mean	Range	Mean	Range	Mean	Range
Centers (N=130-133)						
Directors	1.3	0-6	0.1	0-2	0.1	0-2
Infant teachers	1.8	0-15	0.4	0-5	0.3	0-4
Toddler teachers	1.9	0-9	0.5	0-5	0.4	0-3
Preschool teachers	3.4	0-15	0.8	0-8	0.7	0-5
School-age teachers	0.7	0-7	0.2	0-3	02	0-3
Assistant teachers	2.1	0-20	0.6	0-8	0.5	0-8
Aides	3.3	0-30	1.2	0-20	1.0	0-20
Preschools (N=93)						
Directors	0.8	0-2	0.1	0-1	0.1	0-1
Preschool teachers	2.6	1-11	0.3	0-3	0.2	0-2
School-age teachers	0.5	0-35	0.1	0-1	0.1	0-3
Assistant teachers	1.3	0-10	0.3	0-4	0.2	0-5
Aides	1.2	0-15	0.4	0-4	0.3	0-3
School-age (N=89)						
Directors	1.0	0-3	0.1	0-1	0.05	0-1
Preschool teachers	1.0	0-9	0.1	0-2	0.1	0-2
School-age teachers	4.9	0-45	0.8	0-8	0.7	0-9
Assistant teachers	7.2	0-80	1.5	0-18	1.0	0-12
Aides	6.3	0-135	1.7	0-60	1.6	0-60

Note: Includes full-time and part-time staff. Floaters are included in position they float to most often.

In the 12 months prior to the survey, 71 percent of child care centers experienced staff turnover, a decrease from 2006. Half (47 percent) of preschools experienced staff turnover, a slight increase from 2006. Seventy percent of school-age care programs had turnover, similar to 2006.

> Turnover is more likely to occur in centers that report caring for children served by the Child Care Assistance Program. Three-quarters (76 percent) of centers that report caring for children served by the Child Care Assistance Program experienced some amount of turnover in the 12 months prior to the survey, compared with half (54 percent) of those who do not.

9. Proportion of center-based programs experiencing staff turnover in past year

	For all center-based programs*			Center-based programs who have staff in those positions[+]		
	Centers N=133	Preschools N=93	School-age N=89	Centers N=59-133	Preschools N=47-93	School-age N=56-89
Any staff	71%	47%	70%	71%	47%	70%
Directors	8%	11%	6%	9%	12%	6%
Infant teachers	16%	NA	NA	24%	NA	NA
Toddler teachers	19%	NA	NA	23%	NA	NA
Preschool teachers	33%	24%	9%	35%	25%	24%
School-age teachers	8%	4%	40%	19%	NA	51%
Assistant teachers	19%	19%	37%	28%	33%	51%
Aides	36%	14%	40%	48%	28%	64%
Any teacher	53%	26%	45%	53%	28%	53%

*Note: Center-based programs that did not have staff in a certain position were marked as having no turnover in that position.

[+]Note: N's vary because only center-based programs with staff in each position were included in the analysis.

Turnover rates

Turnover rates were calculated using the following equation: number of total staff who left in the previous 12 months or were hired in the last 12 months (whichever was lowest) divided by the number of staff employed at time of survey. This calculation assumes that if the number of positions hired was greater than the number of staff who left, then new positions were created; whereas if the number who left is greater, then the program downsized.

Aides in child care centers have the highest mean turnover rates (22 percent), which is lower than in 2006 (36 percent). The turnover rate for aides in preschools (18 percent) and school-age care sites (21 percent) is similar to 2006, but lower than in 1999 (about 32 percent). Turnover rates for assistant teachers in centers (16 percent), preschools (10 percent) and school-age programs (12 percent) are also lower than in 2006 for centers and school-age programs, which are all lower than what was reported in 1999 (about 32 percent). As in 2006 and 1999, the lowest mean turnover rates are among program directors in centers and school-age programs. The mean turnover rate for all teachers (regardless of age group taught) is 17 percent in child care centers, 11 percent in school-age care sites and 8 percent in preschools. These rates are slightly lower than in 2006 and 1999.

> In general, turnover rates are higher among center-based programs report caring for children served by the Child Care Assistance Program than among those who do not.

10. Turnover rates in past year

	Centers		Preschools		School-age	
	N	Mean	N	Mean	N	Mean
Directors	130	8%	83	11%	88	5%
Infant teachers	89	12%	NA	NA	NA	NA
Toddler teachers	109	14%	NA	NA	NA	NA
Preschool teachers	125	16%	87	10%	33	10%
School-age teachers	59	14%	8	17%	71	10%
Assistant teachers	88	16%	54	10%	65	12%
Aides	100	22%	47	18%	56	21%
Teachers combined (excluding directors, assistant teachers and aides)	132	17%	87	8%	75	11%

Factors associated with rates of teacher turnover

Some studies have shown that lower teacher turnover is correlated with higher wages and health insurance benefits.[5] In addition, some advocates of at-risk children are concerned programs serving children through the Child Care Assistance Program may experience higher teacher turnover. Within this context, researchers conducted tests of statistical difference to examine whether the following factors were associated with teacher turnover: wages, region, and whether the program reported caring for children served by the Child Care Assistance Program.

> Though average hourly wages were higher in center-based programs that did not experience teacher turnover, the difference was not statistically significant, similar to 2006.

> Rates of teacher turnover are higher in greater Minnesota than in the 7-county metropolitan area for preschool and school-age programs.

> Teacher turnover rates are not associated with whether a program reports caring for children served by the Child Care Assistance Program.

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[5]   Whitebook, M. & Sakai, L. (2003).

Characteristics of licensed family child care providers and center-based programs

This section provides information about the settings and programs in which child care is provided, including businesses operated by licensed family child care providers and center-based programs.

Type of incorporation or license

Among licensed family child care providers, the most common type of license (41 percent) is a C2 group family child care license that allows one provider to care for up to 12 children, including up to 10 who are not in school, but not more than one infant. C1 and C3 group family child care licenses are each held by 21 percent of licensed family child care providers. C1 allows a provider to have up to two infants, but only 10 children total, whereas C3 allows a provider to have up to three infants and 14 children total with another adult. This is similar to 2006. In 1999 the most common type of license was Type A, which allows a family child care provider to care for up to ten children without another adult.

11. Type of family child care license[6]

License type	Child / Adult ratio	Percent N=11,080
Group family child care – C2	12 / 1	41%
Group family child care – C1	10 / 1	21%
Group family child care – C3	14 / 2	21%
Family child care – A	10 / 1	17%
Specialized infant and toddler family child care – B1	5 / 1	<1%
Specialized infant and toddler family child care – B2	6 / 1	<1%
Specialized infant and toddler group family child care – D	9 / 2	<1%

Source: Minnesota CCR&R Network database, as of August 2011.

Child care centers in this study have a variety of incorporations, including 31 percent non-profits within a faith or service organization, 28 percent independent non-profits, 22 percent independent or small for-profit local chains and 11 percent for-profit national or larger chains. Preschools are primarily non-profits within a faith or service organization (46 percent), and school-age care sites are primarily within the public school system (80 percent), both similar to 2006.

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6   See http://www.dhs.state.mn.us/main/groups/licensing/documents/pub/dhs16_143385.pdf for a description of each type of license.

Seven-county metro area centers are more likely to be affiliated with a for-profit chain with four or more sites (17 percent vs. 0 percent), whereas centers in greater Minnesota are more likely to be separately incorporated nonprofits (39 percent vs. 22 percent).

Centers that do not report caring for children served by the Child Care Assistance Program are more likely to be a religiously affiliated non-profit (60 percent vs. 26 percent) than those that do.

Seven-county metro area preschools are more likely to be part of the school system than those in greater Minnesota (37 percent vs. 16 percent).

Preschools that report caring for children served by the Child Care Assistance Program are more likely to be part of the school system (45 percent vs. 7 percent), whereas those who do not are more likely to be a religiously affiliated non-profit (63 percent vs. 15 percent).

12. Type of center-based incorporation

	Centers N=132	Preschools[7] N=92	School-age N=88
Non-profit, under a church, synagogue, or multi-service agency	31%	46%	11%
Non-profit, separately incorporated	28%	17%	5%
For-profit independent or local chain with 1-3 sites	22%	8%	2%
For-profit national or local chain with 4 or more sites	11%	0%	0%
Under the public school system	4%	28%	80%
Not incorporated	4%	1%	2%

Accreditation

Using data from June 2012 from the Minnesota CCR&R Network database, staff in the Child Development Services unit within the Minnesota Department of Human Services provided Wilder Research with data on the accreditation status of all licensed family child care providers and center-based programs in the state. This analysis indicated that less than one percent of licensed family child care providers are accredited. A quarter (24 percent) of child care centers are accredited, primarily by the National Association for the Education of Young Children (17 percent) and the National Early Childhood Program Accreditation (6 percent). Data from the same source indicates 3 percent of preschools and 1 percent of school-age programs are accredited.

A higher proportion of centers in the 7-county metro area are accredited (32 percent vs. 7 percent in greater Minnesota).

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[7] Though School-Based Pre-K programs were not an intended target of this study, some School-Based Pre-K programs are included in the CCR&R Network database by local CCR&R agencies. Thus, they were included in the sample. This may explain why 28 percent of preschools identify as part of the public school system.

Hours and days of service

On average, licensed family child care providers provide child care 11 hours per day, five days per week and 50 weeks per year, similar to the 2006 and 1999 survey results.

> Providers who report caring for children on the Child Care Assistance Program are open over 500 hours more per year, on average, than those who do not.

13. Hours, days and weeks of service among licensed family child care providers

Child care service by licensed family child care providers	Percent N=350-352
Number of hours per day	
Less than 10	7%
10–12	89%
13–18	4%
19–24	<1%
Mean	11
Median	10
Number of days per week	
1–2	0%
3–4	4%
5	92%
6	3%
7	1%
Mean	5
Median	5
Number of weeks per year	
Less than 39	2%
40–49	14%
50	39%
51	15%
52	31%
Mean	50
Median	50
Total hours per year	
Mean	2,733
Median	2,600

On average, child care centers are open 11 hours per day, five days per week, almost year round; preschools are open six hours per day, five days per week, 36-38 weeks per year; and school-age programs are open about seven to eight hours per day, five days per week, 48-50 weeks per year. These results are comparable to those reported in the 2006 and 1999 surveys.

> On average, centers and preschools that report caring for children served by the Child Care Assistance Program are open 370 hours and 580 hours longer each year, respectively, than those that do not.
>
> School-age programs in the 7-county metro area are open 624 hours more per year, on average, than those in greater Minnesota.

14. Hours, days and weeks of service in center-based programs

Number of hours per day	Centers N=132	Preschools N=90	School-age N=89
Less than 10	11%	88%	55%
10-12	85%	11%	43%
13-18	3%	1%	2%
19-23	<1%	0%	0%
24 hours	0%	0%	0%
Mean	11	6	8
Median	11	6	7
Number of days per week			
Mean	5	5	5
Median	5	5	5
Number of weeks per year			
Mean	50	38	48
Median	52	36	50
Total hours per year			
Mean	2,793	1,147	1,932
Median	2,860	1,080	1,750

Capacity and enrollment

Based on data collected by the CCR&R Network in early 2011, licensed family child care providers in the state have a total licensed capacity to serve 129,000 children, though their desired capacity is slightly lower than for what they are licensed. In total, about 94,000 children are enrolled in licensed family child care homes, or about nine children per home, on average. These data were not reported in 2006.

According to data from the surveys conducted for this study, the largest number of children that licensed family child care providers care for at any one time in a typical week, (not counting their own children) averages eight children, ranging from 2 to 14 children. This is similar to 2006 (average of nine children, with a range of 1-19 children).

> Licensed family child care providers in greater Minnesota have slightly higher capacity (both licensed and desired) and enrollment, about one additional space and child on average, than those in the 7-county metro. They also care for about one more child, on average, at any given time than those in the 7-county metro area.
>
> Licensed family child care providers that report caring for children served by the Child Care Assistance Program enroll about one additional child, on average, than those that do not. In addition, they care for about one more child, on average, in a typical week.

15. Capacity and enrollment of licensed family child care providers

	Number of sites	Range	Mean	Median	Total
Licensed capacity	11,079	5-14	11.6	12	129,002
Desired capacity	10,585	0-14	10.1	10	107,229
Enrollment					
Infant	10,526	0-11	0.9	1	9,991
Toddler	10,526	0-22	1.4	1	14,735
Preschool	10,526	0-48	4.1	4	43,482
School-age	10,526	0-51	2.4	2	25,772
Total	10,526	0-55	8.9	9	93,980

Source: Minnesota CCR&R Network database, as of August 2011. Totals are likely undercounts, as about five percent of licensed family child care providers did not provide their enrollment.

16. Number of children cared for by licensed family child care providers

Largest number of children in care at any time – not counting own children (typical week)	Percent N=352
1 or 2 children	<1%
3-5 children	19%
6-8 children	36%
9-11 children	28%
12-14 children	17%
15 or more children	0%
Mean	8
Median	8
Range	2-14

Based on data collected by the CCR&R Network in early 2011, center-based care programs have a total licensed capacity to serve 155,500 children and care for a total of 113,500 children, with just over half (55 percent) of those children enrolled in child care centers, a quarter (26 percent) enrolled in school-age programs, and a fifth (19 percent) enrolled in preschools. Licensed capacity is the number of children center-based programs are licensed to have at any one time. Programs that serve children on a part-time basis may have two or more children filling one available spot. As such, center-based programs' licensed capacity may be lower than both their desired capacity and enrollment.

Child care centers, on average, have capacity to serve about 83 children, and report serving approximately 67 children, about half of whom are preschool-age. Preschools, on average, have capacity to serve about 47 children, and report serving about 53 children, primarily between the ages of 2 through 5. School-age care sites, on average, have capacity to serve about 95 children, and report serving about 91 children, primarily over the age of 5. Capacity in preschools and school-age care sites is down from 2006; however, comparisons are not exact, as data from 2006 were obtained from the survey (a sample of sites) and this year it is available from the Minnesota CCR&R Network database (all sites).

17. Total child care capacity in center-based programs

Centers	Number of sites	Range	Mean	Median	Total
Licensed capacity	963	4-372	83	73	79,872
Desired capacity	948	4-372	80	71	76,265
Enrollment					
Infant	935	0-154	9	8	7,961
Toddler	935	0-140	14	12	12,948
Preschool	935	0-225	33	28	31,114
School-age	935	0-105	11	6	10,390
Total	935	0-357	67	58	62,413

Preschools	Number of sites	Range	Mean	Median	Total
Licensed capacity	565	5-550	47	35	26,771
Desired capacity	358	8-550	51	39	18,384
Enrollment					
Toddler	406	0-50	<1	0	283
Preschool	406	0-420	50	39	20,235
School-age	406	0-101	2	0	807
Total	406	0-420	53	40	21,325

School-age programs	Number of sites	Range	Mean	Median	Total
Licensed capacity	514	8-1300	95	68	48,795
Desired capacity	361	8-1300	101	60	36,313
Enrollment					
Preschool	320	0-400	4	0	1,177
School-age	320	0-1069	87	64	27,918
Total	320	6-1069	91	68	29,095

Source: Minnesota CCR&R Network database, as of August 2011. Number of sites vary due to missing data. Totals are likely undercounts, as not all center-based programs report their capacity or enrollment.

According to data collected by the CCR&R Network in early 2011, there are at least 284,000 spaces available in licensed family child care homes, child care centers, and school-age care programs in the state (this number is likely undercounted since not all providers and programs reported their capacity). The number of slots available is about evenly split between the 7-county metro area and greater Minnesota, though greater Minnesota has more capacity available within

licensed family child care homes and the 7-county metro area has more capacity available within child care centers.[8]

18. Comparison of capacity in 7-county metro area and greater Minnesota

	Capacity in the 7-county metro area		Capacity in greater Minnesota	
	Number	Percent	Number	Percent
Licensed family child care homes	49,000	38%	80,000	62%
Child care centers	57,000	72%	22,700	28%
Preschools	14,800	55%	12,000	45%
School-age care programs	26,500	54%	22,300	46%
Total	147,300	52%	137,000	48%

Source: Minnesota CCR&R Network database, as of August 2011. Numbers are likely undercounts, as not all licensed family child care providers and center-based programs report their capacity.

Caring for children served by the Child Care Assistance Program

Minnesota's Child Care Assistance Program provides subsidies to income-eligible families to pay for child care. The CCR&R Network asks licensed family child care providers and center-based programs "Are you currently caring for children on child care assistance or subsidy?" If they answer no to this first question, respondents are then asked, "Are you willing to care for children on child care assistance or subsidy?" Using data from this survey, 35 percent of licensed family child care providers in the state reported they were currently caring for children served by the Child Care Assistance Program, and an additional 53 percent reported they were willing to care for children served by the Child Care Assistance Program. This is similar to 2006.

> Licensed family child care providers in greater Minnesota are more likely to report caring for children served by the Child Care Assistance Program than are licensed family child care providers in the 7-county metro area (43 percent vs. 23 percent). In other words, 3 out of 4 licensed family child care providers who report caring for children on the Child Care Assistance Program live in greater Minnesota.

A higher percentage of child care centers and school-age care programs statewide reported currently caring for children served by the Child Care Assistance Program in early 2011, 87 percent and 89 percent, respectively. This is similar to 2006. The percent of preschools that report currently caring for children served by the Child Care Assistance Program, as of early

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[8]   See the *Child Care Use in Minnesota: Report of the 2009 Statewide Household Child Care Study* for more information about the children and families that use child care (Wilder Research, 2010). http://www.wilder.org/download.0.html?report=2350

2011, has doubled since 2006 from 18 percent to 39 percent. In addition, 3 percent of centers, 15 percent of preschools and 1 percent of school-age care programs reported that they were not willing to care for children served by the Child Care Assistance Program, as of early 2011. This is a slight increase for centers and school-age care programs, but down from 24 percent for preschools in 2006.

> Centers in greater Minnesota are more likely than centers in the 7-county metro area to report caring for children served by the Child Care Assistance Program (92 percent vs. 84 percent), whereas 7-county metro area preschools and school-age care programs are more likely than greater Minnesota preschools and school-age care programs to report caring for children served by the Child Care Assistance Program (45 percent vs. 33 percent for preschools; 92 percent vs. 85 percent for school-age programs).

The Child and Adult Care Food Program

The CCR&R Network asks providers and center-based programs whether they are "on the USDA food program for meals." According to that survey, over 80 percent of all licensed family child care providers in the state use the United States Department of Agriculture's (USDA) Child and Adult Care Food Program.

> Licensed family child care providers that report caring for children served by the Child Care Assistance Program were more likely to report using the Child and Adult Care Food Program than those who do not (87 percent vs. 73 percent).

Of all child care centers in the state, 44 percent report using the Child and Adult Care Food Program.

> Child care centers that report caring for children served by the Child Care Assistance Program were more likely to report using the Child and Adult Care Food Program (50 percent vs. 11 percent) than those who did not report caring for children served by the Child Care Assistance Program.

Curricula, learning approach and assessments

Half (53 percent) of all licensed family child care providers in the state report using formal curriculum; 15 percent have a specific learning approach, and 16 percent are using instructional assessments.

> Licensed family child care providers in greater Minnesota are more likely than those in the 7-county metro area to report using a formal curriculum (58 percent vs. 44 percent), and slightly more likely to report using a learning approach (16 percent vs. 14 percent), and an instructional assessment (17 percent vs. 13 percent). However, a higher percentage of licensed family child care providers in the 7-county metro area than those in greater Minnesota report using one of the curricula or assessments identified in the survey rather than "other" curricula and assessments.

Licensed family child care providers who report caring for children served by the Child Care Assistance Program are also more likely to report using a curriculum (59 percent vs. 50 percent), a learning approach (18 percent vs. 13 percent), and an instructional assessment (20 percent vs. 13 percent), than those who do not.

19. Curricula used by licensed family child care providers

Curricula	Percent (N=9,917)
Creative Curriculum	9%
Core Knowledge	2%
Everyday Mathematics	1%
High Reach	1%
Project Early Kindergarten	1%
Program for Infant and Toddler Care (PITC)	1%
High Scope	<1%
Opening the World of Learning	<1%
Using one of the above curricula	10%
Using another curricula	44%
Not using formal curriculum	47%

Learning approach	Percent (N=9,959)
Montessori	3%
Project Approach	3%
Reggio Emilia	<1%
Waldorf	<1%
Using another learning approach	9%
Not using learning approach	85%

Instructional assessment	Percent (N=9,707)
Creative Curriculum	5%
Work Sampling	2%
The Ounce Scale	1%
High Scope	<1%
Using one of the above assessments	7%
Using another assessment	8%
Not using an instructional assessment	84%

Source: Minnesota CCR&R Network database, as of August 2011.

Ninety-three percent of centers, 61 percent of preschools and 47 percent of school-age programs report using a formal curriculum. About half (48 percent) of centers and preschools and a quarter (25 percent) of school-age programs have a specific learning approach. Eighty-two percent of centers, 78 percent of preschools and 28 percent of school-age programs are using instructional assessments.

> Generally, center-based programs in the 7-county metro area are more likely to use formal curricula and follow a specific learning approach than those in greater Minnesota. Similarly, center-based programs that report caring for children served by the Child Care Assistance Program are more likely to use formal curricula and follow a specific learning approach than those that do not.

20. Curricula used by center-based programs

	Centers N=880	Preschools N=93	School-age programs N=88-89
Curricula			
Creative Curriculum	29%	26%	12%
High Scope	5%	8%	6%
Core Knowledge	3%	0%	0%
High Reach	3%	2%	0%
Everyday Mathematics	2%	17%	14%
Project Early Kindergarten	2%	11%	1%
Program for Infant and Toddler Care (PITC)	2%	0%	0%
Opening the World of Learning	1%	1%	2%
Using one of the above curricula	37%	47%	28%
Using another curricula	60%	37%	40%
Not using formal curriculum	13%	39%	53%
Learning approach			
Montessori	14%	14%	1%
Project Approach	7%	12%	6%
Reggio Emilia	4%	7%	1%
Waldorf	<1%	3%	0%
Using another learning approach	38%	38%	16%
Not using learning approach	42%	42%	76%

	Centers N=880	Preschools N=93	School-age programs N=88-89
Instructional assessment			
Creative Curriculum	29%	15%	7%
Work Sampling	14%	45%	14%
The Ounce Scale	4%	0%	0%
High Scope	4%	0%	2%
Using one of the above assessments	43%	27%	8%
Using another assessment	52%	42%	14%
Not using an instructional assessment	18%	22%	72%

Source: Center data comes from Minnesota CCR&R Network database, as of August 2011. Preschool and school-age program data are based on the program-level surveys conducted with directors for this study.

Income, wages and benefits

Business income of licensed family child care providers

Among licensed family child care providers, on average, 42 percent of their household income comes from child care, similar to 2006. Generally, the lower the household income, the higher the proportion of income that comes from child care. Those with incomes below $50,000 report that 48 percent of their income, on average, comes from child care, compared with 37 percent of those with a household income of $50,000 or more.

> Licensed family child care providers who report caring for children served by the Child Care Assistance Program also report a higher proportion of their income, on average, comes from child care (47 percent vs. 39 percent).

21. Household income from licensed family child care business

Household income	Percent of respondents N=318	Mean proportion of income from child care
Under $30,000	10%	68%
$30,000 to under $40,000	11%	45%
$40,000 to under $50,000	15%	37%
$50,000 to under $75,000	32%	38%
$75,000 to under $100,000	19%	40%
$100,000 or more	12%	33%
Mean for all respondents	NA	42%

Annual salaries and hourly wages for center-based programs

For perspective, the Bureau of Labor Statistics (BLS) reports that child care workers in the United States earned a mean hourly wage of $10.25 in May 2011. Preschool teachers, which BLS classifies as a distinct occupation from child care workers, earned significantly more per hour ($14.50 on average). BLS reports that in Minnesota, child care workers earned an average of $10.32 per hour and preschool teachers earned $15.41 per hour in May 2011.[9]

Between 2000 and 2011, after adjusting for inflation, child care worker pay rates were basically flat. Preschool teachers, on the other hand, saw their pay rates increase by 15 percent nationally and 7 percent in Minnesota after adjusting for inflation.

According to Education Minnesota, the average salary for a K-12 teacher in Minnesota was $53,680 for the 2010-11 school year. This amount comes to $25.80 per hour, assuming full-time, year-round employment, or $34.41 per hour assuming a full-time nine-month work period.

Respondents in this study were asked to provide hourly wages or annual salaries. For this analysis, researchers converted annual salaries to hourly amounts (assuming 2,080 hours per year) to allow for comparison across groups.

Wages among center staff are lower, on average, than staff at preschools and school-age programs. Directors and teachers at preschools and school-age programs are paid $3 to $4 more per hour, on average, and assistant teachers and aides up to $2 more per hour compared to staff at centers.

> Wages at center-based program are higher, on average, in the 7-county metro area than those in greater Minnesota. The gap is larger among directors (about $3-$4) and teachers ($2-$4) than for assistant teachers and aides ($1-$3).

22. Hourly wages for center-based program staff (means)

	Directors	Teachers	Assistant Teachers	Aides
Center staff wages	**N=100**	**N=124**	**N=105**	**N=105**
Lowest starting hourly wage, if hiring today	$15.76	$11.44	$9.70	$8.32
Highest starting hourly wage now paying	$19.54	$14.63	$11.18	$9.40
Preschool staff wages	**N=59**	**N=65**	**N=51**	**N=54**
Lowest starting hourly wage, if hiring today	$17.18	$14.40	$10.48	$9.30
Highest starting hourly wage now paying	$20.56	$18.04	$12.58	$10.90

9   Bureau of Labor Statistics. *Occupational employment statistics.* Retrieved March 30, 2012, from http://www.bls.gov/OES/

School-age program staff wages	N=78	N=69	N=62	N=56
Lowest starting hourly wage, if hiring today	$18.77	$14.19	$11.11	$9.15
Highest starting hourly wage now paying	$23.90	$17.74	$13.75	$10.73

Insurance coverage

Ninety percent of all licensed family child care providers report being covered by a health insurance or medical plan. This may include their or their spouse's employer-provided plan, a public plan or self-paid private insurance. This is similar to 2006.

Similarly, 89 percent of center-based staff report being covered by a health insurance or medical plan, including 85 percent of center staff, 91 percent of preschool staff and 94 percent of school-age program staff. This may include their or their spouse's employer-provided plan, a public plan or self-paid private insurance.

Eighty percent of licensed family child care providers report having general liability business insurance or some type of umbrella coverage for their child care business, similar to 2006.

> Licensed family child care providers in the 7-county metro area are more likely to have general liability insurance than those in greater Minnesota (85 percent vs. 75 percent).
>
> Licensed family child care providers who report caring for children served by the Child Care Assistance Program are less likely to have general liability business insurance (73 percent vs. 83 percent) than those who do not.

Professional development benefits for center-based program staff

Figure 23 shows the availability of other benefits for part-time and full-time staff in center-based programs as reported by program directors. In general, professional development benefits are more likely to be offered to center staff than to preschool and school-age program staff.

For full-time teachers, 85 percent of centers and 87 percent of school-age programs provide financial assistance for off-site professional development opportunities, compared with 48 percent of preschools. Similarly, 81 percent of centers and 85 percent of school-age programs provide on-site, in-service training during the workday to teachers, compared with 52 percent of preschools. In addition, about 42 percent of centers provide full-time teachers financial assistance to cover tuition, compared with 14 percent of preschools and 8 percent of school-age care sites. A third (32 percent) of centers and 30 percent of

preschools provide formal mentoring for full-time teachers, compared with 15 percent of school-age care programs. Generally, programs are offering more professional development benefits to all types of employees in 2011 than were offered in 2006.

> Center-based programs in the 7-county metro area generally offer more professional development benefits to full- and part-time employees, specifically financial assistance for off-site training or credit-based courses, mentoring, on-site and off-site in-service trainings, loans, and differential pay. Center-based programs in greater Minnesota, however, are more likely, in many cases, to offer a wage supplement, such as a bonus for additional training.

23. Other benefits for center-based program staff

Center staff	Directors N=126-129 PT	Directors N=126-129 FT	Teachers N=126-129 PT	Teachers N=126-129 FT	Assistant Teachers N=123-124 PT	Assistant Teachers N=123-124 FT	Aides N=123-125 PT	Aides N=123-125 FT
Financial assistance or reimbursement to individuals for off-site workshops, conferences, or other training expenses	50%	88%	66%	85%	61%	70%	64%	65%
Financial assistance to individuals for credit-based courses or tuition reimbursement	24%	41%	24%	42%	21%	33%	23%	30%
Formal mentoring	16%	22%	27%	32%	26%	29%	27%	28%
On-site in-service training during paid workday	48%	74%	70%	81%	63%	69%	62%	65%
Off-site in-service training during paid workday	43%	69%	52%	66%	48%	55%	47%	50%
Training or educational loans	11%	16%	9%	16%	8%	11%	11%	13%
Differential pay based on education and training (e.g., graduated pay scale)	18%	33%	35%	47%	29%	36%	32%	34%
Wage supplement based on training and experience (e.g., bonus)	10%	16%	15%	19%	14%	15%	15%	15%

Preschool staff	Directors N=86-87 PT	Directors N=86-87 FT	Teachers N=86 PT	Teachers N=86 FT	Assistant Teachers N=85 PT	Assistant Teachers N=85 FT	Aides N=77 PT	Aides N=77 FT
Financial assistance or reimbursement to individuals for off-site workshops, conferences, or other training expenses	49%	54%	61%	48%	48%	31%	52%	31%
Financial assistance to individuals for credit-based courses or tuition reimbursement	9%	15%	12%	14%	8%	5%	8%	7%
Formal mentoring	2%	8%	29%	30%	22%	21%	11%	12%
On-site in-service training during paid workday	48%	49%	64%	52%	48%	37%	43%	30%
Off-site in-service training during paid workday	46%	47%	56%	49%	34%	25%	27%	14%
Training or educational loans	3%	2%	5%	2%	4%	2%	5%	3%
Differential pay based on education and training (e.g., graduated pay scale)	25%	30%	35%	35%	25%	22%	14%	9%
Wage supplement based on training and experience (e.g., bonus)	13%	9%	14%	13%	8%	6%	10%	5%

23. Other benefits for center-based program staff (continued)

School-age program staff	Directors N=83-85 PT	FT	Teachers N=77-79 PT	FT	Assistant Teachers N=77-79 PT	FT	Aides N=74-76 PT	FT
Financial assistance or reimbursement to individuals for off-site workshops, conferences, or other training expenses	61%	89%	85%	87%	73%	68%	45%	41%
Financial assistance to individuals for credit-based courses or tuition reimbursement	8%	13%	6%	8%	4%	4%	4%	4%
Formal mentoring	11%	19%	13%	15%	14%	12%	11%	8%
On-site in-service training during paid workday	60%	86%	77%	85%	70%	68%	56%	49%
Off-site in-service training during paid workday	60%	81%	72%	78%	52%	52%	37%	35%
Training or educational loans	1%	1%	1%	1%	0%	0%	0%	0%
Differential pay based on education and training (e.g., graduated pay scale)	12%	18%	15%	17%	9%	6%	8%	8%
Wage supplement based on training and experience (e.g., bonus)	4%	8%	4%	6%	4%	4%	5%	5%

Profile of licensed family child care providers and center-based staff

This section provides information about the individuals that provide child care, including licensed family child care providers and staff that work in center-based programs.

Gender, age and race/ethnicity

Licensed family child care providers in the survey were all female, with an average age of about 44. Ninety-four percent of all licensed family child care providers are white.

24. Age and race/ethnicity of licensed family child care providers

	Percent
Age	**N=346**
Under 21 years old	0%
21-29 years old	9%
30-39 years old	32%
40-49 years old	28%
50-59 years old	22%
60 and older	10%
Mean age	44
Racial/ethnic identity	**N = 10,363**
White	94.0%
African American	1.5%
American Indian	1.4%
Asian	1.4%
Multi-racial, other	1.0%
Hispanic or Latina	0.9%
African	0.7%

Source: Race/ethnicity data comes from Minnesota CCR&R Network database, as of August 2011; age data comes from the surveys conducted with licensed family child care providers for this study.

The average age of teachers in child care centers is 38; it is 43 for teachers at preschools, and 38 for teachers in school-age programs. Most center-based teachers are white, including 88 percent of those in centers, 95 percent in preschools, and 93 percent in school-age programs. Center-based teachers in the 7-county metro area are more ethnically diverse

than those in greater Minnesota, and assistant teachers and aides are more ethnically diverse than teachers. Almost all (96 percent) center-based staff are female.

To assess changes in the racial and ethnic make-up of the child care workforce, researchers compared results from this study with the Urban Coalition's Study on diversity within Minnesota's center-based programs conducted in 2000.[10] These comparisons provide a general picture and indicate little change in the diversity of the child care workforce over the last 10 to 12 years. The Urban Coalition study indicated that 95 percent of directors, 91 percent of teachers, 88 percent of assistant teachers, and 86 percent of aides were white or European American. Data from this study indicate no change in the proportion of white directors, teachers or aides in the workforce, and a slight decrease among assistant teachers to 84 percent, though this is within the margin of error.

25. Age and race/ethnicity of center-based program staff

Center staff	Directors	Teachers	Assistant Teachers	Aides
Age	**N=82**	**N=328**	**N=61**	**N=73**
Under 21 years old	0%	<1%	12%	23%
21-29 years old	10%	33%	48%	32%
30-39 years old	31%	26%	10%	10%
40-49 years old	26%	19%	13%	12%
50-59 years old	27%	18%	12%	14%
60 and older	7%	3%	7%	10%
Mean age	43	38	33	34
Median age	42	34	26	27
Primary racial/ethnic identity	**N=86**	**N=331**	**N=62**	**N=74**
White	93%	88%	89%	82%
African American	4%	4%	2%	8%
Asian	1%	2%	2%	1%
Hispanic or Latina	1%	4%	2%	1%
African	0%	<1%	2%	0%
American Indian	0%	<1%	2%	0%
Multi-racial, other	1%	2%	3%	7%

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[10] Urban Coalition (2001). *Study on racial, ethnic and linguistic diversity in Minnesota's center-based child care programs.* Prepared for the Minnesota Department of Children, Families & Learning. Comparison data extracted from Table 8 (page 13) of this report.

25. Age and race/ethnicity of center-based program staff (continued)

Preschool staff	Directors	Teachers	Assistant Teachers	Aides
Age	**N=28**	**N=147**	**N=45**	**N=34**
Under 21 years old	0%	0%	0%	0%
21-29 years old	4%	14%	9%	0%
30-39 years old	11%	29%	22%	21%
40-49 years old	39%	24%	40%	50%
50-59 years old	32%	27%	24%	15%
60 and older	14%	8%	4%	15%
Mean age	49	43	43	46
Median age	49	43	43	44
Primary racial/ethnic identity	**N=28**	**N=158**	**N=46**	**N=37**
White	96%	95%	70%	92%
African American	0%	2%	7%	3%
Asian	0%	<1%	11%	3%
Hispanic or Latina	0%	<1%	7%	3%
African	0%	<1%	0%	0%
American Indian	0%	0%	2%	0%
Multi-racial, other	4%	1%	4%	0%
School-age program staff				
Age	**N=108**	**N=90**	**N=55**	**N=62**
Under 21 years old	0%	1%	6%	5%
21-29 years old	19%	27%	49%	32%
30-39 years old	23%	31%	15%	13%
40-49 years old	28%	28%	11%	16%
50-59 years old	20%	11%	20%	27%
60 and older	9%	2%	0%	7%
Mean age	42	38	33	40
Median age	43	35	28	39

25. Age and race/ethnicity of center-based program staff (continued)

School-age program staff	Directors	Teachers	Assistant Teachers	Aides
Primary racial/ethnic identity	**N=111**	**N=91**	**N=56**	**N=65**
White	96%	93%	89%	88%
African American	<1%	0%	4%	2%
Asian	<1%	1%	4%	0%
Hispanic or Latina	<1%	1%	0%	5%
African	0%	1%	0%	0%
American Indian	0%	0%	0%	0%
Multi-racial, other	<1%	3%	4%	6%

Disabilities

One percent of licensed family child care providers and one percent of center-based staff report having a disability or special need that requires accommodations for training. These disabilities include hearing and vision loss, learning disabilities, use of a wheelchair and asthma. This is similar to 2006.

Household size and economic status

Among licensed family child care providers, 64 percent report total household income, including child care income, of $50,000 or more, up slightly from 2006 and 1999. Thirteen percent report other employment in addition to child care, which averages about 16 hours per week, slightly higher than in 2006 and 1999.

> Licensed family child care providers in the 7-county metro area have higher incomes, on average, with 73 percent reporting total household incomes of $50,000 or above, compared with 56 percent of greater Minnesota licensed family child care providers.
>
> Licensed family child care providers who report caring for children served by the Child Care Assistance Program have lower incomes on average, with 50 percent reporting total household incomes below $50,000, compared with 31 percent of those who do not.
>
> Licensed family child care providers in greater Minnesota are twice as likely to have another paid job (17 percent vs. 8 percent) than those in the 7-county metro area.

26. Household size and economic status of licensed family child care providers

Number of people in household	N=352
Mean	4
Median	4
Range	1-10

Total gross household income (income from child care business included)	Percent N=318
Under $20,000	2%
$20,000 - $29,999	8%
$30,000 - $39,999	11%
$40,000 - $49,999	15%
$50,000 - $74,999	32%
$75,000 - $99,000	19%
$100,000 or more	12%
Has other employment, in addition to child care	13%
Number of hours per week, on average, spent on that job(s)	
Mean	16
Median	12
Range	1-50

Among center-based teachers, 68 percent of child care center teachers report total household income of $50,000 or less, 30 percent of preschool teachers report total household income of $50,000 or less, and 58 percent of school-age program teachers report total household income of $50,000 or less.

27. Household income of center-based staff

Total gross household income	Directors	Teachers	Assistant Teachers	Aides
Center staff	**N=82**	**N=323**	**N=57**	**N=67**
Under $20,000	4%	15%	47%	46%
$20,000 - $30,000	9%	25%	12%	13%
$30,000 - $40,000	9%	14%	5%	8%
$40,000 - $50,000	16%	14%	9%	12%
$50,000 - $75,000	27%	20%	12%	15%
$75,000 - $100,000	23%	9%	4%	6%
$100,000 or more	13%	2%	11%	0%

27. Household income of center-based staff (continued)

Total gross household income	Directors	Teachers	Assistant Teachers	Aides
Preschool staff	**N=25**	**N=143**	**N=39**	**N=34**
Under $20,000	4%	6%	15%	6%
$20,000 - $30,000	4%	6%	15%	9%
$30,000 - $40,000	0%	7%	18%	9%
$40,000 - $50,000	8%	11%	13%	9%
$50,000 - $75,000	32%	25%	23%	44%
$75,000 - $100,000	24%	25%	13%	12%
$100,000 or more	28%	20%	3%	12%
School-age program staff	**N=107**	**N=89**	**N=51**	**N=53**
Under $20,000	5%	9%	31%	17%
$20,000 - $30,000	16%	16%	22%	15%
$30,000 - $40,000	15%	19%	12%	17%
$40,000 - $50,000	8%	14%	16%	17%
$50,000 - $75,000	20%	20%	12%	23%
$75,000 - $100,000	24%	16%	6%	11%
$100,000 or more	12%	7%	2%	0%

Internet access

Ninety-five percent of licensed family child care providers have Internet access, a significant increase from 1999 (71 percent) and slight increase from 2006 (90 percent).

28. Internet access of licensed family child care providers

Internet access	Percent N=352
Has Internet access somewhere	95%
Internet access at home	94%
Access the Internet on a Smartphone	28%
Access the Internet in public spaces	23%
Internet access at another job	5%

Ninety-nine percent of center-based staff have Internet access, also up slightly from 2006. Almost all (81 percent or more) staff have Internet access at home, regardless of type of center or position. Staff's Internet access at the center-based program where they work varies by position, with aides generally having the least Internet access at their center-based program and directors generally having the most. In addition, staff at school-age programs generally have more Internet access at their program, followed by preschool staff and staff at child care centers.

29. Internet access of center-based staff

	Directors	Teachers	Assistant Teachers	Aides
Center staff	**N=88**	**N=339**	**N=62**	**N=75**
Has Internet access somewhere	100%	99%	100%	96%
Internet access at home	94%	92%	97%	81%
Internet access at this job	93%	73%	52%	33%
Access the Internet on a Smartphone	55%	46%	60%	40%
Access the Internet in public spaces	44%	45%	50%	36%
Internet access at another job	8%	8%	7%	4%
Preschool staff	**N=29**	**N=159**	**N=47**	**N=38**
Has Internet access somewhere	100%	99%	100%	100%
Internet access at home	97%	98%	98%	92%
Internet access at this job	86%	81%	55%	53%
Access the Internet on a Smartphone	41%	36%	26%	18%
Access the Internet in public spaces	35%	45%	38%	29%
Internet access at another job	10%	14%	15%	11%
School-age program staff	**N=113**	**N=91**	**N=58**	**N=66**
Has Internet access somewhere	100%	100%	100%	100%
Internet access at home	90%	95%	88%	94%
Internet access at this job	97%	95%	86%	67%
Access the Internet on a Smartphone	40%	35%	38%	41%
Access the Internet in public spaces	48%	50%	59%	47%
Internet access at another job	13%	18%	28%	29%

Child care experience

Over half (58 percent) of all licensed family child care providers in the state report having worked in licensed family child care programs for over 10 years, with a quarter (27 percent) reporting over 20 years of experience.

> Licensed family child care providers in the 7-county metro area have more years of experience: 64 percent have over 10 years of experience vs. 54 percent of licensed family child care providers in greater Minnesota.

30. Child care experience of licensed family child care providers

Number of years of experience working in licensed family child care programs	Percent N=10,612
<1 year	3%
1-2 years	6%
3-5 years	14%
6-10 years	20%
11-15 years	18%
16-20 years	13%
More than 20 years	27%

Source: Minnesota CCR&R Network database, as of August 2011.

Half of center-based staff (51 percent) report having worked in licensed child care programs or legally unlicensed school-age programs for more than 10 years. This includes 52 percent of center teachers, 62 percent of preschool teachers, and 57 percent of teachers in school-age programs.

31. Child care experience of center-based staff

Center staff	Directors N=88	Teachers N=336	Assistant Teachers N=62	Aides N=74
<1 year	0%	2%	8%	12%
1-2 years	2%	5%	8%	24%
3-5 years	13%	16%	47%	16%
6-10 years	11%	25%	18%	26%
11-15 years	18%	21%	13%	8%
16-20 years	16%	11%	3%	7%
More than 20 years	40%	20%	3%	7%

31. Child care experience of center-based staff (continued)

	Directors	Teachers	Assistant Teachers	Aides
Preschool staff	**N=29**	**N=158**	**N=47**	**N=38**
<1 year	0%	0%	4%	16%
1-2 years	3%	6%	6%	0%
3-5 years	10%	11%	15%	29%
6-10 years	21%	24%	19%	8%
11-15 years	17%	20%	23%	21%
16-20 years	21%	15%	19%	16%
More than 20 years	28%	24%	13%	11%
School-age program staff	**N=113**	**N=92**	**N=57**	**N=64**
<1 year	<1%	2%	2%	5%
1-2 years	4%	3%	11%	13%
3-5 years	10%	13%	32%	28%
6-10 years	24%	25%	21%	22%
11-15 years	19%	22%	16%	13%
16-20 years	12%	12%	12%	6%
More than 20 years	31%	23%	7%	14%

Professional development

Education

Estimated educational levels of early childhood educators

The following chart shows data on the early childhood educators (licensed family child care providers, and center and preschool staff) who have achieved various levels on the Minnesota Career Lattice.[11] An estimated quarter (23 percent) of Minnesota's early childhood professionals have a bachelor's degree or higher in a child-related field, based on Minnesota CCR&R Network data for licensed family child care providers and survey data from staff at child care centers and preschools.

32. Child care workforce credentials of early childhood educators

Estimated Lattice Step	Degree (unduplicated)	Licensed Family Child Care Providers		Center and Preschool Staff		Total	
		Number	Percent	Number	Percent	Number	Percent
N/A	Unknown or less than high school	591	5%	178	3%	769	4%
N/A	High school diploma or GED only	6,740	61%	2,185	28%	8,925	40%
6	Child Development Associate Credential	80	<1%	494	3%	574	2%
7/8	1-year child-related certificate	439	4%	1,154	7%	1,593	6%
9	2-year child-related degree	635	6%	2,170	13%	2,805	10%
10	Bachelor's degree, child-related	988	9%	3,697	25%	4,685	19%
10/11/12	Bachelor's degree or higher, not child-related	1,285	12%	2,196	14%	3,481	13%
11/12	Master's degree or higher, child related	106	1%	830	6%	936	4%
N/A	Other professional degree (special education or nursing)	494	5%	160	1%	654	2%

Source: Licensed family child care provider data is from the Minnesota CCR&R Network database, as of August 2011. Credentials of center and preschool staff were calculated based on the data collected from this study.

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[11] See the Minnesota Career Lattice for Early Childhood and School-age Care Practitioners at http://www.mncpd.org/docs/new_Career_Lattice_v4_6-9-11.pdf.

Degrees and certificates completed

Among all licensed family child care providers in the state, about 22 percent have bachelor's degrees or higher, including 10 percent with child-related degrees. This is similar to 2006 and a slight increase from 1999.

> Licensed family child care providers in the 7-county metro area are more likely to have a bachelor's degree or higher (28 percent vs. 20 percent), whereas those in greater Minnesota are more likely to only have a high school diploma or GED (64 percent vs. 59 percent.)

According to records that Minnesota's CCR&R Network receives from the Council for Professional Recognition, the organization that issues the Child Development Associate Credential, 1 percent of licensed family child care providers had a Child Development Associate (CDA) Credential as of August 2011. Five percent of those completing the survey self-reported having a Child Development Associate Credential, indicating that 1) a higher proportion of licensed family child care providers with a Child Development Associate Credential took the survey than is representative of the total population, 2) licensed family child care providers misinterpreted the question and inaccurately responded, and/or 3) some licensed family child care providers earned a Child Development Associate Credential between August 2011 and when they responded to the survey.

On the survey, 17 percent indicated interest in pursuing the credential. The top two reasons licensed family child care providers of licensed family child care providers are interested in a Child Development Associate Credential are: they want more education or credentials or want to improve their skills to better care for children. The top two reasons licensed family child care providers are not interested in a Child Development Associate Credential is because they do not feel they need it because they are close to retiring or have other education, or they do not have the time.

Focus group participants provided additional insights into why family child care providers without post-secondary education experience barriers to obtaining a degree or credential. Many focus group participants cited lack of time as a main reason providers may not get degrees in early childhood. Others noted that getting a degree or credential can be very expensive and will not result in an increase in pay. They feel there is no incentive to get a degree because parents seeking child care are not be willing to pay more for a provider with a Child Development Associate Credential or other advanced degree. Additionally, respondents noted that unlike a degree, the Child Development Associate Credential needs to be renewed,[12] costing them even more time and money. One provider mentioned

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[12] According to the Council for Professional Recognition, which awards the CDA, the credential is valid for three years from the award date, after which it may be renewed in five-year increments. See http://www.cdacouncil.org for more information.

that there can be a personal benefit to getting a degree, but it is not something a provider would do to earn more money.

> "All night classes and on Saturdays. It is pretty time-consuming. And then you have to find time to study. And it is going to take you longer than two years. There is no way you can go full-time."
>
> "I've never had an interview where a parent has asked me, 'What's your degree or credential?'"
>
> "I believe on-the-job training is the best. You're on the job, you're there. It's on-the-job training. I do believe you learn a lot more just on the job."
>
> "We work 10-12 hour days and we have our own families. It's very costly for training and to have an assessor come [to your child care.]. What do you truly get out of it? The state gives you a small bump if you have kids [on CCAP]."
>
> "The Child Development Associate Credential is very expensive. . . . There is no advantage. By the time you have it done, you need to re-do it."
>
> "I think getting a degree is something you need to think about and be super dedicated to do it and know that it is something just for you. You aren't going to be making more money."

33. Degrees and certificates completed by licensed family child care providers

Multiple responses allowed	Percent N=10,497
High school diploma or General Educational Development (GED)	99.7%
Competency-Based Training (CBTA)	5%
1-year child-related certificate	5%
Child Development Associate credential	1%
2-year child-related degree	7%
Bachelor's degree or higher degree, not child-related	13%
Bachelor's degree, child-related	10%
Master's degree or higher, child-related	1%
Nursing degree (RN or LPN)	2%
Special education degree	2%

33. Degrees and certificates completed by licensed family child care providers (continued)

Highest level of formal education (unduplicated)	Percent N=10,497
High school diploma or GED only	64%
1-year child-related certificate or CDA	5%
2-year child-related degree	6%
Bachelor's degree or higher degree, child-related	10%
Bachelor's degree or higher degree, not child-related	12%
Other professional degree (special education or nursing)	2%

Source: Minnesota CCR&R Network database, as of August 2011.

Note: Cases indicating a special education, nursing or associate degree or higher were recoded as having a diploma or GED.

Among center-based teachers, 53 percent in child care centers report having bachelor's degrees or higher, including 38 percent with child-related degrees; 83 percent in preschools report having bachelor's degrees or higher, including 62 percent with child-related degrees; and 63 percent in school-age care programs report having bachelor's degrees or higher, including 54 percent with child-related degrees. The percentage of center-based teachers with bachelor's degrees, both child-related and not, has increased since 2006 (45 percent).

> Teachers in center-based programs in the 7-county metro area have higher levels of education than those in greater Minnesota (59 percent have a bachelor's degree or higher in a child-related field compared with 31 percent in greater Minnesota).

Fourteen percent of center teachers report having a Child Development Associate Credential, followed by 7 percent of preschool teachers and 3 percent of school-age program teachers. This is a slight decrease from 2006. In addition, 23 percent of center teachers, 13 percent of preschool teachers, and 9 percent of school-age teachers have earned a child-related associate degree.

Of teachers who do not have a CDA, 23 percent of center teachers, 12 percent of preschool teachers, and 26 percent of school-age teachers are interested in pursuing a CDA. The main reasons teachers are not interested is that they do not feel they need it or have another degree, they do not have time, or the cost is prohibitive.

Among center-based directors, 71 percent in child care centers report having bachelor's degrees or higher, including 52 percent with child-related degrees; 76 percent in preschools

report having bachelor's degrees or higher, including 55 percent with child-related degrees; and about 77 percent in school-age care programs report having bachelor's degrees or higher, including 49 percent with child-related degrees. The percentage of center-based directors with bachelor's degrees, both child-related and not, has also increased since 2006.

34. Degrees and certificates completed by center-based staff

Center staff	Directors N=88	Teachers N=333-334	Assistant Teachers N=61-62	Aides N=66-73
Multiple responses allowed				
High school diploma or General Educational Development (GED)	100%	99%	100%	97%
Competency-Based Training (CBTA)	3%	4%	3%	6%
1-year child-related certificate	13%	16%	7%	5%
Child Development Associate credential	8%	14%	7%	1%
2-year child-related degree	22%	23%	16%	19%
Nursing degree (RN or LPN)	0%	<1%	2%	2%
Special education degree	6%	3%	2%	3%
Bachelor's degree, child-related	48%	36%	10%	3%
Bachelor's degree or higher degree, not child-related	26%	20%	26%	5%
Master's degree or higher, child-related	13%	5%	5%	0%

Highest level of formal education (unduplicated)	Directors N=88	Teachers N=335	Assistant Teachers N=62	Aides N=66
High school diploma or GED only	7%	11%	40%	83%
1-year child-related certificate or CDA	7%	16%	8%	6%
2-year child-related degree	15%	20%	15%	0%
Bachelor's degree or higher degree, child-related	52%	38%	15%	3%
Bachelor's degree or higher degree, not child-related	19%	15%	21%	3%
Other professional degree (special education or nursing)	0%	<1%	2%	3%

34. Degrees and certificates completed by center-based staff (continued)

Preschool staff	Directors N=29	Teachers N=155-158	Assistant Teachers N=47	Aides N=38
Multiple responses allowed				
High school diploma or General Educational Development (GED)	100%	100%	100%	100%
Competency-Based Training (CBTA)	3%	4%	11%	0%
1-year child-related certificate	7%	3%	9%	3%
Child Development Associate credential	3%	7%	7%	3%
2-year child-related degree	14%	13%	19%	11%
Nursing degree (RN or LPN)	0%	<1%	0%	0%
Special education degree	7%	8%	2%	0%
Bachelor's degree, child-related	48%	62%	15%	8%
Bachelor's degree or higher degree, not child-related	24%	21%	26%	16%
Master's degree or higher, child-related	17%	17%	2%	3%

Highest level of formal education (unduplicated)	Directors N=29	Teachers N=158	Assistant Teachers N=47	Aides N=38
High school diploma or GED only	14%	4%	43%	63%
1-year child-related certificate or CDA	0%	4%	2%	3%
2-year child-related degree	10%	9%	15%	11%
Bachelor's degree or higher degree, child-related	55%	68%	15%	8%
Bachelor's degree or higher degree, not child-related	21%	13%	23%	16%
Other professional degree (special education or nursing)	0%	2%	2%	0%

34. Degrees and certificates completed by center-based staff (continued)

School-age program staff	Directors N=111-112	Teachers N=89-91	Assistant Teachers N=57-58	Aides N=66
Multiple responses allowed				
High school diploma or General Educational Development (GED)	99%	99%	97%	100%
Competency-Based Training (CBTA)	0%	2%	5%	2%
1-year child-related certificate	9%	7%	3%	2%
Child Development Associate credential	5%	3%	4%	2%
2-year child-related degree	5%	9%	7%	6%
Nursing degree (RN or LPN)	0%	1%	2%	0%
Special education degree	2%	3%	3%	0%
Bachelor's degree, child-related	46%	52%	22%	5%
Bachelor's degree or higher degree, not child-related	39%	18%	22%	20%
Master's degree or higher, child-related	6%	7%	0%	0%

Highest level of formal education (unduplicated)	Directors N=112	Teachers N=91	Assistant Teachers N=58	Aides N=6
High school diploma or GED only	14%	24%	45%	68%
1-year child-related certificate or CDA	5%	4%	5%	3%
2-year child-related degree	5%	7%	3%	6%
Bachelor's degree or higher degree, child-related	49%	54%	22%	5%
Bachelor's degree or higher degree, not child-related	28%	9%	19%	18%
Other professional degree (special education or nursing)	0%	1%	2%	0%

Note: Cases indicating a special education, nursing or associate degree or higher were recoded as having a diploma or GED.

Continuing education in early childhood or child development

Sixteen percent of licensed family child care providers report completing college credits in child development or early childhood in the last 5 years. Those that have earned college credits over the last 5 years have earned from one to 120 hours, with the median being 13 credits. The median number of hours licensed family child care providers took in the last 12 months was 12 hours. Based on data from the Minnesota CCR&R Network database, 70 percent of all licensed family child care providers in the state reported getting more training than required, though it is possible that some of the other 30 percent did get more training than required but skipped the question. These data are not comparable to 2006 due to changes in question wording.

35. Recent early childhood or child development training completed by licensed family child care providers

Number of college credits completed in early childhood or child development in past 5 years	N=341
None	84%
1-10 credits	7%
11-20 credits	4%
21-40 credits	3%
More than 40 credits	2%
Respondents reporting one or more hours	
Mean	24
Median	13
Range	1-120

Number of hours of child development or early childhood training completed in last 12 months toward licensing requirements	N=350
0 hours	1%
1-9 hours	35%
10-30 hours	57%
31-80 hours	5%
More than 80 hours	2%
Respondents reporting one or more hours	N=345
Mean	16
Median	12
Range	2-200

As reported by center-based teachers, the percentage completing any college credits in child development or early childhood in the last 5 years is as follows: 43 percent in child care centers, with median of 21 hours; 40 percent in preschools, with a median of 20 hours; and 30 percent in school-age programs, with a median of 16 hours.

A much higher proportion of staff, including over 90 percent of teachers, completed child development or early childhood training in the last 12 months toward licensing requirements, with half of center and preschool teachers and a quarter of school-age program teachers taking more training than required by licensing in the previous year.

36. Recent early childhood or child development training completed by center-based staff

Center staff	Directors	Teachers	Assistant Teachers	Aides
Number of college credits completed in early childhood or child development in past 5 years	**N=76**	**N=284**	**N=53**	**N=62**
Percent who have completed at least 1 credit	34%	43%	43%	20%
Mean (of those with at least 1)	28	36	36	17
Median (of those with at least 1)	10	21	20	9
Range	2-130	1-256	3-200	2-80
Number of hours of child development or early childhood training completed in last 12 months toward licensing requirements, of those who have licensing requirements	**N=80-83**	**N=292-304**	**N=54-55**	**N=54-58**
Percent who have completed at least 1 hour	99%	98%	94%	91%
Mean (of those with at least 1)	40	39	33	33
Median (of those with at least 1)	40	40	30	32
Range	5-110	3-300	3-350	2-200
Percent who took more training than is required by licensing (40 hours)	69%	50%	29%	16%

Preschool staff	Directors	Teachers	Assistant Teachers	Aides
Number of college credits completed in early childhood or child development in past 5 years	**N=27**	**N=137**	**N=35**	**N=32**
Percent who have completed at least 1 credit	26%	40%	40%	3%
Mean (of those with at least 1)	23	42	38	35
Median (of those with at least 1)	17	20	30	35
Range	2-85	2-180	6-120	35
Number of hours of child development or early childhood training completed in last 12 months toward licensing requirements, of those who have licensing requirements	**N=23-25**	**N=122-126**	**N=18-22**	**N=21**
Percent who have completed at least 1 hour	96%	93%	100%	95%
Mean (of those with at least 1)	33	29	18	15
Median (of those with at least 1)	30	24	15	12
Range	6-100	4-125	6-60	3-41
Percent who took more training than is required by licensing (40 hours)	57%	52%	31%	14%

36. Recent early childhood or child development training completed by center-based staff (continued)

School-age program staff	Directors	Teachers	Assistant Teachers	Aides
Number of college credits completed in early childhood or child development in past 5 years	**N=92**	**N=81**	**N=53**	**N=57**
Percent who have completed at least 1 credit	14%	30%	40%	26%
Mean (of those with at least 1)	43	28	40	26
Median (of those with at least 1)	15	16	30	20
Range	3-250	2-90	1-100	3-84
Number of hours of child development or early childhood training completed in last 12 months toward licensing requirements, of those who have licensing requirements	**N=38**	**N=60**	**N=24-26**	**N=17-18**
Percent who have completed at least 1 hour	90%	92%	79%	71%
Mean (of those with at least 1)	33	29	31	20
Median (of those with at least 1)	30	24	25	18
Range	3-130	4-125	3-100	5-40
Percent who took more training than is required by licensing (40 hours)	34%	27%	19%	0%

Note: N's vary because some respondents did not answer all the questions.

Online trainings

In the last two years, 28 percent of licensed family child care providers have taken online training. Shaken baby and sudden infant death syndrome, child growth and development and behavior management were the most common topics. Another 42 percent would be interested in online training opportunities.

Focus group participants (licensed family child care providers without post-secondary education) were asked about their feelings about online trainings. Most noted the online format can be more convenient than in-person training when the class can be done at any time and any pace. Some participants noted, however, that some online trainings are at scheduled times and have the same scheduling challenges as in-person trainings. Participants also appreciate that a wide variety of topics can be offered online. However, licensed family child care providers in all groups noted that they miss out on socializing and networking when they participate in online training. For some licensed family child care providers, a lack of experience with computers creates a barrier to participating in online training. Additionally, counties differ with respect to how many online hours can

count toward licensing requirements. In counties that only allow two online hours to go toward licensing, licensed family child care providers are unwilling to sign up for any more than that.

> "When I get done at 5, I don't want to go anywhere. I'm just tired. It is a one year fee and I do my hours, depending on what I have to have in training that year."

> "It lacked the social connection, which is important to me. I didn't like it, even though the training was good, because of preference for social atmosphere."

A quarter of center teachers have taken online training in the last two years, and another 44 percent are interested. A third of preschool teachers have taken online training, and another 38 percent are interested. A fifth of school-age program teachers have taken online training and another 56 percent are interested.

37. Online training, interest and experience of licensed family child care providers and center-based staff

Online training

Licensed family child care providers	N=341
Taken online training in the last 2 years	28%
Interested in online training	42%
Have not taken, and not interested in online training	30%

	Directors	Teachers	Assistant Teachers	Aides
Centers	**N=78**	**N=304**	**N=54**	**N=67**
Taken online training in the last 2 years	31%	26%	26%	9%
Interested in online training	47%	44%	43%	43%
Have not taken, and not interested in online training	22%	31%	32%	48%
Preschools	**N=26**	**N=138**	**N=40**	**N=34**
Taken online training in the last 2 years	27%	32%	30%	12%
Interested in online training	46%	38%	40%	35%
Have not taken, and not interested in online training	27%	30%	30%	52%
School-age programs	**N=100**	**N=81**	**N=49**	**N=59**
Taken online training in the last 2 years	22%	20%	14%	14%
Interested in online training	54%	56%	47%	44%
Have not taken, and not interested in online training	24%	25%	39%	42%

Professional peer support

Most (93 percent) licensed family child care providers have at least one other professional caregiver they can talk to about work problems, similar to 2006.

Relationship-based professional development

Fifteen percent have participated in relationship-based professional development[13] in the past year, similar to the rate in 2006. The most common topics discussed with mentors, coaches or consultants were: child development, behavior, activities, home environment and safety issues. Licensed family child care providers interacted with mentors, coaches or consultants for an average of 17.7 hours in the past year, with the median being 10 hours. In addition, a total of 28 percent are interested in relationship-based professional development; 11 percent are only interested if it is no or low cost.

Currently, the Minnesota Center for Professional Development does not award credit for relationship-based professional development. However, there is discussion about whether and how relationship-based professional development can be acknowledged in the professional development system. Thus, focus group participants (licensed family child care providers without post-secondary education) were asked about their thoughts on relationship-based professional development. There was considerable skepticism about how relationship-based professional development should be structured. Many participants discussed the importance of informal mentors in their careers, but felt that bringing someone new into their home would be intrusive and distracting. Others were more welcoming of the idea and thought it could be helpful to have someone come in to their home to observe and give feedback, specifically for licensed family child care providers caring for children with special needs. Many group participants also thought that being able to follow-up with an instructor on how course material specifically applies to them would be useful.

> "The key is probably the follow-up. I could see where it could be a give and take. You sit in a class, but then to follow it up and reinforce it. That could be valuable."

> "It might be good to have a one-on-one, like if you do a class and then have a follow-up. I think it would be good to have that. You go to a class and sometimes it's 25-to-1 and you still have some questions. So some follow-up would be good."

> "Someone coming into your house ruins the whole day. Everything goes haywire."

> "I'd rather be in a group setting; it is highly valuable getting input from other providers."

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[13]   Relationship-based professional development includes mentoring, coaching, consultation, and technical assistance. For definitions of these terms, see http://mncpd.org/rbpd.html.

38. Professional mentoring, coaching and peer support among licensed family child care providers

Has had a professional mentor, coach, or consultant in the last year	Percent N=328
Yes, as part of a training or class	13%
Yes, in another capacity	3%
No, but interested	17%
No, interested if it's no or low cost	11%
No, and not interested	56%

Nineteen percent of teachers in centers, 47 percent of preschool teachers and 17 percent of teachers in school-age programs report using a mentor, coach or consultant in the past two years. That is a significant increase from 18 percent in 2006 for preschool teachers. Twenty-three percent of center directors report using a mentor, coach or consultant in the past two years, the highest percentage of any type of center-based staff.

> Center-based teachers in the 7-county metro area are generally more likely to have received or be interested in relationship-based training than those in greater Minnesota.

39. Professional mentoring, coaching and peer support among center-based staff

Had a professional mentor, coach or consultant in the last year	Directors	Teachers	Assistant Teachers	Aides
Center staff	**N=80**	**N=277**	**N=51**	**N=55**
Yes, as part of a training or class	23%	16%	14%	18%
Yes, in another capacity	9%	3%	2%	0%
No, but interested	15%	25%	16%	24%
No, interested if it's no or low cost	20%	19%	22%	20%
No, and not interested	34%	38%	47%	38%
Preschool staff	**N=23**	**N=123**	**N=37**	**N=28**
Yes, as part of a training or class	13%	32%	24%	25%
Yes, in another capacity	9%	15%	11%	0%
No, but interested	39%	15%	16%	14%
No, interested if it's no or low cost	22%	16%	14%	11%
No, and not interested	17%	23%	35%	50%

39. Professional mentoring, coaching and peer support among center-based staff (continued)

Had a professional mentor, coach or consultant in the last year	Directors	Teachers	Assistant Teachers	Aides
School-age program staff	**N=92**	**N=75**	**N=47**	**N=59**
Yes, as part of a training or class	15%	13%	23%	34%
Yes, in another capacity	7%	5%	0%	3%
No, but interested	25%	29%	15%	14%
No, interested if it's no or low cost	22%	13%	19%	19%
No, and not interested	32%	39%	43%	31%

Membership in professional groups

Respondents were provided a list of professional groups and asked to indicate their memberships. About half (45 percent) of the licensed family child care providers report belonging to a county licensed family child care association,[14] 38 percent belong to the Adults and Childrens Alliance, a third belong to a local provider support group or network (33 percent) and a fifth to the Minnesota Licensed Family Child Care Association (21 percent). Except for increased membership in Adults and Childrens Alliance, memberships are similar to 2006. Three-quarters (74 percent) of licensed family child care providers report one or more memberships in professional groups, an increase from 2006 and 1999 (66 percent).

> Licensed family child care providers in the 7-county metro area are more likely than those in greater Minnesota to have an affiliation with a professional group (81 percent vs. 68 percent).

Over half of licensed family child care providers (53 percent) report their local association, either county association or a neighborhood group of providers, is very helpful and another third (32 percent) report it is somewhat helpful in providing professional development and support.

Focus group participants (licensed family child care providers without post-secondary education) were asked about their experiences with their local child care association and how the associations' trainings have helped them foster the growth of children in their care. Most participants were not aware of any association in their area. Among those that

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[14] For more information about family child care associations in Minnesota, see "Family Child Care Associations in Minnesota: Report of the 2011 statewide survey of local associations" (Wilder Research, 2012) at https://edocs.dhs.state.mn.us/lfserver/Public/DHS-6522-ENG.

had heard of a local association, experiences were mixed. Participants with positive experiences noted that the association offers them opportunities to socialize, network and learn from other providers in the area. These participants also mentioned that local associations offer trainings that better reflect what the providers in their area like. Others, however, noted that association trainings can be redundant and are often offered on the same day/time of every month, which is not convenient for everyone.

> "[The local association] often asks what other topics or fields we're interested in. If there is some class we want, they are going to try and get it for us, so it's a good opportunity to get the training we want. It's really helpful in that way."

> "It's the same people doing the same trainings over and over again."

40. Professional support of licensed family child care providers

Percent belonging to any of the following professional groups (multiple responses allowed)	N=352
Belongs to a professional group	74%
Their county licensed family child care association	45%
Adults and Childrens Alliance (ACA)	38%
A local provider support group or child care network	32%
Minnesota Licensed Family Child Care Association (MLFCCA)	21%
National Association for Family Child Care (NAFCC)	7%
A family child care mentor network	4%
Other	4%
A professional business association	3%
Alliance for Early Childhood Professionals	3%
Minnesota Association for the Education of Young Children (MnAEYC)	3%
A union	3%
Minnesota Early Childhood and School-Age Trainers Association (MECSATA)	2%
The National Association for the Education of Young Children (NAEYC)	2%
Minnesota Association for Family & Early Education (MNAFFE)	2%

Two out of five child care center directors (43 percent) and half of preschool directors (48 percent) report belonging to either the Minnesota or National Association for the Education of Young Children (MnAEYC and NAEYC). Fewer child care center and preschool teachers report belonging to MnAEYC (14 and 20 percent) and NAEYC (19 and 17 percent). School-age program directors (66 percent) and teachers (40 percent)

report the highest rates of membership in the Minnesota School-Age Care Alliance. Directors of center-based programs are more likely to belong to professional groups than teachers, who are more likely to than assistant teachers and aides. In general, membership in professional groups has increased since 2006.

41. Professional support of child care center-based staff

Percent belonging to any of the following professional groups (multiple responses allowed)	Directors	Teachers	Assistant Teachers	Aides
Center staff	**N=87**	**N=330**	**N=62**	**N=73**
Belongs to a professional group	63%	33%	19%	10%
The National Association for the Education of Young Children (NAEYC)	33%	19%	10%	6%
Minnesota Association for the Education of Young Children (MnAEYC)	31%	14%	5%	1%
A local provider support group or child care network	29%	7%	7%	4%
Minnesota School-Age Care Alliance (MNSACA)	10%	2%	2%	0%
National After-school Association (NAA)	5%	<1%	0%	0%
Minnesota Community Education Association (MCEA)	5%	<1%	0%	0%
Minnesota Association for Family & Early Education (MNAFFE)	2%	<1%	2%	0%
A union	0%	3%	3%	0%
Other	10%	4%	5%	1%
Preschool staff	**N=29**	**N=153**	**N=47**	**N=36**
Belongs to a professional group	76%	58%	34%	36%
Minnesota Association for the Education of Young Children (MnAEYC)	41%	20%	4%	6%
A local provider support group or child care network	35%	9%	4%	3%
The National Association for the Education of Young Children (NAEYC)	31%	17%	4%	3%
Minnesota Association for Family & Early Education (MNAFFE)	21%	3%	0%	3%
Minnesota School-Age Care Alliance (MNSACA)	14%	4%	0%	3%
Minnesota Community Education Association (MCEA)	14%	<1%	0%	3%
National After-school Association (NAA)	3%	<1%	0%	0%
A union	7%	30%	21%	25%
Other	10%	5%	4%	0%

41. Professional support of child care center-based staff (continued)

Percent belonging to any of the following professional groups (multiple responses allowed)	Directors	Teachers	Assistant Teachers	Aides
School-age program staff	**N=113**	**N=90**	**N=58**	**N=64**
Belongs to a professional group	86%	68%	43%	67%
Minnesota School-Age Care Alliance (MNSACA)	66%	40%	19%	23%
Minnesota Community Education Association (MCEA)	27%	1%	0%	3%
National After-school Association (NAA)	21%	7%	0%	2%
Minnesota Association for the Education of Young Children (MnAEYC)	20%	12%	2%	3%
A local provider support group or child care network	20%	4%	5%	8%
The National Association for the Education of Young Children (NAEYC)	4%	6%	3%	0%
Minnesota Association for Family & Early Education (MNAFFE)	3%	1%	0%	0%
A union	23%	27%	21%	44%
Other	5%	3%	2%	3%

Awareness, use of and satisfaction with professional development resources

Respondents were asked about their awareness and use of various professional development resources. Licensed family child care providers were highly aware of the Child Care Resource & Referral (CCR&R) grants (87 percent), and over half were aware of Retaining Early Educators Through Attaining Incentives Now (REETAIN) Grants, and the Minnesota Child Care Credential. Most resources had not been highly used, with the exception of CCR&R grants, which a third had used. Satisfaction was high among those who had used each resource.

> Licensed family child care providers in greater Minnesota are more likely to be aware of and have used Child Care Resource & Referral grants (93 percent are aware and 41 percent have used vs. 80 percent and 22 percent of 7-county metro area licensed family child care providers).

42. Awareness, use of and satisfaction with professional development resources among licensed family child care providers (N=348-351)

Professional development resources	Percent Aware	Percent Used	Percent Satisfied (among users)
Child Care Resource & Referral (CCR&R) Grants	87%	33%	88%
Retaining Early Educators Through Attaining Incentives Now (REETAIN) Grants	58%	13%	82%
Minnesota Child Care Credential	52%	4%	100%
Teacher Education And Compensation Helps (TEACH) Scholarships	44%	5%	94%
Minnesota Center for Professional Development (MNCPD) website	37%	8%	89%
Minnesota Center for Professional Development (MNCPD) Registry to track training you've completed	28%	10%	92%
Individualized Training Needs Assessment Tool	25%	7%	89%

Note: The acronyms CCR&R, REETAIN, and TEACH were used on the survey without the full program names.

Focus group participants (licensed family child care providers without post-secondary education) were asked about their knowledge of and experiences with the Minnesota Center for Professional Development website. Like the interview respondents, the majority of licensed family child care providers in each group had not heard of this website. Of those who had heard of it and tried to use it, most found it challenging to use. These participants noted it was time-consuming to enter all of their degrees, credentials, and trainings, and the system did not recognize all trainings and educational institutions. Some participants mentioned using their own system to keep track of completed trainings and did not think the registry would be more useful than their current method, unless they were working toward the Child Development Associate Credential. Several licensed family child care providers mentioned that such a system could be useful if it sent reminders about required trainings courses or if it could keep track of their certificates of completion to show their licensor.

> "I tried getting on [the registry]. It was confusing and not clear. They wanted to know everything way back to your high school. What does that have to do with anything?"

> "It is not a user-friendly website. I went to vocational school way back then but [the school changed names]. They wouldn't let me go any farther!"

> "It would be nice to know when your CPR is due, your SIDS is due. It would be great to get reminders about what I need."

> "If a licensor is coming out and you can't find one of your certificates, [it would be nice if] you could go on there and show her."

In general, less than half of center-based staff were aware of each of the professional development resources, and few (15 percent or less) had used each. Satisfaction was high among those who had used each resource.

43. Awareness, use of and satisfaction with professional development resources among center-based staff

Center staff (N=551)	Percent Aware	Percent Used	Percent Satisfied (among users)
Minnesota Center for Professional Development (MNCPD) website	43%	12%	86%
Child Care Resource & Referral (CCR&R) Grants	41%	11%	95%
Teacher Education And Compensation Helps (TEACH) Scholarships	39%	4%	91%
Retaining Early Educators Through Attaining Incentives Now (REETAIN) Grants	38%	8%	88%
Minnesota Child Care Credential	38%	4%	100%
Minnesota Center for Professional Development (MNCPD) Registry to track training completed	32%	14%	84%
Individualized Training Needs Assessment Tool	26%	6%	93%

Preschool staff (N=275)	Percent Aware	Percent Used	Percent Satisfied (among users)
Child Care Resource & Referral (CCR&R) Grants	33%	6%	100%
Minnesota Center for Professional Development (MNCPD) website	30%	6%	86%
Minnesota Child Care Credential	29%	2%	100%
Teacher Education And Compensation Helps (TEACH) Scholarships	28%	2%	100%
Retaining Early Educators Through Attaining Incentives Now (REETAIN) Grants	22%	<1%	100%
Minnesota Center for Professional Development (MNCPD) Registry to track training completed	21%	7%	82%
Individualized Training Needs Assessment Tool	20%	3%	100%

43. Awareness, use of and satisfaction with professional development resources among center-based staff (continued)

School-age program staff (N=329)	Percent Aware	Percent Used	Percent Satisfied (among users)
Child Care Resource & Referral (CCR&R) Grants	27%	6%	94%
Minnesota Child Care Credential	27%	2%	100%
Minnesota Center for Professional Development (MNCPD) website	25%	6%	94%
Retaining Early Educators Through Attaining Incentives Now (REETAIN) Grants	23%	3%	86%
Teacher Education And Compensation Helps (TEACH) Scholarships	23%	2%	100%
Individualized Training Needs Assessment Tool	18%	2%	100%
Minnesota Center for Professional Development (MNCPD) Registry to track training completed	17%	3%	100%

Parent Aware

Focus group participants (licensed family child care providers without post-secondary education) were asked about their thoughts on the quality rating and improvement system, Parent Aware. Overall, few licensed family child care providers in the groups had heard of this system. Participants feel that the criteria being used for the rating are not reflective of the criteria parents are most interested in, such as location, cost, the atmosphere or recommendation from another parent. They feel there is little incentive to participate in this system because most licensed family child care providers already have waiting lists. In terms of the logistics of being evaluated for a Parent Aware rating, participants noted that it would be intrusive to have people coming into their home to do the evaluations. Finally, each group discussed the differences between home-based and center-based care. Participants feel that quality rating systems do not distinguish between the two. These participants expressed their passion for unique qualities of family child care. Many resent what they see is a push to make their business more like a center.

> "People choose child care based on location and money. What good are the stars? But it depends on parents and your value system. Someone is going to look for crafts and home cooking and someone is looking for that curriculum."

> "I feel offended if they are looking at the classes I took. Go look at the kids that left my house. That is my success right there."

> "We're doing hands-on with children and we're family daycare providers. We're giving that family atmosphere; we're not a preschool. We're doing important things like social skills and manners. And [Parent Aware is] focusing on the curriculum. I don't want to be a preschool teacher."

Training motivations

Survey respondents were asked to describe in their own words the things that motivate them to get involved in professional development or training as a child care provider.

About a third of licensed family child care providers report they are motivated by a desire to improve the quality of care in order to generally help children, and about a fifth are motivated by licensure or regulatory requirements. These are the same top two motivations as reported in 2006.

Focus group participants (licensed family child care providers without post-secondary education) were also asked about their motivations to get involved in professional development and training. Participants in all groups said they participated in trainings because they need to meet their annual required training hours. Aside from fulfilling requirements, participants noted that socializing and networking with other providers are main reasons for attending professional development opportunities.

Focus group participants were motivated to participate in training if the topic is new or interesting. Nearly all (87 percent) of the focus group participants have been in the field for ten or more years and report seeing the same training topics offered. They are particularly drawn to training that presents a new topic, is relevant to the children in their care, or can help them address problems they are currently facing in their business.

Other participants mentioned that they are motivated to attend training if the trainer is an expert in the field. They mentioned being less interested in attending courses taught by other licensed family child care providers.

> "It's mandatory, required to get training hours. I wish I could say that I benefit, but I'm not sure that in all the years I've attended that I've actually ever learned anything."

> "Just to keep up-to-date and get new ideas and different ways to deal with things and talk to other providers and see how they're doing things."

> "I'm looking for someone who knows what they are talking about; that their profession [is] to teach me and to help me. I don't want to hear from another provider. I want an expert in the field."

"I liked to be keyed in to things that are of interest to me. Also, trainings that you're going to stay awake through, interesting and informative enough. Something you can bring back and use and apply."

44. Professional development and training motivations among licensed family child care providers

Licensed family child care providers	N=339
Needs and motivations to get involved in professional development or training (open-ended responses grouped into categories, multiple responses allowed)	
To grow and improve job performance as a professional to help children	35%
Topic was interesting, new or different	20%
Licensure or regulatory requirements	19%
To better meet children's special needs	7%
Passion of job/love of children	6%
Network with and meet other providers	5%
Help educate children and prepare for school	5%
Convenient time/location	4%
Training met a specific need of provider	3%
Nothing identified	3%
Training leads to promotion to higher level teaching position or higher pay	3%
To better care for their own kids	2%
To learn more about child development	2%
To gain skills for working with different age groups	2%
To stay viable as a business	2%
To improve business	2%
The classes are fun and hands-on	2%
To improve quality rating	2%
To learn more about behavior management	2%
To support early literacy	2%
To get grants or for grant requirements	2%
Affordable	2%

To grow professionally and to improve their performance are the most common motivations center-based staff cite for getting involved in professional development opportunities, generally followed by attraction to an interesting, new or different topic, and staying

updated or learning best practices. This is similar to 2006, though convenience was also a top motivation in 2006.

45. Professional development and training motivations of center-based staff

Center staff	Directors N=73	Teachers N=293	Assistant Teachers N=53	Aides N=56
Needs and motivations to get involved in professional development or training (open-ended responses grouped into categories, multiple responses allowed)				
To grow and improve job performance as a professional	23%	23%	23%	18%
Topic was interesting, new or different	21%	24%	17%	5%
To learn more / stay updated / learn best practices	26%	16%	13%	4%
Passion of job or love of kids	6%	11%	17%	52%
To learn classroom strategies	11%	17%	9%	9%
Help educate child and prepare them for school	10%	9%	21%	23%
Individual or program licensing requirements	8%	11%	9%	5%
To learn new ways to teach kids	4%	8%	4%	11%
To learn about child development	4%	6%	8%	14%
To learn about a specific population (e.g., age, cultural group, or special need)	4%	6%	8%	4%
Convenient time/location	10%	5%	2%	5%
To learn more about behavior management	4%	5%	8%	2%
Training by experienced professional/I like the instructor or trainer	6%	4%	2%	2%
Network with and meet other providers	7%	3%	2%	4%
Educate parents and other providers/passing on what they have learned	7%	2%	6%	2%
It was affordable	4%	4%	2%	2%
Required or paid for by employer	0%	3%	4%	2%
The classes are fun and "hands on"	6%	2%	2%	0%
To better care for my own kids or other children	0%	1%	2%	9%
To better my business	7%	0%	0%	0%
To get a degree or scholarship	0%	2%	0%	0%

45. Professional development and training motivations of center-based staff (continued)

Preschool staff	Directors N=26	Teachers N=139	Assistant Teachers N=35	Aides N=21
Needs and motivations to get involved in professional development or training (open-end responses grouped into categories, multiple responses allowed)				
To learn more / stay updated / learn best practices	39%	20%	20%	5%
To grow and improve job performance as a professional	8%	17%	23%	33%
Individual or program licensing requirements	12%	17%	6%	10%
Training met specific need	15%	17%	11%	0%
To learn classroom strategies	8%	16%	0%	14%
To learn new ways to teach kids	8%	12%	6%	10%
Help educate child and prepare them for school	12%	7%	11%	5%
Passion of job or love of kids	4%	3%	14%	10%
Convenient time/location	15%	7%	6%	0%
Network with and meet other providers	8%	6%	6%	5%
Promotion, advancement or higher pay	4%	4%	0%	19%
To support early literacy	4%	6%	3%	0%
Required or paid for by employer	4%	4%	9%	5%
To learn about child development	0%	3%	9%	5%
Educate parents and other providers/passing on what they have learned	0%	3%	9%	10%
The classes are fun and "hands on"	4%	4%	3%	5%
To learn more about behavior management	0%	4%	3%	10%
To better care for my own kids or other children	4%	1%	3%	5%
It was affordable	12%	2%	0%	0%
Training by experienced professional/I like the instructor or trainer	4%	2%	3%	0%

45. Professional development and training motivations of center-based staff (continued)

School-age program staff	Directors N=100	Teachers N=79	Assistant Teachers N=49	Aides N=54
Needs and motivations to get involved in professional development or training (open-end responses grouped into categories, multiple responses allowed)				
To grow and improve job performance as a professional	17%	29%	22%	22%
To learn more / stay updated / learn best practices	17%	20%	12%	11%
Topic was interesting, new or different	18%	13%	10%	9%
To learn new ways to teach kids	13%	11%	10%	9%
Training met specific need	19%	11%	2%	4%
Passion of job or love of kids	8%	4%	22%	15%
To learn more about behavior management	4%	10%	18%	6%
To learn about a specific population (e.g., age, cultural group, or special need)	7%	5%	6%	6%
To learn about child development	5%	4%	8%	7%
Educate parents and other providers/passing on what they have learned	7%	3%	6%	4%
Individual or program licensing requirements	4%	8%	0%	2%
Network with and meet other providers	9%	0%	2%	2%
The classes are fun and "hands on"	1%	3%	8%	2%
Training by experienced professional/I like the instructor or trainer	3%	4%	0%	0%
Convenient time/location	2%	5%	2%	0%
To better my business	4%	0%	0%	0%
Required or paid for by employer	1%	0%	2%	2%
It was affordable	0%	3%	0%	2%

Sources of and experience with training

Trainings through Child Care Resources & Referral (CCR&R) agencies

Among licensed family child care providers, 79 percent report they received at least some of their training in the past two years through a CCR&R agency, slightly lower than in 2006.

> Greater Minnesota licensed family child care providers are more likely than those in the 7-county metro area to do at least some of their training through a CCR&R agency (88 percent vs. 67 percent).

Among licensed family child care providers who have received training through a CCR&R agency, 98 percent felt the trainings were very (66 percent) or somewhat (32 percent) useful. Just over half of those who did not take any CCR&R trainings (53 percent; 11 percent of all respondents) said they would be very (13 percent) or somewhat (40 percent) interested in participating in trainings provided by a CCR&R agency if they were offered for credit.

46. Training received through a CCR&R agency by licensed family child care providers

Amount of child care training received through a CCR&R agency in past 2 years	Percent N=345
All	15%
Most	31%
Some	32%
None	21%

About 44 percent of all center-based staff report receiving at least some child care training through a CCR&R agency in the last two years. Among teachers in center-based programs, 60 percent in child care centers, 38 percent in preschools and 30 percent in school-age programs report they have received at least some of their training in the past two years through a CCR&R agency. This is an increase from 2006 for center and preschool teachers, but a decrease for teachers in school-age programs.

> Teachers in center-based programs in greater Minnesota are more likely to access training from a CCR&R agency than center-based teachers in the 7-county metro area (63 percent vs. 43 percent).

Among center-based staff who received training through a CCR&R in the previous two years, 94 percent reported it was useful (44 percent said very useful). This includes 93 percent of center directors, 92 percent of center teachers, 88 percent of preschool directors, 93 percent of center teachers, 97 percent of school-age program directors and 96 percent of school-age program teachers.

Two-thirds (67 percent) of center-based staff would be interested (23 percent very interested) in CCR&R trainings if they were offered for credit. This includes 71 percent of center directors, 70 percent of center teachers, 65 percent of preschool directors, 59 percent of center teachers, 68 percent of school-age program directors and 73 percent of school-age program teachers.

47. Training center-based program staff received through a CCR&R agency

Amount of child care training individual staff received through CCR&R in past 2 years	Directors	Teachers	Assistant Teachers	Aides
Center staff	**N=87**	**N=330**	**N=60**	**N=71**
All	0%	3%	7%	4%
Most	15%	17%	23%	20%
Some	53%	40%	18%	17%
None	32%	40%	52%	59%
Preschool staff	**N=29**	**N=158**	**N=46**	**N=38**
All	0%	1%	0%	3%
Most	14%	11%	9%	3%
Some	45%	25%	15%	21%
None	41%	62%	76%	74%
School-age program staff	**N=110**	**N=91**	**N=57**	**N=66**
All	0%	1%	0%	6%
Most	5%	7%	5%	3%
Some	24%	22%	14%	8%
None	72%	70%	81%	83%

Fifty-five percent of child care centers, 19 percent of preschools and 45 percent of school-age programs contract with a CCR&R agency to deliver in-house training. Ninety-five percent of child care centers, 73 percent of preschools and 85 percent of school-age programs say they encourage staff to use or attend trainings offered by CCR&R agencies.

48. Training provided by CCR&R to center-based programs, cited by directors

	Centers	Preschools	School-age
Program contracts with CCR&R to deliver in-house training	**N=129**	**N=88**	**N=81**
Yes, frequently	5%	3%	1%
Yes, sometimes	50%	16%	44%
No	45%	81%	54%
Staff are encouraged by programs to use or attend CCR&R trainings	**N=133**	**N=89**	**N=89**
Yes, frequently	47%	33%	24%
Yes, sometimes	49%	40%	61%
No	5%	27%	16%

Other sources of training for center-based staff

A third (34 percent) of child care centers, 30 percent of preschools and 41 percent of school-age programs report that all or most of their training is done in-house by staff, and 65 percent, 58 percent, and 55 percent, respectively, report some training is done in-house by staff. Preschools reported more of their training is done in-house by staff now than in 2006.

Figure 49 also shows the many ways center-based program directors say their programs support and encourage staff to develop professionally. Centers most commonly make development plans or discuss development with staff (32 percent) and pay for training (20 percent). Preschools most commonly make development plans or discuss development with staff (36 percent), require training (21 percent), and pay for training (20 percent). School-age programs most commonly provide in-house training (50 percent) and provide time off for training or attending school (24 percent).

49. Sources of training for center-based program staff, cited by directors

Amount of staff training done in house by center directors or other staff	Centers N=131	Preschools N=91	School-age N=88
All	2%	2%	9%
Most	32%	28%	32%
Some	65%	58%	55%
None	2%	12%	5%

According to directors, ways programs support and encourage staff professional development (grouped into categories, multiple responses allowed)	Centers N=108	Preschools N=67	School-age N=72
Discuss goals for training and development at staff meetings/with employees / professional development plans	32%	36%	19%
Pay for training (unspecified whether full/partial/how much)	20%	21%	17%
Encourage staff to seek out training opportunities	19%	15%	14%
Make staff aware of training and development opportunities available to them	18%	13%	19%
Require staff to attend a specified number/hours of trainings per year	13%	22%	18%
Provide in-house/service training and development services	17%	16%	50%
Provide time off for training and development/provide paid time off	9%	9%	24%
Provide information on free workshops/trainings	7%	5%	4%
Bring in outside organizations to provide training and development services	7%	3%	4%
Staff attend training and development courses as a group	4%	5%	11%
Reimburse staff some college courses/programs tuition	3%	1%	1%
Allow staff to attend a set number of hours/days of trainings or courses	3%	2%	3%
Have a resource room for staff/provide materials like movies and books	3%	3%	0%
Provide time off and resources for people attending school	2%	2%	1%
Pay for a set amount of money/reimbursement per year for training and development	2%	5%	6%
Give pay raises for staff who meet training and development goals (and CEUs)	2%	0%	0%
Staff who attend trainings share what was learned with others	2%	5%	0%

Overall helpfulness of training

Overall, 94 percent of licensed family child care providers report the training they have received over the last two years has been very helpful (45 percent) or somewhat helpful (49 percent). Similarly, 94 percent of center-based staff report the early childhood training and education they've received in the last two years has been helpful (44 percent said very helpful) in improving their ability to do their job effectively.

To improve the helpfulness of training, licensed family child care providers who participated in the focus groups made the following unprompted suggestions:

■ Ensure mandatory safety trainings are geared specifically to child care providers. It was noted in one focus group that the video on shaken baby recommends a caregiver take a bath or read a book as a way to deal with an upset baby (instead of shaking), which would not be appropriate response for a child care provider who has multiple children in her care.

■ Offer one-hour refresher courses for mandatory safety trainings rather than requiring providers to repeat the full-length trainings whenever it is required.

■ Combine all professional development information a provider needs into one comprehensive website, such as training requirements, classes and workshops being offered around the state, available trainers and courses taken by providers with a mechanism to reprint certificates.

Types of support, training or education desired

Licensed family child care providers were asked what "types of support, training or education you could really use, would really like to get or are especially interested in." A fifth of licensed family child care providers (19 percent) did not identify any support, training or education they need or would like. The most common training needs were: working with specific needs of children (18 percent), behavior management (14 percent) and learning about child development (14 percent). This is similar to 2006.

50. Types of support, training or education desired by licensed family child care providers

Types of support, training or education (open-end responses grouped into categories, multiple responses allowed)	Percent N=330
Did not identify a particular type of support	19%
Working with specific needs of children	18%
Working with specific behaviors, behavior management, discipline and guidance	14%
Knowing what behaviors/abilities are part of 'normal' child development	14%
More variety, new topics and new ideas and activities	11%
Working with parents	8%
Helping with school readiness and school success	6%
Use of formal curriculum	6%
Bookkeeping, management or billing	5%
Generally early childhood, preschool and toddler education	4%
Help in finding a network of providers	3%
More support from state/license bureau	3%
Safety/medical training	3%
Internet and computer training	3%
Working with specific age groups	2%
Food and nutrition	2%
Workplaces issues, advocacy for better wages, workplace diversity	2%
Finance support	2%
Working with specific cultural groups or parents and children that speak other languages	2%
Working with schools, other agencies, programs or systems for referrals and support	1%
Training/education to attain a higher level	1%
Mentoring system	1%

The top three training needs and desires among all center-based staff combined were: 1) working with children with specific needs, including both gifted and talented children and children with special needs, 2) training on behavior management and proper discipline and 3) knowing what behaviors/abilities are part of "normal" child development.

51. Types of support, training or education desired by center-based program staff

Types of support, training or education desired (open-end responses grouped into categories, multiple responses allowed)	Directors N=48	Teachers N=231	Assistant Teachers N=42	Aides N=44
Centers				
Working with specific needs of children	15%	23%	21%	18%
None	6%	17%	24%	46%
Training on how to properly discipline and behavior management	8%	20%	10%	9%
Knowing what behaviors/abilities are part of "normal" child development	8%	10%	10%	16%
Working with specific age groups	0%	12%	12%	5%
Working with parents and families	19%	7%	7%	2%
Integrating technology in the classroom	8%	4%	0%	2%
Crafts and children's activities and "hands on" activities	2%	4%	5%	2%
Working with specific cultural groups and English language learners	13%	3%	2%	0%
Getting/renewing certificate, degree, credential or license	0%	5%	2%	2%
Getting new ideas/seeing new things	2%	3%	5%	5%
Social-emotional development	8%	3%	2%	0%
Use and development of curriculum	2%	4%	0%	5%
Math and science curriculum or nature education	4%	4%	0%	0%
Staff relations/communication and team building	13%	2%	0%	0%
Early literacy	0%	4%	2%	0%
Current best practices	4%	2%	0%	5%
Bookkeeping, management or billing	15%	0%	0%	0%
Sign language	0%	2%	2%	2%
Training or education to attain a higher degree or position	2%	2%	0%	2%
Helping with school readiness and school success	2%	2%	0%	0%
Stress management	2%	2%	0%	0%

51. Types of support, training or education desired by center-based program staff (continued)

Types of support, training or education desired (open-end responses grouped into categories, multiple responses allowed)	Directors N=18	Teachers N=99	Assistant Teachers N=17	Aides N=14
Preschools				
Working with specific needs of children	17%	22%	12%	29%
Training on how to properly discipline and behavior management	17%	13%	12%	21%
None	11%	10%	24%	14%
Knowing what behaviors/abilities are part of "normal" child development	6%	13%	6%	7%
Working with parents and families	17%	8%	0%	7%
Use and development of curriculum	11%	7%	0%	0%
Crafts and children's activities and "hands on" activities	6%	7%	6%	0%
Working with specific cultural groups and English language learners	6%	5%	0%	14%
Math and science curriculum or nature education	6%	5%	6%	0%
Early literacy	0%	5%	18%	0%
Integrating technology in the classroom	0%	8%	0%	0%
Working with specific age groups	6%	6%	6%	0%
Current best practices	6%	5%	0%	7%
Getting new ideas/seeing new things	11%	2%	12%	7%
Doing child assessment or observation	11%	4%	0%	0%
Getting/renewing certificate, degree, credential or license	0%	2%	6%	7%
Bookkeeping, management, or billing	33%	0%	0%	0%
Social emotional development	0%	4%	6%	7%
Classroom management (e.g., transitions)	0%	4%	6%	0%
More support from state/license bureau (answering questions)	11%	2%	0%	0%
Helping with school readiness and school success	0%	3%	0%	7%

51. Types of support, training or education desired by center-based program staff (continued)

Types of support, training or education desired (open-end responses grouped into categories, multiple responses allowed)	Directors N=70	Teachers N=56	Assistant Teachers M=36	Aides N=43
School-age programs				
None	20%	20%	31%	30%
Working with specific needs of children	19%	23%	19%	26%
Training on how to properly discipline and behavior management	17%	13%	19%	14%
Social emotional development	16%	7%	11%	7%
Knowing what behaviors/abilities are part of "normal" child development	6%	7%	14%	7%
Integrating technology in the classroom	4%	14%	0%	2%
Staff relations/communication and team building	4%	9%	3%	5%
Working with parents and families	10%	0%	3%	5%
Crafts and children's activities and "hands on" activities	4%	9%	0%	0%
Safety and medical training	4%	0%	3%	12%
Getting new ideas/seeing new things	3%	7%	0%	5%
Bookkeeping, management, or billing	10%	2%	0%	2%
Math and science curriculum or nature education	4%	7%	3%	0%
Working with specific age groups	4%	5%	6%	0%
Working with specific cultural groups and English language learners	1%	4%	6%	2%
Engaging kids or "kids-directed" programming	4%	5%	0%	0%
Training or education to attain a higher degree or position	3%	4%	3%	2%
Food and nutrition	3%	4%	3%	0%

Trainings offered as a series

Minnesota's professional development system is interested in offering more in-depth trainings that convey more knowledge on a single topic. To gauge interest, licensed family child care providers and center-based staff were asked about their interest in an in-depth training series that is two or three sessions long.

Sixty-one percent of licensed family child care providers would be interested in an in-depth training series that is two or three sessions, though a third of those (21 percent of all) would only be interested if Continuing Education Units (CEUs) were offered.

> Licensed family child care providers in greater Minnesota are more likely than those in the 7-county metro area to be interested in in-depth training series, regardless of whether CEU's are offered (46 percent vs. 33 percent).

> Licensed family child care providers who report caring for children served by the Child Care Assistance Program are more likely to be interested in a training series (70 percent vs. 57 percent) than those who do not.

Fifty-seven percent of center-based staff would be interested in an in-depth training series that is two or three sessions, though two-thirds of those (37 percent of all) would only be interested if CEUs were offered.

Focus group participants (licensed family child care providers without post-secondary education) were asked about their feelings about trainings that are offered as a two or three-session series. Most participants liked the idea of a training series because it allows more in-depth exploration of a topic. However, they also noted that attending multiple sessions is more difficult. A series can be a large time commitment. Licensed family child care providers would like to see these series in a variety of ways, such as three nights in a row or once a week for three weeks, to make it easier for more providers to attend. Participants in all groups expressed reluctance to sign-up to attend a series because they will lose money and credits if something comes up and they are not able to attend one of the trainings. They suggested that make-up sessions or partial credit be offered.

> "With a series, it can be hard to have the time. I might be able to make two of them but not the third."

> "Those trainings don't offer refunds. It doesn't matter what happens. With these three day ones, they do the same thing. If you miss one, you lose the money and lose the time."

> "I'd rather just get them done with. That is too long to have to sit there, especially if you are from out of town."

Professional development problems and barriers

When asked how much of a problem it is to find convenient professional development opportunities, two-thirds (66 percent) of licensed family child care providers report that it is at least somewhat of a problem. Half (46 percent) of licensed family child care providers report problems finding professional development opportunities in welcoming locations. Almost half (43 percent) of licensed family child care providers report that finding affordable professional development opportunities is at least somewhat of a problem. Three-quarters report they have at least one of the listed problems (somewhat or major) finding professional development.

The most common barrier to training and education, mentioned by 61 percent of the licensed family child care providers in an open-ended question, is the day and time when opportunities are available. Transportation (13 percent) and cost (15 percent) are other key barriers. This is similar to 2006.

Focus group participants (licensed family child care providers without post-secondary education) were also asked what makes a training, workshop or conference convenient and/or welcoming. Responses varied by individual. Overall, licensed family child care providers would like to see training offered on a variety of different days and times to ensure options will fit their schedules, which can really vary by provider.

In addition, in each group, participants mentioned that they would rather attend training that is located close to their home. Participants varied in how far they were willing to drive for training, though none were willing to drive more than 30 minutes. Other features that might make a training more convenient or welcoming include low cost, held in a well-lit, safe location, good signage for out of town attendees, and offers some type of incentive (such as activities at a weekend conference, vendors, prizes, dinner, etc.).

> "If I am spending the night [to attend a training or conference]; I want to be able to do something [fun afterwards]."

> "[Conferences] have vendors, so it is welcoming. They have things you can look at. They treat you really well. They feed you well; they always have prizes for the kids, books at the table. They are just so happy that you are coming out to get their information, they treat you really well. After a hard day's work, that is something to look forward to."

52. Professional development problems and training barriers among licensed family child care providers

Degree to which licensed family child care providers say the following are problems (N=350)	Major problem	Somewhat of a problem	Not a problem
Finding professional development opportunities that are convenient	19%	47%	34%
Finding professional development opportunities that are in welcoming locations	9%	38%	54%
Finding affordable professional development	7%	35%	57%
Finding quality professional development	7%	29%	65%
Finding opportunities for professional development	4%	25%	71%

52. Professional development problems and training barriers among licensed family child care providers (continued)

Barriers to getting more training or education (open-end responses grouped into categories, multiple responses allowed) (N=344)	Not a problem
Timing/schedule of available opportunities	61%
Cost	15%
Transportation/too far away	13%
Do not like the location where opportunities are offered	6%
Not useful or helpful enough to be worth the time and energy	5%
No motivation/lazy	4%
Topics provider is interested in are not offered	4%
No incentive; do not get reimbursed for trainings, paid time off or higher pay	3%
Child care not viewed as a long-term career path	3%
No one to watch provider's own children/not being able to get a substitute	2%
Not available in area	2%
Do not know where to go to find out	2%
I have nothing more to learn	2%

Finding convenient and affordable professional development opportunities is at least somewhat of a problem for more than two-thirds (71 percent) of center-based programs, as reported by directors. Two-thirds (66 percent) of centers also have problems finding qualified staff with degrees and training in early childhood education.

> Centers in greater Minnesota are more likely than centers in the 7-county metro area to report problems with finding: affordable professional development (82 percent vs. 58 percent); convenient professional development (84 percent vs. 65 percent), and quality professional development (77 percent vs. 47 percent).

Centers that report caring for children served by the Child Care Assistance Program are more likely to report problems with finding qualified infant staff (53 percent vs. 11 percent); finding convenient professional development (75 percent vs. 54 percent); and finding qualified staff with early childhood degrees or training (72 percent vs. 48 percent).

Preschools in the 7-county metro area are less likely than preschools in greater Minnesota to report problems finding trainings approved by the Minnesota Center for Professional Development (28 percent vs. 61 percent).

Most (84 percent) center teachers report finding convenient professional development opportunities is a problem, and 72 percent report finding affordable professional development is a problem. In addition, 70 percent of preschool teachers and 79 percent of school-age teachers also report these are problems.

Center and preschool teachers in greater Minnesota report more difficulty than center and preschool teachers in the 7-county metro area in finding professional development opportunities (63 percent vs. 49 percent for center teachers; 61 percent vs. 35 percent for preschool teachers).

53. Professional development problems among center-based program staff

Centers	Major problem	Somewhat of a problem	Not a problem
Degree to which center directors say the following are problems for their program			
Finding professional development opportunities that are convenient (N=133)	23%	49%	28%
Finding qualified staff with abilities to teach and nurture children with special needs (N=111)	18%	53%	29%
Finding qualified staff with degrees and training in early childhood education (N=130)	22%	45%	34%
Finding affordable professional development (N=133)	20%	46%	34%
Finding qualified toddler staff (N=109)	22%	34%	44%
Finding quality professional development (N=132)	14%	43%	44%
Finding qualified infant staff (N=93)	15%	34%	51%
Finding culturally competent staff with abilities to teach and nurture children from diverse families (N=125)	14%	35%	51%
Finding trainings approved by the Minnesota Center for Professional Development (N=112)	13%	33%	54%

53. Professional development problems among center-based program staff (continued)

Centers	Major problem	Somewhat of a problem	Not a problem
Degree to which teachers say the following are problems (N=331)			
Finding convenient professional development	29%	55%	16%
Finding affordable professional development	28%	43%	28%
Finding quality professional development	19%	49%	33%
Finding professional development held in welcoming locations	16%	45%	40%
Finding opportunities for professional development	10%	43%	47%

Preschools	Major problem	Somewhat of a problem	Not a problem
Degree to which preschool directors say the following are problems for their program			
Finding qualified staff with abilities to teach and nurture children with special needs (N=69)	4%	58%	38%
Finding professional development opportunities that are convenient (N=93)	14%	46%	40%
Finding culturally competent staff with abilities to teach and nurture children from diverse families (N=70)	10%	46%	44%
Finding affordable professional development (N=90)	8%	44%	48%
Finding qualified staff with degrees and training in early childhood education (N=80)	9%	44%	48%
Finding trainings approved by the Minnesota Center for Professional Development (N=70)	6%	37%	57%
Finding quality professional development (N=90)	9%	28%	63%
Degree to which teachers say the following are problems (N=155-156)			
Finding affordable professional development	21%	49%	30%
Finding convenient professional development	21%	49%	30%
Finding quality professional development	14%	41%	46%
Finding professional development held in welcoming locations	13%	37%	50%
Finding opportunities for professional development	5%	39%	56%

53. Professional development problems among center-based program staff (continued)

School-age programs	Major problem	Somewhat of a problem	Not a problem
Degree to which school-age program directors say the following are problems for their program			
Finding qualified staff with abilities to teach and nurture children with special needs (N=80)	8%	61%	31%
Finding culturally competent staff with abilities to teach and nurture children from diverse families (N=76)	25%	42%	33%
Finding professional development opportunities that are convenient (N=85)	19%	45%	37%
Finding quality professional development (N=85)	11%	53%	37%
Finding quality school-age program staff (N=60)	15%	47%	38%
Finding affordable professional development (N=85)	11%	41%	48%
Finding trainings approved by the Minnesota Center for Professional Development (N=57)	7%	37%	56%
Degree to which teachers say the following are problems (N=90)			
Finding convenient professional development	32%	47%	21%
Finding affordable professional development	26%	53%	21%
Finding professional development held in welcoming locations	18%	44%	38%
Finding quality professional development	12%	46%	42%
Finding opportunities for professional development	7%	49%	44%

Cost, scheduling and transportation were key barriers among center-based staff. For example, 40 percent of center teachers, 39 percent of preschool teachers and 24 percent of school-age teachers said they "do not have time." Cost was a main barrier cited by 29 percent of center teachers, 17 percent of preschool teachers and 21 percent of school-age teachers. Transportation was a reported as a main barrier for 17 percent of center teachers, 10 percent of preschool teachers and 13 percent of school-age teachers. This is similar to 2006.

54. Professional development training barriers among center-based program staff

Centers	Directors N=70	Teachers N=268	Assistant Teachers N=46	Aides N=44
Barriers to getting more training or education (open-end responses grouped into categories, multiple responses allowed)				
Do not have time	40%	40%	39%	32%
Cost	21%	29%	35%	36%
Transportation issues (too far away/not available in area)	21%	17%	13%	14%
Time or timing/schedule of available opportunities	17%	16%	22%	11%
Not useful or helpful enough to be worth the time and energy	17%	9%	2%	2%
Do not know where to go to find out/do not know what's available	3%	8%	15%	16%
No paid time off, or not paid to go	4%	9%	4%	0%
Topics of interest are not offered/topics are not interesting	6%	8%	2%	0%
Lack of marketing of CCR&R trainings	3%	7%	4%	7%
Employer provides training or contracts with a training organization	6%	4%	2%	2%
Do not like the location where opportunities are offered	3%	5%	4%	0%
Already going to school or getting training	0%	3%	7%	2%
No barriers cited	1%	3%	9%	2%
Level of CCR&R trainings is too low	11%	1%	0%	0%
Child care not viewed as a long-term career path	0%	2%	0%	9%
Do not like the delivery method/the way information is provided	6%	1%	0%	0%
Do not like the trainer(s)	4%	2%	0%	0%
Just started, have not had the opportunity	1%	<1%	2%	5%

54.   Professional development training barriers among center-based program staff (continued)

Preschools	Directors N=25	Teachers N=116	Assistant Teachers N=35	Aides N=20
Barriers to getting more training or education (open-end responses grouped into categories, multiple responses allowed)				
Do not have time	36%	39%	38%	35%
Cost	36%	17%	13%	10%
Time or timing/schedule of available opportunities	24%	16%	17%	15%
Transportation issues (too far away/not available in area)	20%	10%	4%	10%
Employer provides training or contracts with a training organization	16%	10%	4%	10%
Not useful or helpful enough to be worth the time and energy	12%	10%	13%	5%
Do not know where to go to find out/do not know what's available	0%	10%	8%	15%
No barriers cited	12%	9%	0%	10%
Already going to school or getting training	4%	9%	8%	0%
Topics of interest are not offered/topics are not interesting	0%	9%	0%	0%
Do not like the location where opportunities are offered	4%	4%	0%	0%
Level of CCR&R trainings is too low	4%	3%	4%	0%
Lack of marketing of CCR&R trainings	4%	3%	4%	0%
Hard enough to meet licensing requirements	0%	2%	4%	0%
Just started, have not had the opportunity	0%	<1%	0%	10%

54. Professional development training barriers among center-based program staff (continued)

School-age programs	Directors N=94	Teachers N=62	Assistant Teachers N=34	Aides N=48
Barriers to getting more training or education (open-end responses grouped into categories, multiple responses allowed)				
Do not have time	34%	34%	32%	27%
Cost	20%	21%	32%	15%
Do not know where to go to find out/do not know what's available	11%	21%	21%	33%
Time or timing/schedule of available opportunities	20%	18%	9%	2%
Not useful or helpful enough to be worth the time and energy	12%	5%	6%	8%
Transportation issues (too far away/not available in area)	6%	13%	6%	4%
No paid time off, or not paid to go	9%	0%	12%	8%
Lack of marketing of CCR&R trainings	2%	8%	6%	13%
Employer provides training or contracts with a training organization	2%	8%	9%	4%
Topics of interest are not offered/topics are not interesting	6%	5%	3%	4%
Do not like the location where opportunities are offered	6%	7%	0%	2%
No barriers cited	6%	7%	3%	0%
I have nothing more to learn	2%	0%	0%	8%
It's not required	2%	0%	3%	4%
Child care not viewed as a long-term career path	1%	0%	3%	4%
Not offered by employer / lack of access	1%	0%	3%	4%

Cost, scheduling and transportation are also key barriers cited by directors at centers, preschools and school-age programs.

55. Barriers to getting more training and education, cited by directors

Barriers to getting more training or education (open-end responses grouped into categories, multiple responses allowed)	Centers N=112	Preschools N=73	School-age N=74
Timing/schedule of available opportunities	55%	43%	54%
Cost	49%	33%	39%
Transportation/too far away	14%	8%	4%
Topics director is interested in are not offered	9%	6%	15%
Not available in area	9%	4%	5%
CCR&R trainings are below the educational level of current staff	7%	3%	1%
No barriers cited	6%	15%	12%
Not useful or helpful enough to be worth the time and energy	6%	15%	15%
Employer provides training or pays to bring in trainers	6%	6%	5%
Do not like the location where opportunities are offered	5%	6%	7%
Difficulty getting substitutes	5%	3%	1%
Not required	1%	4%	0%

Recommendations

Based on survey and focus group results and discussion with the study advisory committee, researchers offer the following recommendations to ensure that the child care professional development delivery system is effective and that opportunities are inclusive of and accessible to all providers.

Continue supporting efforts to increase the diversity of the child care workforce.

This study found a higher proportion of assistant teachers and aides in center-based programs are non-white than teachers and directors, but have only shown a slight increase in the overall diversity of the workforce since 2000.

Encourage and support licensed family child care providers and center-based assistant teachers and aides from various cultural communities to attain more education, training and teaching responsibility, while at the same time supporting the development of culturally-specific center-based programs.

Ensure quality and diversity of trainings offered.

Child care professionals are seeking professional development and training experiences that are worth their time and money. They are looking for trainings that are facilitated by trainers that are highly qualified in the content area, and offer new strategies and skills they can use with the children in their care. Minnesota's child care workforce is highly experienced and not interested in trainings offered by other providers who do not have training experience or content expertise, nor are they interested in more training on the same topics, such as activities or crafts.

To that end, trainers should have content expertise in the topic, be evaluated or credentialed as trainers, and have experience with children. They must be able to effectively facilitate the learning of child care providers from a wide variety of backgrounds. Though the Minnesota Center for Professional Development currently has a system in place for approving trainers, not all providers are aware of, understand or use the system. In addition, the professional development system should be accountable to regularly assess and review the extent to which the training needs of the child care workforce are being met in each region of the state.

Providers requested a greater variety of training options to ensure that they are able to choose those that are relevant to their particular needs, and noted a high interest in topics related to child development, such as working with the specific needs of children, behavior management and understanding "normal" child development. It is also important to

ensure that training advertisements are an accurate representation of what will be offered in the training. Too often, providers felt that the same trainings were offered under a new name. When possible, training should be advertised directly to center-based teachers and aides rather than through directors to ensure timely notification.

Improve access to professional development and training opportunities.

The Minnesota Department of Human Services could increase access to professional development opportunities by subsidizing the cost of trainings and increasing the ways in which licensed family child care providers and center-based staff can access training.

In addition, providers need professional development opportunities that are convenient. Hold trainings on a regular basis in several regular sites in each region that do not require extensive travel. Offer a variety of dates and times for each training, especially for mandatory trainings, and provide "make-up" sessions for trainings that have multiple sessions for those who have to miss a session. In addition, since nearly all providers have Internet access, support more online training options, especially as a way to increase the amount of training available in remote areas. Offering some classes on basic computer skills may also help some providers feel more confident accessing online training.

Improve consistency of how training requirements are interpreted by licensors.

Licensed family child care providers noted a wide variety in how county licensors interpret and apply the State's training requirements. Trainings one licensor may accept in one county may not be accepted by another licensor in the neighboring county. Similarly, licensors reportedly differ in the extent to which they are willing to accept online training hours. These variations are challenging for providers, especially those in the 7-county metro or other communities that are near county borders. Greater consistency among licensors and communication about which trainings and/or trainers have county approval toward licensing requirements would assist providers in accessing the trainings they need and want.

Continue supporting efforts to enhance the knowledge and skills of the child care workforce, while educating parents on the importance of high quality child care.

While Minnesota has a highly experienced child care workforce, with licensed family child care providers and teachers averaging 10 or more years in the field, the educational achievement levels are not as high. For example, about a third of child care center teachers and 10 percent of licensed family child care providers have child care-related bachelor's degrees or higher.

Obtaining an advanced degree is costly and time-consuming and providers see little incentive to investing the time and money. Supporting Teacher Education And

Compensation Helps (TEACH) scholarships will assist child care providers in paying for a college degree in early childhood education or child development. Simultaneously, parents need additional awareness on the importance of degrees and credentials in early childhood development so the demand for effective early care and education increases and providers have an incentive to pursue advanced education.

Increase awareness and usability of the Professional Development Registry.

Trainings are provided through local associations, local CCR&R agencies, colleges and universities, and community-based organizations. With such varied ways to receive training, providers often miss out on opportunities. The Professional Development Registry provides a centralized source for providers to find out about trainings, but few providers are aware of the Registry. Less than a third of licensed family child care providers or center-based staff are aware of the Professional Development Registry for tracking trainings completed, and fewer than 15 percent had used it. In addition, not all providers look to the Internet to find trainings and would benefit if the information on trainings were available in other formats (phone and handbook).

Usability of the Registry could also be improved. Though users noted satisfaction with the Registry, in the focus groups, licensed family child care providers noted they did not use it because it was tedious or did not provide them with any benefit. The Minnesota Center for Professional Development could better inform providers about the benefits of the Registry. The Registry could also be improved to make it easier for providers to enter their degrees, credentials, and trainings, and would also be more useful to licensed family child care providers and center-based staff if it could be used to show licensors which trainings they've taken and sent reminders when required trainings were due.

Appendix

Calculating size of child care workforce

Calculating size of licensed family child care workforce

■ Number of licensed family child care providers: 10,778

■ 6.3 percent had one partner who also provides care: 679

■ 0.6 percent had two partners who also provide care: 129

■ 0.3 percent had three partners who also provide care: 97

■ 11.1 percent had one paid assistant: 1,196

■ 2.8 percent had two paid assistants: 604

■ 2.0 percent had three or more paid assistants: 647

■ Total licensed family child care workforce: 14,157

■ Average number of providers at each family child care home: 1.3

Calculating size of center-based child care workforce

The size of the center-based workforce was calculated by multiplying the average (mean) number of staff of each type recorded by directors on the program-level surveys by the total number of programs estimated in the state.

| | Number of programs | Average number of staff per site | | | |
		Directors	Teachers	Assistant Teachers	Aides
Centers	961	1.29	7.19	2.07	3.32
Preschools	592	0.82	3.18	1.29	1.19
School-age	578	1.04	5.84	7.16	6.26
Total	2,131	1.09	5.71	3.23	3.53

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Community Partnerships
P.O. Box 64962
St. Paul, MN 55164-0962